

2nd Edition

Family and Friends

5

Teacher's Book Plus

Barbara Mackay

Introduction by **Naomi Simmons** and **Barbara Mackay**

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Scope and sequence

All core language is recycled regularly throughout the course.

		Words
Starter: Do something different!	p27	Revision: activities
1 You can build it!	p30	Tools <i>rope, saw, hammer, roller, tray, nail, tools, tape measure</i> Working with words: subject, verb, object; adjectives and adverbs Words in context: My tree house Class Book: <i>tree house, laugh, crooked, plans, board, ladder, straight, toolbox</i> Workbook: <i>beach house, shade, branches, seaweed</i>
2 It's show time!	p38	Putting on a play <i>curtain, stage, script, lights, make-up, character, costume, audience</i> Working with words: silent letters gh and k Class Book: <i>lights, night, straight, know, knee, knife</i> Workbook: <i>knit, knot, fright, flight</i> Words in context: The Crown Diamond Class Book: <i>servant, enter, diamond, detective, arrest, note, robbery, criminal</i> Workbook: <i>detective, investigate, clues, props</i>
3 The best party ever!	p46	Household items <i>broom, lampshade, sponge, rubber gloves, washing line, feather duster, cloth, sack</i> Working with words: suffix -ion Class Book: <i>invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration</i> Workbook: <i>discuss / discussion, protect / protection, collect / collection, pollute / pollution</i> Words in context: Lost at the carnival Class Book: <i>parade, speakers, mask, float, microphone, crowd, dancers, stilts</i> Workbook: <i>clap, cheer, plug in, wave</i>
Fluency Time! 1	p54	Booking tickets <i>What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee? Are there any seats left?</i>
4 Our planet	p56	The environment <i>damage, clean up, the environment, litter, planet, pollution, rubbish dump, wildlife</i> Working with words: compound nouns Class Book: <i>wildlife park, rubbish dump, swimming pool, police station, computer room, post office</i> Workbook: <i>duck pond, litter bin, beach house, TV crew</i> Words in context: An eco home Class Book: <i>electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, spring</i> Workbook: <i>greenhouse, sailing boat, water mill, technology</i>
5 Reuse and recycle	p64	Recycling <i>oil, bottle bank, carrier bag, paper, chemicals, recycling centre, metal, battery</i> Working with words: prefix re- Class Book: <i>remove, return, recycle, reuse, retell, rewrite</i> Workbook: <i>recharge, refill, rebuild, redecorate</i> Words in context: As good as new Class Book: <i>greetings card, ribbon, bracelet, bus ticket, map, car tyre, juice carton, wrapping paper</i> Workbook: <i>stick, glue, cut up, roll</i>
6 Crazy about wildlife!	p72	At the wildlife park <i>insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium</i> Working with words: suffixes -er / -or Class Book: <i>keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor</i> Workbook: <i>teach / teacher, help / helper, direct / director, calculate / calculator</i> Words in context: Gorilla Kingdom Class Book: <i>extinct, species, endangered, prevent, wild, population, circus, threat</i> Workbook: <i>research, donation, adopt, habitat</i>
Fluency Time! 2	p80	Expressing opinions <i>I (don't) think that ... I agree. That's true. You're right. I'm sorry, but I don't agree. I see your point, but ... I don't think so.</i>

Grammar	Skills	
Revision: possessive s, present simple, present continuous, past simple, time markers	Reading: understanding a short story, identifying true or false sentences Listening: listening to check predictions Speaking: describing characters' actions and habits	Writing focus: rules of punctuation
Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: for / since <i>Ben has had woodwork lessons since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i>	Reading: a narrative poem: <i>My tree house</i> (reading and understanding a poem) (Cross-curricular link) Listening: ordering objects, identifying speakers Speaking: asking and answering questions about making things	Writing focus: identifying rhythm in poetry (counting syllables and stresses) Writing outcome: writing a poem using syllable counts and stresses (Workbook)
Past simple and present perfect <i>It was great!</i> <i>I've tidied up all the leaves.</i> I've tidied up all the leaves. already / yet / before / just <i>I've already built the set.</i> <i>I haven't learnt the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i>	Reading: a play script: <i>The Crown Diamond</i> (reading and understanding a play script, identifying true or false sentences) (Cross-curricular link) Listening: ordering events in a play Speaking: predicting the ending to a play, talking about stories and characters	Writing focus: features of a play script Writing outcome: writing the final scene of a play to complete a play script (Workbook)
Comparatives and superlatives as ... as ... <i>It's as colourful as the carnival in Rio.</i> not as ... as ... <i>It's not as big as the carnival in Rio.</i> too / enough <i>It's too dark now.</i> <i>There's not enough light in here.</i>	Reading: a story: <i>Lost at the Carnival</i> (reading and understanding a story, completing sentences with the correct word) Listening: predicting and listening for descriptions Speaking: asking and answering questions about wearing costumes	Writing focus: beginnings and endings of stories Writing outcome: ending a story (Workbook)
Project: an event poster		
Past simple and past continuous: interrupted actions <i>Some children were playing when we arrived.</i> Used to <i>There used to be lots of litter here..</i>	Reading: an information text: <i>An eco home</i> (reading and understanding an information text, correcting false sentences) (Cross-curricular link) Listening: identifying details of a lifestyle Speaking: asking and answering questions about the environment	Writing focus: making writing more fluent Writing outcome: writing an information text (Workbook)
will / won't <i>Now Chip will know how to do everything and he won't make mistakes.</i> Present continuous with future meaning <i>We're leaving at two o'clock.</i>	Reading: a magazine article: <i>As good as new</i> (reading and understanding a magazine article, identifying true or false sentences) (Cross-curricular link) Listening: listening and ordering events Speaking: asking and answering questions about recycling	Writing focus: making suggestions Writing outcome: writing a leaflet (Workbook)
Going to: future plans and intentions <i>My class is going to adopt a tiger.</i> Going to: predictions <i>It's going to fall.</i>	Reading: an article: <i>Gorilla Kingdom</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) Listening: listening and completing fact files Speaking: asking and answering questions about animals	Writing focus: topic sentences and paragraphs Writing outcome: writing an article (Workbook)
Project: a wildlife park map		

7	Call an ambulance!	p82	<p>First aid <i>burn, first aid kit, bruise, bandage, cut, sling, patient, plaster</i></p> <p>Working with words: phrasal verbs Class Book: <i>put on, take off, put away, get out, put down, pick up</i> Workbook: <i>look after, hand out, drop off, cheer up</i></p> <p>Words in context: A day in the life of a firefighter Class Book: <i>hose, train, site, flood, breathing apparatus, accident, check, rescue</i> Workbook: <i>lifeguard, crew, volunteer, coastguard</i></p>
8	Let's eat healthily	p90	<p>Food <i>additives, dairy products, health food, home-made, ingredients, junk food, ready-made, sugar</i></p> <p>Working with words: phrasal verbs with get Class Book: <i>get up, get on with, get on, get off</i> Workbook: <i>get back, get stuck, get around to, get rid of</i></p> <p>Words in context: The healthy eating pyramid Class Book: <i>energy, calories, snacks, sweet, salty, diet, vitamins, source</i> Workbook: <i>clever, plenty, brain, raw</i></p>
9	The big match	p98	<p>Sport <i>athlete, coach, training, trophy, goalkeeper, fan, exercise, captain</i></p> <p>Working with words: antonyms Class Book: <i>best, worst, win, lose, give, take</i> Workbook: <i>deep, shallow, noisy, quiet, clean, dirty</i></p> <p>Words in context: Just breathe Class Book: <i>process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart</i> Workbook: <i>beat, pulse rate, wrist, steady</i></p>
Fluency Time! 3		p106	<p>Passing on messages <i>I've got a message from (Layla). Did she text you? She left me a voicemail. What did (Layla's) voicemail / text say? I've just got a text! (Zaid) has messaged me</i></p>
10	Ancient buildings	p108	<p>Archaeology <i>archaeologist, column, statue, steps, block, pot, jewellery, carving</i></p> <p>Working with words: suffix -ful Class Book: <i>wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful</i> Workbook: <i>thought / thoughtful, colour / colourful, fear / fearful</i></p> <p>Words in context: The lost city Class Book: <i>slanted, ruins, maze, aqueduct, palace, ancient, fortress, explore</i> Workbook: <i>rich, central heating, border, invade</i></p>
11	A message for the future	p116	<p>A time capsule <i>time capsule, bank note, photo album, manual, diary, memory stick, stamp, receipt</i></p> <p>Working with words: homonyms Class Book: <i>stamp (n) (v), float (n) (v), spring (n) (n), note (n) (n), coach (n) (n), light (n) (adj)</i> Workbook: <i>duck (n) (v), match (n) (v), sink (n) (v)</i></p> <p>Words in context: Nim's Island Class Book: <i>comedy, confident, creatures, director, novel, performance, special effects, teenager</i> Workbook: <i>challenge, mysterious, swap places, boarding school, knight, earthquake</i></p>
12	Be a part of history!	p124	<p>The news <i>photographer, microphone, flash, lens, reporter, interview, article, news</i></p> <p>Working with words: adjectives with -ing Class Book: <i>interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing</i> Workbook: <i>surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing</i></p> <p>Words in context: Who deserves a high salary? Class Book: <i>salary, factory, deserve, scientist, celebrity, surgeon, improve, hero</i> Workbook: <i>earn, charity, education, wheelchair</i></p>
Fluency Time! 4		p132	<p>Detailed descriptions <i>What's it made of? It's made of (cotton). It feels like ... It looks like ... It smells like ...</i></p>
Culture		p134	School clubs The USA School trips
Extensive reading		p137	Non-fiction and fiction

<p>Reported speech <i>He said he needed some bandages.</i> said / told <i>Our teacher told us she had got a surprise for us.</i> <i>She said we were going to learn first aid.</i> Reported speech: time markers <i>"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.</i></p>	<p>Reading: an account: <i>A day in the life of a firefighter</i> (reading and understanding an account, answering comprehension questions) (Cross-curricular link) Listening: listening for detail in a phone call to the emergency services Speaking: an emergency services phone call roleplay</p>	<p>Writing focus: features of a newspaper report Writing outcome: writing a newspaper report (Workbook)</p>
<p>First conditional <i>If I press this button, the machine will make a pizza.</i> First conditional questions <i>Will I get ill if I don't eat fruit and vegetables?</i></p>	<p>Reading: an information poster: <i>The healthy eating pyramid</i> (reading and understanding an information poster, answering comprehension questions) (Cross-curricular link) Listening: listening and summarizing Speaking: asking and answering questions about diet</p>	<p>Writing focus: concluding a personal account Writing outcome: writing a personal account (Workbook)</p>
<p>Modal verbs: may, might and could <i>I might need to do more work on these boots.</i> have to / had to statements and questions <i>Do you have to exercise every day?</i> <i>We had to tidy our bedrooms before we could go out to play yesterday.</i></p>	<p>Reading: a process text: <i>Just breathe</i> (reading and understanding a process text, answering comprehension questions) (Cross-curricular link) Listening: listening for detail in an interview Speaking: asking and answering questions about exercise</p>	<p>Writing focus: writing up notes into full sentences Writing outcome: writing up an interview from notes (Workbook)</p>

Project: English text messages

<p>Indefinite pronouns <i>There are machines everywhere.</i> <i>There is something wrong with all my inventions.</i> <i>Is there anything wrong?</i> Question tags <i>These necklaces are beautiful, aren't they?</i></p>	<p>Reading: an article: <i>The Lost City</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) Listening: listening for details about ancient sites Speaking: asking and answering about museums</p>	<p>Writing focus: making writing more interesting Writing outcome: writing a descriptive account (Workbook)</p>
<p>The passive (present simple) <i>English is spoken in many different countries.</i> Passive and active <i>People in costumes greet visitors.</i> <i>Visitors are greeted by people in costumes.</i></p>	<p>Reading: a film review: <i>Nim's Island</i> (reading and understanding a film review, completing sentences with the correct word) Listening: listening and identifying descriptions Speaking: asking and answering questions about films</p>	<p>Writing focus: features of a film review Writing outcome: writing a film review (Workbook)</p>
<p>The passive (past simple) <i>You were invented to cook and clean.</i> Passive questions <i>Is English spoken in the USA?</i> <i>Who was the telephone invented by?</i></p>	<p>Reading: an Internet forum: <i>Who deserves a high salary?</i> (reading and understanding an Internet forum, matching people and opinions) (Cross-curricular link) Listening: listening and identifying opinions Speaking: asking and answering questions about future aspirations</p>	<p>Writing focus: expressing opinions Writing outcome: writing an opinion text (Workbook)</p>

Project: a knowledge game

Introduction

Family and Friends 2nd Edition is a complete seven-level course of English for students in primary schools. It uses a clear grammar-based curriculum alongside a parallel syllabus in skills. In this way, students develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. *Family and Friends 2nd Edition* combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Students have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). *Family and Friends 2nd Edition* uses all of these approaches to help every child realize his or her potential.

Family and Friends 2nd Edition also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of *Family and Friends 2nd Edition* includes the following:

- Class Book with Student Website
- Workbook (with or without Online Practice)
- Teacher's Book Plus containing:
 - Teacher's Resource Centre
 - Fluency DVD
 - Online Practice
- Classroom Presentation Tool
- Class Audio CDs
- Writing posters
- Readers

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to students from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or themes. Students meet the first group of words passively in the story in Lesson 1. The words are presented formally in Lesson 2 through illustrations and recordings. The students can check meaning and develop their dictionary skills in the Dictionary pages.

A second group of words is presented in the *Working with words* section in Lesson 2, giving further scope for practising dictionary skills. The accompanying Workbook pages provide practice of building new words following the patterns in the *Working with words* section.

The third group of words is presented in Lesson 6. Students are encouraged to work out the meaning of these words from the text in Lesson 5, where they first appear. They then check the meaning of the words in the Dictionary pages. The Workbook provides further practice of determining meaning from context.

Skills

Each unit of *Family and Friends 2nd Edition* contains three pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated.

The **reading** texts in this section expose students to a balance of both familiar and new language. With a range of different text types of increasing complexity, students develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading for gist and detail, both of which are essential for complete communicative competence.

After every three units there are two pages of extra reading material in the form of non-fiction and fiction texts. These longer texts are to be used for extensive reading so students do not have to understand every word. These texts are optional activities to be done at the discretion of the teacher.

The **listening** tasks, which are linked to the core reading text in each unit, help students to practise listening for specific information and detail, as well as gist.

Speaking practice tasks are also integrated, so students will already have been exposed to key words to be used, which will give them confidence when carrying out the task.

The **writing** skills section prepares students to write a certain type of text, e.g. a story, a poem, or a personal account. Before students begin the exercises in their Class Books, they look at a poster of the appropriate text type with their teacher. This helps them to visualize layout and draws their attention to key literacy points. Students then look at an annotated text in their Class Books. The annotations draw attention to conventions and techniques of structure and style that students should use in their own writing.

After students have answered the questions in their Class Books, they are ready to complete the writing tasks in their Workbooks. As with Level 4, there is an extra page of writing practice in the Workbook at Level 5. This provides a written task and writing preparation activities to support it.

Writing posters

There is a poster for each of the writing lessons. These should be used by the teacher as a visual aid when discussing how particular types of text should be laid out and what should be included in them. Full notes are given on how to use the posters at the start of Lesson 7.

The Poster worksheets in the Teacher's Resource Centre contain the text for each of the Writing posters. These should be photocopied for each student so they can follow the text as the teacher reads. Students should be asked to keep their poster text safe in their files as they will need it again for the Teacher's Resource Centre skills task.

Stories

Every unit contains a story which provides a fun and motivating context in which the new language appears. In Level 5 we meet a happy extended family (Fin, Libby, Kate, and Ed) and read about the adventures they have with their youth group, the *Do Something Different Club*.

The stories provide ideal scenarios for reviewing language structures and key words in a cyclical manner.

Songs

Every unit in *Family and Friends 2nd Edition* contains a song for students to practise the new target grammar structure.

Melody and rhythm are an essential aid to memory. By singing students are able to address fears and shyness and practise the language in a joyful way together. Songs are also fun and motivating activities and are a good opportunity to add movement to the lessons.

Drama and Total Physical Response (TPR)

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. In *Family and Friends 2nd Edition* students are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for students to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps students to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Games and optional activities

Games provide a natural context for language practice and are very popular with students. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends 2nd Edition* can take place at the children's desks with a minimum of classroom disruption.

Suggestions for optional activities are included in the teacher's notes. They can be used according to the timing and pace of the lesson and their appropriacy to the students in the class.

Review lessons

At the end of each unit, there is a review lesson. This provides additional practice of the vocabulary and structures presented in the unit through a quiz and a song. This lesson is a good opportunity to discuss students' progress and resolve any problems. No new material is presented or practised here.

Grammar Time pages

Grammar reference material is provided on pages 116–123 of the Workbook for students to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit, with some spaces for students to complete. Once completed, they provide a reference which students can use to help them with their writing and other activities. These should be checked by the teacher once completed by the student, to ensure that they are a reliable reference tool. Below each grammar table are exercises which give further practice of the grammar in the grammar table.

Dictionary skills

Dictionary pages are provided on pages 126–134 of the Workbook for students to refer to. Students are directed to these in the Lessons 2 and 6. We suggest that students complete the exercises independently and then use the Dictionary pages to check their answers.

Values

Values, which can also be called civic education, is a key strand in *Family and Friends 2nd Edition*. Teaching values is important as it focuses on students' personal and social development, not just language skills. It improves children's awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping students to understand about:

- Community, e.g. agreeing and following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment, contributing to the life of the class and school.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the four Values worksheets in the Teacher's Resource Centre.
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage students to work together and co-operate in order to complete activities.

Values worksheets

This level of the course contains four Values worksheets in the Teacher's Resource Centre to present different aspects of the values syllabus. The topics covered are:

- A friendship between England and Japan (Values 1)
- Saving water (Values 2)
- A healthy lunchbox (Values 3)
- Learning from Grandma (Values 4)

The unit teaching notes suggest suitable points to present these. Full teaching notes on how to present the values using the worksheets are given on pages 153–159 of the Teacher's Book.

Assessment

Students' progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams, such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Teacher's Resource Centre offers:

- suggestions for ongoing classroom assessment
- an assessment sheet to keep a record of students' progress
- suggestions for encouraging students to self-assess
- 13 unit tests
- 4 progress tests (for use after every three units)
- 4 skills tests (for use after every three units).

The Cambridge English: YLE Practice section in the Teacher's Resource Centre offers:

- Notes, tips and vocabulary lists for the Flyers tests.
- Preparation and practice tasks to help students become accustomed to the YLE task types.

The Preparation stage provides controlled practice of task types found in the Flyers tests, to help students gradually build up to the task. The Practice task then gives students a taster of a Cambridge style test before they attempt a complete YLE Practice Test.

- Sample YLE Practice Tests for the Flyers Reading and Writing, Listening and Speaking tests.

The Trinity Practice section in the Teacher's Resource Centre offers:

- Notes and tips for the Trinity Tests.
- Sample Trinity Practice Tests for GESE Grades 4 and 5, and ISE Grades 0 and 1.

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Teacher's Resource Centre.

Progress certificates

The Progress certificates in the Teacher's Resource Centre can be used to check student's progress after every three units. Ask students to keep their certificates safely in their file as a record of their progress.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! lessons in *Family and Friends 2nd Edition* give learners the opportunity to personalize the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

In the Class Book

The Fluency Time! spreads in *Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations. This is referred to as Everyday English. Students listen to and read the phrases in short stories. Then, to give them the chance to practise this language in realistic contexts, the spreads include a variety of classroom activities which focus on meaning and communication.

Each of the four Fluency Time! spreads in *Family and Friends*

2nd Edition consists of an Everyday English page followed by a Project page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The Project pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

In the Fluency DVD

The Everyday English dialogues are also presented in the new **Fluency DVD**. The key Everyday English language is acted out by native speakers in various real-life locations. The DVD is an optional component, but one which very much enriches the Everyday English lessons. The DVD can be integrated into lessons in a variety of ways depending on what best suits the class. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

In the Workbook

The **Workbook** provides further written practice of the Everyday English language, including activities based on the Fluency DVD. There is also a Fluency Review board game, which provides a meaningful and motivating context in which to review the language through spoken practice. The Everyday English phrase bank also offers a useful reference section at the back of the Workbook.

Syllabus

The **syllabus** for the Everyday English phrases is based, in part, on the *Cambridge English: Flyers* syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

Supplementary materials

Readers

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace.

The *Family and Friends* Readers are designed for extensive reading. The stories vary between classic fairytales and modern-day stories which focus on children's lives today. In Level 5, they contain approximately 6,500–8,000 words in total, and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends 2nd Edition* as an additional resource to provide more written grammar practice. The words and grammar

used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends 2nd Edition*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable students to build up a picture of the grammatical system step by step. It can be used in class or at home.

There are additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

Drama in the classroom

How to present the stories

Each story has a receptive and a productive stage. In the receptive stage, students listen to the story and follow it in their Class Books. In the productive stage, the students recall the story, listen to it again, and act it out.

Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.

Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (students may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one student to play each character. To keep disruption to a minimum, students could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Students practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which students can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Students mime the actions for each character as they speak.
- Play the recording again for students to give their final performance.

Class plays

The Teacher's Resource Centre contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on pages 159–160 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

Classroom management

Students learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every student feel successful and praise their attempts enthusiastically.
- Students should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that students are not afraid of making mistakes.
- If a student makes a mistake, say *Good try. Try again*, then model the correct answer for the student to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.
- Establish a clear and consistent set of classroom rules and ensure that all the students know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.

Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their students are learning and their progress. Parents might benefit from receiving newsletters listing what students are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the Student Website, especially the *Listen at home* sections. The students can enjoy singing the songs at home and performing the stories and plays to their families and friends.
- Show parents the completed Values worksheets from the Teacher's Resource Centre.
- Organize a concert or parents' afternoon where the students can perform the unit stories, plays and the songs they have learnt, along with their actions.

Teacher's Resource Centre

The *Family and Friends 2nd Edition* Teacher's Resource Centre contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course.

All of the audio for these tests are available in the Teacher's Resource Centre.

Course Tests

The Course Tests section contains:

- Suggestions and practical tips for ongoing classroom assessment.
- Tests for each course unit and a progress test for use after every three units.
- Extensive testing for all four skill areas, including 4 Fluency Time! tests for use after every three units.
- Downloadable audio for all the tests above.



Cambridge English: YLE Practice

The Cambridge English: YLE Practice section contains:

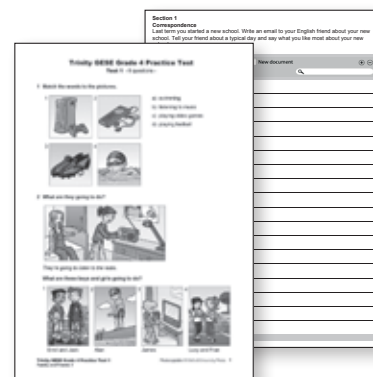
- Notes, tips and vocabulary lists for the Flyers tests.
- Preparation and practice tasks to help students become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Flyers Reading and Writing, Listening and Speaking tests.
- Downloadable audio for all the tests and worksheets above.



Trinity Practice

The Trinity Practice section contains:

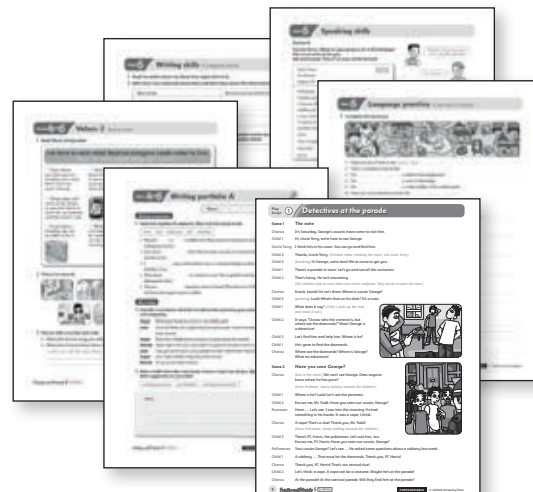
- Notes and tips for the Trinity Tests.
- Sample Trinity Practice Tests for GESE Grades 4 and 5, and ISE Grades 0 and 1. (Note: There is no audio for these tests.)



Course Resources

The Course Resources section contains:

- Fluency Time! project templates that link directly to instructions in the Class Book Project lessons.
 - Specially designed photocopiables for easy use in large classrooms.
- Writing portfolio worksheets for freer and extended writing practice after every three units.
 - Differentiated worksheets, Writing portfolios A and B, for mixed ability classes. Writing portfolio A can be used with regular learners, while Writing portfolio B is aimed at (motivating) fast finishers.
- Language practice, Speaking skills and Writing skills worksheets for further practice of each unit's writing and speaking objectives.
- Values worksheets for every block of three course units.
- Class Play Scripts for the end of each semester.





Fluency DVD

The *Family and Friends 2nd Edition* Fluency DVD offers stimulating video materials for teachers to integrate into their lessons. Teachers can use the DVD to present, practise or consolidate language learned in the Class Book. They can also use sections such as the cross-curricular video to explore themes covered in the course.

Fluency Time!

The Fluency Time! section of the DVD contains:

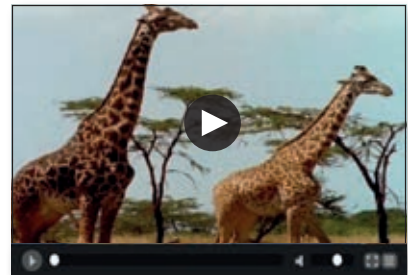
- Native speakers in real-life scenarios and locations using the Everyday English language taught in *Family and Friends 2nd Edition* Fluency Time!.
- Opportunities for students to combine core grammar structures with the Everyday English taught in Fluency Time! based on the models provided by native speakers.
- A *Talk to ...* section where students can respond to questions from native speakers on screen.



CLIL – Let's learn about ...!

The CLIL section of the DVD contains:

- Optional video clips that offer teachers the chance to exploit cross-curricular themes in the course.
- Geography, nature and history-related video clips that expose students to English at a level appropriate for the course.



Online Practice

For teachers

Family and Friends 2nd Edition Online Practice is available using the access card in Teacher's Book Plus. It allows teachers to:

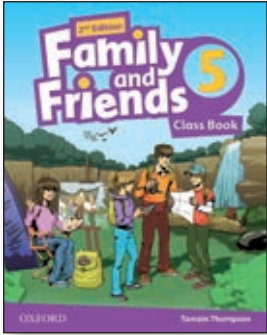
- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook with Online Practice. Students will be able to:

- Complete specific language-focused activities that link directly to the course.
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' set up by the teacher.
- Send emails and take part in English discussions as their level increases.





Classroom Presentation Tool

The Classroom Presentation Tool is software that allows teachers to present and manipulate course content in an engaging and interactive way.

It can be used either on an interactive whiteboard (IWB) or on a projector. The Class Book pages can be viewed on screen.

Interactive activities include:

- vocabulary presentation and practice
- grammar presentation and practice
- video resources such as *Fluency Time!* and CLIL videos.
- audio tracks for all songs and chants on page
- optional onscreen answers

Student Website

The Student Website contains:

- *Listen at home* target language and songs for students to practise at home. They can be played on a CD player, or on a computer using the audio player.
- Computer-based interactive activities which practise the vocabulary and grammar from each unit, and the songs for students to sing along to.



Class Audio CDs

The Class Audio CDs provide the full range of audio to accompany the student Class Book, including:

- All target vocabulary and related chants
- Unit stories
- Main unit songs
- All main reading texts in the unit Skills sections
- Stories and exercises that accompany the Fluency Time! sections
- All main reading texts in the Extensive reading sections
- Reading texts that support the Culture sections.

Tour of a unit

Lesson One Story

Lesson 1 presents the unit topic via a *Do Something Different Club* story. Students read and act out the story and are exposed to the language that they will be studying in Lesson 2.

The students listen to the story and follow the words in their books.

The students listen to the story again and now produce the language by repeating and then acting out the story.

The students do a written activity to check comprehension.

6 Crazy about wildlife!
Lesson One Story

1 Listen and read. What is the TV programme about?

1 Lily: Please don't film the river yet. It isn't clean yet. Can you film the mountains or the wildlife house first?
Presenter: I'm sorry, I'm the presenter. What happened to the river?
Lily: Someone dumped lots of rubbish in it. We're helping the park keepers to clean up and save the birds.

2 Five minutes later...
Presenter: OK, we're going to make a different programme. We're going to film you cleaning up. It will be a great show.
Lily: Really? That's so exciting! We're going to be on TV.

3 Later that week...
Presenter: The children have worked hard all afternoon. Well, OK, look! There's one!
Lily: And there's Lily! We're very glad that the river is safe again. Now we're going to take all the litter to the recycling centre.

4 Woman: Thanks to the DSD Club for all their help. They can have free visits to the wildlife park any time.
Lily: Wow, that's great! I'm going to go next weekend. See you, but this time I'm not going to go in the river!

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The children don't want the TV crew to film the mountains / river / house.
- The TV crew are going to make a different clean-up / programme.
- The children are going to take all the litter to the regular house / recycling centre.
- Ed is going to visit the park next month / weekend.

54 Unit 8 Crazy about wildlife!

Presenting the story and acting it out

- Focus students' attention on the pictures and the story. Ask simple prediction questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording a second time and ask more questions to check comprehension.
- Play the recording again. Pause after each line for students to repeat.
- Divide the class into groups, with each student having a different role in the story.
- As a class decide on actions for the story.
- Play the recording. Each student says the lines of his/her assigned character. Encourage students to perform actions as they speak.
- Repeat without the recording, encouraging students to remember the sentences.
- If you wish, move on to individual practice by calling groups to the front to act out the dialogues, with or without the recording.
- A final written activity consolidates comprehension of the main points of the story.

Workbook

The students do written activities to consolidate and extend their understanding of the story and its themes.

6 Crazy about wildlife!

1. What happened to the river?

2. Why did the children go to the park?

3. What did they do there?

4. How did they feel?

5. What did the woman say?

6. What did Lily say?

7. What did Ed say?

8. What did the presenter say?

9. What did Lily say?

10. What did the woman say?



Online Practice allows the students to practise the language further.

Lesson Two Words

Lesson 2 teaches and practises the first new vocabulary set which the students have been exposed to in the Lesson 1 story. Students are also introduced to a Working with words vocabulary set and develop their dictionary skills.

The students listen and repeat the words as they point to the pictures. The Workbook Dictionary pages are referenced so that students can check the definitions of words.



The students practise the new words in a written activity.

The students learn a Working with words point and a new set of words that demonstrate this point. They research the meaning of these words in the Dictionary pages in the Workbook.

The students listen and repeat the words.

The students practise the new words in a written activity.

1 Listen and repeat.

2 Write the words.

1 You can see lots of birds here.	aviary	2 Penguins swim in this.	pool
3 You can have lunch here.	enclosure	4 You can see snakes and lizards here.	reptile house
5 There are lots of fish here.	insect house	6 You can buy postcards and T-shirts here.	gift shop

Working with words

We add the suffixes **-er** or **-or** to some verbs to make nouns:

verb	keep	present	sing	invent	act	visit
noun	keeper	presenter	singer	inventor	actor	visitor

3 Listen and repeat.

4 Write.

- Let's help the park. keeper (keep) to clean up the litter.
- I'm going to invent a recycling machine.
- Welcome to the wildlife park. You're our first visitor today.
- I want to present a TV show when I'm older.

Teaching the words

Words

- Play the recording and ask students to repeat the words.
- In some units, definitions of words are given, and in others pictures illustrate their meanings. When pictures are given, the Workbook Dictionary pages are referenced so that students can also check the definitions of words.
- The students practise the words in a written activity.

Working with words

- Ask students to read *Working with words* box. Students research the meaning of the new words in the Dictionary pages.
- Play the recording and ask students to repeat words.
- The students practise the words in a written activity which can be done individually or in pairs.

Students use the Student Website at home to practise the new vocabulary.

Workbook

Students practise recognizing and writing the new words from the lesson. They also learn the new words that extend the *Working with words* set and practise writing the *Working with words* vocabulary.



Online Practice allows students to practise the vocabulary further.

Lesson Three Grammar 1

Lesson 3 presents a grammar point in a variety of text types, including cartoon strips. Students learn and practise recognizing and producing this grammar point.

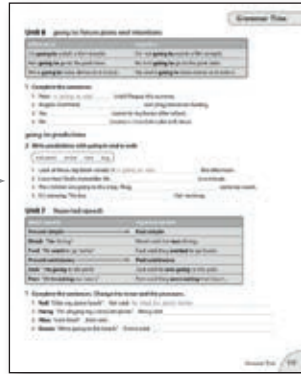
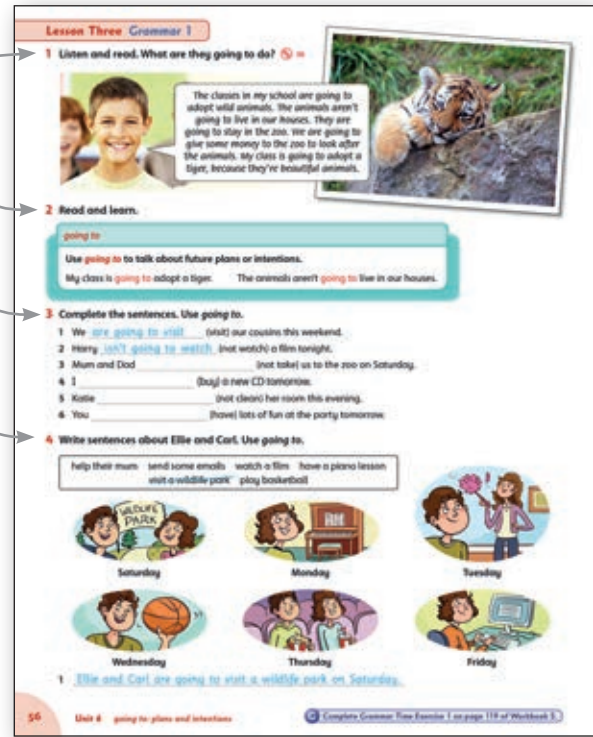
The students listen to a text or a grammar cartoon and follow the words in their books.

The students study a new grammar structure.

The students practise the new grammar in an activity.

The students practise producing the new grammar through a written or speaking activity, using word prompts or picture prompts.

The students can then work on the Grammar Time material at the back of the Workbook.

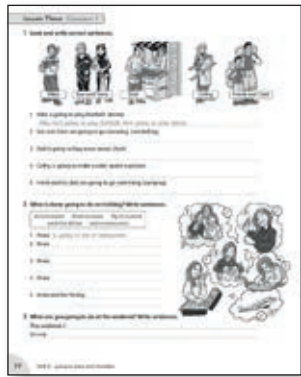


Teaching the grammar

- In some units, the new grammar is introduced in the context of a cartoon featuring Professor and his robot assistant Chip. In other units, the first grammar point is presented through a written text.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording again and ask more questions to check comprehension.
- Go through the grammar rules with the class and check comprehension as suggested in the notes.
- The next activity is a written activity which practises and consolidates the grammar. A model is provided on the page. Students complete the activity independently.
- The final activity is a speaking or writing activity which gives students practice in manipulating the structure. Students work with their partner using the word or picture prompts.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

Workbook

The students practise recognizing and writing the first grammar point from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.



Online Practice allows students to practise the new grammar further.

Students use the Student Website at home to practise the new grammar structures.

Lesson Four Grammar 2

Lesson 4 presents a new grammar point in a variety of text types, sometimes via a short cartoon strip featuring fun and motivating characters *Professor* and his robot, *Chip*. Students learn and practise recognizing and producing this grammar point.

Repeat the procedure for teaching the first grammar point in the previous lesson.

The students practise the new grammar in a recognition activity.

The students practise producing the new grammar further in a spoken or written activity.

The screenshot shows a lesson page with the following sections:

- 1 Listen and read. Does Chip try to help?** A cartoon strip titled 'PROFESSOR & CHIP' showing a professor and his robot Chip. The professor says, 'Oh dear. My cat is in the tree and it can't get down, it's going to fall!' Chip replies, 'Look! Chip is going to help my cat. He's going to climb the tree.' The professor says, 'Oh dear. The cat is safe, but Chip can't get down. Silly Chip, he's going to be there all day!' Chip replies, 'Err... Help!'
- 2 Read and learn.** A box titled 'going to' with the text: 'Also use **going to** to make predictions about things we can see. It's **going to** fall. He's **going to** climb the tree.'
- 3 Match the sentences and pictures.** A list of sentences: '1 It's going to rain.', '2 They're going to play football.', '3 She's going to water the plants.', '4 He's going to watch a film.' Next to them are four small pictures of people engaged in these activities.
- 4 Creative Ask and answer.** A list of activities: 'ride a camel', 'feed the penguins', 'wash the elephants', 'visit the reptile house', 'jump into the pool', 'buy a gift'. Below are six circular illustrations of people doing these activities: Jenny (riding a camel), Mike and Nina (feeding penguins), Flip (washing elephants), Steve (visiting a reptile house), Rob and Gary (jumping into a pool), and Lisa (buying a gift).

Teaching the grammar

- The grammar point is presented in a text or cartoon strip.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- The grammar rule activity is done in the same way as the first. If the two points are linked, elicit examples of the first grammar point and any 'rules' the students can remember.
- The next activity is a written activity which practises and consolidates the grammar. It can either be done in class or set for homework. A model is provided on the page.
- The final activity is a productive activity, either written or spoken. In this case, it is a spoken activity. Students practise manipulating and producing the structure.
- At this point students are encouraged to complete the relevant Grammar Time exercises at the back of their Workbooks.

Students use the Student Website at home to practise the new grammar structures.

Workbook

The students practise recognizing and writing the second grammar point from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.

The screenshot shows a workbook page with the following sections:

- Unit 6 Grammar Time**
- 1 Complete the sentences.** A list of sentences with blanks for students to complete using the 'going to' structure.
- going to predictions** A section for students to write their own predictions using the 'going to' structure.
- 2 Complete the sentences. Change the tense and the subject.** A list of sentences for students to rewrite using different tenses and subjects.

Teacher's Resource Centre

There is extra written practice of the vocabulary and grammar from the unit in the Language practice worksheet. There is one Language practice worksheet for every unit.

The screenshot shows a Language practice worksheet with the following sections:

- 1 Complete the sentences.** A list of sentences for students to complete using the 'going to' structure.
- 2 Match the pictures to the sentences.** A list of pictures and sentences for students to match.
- 3 Write a sentence.** A section for students to write their own sentences using the 'going to' structure.



Online Practice allows students to practise the new grammar further.

Lesson Five Skills Time! Reading

Lesson 5, 6 and 7 provide a focused study of skills. Lesson 5 provides reading comprehension practice through a variety of reading texts.

The students look at the text and the pictures and answer a pre-reading question.

The students read and listen to the text for the first time and check if their answers to the pre-reading question were correct.

The students read the text again, this time looking for details that will enable them to complete the comprehension activity.

Skills Time!
Lesson Five

Reading

- 1 Look at the article and the photos. Where do you think the gorillas are?
- 2 Listen and read.

Gorilla Kingdom

The Zoological Society of London (ZSL) tries to breed endangered species and prevent animals from becoming extinct. This is important work because we can learn a lot from wild animals, but when they are extinct they are gone forever.

Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds. Today, three gorillas live in Gorilla Kingdom.

Zaire is 39. She has been at London Zoo since 1984. She is very playful, but she is sometimes naughty too. Zaire can often be shy – it takes time for her to get to know new people, but she always makes friends in the end!

Effie is 21. She used to live in Germany, but she arrived at London Zoo in 2007. Effie loves small children and she always greets them when they come and visit.

Jookie is the youngest gorilla at London Zoo. She's only 14 years old. Jookie is very funny. She often steals Zaire's food, but Zaire doesn't mind. She thinks Jookie is wonderful.

In the wild, the main threat to gorillas is loss of habitat. The ZSL hopes that the enclosure will make the gorillas feel happy and safe. They are hoping to have a baby gorilla at Gorilla Kingdom soon. It will be the first step to increasing the gorilla population.

3 Read again and write True or False.

- 1 The ZSL tries to breed endangered species. True
- 2 Three gorillas live at Gorilla Kingdom.
- 3 Zaire is sometimes naughty.
- 4 Effie is the youngest gorilla at London Zoo.
- 5 Jookie often steals Zaire's food.
- 6 There is already a baby gorilla at Gorilla Kingdom.

5.8 Unit 4 Reading an article

Teaching reading

- Approach a new text in two stages. Explain to the students that they do not have to understand every word to understand a text. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- *Pre-reading (Exercise 1)*: This stage is about looking for clues to help the students piece together the meaning of the text. This includes looking at the picture and the text style to guess what type of text it is and what it is likely to be about. Point to the picture and ask students the pre-reading question.
- *Reading first for gist (Exercise 2)*: Play the recording while the students follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand gist. Ask some simple comprehension questions to ensure they have understood the general point of the text.
- *Reading for detail (Exercise 3)*: Go through the comprehension activity with the class so that students know what information to look for in the text. Give them time to read the text again to find the answers. Encourage students to try and work out the meaning of new words by using the surrounding words and the context to help them. Have a class feedback session.

Workbook

The students further practise reading for gist and detail in the Workbook. They read a new text of the same text type and complete a comprehension activity.

Skills Time!
Lesson Five

Reading

- 1 Look at the photos. What are the animals called?
- 2 Listen and read.

Adopt an animal at London Zoo

The Zoological Society of London (ZSL) tries to breed endangered species and prevent animals from becoming extinct. This is important work because we can learn a lot from wild animals, but when they are extinct they are gone forever.

Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds. Today, three gorillas live in Gorilla Kingdom.

Zaire is 39. She has been at London Zoo since 1984. She is very playful, but she is sometimes naughty too. Zaire can often be shy – it takes time for her to get to know new people, but she always makes friends in the end!

Effie is 21. She used to live in Germany, but she arrived at London Zoo in 2007. Effie loves small children and she always greets them when they come and visit.

Jookie is the youngest gorilla at London Zoo. She's only 14 years old. Jookie is very funny. She often steals Zaire's food, but Zaire doesn't mind. She thinks Jookie is wonderful.

In the wild, the main threat to gorillas is loss of habitat. The ZSL hopes that the enclosure will make the gorillas feel happy and safe. They are hoping to have a baby gorilla at Gorilla Kingdom soon. It will be the first step to increasing the gorilla population.

3 Read again and write True or False.

- 1 The ZSL tries to breed endangered species. True
- 2 Three gorillas live at Gorilla Kingdom.
- 3 Zaire is sometimes naughty.
- 4 Effie is the youngest gorilla at London Zoo.
- 5 Jookie often steals Zaire's food.
- 6 There is already a baby gorilla at Gorilla Kingdom.

5.8 Unit 4 Reading an article



Online Practice allows students to practise reading further.

Lesson Six Skills Time! Listening and Speaking

Lesson 6 teaches the new vocabulary that students were exposed to in context in Lesson 5, and further develops dictionary skills. The lesson also focuses on listening comprehension and speaking skills.

The students look at the text or pictures and find the matching words in the text on the previous page.

The students listen to a recording and answer a gist question.

The students listen to the recording again, this time listening for specific details that will enable them to complete the comprehension activity.

The students practise speaking in pairs, using prompts linked to the reading and listening activities. They are encouraged to give their own opinions.

Words in context

1 Find the words in the article to match the definitions.

- 1 **extinct** adj If a type of animal becomes this, all the animals die so there are no more.
- 2 **rare** noun a type of animal, bird or plant.
- 3 **endangered** adj If a type of animal, bird or plant is this, it is disappearing and in danger of becoming extinct.
- 4 **prevent** verb to stop something from happening.
- 5 **wild** adj If an animal is this, it lives in nature, not in a zoo or a wildlife park.
- 6 **abundant** noun how many of a type of animal there are in the world.
- 7 **gather** noun a show that a group of people does in a big tent, sometimes with animals.
- 8 **threat** noun a danger to something, for example to a type of animal.

Listening

2 Listen. What are the men talking about? 🎧

3 Listen again and complete.

<p>Name: Giant Panda Type of animal: mammal Size: 100–150 centimetres long Weight: 80–120 kilograms Lives: hills and Threat: loss of habitat</p>	<p>Name: Great Green Mowee Type of animal: bird Size: 85–90 centimetres long Weight: 10 kilograms Lives: rainforests Threat: loss of habitat</p>	<p>Name: Southern Bluefin Tuna Type of animal: fish Size: up to 150 centimetres long Weight: up to 900 kilograms Lives: the sea Threat: fishing</p>
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Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you like animals?	Yes, I do. / No, I don't.
What's your favourite animal?	gorilla / gorilla / gorilla
What does your favourite animal look like?	big / small / (black and white) / four legs / a (big) body / wings
Where does it live?	rainforests / mountains / the jungle

Words in context: Gorilla Kingdom, listening and speaking Unit 6 59

Teaching the words

Words in context

- Students look at the pictures or words and find the matching words in the text in Exercise 1 on the previous page.
- The students refer to their Dictionary pages to match words with their definitions.

Teaching listening and speaking

Listening

- To follow a listening text, the students should be aware that they do not need to understand every word. As students reading, they listen for the words they do know, and then use clues and logic to work out the rest.
- *Listening for gist (Exercise 2):* Play the recording the whole way through. The students listen and answer the gist question.
- *Listening for detail (Exercise 3):* Play the recording again, pausing for students to complete the activity.

Speaking

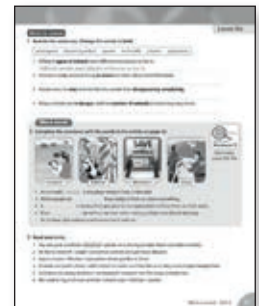
- The speaking task aims to develop speech that is clear and fluent. The students will also learn to speak expressively and confidently.
- Call two volunteers to come to the front and demonstrate how to ask and answer the questions using the dialogues in the speech bubbles. Explain that the prompts are only ideas and they can give different answers. Ask the volunteers to provide an alternative answer to one of the questions as an example.

- Ask the students to repeat chorally, emphasizing correct intonation in the questions and answers.
- The students then carry out the speaking activity in pairs.

Students use the website at home to practise the new vocabulary and listen to words and phrases in the *Listen at home* section.

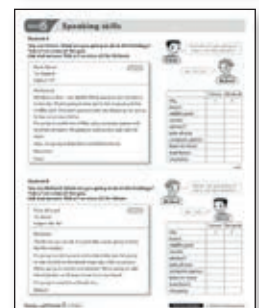
Workbook

The students practise recognizing and writing the new words from the Class Book. They practise using their dictionary skills to check meaning of the words in the text on the previous page.



Teacher's Resource Centre

For every unit there is a Speaking skills worksheet. This contains an extended information gap speaking task that students carry out in pairs.



Online Practice allows students to practise the vocabulary further.

Lesson Seven Skills Time! Writing (Poster and Class Book)

In Lesson 7, the students learn key writing and literacy skills from the Poster and Class Book. Students' writing is then further developed in the Workbook.



The writing text types and writing points are presented on the poster. Students answer *Before* and *After* reading questions to check their comprehension of the writing points.

The students practise recognizing or producing words or sentences with the target literacy skill.

Students focus on identifying some of the writing points from the Poster in a different text.

Students answer some comprehension questions on the text.

Students practise recognizing the writing points.



Teaching writing

Poster

- Students look at the poster. They follow the text in the poster handout (Teacher's Resource Centre) as you read it aloud.
- Discuss the text and the pointers in the text boxes with the class. Check comprehension.
- The students do the related exercises in their Class Books before moving on to the writing task in their Workbooks.

Class book

- The students skim-read the text looking for key words rather than trying to understand every word. They then answer the gist question.
- The students read the text for the first time. Ask volunteers to read the text aloud to the class. Help with pronunciation of new words.
- The students read the text again silently and answer questions to check comprehension. Go through the answers with the class.
- The writing rule activity is done by students at their desks. They can take two or three minutes to silently read and learn the rules. Check comprehension by asking questions about the text and eliciting further examples.
- The final activity is a written activity which practises and consolidates the writing rule.

Teacher's Resource Centre

Students follow their own copy of the Poster text in the Teacher's Resource Centre handout.



Online Practice allows students to practise the writing further.

Lesson Seven Skills Time! Writing (Workbook)

On the workbook page, students do a further exercise to practise the writing point in the Class book before going on to complete a free writing activity.

Students practise the writing points from the Class Book in a further recognition activity.

Students apply the writing points to a personalized writing task.

Workbook

Writing

- Students do the recognition activity alone or in pairs and then feed back to the class.
- This activity reinforces the writing points the students covered in the Poster and Class Book, and acts as preparation for the writing task they are about to complete.

My writing

- Students extend their writing skills through a personalized writing task. This is an opportunity for them to write an extended text following a model they have seen on the Class Book and Workbook pages.
- Where relevant, look at the visual prompts as a class. Ask students questions to check comprehension.
- Ensure that the students understand what type of sentences they need to produce in the writing task. Elicit examples and write them on the board.
- When they have finished, ask some students to read their texts to the class.

Teacher's Resource Centre

For every unit there is a Writing skills worksheet in the Teacher's Resource Centre. This allows students to combine the writing points they have learnt from the Poster and Class Book in a free writing task.



Online Practice allows students to practise the writing further.

Lesson Eight Review

Lesson 8 reviews what the students have learnt in the unit. A quiz reviews the unit's story, language and skills lessons, and a song allows the students to further practise their listening skills whilst reviewing the vocabulary and grammar they have learnt.

The students do the quiz without referring back through the unit.

The students listen to the song and follow the words in their books.

The students listen to the song again, this time listening for specific details that will enable them to complete the written activity.

The worksheet is titled 'Unit 6 Review' and 'Lesson Eight'. It contains several numbered tasks:

- 1 Complete the quiz:**
 - 1. Read a building in a city and write down the name. What is the word?
 - 2. Where do the children take all the toys in the story?
 - 3. Circle the correct word in this sentence: It took long / longer / took when it took.
 - 4. Complete the sentence with going to: Mum is at the supermarket. She _____ (buy) some food.
 - 5. Complete the sentence with going to: The dog is in the garden. They _____ (bring) some toys.
 - 6. Complete the sentence with going to: The man is going to the shop. He _____ (buy) some food.
 - 7. Where do the children take all the toys in the story?
 - 8. Read a figure of a person (tall or short). What is the word?
 - 9. Order the sentences: They can do lots and they can learn new things. / Children can very clever animals.
 - 10. Write the sentences: They can do lots and they can learn new things. / Children can very clever animals.
- 2 Listen and write. Sing.**
 - 1. Sing: pandas take going jungle wildlife TV species

Crazy about wildlife

Chorus:
 I'm crazy about "....." / All ".....", big and small.
 I think they're just amazing / And I want to see them all!

I'm going to visit birds:
 To see tigers hunt and run.
 Then I go to the mountains
 To see "....." in the sun.

I'm going to "....." a boat trip:
 To see dolphins swim and play
 And when I'm in the "....."
 I'll hear parents "....." all day.

Watch the DVD! Review Unit 6 61

Review Quiz

- The quiz provides a fun and motivating activity in which to revise the vocabulary and grammar structures which have been taught in the unit.
- Students work with books open but they are not allowed to refer to the unit when answering the questions.
- Students can do this activity individually, in pairs or in teams.

Song

- Point to the pictures and ask questions.
- Play the song to the class once. Then play it again as students follow the words in their book.
- Recite the words of the song with the class, without the music. Say each line and ask the students to repeat.
- Now sing the song with the class a number of times with the recording.

Students can further practise their listening skills by listening and singing along to the song on the *Listen at home* section of the Student Website.

Workbook

The students revise all the new structures from the unit in written activities.

The workbook page contains several writing exercises:

- 1. Complete the sentences.**
 - 1. I am going to visit birds. To see tigers hunt and run.
 - 2. Then I go to the mountains. To see "....." in the sun.
- 2. Complete the sentences.**
 - 1. I am going to visit birds. To see tigers hunt and run.
 - 2. Then I go to the mountains. To see "....." in the sun.
- 3. Write sentences about holding hands.**
 - 1. I am going to visit birds. To see tigers hunt and run.
 - 2. Then I go to the mountains. To see "....." in the sun.

Progress certificate

After every unit and every three units, students self-assess their work by filling in the Progress certificate in the Teacher's Resource Centre.

The progress certificate is titled 'Family Friends 5 Progress certificate'. It contains a list of skills to be assessed, with columns for 'achieved' and 'not achieved'.

After units 1-3 I can ...

- talk about tools and building
- recognise adjectives and adverbs
- use the present perfect with have / been and for / since
- ask and answer about making things
- write a poem using syllabic words and rhymes
- talk about things and descriptive stories
- recognise about letters in words
- use the present perfect with already / yet / before / just
- read and write a play script
- talk about household items
- use the suffix -er
- use comparison and superlatives
- use the ending -ing
- write the ending to a story

My next scores: Unit 1 test: ... (20) Skills test 1: ... (20)
 Unit 2 test: ... (20) Unit 3 test: ... (20) Planning Test: ... (20)
 Progress test 1: ... (40) Skills test 2: ... (40)

I have learnt:
 I can speak of:
 I need to practice:



Online Practice allows students to practice the vocabulary further.

Fluency Time! Everyday English

The Fluency Time! lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The students read and listen to the story for the first time. The Everyday English phrases are highlighted in the text below to focus attention on the phrases. The children listen again, repeating the dialogues with the recording.

The students listen to a recording and complete the listening comprehension activity.

The students practise speaking in pairs, using the Everyday English phrases, in a context that is similar to the reading and listening activities above.

The students watch the corresponding Fluency Time! Lesson on the DVD, to consolidate the Everyday English phrases. First, actors act out the story from exercise 1. Then the language is extended to include the key Everyday English phrases, as well as additional 'passive' phrases, or recycled language from the preceding units.

Fluency Time! 2
Everyday English

1 Listen and read.

What are you reading, Zaid?
 It's a book about gorillas. I love gorillas, but I think they will be extinct in 50 years.
 But I think people need to do more to help endangered species.
 I don't think so. I imagine that there will still be gorillas in 50 years.
 You're right. Let's look online and find out what we can do.

We use these phrases to give our opinions and to agree or disagree with other people's opinions.

Expressing your opinion	Agreeing	Disagreeing
I (don't) think ...	I agree ... That's true. You're right.	I'm sorry, but I don't agree ... I see your point, but ... I don't think so.

2 Listening Listen and complete the table.

	Ben	Megan
	Agree	Disagree
1 Dolphins are clever.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Sharks are scary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Snakes are horrible.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Wolves are beautiful.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3 Speaking Ask and answer. Use the prompts or your own ones.

wolves / tigers / lions / snakes / sharks / dolphins / spiders / bats / porcupines
 scary / funny / clever / beautiful / horrible / interesting / friendly / dangerous

Do you think snakes are horrible?
 Why?
 Yes, I do. / No, I don't.
 Because I think they are ...

I see your point, but I think ... / I agree. / I don't agree.

Watch the DVD

Teaching Everyday English

Story

- Focus on the pictures. Ask students who they can see in the pictures (*Layla and Zaid*), where the characters are (*in a garden / park*) and what they are doing (*Zaid is reading a book and Layla is looking at a tablet*).
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

Listening

- Focus on the table and explain that students should listen and tick to show whether Ben and Megan agree or disagree with each statement. Tell students to listen for the highlighted phrases in the box.
- Play the first part of the recording and focus on the example. Then play the rest of recording, pausing for students to complete the table.
- Ask questions, e.g. *Does (Layla / Ben) think that dolphins are clever?* Encourage short answers, e.g. *Yes, (he/she) does.*

Speaking

- Ask a volunteer to act out an example dialogue with you. Read the speech bubbles on the left and ask the volunteer to read out the speech bubbles on the right, choosing an answer for the first speech bubble and completing the gap in the second speech bubble with one of the prompts.
- In pairs, students act out dialogues with their partner.

Workbook

- The children practise reading and writing the Everyday English phrases in a new context.

Fluency Time! 2
Everyday English

1 Complete the conversation.

Ben: What are you reading?
 Layla: I'm reading a book about pandas. I love pandas, but I think they will be extinct in 50 years.
 Ben: But I think people need to do more to help endangered species.
 Layla: I don't think so. I imagine that there will still be pandas in 50 years.
 Ben: You're right. Let's look online and find out what we can do.

2 Read the statement and the opinions. Decide if they agree or disagree. Write 'A' for Agree or 'D' for Disagree.

Statement	Opinion	Agree (A)	Disagree (D)
1 We should stop using cars.	1 I see your point, but I don't agree.	<input type="checkbox"/>	<input type="checkbox"/>
2 We should stop using cars.	2 I agree.	<input type="checkbox"/>	<input type="checkbox"/>
3 We should stop using cars.	3 I see your point, but I don't agree.	<input type="checkbox"/>	<input type="checkbox"/>
4 We should stop using cars.	4 I agree.	<input type="checkbox"/>	<input type="checkbox"/>

3 Write a conversation. Use the opinion phrases from Exercise 2 and suggestions from Exercise 1.

Ben: I see your point, but I don't agree.
 Layla: I agree.
 Ben: I see your point, but I don't agree.
 Layla: I agree.

Students do exercises to practise the Everyday English phrases in the Online Practice Fluency section.

Fluency Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! topic.

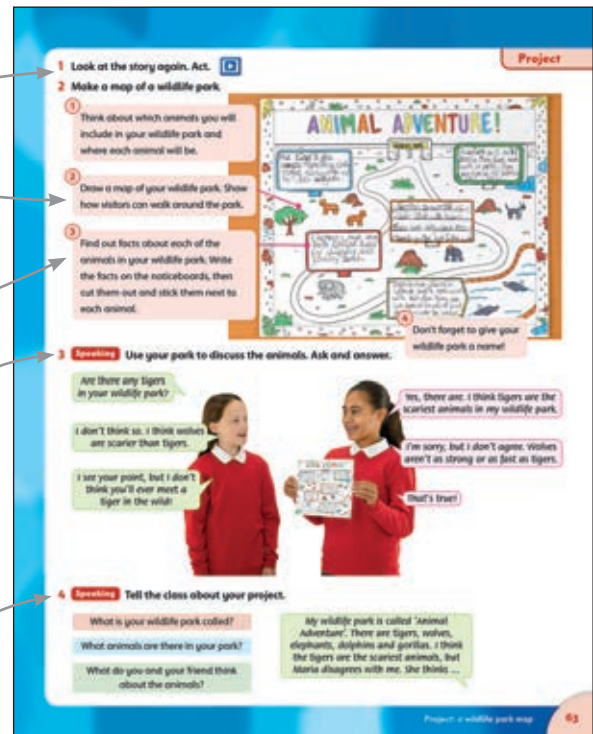
The students listen to the story from the *Everyday English* lesson, or they watch the story on the Fluency DVD. They then produce the language by acting out the story.

The students look at the photo, and follow the instructions to prepare their craft activity.

There are templates for each Fluency Project in the Teacher's Resource Centre.

The students produce the language in a freer speaking activity. In pairs, through games and role play, students use the completed craft project to practise *Everyday English* phrases in a more personalised dialogue, based on their own completed projects. They are encouraged to include additional words or structures that they remember from previous units.

Students are encouraged to present their projects to the class, using prompts to support them.



Teaching projects

Acting out the Story

- Focus on the story in Exercise 1 on Class Book page 62. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 2. If you don't have time for the DVD, read the dialogue on Class Book page 62.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

Project

- Focus on the picture. Ask students what it shows (a map of a wildlife park) and what they can see on the map.
- Hand out copies of the map template and the noticeboards template (see Fluency Project 2, Teacher's Resource Centre). Check students have coloured pencils, scissors and glue.
- If you prefer, students can work in pairs to prepare one map between them.
- Read out the instructions next to the map in Activity 1.
- Show the class your own completed map and ask questions about it, e.g. *Where is the name of the wildlife park? What animals can you see? How many noticeboards are there?*
- Move around the class as students work, asking questions, e.g. *What animals are in your wildlife park? What's the name of your wildlife park? What facts do you know about (tigers)?*

Speaking

- Focus on the photos. Tell students they are going to use their park maps to act out dialogues with a friend. They will take turns to ask about their partner's park, then express their opinions about different animals.

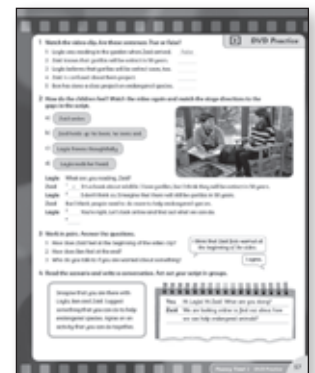
- Act out the example dialogue with a volunteer.
- Students then talk in pairs. Encourage them to compare and contrast different animals and express their opinions about the animals.
- Ask some pairs to act out dialogues for the class.
- Ask a volunteer to read out the example speech bubble, then invite students to tell the class about their wildlife parks. They can read the questions to help them, or you can ask the questions to prompt them.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 2 Scenes 1–3 again to review the language of the Fluency Time! 2 lessons.
- The students can now complete the DVD Practice page in the Workbook (WB page 57). Play each DVD scene again for students to complete the activities.

Workbook

The students watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases, students can use Online Practice to write about their projects.

Games and optional activities

Games

Lip reading

- Say the word silently to the students, exaggerating the movements of your mouth. You may also like to give small miming or gestural clues.
- Ask students to guess the word.
- Tell them the word.

Guess the word

- Write words from a vocabulary set students have just studied on the board, showing only the first two letters and the number of missing letters, e.g. li _ _ _ _ (*litter*).
- Divide the class into two teams. A student from Team A chooses a word and tries to guess the correct answer. If he / she gets the answer correct, complete the word on the board and give the team a point. If the student guesses incorrectly, Team B gets a point.
- The winner of the game is the team with the most points.

Option: You may ask students to come up to the board and complete the words if your classroom is suitable.

Miming snap

- Choose a word from the vocabulary set that students are learning or any other word that students know and you want to focus on.
- All the words chosen must be things that can be clearly mimed, such as *swim*, *read a book*, *eat* or *sleep*.
- Say a word and mime the action. If the word matches the mime, students shout *Snap!* If the word doesn't match the mime, students can be silent or do an agreed action.
- Choose a student from the class to mime another action. The student must say a correct or incorrect word while he / she is miming the action.

Option: If the word doesn't match the mime and you have a strong class, ask students to call out the correct word.

Book race

- Use this activity in the last lesson of the unit to look back at the unit, or the first lesson to look back at the previous unit.
- Tell students they're going to do a book race. When you say words or phrases, the students have to find and point to a picture of that word or phrase in the unit, but they have to be quick!
- Call out words or phrases students have just learnt, e.g. food words or rules with *you must* and *you mustn't*.
- Students look quickly through the unit and find the pictures.
- Do an example with students, allowing them plenty of time to find the correct picture.
- Call out the first words or phrases slowly and gradually reduce the interval until it is a race to keep up with you.

Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.

- Assign target words, e.g. *and* and *but* to students in the class by counting along the rows of students.
- Read out sentences containing the target words. Students must stand up or do some other action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Students who have been assigned that word stand up and say it.

Smiley face

- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the students to guess the letters that are in the secret word, one by one.
- If a student guesses a letter correctly, write the letter in the correct position.
- If a student guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.
- This game can also be played with phrases and sentences.

What's the picture?

- Invite a student to come to the front of the class. Whisper the name of an object he / she has to draw.
- The student draws the picture on the board for the rest of the class to guess what it is.
- The first student who guesses correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practise, e.g. *I'm going to the sports centre.*
- Choose a student to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports centre and the cinema.* This student then chooses another student, who says the sentence, adding another word to the end of it.
- Continue the game until you have practised all of the words from the vocabulary set, or until someone forgets the words in the chain.

Bingo

- Ask the students to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The students cross off the

words in their grid as they hear them. The first student to complete a line of three shouts *Bingo!*

True or false?

- Say a true or false statement about a topic or using a grammar point you want to practise, e.g. *I've got two sisters.*
- If students think you are telling the truth, they call out *True!* If they don't, they call out *False!* Alternatively, students can do one of two agreed actions.
- Choose a student and then tell him or her if his / her answer is correct. Ask that student to say a true or false sentence for the class. Continue in this way around the class.

Option: Ask students to close their books. Say true or false sentences about the story episode or reading text that they have just read. Students listen to the statements and write *T* or *F* in their notebooks. Go through the answers with the class, reading out the sentences again, and asking students to call out *True!* or *False!*

Order the letters

- Choose a word. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call students to come to the board to write one letter at a time to complete the word.

Time's up!

- Divide the class into two teams.
- Write a word from a vocabulary set that students have recently learnt on the board, with the letters in jumbled order.
- Give students from the first team ten seconds to solve the anagram and say the word. If they don't guess the word call *Time's up!* and reveal the answer.
- Write another jumbled word on the board and allow ten seconds for the other team to say the word.
- Teams score one point for each word they guess correctly.
- At the end of the game add up the scores and declare the winning team.

Wrong word

- Write six to eight sentences on the board about a story, poem or factual text that students have just read. One word in each sentence must be incorrect.
- Ask students to find the incorrect word in each sentence and then rewrite the sentences so that they are correct.

Missing word

- Play this game in the same way as *Wrong word*, but use blank lines instead of incorrect words.

Definitions

- Describe a word from a vocabulary set that students have recently learnt for the class to guess, e.g. *You can fly in it, but it isn't a plane. (hot-air balloon)*
- Ask a student to stand up and describe another word from the set.
- Continue with other words and different students.

Option: To make the game more challenging, give students slips of paper with words they are banned from mentioning written on them, e.g. for hot-air balloon: *balloon, air, sky.*

Talk!

- Ask a student to stand up. Choose a topic from the unit and write it on the board. Tell the student that he / she must talk about the topic for thirty seconds without pausing.
- If he / she fails, choose another student to talk on the same topic. If he / she succeeds, choose a different topic and ask a new student to talk about it for thirty seconds.

Twenty twenty

- Choose a word from the vocabulary set or any other word that students know that you want to elicit or revise.
- Before playing the game, tell students the lexical group of the word they have to guess, e.g. *it's a job, it's a place.*
- Students take it in turns to ask *yes / no* questions.
- Continue until they have asked twenty questions. If they haven't been able to guess the word, give them clues until they guess correctly.
- You can play this as an open class activity or a team game.

Other activities

Disappearing dialogue

- Choose one frame of the story dialogue or a verse of a song or chant and write it up on the board.
- Read it with students, then rub out four words. The first words you rub out should be words you particularly want students to remember.
- Ask students to read it again, saying the missing words.
- Rub out four more words and repeat.
- Keep rubbing out words until the students are saying the text from memory. Leave only the characters' names at the start of each line to help them if it is a dialogue.

Vanishing verse

- Play this game in the same way as *Disappearing dialogue* but use a verse from a poem or song.
- Rub out words until only the first word of each line remains.

See <https://elt.oup.com/teachers/familyandfriends> for more games

Lesson One CB pages 4–5

Story

Learning outcomes

- To become familiar with the Class Book characters
- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD 01

Warmer

- Say *Hello / Good morning / Good afternoon / Welcome back!* Smile and encourage the students to say *Hello* to you.
- If this is a new class for you, wait until students are seated, and then say *Hello, my name's (your name). What's your name?* Go around the class, asking students' names. Elicit *My name's (their name).*
- Encourage students to greet each other and say their names.

Lead-in

- Tell students that they are going to meet some new characters this year. Draw an outline family tree on the board with circles for Ed, Kate, Mum, Dad, and (cousins) Libby and Fin. Write the names.
- Point to Kate and then Mum and say *This is Kate's mum.* Point to Ed and ask *Who's this?* Elicit different answers, e.g. *Kate's brother. Mum's son.* Do the same with all the characters, each time eliciting more than one description, to revise and practise family words and the possessive *s*.
- Tell students you are going to read about these people.

1 Listen and read. Who comes to visit? 01

- Focus attention on the pictures and the story, which in this lesson is on two pages. Ask prediction questions, e.g. *Are Kate and Ed happy? Where do you think they go with Libby? Who is Fin?*
- Play the recording. Students follow the story in their books. Ask the gist question *Who comes to visit?*
- Play it again. Ask comprehension questions, e.g. *What does Ed want to do? What does Libby do on Fridays? Where does she take Ed and Libby? What do they wear at the DSD Club?*

ANSWER

Libby

2 Listen to the story again and repeat. Act. 01

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Mum, Kate, Ed, Libby and Fin.

Starter Do something different!

Lesson One Story

1 Listen and read. Who comes to visit?

1 Kate: Do you want to play a game, Ed?
Ed: No, not always. I want to do something different.
Ed: Let's call Libby.
Kate: No, she's never at home on Fridays.
Ed: I wonder where she goes.

2 Mum: Look, Ed! Libby is outside!
Kate: Great! She's coming to see us.
Libby: Hello, Aunt Clare, hello, Uncle Tony, hello and Dad! Hello, Libby. How are you?
Libby: I'm fine, thanks.

3 Libby: Hi, Ed, hi, Kate. What are you doing?
Ed: Nothing.
Kate: We're home.
Libby: What do you do on Fridays, Libby?
Ed: Oh, I'm in a club. We meet every Friday.

4 Starter Do something different

Lesson One Story

5 Ed and Kate: A club?
Libby: Yes, it's the Do Something Different club. My brother (in cartoon) is just enough. He's the club leader. We do lots of exciting things.
Ed and Kate: We want to do something different!
Libby: I'm going to a club meeting now. Do you want to come?
Ed and Kate: Yes, please!

6 At the DSD Club.
Fin: Hello, Ed! Hello, Kate! Welcome to the DSD Club! I'm glad you've joined.
Ed and Kate: Thanks. Fin, hello, everyone!
Fin: Here are your DSD T-shirts and caps. Are you ready to do something different?
Ed and Kate: Yes! We can't wait!

2 Listen to the story again and repeat. Act.

3 Read again and write *True* or *False*.

1. Ed wants to play a game.	False
2. Libby is Ed and Kate's sister.	_____
3. Libby is in a club.	_____
4. Libby's brother is the club leader.	_____
5. Ed and Kate want to go to the club meeting.	_____
6. Fin gives Ed and Kate T-shirts and caps.	_____

Do something different! Starter 5

- Play the recording again. Students listen and mime.
- Let students practise acting out the story, then ask one or two groups to act out the story for the class.

3 Read again and write *True* or *False*.

- Ask students to read the sentences silently.
- Look at the example. Explain that they have to read the sentences and decide if they are true or false.

ANSWERS

1 False 2 False 3 True 4 True 5 True 6 False

Further practice

Workbook page 2

Online Practice • Starter Unit • Story

Grammar

Learning outcomes

To revise the present simple, present continuous, and past simple and when they are used
 To use the present simple and present continuous, and past simple within the context of a story

Materials

CD 02

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Elicit the names of the characters and write them on the board.
- Ask questions about the story, e.g. *Who came to visit? Where did the children go? Who was there?*

Lead-in

- With books open at page 6, introduce students to the characters: Professor and his robot Chip. Ask them to look at the pictures but not to read the words.
- Ask them to guess, by looking at the pictures, what kind of characters they might be, e.g. *intelligent, funny, angry*, etc.
- Say a sentence describing one of the characters and ask the students to guess who it is, e.g. *He's tall and thin. (Professor). He's washing the dishes. (Chip).*
- Students take turns to say sentences and guess who is being described.

1 Listen and read. What is Professor making? 02

- Play the recording. Students follow the words in their books.
- Ask the gist question *What is Professor making?*
- Play the recording a second time. Ask comprehension questions, e.g. *What does Professor do? What does Chip do? What did Chip break?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.

ANSWER

a robot

2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentences in the cartoon strip, and tell you which sentence doesn't appear in the cartoon strip. (*I invented Chip to help me in the house.*)
- Give students a minute to study the rules.
- With books closed elicit more examples from the students.
- Ask students to find more examples in the story in Lesson 1.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.

Lesson Two Grammar

PROFESSOR & CHIP

1 Listen and read. What is Professor making? 02

2 Read and learn.

Present simple and present continuous

Use the present simple to talk about habits and routines.
I work every day.

Use the present continuous to talk about actions happening now.
I'm making a robot today.
He's washing the dishes now.

Past simple

Use the past simple to talk about actions which started and finished in the past.
I invented Chip to help me in the house.
You broke all the dishes!

3 Read and circle.

1 Anna is going to the park every weekend. 2 We played / are playing football last Saturday.
 3 You watch / watched TV on Sunday mornings. 4 Mum and Dad work / are working now.
 5 Amy eats / is eating an apple every day. 6 I listen / listened to my new CD yesterday.

4 Speaking Ask and answer.

read / a book do / homework paint / pictures watch / TV play / basketball
 listen to / music water / the flowers wash / the car

6 Starter Present simple, present continuous and past simple

ANSWERS

1 goes 2 played 3 watch 4 are working 5 eats
 6 listened

4 Ask and answer.

- Focus attention on the three story pictures. Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the characters in the story, using the prompts in the word pool and being careful to use the correct tense, as indicated by the time references in each picture.
- Go through the activity with the class.
- You may ask a few pairs to ask and answer questions in front of the class.

Optional activity

- Write the following times on the board: *n Thursday evenings, last Saturday, now.*
- Tell students to work in pairs and ask and answer questions about what they do, did, or are doing at these times. Encourage them to give truthful answers.
- If you would like to give the class some writing practice, ask the students to write one question and answer about their partner for each of the time references.
- When the students have finished, tell them to check each other's work for any mistakes.

Further practice

Workbook pages 3 and 4

Student Website • Starter Unit • Grammar 1 and Grammar 2

Student Website • Starter Unit • Listen at home • Track 1

Online Practice • Starter Unit • Grammar

Lesson Three CB page 7

Punctuation

Learning outcomes

- To revise different forms of punctuation
- To learn a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 03; sheets of paper (optional)

Warmer

- Play a version of *Miming snap* (see page 24) to energize the class and revise some verbs.

Lead-in

- Write the following question on the board and ask the students to identify two mistakes in the sentence: *Are you from london. (missing question mark; London)*
- Say that you are going to revise some punctuation rules.

1 Rewrite the sentences with the correct punctuation.

- Students turn to Class Book page 7. Before doing Exercise 1, focus attention on the text box about punctuation.
- Focus attention on the rules and example sentences. Elicit more examples from the class.
- Give students a minute to study the rules.
- With books closed give some more examples or ask questions to check the students' understanding.
- Read the first sentence in Exercise 1. Point to the example.
- Check that students understand they have to rewrite the sentences with the correct punctuation.
- Let students complete the exercise, then check answers.

ANSWERS

- Mario is from Madrid.
- "My name is Helen," she said.
- My favourite sports are football, tennis and basketball.
- Is Carla from Italy?
- Open the door!
- Are Lee, Dan and Amy from the USA?

Optional activity

- Play a version of *Target words TPR*. Assign punctuation marks to students in the class by counting along the rows of students.
- Agree on actions for each punctuation mark, e.g. *clap once for a full stop, clap twice for a comma*, etc.
- Write some sentences with the correct punctuation on the board.
- Read out the sentences in turn. Students must do their actions as the punctuation mark occurs in the sentence.

Lesson Three Punctuation

Punctuation

We use capital letters for:

- the beginning of a new sentence
This is Lucy.
- names
Lucy is eight.
- nationalities
She is British.
- proper nouns
She is from London.
London is in the UK.
My birthday is in May.

We use **?** at the end of a sentence.
My name is Kate.

We use **?** at the end of a question.
How old are you?

We use **!** after commands and to express surprise.
Come here!

We use **:** before lists.
Shopping list: bread, milk, eggs

We use **,** in a list of more than two things.
I like apples, oranges and cherries.

We use **"** and **"** for direct speech.
"I'm cold," he said.


1 Rewrite the sentences with the correct punctuation.

- mario is from madrid. Mario is from Madrid.
- my name is helen she said. "My name is Helen," she said.
- my favourite sports are football tennis and basketball. My favourite sports are football, tennis and basketball.
- is carla from italy? Is Carla from Italy?
- open the door! Open the door!
- are lee dan and amy from the usa? Are Lee, Dan and Amy from the USA?

2 Listen and write. Sing.

different place Learn new fun
food sport Watch Make many

Do something different!



Chorus:

Try a new " sport _____. Learn a new fact. Find a fun " game _____ to play. Learn a new skill, " a new friend, Do something " _____ today!	Do something different, Have lots of " _____, It's amazing to try something new. Do something different, Have lots of fun, There are so " _____ new things to do!	Try a new " _____. Read a new book, " some great new words to say. " a new film, See a new " _____, Do something different today!
--	---	---

Punctuation and song Starter 7

Optional activity

- Divide the class into groups of four. Give each group four sheets of paper (one A4 sheet torn into four).
- Students write a sentence without punctuation on their sheet, and give it to another student in the group.
- Each student must rewrite the sentence with the correct punctuation, before giving it back to the student who gave it to them.
- The original student checks the sentence for mistakes.
- Students continue playing the game until they have worked with each member of the group.

2 Listen and write. Sing.

- Focus students' attention on the picture. Ask *Who are the children? What are their names?*
- Play the song the whole way through.
- Then play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.

ANSWERS

- sport
- new
- Make
- different
- fun
- many
- food
- Learn
- Watch
- place

Further practice

Workbook page 5

Starter Unit test, Teacher's Resource Centre

Student Website • Starter Unit • Punctuation

Student Website • Starter Unit • Listen at home • Track 2 (song)

Online Practice • Starter Unit • Punctuation

Lesson One CB page 8

Story

Learning outcomes

- To understand a short story
- To act out a story

Language


Introducing vocabulary through a story

Warmer

- Draw a family tree and elicit the names of the characters from the story in the Starter Unit. Elicit their relationships to one another.
- Ask students what they remember about the story from the Starter Unit.

Lead-in

- Tell students that the story in today's lesson takes place at the club Libby mentioned in the Starter Unit. Ask students what the club is called. (*Do Something Different Club*)
- Ask students to make predictions about Libby's club, e.g. what kind of club it is, what they do there, etc.

1 Listen and read. What is the DSD Club doing today?  04

- Focus students' attention on the pictures and the story. Encourage predictions about the story. Ask *Where are Kate and Ed going? What are they going to do?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What is the DSD Club doing today?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What has Fin got? Who is good at art? What is Libby going to paint?*

ANSWER

They are building a set for a play.

2 Listen to the story again and repeat. Act.  04

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Mum, Kate, Ed, Libby and Fin.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write True or False.


- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.


ANSWERS

1 False 2 True 3 False 4 False 5 False 6 True


1 You can build it!

Lesson One Story


1 Listen and read. What is the DSD Club doing today? 




Mum Have fun at the Club. What are you doing today?
Kate Libby and Ed have written a play, it's really good.
Ed We've decided to build the set today. Dad's given us his tools.




Libby Fin has found lots of wood and some old sheets. We've brought some paint, too.
Fin Let's start work! I need to measure the wood with this tape measure.




Fin Now we need to join these together. Pass me that hammer and a nail please, Kate.
Ed What can I do?
Libby You can help me point the sheets.
Fin You're good at art.



Libby We need to paint mountains and sky on this sheet.
Ed OK. You can paint the sky. I'm going to paint the mountains.



Kate This is great. I've never built a set before.
Fin Well, you've done a good job.
Kate Thanks. Let's go and see what Ed and Libby have done.



Fin OK, look! They're stuck in the middle.
Libby Oh no! We can't move until the paint dries!

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 Ed and Libby have written a story. <u>False</u>	2 Dad has given the children his tools. _____
3 Fin asks Kate for a sheet. _____	4 Libby paints the mountains. _____
5 Kate is good at building. _____	6 Libby and Ed can't move. _____

Unit 1 You can build it!

Optional activity

- Play *Disappearing dialogue*. Write the dialogue from frame 3 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

Culture note: Youth clubs

Youth clubs are popular in Britain. A youth club is a club where students can gather socially and meet their friends. The clubs usually open once or twice a week after school. Adults who are youth leaders work at the club and look after the students and organize events.

The aim of most youth clubs is to provide a place where friends can meet, chat, play games such as table tennis, listen to music, and generally just 'hang out' together. Some youth clubs have a specific focus, e.g. sport, drama, or dance. The activities and events that they do there will be determined by the focus of the club.

Further practice

Workbook page 6

Online Practice • Unit 1 • Story

Lesson Two CB page 9

Words

Learning outcomes

- To identify tools vocabulary
- To understand subject, verb, object sentence structure; adjectives and adverbs

Language

Words: *rope, saw, hammer, roller, tray, nail, tools, tape measure*

Working with words: *subject, verb, object, adjective, adverb* (Class Book)

Materials

CD  05

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who was at the DSD Club? What were they building? Who got stuck in some paint?*

Lead-in

- Draw a hammer and some nails on the board and ask *What are these?* Try to elicit the words but model them if the students can't remember.
- See what other tool words the students can remember from the story.
- Tell students they are going to learn some more tool words.

1 Listen and repeat. 05

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording for students to listen and repeat the words in chorus. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Let students complete the exercise, then check answers.

ANSWERS

1 tools 2 rope 3 tape measure 4 nail
5 hammer 6 roller


Optional activity

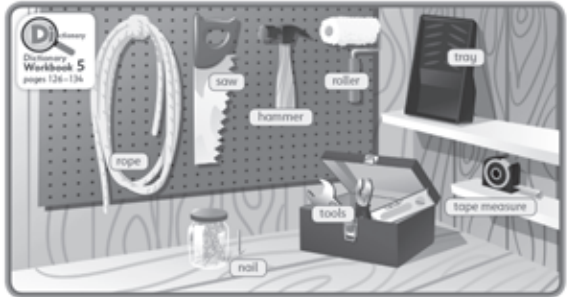
- Play *Guess the word* (see page 24) to reinforce vocabulary.

3 Look at the words in bold. Write.

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the two example sentences with the class.
- Give students two or three minutes to study the information, then elicit more examples from the students.

Lesson Two Words

1 Listen and repeat. 



2 Write the words.

1 Dad keeps his tools in a box in the garage.

2 You can use _____ to pull things or to tie things together.

3 We used a _____ to see how long the piece of wood was.

4 A _____ is a small, sharp piece of metal.

5 You can use a _____ to hit nails.

6 You can use a _____ or a paintbrush to paint walls.

Working with words

subject	verb	object	adjective	adverb
Joe	has found	lots of wood.	Wet	paint dries slowly.

3 Look at the words in bold. Write.

verb	adverb	object	subject
1 I've written a story.	subject	2 Mum made a pizza.	_____
3 He's playing tennis.	_____	4 My sister talks fast.	_____

- Now read the first sentence in Exercise 3 and point to the example. Check that students understand they have to match the terms in the word pool with the parts of the sentences in bold.
- Let students complete the exercise, then check answers.

ANSWERS

1 subject 2 object 3 verb 4 adverb

Optional activity

- Write the sentences from Lesson 1, Exercise 3 on the board. Circle the following words as shown.
- Ed and Libby* have written a *story*.
 - Dad *has given* the children his tools.
 - Fin* asks Kate for a sheet.
 - Libby *paints* the mountains.
 - Kate* is *good* at *building*.
 - Libby and Ed *can't move*.
- Ask the students to identify the different parts of each sentence in the same way that they did in Exercise 3.

ANSWERS

1 subject, object 2 verb 3 subject 4 verb, object
5 subject, adjective, verb 6 verb

NOTE: Students now do the task on Workbook page 7. Go through the exercises with them first if necessary. Remind students to consult the Workbook Dictionary pages.

Further practice

Workbook page 7

Student Website • Unit 1 • Words, Working with words

Online Practice • Unit 1 • Words

Lesson Three CB page 10

Grammar 1

Learning outcomes

- To use the present perfect with *ever* and *never*
- To complete a text with the present perfect tense and *ever* and *never*

Language

Core: *Have you ever cleaned a kitchen? I've never made a cake.*

Materials

CD 06

Warmer

- Play *Smiley face* (see page 24) to energize the class.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Is Chip good at cooking? 06

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Is Chip good at cooking?*
- Play the recording a second time. Ask comprehension questions, e.g. *What has Chip done? Has he ever made a cake? What has Professor asked him to do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, he isn't.

2 Read and learn.

- Focus students' attention on the rules and example sentences in each of the two text boxes.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rules, then with books closed, elicit more examples from the class to check the students' understanding. Write correct sentences for students to repeat chorally.
- Ask students to find an example of the present perfect with *never* in the story in Lesson 1.

3 Complete the sentences. Use *ever* or *never* and the past participle.


- Ask students to read the sentences silently. Look at the example with the students and check that they understand the exercise.
- Remind students to use Workbook page 135 to check the regular and irregular past participles.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 never written 2 ever seen 3 never visited
4 ever played 5 never heard 6 ever flown

Lesson Three Grammar 1

1 Listen and read. Is Chip good at cooking?



2 Read and learn.

Present simple and present continuous

Use the present perfect to talk about actions in the past that are still true now.

You've made a mess.

Present perfect = have / has + past participle

Past simple

Use *ever* to ask about what someone has done in their life up to now.

Have you ever cleaned a kitchen?

Use *never* to talk about what someone has not done in their life up to now.

I've never made a cake.

3 Complete the sentences. Use *ever* or *never* and the past participle. (Regular verbs for Workbook 5 page 135)

1 We've never written (write) a play. 2 Have you (be) a giraffe?

3 Carl has (visit) Italy. 4 Has Emma (play) volleyball?

5 The children have (hear) this story. 6 Has your dad (fly) a plane?

4 Speaking Ask and answer.

ride / a horse be / in a play climb / a mountain
swim / in the sea write / a song make / a cake

Have you ever ridden a horse?

No, I haven't. I've never ridden a horse.

10 Unit 1 Present perfect: *ever / never* Complete Grammar Time Exercise 1 on page 116 of Workbook 5

4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the word pool.
- Encourage them to make up their own questions using verbs from the list on page 135 of their Workbook.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the first Unit 1 Grammar Time exercise on page 116 of the Workbook.

Optional activity

- Play *A long sentence* to revise and practise the present perfect tense.
- Say a sentence using *never*, e.g. *I've never been to Australia.*
- Choose a student to say another sentence. The student must change the pronoun of the first sentence and add a new sentence, e.g. *She's never been to Australia and I've never seen an elephant.*
- That student chooses another student to continue the sentence chain, e.g. *She's never been to Australia, he's never seen an elephant, and I've never flown in a plane.*
- Continue the game until someone forgets one of the sentences in the chain or makes a mistake.

Further practice

Grammar Time, Workbook page 116

Workbook page 8

Student Website • Unit 1 • Grammar 1

Online Practice • Unit 1 • Grammar 1

Grammar 2

Learning outcomes

- To use present perfect with *for* and *since*
- To identify present perfect with *for* and *since* in a text
- To complete sentences with the present perfect and *for* and *since*

Language

Core: *Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.*
 Extra: *woodwork lessons, wooden table*

Materials

CD 07; a piece of paper for each group (optional)

Warmer

- Play *True or false?* (see page 25) to revise the present perfect. Say a true or false sentence about yourself using the present perfect tense, e.g. *I've never eaten pizza.*
- Students call out *True!* or *False!* Take the majority vote and then tell them if their guess is correct or not.
- Students take turns to say a true or false sentence about themselves.

Lead-in

- Point to the picture in Exercise 1. Ask students what they think the boy is doing? (*He is working with wood.*)
- Ask whether anyone likes making things, or if anyone likes working with wood or has made anything out of wood.

1 Listen and read. What is Ben's hobby? 07

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is Ben's hobby?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *How often does he have woodwork lessons? Who has he made a present for?*

ANSWER
woodwork

2 Read and learn.

- Focus attention on the rule and example sentence in each of the text boxes. Give students a minute to study the rules.
- With books closed give some more examples and ask questions to check understanding. Elicit more examples from the class.

3 Write *since* or *for*.


- Ask students to read the sentences silently. Look at the example and explain that they should complete the sentences with *for* or *since*.
- Let students complete the exercise, then check answers.

ANSWERS
1 for 2 since 3 for 4 since 5 since 6 for

Lesson Four Grammar 2

1 Listen and read. What is Ben's hobby? 07

Ben has had woodwork lessons since he was eight. He goes to lessons every Tuesday and Thursday after school. He's very good at woodwork now. He's worked on this wooden table for two weeks. He's decided to give it to his mum as a present.



2 Read and learn.

since

Use the present perfect and *since* to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2006, four o'clock.

Ben has had woodwork lessons since he was eight.

for


Use the present perfect and *for* to talk about past actions in a period of time, e.g. a week, three years, five hours, a month.

He's worked on this wooden table for two weeks.

3 Write *since* or *for*.

1 We've lived in this house <u>for</u> five years.	2 Lisa has been at this school <u>since</u> 2007.
3 You've been here <u>for</u> an hour.	4 Tony has been on holiday <u>since</u> last Monday.
5 The children have been in the park <u>for</u> ten o'clock this morning.	6 I've known my best friend <u>for</u> three years.

4 Write sentences about Steve. Irregular verb list Workbook 5 page 135



1 (ride / a bike) Steve has ridden a bike for five years.	2 (have / English lessons)
3 (use / a computer)	4 (play / the drums)
5 (live / in London)	6 (collect / comics)

Complete Grammar Time Exercise 2 on page 116 of Workbook 5. Present perfect: *since / for* Unit 1 11

Optional activity

- Write *I've been in this class...* on the board. Elicit different endings to finish the sentence, e.g. *...since ten o'clock. ... for 10 minutes.*
- Organize the class into groups of four. Tear sheets of A4 paper into four and hand them out to each group.
- Ask each student to think of a sentence using *for* or *since*, but to write only half of it on their piece of paper, e.g. *I've liked chocolate... I've studied English...*
- Students fold the paper in half and give it to another student in the group. That student completes the sentence using *for* or *since*.
- The complete sentence has to be grammatically correct but not factually correct. It can be funny.
- Each student folds the paper in half again and hands it to a different student in the group.
- Ask groups to read out their funniest sentences.

4 Write sentences about Steve.

- Focus on the pictures and the time markers. Read the example, and check students understand they have to write present perfect sentences using the prompts and the time markers.
- Remind students to use the verb list, Workbook page 135.
- Let students complete the exercise, then ask a few students to read out their sentences.

NOTE: Ask students to complete the second Unit 1 Grammar Time exercise on page 116 of the Workbook.

Further practice

Grammar Time, Workbook page 116
 Workbook page 9
 Language practice worksheet, Unit 1, Teacher's Resource Centre
 Student Website • Unit 1 • Grammar 2
 Online Practice • Unit 1 • Grammar 2

Skills Time!

Skills development

Reading: read a narrative poem 'My tree house'; circle the correct information in sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *grass, walls, door, window*

Materials

CD 08

Warmer

- Revise the tool words necessary for the poem by asking questions, or giving clues, e.g. *You use this to measure how long something is. What do you use to cut wood? You can paint a wall with this.*
- Once you have revised the words, write the following words in a vertical list on the board: *saw, nail, rope, tray.*
- Ask students to think of as many words as possible that rhyme with the four words. Write them next to each word, e.g. *saw, (poor, four), nail, (sail, tail), rope, (soap, boat), tray (play, day).* If necessary give some examples first.

1 Look at the poem and the pictures. What do you think happens in the poem?

- Ask students to look at the pictures. Tell them that they are going to read a poem. Ask *What do you think happens in the poem?* Encourage students to make predictions about what happens in the poem.
- Ask students to skim read the poem to find out what happens. Tell them not to try to understand every word at this stage, but just get a general idea of what happens.

2 Listen and read. 08

- Tell students they are going to listen to the poem now.
- Play the recording all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand, and answer any questions they have. Encourage students to try to work out the meaning of new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *Who was building the tree house? Is it a good tree house?*
- Compare the predictions made in Exercise 1 with the content of the poem. How many predictions were right?

Optional activity

- Choose six students and assign them each a verse of the poem.
- Ask the students to stand up and read each verse in turn.
- Choose six different students and repeat.
- Repeat with different students to increase confidence and familiarity with the poem.

Skills Time!
Lesson Five

Reading

1 Look at the poem and the pictures. What do you think happens in the poem?
2 Listen and read. 08

My tree house

I've always wanted a tree house.
I think they're great places to play.
My dad drew the plans for a tree house
And we started to build it one day.
Dad got some boards and a tool box,
Some nails and a hammer and saw.
He said, "You'll need help with your tree house
Because you've never built one before."
We started working together.
He watched as I hammered and sawed.
He tried not to laugh very loudly
When I nailed my coat to a board.
Soon my new tree house was ready.
It looked wonderful there on the grass.
Four walls and a door and a carpet
And two windows, both with real glass.
The windows were two different sizes
And the door wasn't perfectly straight.
The walls were a little bit crooked
But Dad thought my tree house was great.
Dad got some rope and a ladder.
He pulled the house into the tree.
My tree house looks crazy and funny
But I think it is perfect for me.
Bill Robbins

3 Read again and circle.

1 Bill's dad drew the plans / boards for the tree house. 2 Bill nailed his coat to a hammer / board.
3 Dad thought the tree house was great / crooked. 4 There was real glass / carpet in the windows.
5 The walls / windows were two different sizes. 6 Dad pulled the house into a tree / ladder.

12 Unit 1 Reading: a poem

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example together and explain that they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 plans 2 board 3 great 4 glass 5 windows 6 tree

Optional activity

- Divide the class into two teams. With books closed ask students questions about the poem.
What has the boy always wanted? (a tree house)
Who drew the plans for it? (Dad)
What tools did they get? (nails, a hammer and a saw)
What did the boy do to his coat? (He nailed it to a board.)
How many windows did the tree house have? (two)
Were the walls crooked or straight? (crooked)
What did Dad use to pull the house into the tree? (a rope and a ladder)
- The team with the most correct answers is the winner.

Optional activity

- Ask students to work in pairs. Ask each pair to prepare two sentences about the poem in Exercise 2. One sentence must be true and one must be false.
- With books closed students take turns to stand up and say their sentence to the class.
- The class votes on whether the sentence is true or false.

Further practice

Workbook page 10

Online Practice • Unit 1 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: order objects
- Speaking: ask and answer questions about making things

Language

Words in context: *tree house, laugh, crooked, plans, board, ladder, straight, toolbox* (Class Book); *beach house, shade, branches, seaweed* (Workbook)

Materials

CD 09

Warmer

- Write the first verse of the poem from the previous lesson on the board. Jumble the words in each line:
*house wanted I've a always tree
 places think play I to great they're
 the house plans dad tree My for a drew
 we to one started day And build it*
- With books closed, ask students to order the words.

Lead-in

- Ask students what they remember about the poem from the previous lesson.
- Make notes on the board. See how much vocabulary you can elicit.

1 Find the words in the poem to match the pictures.

- Turn to the Class Book and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to look at Class Book page 12 and match the underlined words in the poem to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 tree house 2 laugh 3 straight 4 plans
 5 board 6 ladder 7 crooked 8 tool box

2 Listen. Who is talking?

- Tell students they are going to hear a recording of two children talking about making things. They have to identify who is talking.
- Play the recording all the whole way through, then elicit the answer from the class. Repeat if necessary.

ANSWER

Bill from the previous lesson and a friend.

Transcript

(See Teacher's Book page 140.)

3 Listen again and number the pictures in the correct order.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to number the pictures as they hear them mentioned.

ANSWERS

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

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I made a kite.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Ask a few pairs to ask and answer for the class.

NOTE: Students now do the task on Workbook page 11. Go through the exercises with them first if necessary. Remind students to consult the Workbook Dictionary pages.

Further practice

Workbook page 11

Speaking skills worksheet, Unit 1, Teacher's Resource Centre

Student Website • Unit 1 • Words in context

Online Practice • Unit 1 • Words in context, Listening and Speaking

Lesson Seven CB page 14

Skills Time!

Skills development

Writing focus: identify rhythm in poetry (counting syllables and stresses)

Writing outcome: write a poem using syllable counts and stresses (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 1; a copy of the text from poster 1, Teacher's Resource Centre, for each student

Warmer

- Play *Order the letters* (see page 25) with Lesson 6 words.

Poster 1: A poem

- Hand out photocopies of the poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss their ideas.
- Choose different students to read out the poem.
- Read out the three text boxes on the left. Ask students to identify the rhyming words at the end of the lines.
- Read out the text box at the top. Ask students to look at the fifth verse and point out that the second and fourth lines start with capital letters, even though they are not new sentences. Ask students to find other examples in the text.
- Before reading the first text box on the right, revise syllables with the class. In the first line of the poem, separate the syllables in the word *wan / ted* with a line as shown.
- Ask students to come to the board and do the same with the other two-syllable words in the verse.
- Point to verse five on the poster and ask the students to count the syllables in lines 1 and 3, and 2 and 4.
- Read the second text box on the right and point to the stressed syllables in verse six. Say the verse together paying attention to rhythm and stress. Repeat, paying attention to the students' sense of rhythm and stress.
- Ask the 'After reading' questions. Discuss their answers.

1 Look at the text. Who do you think wrote it?

- Give students a few seconds to read the title and skim read the poem. Tell them to look for key words rather than try and read the whole poem.
- With books closed ask them who they think wrote it.

2 Read.

- Choose five students and assign them each a verse of the poem to read. Help with pronunciation where necessary.
- Choose five different students and repeat.
- Discuss the poem with the class and ask comprehension questions, e.g. *What did the children make?*

Skills Time!

Lesson Seven

Writing

1 Look at the text. Who do you think wrote it?

2 Read.

3 Read again and answer the questions.

1 What did the children use to make their kite?

2 When do they want to fly their kite?

A poem: pattern and rhythm

When we write a poem we follow a pattern:

	syllables
Last week we made a big kite.	= 7
We had a lot of fun.	= 6
My brother drew some great plans	= 7
The kite looked like the sun.	= 6

The syllables in red are stressed. We say the stressed syllables more strongly than the others. This gives our poem a rhythm.

4 Count the syllables. Underline the syllables that are stressed.

We found some string and paper.	<u>7</u>
Some nails and glue and wood.	___
We sawed and glued and hammered.	___
The kite looked really good.	___

5 Complete the writing task on page 12 of Workbook 5.

Our kite

Last week we made a big kite.
We had a lot of fun.
My brother drew some great plans.
The kite looked like the sun.

We found some string and paper,
Some nails and glue and wood.
We sawed and glued and hammered.
The kite looked really good.

We painted the kite yellow
Then we left it out to dry.
And soon the kite was ready.
It was time for it to fly!

We held on to the kite string
And the kite flew fast and high.
It really looked amazing
As it flew across the sky.

And now, when it is windy,
We can't wait to go and play.
We want to fly our kite
On every windy day.
by Jenny Bell

14 Unit 1 Writing a poem: pattern and rhythm

3 Read again and answer the questions.

- Ask students to read the poem again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary, then check answers.

ANSWERS

- 1 string, paper, nails, glue, wood, a saw, a hammer, yellow paint
- 2 on every windy day

4 Count the syllables. Underline the syllables that are stressed.

- Read the rule in the Writing box and check that students understand how to count syllables, and how to identify those that are stressed.
- Write *bro-ther* on the board and say the word, stressing the two separate syllables. Repeat with other examples.
- Let students complete the exercise, then check answers.

ANSWERS

- We found some string and paper 7
- Some nails and glue and wood 6
- We sawed and glued and hammered 7
- The kite looked really good 6

5 Complete the writing task on page 12 of Workbook 5.

- Students now do the writing task on Workbook page 12. Go through the exercises with them first if necessary.

Further practice

Workbook page 12

Writing skills worksheet, Unit 1, Teacher's Resource Centre

Online Practice • Unit 1 • Writing

Lesson Eight CB page 15

Unit 1 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  10

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit.
- Give students 20 seconds per sentence to find the answer. Use these phrases from the unit or choose your own:
I've never made a cake. (Lesson 3)
What can I do? (Lesson 1)
Steve has ridden a bike for five years. (Lesson 4)
What did you use to make it? (Lesson 6)
He pulled the house into the tree. (Lesson 5)
Joe has found lots of wood. (Lesson 2)
As it flew across the sky. (Lesson 7)
We started working together. (Lesson 5)
- Go through the answers with the class.

1 Complete the quiz.

- Tell the students they are going to do a quiz based on the unit. Students can do this individually, in pairs, or in teams.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 15, but they may not refer to the unit when answering the questions.

ANSWERS

1 saw 2 Ed 3 happy (adj), loudly (adv) 4 I've never written a play. 5 I've lived in this town for five years. 6 She's had piano lessons since last January. 7 Dad 8 board 9 seven 10 want, fly, kite

Optional activity

- Divide the class into groups of four. Ask each group to write their own quiz of eight questions.
- Tell students to base their style of questions on those in the quiz in Exercise 1.
- Give them a few minutes to write the quiz, then tell each group to work with another group. They swap quiz papers and do each other's quizzes.
- The team with the highest score is the winner.

Unit 1 Review
Lesson Eight

1 Complete the quiz.

1 Insert a long, thin tool with metal teeth for cutting wood. What is the word?

2 Who paints the mountains on the sheet in the story?

3 Circle the adjective and underline the adverb in this sentence. The happy children laughed loudly.

4 Correct the sentence. I've ever written a play.

5 Correct the sentence. I've lived in this town since five years.


6 Correct the sentence. She's had piano lessons for last January.

7 Who drew the plans for the tree house?


8 Insert a large, flat piece of wood. What is the word?

9 How many syllables? We held on to the kite string.

10 Underline the stressed syllables. We want to fly our kite.

2 Listen and write. Sing.  plan hammer built saw Build new nails ever


You can build it!



Have you ¹ ever built a boat?
I ² it, sail it, watch it float.
Take some ³ and take some wood.
Building new things feels so good!

Chorus:
You can build it, you know how.
Make a ⁴ and build it now!
Building things is fun to do!
Let's try building something ⁵.

Have you ever ⁶ a kite?
Take some string and tie it tight.
Take a ⁷, take a ⁸.
It's such fun, let's build some more!

 Watch the DVD!
 Review Unit 1 15

2 Listen and write. Sing. 10

- Focus students' attention on the picture. Ask *What are they doing? What is the girl holding? What is the boy holding?* Ask what they think the song is about.
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.

ANSWERS

1 ever 2 Build 3 nails 4 plan 5 new 6 built
7 hammer 8 saw

Further practice

Workbook page 13

Unit 1 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 1 • Listen at home • Tracks 3–5

Student Website • Unit 1 • Listen at home • Track 6 (song)

Online Practice • Unit 1 • Review

Lesson One CB page 16

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD  10–11

Warmer 10

- Tell students they are going to sing the song *You can build it!* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Ask questions, e.g. *What were the children doing? Where were they?* Encourage predictions about the story.

1 Listen and read. Who are the children waiting for? Why? 11

- Focus attention on the pictures and story. Ask prediction questions about the story. Ask *Are the children at home? What is Kate holding? Where is Fin?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *Who are the children waiting for? Why?*
- Play the recording again. Ask comprehension questions, e.g. *What has happened to Fin? What is Fin bringing to the play? Why can't they start the play?*

ANSWERS

They are waiting for Fin. He has their costumes.

2 Listen to the story again and repeat. Act. 11

- Play the recording, pausing for students to repeat.
- Divide the class into groups of four to play the parts of Libby, Kate, Ed and Fin.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide which characters they refer to. Students write the correct name: *Ed, Kate, Libby or Fin.*

ANSWERS

1 Libby 2 Kate 3 Ed 4 Fin 5 Kate 6 Fin

2 It's show time!

Lesson One Story

1 Listen and read. Who are the children waiting for? Why? 



1 Libby I'm so excited. The audience has arrived. Our play is going to start in five minutes.
Kate I'm not excited. I'm nervous. I need to look at the script again. I don't want to forget my words.
Ed Kate Thanks, Ed. So is yours. You look really scary!

2 Libby Relax, Kate. You've already learnt the script. You know what to say. You look great. Your make-up is really cool!
Ed Kate Thanks, Ed. So is yours. You look really scary!

3 Libby Where is Fin? He's got all our costumes.
Ed He's very late!

4 Libby The lights in the hall have just gone down. It's time for the play to start.
Ed Has Fin tried to call you, Kate?
Kate No ... Oh wait! This is Fin now.

5 Kate Hi, Fin. What's going on?
Fin I'm really sorry. My car has just broken down. I've already called the garage, but they can't come for half an hour.

6 Kate Oh no! What are we going to do? The audience is waiting, but we can't perform the play without our costumes!

2 Listen to the story again and repeat. Act.

3 Read again and write the names. Ed Kate Libby Fin

1 Libby is excited. 2 _____ needs to look at the script again.
3 _____ looks really scary. 4 _____ has got all the costumes.
5 _____ talks to Fin on the phone. 6 _____ has called the garage.

16 Unit 2 It's show time!

Optional activity

- Write the following lines of dialogue on the board. With books closed, ask students who said them.
Has Fin tried to call you, Kate? (Ed)
Where is Fin? (Libby)
Oh no! What are we going to do? (Kate)
You've already learnt the script. (Libby)
I'm really sorry. (Fin)
I'm not excited. I'm nervous. (Kate)
The lights in the hall have just gone down. (Libby)
He's very late! (Ed)
My car has just broken down. (Fin)
Oh wait! This is Fin now. (Kate)
- They can check their answers on Class Book page 16.

Culture note: Amateur dramatics

Many towns in Britain have an amateur dramatics group. The group will be run by members of the community in their spare time, to perform plays or musicals at different times throughout the year.

These performances are usually held in the town or village hall. Members of the group make the costumes and build the sets. These groups are often affectionately known as 'Am dram groups' and they provide a popular focus for community life, especially in small towns and villages.

Further practice

Workbook page 14

Online Practice • Unit 2 • Story

Words

Learning outcomes

- To learn words for talking about putting on a play
- To learn about the silent letters *gh* and *k*

Language

- Words: *curtain, stage, script, lights, make-up, character, costume, audience*
- Working with words: *lights, night, straight, know, knee, knife* (Class Book); *knit, fright, knot, flight* (Workbook)
- Extra: *actors, queen, face, clown*

Materials

CD 12–13; pieces of plain paper (optional)

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who needed to read the script again? Who looked scary? Who had the costumes?*

Lead-in

- Ask students if they have acted in a school play. Ask questions to find out the name of the play and what parts the students played.
- Tell students they are going to learn some more words to talk about performing a play.

1 Listen and repeat.

- Ask students to open their Class Books and look at the picture and words.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words from Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 script 2 stage 3 costume 4 make-up 5 character
6 audience

Optional activity

- Choose eight students to work together. Write the eight words from the vocabulary set on eight separate pieces of paper. Give each student in the group a word.
- Tell the students in the group to look up their word in the Dictionary pages in their Workbook.
- Tell the class to close their books.
- Ask one of the students from the group to read out his or her dictionary definition to the class, without saying the word. The first student in the class to put up his or her hand is allowed to give the answer.

Lesson Two Words

1 Listen and repeat.

2 Write the words.

- Actors need to learn a script before they can be in a play.
- I was nervous before I walked onto the _____.
- Helen was a queen in the play and she had a beautiful _____.
- We used a lot of _____ to make Ben's face look scary for the play.
- Who was your favourite _____ in the play?
- The _____ laughed when the clown came onto the stage.

Working with words

Some words have silent letters. We don't pronounce these letters when we say the words.

lights night straight know knee knife

3 Listen and repeat.

4 Circle the silent letters.

- I already know my words.
- We saw the play last night.
- The audience sat up very straight in the scary parts!
- Pass me a knife and fork, please.

Words Unit 2 17

3 Listen and repeat.

- Before doing the activity, focus students' attention on the *Working with words* section.
- Read the explanations to the class. Point to the list of words and ask the students to guess which letters are silent. Elicit *gh* and *k*.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Circle the silent letters.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the silent letters.
- Let students complete the exercise, then check answers.

ANSWERS

1 know 2 night 3 straight 4 knife

Further practice

Workbook page 15

Student Website • Unit 2 • Words, Working with words

Online Practice • Unit 2 • Words, Working with words

Grammar 1

Learning outcomes

To learn the past simple and present perfect
To complete sentences with the past simple and present perfect

Language

Core: *It was great! I've cut the grass and tidied up all the leaves.*

Materials

CD 14; sheets of paper (optional)

Warmer

- Play *Order the letters* (see page 24) to energize the class and revise the vocabulary from the previous lesson.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. What has Chip done? 14

- Play the recording. Students listen and follow the words in their books. Ask the gist question *What has Chip done?*

ANSWER

He's cut down all Professor's flowers and he's pulled all the leaves off the trees.

- Play the recording again. Ask comprehension questions, e.g. *What machine has Chip used? What has he done in the garden? Is Professor pleased?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of the past simple and present perfect in the story in Lesson 1.

3 Complete the sentences. Use the present perfect or past simple.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the present perfect or past simple form of the verb in brackets.
- Remind students to go to Workbook page 135 and check the past simple and past participle forms of these verbs.

ANSWERS

1 haven't finished 2 've lived 3 went 4 have been
5 played 6 didn't eat

Lesson Three Grammar 1

1 Listen and read. What has Chip done? 14

PROFESSOR & CHIP

1 Hello, Chip. Did you use my Great Gardening Machine today?
Yes, I did.

2 Did the machine work?
Yes! It was great! Look! I've cut the grass and I've tidied up all the leaves.

3 Oh, Chip. You've cut down all my flowers and you've pulled all the leaves off the trees! The garden looks terrible!
Oh dear. Sorry, Professor.

2 Read and learn.

Past simple
Use the past simple to talk about actions that started and finished in the past.
It was great!

Present perfect
Use the present perfect to talk about actions in the past that are still true now.
I've cut the grass and I've tidied up all the leaves.

3 Complete the sentences. Use the present perfect or past simple. Irregular verb list Workbook 5 page 135

1 I haven't finished (not finish) my homework. 2 You _____ (live) in this house for ten years.
3 Lucy _____ (go) to the cinema three days ago. 4 We _____ (be) best friends since we were six.
5 The boys _____ (play) football in the park yesterday. 6 Jim _____ (not eat) his dinner last night.

4 Speaking Ask and answer.

Has Lisa tidied her bedroom?
Yes, she has. She tidied her bedroom yesterday.

To do:

- tidy my bedroom ✓ (yesterday)
- visit my grandma ✓ (last Sunday)
- do my homework ✓ (two hours ago)
- buy a new schoolbag ✓ (last weekend)
- call my friend ✓ (an hour ago)
- make my mum a birthday card ✓ (yesterday)

18 Unit 2 Past simple / present perfect Complete Grammar Time Exercise 1 on page 116 of Workbook 5.

Optional activity

- Play *Bingo* (see page 24) to revise past simple forms.
- Write a list of twenty verbs on the board. Students draw a grid 3 x 3. In each square they write a verb from the list.
- Call out the past forms of the verbs on the board in random order. Keep a record of the words as you say them.
- Students cross off the matching base forms in their grid.
- The first student to complete a line of three shouts *Bingo!*

4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Go through the text on the 'To do' list, checking that students understand the vocabulary.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions with reference to the 'To do' list.
- Monitor the activity, checking for correct use of the present perfect and the time markers.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the first Unit 2 Grammar Time exercise on page 116 of the Workbook.

Further practice

Grammar Time, Workbook page 116

Workbook page 16

Student Website • Unit 2 • Grammar 1

Online Practice • Unit 2 • Grammar 1

Grammar 2

Learning outcomes

To learn *already, yet, before, just*
 To identify the present perfect and *already, yet, before, just* in sentences

Language

Core: *I've already built the set. I haven't learnt the script yet. I haven't been in a play before. Karen has just finished the costumes.*

Materials

CD 15

Warmer

- Write some time markers on the board, e.g. *an hour ago, last year, two months ago, yesterday, last night, last weekend, three years ago.*
- Ask a student a question using the present perfect: *Have you been on holiday?* The student answers using the past simple and one of the time markers, e.g. *Yes, I went on holiday six months ago.*
- The student then asks another student a question using the present perfect.
- Continue the game around the class.

Lead-in

- Point to the picture in Exercise 1. Ask students what they think the children are doing.
- Ask questions to find out more information, e.g. *What are they wearing? Do you think it is a school play?*

1 Listen and read. What is she talking about? 15

- Play the recording. Students follow the words in their books. Ask the gist question *What is she talking about?*
- Play the recording again and explain any new words as necessary.
- Ask comprehension questions, e.g. *Who has just finished the costumes? Has she learnt the script yet? Has she ever been in a play before?*

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box. Let students study the rules.
- With books closed ask questions to check the students' understanding. Elicit more examples from the class.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example with the class. Ask questions to check students understand the exercise.
- Students circle the correct word in each sentence.

ANSWERS

1 already 2 before 3 yet 4 just 5 before 6 already

Lesson Four Grammar 2

1 Listen and read. What is she talking about? 15

2 Read and learn.

already / yet / before / just

Use these time words with the present perfect:

I've **already** built the set. I haven't **learnt** the script **yet**.
 I haven't **been** in a play **before**. Karen has **just** finished the costumes.
 Look! These time words are used in different places in the sentence.

3 Read and circle.

1 We've **already** / before seen this film. 2 Carl hasn't travelled by plane **just** / before.
 3 You haven't eaten your breakfast **already** / yet. 4 I've **just** / get heard some exciting news.
 5 Amy hasn't met a famous person **before** / just. 6 Billy and I have **already** / get washed the car.

4 Write sentences about Mike. (Irregular verb list for Workbook 5 page 135)

1 Mike has **just** made lunch.

Complete Grammar Time Exercise 2 on page 117 of Workbook 5. already / yet / before / just Unit 2 19

4 Write sentences about Mike.

- Point to Mike's list and then look at the example.
- Check that students understand they have to write present perfect sentences using the prompts.
- Remind students to use the verb list on Workbook page 135.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 Mike has just made lunch.
- 2 Mike hasn't travelled to Spain before.
- 3 Mike has just gone into the garden.
- 4 Mike has already finished his homework.
- 5 Mike hasn't ridden a horse before.
- 6 Mike hasn't watered the plants yet.
- 7 Mike has already done the washing up.
- 8 Mike hasn't practised the guitar yet.

NOTE: Ask students to complete the second Unit 2 Grammar Time exercise on page 117 of the Workbook.

Optional activity

- Write some similar time markers on the board, e.g. *last week, two years, 2008, last July, four years, five months.*
- Point to one of the time markers and say *I've lived in my apartment for two years.*
- Ask a student to demonstrate a similar sentence to the class using one of the time markers.
- Ask students to work in pairs and tell each other true sentences using the time markers on the board.

Further practice

Grammar Time, Workbook page 117

Workbook page 17

Language practice worksheet, Unit 2, Teacher's Resource Centre

Student Website • Unit 2 • Grammar 2

Online Practice • Unit 2 • Grammar 2

Skills Time!

Skills development

Reading: read a play script 'The Crown Diamond'; identify true or false sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *attack, model, notebook*

Materials

CD 16

Warmer

- Play *What's the picture?* (see page 24) with Lesson 2 words.

1 Look at the pictures. Who do you think the characters are?

- Ask students to look at the pictures. Ask *Who do you think the characters are?* Encourage students to share their ideas.
- Students may be familiar with the character of Sherlock Holmes. If so, write some clues on the board and elicit some information about him, e.g. *Watson, London, violin.* (His assistant is called Dr Watson. He lives in Baker Street, London. He plays the violin.)
- Elicit and model new vocabulary where necessary.
- Gradually build up a list of ideas. Write notes on the board.

2 Listen and read. 16

- Tell students they are going to listen to a section of a play.
- Play the recording all the way through as students read.
- Play the recording again, pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *When was the Crown Diamond stolen? Who is looking for it now? Who stole the diamond?*

Optional activity

- Choose four students and assign three of them the roles of Watson, Billy and Holmes. Ask the fourth student to read the Characters list and Scene prompts.
- Ask the students to read the play script.
- Now organize the class into groups of four. Tell the students to act out the play scripts in their groups.
- Ask them to swap roles and repeat until each student has performed each of the four roles.
- Go around the class monitoring and checking pronunciation where necessary.

Skills Time!
Lesson Five

Reading

1 Look at the pictures. Who do you think the characters are?
2 Listen and read. 16

The Crown Diamond
by Sir Arthur Conan Doyle

Characters:
Sherlock Holmes – a detective
Dr Watson – Holmes's friend
Billy – Holmes's servant
Sebastian Moran – a criminal
Sam Merton – Moran's friend

Scene 1 A room with a large window. There is a curtain across the window.
(Enter Watson and Billy.)
Watson When will Holmes be back, Billy?
Billy I don't know, sir. He's very busy. He's trying to find the Crown Diamond.
Watson Oh, yes. It was stolen in the robbery last week.
Billy That's right, sir.
(Watson pulls back the curtain. A model of Holmes is in a chair by the window.)
Watson What's this?
Billy Holmes wants people to think he is at home when he isn't.
Watson Why?
(Enter Holmes.)
Holmes Because a man is trying to attack me, Watson.
Watson Who?
Holmes Sebastian Moran. Write it down, Watson!
(A doorbell rings. Billy exits.)
Watson (Writing in his notebook.) Why don't you tell the police?
Holmes Because I haven't found out where the diamond is yet. Moran stole it and a man called Sam Merton helped him.
(Enter Billy.)
Billy Sebastian Moran is here, sir.
Holmes Good! (Looks out of the window.) And Sam Merton is outside.
Watson This is dangerous. I'll stay with you, Holmes.
Holmes No, Watson. (Writes a note.) Take this note to the police. They will come and arrest Moran. But before they get here, I will find out where the diamond is.

3 Read again and write True or False.

1 Holmes is looking for a diamond.	True	2 There is a model of Watson by the window.	_____
3 A man is trying to attack Watson.	_____	4 Moran stole the diamond.	_____
5 Moran is in the street outside Holmes's house.	_____	6 Holmes wants Watson to go to the police.	_____

20 Unit 2 Reading: a play script

3 Read again and write True or False.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.
- Let students do the exercise individually, then go through the answers with the class.

ANSWERS

1 True 2 False 3 False 4 True 5 False 6 True

Optional activity

- Divide the class into two teams.
- With books closed, ask students questions about the play script.
Where are the characters? (in Sherlock Holmes's house)
What is next to the window? (a model of Sherlock Holmes)
Why is it there? (Holmes wants people to think he is at home when he isn't.)
Who is trying to attack Holmes? (Sebastian Moran)
Who helped Moran steal the diamond? (Sam Merton)
Who has called at the house? (Sebastian Moran)
What does Holmes give Watson to take to the police? (a note)
Does Holmes know where the diamond is? (No, he doesn't.)
- The team with the most correct answers is the winner.

Further practice

Workbook page 18

Online Practice • Unit 2 • Reading

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: order events

Speaking: predict the end of a play

Language

Words in context: *servant, enter, diamond, detective, arrest, note, robbery, criminal* (Class Book); *props, clues, detective, investigate* (Workbook)

Materials

CD 17

Warmer

- Play *Wrong word* (see page 25) to energize the class.

Lead-in

- With books closed, ask students what they can remember about the play from the previous lesson.
- Write some notes on the board and see how much vocabulary you can elicit.

1 Find the words in the play script to match the pictures.

- Ask students to open their books and look at Exercise 1.
- Point to the pictures in turn and remind them that all of these words appeared in the play script in Lesson 5.
- Ask students to go to page 20 and match the underlined words in the play script to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.

ANSWERS

1 servant 2 enter 3 diamond 4 detective 5 arrest
6 note 7 robbery 8 criminal

2 Read the play script on page 20 again. What do you think happens next?

- Tell students to turn to page 20 and look at the script.
- Students read the script silently.
- Ask them *What do you think happens next?* Encourage the students to think of predictions. Write these on the board.

3 Listen to what happens next. Were you right?

17

- Tell students they are going to hear a recording of what happens next. Play the recording all the way through.
- Ask questions to check that students have understood. Play the recording again, pausing at intervals if necessary.
- Ask students what happened next. Write it on the board and see if the students' predictions were right.

Transcript

(See *Teacher's Book* page 140).

Lesson Six

Words in context

1 Find the words in the play script to match the pictures.

1 servant 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Read the play script on page 20 again. What do you think happens next?
3 Listen to what happens next. Were you right? 17
4 Listen again and number the events in the correct order.

- Holmes shows Moran a book.
- Holmes takes the diamond.
- The police arrive.
- Moran enters.
- Holmes goes into the bedroom.
- Billy brings Merton in.

Speaking

5 Ask and answer. Use the prompts or your own answers.

What do you think happens to Moran and Merton? I think _____ they run away / they go to prison / the police arrest them

Have you ever read a detective story? Yes, I have. / No, I haven't.

Who were the characters? They were _____ a detective / a police officer / a criminal

Words in context: *The Crown Diamond*, listening and speaking Unit 2 21

4 Listen again and number the events in the correct order. 17

- Tell students they are going to hear the recording again.
- First, go through the list of events with the class.
- Then play the recording again, pausing at intervals for students to number the events as they hear them.
- Go through the answers with the class.

ANSWERS

1 Moran enters. 2 Billy brings Merton in.
3 Holmes shows Moran a book. 4 Holmes goes into the bedroom.
5 Holmes takes the diamond. 6 The police arrive.

5 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that they understand that the prompts are only ideas and they can also give their own answers.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.

Further practice

Workbook page 19

Speaking skills worksheet, Unit 2, Teacher's Resource Centre

Student Website • Unit 2 • Words in context

Online Practice • Unit 2 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: identify features of a play script
 Writing outcome: complete a play script (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 2; a copy of the text from poster 2,
 Teacher's Resource Centre, for each student

Warmer

- Play *What's the picture?* (see page 24) to revise vocabulary.

Poster 2: A play script

- Hand out photocopies of the poster text. Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Read the first box on the left. Elicit the characters' names.
- Read the second box on the left and point to the scene description at the beginning of the play. Ask students to tell you where the play takes place. Read the second text box on the right.
- Point to some stage directions in brackets and read the first box on the right. Ask students to point out the other stage directions.
- Read the third boxes on the right and left. Tell students they are now going to act out the play. Choose six students and assign four of them the roles of Polly, Tom, Mr Davis, and Mrs Clark. Ask the remaining two students to read the scene descriptions and the stage directions.
- Ask these students to act out the play at the front of the class. Encourage them to mime and do actions according to the stage directions.
- Choose six different students and repeat.
- Ask the 'After reading' questions in the corner of the poster. Discuss students' answers with the class.

Optional activity

- Ask students to work in pairs to write the third and final scene of the play. They choose which characters to use and write six to ten exchanges, including stage directions.
- Ask each pair to work with another pair and take turns to read their scenes.
- Pick three scenes to be performed in front of the class.

1 Look at the play script. Who wrote it?

- Give students a few seconds to read the title and skim read the play script. Tell them to look for key words rather than try and read the whole play script.
- With books closed ask who wrote it. (*Emily Collins*)

Skills Time!
 Lesson Seven

Writing
 1 Look at the play script. Who wrote it?
 2 Read.

The surprise party
 by Emily Collins

Characters:
 Katie – a 12-year-old girl
 Mum – Katie's mum
 Dad – Katie's dad
 Robbie – Katie's brother
 Children – Katie's friends

Scene 1 Katie's living room.
 (Enter Katie.)
 Katie Where is everyone?
 (Dad enters, carrying shopping bags.)
 Katie Hello, Dad. What's in those bags?
 Dad Nothing!
 Katie You've just been shopping.
 Dad No, I haven't.
 (Dad exits quickly. Robbie enters, holding a present.)
 Katie Hello, Robbie.
 (Robbie sees Katie and hides the present behind his back.)
 Katie What's that?
 Robbie Nothing!
 (Robbie exits, quickly.)
 Katie My family is keeping a secret from me. But what is it?
 (Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)
 Katie Hello, Mum. Who's in the kitchen?
 Mum It's Robbie.
 Katie No, it isn't. I've just seen Robbie.
 Mum Oh, OK. Come out, everyone.
 (Children enter, holding presents.)
 All SURPRISE! HAPPY BIRTHDAY, KATIE!

A play script
 When we write a play script:
 • we give a list of characters
 Katie – a 12-year-old girl
 Mum – Katie's mum
 Dad – Katie's dad
 Robbie – Katie's brother
 Children – Katie's friends
 • we describe where the scene happens
 Katie's living room.
 • we write stage directions in brackets
 (Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

4 Match.
 1 (Enter Mr Harris.) a
 2 The street outside Fred and Julie's house. a Stage directions
 3 (Takes a photo from his pocket and shows it to Fred and Julie.) b Characters
 4 Mr Harris – a policeman c Scene
 Fred – a 13-year-old boy
 Julie – Fred's sister

5 Complete the writing task on page 20 of Workbook 5.

2 Read.

- Choose four students to be Katie, Mum, Dad and Robbie. Ask the rest of the class to play children.
- Ask the students to read the play script to the class. Help with pronunciation where necessary.
- Choose four different students and repeat.
- Discuss the play script and ask comprehension questions, e.g. *Whose birthday is it?*

3 Read again and answer the questions.

- Ask students to read the play script again silently.
- Then ask the questions in turn. Give students one or two minutes to check the play script if necessary.

ANSWERS

1 Katie's 2 Katie's friends

4 Match.

- Before doing the activity, focus on the box entitled *A play script*. Go through the three sections, and explain the different terms (*characters, scene and stage directions*).
- Give students a minute to study the information, then look at the example in Exercise 4.
- Students match items 2 to 4 with the terms a to c.

ANSWERS

1 a 2 c 3 a 4 b

5 Complete the writing task on page 20 of Workbook 5.

- Students now do the writing task on Workbook page 20. Go through the exercises with them first if necessary.

Further practice

Workbook page 20

Writing skills worksheet, Unit 2, Teacher's Resource Centre

Online Practice • Unit 2 • Writing

Lesson Eight CB page 23

Unit 2 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  18

Warmer

- Play *True or False?* Read out the sentences below. Students listen and call out *True* or *False* (or write *T* or *F* in their notebooks).

Actors perform plays on a script. (F)

They wear costumes and make-up. (T)

There is one silent letter in the word night. (F)

Chip is Professor's pet hamster. (F)

Sherlock Holmes is a detective. (T)

Dr Watson is Sherlock Holmes's servant. (F)

Policemen can arrest criminals. (T)

The Crown Diamond is the name of a stage direction. (F)

- Go through the answers with the class.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 23, but they may not refer to the unit when answering the questions.

ANSWERS

1 audience 2 Fin 3 k (know), h (characters) 4 I watched a play yesterday. 5 Have you just had your lunch? 6 We've never been to a surprise party before. 7 Sebastian Moran 8 enter 9 Billy 10 (Sits down on the sofa.)


Optional activity


- Divide the class into two teams.
- Ask students to look at the quiz in Exercise 1 again.
- Tell them they are going to rewrite it. Point to the questions at random and ask students to think of a new question to replace each one.
- Students must not put up their hand until they are sure of the answer they want to give and they are not allowed to confer or help each other. If they answer incorrectly the question goes to the other team.
- Award a point for each correct new question, and a point for each correct answer given.
- The team with the highest score is the winner.

Unit 2 Review
Lesson Eight

1 Complete the quiz.

- 1 (Insert a group of people who watch a play. What is the word?)
- 2 Who has got the costumes in the story?
- 3 Circle the two silent letters in this sentence. I know all the characters in the play.
- 4 Correct the sentence. I've watched a play yesterday.
- 5 Correct the sentence. Have you had your lunch just?
- 6 Correct the sentence. We've never been to a surprise party already.
- 7 Who stole the Crown Diamond?
- 8 (verb) to come into a room or building. What is the word?
- 9 Underline the characters. Billy (walks to the window). I don't know where she is.
- 10 Underline the stage direction. Any (What are we going to do?) (Sits down on the sofa.)

2 Listen and order the lines. Sing. 



It's show time!

1 We've put on our costumes.

2 We're ready for our play.

3 So we know what to say.

4 We've learnt all our words now.

Chorus:

1 It's show time! It's show time!

2 Let's all be stars tonight.

3 The stage lights are so bright.

4 It's show time! It's show time!

1 We've put on our make-up.

2 We're out on the stage now.

3 We all look really cool.

Review Unit 2 23

2 Listen and order the lines. Sing. 18

- Focus students' attention on the picture. Ask *What are they doing? Who is speaking? What are they wearing?* Ask what they think the song is about. (*a play*)
- Play the song the whole way through.
- Play it again as students follow the words in their books. Pause at intervals to give students time to number the lines as they hear them.
- Ask students to read each line of the song in the correct order.
- Play the recording again for students to sing along.

ANSWERS

Verse one: (1) We've put on our costumes. (2) We're ready for our play. (3) We've learnt all our words now (4) So we know what to say.
Chorus: (1) It's show time! It's show time! (2) The stage lights are so bright. (3) It's show time! It's show time! (4) Let's all be stars tonight.

Verse two: (1) We've put on our make-up, (2) We all look really cool. (3) We're out on the stage now (4) In front of all the school!

Optional activity

- Play a version of *Target words TPR* (see page 24).
- Assign the words *costume*, *lights*, *make-up* and *stage* to the class by counting along the rows of students.
- Students must clap, stamp their feet or do a chosen action when they sing their word.
- Sing the song all the way through with students doing the actions as they sing.

Further practice

Workbook page 21

Unit 2 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 2 • Listen at home • Tracks 7–10,

Track 11 (song)

Online Practice • Unit 2 • Review

Lesson One CB page 24

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

- Introducing vocabulary through a story

Materials

- CD 18–19

Warmer 19

- Tell students they are going to sing the song *It's show time!* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Ask questions, e.g. *What were the children doing? Who had the costumes?*
- Encourage predictions about the story. Find out what the class think the children are going to do without their costumes.

1 Listen and read. Who designs the new costumes?

19

- Focus students' attention on the pictures and story. Ask prediction questions about the story. Ask *What is Ed thinking about? What is he doing now? What are they wearing?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Who designs the new costumes?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Ed find in the cupboard? What does he use for his costume? What is Fin's surprise?*

ANSWER

Ed designs the new costumes.

2 Listen to the story again and repeat. Act. 19

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play the parts of Libby, Kate, Ed and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.

3 The best party ever!

Lesson One Story

1 Listen and read. Who designs the new costumes? 19

1 Libby This is terrible. We haven't got costumes.
Ed Don't worry. We can make new costumes.
Kate How?

2 Ed Look! There are lots of things in this cupboard. Libby, take these feather dusters. Kate, this lampshade can be your crown. This sack and these rubber gloves can be my costume.

3 Ed Here. These sheets can be dresses. You can use this washing line to tie them. They're not as pretty as your costumes, but they're all we've got.
Kate OK. Let's put our new costumes on and do the play!

4 Later...
Libby The audience loved us! They really enjoyed the play!
Kate Ed's amazing. He saved the play!

5 Fin I'm sorry I was too late with the costumes. But your new ones are brilliant. I designed them!
Libby Yeah. Ed is the best costume designer!
Fin I've got a surprise for you all. Come with me!

6 Libby Wow! It's a party! Look at all this food!
Kate This is the best party ever! Thanks, Fin.
Fin You're welcome. Congratulations on your play!

2 Listen to the story again and repeat. Act.

3 Read again and answer the questions.

1 Do the children make new costumes? Yes	2 Is Kate's crown made from a lampshade? _____
3 Is Ed's costume a sheet? _____	4 Are the new costumes prettier than the old ones? _____
5 Does the audience enjoy the play? _____	6 Does Fin have a surprise for the children? _____

24 Unit 3 The best party ever!

- Let students practise acting out the story, then ask one or two groups to act out the story for the class.

3 Read again and answer the questions.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to answer the questions with *Yes* or *No*.
- Let students complete the exercise, then check answers.

ANSWERS

1 Yes 2 Yes 3 No 4 No 5 Yes 6 Yes

Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to read these sentences describing the story and put them in the correct order.
 - Fin arrives at the Club. (6)*
 - The audience loves the play. (5)*
 - Ed has an idea. (2)*
 - Fin has a surprise for the children. (7)*
 - Ed gives Libby some feather dusters for her costume. (3)*
 - Libby is worried because they don't have their costumes. (1)*
 - Ed gives Kate some sheets for her costume. (4)*
 - Fin takes the children to the party. (8)*
- Students work individually or in pairs.
- Students check their answers on Class Book page 24.

Further practice

Workbook page 22

Online Practice • Unit 3 • Story

Words

Learning outcomes

- To identify household vocabulary
- To learn how to make nouns from verbs using the suffix *-ion*

Language

Words: broom, lampshade, sponge, rubber gloves, washing line, feather duster, cloth, sack

Working with words: invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration (Class Book); discuss / discussion, protect / protection, collect / collection, pollute / pollution (Workbook)

Materials

CD 20–21

Warmer

- With books closed, ask students what they can remember about the story from the previous lesson.
- Ask questions, e.g. *Who designed the new costumes? What did Kate use as a crown? What did Ed use for his costume?*

Lead-in

- Ask students to open their Class Books. Focus on the Exercise 1 picture. Ask students if they can see any of the things that the children used to make costumes in the previous lesson. (*lampshade, sack, rubber gloves, washing line, feather duster*)
- Tell students they are now going to learn these words.

1 Listen and repeat. 20

- Play the recording for students to listen and repeat the words in chorus. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Remind students to use the Workbook Dictionary pages.
- Let students complete the exercise then check answers.

ANSWERS

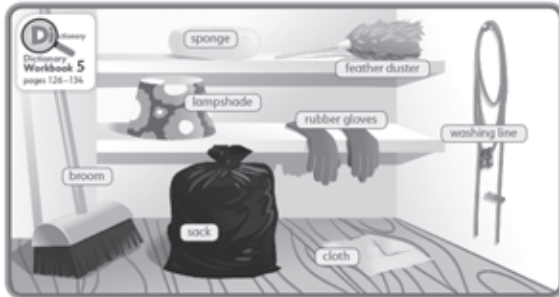
1 broom 2 sponge 3 washing line 4 feather duster
5 lampshade 6 rubber gloves

Optional activity

- With books closed write a sentence from Exercise 2 on the board, leaving a gap where the new vocabulary word should be, e.g. *Grandma bought a colourful _____ for the light in my bedroom.*
- Students call out the missing word.
- Repeat with all the sentences.

Lesson Two Words

1 Listen and repeat. 20



2 Read and circle.

- You can use a broom / lampshade to sweep the floor.
- We used a big sack / sponge to wash the car.
- Can you hang the clean clothes on the broom / washing line, please?
- Mum uses a feather duster / washing line to dust the furniture.
- Grandma bought a colourful lampshade / rubber gloves for the light in my bedroom.
- I always wear washing lines / rubber gloves when I do the washing up.

Working with words

We use the suffix *-ion* to change some verbs into nouns.

invent	invention	congratulate	congratulation
act	action	decorate	decoration
direct	direction	celebrate	celebration

When the verb ends in *-e*, remove the *-e* and add *-ion*.

3 Listen and repeat. 21

4 Read and circle.

- We made this banner to congratulate / congratulation you on winning the race.
- He got lost because he walked in the wrong direct / direction.
- Let's decorate / decoration the room with these balloons and streamers.
- The scientist was very pleased with his new invent / invention.

Words Unit 3 25

3 Listen and repeat. 21

- Before doing the activity, focus students' attention on the *Working with words* section.
- Read the first explanation to the class. Point to the list of verbs and the corresponding nouns made with the suffix *-ion*.
- Read the second explanation to the class and do the same.
- Ask students to look up the nouns in the Dictionary pages in their Workbook. Go through the meanings with the class.
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 congratulate 2 direction 3 decorate 4 invention

Further practice

Workbook page 23

Student Website • Unit 3 • Words, Working with words

Online Practice • Unit 3 • Words

Lesson Three CB page 26

Grammar 1

Learning outcomes

- To use *as ... as* to show that there is a difference or no difference between two people or things
- To write sentences using (*not*) *as ... as*

Language

- Core: *It's as colourful as the carnival in Rio. It's not as big as the carnival in Rio.*
- Extra: *festival, colourful, exciting, competition, costume, music*

Materials

CD 22; sheets of paper and coloured pencils (optional)

Warmer

- Play *A long sentence* to energize the class and revise the vocabulary from the previous lesson. Say *I'm going to do the housework and I need a broom.*
- Choose a student to continue the sentence, adding a new word from the household vocabulary list, e.g. *I'm going to do the housework and I need a broom and a feather duster.*
- Continue the game until all the words from the list have been practised or someone forgets the words in the chain.

Lead-in

- Point to the top picture in Exercise 1. Ask students what they know about the Rio Carnival.
- Ask questions *What do people do at the carnival? What do they wear? Have you ever been to a carnival?*

1 Listen and read. What is happening in the photos? 22

- Play the recording. Students follow the words in their books.
- Ask the gist question *What is happening in the photo?*
- Play the recording again. Explain any words as necessary.
- Ask comprehension questions, e.g. *Is the Notting Hill Carnival as big as the Rio carnival? What competition will there be?*

ANSWER

People are wearing costumes and dancing in the street.

2 Read and learn.

- Focus students' attention on the rules and example sentences in each of the two text boxes.
- Give students two or three minutes to study the rules.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find more examples of comparatives and superlatives in the story in Lesson 1.



3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.

Lesson Three Grammar 1

1 Listen and read. What is happening in the photos? 22

The Notting Hill Carnival is not as big as the carnival in Rio, but it is the largest street festival in the UK. It's as colourful as the carnival in Rio and it's the most exciting event in London every year. This year the carnival will be better than ever. There will be a competition for the best costume and there will be lots of wonderful music. Don't miss it!

2 Read and learn.

Comparatives and superlatives

Comparatives:
This year, the carnival will be better than ever.

Superlatives:
It's the largest street festival in the UK.
It's the most exciting event in London every year.

Use as ... as to show that there is no difference between two people or things.
It's as colourful as the carnival in Rio.

Use not as ... as to show that there is a difference between two people or things.
The Notting Hill Carnival is not as big as the carnival in Rio.

3 Read and circle.

1 Ollie is the funnier / funniest boy in the class.

3 My bag is big / bigger than your bag.

5 Katie is friendlier / friendliest than her sister.

2 I think football is the better / best sport in the world.

4 CDs are more expensive / most expensive than books.

6 I think history was the more interesting / most interesting lesson today.

4 Write sentences about the girls. Use (not) as ... as.

1 Jenny / old / Tara *Jenny is not as old as Tara.*


2 Jenny / old / Karen

3 Karen's hair / long / Jenny's hair

4 Tara's hair / long / Karen's hair

5 Jenny / tall / Karen

6 Tara / tall / Jenny



26 Unit 3 Comparatives and superlatives Complete Grammar Time Exercise 1 on page 117 of Workbook 5.

ANSWERS

- 1 funniest 2 best 3 bigger 4 more expensive
5 friendlier 6 most interesting

4 Write sentences about the girls. Use (not) as ... as.

- Point to the picture of the girls and look at the example. Check students understand they have to write comparative sentences using *not as ... as* or *as ... as*.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 Jenny is not as old as Tara. 2 Jenny is not as old as Karen.
3 Karen's hair is as long as Jenny's hair. 4 Tara's hair is not as long as Karen's hair. 5 Jenny is not as tall as Karen.
6 Tara is as tall as Jenny.

Culture note: The Notting Hill Carnival

People from all over the world live in Britain. Today there are a lot of different ethnic groups in Britain. Each community has its own food, language, festivals, and culture.

There is a large Caribbean community in Notting Hill in south west London. Every August, they organize a carnival as a celebration of Caribbean culture and music. There are lots of parades of people wearing costumes, and they sing, dance and play music in the streets. Thousands of people come to see the parades and enjoy the atmosphere. It's fun and friendly and is enjoyed by people of all communities.

NOTE: Ask students to complete the first Unit 3 Grammar Time exercise on page 117 of the Workbook.

Further practice

- Grammar Time, Workbook page 117
- Workbook page 24
- Student Website • Unit 3 • Grammar 1
- Online Practice • Unit 3 • Grammar 1

Lesson Four CB page 27

Grammar 2

Learning outcomes

To use *too* to say that something is more than we need or want

To use *enough* to say that something is as much as we need or want

To complete sentences using *too* or *enough*

Language

Core: *It's too dark now. There isn't enough light in here.*

Materials

CD  23

Warmer

- Play *Lip reading* (see page 24) to revise the Lesson 2 words.

Lead-in

- With books open, ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Does Chip help Professor? 23

- Play the recording. Students follow the words in their books.
- Ask the gist question *Does Chip help Professor?*
- Play it again. Ask comprehension questions, e.g. *Why can't Professor see? How does Chip try to help? What happens?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, he doesn't.

2 Read and learn.

- Focus attention on the rules and example sentences in the text box.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rules. Then with books closed, elicit more examples from the class to check the students' understanding.
- Ask students to find an example of *too* in the story in Lesson 1 (*frame 5*).

3 Write *too* or *enough*.


- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *too* or *enough*.
- Let students complete the exercise, then check answers.


ANSWERS

1 too 2 enough 3 too 4 enough 5 too 6 enough

Lesson Four Grammar 2

PROFESSOR & CHIP

1 Listen and read. Does Chip help Professor? 



2 Read and learn.

too / enough

Use *too* before adjectives to say that something is more than we need or want.
It's too dark now.


Use *enough* after adjectives or before nouns to say that something is as much as we need or want.
Is it bright enough now, Professor?
There isn't enough light in here.

3 Write *too* or *enough*.

1 Eric too tired to play tennis. 2 We haven't got _____ washing line to hang out the clothes.
3 This soup is _____ hot for me to eat. 4 This sock isn't big _____ to put all the rubbish in.
5 Katie is _____ young to drive a car. 6 We've got _____ people to make a basketball team.


4 Speaking Talk about the pictures.

shoes dress skirt hat trousers



Lucy's skirt is too big.

big small long short



It's Picture A.
Ryan's trousers are long enough.

It's Picture B.

Complete Grammar Time Exercise 2 on page 117 of Workbook 5. too / enough Unit 3 27

Optional activity

- Tell students you are going to read out some sentences. They must clap once when they hear the word *too* and twice when they hear the word *enough*.
- Read out these sentences:
Those shoes are too expensive.
There aren't enough costumes.
Is that coat warm enough?
It's too hot in here.
This pizza is too big.
Have you got enough money?
- Read the sentences again in a different order and faster.

4 Talk about the pictures.

- Focus students' attention on the two pictures.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to describe a picture for their partner to guess which one it is.
- Monitor the activity, checking for correct use of the comparative form.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the second Unit 3 Grammar Time exercise on page 117 of the Workbook.

Further practice

Grammar Time, Workbook page 117

Workbook page 25

Language practice worksheet, Unit 3, Teacher's Resource Centre

Student Website • Unit 3 • Grammar 2

Online Practice • Unit 3 • Grammar 2

Skills Time!

Skills development

Reading: read a story 'Lost at the carnival'; complete sentences with the correct words

Language

Recycled: vocabulary and structures seen previously

Extra: *superhero, dressed up, waved, crowd*

Materials

CD 24

Warmer

- Divide the class into groups of four. Tell students you are going to ask them questions about the Notting Hill Carnival.
- Write the following questions on the board. With books closed students work together to answer the questions.
Where is the Notting Hill Carnival? (London)
Is it the biggest carnival in the world? (No)
Is it as colourful as the Rio Carnival? (Yes)
What do people do there? (play music, dance, and wear costumes)
What competition will there be this year? (one for the best costume)
- Go through the answers with the class.
- Tell students they are now going to read a story about a carnival.

1 Look at the story and the pictures. What do you think happens in the story?

- Ask students to look at the pictures. Ask *What do you think happens in the story?* Encourage students to make predictions about what happens in the story.
- Ask students to skim read the story to find out what happens. Tell them not to try to understand every word at this stage but just to get a general idea of what happens.

2 Listen and read. 24

- Tell students they are going to listen to the story.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *What costumes were Harry and Emily wearing? Did Harry climb onto the stage? How did Harry find his parents?*
- Compare the predictions made in Exercise 1 with the content of the story. How many predictions were right?

Skills Time!
Lesson Five

Reading

1 Look at the story and the pictures. What do you think happens in the story?
2 Listen and read. 24

Lost at the carnival

It was the sunniest day of the year. Harry and Emily were very excited because they were at the carnival with their mum and dad. Harry had a superhero costume with a long, red cape. Emily was dressed up as a pop star, with a sparkly dress and sunglasses.

Harry and Emily loved the parade. They waved at the floats and they looked at all the wonderful costumes and masks. They danced to music from the band. Just then, a crowd of dancers and people on stilts came down the street. The dancers moved between Harry and his family. Harry tried to push through the crowd, but the dancers moved so fast. Harry couldn't get away, so he moved down the street with the dancers.

Suddenly, Harry thought he saw a stage. He climbed onto it and looked around for his parents. But then Harry started to move. He wasn't on a stage. He was on a float with a lot of dancers on it. Harry picked up a microphone. "Hello," he said, and his voice came through all the speakers in the street. "I'm Harry. Mum, Dad, Emily, can you hear me?"

Harry saw his mum and dad running through the crowd. "Where have you been?" they said. "And where's Emily?" "I don't know," said Harry. "I thought Emily was with you!"



3 Read again and write the words. costumes cape stage dress float crowd

1 Harry's costume had a long, red _____.
2 Emily had a sparkly _____.
3 Harry and Emily looked at the wonderful _____.
4 Harry couldn't push through the _____.
5 Harry thought he saw a _____.
6 Harry was on a _____.

28 Unit 3 Reading a story

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the word pool.
- Let students complete the exercise, then check answers.

ANSWERS

1 cape 2 dress 3 costumes 4 crowd 5 stage 6 float

Optional activity

- Students can work in pairs or groups of four.
- Read out the sentences below in turn. Students listen and write the names of the characters individually.
He wore a superhero costume. (Harry)
She wore sunglasses. (Emily)
They came down the street with people on stilts. (dancers)
They waved at the floats. (Harry and Emily)
He climbed onto a float. (Harry)
He picked up a microphone. (Harry)
They ran through the crowd. (Mum and Dad)
She wasn't with Harry or Mum and Dad. (Emily)
- Go through the answers with the class.

Further practice

Workbook page 26

Online Practice • Unit 3 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: predict and listen for descriptions
- Speaking: ask and answer about wearing costumes

Language

Words in context: *parade, speakers, mask, float, microphone, crowd, dancers, stilts* (Class Book); *cheer, clap, wave, plug in* (Workbook)

Materials

CD 25

Warmer

- Play *Talk!* (see page 25) to revise the Lesson 5 story.

Lead-in

- With books closed, ask students what they can remember about the story from the previous lesson.

1 Find the words in the story to match the pictures.

- Ask students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn and remind them that all of these words appeared in the story in Lesson 5.
- Ask students to turn back to page 28 and match the underlined words in the story to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 parade 2 speakers 3 mask 4 float 5 microphone
6 crowd 7 dancers 8 stilts

2 Read the story on page 28 again. What do you think happened to Emily?

- Tell students to go to page 28 and look at the story again.
- Students read the story silently.
- Ask them *What do you think happened to Emily?* Encourage students to think of predictions. Write them on the board.

3 Listen to what happens next. Were you right?

25

- Tell students they are going to hear a recording of what happens next. Play the recording all the way through.
- Ask questions to check that students have understood. Play the recording again, pausing at intervals if necessary.
- Ask the students what happened to Emily. Make notes on the board and see if their predictions were right.

ANSWERS

Emily got lost in the crowd. She could hear Harry talking on the microphone but she couldn't see him. A man on stilts picked her up above the crowd so that she could see her brother. Harry and his parents saw her and they ran towards each other.

Transcript

(See Teacher's Book page 140.)

Words in context Lesson Six

1 Find the words in the story to match the pictures.

1 parade 2 speakers 3 mask 4 float
5 microphone 6 crowd 7 dancers 8 stilts

Listening

2 Read the story on page 28 again. What do you think happened to Emily?
3 Listen to what happens next. Were you right? 25
4 Listen again and match.

1 The dances c were a lot taller than Emily.
2 The people on stilts b laughed when they saw Emily.
3 Harry c were in front of Emily.
4 Emily d called Emily through the speakers.
5 Emily's parents e shouted Harry's name.

Speaking

5 Ask and answer. Use the prompts or your own answers.

Have you ever worn a costume? Yes, I have. / No, I haven't.
What did you dress up as? I dressed up as a superhero / a spaceman / a pop star / a monster.
What did you wear? I wore a hat / trousers / a dress / boots / a shirt.
Where did you go? I went to a party / a carnival / a festival.

Words in context: Last of the carnival, listening and speaking Unit 3 29

4 Listen again and match. 25

- Tell students they are going to hear the recording again.
- Check that students understand what they have to do to complete the exercise.
- Then play the recording again, pausing at intervals for students to match the sentence halves according to what they hear.

ANSWERS

1 c 2 a 3 d 4 e 5 b

5 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 27

Speaking skills worksheet, Unit 3, Teacher's Resource Centre

Student Website • Unit 3 • Words in context

Online Practice • Unit 3 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: identify compound sentences
 Writing outcome: write a story (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 3; a copy of the text from poster 3, Teacher's Resource Centre, for each student

Warmer

- Play *Definitions* (see page 25) to energize the class and revise the vocabulary from the previous lesson.

Poster 3: A story

- Hand out photocopies of the poster text. Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Tell students they are going to read the story now. Choose six students to read the text to the class.
- Read the first text box on the left to the class and elicit the name of the character (*Ellie*) and when the story takes place (*Mother's Day*) from the class.
- Read the second text box on the left and choose one or two students to identify the time markers in the story.
- Read the third text box on the left and ask the students to identify the two points.
- Read the first text box on the right and ask two students to identify the adjectives and adverbs, saying which is which. Elicit more examples from the class.
- Read the second text box on the right and ask one or two students to find the direct speech in the story.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

1 Look at the story and the picture. What do you think happens in the story?

- Ask students to look at the picture. Give them a few seconds to read the title and skim read the story. Tell them to look for key words rather than try to read the whole story.
- With books closed, ask them who they think wrote it.

2 Read.

- Read the text aloud once, then choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the story and ask comprehension questions, e.g. *What costume did Liam see in the shop window?*

Skills Time!
 Lesson Seven

Writing

1 Look at the story and the picture. What do you think happens in the story?


2 Read. *The costume* by Robbie Turner

It was the day before the carnival. Liam was outside the costume shop. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said 'SOLD'.

At home, Liam made a carnival costume, but his costume wasn't as good as the costume in the shop. He hung his costume on his bedroom door and went to bed.

The next morning, Liam woke up early. He looked at his bedroom door and saw the firefighter costume from the shop. There was a note on the costume. It said 'To Liam, from Mum and Dad'.

Liam was very excited. He put on the costume and ran downstairs. He hugged his mum and dad. "You're the best parents in the world," he said.



3 Read again and answer the questions.

1 Where is Liam at the beginning of the story? 2 What does Liam want to buy?

A story: beginnings and endings

When we write the beginning of a story, we write:

- when the story takes place
It was the day before the carnival.
- who / where the characters are
Liam was outside the costume shop.
- what the characters are doing / thinking / feeling
Liam wanted the costume, but it was too late.

When we write the ending of a story, we write:

- what happens in the end
He put on the costume and ran downstairs.
- how the characters feel
Liam was very excited.

4 Write **B** (beginning) or **E** (ending).

1 Lucy was very happy. She ran home to tell her parents all about her exciting day. E

2 Danny and his brother felt very pleased, but they decided to be more careful in future.

3 It was a rainy Saturday afternoon and Billy and Kate were sitting in the living room.

4 It was a lovely warm day. Julie was reading a book in the garden when she suddenly heard someone call her name.

5 Complete the writing task on page 28 of Workbook 5.

30 Unit 3 Writing a story: beginnings and endings

3 Read again and answer the questions.

- Ask students to read the story again silently.
- Then ask the questions in turn. Give students one or two minutes to check the story if necessary.

ANSWERS

- 1 He is outside a costume shop.
 2 He wants to buy a firefighter costume.

4 Write B (beginning) or E (ending).

- Before doing the activity, focus students' attention on the text box entitled *A story: beginnings and endings*.
- Go through the explanations and examples for the beginnings and endings of stories with the class.
- Give students two or three minutes to study the information. Ask them to find the examples in the story.
- Now ask students to look at items 1 to 4 in the exercise.
- Check that students understand they have to read the sentences and decide if they come from the beginning or ending of a story. They write **B** (beginning) or **E** (ending) for each sentence.

ANSWERS

- 1 E 2 E 3 B 4 B

5 Complete the writing task on page 28 of Workbook 5.

- Students now do the writing task on Workbook page 28. Go through the exercises with them first if necessary.

Further practice

Workbook page 28

Writing skills worksheet, Unit 3, Teacher's Resource Centre

Online Practice • Unit 3 • Writing

Lesson Eight CB page 31

Unit 3 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  26

Warmer

- Write the following sentences on the board. Tell students that each sentence contains a grammatical mistake.
- Ask students to correct them.
 - It's enough dark in here. (too dark)*
 - It's the larger festival in the UK. (largest)*
 - These trousers are enough long. (too long)*
 - This is the better party ever. (best)*
 - My costume is as good than your costume. (better)*
 - I want to give you an invite to my party. (invitation)*
- Students come to the board and correct the sentences.
- Go through the answers with the class.

1 Complete the quiz.

- Students can do this individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 31, but they may not refer to the unit when answering the questions.

ANSWERS

1 washing line 2 Fin 3 invention 4 The carnival is better than last year. 5 London is not as big as Rio. 6 These shoes are too small for me to wear. 7 Harry 8 speakers 9 E (ending) 10 B (beginning)

Optional activity

- Play *Wrong word* (see page 25) with sentences about the people and things from the unit.
 - Ed made new shoes from household things. (costumes)*
 - The Notting Hill Carnival is in Brighton. (London)*
 - Jenny is taller than Karen. (not as tall as)*
 - Is it dark enough now, Professor? (bright)*
 - Harry wore a long, red dress. (cape)*
 - Harry picked up a mask. (microphone)*
- Go through the answers with the class.

Unit 3 Review
Lesson Eight

1 Complete the quiz.

1 Invent a name you hang wet clothes on for them to get dry. What is the word?

2 Who has got a surprise for the children in the story?

3 Circle the correct word. The telephone was a very important *invent / invention*.

4 Correct the sentence. The carnival is better than last year.

5 Correct the sentence. London is not as big than Rio.


6 Correct the sentence. These shoes are enough small for me to wear.

7 Who climbed on to a float?

8 (noun) special boxes that loud music comes out of. What is the word?

9 Write B (beginning) or E (ending). Jake was tired, but he was very pleased. The party was a big success after all. _____

10 Write B (beginning) or E (ending). It was a sunny day and Claire was walking in the park. _____


2 Listen and order the lines. Sing.  26

Come to the carnival

1 Come to the carnival, join the parade.
 See the princesses with beautiful crowns.
 See all the children in costumes they've made.
 See scary monsters and see funny clowns.

Chorus:
 1 Come to the carnival, join us today.
 Carnival time is the best time of year!
 Everyone's happy now carnival's here.
 Come to the carnival, sing, dance and play.

1 Come to the carnival, move with the crowd.
 Hear the bands playing and dance to the beat.
 It's always busy and it's always loud.
 Wave to the floats as they move down the street.



Review Unit 3 31

2 Listen and order the lines. Sing. 26

- Focus students' attention on the picture. Ask *Where are these people? How many costumes can you see?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

Verse one: (1) Come to the carnival, join the parade. (2) See all the children in costumes they've made. (3) See the princesses with beautiful crowns. (4) See scary monsters and see funny clowns.

Chorus: (1) Come to the carnival, join us today. (2) Come to the carnival, sing, dance and play. (3) Everyone's happy now carnival's here. (4) Carnival time is the best time of year!

Verse two: (1) Come to the carnival, move with the crowd. (2) It's always busy and it's always loud. (3) Hear the bands playing and dance to the beat. (4) Wave to the floats as they move down the street.

Further practice

Workbook page 29

Values 1 Worksheet, Teachers Resource Centre

Unit 3 test, Teachers Resource Centre

Skills Test 1, Teachers Resource Centre

Progress certificate, Teachers Resource Centre

Student Website • Unit 3 • Listen at home • Tracks 12–15 •

Track 16 (song)

Online Practice • Unit 3 • Review

Fluency Time! 1

Everyday English CB page 32

Learning outcomes

To learn some useful language for booking tickets

Language

What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee? Are there any seats left for that?

Materials

CD 27–28; Fluency DVD Fluency Time! 1; *What's On* guides for entertainment events (optional)

Warmer

- Tell students they are going to learn some useful language for booking tickets. Ask them to suggest events that we need to buy tickets for, e.g. concerts, plays, sports events, films. Write their suggestions on the board.
- Ask which of these events students have been to. Ask *Have you been to a (play)? Was it in the afternoon / evening? What time did it start? Did you have good seats?* Teach the meanings of the words *matinee* and *left (available)*.

1 Listen and read. 27

- Focus on the pictures. Ask students where the people are (*in a school canteen / café*) and what they are doing (*looking at a tablet*). Introduce the characters Megan, Layla, Ben and Zaid using the pictures. Explain that Megan and Ben are brother and sister and Layla and Zaid are brother and sister.
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Listen and complete the notes. 28

- Focus on the notes and explain that students should listen and write the correct word or number in each gap.
- Play the first part of the recording and focus on the example. Then play the rest of the recording, pausing for students to complete the notes.
- Check answers by asking questions, e.g. *What is the event? What time is the Saturday afternoon film?* Encourage full sentence answers, e.g. *It's a film. It starts at three o'clock.*

Transcript

(See Teacher's Book page 140.)

1 Listen and read. 27

2 Listening Listen and complete the notes. 28

3 Speaking Ask and answer. Use the prompts or your own answer.

ANSWERS

1 film 2 three 3 seven 4 two 5 ten 6 eight

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out an example dialogue with you. The volunteer reads out the speech bubbles on the left and you read out the speech bubbles on the right, completing the gaps with one of the prompts.
- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.

Optional activity

- Hand out *What's On* guides for entertainment events. Tell students to look through the guides and find an event they want to go to. They can use the information in the guide to act out a dialogue with a partner, using the dialogue in Activity 3 as a model.
- Invite pairs to act out their dialogues for the class.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 1 Everyday English for students to watch and listen.
- Play Watch and answer! for students to watch the scene again and answer the questions.

Further practice

Workbook page 30

Everyday English phrase bank, Workbook page 124

Fluency DVD • Fluency Time! 1

Online Practice • Fluency Time! 1

Project CB page 33

Learning outcomes

- To make a poster about a concert, play, musical or film
- To practice making plans

Language

What's it about? What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee? Are there any seats left for that? How much are the tickets?

Materials

Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one template for each student); completed poster; coloured pencils for each group of students

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on Class Book page 32. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 1 Everyday English again. If you don't have time for the DVD, read the dialogue on Class Book page 32.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations.
- Play the Fluency DVD Fluency Time! 1 Everyday English again for students to watch and listen.

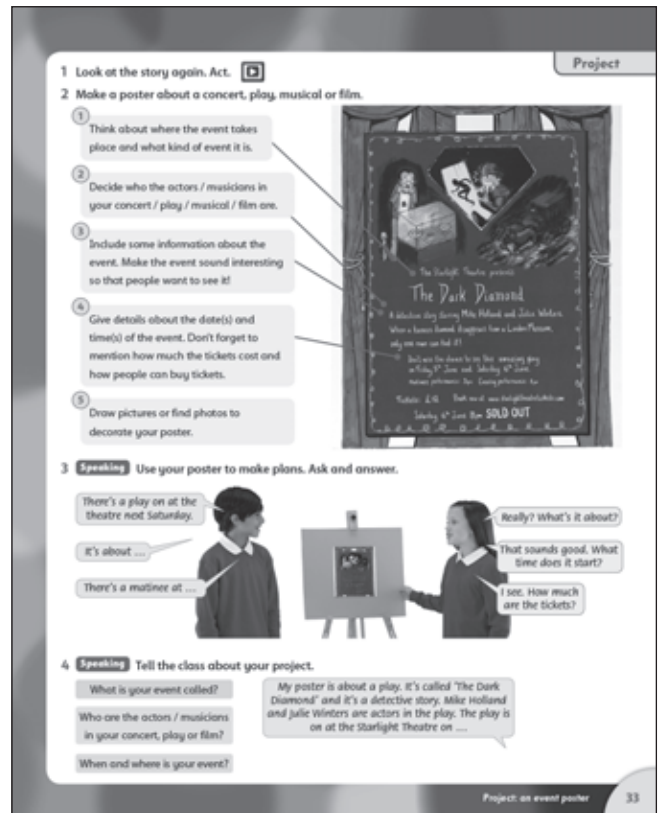
2 Make a poster about a concert, play, musical or film.

- See Teacher's Book page 159 for detailed instructions on how to make the poster.
- Focus on the picture. Ask students to say what the picture shows (*a poster*) and what the poster is for (*a play*).
- Hand out copies of the poster template (see Fluency Project 1, Teacher's Resource Centre). Check students have coloured pencils. If you prefer, students can work in pairs to prepare one poster between them.
- Read out the tips around the poster in Activity 1. Show the class your own completed poster and ask students to point to the correct parts of the poster (e.g. *Where does it say what the event is / where the event takes place / how much the tickets are / how people can buy tickets?*)
- Monitor as students work and ask questions, e.g. *What is the event? What time does it start? Who are the actors?*


NOTE: If you do not have time to use photocopies in class, ask students to prepare their posters on a piece of paper.

3 Use your poster to make plans. Ask and answer.

- Focus on the photos. Tell students they are going to use their posters to act out dialogues making plans with a friend. They will take turns to suggest an event.
- Act out the example dialogue with a volunteer, using the details on the poster in Activity 1, or your own poster, to complete the missing information.
- Students talk in pairs. Encourage them to add language to their dialogue, e.g. *It sounds exciting. / That's a bit early.*
- Ask some pairs to act out dialogues for the class.



Project

1 Look at the story again. Act. 

2 Make a poster about a concert, play, musical or film.

- 1 Think about where the event takes place and what kind of event it is.
- 2 Decide who the actors / musicians in your concert / play / musical / film are.
- 3 Include some information about the event. Make the event sound interesting so that people want to see it!
- 4 Give details about the date(s) and time(s) of the event. Don't forget to mention how much the tickets cost and how people can buy tickets.
- 5 Draw pictures or find photos to decorate your poster.

3 **Speaking** Use your poster to make plans. Ask and answer.

There's a play on at the theatre next Saturday.

It's about ...

There's a matinee at ...

Really? What's it about?

That sounds good. What time does it start?

I see. How much are the tickets?

4 **Speaking** Tell the class about your project.

What is your event called?

Who are the actors / musicians in your concert, play or film?

When and where is your event?

My poster is about a play. It's called 'The Dark Diamond' and it's a detective story. Mike Holland and Julie Winters are actors in the play. The play is on at the Starlight Theatre on ...

Project: an event poster 33

4 Tell the class about your project.

- Ask a volunteer to read out the example speech bubble, then invite students to tell the class about their posters. You can ask the questions to prompt them.

Optional activity

- Students use their posters to play a memory game in pairs. The students take turns to look at their partner's poster for one minute, then their partner takes the poster and holds it so that the first child can't see it. The child holding the poster should ask five questions for the first child to answer, e.g. *What is the event? Where does it take place? When is the event? What time does it start? How much are the tickets?* They should keep a note of how many questions the first child answers correctly. Then then swap roles and play the game again, using a different poster. The student who answers the most questions correctly is the winner.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 1 Scenes 1–3 again to review the language of the Fluency Time! 1 lessons.
- Students can now complete the DVD Practice page in the Workbook (WB page 31). Play each DVD scene again for students to complete the activities.

Further practice

Workbook page 31

Writing portfolio worksheet, Units 1–3, Teacher's Resource Centre

Fluency Time! 1 test, Teacher's Resource Centre

Progress test 1, Teacher's Resource Centre

 Fluency DVD • Fluency Time! 1

Lesson One CB page 38

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD 26, 31

Warmer 26

- Tell students they are going to sing the song *Come to the carnival* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

Lead-in

- Tell students in today's story the children are going to go to a wildlife park.
- Ask the class what kind of things the children will see there. Write a list on the board and help elicit new vocabulary, e.g. *birds, trees, animals, river, plants, flowers*.

1 Listen and read. Why do they go to the wildlife park? 31

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are the children going? Why are those people upset?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Why do they go to the wildlife park?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Why doesn't the wildlife park look pretty? Where have people dumped rubbish?*

ANSWER

They want to be on TV.

2 Listen to the story again and repeat. Act. 31

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Man and Woman.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write True or False.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True or False*.
- Let students complete the exercise, then check answers.

4 Our planet
Lesson One Story

1 Listen and read. Why do they go to the wildlife park? 31

1 Fin: Hey, everyone. Guess what! A TV crew is making a programme about our local wildlife park today.
Kate: Wow! Let's go to the wildlife park! We can be on TV.
2 Ed: I love this wildlife park. We used to come here all the time when we were little, but I haven't been here for a long time.
Libby: I like it here, too. It's really pretty.

3 Fin: It doesn't look very pretty today.
Kate: Look at all this litter!
Ed: That's terrible. Litter really damages the environment. The wildlife park isn't a rubbish dump.
4 Ed: Oh dear. Those people look very upset.
Woman: Are you OK?
Libby: No. We're in trouble. Someone dumped a lot of litter here last night. The park is a mess.
5 Man: We were checking the park this morning when we found all the litter.
Kate: Who did this?
Woman: We don't know, but they've dumped lots of rubbish in the river, too. Come and see.
6 Libby: Oh no. This is terrible!
Woman: I know. The river used to be beautiful, but now it's full of pollution and the birds are in danger. What are we going to do? The TV crew will be here soon.

2 Listen to the story again and repeat. Act.
3 Read again and write True or False.

1 The DSD Club visits a wildlife park. <input checked="" type="checkbox"/> True	2 The children don't want to be on TV. <input type="checkbox"/>
3 The park looks pretty today. <input type="checkbox"/>	4 Someone has dumped litter in the park. <input type="checkbox"/>
5 The river is beautiful. <input type="checkbox"/>	6 The birds are in danger. <input type="checkbox"/>

38 Unit 4 Our planet

ANSWERS

1 True 2 False 3 False 4 True 5 False 6 True

Optional activity

- Play *Disappearing dialogue* (see page 25).
- Write the dialogue from frame 5 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

Optional activity

- Write the following words on the board one by one: *damage* (frame 3), *pollution* (frame 6), *rubbish dump* (frame 3), *wildlife park* (frame 1), *danger* (frame 6), *environment* (frame 3), *river* (frame 5), *pretty* (frame 2 and 3), *beautiful* (frame 6), *litter* (frame 3)
- Students skim the story on Class Book page 38 and call out the frame in which the words occur in the story.

Further practice

Workbook page 30

Online Practice • Unit 4 • Story

Words

Learning outcomes

- To learn words for talking about the environment
- To learn about compound nouns

Language

Words: *damage, clean up, the environment, litter, planet, pollution, rubbish dump, wildlife*

Working with words: *wildlife park, rubbish dump, swimming pool, police station, computer room, post office* (Class Book); *duck pond, litter bin, beach house, TV crew* (Workbook)

Materials

CD 32–33

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1. Ask questions, e.g. *Where were the children? What did they see? Who did they meet?*

Lead-in

- Ask questions to elicit some of the new vocabulary from the story in Lesson 1, e.g. ask *What is the word for rubbish that people throw in the street or outside? (litter)*
- Tell students they are going to learn some new words to talk about the environment.

1 Listen and repeat. 32

- Ask students to open their Class Books and look at the words and definitions.
- Play the recording. Students listen and repeat in chorus.
- Go through the definitions with the class. Ask different students to read the definitions aloud.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 environment 2 clean up 3 pollution 4 wildlife
5 litter 6 planet

Optional activity

- Divide the class into groups of four to write short stories using the new vocabulary. Ask them to think about the following things before they start:
Who? family, friends, classmates
Where? school, home, a club, a park
When? last weekend, last week, summer holidays
What? what happens
- Give each group a few minutes to write their stories, then ask each group to read their story to the class.

Lesson Two Words

1 Listen and repeat. 32

clean up: verb to make a place clean and without litter and pollution
 damage: verb to hurt something or do something bad to it
 the environment: noun the world around us
 litter: noun paper and other rubbish on the ground
 planet: noun a very large, round rock in space that goes around the sun,
 for example Earth or Mars
 pollution: noun something that makes water, air or land dirty
 rubbish dump: noun a place for people to leave rubbish
 wildlife: noun the animals and birds living in a place

2 Write the words.


- Litter and pollution can damage the environment.
- The school decided to _____ the playground and make it beautiful again.
- Cars and motorbikes make air _____.
- You can see lots of animals and birds at the _____ park.
- Please put your _____ in the bin.
- Earth is the _____ we live on.

Working with words

Sometimes we put two words together to make compound nouns:

wildlife park	rubbish dump	swimming pool
police station	computer room	post office

Dictionary
Workbook 5
pages 126–136



3 Listen and repeat. 33

4 Write the words.

dump office park room

- We saw some amazing animals at the wildlife _____ park.
- I sometimes do my homework in the computer _____.
- Can you take these letters to the post _____, please?
- Don't drop litter in the park. It isn't a rubbish _____.

Words Unit 4 39

3 Listen and repeat. 33

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and the example compound nouns with the class. Give students two or three minutes to study the information.
- Ask students to look up the words in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find two of the compound nouns. (*wildlife park, rubbish dump*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in the word pool.

ANSWERS

1 park 2 room 3 office 4 dump

Optional activity

- Play *Order the letters* (see page 25) to practise the new words.

Further practice

Workbook page 31

Student Website • Unit 4 • Words, Working with words

Online Practice • Unit 4 • Words

Lesson Three CB page 40

Grammar 1

Learning outcomes

To use the past simple and past continuous to talk about actions in the past that were interrupted

To complete sentences using the past simple and past continuous

Language

Core: *Some children were playing when we arrived.*

Materials

CD 34

Warmer

- Play *Time's up!* (see page 25) to energize the class and revise the vocabulary from the previous lesson.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Where did they go? 34

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Where did they go?*
- Play the recording a second time. Ask comprehension questions, e.g. *What did Professor make for Chip?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

They went to the park.

2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentence in the cartoon.
- Give students a minute to study the rules. With books closed elicit more examples to check understanding.
- Ask students to find an example of the past simple and past continuous describing interrupted actions in the story in Lesson 1.

3 Complete the sentences. Use the past simple or the past continuous.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the past simple or past continuous form of the verb in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1 were watching 2 called 3 was sleeping 4 broke
5 were talking 6 saw

Lesson Three Grammar 1

PROFESSOR & CHIP

1 Listen and read. Where did they go?

I made a special arm for Chip. Now he can pick up litter.

Yesterday, I took Chip to the park. Some children were playing when we arrived.

Chip picked up some litter, but he also picked up a ball, a bike and a skateboard!

I'm sorry.

2 Read and learn.

Past simple

Use the past simple to talk about actions that interrupted other actions in the past.

Some children were playing when we arrived.

Past continuous

Use the past continuous to talk about the actions that were interrupted.

Some children were playing when we arrived.

3 Complete the sentences. Use the past simple or the past continuous.

- 1 We were watching (watch) TV when Dad came home.
- 2 Steve was eating dinner when his friend called (call).
- 3 I was sleeping (sleep) when the doorbell rang.
- 4 The children were playing football when they broke (break) the window.
- 5 You were talking (talk) to your friend when I met you in town.
- 6 Erno was walking in the park when she saw (see) some boys drop some litter.

4 Speaking Ask and answer.

climb / a tree pick up / litter
take / a photo buy / an ice cream
feed / the ducks

What was Emily doing when it started to rain?

She was feeding the ducks.

40 Unit 4 Past simple and past continuous: interrupted actions Complete Grammar Time Exercise 1 on page 118 of Workbook 5.

4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the first Unit 4 Grammar Time exercise on page 118 of the Workbook.

Optional activity

- Play a memory game. Tell students to look at the picture in Exercise 4 for ten seconds and try to remember as much information as they can.
- With books closed, ask questions about the characters in the picture. Alternatively invite different students to ask questions, e.g. *What was Ben doing? What was Dad doing?*
- Students call out answers. If the answer is correct, ask them to write the sentence on the board.

Optional activity

- Tell students you are going to say a sentence and they have to ask you the correct question.
- With books closed, say *I was watching TV when my parents came home*. Elicit *What were you doing when your parents came home?*
- Use the sentences in Exercise 3 or make up new ones.

Further practice

Grammar Time, Workbook page 118

Workbook page 34

Student Website • Unit 4 • Grammar 1

Online Practice • Unit 4 • Grammar 1

Grammar 2

Learning outcomes

- To use *used to* to talk about habits and situations in the past
- To write sentences using *used to*

Language

- Core: *There used to be lots of litter here.*
- Extra: *playground, beautiful, children*

Materials

CD 35

Warmer

- Tell students you are going to revise the forms practised in the previous lesson. Draw a three-column table on the board with headings *Verb, Past continuous, and Past simple* and ask students to copy it.
- Write this sequence of letters on the board.

WURINSGECLDTKALP

- Ask students to work in pairs. Allow two or three minutes for them to write as many verbs as possible using the letters above. (*run, stop, go, take, call, read, put, write, eat*)
- Once they have written as many as they can, they complete the table with the past continuous and past simple forms of the verbs in their list.
- Go through the answers with the class. The pair with the most correct answers is the winner.

Lead-in

- Point to the picture in Exercise 1. Ask students where they think the children are.
- Elicit or model the word *park*. Ask students where their nearest park is. Find out how often the students go there and what it's like.

1 Listen and read. Has the park always looked great? 35

- Play the recording. Students follow the words in their books.
- Ask the gist question *Has the park always looked great?*
- Play the recording a second time. Explain any new words.
- Ask comprehension questions, e.g. *Did the park use to look nice? What is the park like now?*

ANSWERS

No, it hasn't. There used to be lots of litter.

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule.
- With books closed give some more examples and ask questions to check understanding. Elicit more examples.
- Ask students to find more examples of *used to* in the story in Lesson 1.

Lesson Four Grammar 2


1 Listen and read. Has the park always looked great? 35

Emma Wow! The park looks great!

Mike I know. There used to be lots of litter here, but it's all gone now.

Toby Yes, the park used to look horrible, but the local people worked together all last weekend. They've made it clean and beautiful again.

Mike That's great. Now the local children have got a lovely place to play.



2 Read and learn.


used to

Use *used to* to talk about habits and situations in the past that are not true now.

There used to be lots of litter here. The park used to look horrible.


3 Read and circle.

- Clare used to / used to have long hair.
- She likes / used to like apples.
- She watches / used to watch cartoons.
- She has / used to have short hair.
- She reads / used to read books.
- She likes / used to like bananas.



4 Write sentences about Jack. Use *used to*.

- (ride a bike) Jack used to ride a bike.
- (be short) _____
- (live in a small house) _____
- (play the piano) _____
- (read comics) _____
- (wear glasses) _____



Complete Grammar Time Exercise 2 on page 118 of Workbook 5. used to Unit 4 41

3 Read and circle.

- Focus on the picture and explain that Clare is looking at a photo of herself as a young child. Ask students to look at the picture carefully before reading the sentences.
- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS

1 has 2 likes 3 used to 4 used to 5 reads 6 used to

4 Write sentences about Jack. Use *used to*.

- Focus attention on the picture and explain that Jack is holding a photo album with photos of himself as a young child. As in Exercise 3, ask students to look at the pictures carefully before reading the sentence prompts.
- Ask a student to read the example. Check that students understand they have to make sentences with *used to* using the prompts.

ANSWERS

- Jack used to ride a bike.
- Jack used to be short.
- Jack used to live in a small house.
- Jack used to play the piano.
- Jack used to read comics.
- Jack used to wear glasses.

NOTE: Ask students to complete the second Unit 4 Grammar Time exercise on page 118 of the Workbook.

Further practice

Grammar Time, Workbook page 118

Workbook page 35

Language practice worksheet, Unit 4, Teacher's Resource Centre

Student Website • Unit 4 • Grammar 2

Online Practice • Unit 4 • Grammar 2

Skills Time!

Skills development

Reading: read a web page 'An eco home'; identify incorrect words in sentences and correct them

Language

Recycled: vocabulary and structures seen previously

Extra: planet's resources, dangerous gases, underground, forest, energy

Materials

CD 36

Warmer

- Play *Guess the word* (see page 24) to energize the class and revise the vocabulary from Lesson 2.

1 Look at the pictures and the title. Who do you think lives in this house?

- Ask students to look at the pictures. Ask *Who do you think lives in this house?* Encourage students to share their ideas with the class.
- Ask the students if they would like to live in a house like this? Ask *Why? Why not?*

2 Listen and read. 36

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand, and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Where is this eco home? What are the walls made of?*

Optional activity

- Choose three students and assign them each a paragraph of the text.
- Ask the students to stand up and read their paragraphs in order.
- Choose three different students and repeat.
- Continue with different students to increase confidence and familiarity with the text.

Culture note: The Centre for Alternative Energy

The Centre for Alternative Energy in Wales was set up over thirty years ago by Gerard Morgan-Grenville. The centre offers solutions to the challenges of global warming, climate change, and pollution. There are all kinds of workshops and training programmes on everything from how to grow vegetables to how to build an eco home using mud and straw.

Skills Time!
Lesson Five

Reading

1 Look at the pictures and the title. Who do you think lives in this house?
2 Listen and read.

An ECOHOME

Martin Harris and his family live in an interesting house. It's an eco home. Eco homes don't harm the environment. They use **alternative energy**. They don't use **fossil fuels** like coal or oil, so they don't use up the planet's resources or produce dangerous gases.

The eco home is in a hill in Wales, UK. It looks like a house in a film. Half of the house is underground. Martin and his family started to build the house in March and moved in at the end of July. The house was very cheap to build. It has wooden beams and wooden floors. It has stone and **mud** walls and it has a skylight in the roof. There are **solar panels** on the roof to make electricity for the lights, CD player and computer. The family gets water from a spring and they burn wood to heat the house.

Martin and his wife, Lara, were working in a forest when they decided to build their eco home. They wanted somewhere to live while they were working and they wanted to save energy. They thought their old house in the town was boring because it was the same as everyone else's house. They wanted to live somewhere different and they liked the idea of living close to nature. Now they don't want to live anywhere else. Martin's family loves their home because it helps the planet and it looks amazing. They think that eco homes are a great idea for everyone.

3 Read again and correct the words in bold.

1 Eco homes don't produce **dangerous chemicals**. Eco homes don't produce dangerous gases.
2 Eco homes don't use **alternative fuels**.
3 Martin's home is in a forest in **Wales**.
4 The house was **expensive** to build.
5 The eco home has **stone floors**.
6 The family gets wood from a **spring**.

42 Unit 4 Reading: an information text

3 Read again and correct the words in bold.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to correct the words in bold in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Eco homes don't produce dangerous gases.
- 2 Eco homes don't use fossil fuels.
- 3 Martin's home is in a hill in Wales.
- 4 The house was cheap to build.
- 5 The eco home has wooden floors.
- 6 The family get water from a spring.

Optional activity

- Tell the class you are going to read some sentences. In each sentence there is a missing word.
- With books closed, students call out the missing words.
An _____ doesn't harm the environment. (eco home)
Eco homes don't use fossil fuels like coal and _____. (oil)
Half of Martin's house is _____. (underground)
The house has _____ floors. (wooden)
It has stone and mud _____. (walls)
There are solar panels on the _____. (roof)
- Go through the answers with the class.

Further practice

Workbook page 36

Online Practice • Unit 4 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: identify details of a lifestyle
- Speaking: ask and answer questions about the environment

Language

Words in context: *electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, spring* (Class Book); *sailing boat, greenhouse, water mill, technology* (Workbook)

Materials

CD 37

Warmer

- With books closed ask students what they can remember about the eco home from the previous lesson.
- Write some notes on the board and see how much vocabulary you can elicit. Draw some pictures on the board to help them if necessary.

Lead-in

- Write this definition on the board: *This piece of wood holds up the roof.*
- Ask students to find the word in the text on page 42.
- Once they have found the word (*beam*), tell them they are going to look at more definitions of the underlined words.

1 Find the words in the text to match the definitions.

- Ask the students to open their Class Books on page 43 and look at the definitions in Exercise 1.
- Point to each definition and try to elicit the word. Model any words the students can't remember.
- Ask students to refer back to page 42 and match the underlined words in the text to the definitions in Exercise 1 on page 43.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

- 1 electricity 2 solar panel 3 fossil fuels
 4 alternative energy 5 beam 6 skylight
 7 mud 8 spring

2 Listen. Who is talking? 37

- Tell students they are going to hear a recording. Explain that they have to listen and identify who is talking.
- Play the recording once the whole way through.
- Elicit the answer from the class.

ANSWER

It's Martin Harris's son Tim, the boy who lives in the eco home.

Transcript

(See Teacher's Book page 140.)

Lesson Six

Words in context

1 Find the words in the text to match the definitions.

Dictionary
Workbook 5
pages 126–134


1 electricity noun the energy we use to make machines work
 2 _____ noun a flat piece of glass that catches the sun's energy
 3 _____ noun materials we can burn to make electricity, for example coal and oil
 4 _____ noun a way of making electricity from, for example wind, sun or water power
 5 _____ noun a long, thick piece of wood you use to hold up a roof
 6 _____ noun a window in the roof to let light in
 7 _____ noun soft, wet earth
 8 _____ noun a place where fresh water comes out of the ground

Listening

2 Listen. Who is talking? 37

3 Listen again and write True or False.

1 Tim's friends like his house. True
 2 Tim and his sister go out to get wood every day. _____
 3 Tim cuts wood from trees. _____
 4 Tim goes to the spring every day to get water. _____
 5 Tim's family saves rain water. _____
 6 Tim's family uses rain water to clean the house. _____



Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you try to help the environment?	_____	Yes, I do. / No, I don't.
What do you do?	I _____	save water / save electricity / travel by bus / pick up litter
What do you think of the eco home on page 40?	I think it looks _____	cool / beautiful / funny / interesting / ugly

Words in context: An eco home, Listening and speaking Unit 4 43

3 Listen again and write True or False.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write *True* or *False* as they listen to the recording.

ANSWERS

- 1 True 2 False 3 False 4 False 5 True 6 True

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I save paper.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 37

Speaking skills worksheet, Unit 4, Teacher's Resource Centre

Student Website • Unit 4 • Words in context

Online Practice • Unit 4 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: identify compound sentences
 Writing outcome: write an information text (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 4; a copy of the text from poster 4, Teacher's Resource Centre, for each student; sheets of paper and coloured pencils (optional)

Warmer

- Ask the students if they have ever stayed in a hotel. Ask *What was it like?* Encourage students to discuss their experiences.

Poster 4: An information text

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss their ideas.
- Tell students they are going to read the text now. Choose four students to read the text to the class.
- Read the first box on the left to the class and point to the introduction. Ask a student to read out the introduction.
- Read the second and third boxes on the left and ask students to identify the three paragraphs and sub headings, and to make predictions about what the paragraphs are about. Discuss and compare students' ideas.
- Read the first box on the right and go through the remaining boxes which explain the words *and*, *or*, *so* and *because*. Ask students in to identify compound sentences with each of these words.
- Ask students the 'After reading' questions in the corner of the poster. Discuss students' answers with the class.

1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

ANSWER
 a web page

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation of difficult words.
- Discuss the text with the class and ask comprehension questions, e.g. *Where is this eco hotel? How do they save electricity? What can you do there?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.

ANSWERS

- 1 stone and mud
- 2 You can walk in the mountains and see the local wildlife. You can enjoy a boat trip on the lake and see the waterfalls, or visit the caves.

4 Match to make compound sentences.

- Before doing the activity, focus attention on the text box.
- Go through the rules and the example sentences. Check students understand how to join simple sentences with *and*, *or*, *so* and *because* to make compound sentences.
- Allow students time to silently study the information.
- Point to the example and explain that they have to match the simple sentences to make compound sentences.

ANSWERS

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

5 Complete the writing task on page 38 of Workbook 5.

- Students now do the writing task on Workbook page 38. Go through the exercises with them first if necessary.

Further practice

Workbook page 38

Writing skills worksheet, Unit 4, Teacher's Resource Centre

Online Practice • Unit 4 • Writing

Lesson Eight CB page 45

Unit 4 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  38

Warmer

- Tell the class you are going to draw a picture of something from the unit, and they have to guess what it is.
- Start drawing a picture on the board, e.g. *a planet (Saturn, as it's easily identifiable)*. Draw slowly and little by little, in order to give students the chance to guess what it is, before you complete it. Students call out their answers.
- Repeat with more words from the unit (*beam, skylight, litter, rubbish, swimming pool, post office, hotel, etc.*).

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 45, but they may not refer to the unit when answering the questions.

ANSWERS

1 litter 2 Because someone has dumped litter in the wildlife park 3 park 4 We were watching TV when Dad came home. 5 I was walking to school when it started to rain. 6 Our street used to be very quiet. 7 They burn wood in a fire. 8 spring 9 We took our umbrellas because it was raining. 10 I was tired, so I went to bed early.

Optional activity

- Play *Book race* (see page 24) to revise the unit.
- Use these sentences from the unit or choose your own. Give students 20 seconds per sentence to find the answer.

Yes, the park used to look horrible... (Lesson 4)
a window in the roof to let light in (Lesson 6)
What was Emily doing when it started to rain? (Lesson 3)
The eco home is in a hill in Wales. (Lesson 5)
The river used to be beautiful. (Lesson 1)
They don't use fossil fuels like coal or oil. (Lesson 5)
I sometimes do my homework in the computer room. (Lesson 2)
We don't use chemicals to clean the rooms. (Lesson 7)
Litter really damages the environment. (Lesson 1)

- Go through the answers with the class.

2 Listen and write. Sing. 38

- Focus students' attention on the picture. Ask *What are they doing? Where are they?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

1 sun 2 solar 3 planet 4 work 5 wind 6 electricity 7 fuels 8 school

Further practice

Workbook page 39

Unit 4 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 4 • Listen at home • Tracks 17–20 •

Track 21 (song)

Online Practice • Unit 4 • Review

Lesson One CB page 46

Story

Learning outcomes

- To understand a short story
- To act out a short story

Language

Introducing vocabulary through a story

Materials

CD 38–39

Warmer  38

- Sing the song *We can save our planet* from Unit 4 Lesson 8.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to predict what the story will be about in this lesson. Ask *What do you think will happen? What will the children do?*
- Students compare and discuss their ideas.

1 Listen and read. How do the children help?  39

- Focus students' attention on the pictures and the story. Ask prediction questions, e.g. *What is Kate doing? What is Ed holding? Where are Libby and Kate?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *How do the children help?*
- Play the recording a second time. Ask comprehension questions, e.g. *Why are batteries dangerous? Who cleaned the river? Who arrives at the end?*

ANSWERS

They pick up all the litter and clean up the river.

Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.

Oh, this is horrible. (Libby)

Look! The TV crew is here! (Fin)

Batteries are dangerous. (Man)

This bird's trapped. (Woman)

I'm calling our friends and families. (Kate)

I'm glad the park will be safe again soon. (Ed)

We'll pick up all the litter and recycle it. (Libby)

We can help you clean up. (Fin)

- Students check their answers on Class Book page 46.

5 Reuse and recycle

Lesson One Story

1 Listen and read. How do the children help? 

1



Fin Don't worry. We can help you clean up.
Kate We'll need more people. I'm calling our friends and families.

2



Libby Thanks for coming, everyone, we'll pick up all the litter and recycle it. There are bags here for plastic, metal, paper and glass.

3



Man Batteries are dangerous. They've got chemicals inside them.
Chemicals can kill birds and fish.
Ed That's really sad. I'm glad the park will be safe again soon.

4



Libby Oh, this is horrible. I'm having a hot bath later.
Kate Come on, Libby. We're all dirty, but the river will be clean soon. That's the important thing.
Libby Yes, you're right.

5



Woman Look. This bird's trapped. It can't fly or swim.
Ed Poor thing. Can I help?
Woman Yes, you hold him still and I'll remove the carrier bag.

6



Fin Look! The TV crew is here!
Kate Oh no! They can't film yet!
Libby We're not ready!

2 Listen to the story again and repeat. Act.

3 Read again and write the words. kill holds pick film trap calls

1 Kate <u>calls</u> their friends and families.	2 They will <u>pick</u> up the litter and recycle it.
3 Carrier bags can <u>kill</u> birds.	4 Chemicals can <u>kill</u> birds and fish.
5 Ed <u>holds</u> the bird still.	6 The TV crew can't <u>film</u> yet.

46 Unit 5 Reuse and recycle

2 Listen to the story again and repeat. Act.  39

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Man and Woman.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the word pool.
- Let students complete the exercise, then check answers.

ANSWERS

1 calls 2 pick 3 trap 4 kill 5 holds 6 film

Culture note: Recycling in Britain

In Britain, there are often recycling 'banks' in supermarket car parks. They usually consist of bottle, paper and metal banks. People bring their bottles, newspapers and empty food tins here and put them in the banks.

Larger recycling centres are usually found on the outskirts of towns. A wider selection of things can be recycled here, e.g. soil, paint, batteries, fluorescent lights, and televisions.

There are also collections from every house. Rubbish that can be recycled is put into a special 'recycling box' or bag.

Further practice

Workbook page 40

Online Practice • Unit 5 • Story

Words

Learning outcomes

- To learn words for talking about recycling
- To learn words with the prefix *re-*

Language

Words: *oil, bottle bank, carrier bag, paper, chemicals, recycling centre, metal, battery*

Working with words: *remove, return, recycle, reuse, retell, rewrite* (Class Book); *recharge, refill, rebuild, redecorate* (Workbook)

Materials

CD 40–41

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who did Kate call? Who helped a trapped bird?*

Lead-in

- Discuss recycling with the class. Ask *Do you recycle anything? Have you ever used a bottle bank? What do you recycle? How often?*

1 Listen and repeat. 40

- Ask students to open their Class Books and look at the picture and words.
- Play the recording. Students listen and repeat in chorus. Repeat as often as necessary.
- Ask individual students to say the words for the class.

Optional activity

- Play *Lip reading* (see page 24) to revise the new vocabulary in Exercise 1.

2 Write the words.

- Read the first sentence and point to the example. Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS


1 oil 2 battery 3 recycling centre 4 chemicals
5 bottle bank 6 carrier bag

3 Listen and repeat. 41

- Before doing the activity, focus students' attention on the *Working with words* section.
- Go through the sentence and the example words in the list with the prefix *re-*.
- Give students two or three minutes to silently study the information.
- Ask students to look up the words in the Workbook Dictionary pages. Go through the meanings with the class.

Lesson Two Words

1 Listen and repeat. 40



2 Write the words.

- 1 Dad got _____ oil _____ on his clothes when he was fixing the car.
- 2 My torch isn't working. I think it needs a new _____ every week.
- 3 We take all our rubbish to the _____ every week.
- 4 Batteries have got _____ in them.
- 5 Can you take these bottles and jars to the _____, please?
- 6 We put all the shopping in a _____.

Working with words

We add the prefix *re-* to some verbs to make a new verb:

remove	return	recycle
reuse	retell	rewrite

3 Listen and repeat. 41

4 Read and circle.

- 1 We try to rewrite / recycle all our rubbish.
- 2 You need to return / reuse this book to the library.
- 3 Don't throw your carrier bag away. You can reuse / remove it.
- 4 I want to rewrite / remove my story with a new ending.

Words Unit 5 47

- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*recycle*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class

Optional activity

- Ask the students to work in pairs.
- Tell them to choose four words from the list without telling their partner. Ask them to design their own wordsearch with the words they have chosen.
- When they have finished, students give their wordsearches to their partner for them to do. Allow one or two minutes for the activity.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct words in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 recycle 2 return 3 reuse 4 rewrite

Further practice

Workbook page 41

Student Website • Unit 5 • Words, Working with words

Online Practice • Unit 5 • Words

Lesson Three CB page 48

Grammar 1

Learning outcomes

- To use *will* and *won't* to make predictions about the future
- To complete sentences using *will* or *won't*
- To ask and answer questions about the future using *will* or *won't*

Language

Core: *Now Chip will know how to do everything and he won't make mistakes.*

Materials

CD 42

Warmer

- Play *Order the letters* (see page 25) to revise vocabulary.

Lead-in

- Hold up your Class Book, open at page 48. Cover the last two pictures of the comic strip with your hand so that only the first picture is visible. Ask students to do the same.
- Ask questions about the first picture, e.g. *What is Professor doing? Why?*
- Ask students *What will Chip do now? Will he be clever?* Encourage the students to make predictions about the rest of the story. Write some ideas on the board.

1 Listen and read. Does Professor's new computer work? 42

- Play the recording. Students follow the words in their books.
- Ask the gist question *Does Professor's new computer work?*

ANSWER

No, it doesn't.

- Play the recording again and ask comprehension questions, e.g. *What does Professor put in Chip's head? What does Professor ask Chip to do?*
- Students act out the dialogue in pairs.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus attention on the rule and example sentence. Ask students to find the example sentence in the cartoon.
- Let students study the rules, then with books closed, elicit more examples to check the students' understanding.
- Ask students to find examples of *will* in the Lesson 1 story.

Optional activity

- Ask questions about Professor and Chip. Students have to make predictions about the future. Ask:
 - Will Chip always get things wrong?*
 - Will Chip make more mistakes?*
 - Will Professor make a new robot?*
 - Will Professor make a friend for Chip?*
- Students answer with *Yes, he will. No, he won't.*

Lesson Three Grammar 1

1 Listen and read. Does Professor's new computer work? PROFESSOR & CHIP

2 Read and learn.

will / won't

Use *will* and *won't* to make predictions about the future.

Now Chip will know how to do everything and he won't make mistakes.

Look! 'I'll will won't = will not

3 Complete the sentences. Use will or won't.

- 1 We will take (take) our rubbish to the recycling centre next Thursday.
- 2 Jake won't come (not come) to the party because he is on holiday.
- 3 More people will live (live) in eco homes in 50 years.
- 4 Dad won't walk (not walk) to work today because it's raining.
- 5 I will visit (visit) Paris one day.
- 6 The children won't drop (not drop) litter in the park.

4 Speaking Ask and answer.

drive a car	ride a bike
work in a shop	work in a school
read comics	read books
play the piano	play the guitar

Will Karen drive a car when she's 24?

No, she won't. She'll ride a bike.

48 Unit 5 will / won't Complete Grammar Time Exercise 1 on page 118 of Workbook 5

3 Complete the sentences. Use will or won't.

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with *will* or *won't* and the verb in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1 will take 2 won't come 3 will live 4 won't walk
5 will visit 6 won't drop

4 Ask and answer.

- Focus students' attention on the picture. Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't* and the prompts in the word pool.
- Ask a few pairs to ask and answer questions for the class.

NOTE: Ask students to complete the first Unit 5 Grammar Time exercise on page 118 of the Workbook.

Optional activity

- Ask students to work in pairs. Students ask each other questions about their future. They can ask similar questions to those in Exercise 4, but encourage them to ask new questions too.
- Ask a few pairs to ask and answer for the class.
- Ask students to write their questions, then give their questions to each other to check and correct if necessary.

Further practice

Grammar Time, Workbook page 118

Workbook page 42

Student Website • Unit 5 • Grammar 1

Online Practice • Unit 5 • Grammar 1

Lesson Four CB page 49

Grammar 2

Learning outcomes

To use the present continuous to talk about future plans and arrangements

To write sentences about the future using the present continuous

Language

Core: *We're leaving at two o'clock.*

Extra: *grandparents, guitar lessons, computer games, basketball, English lessons*

Materials

CD 43; sheets of paper (optional)

Warmer

- Play *True or false?* (see page 25) to energize the class.

Lead-in

- Say *I'm playing tennis this afternoon. What are you doing this afternoon?* Point to a student and elicit an answer.
- Ask that student to point to another student and ask *What are you doing this afternoon?* Students continue around the class practising the question and giving different answers.
- Point to the picture in Exercise 1. Ask students what they think the children are doing this afternoon.

1 Listen and read. Where are they going? 43

- Play the recording. Students follow the words in their books.
- Ask the gist question *Where are they going?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *What are Jack and Ellie doing this afternoon? What time are they leaving?*

ANSWERS

They're going to the recycling centre.

2 Read and learn.

- Focus attention on the rule and example sentences in the text box. Let students study the rule silently. With books closed, give some more examples and ask questions to check understanding.
- Ask students to find more examples of the present continuous in the story in Lesson 1.

3 Complete the sentences. Use the present continuous.

- Focus on Harry's diary. Ask students to look at the diary before reading the sentences.
- Ask students to read the sentences silently. Look at the example and explain that they complete the sentences with the present continuous of the verbs in brackets.
- Let students complete the exercise, then check answers.


ANSWERS

- 1 **isn't visiting, 's having** 2 **isn't doing, 's playing**
 3 **isn't cooking, 's cleaning** 4 **isn't having, 's cooking**

Lesson Four Grammar 2

1 Listen and read. Where are they going?

Jack: What are you doing this afternoon?
 Ellie: Dad and I are taking all our rubbish to the recycling centre.
 Jack: Can my sister and I come with you? We've got lots of rubbish, too.
 Ellie: Sure. We're leaving at two o'clock. Let's meet outside your house.



2 Read and learn.

Present continuous with future meaning

Use the present continuous to talk about future plans and arrangements.
 Dad and I are taking all our rubbish to the recycling centre.
 We're leaving at two o'clock.

3 Complete the sentences. Use the present continuous.

1 Harry isn't visiting (not visit) his grandparents on Monday.
 He 's having (have) a guitar lesson.

2 Harry _____ (not do) his homework on Tuesday.
 He _____ (play) tennis with Gary.

3 Harry _____ (not cook) dinner on Wednesday.
 He _____ (clean) his room.

4 Harry _____ (not have) a guitar lesson on Thursday.
 He _____ (cook) dinner.

Monday	have a guitar lesson
Tuesday	play tennis with Gary
Wednesday	clean my room
Thursday	cook dinner
Friday	
Saturday	
Sunday	

4 Write about Sally's plans for next week. Use the present continuous.

play / basketball have / a picnic visit / her grandparents have / an English lesson
 watch / TV play / computer games go / swimming

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1 She's having an English lesson on Monday.

Complete Grammar Time Exercise 2 on page 118 of Workbook 5 Present continuous with future meaning Unit 5 49

Optional activity

- Ask students to work in pairs. Hand out sheets of paper to each student.
- Tell students to copy the diary in Exercise 3 and write their own choice of activities for the week.
- Students take turns to ask and answer questions about their plans.
- Ask a few pairs to ask and answer questions for the class.

4 Write about Sally's plans for next week. Use the present continuous.

- Focus attention on the pictures and explain that the pictures represent Sally's plans for the week.
- Ask a student to read the example.
- Check students understand they have to make sentences with the present continuous using the prompts.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 **She's having an English lesson on Monday.**
- 2 **She's playing basketball on Tuesday.**
- 3 **She's watching TV on Wednesday.**
- 4 **She's going swimming on Thursday.**
- 5 **She's playing computer games on Friday.**
- 6 **She's having a picnic on Saturday.**
- 7 **She's visiting her grandparents on Sunday.**

NOTE: Ask students to complete the second Unit 5 Grammar Time exercise on page 118 of the Workbook.

Further practice

Grammar Time, Workbook page 118

Workbook page 43

Language practice worksheet, Unit 5, Teacher's Resource Centre

Student Website • Unit 5 • Grammar 2

Online Practice • Unit 5 • Grammar 2

Skills Time!

Skills development

Reading: read a magazine article 'As good as new'; identify true and false sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *trainers, scientist, T-shirts, plastic bottles, newspapers, comics, book covers, posters, gift boxes*

Materials

CD 44; sheets of paper and coloured pencils (optional)

Warmer

- Play *Smiley face* (see page 24) to energize the class and revise the vocabulary from Lesson 2.

1 Look at the article. What do you think it is about?

- Ask students to look at the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class.
- Students choose from one of the three options (*answer b*).

2 Listen and read. 44

- Tell students they are going to listen to the text now.
- Play the recording all the way through as students read.
- Play the recording again, pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What are the shoes made of? What did the bracelets use to be? What can you make greetings cards from?*

Optional activity

- Ask students to work in pairs.
- Students take turns to read the text aloud to each other in order to increase confidence and familiarity with the text.

Optional activity

- Ask students to work in pairs.
- Ask each pair to prepare two questions about the text in Exercise 2.
- With books closed students take turns to stand up and ask the class their questions.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

Skills Time!

Lesson Five

Reading


1 Look at the article. What do you think it is about?
a) how to recycle b) making new products from recycled rubbish c) collecting rubbish

2 Listen and read.

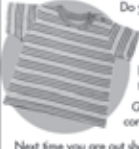
As good as new

We all want to help the planet, but we want to look good, too. Now you can buy lots of great clothes and accessories and protect the environment at the same time.

Would you like some new shoes? They're colourful, fashionable and guess what! They used to be car tyres! It's easy for scientists to recycle car tyres and use the rubber to make new things.




Do you like this fun bag? It's bright and trendy, but can you guess what people made it with? Have a look ... this bag used to be old juice cartons!



This colourful T-shirt used to be plastic bottles. It takes five large plastic bottles to make one large T-shirt. You can buy baseball caps that used to be plastic bottles, too!

Guess what! These beautiful bracelets used to be old newspapers, comics and bus tickets.



Next time you are out shopping, see how many recycled items you can find. Or why not try making something new from your old rubbish? You can make greetings cards from old paper, magazines or paper bags. You can make book covers from old carrier bags, posters, maps or even clothes. You can save wrapping paper, gift boxes and ribbons and use them again.

We want to hear about your ideas, too, so we're having a competition. What can you make with your rubbish? Send us an email with a photo. We'll send a cool *As good as new* T-shirt to the ten readers with the best ideas, and we'll print your photos in our next magazine.

3 Read again and write *True* or *False*.

1 The shoes used to be car tyres.	True
2 It's difficult for scientists to recycle car tyres.	_____
3 The bag used to be milk cartons.	_____
4 It takes one large bottle to make five large T-shirts.	_____
5 You can make greetings cards from magazines.	_____
6 The prize for the competition is a T-shirt.	_____

50 Unit 5 Reading: a magazine article

3 Read again and write *True* or *False*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 True 2 False 3 False 4 False 5 True 6 True

Optional activity

- Ask students to work in groups of four.
- Ask them to work together and think of more ways of recycling things. Encourage them to be as creative as possible in their ideas. Monitor the activity, helping with new vocabulary where necessary.
- Go through the ideas with the class.
- Write some of the most creative and interesting ideas on the board.
- Ask the groups to design a magazine article about their new products. Hand out sheets of paper and coloured pencils to each group.
- Students should draw pictures of their products and write one or two sentences describing what they are made from and what they *used to be*.

Further practice

Workbook page 44

Online Practice • Unit 5 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: order events
- Speaking: ask and answer questions about recycling

Language

Words in context: *greetings card, ribbon, bracelet, bus ticket, map, car tyre, juice carton, wrapping paper* (Class Book); *stick, glue, cut up, roll* (Workbook)

Materials

CD 45

Warmer

- With books closed ask students to remind you of some of their ideas for recycling from the previous lesson.

Lead-in

- Write this clue on the board: *Girls wear this on their arms.* Ask students to guess the word. (*bracelet*). If they find it difficult, give them clues, e.g. draw it very, very slowly until someone guesses correctly.

1 Find the words in the article to match the pictures.

- Ask the students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to go to page 50 and match the underlined words in the text to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 greetings card 2 ribbon 3 bracelet 4 bus ticket
5 map 6 car tyre 7 juice carton 8 wrapping paper

Optional activity

- Play a spelling game to revise the new vocabulary.
- Divide the class into two teams. Say a word. Choose a student from Team A to spell the word. Award a point for a correct answer, or offer the word to Team B if the answer is incorrect. Repeat with a student from Team B.
- The team with the most points is the winner.

2 Listen. What did the children make? 45

- Tell students they are going to hear a recording. Say that they have to listen and identify what the children made.
- Play the recording once the whole way through.
- Elicit the answer from the class.

ANSWER

They used old jeans to make pencil cases.

Transcript

(See Teacher's Book page 140.)

3 Listen again and number the events in the correct order.

- Play the recording again, pausing at intervals for students to number the sentences as they hear them.

ANSWERS

- The children read about the competition in a magazine.
- The children made pencil cases from old jeans.
- The children sent their pencil cases to the magazine.
- The magazine sent the children two T-shirts.
- The children sold pencil cases to their friends.

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I recycle plastic bottles.*
- Ask students to work in pairs. They take turns to ask and answer the questions.

Further practice

Workbook page 45

Speaking skills worksheet, Unit 5, Teacher's Resource Centre

Student Website • Unit 5 • Words in context

Online Practice • Unit 5 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: make suggestions
 Writing outcome: write a leaflet (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 5; a copy of the text from poster 5, Teacher's Resource Centre, for each student

Warmer

- Play *What's the picture?* (see page 24) to revise the vocabulary from the previous lesson.

Poster 5: A leaflet

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Tell students they are going to read the leaflet now. Choose six students to read the text to the class.
- Read out the box at the top and the first box on the left. Ask a student to identify and read the title and introduction.
- Read the second text box on the left and ask students to identify the different paragraphs. Tell them to look at the photos and tell you some ways we can save energy. Discuss and compare their ideas.
- Read the third text box on the left and ask a student to identify sentences with *How about*, *What about* and *Why not*. Elicit more examples from the class.
- Read the first text box on the right and read the suggestion *What about having a shower instead of a bath?* Ask the class to tell you if they can remember why. (*It will use less water and take less time.*)
- Read the second text box on the right and ask a student to identify and read the conclusion.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

Optional activity

- Ask students to work in groups of four. Ask them to discuss more ways of saving energy and write a new paragraph to add to the leaflet.

1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text .
- With books closed, ask them where they think it is from.

ANSWER
 a leaflet about recycling

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation of difficult words where necessary.
- Discuss the text with the class and ask comprehension questions, e.g. *Do you think recycling is a good idea? What can you do with old boxes and newspapers? What can you do with your plastic bags?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.

ANSWERS

1 to a charity 2 to pet shops

4 Match the suggestions and reasons.

- Before doing the activity, focus attention on the text box.
- Go through the rules and example sentences with the class. Check students understand how to make suggestions.
- Let students study the information, then point to the example and explain that they have to match the suggestions and reasons.

ANSWERS

1 b 2 c 3 d 4 e 5 a

5 Complete the writing task on page 46 of Workbook 5.

- Students now do the writing task on Workbook page 46. Go through the exercises with them first if necessary..

Further practice

Workbook page 46
 Writing skills worksheet, Unit 5, Teacher's Resource Centre
 Online Practice • Unit 5 • Writing

Lesson Eight CB page 53

Unit 5 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  46

Warmer

- To revise the unit, play *True or false?* Read out the sentences below. Students say *True* or *False* (or write *T* or *F* in their notebooks).
Chemicals can kill birds and fish. (T)
You can't make bags from old juice cartons. (F)
We put shopping in carrier bags. (T)
You can make T-shirts from plastic bottles. (T)
Batteries have oil inside them. (F)
People take plastic and glass to recycling centres. (T)
It takes five car tyres to make one large T-shirt. (F)
There are a lot of things you can do with your rubbish. (T)
- Go through the answers with the class.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 53, but they may not refer to the unit when answering the questions.

ANSWERS

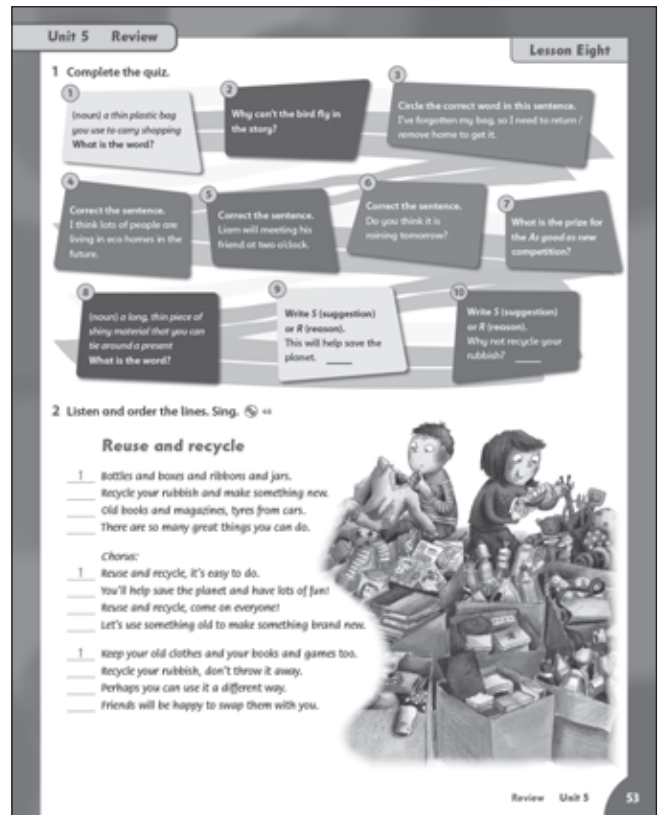
1 carrier bag 2 It's trapped. 3 return 4 I think lots of people will live in eco homes in the future. 5 Liam is meeting his friend at two o'clock. 6 Do you think it will rain tomorrow? 7 a T-shirt 8 ribbon 9 R 10 S

Optional activity

- Ask students to work in pairs. Ask them to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions then ask for ideas. Write the new questions on the board.
- Students choose the best ten questions to make up a new quiz, then do it in pairs.

2 Listen and order the lines. Sing. 42


- Focus attention on the picture. Ask *What are they doing?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.



Unit 5 Review **Lesson Eight**

1 Complete the quiz.

- 1 (noun) a thin plastic bag you use to carry shopping. What is the word?
- 2 Why can't the bird fly in the story?
- 3 Circle the correct word in this sentence. I've forgotten my bag, so I need to return / remove home to get it.
- 4 Correct the sentence. I think lots of people are living in eco homes in the future.
- 5 Correct the sentence. Liam will meeting his friend at two o'clock.
- 6 Correct the sentence. Do you think it is raining tomorrow?
- 7 What is the price for the A1 good as new competition?
- 8 (noun) a long, thin piece of shiny material that you can be around a present. What is the word?
- 9 Write 5 (suggestion) or R (reason). This will help save the planet. _____
- 10 Write 5 (suggestion) or R (reason). Why not recycle your rubbish? _____

2 Listen and order the lines. Sing. 

Reuse and recycle

- 1 bottles and boxes and ribbons and jars. Recycle your rubbish and make something new.
- Old books and magazines, tyres from cars.
- There are so many great things you can do.

Chorus:

- 1 Reuse and recycle, it's easy to do.
- You'll help save the planet and have lots of fun!
- Reuse and recycle, come on everyone!
- Let's use something old to make something brand new.

Verse two:

- 1 Keep your old clothes and your books and games, too.
- Recycle your rubbish, don't throw it away.
- Perhaps you can use it a different way.
- Friends will be happy to swap them with you.

Review Unit 5 53

- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.

ANSWERS

Verse one: (1) Bottles and boxes and ribbons and jars. (2) Old books and magazines, tyres from cars. (3) Recycle your rubbish and make something new. (4) There are so many great things you can do.

Chorus: (1) Reuse and recycle, it's easy to do. (2) Let's use something old to make something brand new. (3) Reuse and recycle, come on everyone! (4) You'll help save the planet and have lots of fun!

Verse two: (1) Keep your old clothes and your books and games, too. (2) Friends will be happy to swap them with you. (3) Recycle your rubbish, don't throw it away. (4) Perhaps you can use it a different way.

Optional activity

- Divide the class into two groups. Explain they are going to sing the song as a 'round'.
- Play the recording. Group A starts to sing the song first. Group B starts to sing the song when Group A has finished the second line.
- If this works well, divide the class into four groups.
- Group B starts to sing when Group A has finished the second line, Group C starts when Group B has finished the second line, and so on.
- Repeat with a different team starting the round.

Further practice

Workbook page 45

Unit 5 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 5 • Listen at home • Tracks 22–25 •

Track 26 (song)

Online Practice • Unit 5 • Review

Lesson One CB page 54

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

- Introducing vocabulary through a story

Materials

- CD 46, 47

Warmer 46

- Sing *Reuse and recycle* from Unit 5 Lesson 8.
- Play the song with books open for students to sing along.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *What will the children do? Will they ask the TV crew to go away?*
- Students compare and discuss their ideas.

1 Listen and read. What is the TV programme about? 47

- Focus attention on the pictures and the story. Ask prediction questions, e.g. *What are Libby and Ed doing? Who is the woman? What are they watching on TV?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What is the TV programme about?*
- Play the recording again. Ask comprehension questions, e.g. *What does the TV presenter decide to film? Who can have free visits to the wildlife park?*

ANSWER

It's about how the children helped clean up the wildlife park.

2 Listen to the story again and repeat. Act. 47

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Presenter and Woman.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story, then ask one or two groups to act out the story for the class.

6 Crazy about wildlife!

Lesson One Story

1 Listen and read. What is the TV programme about? 47

1

Libby Please don't film the river yet. It isn't clean.
Ed Can you film the aquarium or the reptile house first?

2

Presenter I'm Karen. I'm the presenter. What happened to the river?
Kate Someone dumped lots of rubbish in it. We're helping the park keepers to clean up and save the birds.

3 Five minutes later ...

Presenter OK, we're going to make a different programme. We're going to film you cleaning up. It will be a great show.
Ed Really? That's so exciting! We're going to be on TV!

4 Later that week ...

Presenter The children have worked hard all afternoon.
Kate Oh, look! There I am!

5

Fin And there's Libby!
Libby We're very glad that the river is safe again. Now we're going to take all the litter to the recycling centre.

6

Woman Thanks to the DSD Club for all their help. They can have free visits to the wildlife park any time.
Ed Wow, that's great! I'm going to go next weekend.
Libby Me too. But this time I'm not going to go in the river!

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The children don't want the TV crew to film the river / aquarium yet.
- The TV crew are going to make a different clean up / programme.
- The children are going to take all the litter to the reptile house / recycling centre.
- Ed is going to visit the park next month / weekend.

54 Unit 6 Crazy about wildlife!

Optional activity

- With books closed, ask the following questions about the story.
 - What do the children do to help in the wildlife park? (They pick up the litter and clean up the river.)*
 - What do the DSD Club get for working in the park? (free visits to the wildlife park)*
 - Does the TV crew film the aquarium? (No)*
 - When do the children watch the TV programme? (later that week)*
 - Who speaks on the TV programme? (Libby)*
 - When does Ed want to go to the wildlife park? (next weekend)*
 - Who doesn't want to go in the river again? (Libby)*
- Students can check their answers on Class Book page 54.

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 river 2 programme 3 recycling centre 4 weekend

Further practice

Workbook page 48

Online Practice • Unit 6 • Story

Words

Learning outcomes

- To learn words for talking about a wildlife park
- To learn words with the suffixes *-er* and *-or*

Language

Words: *insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium*

Working with words: *keep, keeper, present, presenter, sing, singer, invent, inventor, act, actor, visit, visitor* (Class Book); *teach, teacher, direct, director, help, helper, calculate, calculator* (Workbook)

Materials

CD 48-49

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who did the TV crew film? Who spoke on the TV programme?*

Lead-in

- Ask students if they have ever been to a wildlife park. Ask *What are your favourite animals? Have you ever seen a dolphin / tiger / elephant?*

1 Listen and repeat. 48

- Ask students to open their Class Books and look at the picture and words in Exercise 1.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

Culture note: Longleat Park

Longleat Park, in south west England, was the first 'safari park' to open outside Africa, where people could drive through the park and see wild animals such as lions, tigers and giraffes walking freely among the trees and plants.

Visitors can drive through the park in their cars, but there are lots of rules. People can't drive through the park in open-topped cars or motorbikes and they are only allowed to get out of their cars in certain areas of the park. In most areas it's too dangerous!

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 aviary 2 pool 3 picnic area 4 reptile house
5 aquarium 6 gift shop

Lesson Two Words

1 Listen and repeat. 48

2 Write the words.

1 You can see lots of birds here. aviary 2 Penguins swim in this. _____
3 You can have lunch here. _____ 4 You can see snakes and lizards here. _____
5 There are lots of fish here. _____ 6 You can buy postcards and T-shirts here. _____

Working with words

We add the suffixes *-er* or *-or* to some verbs to make nouns:

verb	keep	present	sing	invent	act	visit
noun	keeper	presenter	singer	inventor	actor	visitor

3 Listen and repeat. 49

4 Write.

1 Let's help the park keeper (keep) to clean up the litter.
2 I'm going to _____ (invent) a recycling machine.
3 Welcome to the wildlife park. You're our first _____ (visit) today.
4 I want to _____ (present) a TV show when I'm older.

Words Unit 6 55

3 Listen and repeat. 49

- Before doing the activity, focus attention on the *Working with words* section. Go through the sentence and the example words in the list with the suffixes *-er* and *-or*.
- Ask students to look up the nouns in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*presenter*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

Optional activity

- Play *Bingo* to practise nouns with the suffixes *-er* and *-or*.
- Write a list of verbs from the Class Book and Workbook on the board, e.g. *keep, present, sing, invent, act, visit, teach, direct, help, calculate*. Students draw a 3 x 3 grid and write a verb from the list in each square.
- Call out the corresponding nouns in random order, e.g. *keeper*. Keep a record of the words as you say them.
- Students cross off the matching verbs. The first to complete a line of three shouts *Bingo!* Check spellings.

4 Write.

- Read the first sentence and point to the example.
- Check students understand they have to complete the sentences with the correct form of the word in brackets.

ANSWERS

- 1 keeper 2 invent 3 visitor 4 present

Further practice

Workbook page 49

Student Website • Unit 6 • Words, Working with words

Online Practice • Unit 6 • Words

Lesson Three CB page 56

Grammar 1


Learning outcomes

- To use *going to* to talk about future plans or intentions
- To write sentences using *going to*

Language

Core: *My class is going to adopt a tiger.*

Materials

CD  46; one sheet of paper per student (optional)

Warmer

- Play *Target words TPR* (see page 24) to energize the class.

Lead-in

- Point to the photo in Exercise 1 and ask *What animal is this? (a tiger)*. Elicit or teach the word *cub*.
- As an open class activity, tell students they must ask as many questions as possible about the tiger cub, e.g. *Where is it from? What does it eat? Can it swim? What colour is it? Does it drink water? How big is a tiger cub? Are they dangerous?*

1 Listen and read. What are they going to do?

 50

- Play the recording. Students follow the words in their books. Ask the gist question *What are they going to do?*

ANSWERS

The classes are going to adopt wild animals. The boy's class is going to adopt a tiger.

- Play the recording a second time. Explain any new words.
- Ask comprehension questions, e.g. *What wild animal are they going to adopt? Where are the animals going to stay?*

2 Read and learn.

- Focus attention on the rule and example sentences in the text box. Give students a minute to study the rule.
- With books closed give some more examples and ask questions to check understanding. Elicit more examples.
- Ask students to find more examples of *going to* for future plans and intentions in the story in Lesson 1.

3 Complete the sentences. Use *going to*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *going to* and the correct form of the verbs in brackets.


ANSWERS


- 1 are going to visit 2 isn't going to watch
3 aren't going to take 4 'm going to buy
5 isn't going to clean 6 are going to have

4 Write sentences about Ellie and Carl. Use *going to*.


- Focus attention on the pictures. Explain that the pictures represent Ellie and Carl's plans for the following week.

Lesson Three Grammar 1

1 Listen and read. What are they going to do?  50



The classes in my school are going to adopt wild animals. The animals aren't going to live in our houses. They are going to stay in the zoo. We are going to give some money to the zoo to look after the animals. My class is going to adopt a tiger, because they're beautiful animals.



2 Read and learn.

going to

Use *going to* to talk about future plans or intentions.




My class is going to adopt a tiger. The animals aren't going to live in our houses.


3 Complete the sentences. Use *going to*.


- We are going to visit (visit) our cousins this weekend.
- Harry isn't going to watch (not watch) a film tonight.
- Mum and Dad aren't going to take (not take) us to the zoo on Saturday.
- I 'm going to buy (buy) a new CD tomorrow.
- Katie isn't going to clean (not clean) her room this evening.
- You are going to have (have) lots of fun at the party tomorrow.


4 Write sentences about Ellie and Carl. Use *going to*.


help their mum send some emails watch a film have a piano lesson
visit a wildlife park play basketball








Saturday


Monday


Tuesday


Wednesday


Thursday


Friday

1 Ellie and Carl are going to visit a wildlife park on Saturday.

56 Unit 6 going to: plans and intentions Complete Grammar Time Exercise 1 on page 119 of Workbook 5.

- Ask a student to read the example. Check students understand they have to make sentences with *going to* and the prompts.
- Let students complete the exercise, then check answers.

ANSWERS

- Ellie and Carl are going to visit a wildlife park on Saturday.
- Ellie is going to have a piano lesson on Monday.
- Carl is going to help his mum on Tuesday.
- Carl is going to play basketball on Wednesday.
- Ellie and Carl are going to watch a film on Thursday.
- Ellie is going to send some emails on Friday.

NOTE: Ask students to complete the first Unit 6 Grammar Time exercise on page 119 of the Workbook.

Optional activity

- Ask students to work in pairs. Hand out one sheet of paper to each student.
- Draw a seven-day diary on the board for students to copy. Ask the students to give their diary to their partner. Each student must write one activity for every day of the week, either in the morning or evening, without letting their partner see what they have written.
- When they have finished, students swap their diaries and take turns to ask and answer questions about their plans for that week.
- Ask a few pairs to ask and answer questions for the class.

Further practice

Grammar Time, Workbook page 119

Workbook page 50

Student Website • Unit 6 • Grammar 1

Online Practice • Unit 6 • Grammar 1

Lesson Four CB page 57

Grammar 2

Learning outcomes

To use *going to* to make predictions about things we can see

To ask and answer questions using *going to*

Language

Core: *It's going to fall.*

Materials

CD  51

Warmer

- Play *Wrong word* (see page 25) to energize the class and revise *going to* from the previous lesson.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Does Chip try to help? 51

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does Chip try to help?*

ANSWER

Yes, he does.

- Play the recording a second time. Ask comprehension questions, e.g. *Where is Professor's cat? What does Chip do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rules. With books closed elicit more examples to check understanding.
- Ask students to find more examples of *going to* to make predictions about things we can see in the story in Lesson 1.

3 Match the sentences and pictures.

- Ask students to look at the pictures and read the sentences silently.
- Look at the example and explain that they have to match each sentence with the correct picture. Students do the exercise individually.


ANSWERS


1 c 2 d 3 a 4 b

4 Ask and answer.


- Focus students' attention on the pictures. Ask two students to read the speech bubbles for the class.
- Check students understand the exercise, then ask them to work in pairs. Students take turns to ask and answer

Lesson Four Grammar 2


1 Listen and read. Does Chip try to help?  51



Oh dear. My cat is in the tree and it can't get down. It's going to fall!



Look! Chip is going to help my cat. He's going to climb the tree.



Oh dear. The cat is safe, but Chip can't get down. Silly Chip. He's going to be there all day.
Er... Help?

2 Read and learn.





going to

Also use *going to* to make predictions about things we can see.

It's going to fall. He's going to climb the tree.

3 Match the sentences and pictures.


- It's going to rain.
- They're going to play football.
- She's going to water the plants.
- He's going to watch a film.








4 Speaking Ask and answer.


ride a camel feed the penguins wash the elephants
visit the reptile house jump into the pool buy a gift


What is Jonny going to do?
She's going to feed the penguins.



Jonny


Mike and Nina


Flip


Steve


Rob and Gary


Lisa

Complete Grammar Time Exercise 2 on page 119 of Workbook 5. going to predictions Unit 6 57

questions about the pictures using *going to* and the prompts in the word pool.

- Ask a few pairs to ask and answer questions for the class.

NOTE: Ask students to complete the second Unit 6 Grammar Time exercise on page 119 of the Workbook.

Optional activity

- Play a miming game. Tell students to write an activity on a small piece of paper and then to fold the paper over, e.g. *drink tea, feed the cat, climb a tree, pick up litter, eat an ice cream, ride a horse, make a sandwich*. If necessary brainstorm some activities first.
- Collect all the pieces of paper and put them in a box, or bag. Then go around the class and ask students to pick out a piece of paper from the box or bag.
- Tell students they are now going to mime the action on their piece of paper for the class to guess.
- Students guess the actions and call out full sentence answers, e.g. *Nina's going to climb a tree*.

Further practice

Grammar Time, Workbook page 119

Workbook page 51

Language practice worksheet, Unit 6, Teacher's Resource Centre

Student Website • Unit 6 • Grammar 2

Online Practice • Unit 6 • Grammar 2

Skills Time!

Skills development

Reading: read an article 'Gorilla Kingdom'; identify true and false sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *waterfalls, enclosure, warm rocks, hills, plants, birds, naughty, habitat*

Materials

CD 52

Warmer

- Play *Time's up!* (see page 25) to energize the class and revise words from the unit so far.

1 Look at the article and the photos. Where do you think the gorillas are?

- Ask students to look at the pictures. Ask *Where do you think the gorillas are?* Encourage students to share their ideas.

2 Listen and read. 52

- Tell students they are going to listen to the text. Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *What is the Gorilla Kingdom like? Which gorilla likes small children? What are they hoping to have at Gorilla Kingdom soon?*

Optional activity

- Tell students they are going to play a guessing game. You are going to say sentences describing the gorillas in *Gorilla Kingdom*, and they have to guess which gorilla you are describing.
- Give students one minute to skim read the text again.
- With books closed, write the names of the three gorillas on the board: *Zaire, Effie, Jookie*.
- Say different sentences describing the gorillas. *She is the youngest gorilla. (Jookie) She is 39 years old. (Zaire) She used to live in Germany. (Effie) She is very playful. (Zaire)* etc.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.


Skills Time!

Lesson Five

Reading

1 Look at the article and the photos. Where do you think the gorillas are?
2 Listen and read. 52

Gorilla Kingdom



The Zoological Society of London (ZSL) tries to breed endangered species and prevent animals from becoming extinct. This is important work because we can learn a lot from wild animals, but when they are extinct they are gone forever.


Seven years ago, the ZSL opened Gorilla Kingdom, a wonderful gorilla enclosure at London Zoo with waterfalls, warm rocks, hills, plants and birds. Today, three gorillas live in Gorilla Kingdom.

Zaire is 39. She has been at London Zoo since 1984. She is very playful, but she is sometimes naughty too. Zaire can often be shy – it takes time for her to get to know new people, but she always makes friends in the end!

Effie is 21. She used to live in Germany, but she arrived at London Zoo in 2007. Effie loves small children and she always greets them when they come and visit.

Jookie is the youngest gorilla at London Zoo. She's only 14 years old. Jookie is very funny. She often steals Zaire's food, but Zaire doesn't mind. She thinks Jookie is wonderful.

In the wild, the main threat to gorillas is loss of habitat. The ZSL hopes that the enclosure will make the gorillas feel happy and safe. They are hoping to have a baby gorilla at Gorilla Kingdom soon. It will be the first step to increasing the gorilla population.



3 Read again and write True or False.

1 The ZSL tries to breed endangered species.	True			
2 Three gorillas live at Gorilla Kingdom.	_____	3 Zaire is sometimes naughty.	_____	4 Effie is the youngest gorilla at London Zoo.
5 Jookie often steals Zaire's food.	_____	6 There is already a baby gorilla at Gorilla Kingdom.	_____	_____

58 Unit 6 Reading an article

Optional activity

- Ask students to work in groups of five. Students choose a paragraph each. They read the text aloud to each other, with each student reading their paragraph in order.
- Students swap paragraphs and repeat, to increase confidence and familiarity with the text.

3 Read again and write True or False.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True or False*.
- Students do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 True 2 False 3 True 4 False 5 True 6 False

Culture note: British people and animals

British people are well known for being devoted to animals and animal welfare. More than 50% of people have pets.

There are hundreds of different animal welfare charities in Britain that work to promote compassionate attitudes towards caring for wild, farm and domestic animals.

The most famous charities are probably the RSPCA (The Royal Society for the Prevention of Cruelty to Animals), which was set up in 1824, and the RSPB (The Royal Society for the Protection of Birds).

Both organizations rescue badly treated animals and birds, and promote compassionate attitudes towards animal and bird care and husbandry.

Further practice

Workbook page 52

Online Practice • Unit 6 • Reading

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: complete fact files

Speaking: ask and answer questions about animals

Language

Words in context: *extinct, species, endangered, prevent, wild, population, circus, threat* (Class Book); *research, habitat, donation, adopt* (Workbook)

Materials

CD 53

Warmer

- Play *Definitions* (see page 25) to energize the class and revise words from the previous lesson.

Lead-in

- Write the names of the four gorillas from Gorilla Kingdom on the board: *Bobby, Zaire, Effie, Jookie*.
- With books closed ask students what they can remember about the four gorillas. Write notes on the board and try and elicit some of the new vocabulary in the answers. (*wild, circus, threat, extinct, endangered species*)

1 Find the words in the article to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 58 and match the underlined words in the text to the definitions in Exercise 1 on page 59.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

ANSWERS

1 **extinct** 2 **species** 3 **endangered** 4 **prevent** 5 **wild**
6 **population** 7 **circus** 8 **threat**

2 Listen. What are the men talking about? 53

- Tell students they are going to hear a recording. Explain that they have to listen and identify what the people are talking about.
- Play the recording all the way through.
- Elicit the answer from the class.
- Repeat if necessary.

ANSWERS

endangered species

Transcript

(See Teacher's Book page 141.)

Words in context Lesson Six




1 Find the words in the article to match the definitions.

1 **extinct** adj If a type of animal becomes this, all the animals die so there are no more.
2 **noun** a type of animal, bird or plant
3 **adj** If a type of animal, bird or plant is this, it is disappearing and in danger of becoming extinct.
4 **verb** to stop something from happening
5 **adj** If an animal is this, it lives in nature, not in a zoo or a wildlife park.
6 **noun** how many of a type of animal there are in the world
7 **noun** a show that a group of people does in a big tent, sometimes with animals
8 **noun** a danger to something, for example to a type of animal

Listening

2 Listen. What are the men talking about? 53

3 Listen again and complete.

 Name: Giant Panda Type of animal: mammal Size: 150–180 centimetres long Weight: 80–151 kilograms Lives: hills and ¹ _____ Threat: loss of habitat	 Name: Great Green Mallow Type of animal: ² _____ Size: 85–90 centimetres long Weight: ³ _____ kilogram Lives: rainforests Threat: loss of habitat	 Name: Southern Bluefin Tuna Type of animal: fish Size: up to ⁴ _____ centimetres long Weight: up to 910 kilograms Lives: ⁵ _____ Threat: fishing
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Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you like animals?	_____	Yes, I do. / No, I don't.
What's your favourite animal?	My favourite animal is the _____	gorilla / pomot / panda
What does your favourite animal look like?	It's _____ It's got _____	big / small / (black and white) / four legs / a (big) (body) / wings
Where does it live?	It lives in _____	rainforests / mountains / the jungle

Words in context: Gorilla kingdom, listening and speaking Unit 6 59

3 Listen again and complete. 53

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write the missing information as they hear it.

ANSWERS

1 **180** 2 **mountains** 3 **bird** 4 **one** 5 **430** 6 **oceans**

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favourite animal is the giraffe*.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.

Further practice

Workbook page 53

Speaking skills worksheet, Unit 6, Teacher's Resource Centre

Student Website • Unit 6 • Words in context

Online Practice • Unit 6 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: identify topic sentences and paragraphs
 Writing outcome: write an article (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 6; a copy of the text from poster 6, Teacher's Resource Centre, for each student; sheets of paper, coloured pencils (optional)

Warmer

- Revise some of the information and vocabulary from the previous lesson. Draw a three-column grid and write *Giant Panda*, *Great Green Macaw* and *Southern Bluefin Tuna*.
- With books closed, ask questions to elicit information about the animals.
- At the end, students can check their answers on page 59.

Poster 6: A magazine article

- Hand out photocopies of the poster text to each student. Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss their ideas.
- Read the first and second text boxes on the left to the class and ask students to identify the paragraphs. Read the first text box on the right and ask students to predict what each paragraph might be about, based on the topic sentences.
- Read the second and third text boxes on the right and ask students to find examples of *and* and *but*.
- Read the fourth text box on the right and ask students to identify the adjectives. Elicit more examples of adjectives.
- Tell students they are now going to read the magazine article. Choose four students to read the text to the class.
- Ask students the 'After reading' questions. Compare and discuss some of the students' answers with the class.

Optional activity

- Ask students to work in pairs. Hand out a sheet of paper and coloured pencils to each pair. Ask them to write a magazine article about one of the animals in Lesson 6. They should draw pictures to illustrate the article.
- Compare and discuss the magazine articles with the class and display them around the classroom.

1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

ANSWER
 a wildlife magazine

Skills Time!
 Lesson Seven

Writing

1 Look at the text. Where do you think it is from?
 2 Read.

Save the tiger
 Tigers are large, beautiful animals. They are wild cats with orange and black stripes. Tigers live in forests. They eat meat and they hunt other animals for food.
 Tigers are an endangered species. A hundred years ago, there were 100,000 tigers in the world. Today, there are only about 5,000 tigers left. They live in India, China, Indonesia, Russia and some other countries in Asia.
 Sadly, there are many threats to the tiger population. People hunt tigers for their beautiful fur. Another threat to tigers is loss of habitat, because people cut down trees in the forests and the tigers have nowhere to live.
 Organizations all over the world are trying to increase the tiger population. An organization called Save China's Tigers is going to take Chinese tiger cubs from zoos and teach them how to hunt. Then they are going to release the tigers into the wild.

3 Read again and answer the questions.
 1 How many tigers are left in the world?
 2 Why are tigers endangered?

Topic sentences and paragraphs
 Look at the highlighted sentences in the text. These are topic sentences. We use a topic sentence at the beginning of a paragraph. It tells us what the paragraph is going to be about.
 Tigers are large, beautiful animals. They are wild cats ...

4 Match the topic sentences and paragraphs.
 1 The Black Rhino is a very large animal. b
 2 Sadly, Black Rhinos are endangered.
 3 The main threat to the Black Rhino is hunting. c
 4 The World Wildlife Fund is working hard to save the Black Rhino. d

5 Complete the writing task on page 54 of Workbook 5.

Unit 6 Writing topic sentences and paragraphs

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation of difficult words where necessary.
- Discuss the text with the class and ask comprehension questions, e.g. *Where do tigers live?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions. Give students a minute to check the text.

ANSWERS

- 1 about 5,000
- 2 People hunt them, and people cut down trees in the forests and the tigers have nowhere to live.

4 Match the topic sentences and paragraphs.

- Before doing the activity, focus attention on the text box.
- Go through the rules and the example sentence with the class. Check that students understand how to identify topic sentences.
- Students complete the exercise. Point to the example and explain that they have to match the topic sentences and the paragraphs.

ANSWERS

- 1 b 2 d 3 a 4 c

5 Complete the writing task on page 54 of Workbook 5.

- Students now do the writing task on Workbook page 54. Go through the exercises with them first if necessary.

Further practice

Workbook page 54
 Writing skills worksheet, Unit 6, Teacher's Resource Centre
 Online Practice • Unit 6 • Writing

Lesson Eight CB page 61

Unit 6 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 54

Warmer

- To revise words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 61, but they may not refer to the unit when answering the questions.

ANSWERS

1 aquarium 2 to the recycling centre 3 keeper
4 is going to buy 5 are going to play 6 are going to fall
7 2003 8 species 9 1 Dolphins are very clever animals.
2 They can do tricks and they can learn new things.
10 1 Penguins are very large birds. 2 Some penguins are over 100 centimetres tall.

2 Listen and write. Sing. 54

- Focus students' attention on the picture. Ask *What animals and birds can you see?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

1 going 2 I'll 3 pandas 4 wildlife 5 species 6 take
7 jungle 8 sing

Unit 6 Review
Lesson Eight

1 Complete the quiz.

1 (noun) a building in a zoo where you can see fish and other water animals. What is the word?

2 Where do the children take all the litter in the story?

3 Circle the correct word in this sentence. A park keep / keeper looks after a park.

4 Complete the sentence with going to. Mum is at the supermarket. She _____ (bring) some food.

5 Complete the sentence with going to. The boys are in the garden. They _____ (play) tennis.

6 Complete the sentence with going to. You are very tired. You _____ (fall) asleep.

7 When did Effie arrive at London Zoo?


8 (noun) a type of animal, bird or plant. What is the word?

9 Order the sentences. They can do tricks and they can learn new things. Dolphins are very clever animals.

10 Order the sentences. Penguins are very large birds. Some penguins are over 100 centimetres tall.

2 Listen and write. Sing. sing pandas take going jungle wildlife I'll species

Crazy about wildlife



I'm going to visit forests
To see tigers hunt and run.
Then I _____ go to the mountains
to see _____ in the sun.

Chorus:
I'm crazy about _____!
All _____, big and small.
I think they're just amazing
And I want to see them all!

I'm going to _____ a boat trip
To see dolphins swim and play
And when I'm in the _____
I'll hear parrots _____ all day.

Watch the DVD!

Review Unit 6 61

Optional activity

- Ask students to work in pairs. Tell them they are going to rewrite all three verses of the song. Tell them to substitute different key words only. Point to line 1, and elicit a new word instead of *forests*.
- Do the same for *mountains* in line 3. Remind students to choose a word or words with the same number of syllables as the original word. Remind them also that lines 2 and 4 of each verse must rhyme.
- Give students three or four minutes to rewrite their verses.
- Ask some pairs to read their new verses to the rest of the class.

Further practice

Workbook page 55

Values 2 Worksheet, Teacher's Resource Centre

Unit 6 test, Teacher's Resource Centre

Skills Test 2, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 6 • Listen at home • Tracks 27–30 •

Track 31 (song)

Online Practice • Unit 6 • Review

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Unit 6 79

Fluency Time! ②

Everyday English CB page 62

Learning outcomes

To learn some useful language for expressing opinions

Language

I (don't) think ... I agree ... That's true. You're right. I'm sorry, but I don't agree ... I see your point, but ... I don't think so.

Materials

CD 55–56; Fluency DVD Fluency Time! 2 (optional)

Warmer

- Tell the class they are going to learn some useful language for expressing opinions.
- Write the headings and phrases from the box in Activity 1 on the board. State an opinion, e.g. *I think (the telephone is the most important invention / the car is the safest way to travel*. Invite students to agree or disagree with you, using the phrases on the board.

1 Listen and read. 55

- Focus on the pictures. Ask students who they can see in the pictures (*Layla and Zaid*), where the characters are (*in a garden / park*) and what they are doing (*Zaid is reading a book and Layla is looking at a tablet*).
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Listen and complete the table. 56

- Focus on the table and explain that students should listen and tick to show whether Ben and Megan agree or disagree with each statement. Tell students to listen for the highlighted phrases in the box.
- Play the first part of the recording and focus on the example. Then play the rest of recording, pausing for students to complete the table.
- Ask questions, e.g. *Does (Layla / Ben) think that dolphins are clever?* Encourage short answers, e.g. *Yes, (he/she) does*.

Transcript

(See Teacher's Book page 141.)


ANSWERS

1 Ben and Layla agree. 2 Megan agrees. Ben disagrees. 3 Ben agrees. Layla disagrees. 4 Megan disagrees.

Fluency Time! ②

Everyday English

1 Listen and read. 55




We use these phrases to give our opinions and to agree or disagree with other people's opinions.

Expressing your opinion	Agreeing	Disagreeing
I (don't) think ...	I agree ...	I'm sorry, but I don't agree ...
	That's true.	I see your point, but ...
	You're right.	I don't think so.

2 Listening Listen and complete the table. 56

	Ben		Megan	
	Agree	Disagree	Agree	Disagree
1 Dolphins are clever.	✓		✓	
2 Sharks are scary.				
3 Snakes are horrible.				
4 Wolves are beautiful.				



3 Speaking Ask and answer. Use the prompts or your own answer.

wolves / tigers / lions / snakes / sharks / dolphins / spiders / lions / monkeys	Do you think snakes are horrible?	Yes, I do. / No, I don't.
scary / funny / clever / beautiful / horrible / interesting / friendly / dangerous	Why?	Because I think they are ...
I see your point, but I think ... / I agree. / I don't agree.		

Watch the DVD!

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out an example dialogue with you. Read the speech bubbles on the left and ask the volunteer to read out the speech bubbles on the right, choosing an answer for the first speech bubble and completing the gap in the second speech bubble with one of the prompts.
- In pairs, students act out dialogues with their partner.

Optional activity

- Write these headings on the board: *the most important invention, the best singer, the most delicious food, the most exciting sport, the best pet, the most interesting subject*.
- Choose two volunteers. One makes a statement, e.g. *I think the computer is the most important invention*. The second disagrees, e.g. *I disagree. I think the plane is the most important invention*. Each student gives a reason why their choice is best, using language from the box.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 2 Everyday English for children to watch and listen.
- Play Watch and answer! for students to watch the scene again and answer the questions.

Further practice

Workbook page 56

Everyday English phrase bank, Workbook page 124

Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

Project CB PAGE 63

Learning outcomes

- To make a map of a wildlife park
- To practise expressing opinions

Language

- I (don't) think ...*
- I agree ... That's true. You're right.*
- I'm sorry, but I don't agree ... I see your point, but ... I don't think so.*

Materials

Fluency DVD Fluency Time 2 (optional); Fluency Project 2 (see Teacher's Resource Centre) (one set of templates for each child); completed map; coloured pens / pencils / crayons, scissors and glue for each group of children

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on Class Book page 62. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 2. If you don't have time for the DVD, read the dialogue on Class Book page 62.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a map of a wildlife park.


- See Teacher's Book page 160 for detailed instructions on how to make the poster.
- Focus on the picture. Ask students what it shows (*a map of a wildlife park*) and what they can see on the map.
- Hand out copies of the map template and the noticeboards template (see Fluency Project 2, Teacher's Resource Centre). Check students have coloured pencils, scissors and glue.
- If you prefer, students can work in pairs to prepare one map between them.
- Read out the instructions next to the map in Activity 1. Show the class your own completed map and ask questions about it, e.g. *Where is the name of the wildlife park? What animals can you see? How many noticeboards are there?*
- Move around the class as students work, asking questions, e.g. *What animals are in your wildlife park? What's the name of your wildlife park? What facts do you know about (tigers)?*

NOTE: If you do not have time to use photocopies in class, ask students to draw their maps on a piece of paper.

3 Use your park to discuss the animals. Ask and answer.

- Focus on the photos. Tell students they are going to use their park maps to act out dialogues with a friend. They will take turns to ask about their partner's park, then express their opinions about different animals.
- Act out the example dialogue with a volunteer.

Project

1 Look at the story again. Act. 

2 Make a map of a wildlife park.

- 1** Think about which animals you will include in your wildlife park and where each animal will be.
- 2** Draw a map of your wildlife park. Show how visitors can walk around the park.
- 3** Find out facts about each of the animals in your wildlife park. Write the facts on the noticeboards, then cut them out and stick them next to each animal.

3 Speaking Use your park to discuss the animals. Ask and answer.

Are there any tigers in your wildlife park?

I don't think so. I think wolves are scarier than tigers.

I see your point, but I don't think you'll ever meet a tiger in the wild!

Yes, there are. I think tigers are the scariest animals in my wildlife park.

I'm sorry, but I don't agree. Wolves aren't as strong or as fast as tigers.

That's true!


4 Speaking Tell the class about your project.

What is your wildlife park called?

What animals are there in your park?

What do you and your friend think about the animals?

My wildlife park is called 'Animal Adventure'. There are tigers, wolves, elephants, dolphins and gorillas. I think the tigers are the scariest animals, but Maria disagrees with me. She thinks ...



Project: a wildlife park map 63

- Students then talk in pairs. Encourage them to compare and contrast different animals and express their opinions about the animals.
- Ask some pairs to act out dialogues for the class.

4 Tell the class about your project.

- Ask a volunteer to read out the example speech bubble, then invite students to tell the class about their wildlife parks. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Divide the class into two teams. Ask a student from Team A to use one of the facts on their map to ask a question, e.g. *Which animals have long teeth called tusks?* Ask a student from Team B to answer the question.
- Repeat with students from each team in turn asking questions. Award one point for each correct answer. The team with the most points wins.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 2 Scenes 1–3 again to review the language of the Fluency Time! 2 lessons.
- The students can now complete the DVD Practice page in the Workbook (WB page 57). Play each DVD scene again for students to complete the activities.

Further practice

Workbook page 57

Writing portfolio worksheet, Units 4–6, Teacher's Resource Centre

Fluency Time! 2 test, Teacher's Resource Centre

Progress test 2, Teacher's Resource Centre

 **Fluency DVD • Fluency Time! 2**

Lesson One CB page 68

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

- Introducing vocabulary through a story

Materials

- CD 54, 59

Warmer 54

- Tell students they are going to sing the song *Crazy about wildlife* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

Lead-in

- Play *Miming snap* (see page 24) to energize the students and revise body parts vocabulary. You may wish to use this vocabulary later in the unit.

1 Listen and read. What are the children doing in picture 5? 59

- Focus students' attention on the pictures and the story. Teach the word *ambulance*. Ask prediction questions about the story. Ask *Who is Libby with? What has the man done? Has he hurt his arm?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in picture 5?*

ANSWER

Libby is helping a man. Kate is calling an ambulance.

- Play the recording a second time. Ask more questions to check comprehension, e.g. *What did the children do at the DSD Club today? What has the man done? Who is Jim Fisher?*

Optional activity

- Write the following sentences, which describe scenes from the story, on the board.
- With books closed, ask students to read these sentences describing the story and to put them in the correct order.
 - The paramedic talks to the man. (7)*
 - A man falls off his bike. (4)*
 - The children do a first aid course. (1)*
 - Kate calls an ambulance. (6)*
 - Ed looks at the first aid kit. (3)*
 - Ed thinks about being a doctor. (2)*
 - Libby helps the man. (5)*
- Students work individually or in pairs.
- They can check their answers on Class Book page 68.

7 Call an ambulance!

Lesson One Story

1 Listen and read. What are the children doing in picture 5? 59

1

Libby DSD Club was great today. I've always wanted to do a first aid course.
Kate Me too. The teacher said you were very good at it. Maybe you'll be a doctor one day.

2

Ed I don't think I'll be a doctor. I couldn't put on bandages very well!

3

Ed These first aid kits are really cool. We've got plasters and slings ...
Kate Put them away, Ed. We don't need them now.
Fin Yes, we do. Look!

4

Kate Oh no! He's fallen off his bike! Are you OK?
Man No. My leg really hurts!
Ed It's OK. We know first aid.

5

Libby The teacher told us it was important to support a patient's head. Here, we can use my jumper.
Kate I've got my mobile phone. I'm calling an ambulance now.

6

Paramedic You haven't broken any bones, but you need to go to hospital. Thanks, kids. You're my heroes! Come and visit me in hospital.
Man Do you know who that is? It's Jim Fisher! He's the best footballer in town!

2 Listen to the story again and repeat. Act.

3 Read again and write the words. course hospital ambulance Libby

1 The children have just done a first aid COURSE. 2 _____ was very good at first aid.

3 Kate calls on _____. 4 The man is going to _____.

68 Unit 7 Call an ambulance!

Optional activity

- Write the following words on the board one by one:
- ambulance (frame 5), first aid kit (frame 3), bandage (frame 2), sling (frame 3), leg (frame 4), patient (frame 5), bone (frame 6), plaster (frame 3), head (frame 5), hospital (frame 6)*
- With books open on page 68, students skim the story and call out the frame in which the words occur.

2 Listen to the story again and repeat. Act. 59

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Man and Paramedic.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups. then ask one or two groups to act out the story for the class.

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with the words from the word pool.
- Let students complete the exercise, then check answers.

ANSWERS

1 course 2 Libby 3 ambulance 4 hospital

Further practice

Workbook page 58

Online Practice • Unit 7 • Story

Words

Learning outcomes

- To learn words for talking about first aid
- To learn phrasal verbs

Language

Words: burn, first aid kit, bruise, bandage, cut, sling, patient, plaster

Working with words: put on, take off, put away, get out, put down, pick up (Class Book); look after, hand out, drop off, cheer up (Workbook)

Materials

CD 60–61; sheets of paper (optional)

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What have the children done? Who fell off his bike? Who called the ambulance?*

Lead-in

- Ask students *Where does an ambulance take you? Why? Who works in a hospital? (doctors, nurses, cooks, cleaners).* Elicit as much information as you can by asking lots of questions.

1 Listen and repeat. 60

- Ask students to open their Class Books and look at the picture and words.
- Play the recording. Students listen and repeat in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 cut 2 bruise 3 first aid kit 4 burn 5 sling
6 patient

Optional activity

- Tell students you are going to say some situations. Ask students to tell you what to do or what you need.
- Say e.g. *I've got a cut on my finger. I've broken my arm. I've got a cut on my knee. I've got a burn on my hand.*
- Students call out answers, e.g. *You need a plaster. You need a sling. Put your hand in water.*

3 Listen and repeat. 61

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to each picture and say the phrasal verbs.

Lesson Two Words

1 Listen and repeat. 60



2 Write the words.

- cut noun a hole in your skin, where you have hurt yourself
- bruise noun a place where your skin is purple, blue or green, where you have hurt yourself
- first aid kit noun a box with plasters and bandages in it, to help you when you hurt yourself
- burn noun a place where fire or heat has hurt your skin
- plaster noun a piece of material you tie around your neck to hold your arm when you hurt it
- patient noun a person who sees a doctor because he / she is ill or hurt

Working with words

Phrasal verbs



3 Listen and repeat. 61

4 Read and circle.

- Please pick on / cut your clothes from the floor.
- He put down / up the box because it was very heavy.
- Please put on / away your toys now.
- We put on / down sun cream so we don't get sunburn.

Words Unit 7 69

- Give students two or three minutes to study the information.
- Ask students to look up the phrasal verbs in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list (*put on, put away*).
- Play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

Optional activity

- Play a miming game. Ask students to work in pairs. Tell them to take it in turns to mime an action using the phrasal verbs in the list.
- Students guess the actions and call out full sentence answers, e.g. *You're putting on your shoes.*

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 up 2 down 3 away 4 on

Further practice

Workbook page 59

Student Website • Unit 7 • Words, Working with words

Online Practice • Unit 7 • Words

Lesson Three CB page 70

Grammar 1


Learning outcomes

- To use reported speech to report what somebody said.
- To ask and answer questions using reported speech

Language

Core: *He said he needed some bandages.*

Materials

CD  62; sheets of paper (optional)

Warmer

- Play *Order the letters* (see page 25) to energize the class and revise the vocabulary from the previous lesson.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. What does Chip do wrong?

 54

- Play the recording. Students follow the words in their books.
- Ask the gist question *What does Chip do wrong?*

ANSWER

He brings Professor some sandwiches, but Professor needs bandages.

- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Professor need? What does Chip bring him?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the example direct speech sentence "*I need some bandages!*" in the cartoon strip.
- Give students a minute to study the rules. Point out the way direct speech is transformed to reported speech by changing the present tense to the past.
- With books closed elicit more examples from the class to check the students' understanding.


3 Read and circle.


- Ask students to look at the speech bubbles and the reported speech sentences.
- Look at the example and explain that they have to read the speech bubbles and then circle the correct word in each reported speech sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 was 2 wanted 3 was watching 4 were going

Lesson Three Grammar 1

1 Listen and read. What does Chip do wrong? 



2 Read and learn.

Reported speech

Use reported speech to report what somebody else said.

<p>Direct speech: "I need some bandages." In reported speech, we change the present to the past. "I need some bandages." "We're making some sandwiches."</p>	<p>Reported speech: He said he needed some bandages. He said he needed some bandages. He said he needed some bandages. They said they were making some sandwiches.</p>
---	---

3 Read and circle.


1 Julie is my best friend. Karen said Julie is (was) her best friend.

2 We want to stay at home. The children said they want / wanted to stay at home.

3 I'm watching TV. Helen said she was watching / watched TV.

4 We're going to a party. The boys said they are / were going to a party.

4 Speaking What did they say? Ask and answer.



70 Unit 7 Reported speech Complete Grammar Time Exercise 1 on page 119 of Workbook 5.

4 What did they say? Ask and answer.

- Focus students' attention on the picture. Ask them to read the speech bubbles on the left silently and match them to the people in the picture.
- Ask two students to read the example speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the picture using reported speech.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the first Unit 7 Grammar Time exercise on page 119 of the Workbook.

Optional activity

- Play a miming game. Tell students to write an activity on a small piece of paper and then to fold the paper over, e.g. *drink tea, feed the cat, climb a tree, pick up litter, eat an ice cream, ride a horse, make a sandwich*. If necessary, brainstorm some activities first.
- Collect all the pieces of paper and put them in a box or bag. Then go around the class and ask students to pick out a piece of paper from the box or bag.
- Tell students they are now going to mime the action on their piece of paper for the class to guess.
- Students guess the actions and call out full sentence answers using reported speech, e.g. *Nina said she was climbing a tree*.

Further practice

Grammar Time, Workbook page 119
 Workbook page 60
 Student Website • Unit 7 • Grammar 1
 Online Practice • Unit 7 • Grammar 1

Lesson Four CB page 71

Grammar 2

Learning outcomes

- To use *said* and *told* with reported speech
- To write sentences using reported speech

Language

Core: *Our teacher told us she had got a surprise for us. She said we were going to learn first aid.*

Materials

CD 63; a square piece of material that you can use to make a sling (optional)

Warmer

- Play *Miming snap* (see page 24) with the phrasal verbs.

Lead-in

- If you have a first aid kit in school, take it to class. If you don't, draw a life-size picture of one on a sheet of paper.
- Hold up the first aid kit (or your drawing) and ask students to tell you what is inside. Elicit *plaster* and *bandage*. Ask *What can you make with a bandage?* Elicit *a sling*.
- Ask a student to come to the front of the class and make a sling for him or her using your piece of material.
- Tell students you are going to listen to someone talking about first aid.

1 Listen and read. Who was coming to visit the school? 63

- Play the recording. Students listen to and follow the words in their books.
- Ask the gist question *Who was coming to visit the school?*

ANSWER

a doctor

- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *When did the doctor come to the school? What did the children learn?*

2 Read and learn.

- Focus attention on the rule and example sentences.
- Give students a minute to study the rules. Check students remember that we use *tell* when we are saying who we are talking to, e.g. *Our teacher told us she had got a surprise for us.*
- With books closed give some more examples and ask questions to check understanding. Elicit more examples.
- Ask students to find more examples of *said* and *told* in reported speech in the story in Lesson 1.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.


ANSWERS

1 told 2 told 3 said 4 told 5 said 6 said

Lesson Four Grammar 2

1 Listen and read. Who was coming to visit the school? 63

Last Monday, our teacher told us she had got a surprise for us. She told us a doctor was coming to the school the next day. She said we were going to learn first aid. We were all very excited. Our teacher said that it was important to know first aid so that we could help in an emergency.



2 Read and learn.

said / told

Use *said* and *told* with reported speech.

Our teacher told us she had got a surprise for us.

She said we were going to learn first aid.

When we use reported speech, we sometimes change the time words.

"A doctor is coming to the school tomorrow."


She told us a doctor was coming to the school the next day.

Direct speech:	Reported speech:
tonight, today	that night, that day
this week / month / year	that week / month / year
now	then
tomorrow	the next day
next week / month / year	the next week / month / year

3 Read and circle.

- Tim said / told me he felt ill.
- Our teacher said / told us we were going on a school trip.
- Mum said / told it was raining.
- Carla said / told her friend she was going to the party.
- Ben said / told he wanted to learn first aid.
- The boys said / told they were playing football.

4 Rewrite the sentences. Use reported speech.



1 Harry said he was going shopping the next day.

Reported speech: said / told Unit 7 71

4 Rewrite the sentences. Use reported speech.

- Focus attention on the picture and check that students can see who is speaking.
- Ask two students to read the speech bubbles.
- Look at the example. Check that students understand they have to rewrite the sentences in reported speech.

ANSWERS

- Harry said he was going shopping the next day.
- Suzy said it was cold that day.
- Harry and Suzy said that they were having a party the next week.
- Harry said he was having a guitar lesson the next day.
- Suzy said her mum wasn't working that week.
- Harry and Suzy said their friends were playing in the park then.

NOTE: Ask students to complete the second and third Unit 7 Grammar Time exercises on page 120 of the Workbook.

Optional activity

- Students write the sentences in Exercise 3 as direct speech.

ANSWERS

- "I feel ill."
- "You are going on a school trip."
- "It is raining."
- "I am going to the party."
- "I want to learn first aid."
- "We are playing football."

Further practice

Grammar Time, Workbook page 120

Workbook page 61

Language practice worksheet, Unit 7, Teacher's Resource Centre

Student Website • Unit 7 • Grammar 2

Online Practice • Unit 7 • Grammar 2

Skills Time!

Skills development

Reading: read a website page 'A day in the life of a firefighter'; answer questions about a text

Language

Recycled: vocabulary and structures seen previously

Extra: *crew, fire station, air crash, equipment, fire engine, window, ladder*

Materials

CD 64

Warmer

- Play *Twenty twenty* (see page 25) to energize the class and elicit the word *fireman* or *firefighter*.

1 Look at the website. Who do you think the text is about?

- Ask students to look at the pictures. Ask *Who do you think the text is about?* Encourage students to share their ideas.

2 Listen and read. 64

- Tell students they are going to listen to the text now.
- Play the recording all the way through as students read.
- Play the recording again, pausing at regular intervals. Check students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *Does Rob ever drive the fire engine? Who rescued the mother and daughter from the house that was on fire?*

Optional activity

- Tell students you are going to ask some questions about the text. They scan the text and find the answers.
When does Rob start work? (9 a.m.)
Where do the crew meet every morning? (in front of the fire station)
What were Rob and Jenny doing when they were called? (They were checking the equipment.)
What was the situation? (A house was on fire.)
Who did they find trapped in one of the bedrooms? (a mother and daughter)
What time was it? (eleven o'clock)

3 Read again and answer the questions.

- Ask students to read the questions silently.
- Look at the example and explain that they have to write short answers.

ANSWERS

- 1 No, he doesn't. 2 Yes, he does. 3 Yes, they do.
 4 No, they weren't. 5 No, they didn't. 6 Yes, they did.

Skills Time!
 Lesson Five

Reading

1 Look at the website. Who do you think the text is about?
 2 Listen and read. 64


A day in the life of a firefighter

Rob Elliot has worked as a firefighter for eight years and he loves his job. Rob's day starts at 9 a.m. Rob and the rest of his crew meet in front of the fire station to get their instructions for the day. "Every day is different," says Rob. "On some days, I drive the fire engine. On other days, I wear the breathing apparatus. I enjoy every part of my job."

Rob has rescued people from all kinds of situations. "We get called to road accidents, floods, rail and air crashes or chemical spills," says Rob. But firefighters do more than rescue people. They give first aid, and they clean up and check sites after an accident or disaster. They often work together with the police and paramedics. They also train people in fire safety.

Today, Rob and Jenny, another firefighter, were busy checking the equipment. But suddenly, there was a call. A house was on fire and there were two people trapped in an upstairs bedroom. The firefighters jumped into the fire engines and raced to the house. Rob and Jenny ran upstairs while the rest of the team used hoses to put out the fire. Rob and Jenny found a mother and daughter in one of the bedrooms. They opened a window and helped the mother and her little girl to climb down a ladder. Soon the fire was out and everyone was safe. "And it's still only eleven o'clock!" said Rob.





3 Read again and answer the questions.

1 Does Rob always drive the fire engine? No, he doesn't.
 2 Does Rob enjoy his job? _____
 3 Do firefighters give first aid? _____
 4 Were the people trapped downstairs? _____
 5 Did Rob and Jenny use hoses to put out the fire? _____
 6 Did Rob and Jenny help the mother and daughter? _____

Unit 7 Reading: an account

Optional activity

- Ask students to work in groups of three.
- Assign the following roles. One student reads the narrative text in the first half of the article. A second student reads Rob's speech. Make sure they understand that they only read the direct speech within speech marks. The narrator reads the words *says Rob*. A third student reads the narrative text in the second half of the article.
- Students read the text aloud to each other, with each student taking their role.
- Students swap paragraphs and repeat, to increase confidence and familiarity with the text.
- If you wish, ask one or two groups to read to the class.

Culture note: Emergency services 999

If you want to call the emergency services in Britain, the number to call is 999. This will connect you to an operator who will ask you questions and take your details. The operator will then instruct the appropriate emergency service to come and help you, e.g. the police service, the ambulance service or the fire service.

The emergency services will only respond to life-threatening emergency situations such as accidents, fires and floods. The service is paid for by taxes.

Further practice

Workbook page 62

Online Practice • Unit 7 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: complete a phone call to the emergency services
- Speaking: ask and answer questions about the emergency services

Language

Words in context: *hose, train, site, flood, breathing apparatus, accident, check, rescue* (Class Book); *lifeguard, volunteer, crew, coastguard* (Workbook)

Materials

CD 65

Warmer

- Play *Order the letters* (see page 24) to revise the vocabulary from Lesson 2.

Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Name three things that firefighters do. Who did Rob and Jenny rescue? How did they rescue them?*

1 Find the words in the website to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 68 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to use the Workbook Dictionary pages.
- Go through the answers with the class.

ANSWERS

1 hose 2 train 3 site 4 flood 5 breathing apparatus
6 accident 7 check 8 rescue

2 Listen. Why has the lady made the phone call? 65

- Tell students they are going to hear a recording. Explain that they have to listen and identify why the lady has made the phone call.
- Play the recording once the whole way through, then elicit the answer from the class.

ANSWER

She wants an ambulance because she has seen a road accident.

Transcript

(See Teacher's Book page 141.)

Words in context Lesson Six

1 Find the words in the website to match the definitions.

- 1 hose noun a long tube that you use to put water on a fire
- 2 _____ verb to teach people how to do something
- 3 _____ noun a place where something happened or is happening
- 4 _____ noun when a lot of water suddenly covers a place
- 5 _____ noun a special mask that helps you breathe when there is a lot of smoke and fire
- 6 _____ noun a dangerous thing that suddenly happens, for example a fall or a car crash
- 7 _____ verb to look at something carefully to make sure it is safe
- 8 _____ verb to take someone away from a dangerous place to a safe place

Listening

2 Listen. Why has the lady made the phone call? 65

3 Listen again and complete.

Emergency service needed: 1 ambulance
 Caller's name: 2 Helen Roberts
 Address of emergency: 3 Green Street
 Type of emergency: 4 accident
 Vehicles: two 5 cars, one motorbike
 Number of people: 6 three

Speaking

4 Ask and answer. Use the prompts or your own answers.

Emergency, which service? _____, please. Police / Fire / Ambulance
 What's your name, please? _____ (your name)
 Where are you calling from? It's _____ (your home address / your school address)
 What's the emergency? I'm at _____ a fire / a flood / an accident / a robbery
 How many people need help? There's _____ One / Two / Three / Four / I don't know. / I'm not sure.
 OK. Help is on its way. Please stay calm. Thank you. Goodbye.

Words in context: A day in the life of a firefighter, listening and speaking Unit 7 73

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write the missing information as they hear it.

ANSWERS

1 ambulance 2 Helen 3 Green 4 road 5 cars
6 three

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *It's Kieran MacKenzie.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- Ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 63

Speaking skills worksheet, Unit 7, Teacher's Resource Centre

Student Website • Unit 7 • Words in context

Online Practice • Unit 7 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: identify the main features of a newspaper report
 Writing outcome: write a newspaper report (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 7; a copy of the text from poster 7, Teacher's Resource Centre, for each student

Warmer

- With books closed ask students what they can remember about the phone call to the emergency services from the previous lesson.
- Ask questions, e.g. *Who made the phone call? Which service did she need? How many vehicles were in the accident?*

Poster 7: A newspaper report

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students to look at Writing skills 7 poster: *A newspaper report*.
- Ask students the 'Before reading' question in the corner of the text. Encourage them to discuss and share their ideas.
- Tell students they are now going to read the newspaper report. Choose four students to read the text to the class.
- Read the first and second text boxes on the left to the class and ask students to tell you what the article is about.
- Read the first text box on the right and ask students the following questions: *What happened? When did it happen? Where did it happen? Who did it happen to?*
- Read the second text box on the right and ask students to find examples of past tenses. Elicit more examples.
- Read the third text box on the left and ask students what happened in the end.
- Read the text box at the bottom. Point to the first example of reported speech (*Dave Parsons told reporters Richie was a hero.*) and ask students to convert it into direct speech. (*"Richie is a hero."*) Go through all examples of direct and reported speech and do the same.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.


ANSWER
 a newspaper

Skills Time!
 Lesson Seven

Writing

1 Look at the text. Where do you think it is from?

2 Read.



3 Read again and answer the questions.

- 1 How did the fire start?
- 2 Who called the fire brigade?

4 Number the parts of the newspaper report in the correct order.

- Two children and their parents are safe after a flood trapped them in their home yesterday.
- Emma said that the firefighters were amazing. "They arrived so quickly," she said. Mr and Mrs Hicks told reporters they were very glad that the emergency services were so organized.
- Family Trapped in Flood
- Emma Hicks, aged 11, and her brother Tim, aged nine, were at home with their parents when the river near their house flooded and filled their street with water. The water started to come into the house and flood the downstairs rooms. The family quickly moved upstairs and called the emergency services. Firefighters arrived in a boat and rescued the family.

5 Complete the writing task on page 64 of Workbook 5.

Basketball star saves family

School basketball star Jake Parry, aged 12, is in hospital after a fire at his home in Park Road last night.

The fire started when an electric heater in the Parrys' living room caught fire. The family were all asleep in bed, but the smoke alarm woke Jake up. He called the emergency services and then woke up his parents and his sister, Jenny, aged eight.

The fire brigade rescued the family from the house, and paramedics took Jake and his family to hospital. Jake's parents and sister have already gone home and Jake will be out of hospital later today.

Firefighter Bill Sanders said Jake was very brave. "He thought quickly and he saved his family," Jake told reporters he was looking forward to going back to school to play in an important basketball match on Friday.

A newspaper report

When we write a newspaper report, we include:

- A headline (the title of the report)
This tells us what the report is about.
Basketball star saves family
- A short introduction
This tells us the most important parts of the story, but not all the details.
School basketball star Jake Parry, aged 12, is in hospital after a fire at his home in Park Road last night.
- A main body
This tells us all the details.
- A conclusion
This tells us what happened in the end and what people said about the event.
Firefighter Bill Sanders said Jake was very brave. "He thought quickly and he saved his family."

74 Unit 7 Writing a newspaper report

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text and ask comprehension questions, e.g. *Who took Jake to hospital?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions in turn. Let students check the text if necessary.

ANSWERS

1 An electric heater caught fire. **2** Jake

4 Number the parts of the newspaper report in the correct order.

- Before doing the activity, focus attention on the text box.
- Go through the rules and the example sentences with the class. Check students understand how to structure a newspaper report.
- Give students a minute to study the information. Point to the example and explain that they have to number the parts of the newspaper report in the correct order.

ANSWERS

1 Family Trapped in Flood **2** Two children and their parents are safe ... **3** Emma Hicks, aged 11 ... **4** Emma said that the firefighters were amazing ...

5 Complete the writing task on page 64 of Workbook 5.

- Students now do the writing task on Workbook page 64. Go through the exercises with them first if necessary.

Further practice

Workbook page 64

Writing skills worksheet, Unit 7, Teacher's Resource Centre

Online Practice • Unit 7 • Writing

Lesson Eight CB page 75

Unit 7 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 66

Warmer

- Write these sentences on the board. Tell students that each sentence contains either a grammatical or a factual mistake. Ask students to correct them.

He said he needs some bandages. (needed)

She said me she was hungry. (told)

I'm cold. I'm going to put down my coat. (take off)

I've broken my arm so I've put a plaster on it. (bandage)

We're here. We can get up of the car now. (get out)

Jane spilt hot tea on her arm. She's got a big bruise now. (burn)

- Students come to the board and correct the sentences.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 75, but they may not refer to the unit when answering the questions.

ANSWERS

1 burn 2 A man called Jim Fisher. He has fallen off his bicycle. 3 put on 4 didn't like 5 was working 6 were going 7 a mother and her daughter 8 train 9 C, I 10 I, C

Optional activity

- Ask students to work in pairs to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions. Go around the class helping where necessary.
- Write the new questions on the board. Students choose the best ten questions to make up a new quiz.
- Students do the new quiz.

2 Listen and order the lines. Sing. 66

- Focus students' attention on the picture. Ask *Which emergency services do these people represent?*
- Play the song all the way through.

Unit 7 Review **Lesson Eight**

1 Complete the quiz.

- (Insert) a place where fire or heat has hurt your skin. What is the word?
- Who do the children help in the story?
- Circle the correct word in this sentence. Please put on / off your jacket. It's cold today.
- Complete the sentence. "We don't like playing basketball," said the boys. The boys said they _____ playing basketball.
- Complete the sentence. "My dad is working today," said Carl. Carl said his dad _____ that day.
- Complete the sentence. "We're going to the park tomorrow," said the children. The children said they _____ to the park the next day.
- Who did Bob and Jenny rescue?
- (verb) to teach people how to do something. What is the word?
- Write I (introduction) or C (conclusion). Police officer Christopher Harris said that today was a very brave boy. "He's the kind of person we need in the police force," he said. _____ A 12-year-old boy stopped a man from stealing from a shop in the town centre yesterday. _____
- Write I (introduction) or C (conclusion). Ten-year-old student Karen Willis saved a little boy's life when he fell into the river. _____ Karen said she was glad the boy was safe. "I hope he won't play near the river again," she said. _____

2 Listen and order the lines. Sing. 66

Whenever you're in danger

Chorus:
 1 Police and paramedics,
 Whenever you're in danger
 They will come to rescue you.
 Brave firefighters too.

1 Sometimes there are disasters,
 but when you are in trouble
 They can happen to us all.
 There are people you can call.

1 So accidents can happen
 There's help around the corner,
 But you're never on your own.
 Just pick up your telephone.

Review Unit 7 75

- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.

ANSWERS

Verse one: (1) Sometimes there are disasters, (2) They can happen to us all. (3) But when you are in trouble (4) There are people you can call.

Chorus: (1) Police and paramedics, (2) Brave firefighters, too.

(3) Whenever you're in danger (4) They will come to rescue you.

Verse two: (1) So accidents can happen (2) But you're never on your own. (3) There's help around the corner, (4) Just pick up your telephone.

Optional activity

- Divide the class into four groups.
- Ask each group to write their own chorus using some of the language they have learned in this unit.
- Monitor the activity and help where necessary.
- Ask each group to read their chorus aloud for the class.
- Ask each group to sing the song all the way through with their chorus.

Further practice

Workbook page 65

Unit 7 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 7 • Listen at home • Tracks 32–35 •

Track 36 (song)

Online Practice • Unit 7 • Review

Lesson One CB page 76

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD 66, 67

Warmer 66

- Sing the song *Whenever you're in danger* from Unit 7.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *Will the children visit Jim Fisher in hospital? What will he say? Will he be better?*
- Students compare and discuss their ideas.

1 Listen and read. Where are the children in pictures 2 and 5? 67

- Focus students' attention on the pictures and the story. Ask prediction questions, e.g. *Where are the children? What are they buying?* Encourage predictions about the story.
- Play the recording. Students follow the story in their books.
- Ask the gist question *Where are the children in pictures 2 and 5?*

ANSWER

They're in a supermarket in picture 2. They're in hospital in picture 5.

- Play the recording again and ask comprehension questions, e.g. *What do they buy Jim? When is the big match? Will Jim be able to play?*

2 Listen to the story again and repeat. Act. 67

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Kate, Ed, Libby and Jim.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story, then ask one or two groups to act out the story for the class.

8 Let's eat healthily

Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5?

1 *Supermarket*

Libby I can't believe the man we helped is a famous footballer!

Ed I know. I'm so excited about going to visit him in hospital!

2 *Chocolate*

Kate I know! Let's buy a present for Jim.

Ed Good idea. We can buy him some chocolates.

Libby Not! Chocolates are full of sugar. Jim's a footballer. He only eats health food!

3

Fin OK, let's buy Jim some fresh fruit.

Libby That's a better idea. Do you think he likes grapes?

Kate If he doesn't like them, I'll eat them. I love grapes!

4

Ed Oh look! We can buy Jim a book too.

Fin That's a brilliant idea. He won't be bored in hospital if he's got a book to read.

Libby Come on, then.

5 *Later*

Libby Hello, Jim. Please, don't get up. How's your leg?

Jim Oh, it's OK, thanks. If I rest, I'll be better in a couple of weeks.

Fin A couple of weeks? But the big match is on Saturday!

Jim I know. I can't play this weekend. But I've got a surprise for you all.

Kate What is it?

Jim It won't be a surprise if I tell you! But if you meet me on Saturday, you'll find out.

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 The children are going to visit Jim in the supermarket.	False	2 Jim doesn't eat health food.	_____
3 Kate loves grapes.	_____	4 The children buy Jim a book.	_____
5 The big match is on Sunday.	_____	6 Jim will play in the big match.	_____

76 Unit 8 Let's eat healthily

Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.

OK, let's buy Jim some fresh fruit. (Fin)

Do you think he likes grapes? (Libby)

If I rest, I'll be better in a couple of weeks. (Jim)

I love grapes. (Kate)

I'm so excited about going to visit him in hospital! (Ed)

What is it? (Kate)

We can buy him some chocolates. (Ed)

Hello, Jim. Please, don't get up. (Libby)

But the big match is on Saturday! (Fin)

Come on, then. (Libby)

- Students call out the names.
- Students check their answers on Class Book page 76.

3 Read again and write True or False.

- Ask students to read the sentences silently. Look at the example and explain that they have to write *True* or *False*.

ANSWERS

1 False 2 False 3 True 4 True 5 False 6 False

Further practice

Workbook page 66

Online Practice • Unit 8 • Story

Words

Learning outcomes

- To learn words for talking about food and healthy eating
- To learn phrasal verbs with *get*

Language

Words: *additives, dairy products, health food, home-made, ingredients, junk food, ready-made, sugar*

Working with words: *get up, get on with, get on, get off* (Class Book); *get back, get stuck, get around to, get rid of* (Workbook)

Materials

CD 68–69

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions, e.g. *What did the children buy Jim? Where did the children go before they went to the hospital?*

Lead-in

- Write a list of food words that the students know on the board. Write the letters in jumbled order. (*sugar, crisps, salad, fruit, sweets, meat, milk, egg, ice cream, chocolate, fish, pastries*)
- Tell students to unjumble the letters as quickly as possible and call out when they have finished them all.
- Point to each word in turn and ask students which ones are healthy foods and which ones aren't healthy.

1 Listen and repeat. 68

- Ask students to open their Class Books and look at the words and definitions.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.
- Go through the definitions with the class. Ask different students to read the definitions aloud.

Optional activity

- Draw a three-column table on the board. Write the headings: *Dairy products, Health food, Junk food.*
- Brainstorm as many food words as possible for each column. This can be done in teams or as a class activity.
- If students have difficulty, draw simple pictures on the board to act as clues.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in the word pool.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

- 1 junk food 2 ready-made 3 dairy products
4 home-made 5 ingredients 6 additives

Lesson Two Words

1 Listen and repeat. 68

additives noun things we add to a food to make it taste or look better, or to help it stay fresh

dairy products noun foods made from milk, for example cheese and yogurt

health food noun food that you eat because it is good for you

home-made adj If food is home-made, it is made at home, not bought in a shop.

ingredients noun the different foods you cook together to make a dish

junk food noun food that you buy that is not good for you

ready-made adj If food is ready-made, it is cooked or ready to cook when you buy it

sugar noun a very sweet food that is in cakes, chocolate and sweets

2 Write the words.

ingredients junk food ready-made additives dairy products home-made

- I don't eat junk food because it's bad for me.
- Supermarkets sell a lot of _____ foods because they're quick and easy to cook.
- Milk, cheese and yogurt are _____.
- Mum makes delicious _____ cakes. They're much better than cakes from the bakery.
- Have we got all the _____ we need to make biscuits?
- Junk food has a lot of _____ in it to make it look and taste better.

Working with words

Phrasal verbs with get

get up get on with get on get off

Dictionary
Workbook 5
pages 126–134

3 Listen and repeat. 69

4 Read and circle.

- My parents were waiting for me at the station when I got on with the train.
- We get up / on early in the morning to get to school on time.
- I get on with / on my brother and my sister very well.
- I was very excited when I got on / up the plane to fly to London.

Words Unit 8 77

Optional activity

- Ask students to work in pairs. Tell them to work with their partner and write one more sentence for each of the new words practised in Exercise 2.
- Ask each pair to work with another pair. Students take it in turn to read their sentences to each other.

3 Listen and repeat. 69

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the pictures and go through the phrasal verbs.
- Ask students to look up the phrasal verbs in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*get up*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.

ANSWERS

- 1 off 2 up 3 on with 4 on

Further practice

Workbook page 67

Student Website • Unit 8 • Words, Working with words

Online Practice • Unit 8 • Words

Lesson Three CB page 78

Grammar 1

Learning outcomes

- To use the first conditional to talk about things that might happen in the future
- To ask and answer questions using the first conditional

Language

Core: *If I press this button, the machine will make a pizza.*

Materials

CD  70

Warmer

- Play *Guess the word* (see page 24) to revise vocabulary.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Does Professor's machine work? 70

- Play the recording. Students follow the words in their books.
- Ask the gist question *Does Professor's machine work?*

ANSWER

No, it doesn't.

- Play the recording a second time. Ask comprehension questions, e.g. *What kind of machine has Professor made? What does the machine make?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rule and example sentence in the text box. Point to the 'Look!' note and check that students understand.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rule. With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of the first conditional in the story in Lesson 1.


3 Read and tick.

- Ask students to look at the sentences.
- Look at the example and explain that they have to choose the correct option for the second clause.

ANSWERS

- your teacher will be angry
- we cook dinner
- they'll win the football match
- we don't hurry
- he'll buy a new CD
- you don't eat lots of vegetables

Lesson Three Grammar 1

1 Listen and read. Does Professor's machine work?  70

2 Read and learn.

First conditional

Use the first conditional to talk about things that might happen in the future.

If I press this button, the machine will make a pizza.

Look!

If this machine doesn't work, I'll be very upset.

I'll be very upset if this machine doesn't work.

PROFESSOR & CHIP


3 Read and tick.

<p>1 If you don't do your homework, your teacher is angry. your teacher will be angry. <input type="checkbox"/></p> <p>2 If the team practice a lot, they win the football match. they'll win the football match. <input type="checkbox"/></p> <p>3 If Billy has enough money, he buys a new CD. he'll buy a new CD. <input type="checkbox"/></p>	<p>4 Mum will be happy if we cook dinner. we'll cook dinner. <input type="checkbox"/></p> <p>5 We will be late for school if we don't hurry. we won't hurry. <input type="checkbox"/></p> <p>6 You won't be healthy if you don't eat lots of vegetables. you won't eat lots of vegetables. <input type="checkbox"/></p>
---	---

4 Speaking Match. Ask and answer.

gets up early tomorrow morning
it's sunny next weekend
have lots of homework tonight
Mum goes to the supermarket tomorrow
Grandma visits on Sunday

What will Emily do tomorrow morning?



make her a cake
help her with the shopping
make breakfast for Mum and Dad
not watch TV
go to the beach with friends

If Emily gets up early tomorrow morning, she'll make breakfast for her mum and dad.

78 Unit 8 First conditional Complete Grammar Time Exercise 1 on page 120 of Workbook 5.

Optional activity

- Write these first conditional sentences from Lesson 1 on the board: *If he doesn't like them, I'll eat them. If I rest, I'll be better in a couple of weeks.*
- Ask students to reverse the position of the clauses in each sentence. Students call out the answers. (*I'll eat them if he doesn't like them. I'll be better in a couple of weeks if I rest.*) Remind students of the difference in punctuation.
- Write these sentences from Lesson 1 on the board: *He won't be bored in hospital if he's got a book to read. It won't be a surprise if I tell you!*
- Change *won't* to *will* in each sentence and ask students to change the rest of the sentence without changing the meaning. (*He will be bored in hospital if he hasn't got a book to read. It will be a surprise if I don't tell you.*)

4 Match. Ask and answer.

- Focus on the picture and the two lists that Emily is holding. Together with the students, match each item in the list on the left with a corresponding item in the list on the right.
- Ask two students to read the speech bubbles for the class.
- Check that students understand they have to make questions using the time markers in the left hand list and answers using the items in the right hand list. Ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the two lists.

NOTE: Ask students to complete the first Unit 8 Grammar Time exercise on page 120 of the Workbook.

Further practice

Grammar Time, Workbook page 120

Workbook page 68

Student Website • Unit 8 • Grammar 1

Online Practice • Unit 8 • Grammar 1

Lesson Four CB page 79

Grammar 2

Learning outcomes

- To use the first conditional to make questions
- To complete first conditional sentences

Language

Core: *Will I get ill if I don't eat fruit and vegetables?*

Materials

CD 71

Warmer

- Play *Lip reading* (see page 24) to revise vocabulary.

Lead-in

- Point to the photos in Exercise 1 in turn. Tell students you are going to describe a food and they must guess which it is, e.g. *They're small and round. They're green or black. They're a fruit. (grapes)*
- Students call out the answers. Continue with all the foods, or ask students to stand up in turn and describe foods for the class to guess.

1 Listen and read. Is junk food good for you? 71

- Play the recording. Students follow the words in their books.
- Ask the gist question *Is junk food good for you?*

ANSWERS

No, it isn't.

- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Which food has a lot of additives? Why do we need to eat fruit and vegetables?*

Culture note: Roast beef

Roast beef has been a favourite British national dish since the fifteenth century, when King Henry VII's royal bodyguards became known as the 'Beefeaters'. This was because of the large amount of beef they were allowed to eat as part of their daily food ration. They are still known as Beefeaters today, and they stand guard outside the Tower of London.


Today, the traditional meal eaten at Sunday lunchtime is roast beef. A 'Sunday roast' consists of roast beef, roast potatoes, Yorkshire pudding, vegetables and gravy. Yorkshire puddings are made of batter and cooked in the oven. Roast beef is often cooked 'rare' so that it is pink in the middle. The potatoes should be crisp on the outside and soft on the inside. The traditional accompaniment for roast beef is mustard or horseradish sauce. (Horseradish grows wild in Britain and is very hot, like mustard.)

2 Read and learn.


- Focus students' attention on the example question and short answers in the text box.
- Give students time to read them.
- With books closed give more examples to check students' understanding. Elicit more examples from the students.

Lesson Four Grammar 2

1 Listen and read. Is junk food good for you?



Will I be healthy if I eat junk food?
No, you won't. Junk food has a lot of additives and sugar in it. You can eat some junk food, but you mustn't eat a lot. You need healthy food too.



Will I get ill if I don't eat fruit and vegetables?
Yes, you will. Fruit and vegetables are health foods. We need to eat them because they help our bodies to work properly.

2 Read and learn.

First conditional questions

Will I get ill if I don't eat fruit and vegetables?
Yes, you will. No, you won't.

3 Match.

1 Will we be warm enough	<input type="checkbox"/>	c		a if they find their ball?
2 Will you walk to school	<input type="checkbox"/>			b if she doesn't feel well?
3 Will the boys play football	<input type="checkbox"/>			c if we wear our jackets?
4 Will Jenny stay at home tomorrow	<input type="checkbox"/>			d if we don't tidy our bedrooms?
5 Will Joe wash the dishes	<input type="checkbox"/>			e if the bus doesn't come soon?
6 Will Mum be angry	<input type="checkbox"/>			f if he makes the dinner?

4 Complete the sentences. Use the first conditional.

- 1 You'll be tired tomorrow **if you don't go** (you / not go) to bed early.
- 2 _____ (the boys / wear) their new T-shirts tomorrow if it's sunny?
- 3 The cake will burn _____ (I / not turn) off the oven.
- 4 We won't go to the beach tomorrow _____ (it / rain).
- 5 _____ (Lisa / visit) us tomorrow if she has time?
- 6 Jack _____ (come) to the party if you invite him.

Complete Grammar Time Exercise 2 on page 121 of Workbook 5.
First conditional questions Unit 8 79

3 Match.

- Ask students to read the question clauses silently.
- Look at the example and explain that they have to match the clauses to make complete questions.

ANSWERS

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

4 Complete the sentences. Use the first conditional.

- Ask a student to read an example for the class. Check students understand they have to make questions using the prompts in brackets.

ANSWERS

- 1 You'll be tired tomorrow if you don't go to bed early.
- 2 Will the boys wear their new T-shirts tomorrow if it's sunny?
- 3 The cake will burn if I don't turn off the oven.
- 4 We won't go to the beach tomorrow if it rains.
- 5 Will Lisa visit us tomorrow if she has time?
- 6 Jack will come to the party if you invite him.

NOTE: Ask students to complete the second Unit 8 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121

Workbook page 69

Language practice worksheet, Unit 8, Teacher's Resource Centre

Student Website • Unit 8 • Grammar 2

Online Practice • Unit 8 • Grammar 2

Skills Time!

Skills development

Reading: read an information poster 'The healthy eating pyramid'; read and write short answers

Language

Recycled: vocabulary and structures seen previously

Extra: *favourite, occasional treat, calcium, avoid, whole grains, healthy heart*

Materials

CD 72

Warmer

- Play a miming game. Tell students you are going to mime eating a food and they must guess what you are eating. Mime cutting a slice of melon, and then eating bites from it going from left to right.
- Students take it in turns to mime eating different foods. Encourage them to mime lots of different foods, e.g. *a bowl of cereal, a biscuit, rice with chopsticks*.

1 Look at the poster. Which foods should you eat most of?

- Ask students to look at the poster and identify some of the food words. Ask *Which foods should you eat most of?* Encourage students to share their ideas with the class. When you have agreed on the types of food, ask why you shouldn't eat mostly cake or chocolate. Elicit *They contain too much sugar*.

2 Listen and read. 72

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *What do dairy products contain? What should be occasional treats? What are the most important parts of a healthy diet?*

Optional activity

- Tell students you are going to read the text aloud and they should follow the text in their books.
- Tell them that you feel tired and you might make some mistakes. Ask students to listen carefully and call out if you make a mistake.
- Read the text slowly and clearly. In various places make a mistake, e.g. substitute, leave out or add a word.
- Students call out your mistakes and tell you what the correct word should be.
- Continue until you have read the whole text.

Skills Time!

Lesson Five

Reading

1 Look at the poster. Which foods should you eat most of?
2 Listen and read. 72

The healthy eating pyramid

Healthy eating is not about being thin, or about giving up the foods you love. It's about feeling great and having more energy. If you choose the right foods, your healthy diet will be a tasty diet too.

You can still enjoy your favourite zest and zilly foods, but too much sugar and salt is bad for your body. These foods should only be occasional treats.

Dairy products like milk, cheese and yogurt are great because they contain calcium and keep our teeth and bones healthy. Tip: Choose low-fat dairy products.

Meat, fish, eggs, beans and nuts are important, too. They keep our bodies healthy and they give us energy to work and play. Tip: Avoid salted or sugary nuts.

Whole grains are an important part of every meal. If you eat lots of whole grains, you will have a healthy heart. Whole grains are in bread, cereal, pasta and rice. Tip: Dark bread and brown rice are great sources of whole grains.

Fruit and vegetables are the most important part of a healthy diet. They are low in calories and full of vitamins. Eat lots of fruit and vegetables with every meal, and as snacks during the day. Tip: Fruit and vegetables with brighter or darker colours have more vitamins.

Healthy eating is easy and fun. Just take one step at a time towards a healthier diet!

3 Read again and write the answers.

1 Is it important to eat fruit and vegetables?	Yes, it is.	2 Is fruit full of calories?	_____
3 Are whole grains good for your heart?	_____	4 Is meat bad for you?	_____
5 Is cheese good for your bones?	_____	6 Can you still eat sweets sometimes?	_____

80 Unit 8 Reading: an information poster

Optional activity

- Read each of the paragraphs in random order. Be careful to 'gap' the food words or category words when they appear, e.g. _____ and _____ are important, too. *They keep our bodies healthy...*
- Students listen with books closed and guess the food words or food category that has been left out.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

3 Read again and write the answers.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write short answers.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 Yes, it is. 2 No, it isn't. 3 Yes, they are. 4 No, it isn't.
5 Yes, it is. 6 Yes, you can.

Optional activity

- Ask students to work in pairs. Tell them to write six questions to ask their partner about food and healthy eating, e.g. *Why should we eat nuts and beans?* They should also write the answers.
- Students take turns to ask each other their questions with books closed.
- Ask some students to stand up and ask the class some of their questions.

Further practice

Workbook page 70

Online Practice • Unit 8 • Reading

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen and summarize

Speaking: ask and answer questions about diet

Language

Words in context: *energy, calories, snacks, sweet, salty, diet, vitamins, source* (Class Book); *plenty, brain, raw, clever* (Workbook)

Materials

CD 73

Warmer

- Play *Talk!* (see page 25) to energize the class.

Lead-in

- Tell students you are going to revise the food pyramid from Lesson 5. Draw a pyramid on the board, like the one in the previous lesson, leaving space to draw and write words.
- Elicit the different food words and food categories. Draw and write them in the correct place within the pyramid until it is complete.

1 Find words in the poster to match the definitions.

- Ask the students to open their Class Books on page 81 and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 80 and match the underlined words in the text to the definitions in Exercise 1 on page 81.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

ANSWERS

1 energy 2 calorie 3 snack 4 sweet 5 salty 6 diet 7 vitamins 8 source

2 Listen. What is the same about these stories? 73

- Tell students they are going to hear a recording. Explain that they have to listen and say what is the same about these stories.
- Play the recording all the way through and elicit the answer.

ANSWERS

Each story is about a cooking disaster.

Transcript

(See Teacher's Book page 141).

Lesson Six

Words in context

1 Find words in the poster to match the definitions.

1 energy noun the power that your body gets from food
 2 _____ noun an amount of energy
 3 _____ noun food that you eat between meals
 4 _____ adj If food is this, it tastes of sugar.
 5 _____ adj If food is this, it tastes of salt.
 6 _____ noun the types of food that you eat most often
 7 _____ noun things in food that we need to grow and be healthy
 8 _____ noun the place where you get something from

Listening

2 Listen. What is the same about these stories? 73

3 Listen again and match.

Speaker 1 a This person fell asleep and burnt something.
 Speaker 2 b This person used the wrong ingredient.
 Speaker 3 c This person forgot to buy something.
 Speaker 4 d This person forgot to remove something.

Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you have a healthy diet? _____ Yes, I do. / No, I don't.
 Which foods do you eat a lot of? I eat a lot of _____ fruit / vegetables / dairy products / meat / home-made food / junk food
 What do you like to eat as a snack? I like to eat _____ fruit / biscuits / nuts / sandwiches / chocolate
 How many different kinds of fruit and vegetables do you eat in a day? I eat _____ two / three / four

Words in context: The healthy eating pyramid, listening and speaking Unit 8 81

3 Listen again and match. 73

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to match the speaker with the summary as they hear it.

ANSWERS

1 c 2 d 3 a 4 b

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I eat a lot of meat.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 71

Speaking skills worksheet, Unit 8, Teacher's Resource Centre

Student Website • Unit 8 • Words in context

Online Practice • Unit 8 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: conclude a personal account
 Writing outcome: write a personal account (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 8; a copy of the text from poster 8, Teacher's Resource Centre, for each student

Warmer

- Write the words and definitions from Lesson 6 on the board. Write them in a different order to how they appeared in the lesson, and gap words in the definitions, e.g. *snacks (n) food that you eat between _____*.
- With books closed, elicit the missing words.

Poster 8: A personal account

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Choose three students to read the text to the class.
- Read the first two boxes on the left. Ask students to identify which sentences in the first paragraph refer to 1) the introduction, 2) when the event happened and 3) who was there.
- Point to the second paragraph and explain that this contains the main events of the story. Ask students which tenses they think would be used. Elicit past simple and past continuous. Read the three boxes on the right-hand side of the poster to confirm the use of tenses and the sequence words. Ask students to identify the sequence words.
- Point to the final paragraph and explain that this is the ending. Read the third box on the left and ask students to identify which sentences refer to 1) what happened, 2) how people felt 3) the writer's comments and opinion.
- Ask students the 'After reading' questions in the corner of the poster. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

ANSWER
 a cooking disaster

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation of difficult words. Repeat as necessary.

Skills Time!
 Lesson Seven

Writing

1 Look at the text. What is it about?
2 Read.

Monday, 14 April
Pizza problems
 If you're a terrible cook, you'll love this story! Last month, my mum bought me a recipe book. The recipes looked easy, so I decided to make pizza for dinner one evening.
 I bought the ingredients and then I started to make the bread for the pizza. I mixed flour, salt and water in a bowl. I was listening to music on the radio. It was very loud, so I didn't hear my brother come into the kitchen. He shouted my name and scared me. I dropped the bowl. The flour and water went all over the table, the floor and my trousers.
 Luckily, my family thought my cooking disaster was very funny. We went to a pizza restaurant for dinner. I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!
 Posted by Tina at 3:33 p.m.

3 Read again and answer the questions.
 1 What did Tina want to make?
 2 Why didn't Tina hear her brother come into the kitchen?

A personal account: endings
 We can end a personal account by writing:
 • how people felt
 • what happened in the end
 • the writer's comments about what happened and what they have learnt
 • how people felt
 • what happened in the end
 • the writer's comments about what happened and what they have learnt
 I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

4 Match.
 a If I decide to surprise Mum again, I'll make her a card. It's a lot safer!
 b I bought Mum a birthday cake from the bakery and we all enjoyed her birthday party.
 c My mum laughed when she heard about my adventures in the kitchen, but I felt very silly.

1 how people felt
 2 what happened in the end
 3 the writer's comments on the story

5 Complete the writing task on page 72 of Workbook 5.

Unit 8: Writing a personal account: endings

- Discuss the text with the class and ask comprehension questions, e.g. *What did Tina's mum buy her? What ingredients did she buy? What did she drop?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.

ANSWERS

- 1 a pizza
- 2 She was listening to the radio.

4 Match.

- Before doing the activity, focus attention on the text box.
- Go through the rules and the example sentences. Check students understand how to end a personal account.
- Give students a minute to study the information.
- Students can now do the exercise. Point to the example and explain that they have to match each category on the left to an example sentence.

ANSWERS

- 1 c 2 b 3 a

5 Complete the writing task on page 72 of Workbook 5.

- Students now do the writing task on Workbook page 72. Go through the exercises with them first if necessary.

Further practice

Workbook page 72

Writing skills worksheet, Unit 8, Teacher's Resource Centre

Online Practice • Unit 8 • Writing

Lesson Eight CB page 83

Unit 8 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  74

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit. Give students 20 seconds per sentence to find the answer.
- Use these sentences from the unit or choose your own.
 - If you eat lots of whole grains, you will have a healthy heart. (Lesson 5)*
 - I've made a wonderful new cooking machine. (Lesson 3)*
 - Let's buy a present for Jim. (Lesson 1)*
 - Milk, cheese and yogurt are dairy products. (Lesson 2)*
 - This person fell asleep and burnt something. (Lesson 6)*
 - I decided to make pizza for dinner one evening. (Lesson 7)*
 - things we add to food to make it taste or look better, or to help it stay fresh (Lesson 2)*
 - I can't believe the man we helped is a famous footballer! (Lesson 1)*
 - Will I get ill if I don't eat fruit and vegetables? (Lesson 4)*
- Go through the answers with the class.

1 Complete the quiz.

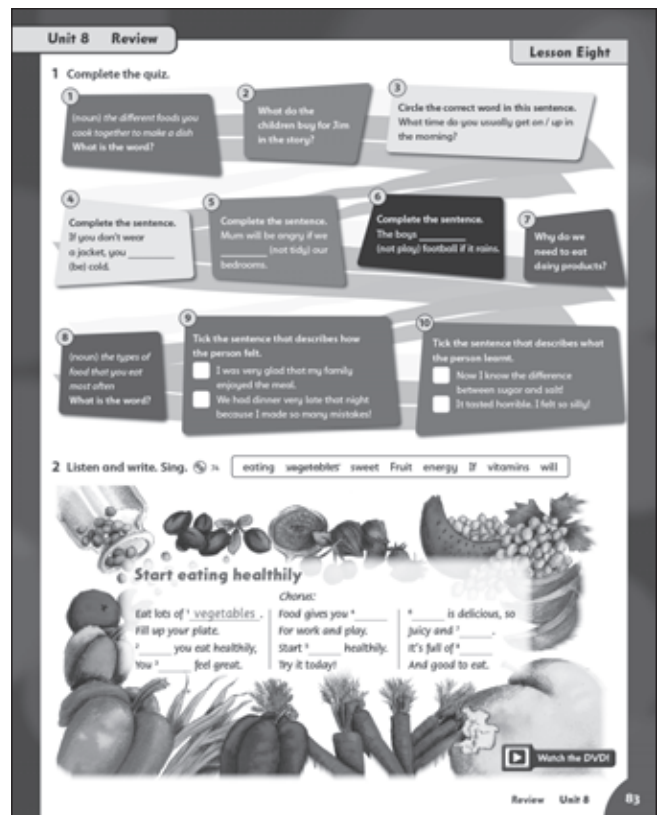
- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 83, but they may not refer to the unit when answering the questions.

ANSWERS

1 ingredients 2 grapes and a book 3 up 4 will be 5 don't tidy 6 won't play 7 because they're full of calcium which is good for our bones and teeth 8 diet 9 I was very glad that my family enjoyed the meal. 10 Now I know the difference between sugar and salt!

2 Listen and write. Sing. 74


- Focus students' attention on the picture. Ask *What foods can you see?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.



Unit 8 Review **Lesson Eight**

1 Complete the quiz.

- 1 (noun) the different foods you cook together to make a dish. What is the word?
- 2 What do the children buy for Jim in the story?
- 3 Circle the correct word in this sentence. What time do you usually get on / up in the morning?
- 4 Complete the sentence. If you don't wear a jacket, you _____ (be) cold.
- 5 Complete the sentence. Mum will be angry if we _____ (not tidy) our bedrooms.
- 6 Complete the sentence. The boys _____ (not play) football if it rains.
- 7 Why do we need to eat dairy products?
- 8 (noun) the types of food that you eat most often. What is the word?
- 9 Tick the sentence that describes how the person felt.
 - I was very glad that my family enjoyed the meal.
 - We had dinner very late that night because I made so many mistakes!
- 10 Tick the sentence that describes what the person learnt.
 - Now I know the difference between sugar and salt.
 - It tasted horrible. I felt so silly!


2 Listen and write. Sing.  **eating vegetables sweet Fruit energy If vitamins will**

Start eating healthily

eat lots of ' vegetables. Fill up your plate. ' you eat healthily, you ' feel great.

Chorus: Food gives you ' for work and play. Start ' healthily. try it today!

' is delicious, so juicy and ' it's full of ' And good to eat.

 Watch the DVD!

Review Unit 8 83

- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.

ANSWERS

1 vegetables 2 If 3 will 4 energy 5 eating 6 Fruit 7 sweet 8 vitamins

Optional activity

- Divide the class into four groups. Give each group two lines from each of the two verses of the song to sing.
- Sing the song all the way through with each group singing their own verse, and both groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap lines and repeat.

Further practice

Workbook page 73

Unit 8 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 8 • Listen at home • Tracks 37–40 •

Track 41 (song)

Online Practice • Unit 8 • Writing

Lesson One CB page 84

Story

Learning outcomes

- To understand a short story
- To act out a short story

Language

Introducing vocabulary through a story

Materials

CD 74–75

Warmer 74

- Sing the song *Start eating healthily* from Unit 8 Lesson 8.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *What do you think is Jim's surprise?* Encourage students to make guesses about what it will be.
- Students compare and discuss their ideas.

1 Listen and read. What are the children doing in pictures 4 and 6? 75

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are they? What are they watching?* Encourage predictions.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in pictures 4 and 6?*

ANSWERS

They are watching a football match in picture 4. They are giving the trophy to the captain of the team in picture 6.

- Play the recording a second time. Ask comprehension questions, e.g. *What is Jim's surprise? Does Jim's team win the match? What job has Jim got for them?*

Optional activity

- Play *Disappearing dialogue* (see page 25). Write the dialogue from Frame 3 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

9 The big match

Lesson One Story

1 Listen and read. What are the children doing in pictures 4 and 6? 75

1 On Saturday ...

Ed and Kate Hi, Jim!
Jim Hello, kids. I'm glad you're here. Are you ready for your surprise?
Libby We can't wait!

2 Soon ...

Jim I've got us tickets to watch the big match. We've got the best seats in the stadium.
Fin Wow! This is wonderful. We can see everything from here.
Jim If you're lucky, we might meet the players later.

3

Ed Wow! Your team is really good. Yes, the players are great. And the team has just got a new goalkeeper. He's amazing.
Fin I hope the team wins this game. If they win, they'll get that trophy.

4

Libby The game is nearly over. The team has to score another goal to win the match.
Kate This is really exciting.
Ed Ha ha! You're a football fan now, Kate!

5

Kate Yes! They scored!
Jim We've won! That's fantastic! Come on, kids. I've got a job for you. You can give the trophy to the captain of my team.
Fin Fantastic!

6

Kate We loved the match. You all played really well.
Captain Thank you, it's nice to meet new fans.
Libby We'll come back and watch you play again when Jim's leg is better.

2 Listen to the story again and repeat. Act. 75

3 Read again and circle.

- 1 Jim has got (tickets) / players for the big match.
- 2 The children have got the best team / seats.
- 3 The children might meet the players / trophy later.
- 4 The team has got a new captain / goalkeeper.
- 5 Jim has got a job / game for the children.
- 6 The children give the team / trophy to the captain.

84 Unit 9 The big match

2 Listen to the story again and repeat. Act. 75

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Jim and Captain. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

ANSWERS

1 tickets 2 seats 3 players 4 goalkeeper 5 job
6 trophy

Further practice

Workbook page 70

Online Practice • Unit 9 • Story

Words

Learning outcomes

- To learn words for talking about sport
- To learn antonyms

Language

Words: *athlete, coach, training, trophy, goalkeeper, fan, exercise, captain*

Working with words: *best, worst, win, lose, give, take* (Class Book); *deep, shallow, clean, dirty, noisy, quiet* (Workbook)

Materials

CD 76–77; sheets of paper (optional)

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Where did the children go? What did they see?*

Lead-in

- Discuss sport with the class. Ask *Which sports do you play?* Find out who is in a school team and who has won a trophy. Ask *Who are your favourite sports stars?*

1 Listen and repeat. 76

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

Optional activity

- Play *What's the picture?* (see page 24) to revise the new vocabulary in Exercise 1.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 training 2 trophy 3 coach 4 captain 5 athlete
6 fan

Optional activity

- Ask students to work in pairs. Tell them to write a short paragraph using the words from the list. Tell them you will award a point for each word that is used correctly so the more words they can use the higher their score will be. They can choose to write in the present, past or future tenses.
- Students read their paragraphs to the class.
- Award a point for each word used correctly.

Lesson Two Words

1 Listen and repeat. 76

2 Write the words.

- Football players do a lot of training before they play in a match.
- A _____ is a special prize for a winning team or athlete.
- A football _____ trains the players.
- The _____ is the leader of a football team.
- An _____ is a person who plays a sport or runs races.
- A football _____ supports a team and watches their matches.

Working with words

Antonyms are words with opposite meanings.

best	worst
win	lose
give	take

3 Listen and repeat. 77

4 Read and circle.

- I forgot to give take my bag with me when I got off the bus.
- Jenny is a fan of the local team. She hopes they are going to win / lose on Saturday.
- It was so nice of you to give / take me your extra ticket.
- That was the best / worst film I've ever seen. It was so boring!

Words Unit 9 85

3 Listen and repeat. 77

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and example words in the list.
- Give students a minute to study the information.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find words from the list in the story. (*goalkeeper, fan, captain, trophy*)
- Play the recording. Students listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.

ANSWERS

1 take 2 win 3 give 4 worst

Further practice

Workbook page 75

Student Website • Unit 9 • Words, Working with words

Online Practice • Unit 9 • Words

Lesson Three CB page 86

Grammar 1

Learning outcomes

To use *may*, *might* and *could* to talk about present and future possibilities

To ask and answer questions about the future using *may*, *might* and *could*

Language

Core: *I might need to do more work on those boots!*

Materials

CD  78

Warmer

- Play *Smiley face* (see page 24) to energize the class.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. What has Professor invented? 78

- Play the recording. Students follow the words in their books.
- Ask the gist question *What has Professor invented?*

ANSWERS

He has invented some Exercise Boots.

- Play the recording again. Ask comprehension questions, e.g. *What are Professor's boots for? Do they work?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the two example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find an example of *may*, *might* or *could* in the story in Lesson 1.


3 Read and circle.


- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS


1 could 2 might 3 may 4 could 5 might 6 will

Lesson Three Grammar 1

PROFESSOR & CHIP 


1 Listen and read. What has Professor invented? 

What are those, Professor?




They're my new invention. They're Excellent Exercise Boots. Let's test them.

The boots feel good.



Wonderful! They'll be a big success. I'm turning them on now.

Help, Professor! I can't stop!



Oh dear. I might need to do more work on those boots!

2 Read and learn.

Modal verbs

Use *may*, *might* and *could* to talk about present and future possibilities.

I might need to do more work on those boots!

Use *will* and *won't* to talk about future definites.


They'll be a big success.

3 Read and circle.

- 1 If it's sunny tomorrow, we could / won't have a picnic.
- 2 We *might* / will go to a restaurant. We'll decide tomorrow.
- 3 The children *won't* / may play outside if it doesn't rain.
- 4 If you eat a lot of junk food, you *could* / won't get health problems.
- 5 If I'm very tired, I *won't* / might go to bed early tonight.
- 6 Julie *will* / may be happy if her team wins the match.

4 Speaking Ask and answer.

What are you doing on Saturday?




play basketball ✓/X

go to the park ✓

watch TV ✓

If it's sunny, I might play basketball.



stay at home ✓

play in the garden ✓

listen to music ✓/X

86 Unit 9 Modal verbs: may, might and could Complete Grammar Time Exercise 1 on page 121 of Workbook 5.

Optional activity

- Ask two students to come to the front of the class and stand with their backs to the board.
- Write on the board a common item they know, e.g. *a shoe, a pen, a box, a hat.*
- Ask the class to help the two students find out what the object is by making suggestions of what they *might* or *could* do with it, e.g. *I might wear it. I might give it to a friend. I could put it on my head. I could put my pencils in it.*
- Encourage them to use their imaginations and tell them not to make the clue too obvious.
- The two students at the board try and guess the object.
- Continue the game asking different students to come to the board.

4 Ask and answer.

- Focus students' attention on the pictures. Ask *What's the weather like in picture 1? What's the weather like in picture 2?* Elicit *hot and sunny*, and *rainy and cloudy*.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't*, or *may*, *might* and *could* and the prompts in the word pool.
- Ask a few pairs to ask and answer questions for the class.

NOTE: Ask students to complete the first Unit 9 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121

Workbook page 76

Student Website • Unit 9 • Grammar 1

Online Practice • Unit 9 • Grammar 1

Skills Time!

Skills development

Reading: read a process text 'Just breathe'; answer questions

Language

Recycled: vocabulary and structures seen previously

Extra: *blood*

Materials

CD 80

Warmer

- Play *Time's up!* (see page 25) to energize the class and revise the vocabulary from Lesson 2.

1 Look at the text. Where do you think it is from?

- Ask students to look at the picture and the text. Ask *Where do you think it is from?* Encourage students to share their ideas with the class (*a text book, an information leaflet, a website*).
- Ask students to predict what the text might be about. Teach the word *breathe* and model the correct pronunciation.

Culture note: Smoke-free UK

Smoking is very bad for your health. It's bad for your heart and bad for your lungs. On 1st July, 2007 it became illegal to smoke at work, and in all enclosed public places in the UK. These include restaurants, cafes, railways stations, buses, airports, etc. This means that the air we breathe when we are in these places is much cleaner and healthier.

2 Listen and read. 80

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand, and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What is the text about?*

Optional activity

- Ask students to work in pairs.
- Students choose one half of the text to read. They read the text aloud to each other.
- Students swap halves and repeat, to increase confidence and familiarity with the text.

Skills Time!

Lesson Five

Reading


1 Look at the text. Where do you think it is from?
2 Listen and read. 80

Just breathe

The movement of your blood through your heart and around your body is called circulation. The process of circulation is fast! It takes less than a minute to pump blood to every part of your body.

- 1 When you breathe in, oxygen goes into your lungs.
- 2 Blood from your lungs fills with oxygen and moves into the left side of your heart.
- 3 The left side of your heart pumps the blood with oxygen in it out through tubes called arteries. Arteries carry blood away from your heart to your body.
- 4 Your body takes the oxygen out of the blood and uses it to stay healthy and strong. We need oxygen for everything we do: moving, growing, speaking and thinking. If we do not have oxygen, we cannot live.
- 5 When your body uses the oxygen from your blood, it makes carbon dioxide. Your body doesn't need this carbon dioxide, so the blood takes it away. Other tubes, called veins, carry the blood with carbon dioxide in it back to your heart.
- 6 The blood from your body goes into the right side of your heart.
- 7 The right side of your heart pumps this blood into your lungs. Your lungs remove the carbon dioxide from the blood.
- 8 When you breathe out, the carbon dioxide goes back into the air.

Remember, all this happens in about a minute, and all you have to do is breathe!



3 Read again and write the answers.

- 1 Is circulation slow? No, it isn't. _____
- 2 Does blood from your lungs go into the right side of your heart? _____
- 3 Do arteries carry blood away from your heart? _____
- 4 Do veins carry blood back to your heart? _____
- 5 Do your lungs remove carbon dioxide from your blood? _____
- 6 Does oxygen go into the air when you breathe out? _____

88 Unit 9 Reading: a process text

Optional activity

- Play a version of *Lip reading* (see page 24) with the underlined words in the text to practise pronunciation.

3 Read again and write the answers.

- Ask students to read the sentences silently. Look at the example and explain that they have to write the correct short answers.

ANSWERS

- 1 No, it isn't. 2 No, it doesn't. 3 Yes, they do.
4 Yes, they do. 5 Yes, they do. 6 No, it doesn't.

Optional activity

- With books closed, write the underlined words on the board.
- Give the students a minute to memorize the words and the spelling. (This activity is for practising spelling, not for checking comprehension and meaning.)
- Point to a word and then rub it out. Students write the word paying attention to the spelling.
- Continue until all the words have been rubbed out.
- Go through the correct spellings with the class.
- This can be done individually or in teams.

Further practice

Workbook page 78

Online Practice • Unit 9 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: listen for details in an interview
- Speaking: ask and answer questions about exercise

Language

Words in context: *process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart* (Class Book); *beat, pulse rate, wrist, steady* (Workbook)

Materials

CD 81

Warmer

- Play *Wrong word* (see page 25) to energize the class.

Lead-in

- With books closed, copy the illustration from page 88 onto the board. Draw the outline of the body and the windpipe, lungs and heart. Try to elicit the words *heart* and *lungs* if possible but model them if necessary.

1 Find words in the text to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 88 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 process 2 oxygen 3 blood 4 breathe 5 lungs
6 pump 7 carbon dioxide 8 heart

2 Listen. What sport does Joe do? 81

- Tell students they are going to hear a recording. Explain that they have to listen and tell you what sport Joe does.
- Play the recording and elicit the answer from the class.

ANSWER

cycling

Transcript

(See Teacher's Book page 141).

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to complete the interview notes.

ANSWERS

1 5 2 7 3 4 4 3 5 fish 6 15

Lesson Six

Words in context

1 Find words in the text to match the definitions.

1 process noun something natural that happens in the body
 2 _____ noun the gas that we need to live
 3 _____ noun the red liquid that goes around your body and keeps you alive
 4 _____ verb to take air in and out of your body through your nose and mouth
 5 _____ noun two parts inside the top half of your body that you use to breathe
 6 _____ verb to make a liquid move to another place by pushing it
 7 _____ noun the gas that we breathe out after we breathe in air
 8 _____ noun the part inside your chest that makes blood go around your body

Listening

2 Listen. What sport does Joe do? 81

3 Listen again and complete.

Interview with Joe Willis

start cycling? 1 5 years old
 win first race? 2 _____ years old

training?
 cycle every day
 run 3 _____ days a week
 go to gym 4 _____ days a week
 diet?
 eat fruit, vegetables, whole grains,
 5 _____ drink water every 6 _____ minutes
 when training

Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you enjoy exercising? Yes, I do. / No, I don't.
 How do you keep fit? run / swim / play football / walk / ride my bike / go to the gym
 What's your favourite sport? My favourite sport is football / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / athletics / skiing
 What other sports or activities would you like to try? I'd like to try _____

Words in context: *Just breathe, listening and speaking* Unit 9 89

Optional activity

- Play a memory game. Tell students to look at the interview notes for one minute and remember as much information as they can.
- With books closed call out questions, e.g. *When did he start cycling? When did he win his first race?*
- Students call out the answers.

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I go swimming every weekend.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 79

Speaking skills worksheet, Unit 9, Teacher's Resource Centre

Student Website • Unit 9 • Words in context

Online Practice • Unit 9 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: write up notes into full sentences
 Writing outcome: write up an interview from notes
 (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 9; a copy of the text from poster 9,
 Teacher's Resource Centre, for each student

Warmer

- Play *Order the letters* (see page 25) to energize the class and revise the vocabulary from the previous lesson.

Poster 9: An interview

- Hand out photocopies of the poster text to each student.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Read the first text box on the left to the class and ask students to look at the list of handwritten notes.
- Read the first text box on the right and give students two or three minutes to study the notes and imagine what the full questions and answers might be.
- Read the second text box on the right and ask a student to identify and read the introduction.
- Read the second text box on the left and ask students to identify the different paragraphs.
- Read the third text box on the left and explain that we don't use speech marks when we write the questions and answers in the interview.
- Ask students what they think we might write in the conclusion of an interview. Discuss and compare some ideas before reading the final text box on the left.
- Tell students they are now going to read the interview. Choose one student to be the interviewer and another student to be the interviewee.
- Ask students to work in pairs and match the notes to the correct sections of the interview.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

1 Look at the text. Who is the interview with?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try to read the whole text.
- With books closed ask them who the interview is with.

ANSWER

a sportswoman / runner called Katie Barrett

Skills Time!
 Lesson Seven

Writing

1 Look at the text. Who is the interview with?
 2 Read.

Katie Barrett is 20 and she has won two world medals for running. I want to see her in training to find out more ...


Katie, when did you start running?
 When I was five, I used to race my brother in the garden. He always won!

When did you win your first race?
 When I was seven I won a race at school. I was very proud!

Do you have to do a lot of training?
 I run for three hours every day. I swim four days a week, too. Swimming is great exercise for every part of the body.

Do you have a special diet?
 When I'm training, I eat plenty of fish or chicken with brown rice and vegetables.

Katie, we think you're an amazing sportswoman. We look forward to seeing you win another medal very soon.



3 Read again and answer the questions.

1 When did Katie win her first race?

2 What does Katie eat when she's training?

An interview: notes

When we interview a person, we ask them questions and make notes of their answers.

Note:
 Training?
 run - 3 hours a day

When we write the interview, we use our notes to write full answers to our questions.

Sentence:
 Do you have to do a lot of training?
 I run for three hours every day.

4 Match the notes to the questions and answers.

1 diet?
 eat healthy food, drink plenty of water

2 start playing tennis?
 8

3 training?
 practise - 2 hours a day
 go to gym - 5 days a week

4 win first match?
 10

a When did you start playing tennis?
 When I was eight years old.

b How old were you when you won your first match?
 I was ten years old.

c Do you have to do a lot of training?
 I practise for two hours every day and I go to the gym five days a week.

d Do you have a special diet?
 I eat healthy food and I drink plenty of water.

5 Complete the writing task on page 80 of Workbook 5.

Unit 9 Writing an interview notes

2 Read.

- Read the text aloud once. Then choose different students to read the text taking the roles of interviewer and interviewee. Help with pronunciation as necessary.
- Discuss the interview and ask comprehension questions, e.g. *Who did Katie use to race with? How often does she swim? Does she eat chocolate when she's training?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions in turn. Let students check the text if necessary.

ANSWERS

- 1 When she was seven.
- 2 She eats fish or chicken with brown rice and vegetables.

4 Match the notes to the questions and answers.

- Before doing the activity, focus attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand the process of taking notes to act as prompts for writing an interview.
- Give students two or three minutes to study the information, then let them complete the exercise. Point to the example and explain that they have to match the notes on the left to the questions and answers on the right.

ANSWERS

1 d 2 a 3 c 4 b

5 Complete the writing task on page 80 of Workbook 5.

- Students now do the writing task on Workbook page 80. Go through the exercises with them first if necessary.

Further practice

Workbook page 80

Writing skills worksheet, Unit 9, Teacher's Resource Centre

Online Practice • Unit 9 • Writing

Lesson Eight CB page 91

Unit 9 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  82

Warmer

- Play *True or false?* to revise words and structures from the unit. Read out the sentences below. Students listen and call out *True* or *False* (or write *T* or *F* in their notebooks).
Carbon dioxide is the gas that we breathe out after we breathe in air. (T)
Katie Barrett has won three world medals for running. (F)
Joe Willis is a basketball player. (F)
You have to do exercise every day. (T)
A fan supports a team and watches their matches. (T)
The heart pumps blood around the body. (T)
An athlete is someone who trains the players. (F)
Give and take are antonyms. (T)

1 Complete the quiz.

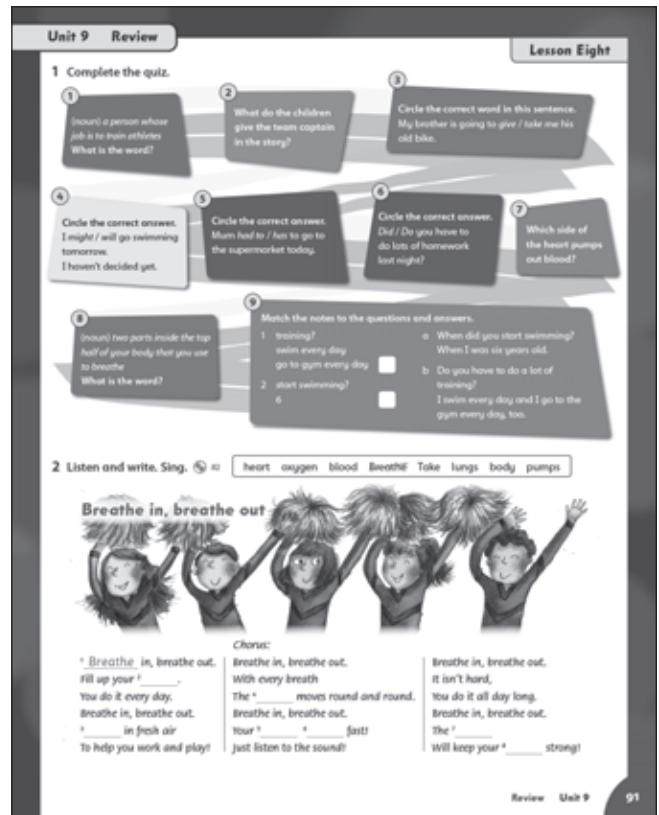
- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 91, but they may not refer to the unit when answering the questions.

ANSWERS

1 a coach 2 a trophy 3 give 4 might 5 has to 6 Did
7 the left side 8 lungs 9 1 b, 2 a

Optional activity

- Divide the class into groups of eight by counting along the rows. It's unlikely the class will divide equally so you will probably have one group of fewer students.
- Ask each student in the group to choose one of the questions in the quiz to rewrite. Explain they should write a question that is similar to the existing one.
- For the smaller group ask students to write more than one question.
- Give students a couple of minutes to write the questions. Encourage students to help each other.
- Each group takes it in turn to read their replacement quiz to the rest of the class. Students ask their question in turn. The class call out the answers.




Unit 9 Review **Lesson Eight**

1 Complete the quiz.


- (noun) a person whose job it is to train athletes. What is the word?
- What do the children give the team captain in the story?
- Circle the correct word in this sentence. My brother is going to give / take me his old bike.
- Circle the correct answer. I might / will go swimming tomorrow. I haven't decided yet.
- Circle the correct answer. Mum had to / has to go to the supermarket today.
- Circle the correct answer. Did / Do you have to do lots of homework last night?
- Which side of the heart pumps out blood?
- (noun) two parts inside the top half of your body that you use to breathe. What is the word?
- Match the notes to the questions and answers.

1. breathing?	a. When did you start swimming? When I was six years old.
2. swim every day go to gym every day	b. Do you have to do a lot of training? I swim every day and I go to the gym every day, too.
3. go to gym every day	
4. start swimming?	
5.	

2 Listen and write. Sing.  82

heart oxygen blood breathe! Take lungs body pumps

Breathe in, breathe out



Chorus:
* Breathe in, breathe out. Breathe in, breathe out. Breathe in, breathe out. It isn't hard, you do it all day long. Breathe in, breathe out. The * will keep your * strong!
Fill up your * .
You do it every day.
Breathe in, breathe out.
* in fresh air
To help you work and play!

With every breath
The * moves round and round.
Breathe in, breathe out.
Your * * fast!
Just listen to the sound!

Review Unit 9 91

2 Listen and write. Sing. 82

- Focus students' attention on the picture. Ask *What are they doing?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

1 breathe 2 lungs 3 Take 4 blood 5 heart
6 pumps 7 oxygen 8 body

Further practice

Workbook page 77

Values 3 Worksheet, Teacher's Resource Centre

Unit 9 test, Teacher's Resource Centre

Skills Test 3, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 9 • Listen at home • Tracks 42–45 •

Track 46 (song)

Online Practice • Unit 9 • Review

Fluency Time! ③

Everyday English CB PAGE 92

Learning outcomes

To learn some useful language for passing on messages

Language

I've got a message from Layla. Did she text you? She left me a voicemail. What did Layla's voicemail / text say? I've just got a text! Zaid has messaged me!

Materials

CD 83–84; Fluency DVD Fluency Time 3

Warmer

- Tell students they are going to learn some useful language for passing on messages. Ask how they communicate with their friends when they are not with them (email, online chat, text messages, phone calls, etc).
- Ask students how often they message their friends and what kinds of things they message about.

1 Listen and read. 83

- Focus on the pictures. Ask students who they can see in the pictures (*Ben and Megan*), where the characters are (*in the street*) and what they are doing (*checking their messages*).
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Listen and match the messages to the people. 84

- Focus on the messages and explain that they include common abbreviations which people use to make it easier and faster to send text messages. Go through the glossary and check students understand the meaning of each one.
- Ask students what abbreviations they use in text messages in their own language and what each one means.
- Tell students to listen and match the messages to the people by writing the letter in the box next to each name.
- Play the first part of the recording and pause for students to find Megan's message. Tell them to write the letter c in the box. Then play the rest of the recording, pausing for students to match the messages to the people.
- Ask questions, e.g. *What does (Megan) say in her message?* Encourage students to read the text messages aloud.

Transcript

(See Teacher's Book page 142.)

ANSWERS

1 c 2 d 3 b 4 a

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out an example dialogue with you. Read out the speech bubbles on the left, completing the gaps in the speech bubbles with prompts from the boxes. Ask the volunteer to read out the speech bubbles on the right, choosing the correct pronouns.
- In pairs, students use the prompts, or their own answers, to act out dialogues.

Optional activity

- Write the following text messages on the board:
Sam: Can you come to my party on Saturday?
Mum: Can you go to the baker's, please?
Jenny: Meet me at the library at 2 p.m.!
Dad: Can you help me wash the car?
- Invite pairs of students to come to the front of the class and act out dialogues about the messages.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 3 Everyday English for children to watch and listen.
- Play Watch and answer! for children to watch the scene again and answer the questions.

Further practice

Workbook page 82

Everyday English phrase bank, Workbook page 124

Fluency DVD • Fluency Time! 3

Online Practice • Fluency Time! 3

Project CB PAGE 93

Learning outcomes

- To write some English text messages
- To tell a friend about your partner's text message

Language

I've got a message from ... , Did she text you? What did his/her text say? I've just got a text! ... has messaged me! Did she say anything else?

Materials

Fluency DVD Fluency Time 3 (optional); Fluency Project 3 (see Teacher's Resource Centre) (one set of templates for each child, photocopied onto strong paper or thin card if possible); completed phone and text messages; coloured pencils and scissors for each group of children; thin cardboard (optional)

1 Look at the story again. Act.

- Focus on the story in Exercise 1 of the Everyday English lesson on Class Book page 92. Ask students what they remember about the story.
- Play the Fluency DVD Fluency Time! 3 Everyday English. If you don't have time for the DVD, read the dialogue on Class Book page 92.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations.

2 Write some English text messages.

- See Teacher's Book page 160 for detailed instructions on how to make the poster.
- Focus on the picture. Ask students what the picture shows (*a mobile phone and some text messages*) and what the girl is doing (*writing a text message*).
- Give out copies of the mobile phone template and the text messages template (see Fluency Project 3, Teacher's Resource Centre).
- Read out the tips around the picture in Exercise 1. Show the class your own completed mobile phone and demonstrate how to place the text messages into the mobile phone.
- Move around the class as students work, asking questions, e.g. *Who is your message from? What does this text say? What does this (number / symbol) mean in a text message?*
- When students have completed their mobile phones, they swap them with a partner.

NOTE: If you do not have time to use photocopies, students can write their messages on small pieces of paper.

3 Tell a friend about your partner's text message.

- Focus on the photos. Tell students they are going to use their text messages to act out dialogues with a friend. They will take turns telling a friend about their partner's text messages.
- Act out the example dialogue with a volunteer. The students then talk in pairs. Encourage them to add language to their dialogue, e.g. *That sounds like fun. I love watching DVDs. Are you going to send her a text?*

Project

1 Look at the story again. Act.

2 Write some English text messages.

- 1 Colour and cut out the mobile phone template. Carefully cut along each side of the mobile phone screen.
- 2 Write secret text messages on the mobile phone screens. You can use the words in the box to help you. You can find more text message codes on the Internet.
- 3 Cut out your secret text messages and place one of them into your mobile phone.



4 Swap mobile phones with a partner. Can you understand what your partner's text message says?

3 Speaking Tell a friend about your partner's text message.

I've just had a text from Maria.

She asked if I was going to her house tomorrow.

Yes, she said she might make a chocolate cake for us.

What did she say in her text?

Did she say anything else?

That's nice.

4 Speaking Tell the class about your project.

How many text messages did you swap?

What did you say in your text messages?

What did your partner say in his / her text messages?

This is my mobile phone. I swapped six secret text messages with my partner. In the first message, I asked ...

Project: English text messages 93

- Students can then place new secret text messages in their phones and swap phones again.
- Ask some students to act out dialogues for the class.

4 Tell the class about your project.

- Ask a volunteer to read out the example speech bubble, then invite students to tell the class about their text messages. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Students can use their text messages to play a game in groups of five. Demonstrate the game first.
- Three of the students hold up one of their secret text messages. One of the other students says, e.g. *I've got a text message. This person asked me if I was coming to their house tomorrow.* The remaining student looks at the three text messages being held up and says *The message is from (Maria)!*
- Students then swap roles, choose new text messages and repeat the game.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 3 Scenes 1–3 again to review the language of the Fluency Time! 3 lessons.
- Students can now complete the DVD Practice page in the Workbook (WB page 83). Play each DVD scene again for students to complete the activities.

Further practice

Workbook page 83

Writing portfolio worksheet, Units 7–9, Teacher's Resource Centre

Fluency Time! 3 test, Teacher's Resource Centre

Progress test 3, Teacher's Resource Centre

Fluency DVD • Fluency Time! 3

Lesson One CB page 98

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

- Introducing vocabulary through a story

Materials

CD 82, 87

Warmer 82

- Tell students they are going to sing the song *Breathe in, breathe out* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

Lead-in

- Bring in a picture of a Roman soldier. Use a history book and encyclopaedia or print one off from the Internet. Point to the picture and ask the students if they know who it is. Elicit the word *Roman* or model it if necessary.
- Tell students in today's story the students are going to visit an ancient Roman town.

1 Listen and read. What did the builders find?

87

- Focus students' attention on the pictures and the story. Teach the word *ancient*. Ask prediction questions, e.g. *Who is Kate talking to? What are they looking at?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What did the builders find?*

ANSWER

a Roman town

- Play the recording a second time. Ask more questions to check comprehension, e.g. *What have the archaeologists found? What did the Romans decorate their houses with?*

2 Listen to the story again and repeat. Act. 87

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Man and Archaeologist.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

10 Ancient buildings

Lesson One Story

1 Listen and read. What did the builders find?

1 **Kate** Look! What's going on over there?
Man Builders found a Roman town when they were building a new shopping centre.
Fin Wow! Let's go and have a look.

2 **Ed** Look. There are archaeologists here.
Kate They've found Roman pots and coins.
Libby That looks like a piece of jewellery, doesn't it? It's beautiful.

3 **Fin** This is wonderful, isn't it? A Roman town was under our feet all the time.
Archaeologist Are you interested in the history of the town?
Libby We are now! Will you come to our club and tell us all about it?

4 **Archaeologist** Well, this is a piece of a statue. We found lots of these, so we know that the Romans decorated their houses with statues.

5 **Ed** That's amazing. You can learn a lot about the Romans from just a few things ... I think I've got an idea. I'll tell you at the next meeting.

2 Listen to the story again and repeat. Act.

3 Read again and write the names. **Libby Fin Builders Ed**

1 **Builders** were building a shopping centre. 2 _____ wants to look at the Roman town.
3 _____ thinks the jewellery is beautiful. 4 _____ has an idea.

98 Unit 10 Ancient buildings

Optional activity

- Write the following sentences from the story on the board. With books closed, students read the sentences and say which frame of the story they come from.
Look. There are archaeologists here. (frame 2)
Well, this is a piece of a statue. (frame 5)
What's going on over there? (frame 1)
A Roman town was under our feet all the time. (frame 3)
Everything we find is helpful, because it tells us something about how the Romans used to live. (Frame 4)
Will you come to our club and tell us all about it? (Frame 3)
- Students check their answers on Class Book page 98.

3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with the correct names in the word pool.

ANSWERS

1 Builders 2 Fin 3 Libby 4 Ed

Optional activity

- Ask students to work in groups of four. First they work individually to write a question about the story, e.g. *Who invites the archaeologist to the club?*
- With books closed, students take turns to ask each other their question.

Further practice

Workbook page 84

Online Practice • Unit 10 • Story

Words

Learning outcomes

- To learn words for talking about archaeology
- To learn words with the suffix *-ful*

Language

Words: *archaeologist, column, statue, steps, block, pot, jewellery, carving*

Working with words: *wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful* (Class Book); *thought / thoughtful, colour / colourful, fear / fearful* (Workbook)

Materials

CD 88–89; sheets of paper (optional)

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions, e.g. *What did the builders find when they were building a new shopping centre? Were the children interested? Who had an idea?*

Lead-in

- Draw a column on the board. Copy it from the picture in Exercise 1. Write the number of dashes for each letter next to it. Play a version of *Guess the word* (see page 24) to elicit the word.

1 Listen and repeat. 88

- Ask students to open their Class Books and look at the picture and words.
- Play the recording. Students repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the word.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 column 2 block 3 steps 4 archaeologist 5 statue 6 carving

Optional activity

- Ask students to work in pairs. Hand out two sheets of paper to each pair of students.
- Tell students to write the six definitions on one piece of paper and the six words on another piece of paper.
- Students take it in turns to read a definition to their partner. Their partner must say the correct word.
- Tell students to award a point for each correct answer.

Lesson Two Words

1 Listen and repeat. 88

2 Write the word.

- column noun a tall, round thing made of stone, that holds up a roof
- block noun a large piece of stone used for building
- steps noun blocks of stone that get higher and higher that you walk up or down
- archaeologist noun a person who learns about the past from old things they dig up from the ground
- statue noun the shape of a person or animal made from stone or wood
- carving noun a shape, picture or pattern made in stone or wood with a knife

Working with words

We add *-ful* to some nouns to make adjectives.

noun	wonder	cheer	help	care	play
adjective	wonderful	cheerful	helpful	careful	playful

When a noun ends in a consonant + *-g*, remove the *-g* and add *-iful*.
beauty beautiful

3 Listen and repeat. 89

4 Write.

- Would you like some help (help)?
- There's water on the floor. Be careful (care)!
- Work and play (play) are both important for school children.
- Look at the colours in that painting. They're beautiful (beauty).

Words Unit 10 99

3 Listen and repeat. 89

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the first rule and say the noun and adjective pairs in turn. Read the second rule and the example.
- Give students two or three minutes to study the information.
- Ask students to look up the nouns and adjectives in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story (*wonderful*).
- Play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to write the correct form of the words in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1 help 2 careful 3 play 4 beautiful

Further practice

Workbook page 85

Student Website • Unit 10 • Words, Working with words

Online Practice • Unit 10 • Words

Lesson Three CB page 100

Grammar 1

Learning outcomes

- To use indefinite pronouns to talk about people, things and places which we don't name
- To play a guessing game

Language

Core: *There are machines everywhere. There is something wrong with all of my inventions. Is there anything wrong?*

Materials

CD 90

Warmer

- Play *What's the picture?* (see page 24) to revise vocabulary.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. How does Professor feel? Why? 90

- Play the recording. Students follow the words in their books.
- Ask the gist question *How does Professor feel?*
- Play the recording again. Ask comprehension questions, e.g. *Is Professor happy with his inventions? Why not?*

ANSWER

He feels unhappy because he never invents anything good.

- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rules and four example sentences in the text box.
- Ask them to find the example sentences in the cartoon.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find an example of an indefinite pronoun in the story in Lesson 1. (*Everything*)

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS

1 anyone 2 somewhere 3 everything 4 No one
5 everywhere 6 anything

4 Ask and answer.

- Ask two students to read the speech bubbles.
- Give them one or two minutes to study the words in the word pool and the lozenges.
- Check that students understand the exercise, then ask them to work in pairs.

PROFESSOR & CHIP

1 Listen and read. How does Professor feel? Why?

2 Read and learn.

Indefinite pronouns

<p>Use indefinite pronouns to talk about people, things and places which we don't name.</p> <p>someone, something, somewhere There is something wrong with all of my inventions.</p> <p>everyone, everything, everywhere There are machines everywhere.</p>	<p>no one, nothing, nowhere There's nothing wrong with me.</p> <p>Negative sentences and questions: anyone, anything, anywhere Is there anything wrong, Professor?</p>
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3 Read and circle.

- Has someone / anyone seen my keys?
- Put your money somewhere / everywhere safe.
- We've got anything / everything we need for our holiday.
- No one / Anyone wants to go to the beach in the rain.
- He looked everywhere / nowhere, but he couldn't find his watch.
- I'm bored. I haven't got anything / nothing to do.

4 Speaking Ask and answer.

<p>in your family in your house from school in your garden from a club in the classroom</p> <p>Is it a person or a thing? <i>It's a person.</i></p> <p>Is it someone from school? <i>No, it isn't.</i></p> <p>Is it someone in your family? <i>Yes, it is.</i></p> <p>It's your mum!</p>	
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100 Unit 10 Indefinite pronouns Complete Grammar Time Exercise 1 on page 122 of Workbook 5.

- Students take turns to choose a word from the lozenges on the right, and answer questions about it using the words in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

NOTE: Ask students to complete the first Unit 10 Grammar Time exercise on page 122 of the Workbook.

Optional activity

- Tell students to turn to Class Book page 99 and look at the picture and the definitions again.
- Write this definition on the board: *It's a tall, round thing made of stone that holds up a roof.*
- Ask students to rewrite the definition using *something*. Elicit *It's something made of stone that holds up a roof.*
- As an open class activity, ask students to rewrite the remaining definitions in the same way and call them out. Remind them that one definition will need *someone* not *something*.

Further practice

Grammar Time, Workbook page 122

Workbook page 99

Student Website • Unit 10 • Grammar 1

Online Practice • Unit 10 • Grammar 1

Grammar 2

Learning outcomes

To use question tags at the end of sentences to mean 'Am I right?' or 'Do you agree?'
 To write sentences using question tags

Language

Core: *These necklaces are beautiful, aren't they? The Egyptian room is upstairs, isn't it? We can't take photos in here, can we?*

Materials

CD 91

Warmer

- Play *Lip reading* (see page 24) to energize the class and revise the words from Lesson 2.

Lead-in

- If you can, bring a necklace to class. Hold up the necklace and ask students what it is. Elicit the word *jewellery* and teach *necklace*.
- Tell students you are going to listen to someone talking about a very old necklace. Ask them to guess where it might be from. Ask questions and give clues until someone guesses *Rome* or *Ancient Rome*.

1 Listen and read. Where do you think they are?

91

- Play the recording. Students follow the words in their books.
- Ask the gist question *Where are they?*

ANSWER

They're in a museum.

- Play the recording again. Explain new words as necessary.
- Ask comprehension questions, e.g. *Where are the necklaces from? What do they want to look at now?*

2 Read and learn.

- Focus attention on the rule and example sentences in the text box. Give students a minute to study the rules.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.

3 Read and choose.

- Ask students to read the incomplete sentences silently.
- Look at the example and explain that they have to choose the correct option to complete each sentence.

ANSWERS


1 c 2 b 3 c 4 c 5 a 6 a

4 Write four sentences with question tags for your friend.

- Look at the example and ask a student to read it for the class. Check that students understand they have to write questions that they could ask a friend.

Lesson Four Grammar 2

1 Listen and read. Where do you think they are?



Emma: These necklaces are beautiful, aren't they?
 Lisa: Yes. The Romans had lots of jewellery.
 Emma: We can't take photos in here, can we?
 Lisa: No, we're not allowed. Let's go and look at some statues.
 Emma: OK. The Egyptian room is upstairs, isn't it?
 Lisa: Yes. Come on, let's go.

2 Read and learn.

Question tags

Use question tags at the end of sentences to mean 'Am I right?' or 'Do you agree?'
 These necklaces are beautiful, aren't they?
 Look!
 The Egyptian room is upstairs, isn't it?
 We can't take photos in here, can we?

3 Read and choose.

1 You can play the piano, ...?
 a can you b are you c can't you

2 We're shopping, ...?
 a are we b aren't we c aren't you

3 He couldn't play football, ...?
 a can he b couldn't he c could he

4 Dad is very funny, ...?
 a is he b was he c isn't he

5 It wasn't very cold yesterday, ...?
 a was it b wasn't it c isn't it

6 They can't swim, ...?
 a can they b can we c can't they

4 Write four sentences with question tags for your friend.

1 You can play the violin, can't you?

Complete Grammar Time Exercise 2 on page 122 of Workbook 5. Question tags Unit 10 101

- Brainstorm some ideas on the board first. Remind students that they can write positive questions with negative tags, or negative questions with positive tags.

NOTE: Ask students to complete the second Unit 10 Grammar Time exercise on page 122 of the Workbook.

Optional activity

- Write the first sentence from Exercise 3 on the board: *You can play the piano, can't you?* Then rub out the words *can* and *can't*. Ask students which words you could write in their place. Elicit different examples, e.g. *don't / do, (do) / don't, can't / can*, etc. Go through the different meanings with the class.
- Repeat with all the sentences in Exercise 3, rubbing out two words in each sentence in turn. Students call out the answers.

ANSWERS

- 1 don't / do, (do) / don't, can't / can
- 2 aren't / are, weren't / were, were / weren't
- 3 can't / can, didn't / did, doesn't / does
- 4 isn't / is, wasn't / was
- 5 was / wasn't
- 6 can / can't, couldn't / could, could / couldn't, don't / do, (do) / don't

Further practice

Grammar Time, Workbook page 122

Workbook page 87

Language practice worksheet, Unit 10, Teacher's Resource Centre

Student Website • Unit 10 • Grammar 2

Online Practice • Unit 10 • Grammar 2

Skills Time!

Skills development

Reading: read an article 'The lost city'; identify true and false sentences about a text

Language

Recycled: vocabulary and structures seen previously
 Extra: *Incas, Andes mountains, South America, cities, streets, walls, tourist attraction*

Materials

CD 92

Warmer

- Play *Twenty twenty* (see page 25) to energize the class.

1 Look at the article. What do you think it is about?

- Ask students to look at the article and the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class. Ask more questions if necessary, e.g. *Where is Peru? Is this place in Peru?*

2 Listen and read. 92

- Tell students they are going to listen to the text now. Play the recording all the way through as students read.
- Play the recording again pausing at regular intervals. Check students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *When did the Inca people live? Who discovered Machu Picchu? What did explorers find at Machu Picchu?*

Optional activity

- Tell students you are going to say some words from the text. Students should scan the text and find the word you have said as quickly as possible.
- Before putting up their hands to answer, students must locate the position of the word by identifying the paragraph and the line number within that paragraph. Only then can they put up their hand to answer.
- Say the following words one by one or choose your own: *water, travel, window, people, buildings, mountains, today, cities, visit.*


3 Read again and write True or False.

- Ask students to read the questions silently.
- Look at the example and explain that they have to write *True* or *False*.
- Let students complete the exercise, then check answers.

ANSWERS

1 True 2 False 3 True 4 True 5 False 6 False

Skills Time!
 Lesson Five
Reading
 1 Look at the article. What do you think it is about?
 2 Listen and read.



The lost city

The Inca people lived in the Andes mountains in South America over 500 years ago. The Inca used stone to build wonderful buildings with slanted doorways, windows and roofs. Most Inca cities did not have walls around them, but they were very safe. There were large stone fortresses near each city. When there was danger, the people could hide in the fortresses.

The most famous Inca city is Machu Picchu. Machu Picchu is high in the Andes mountains in Peru. Only local people knew it was there until 1911, when Hiram Bingham, an American archaeologist, visited Peru and saw the ruins of this ancient city. When he returned to America, he wrote an article about Machu Picchu in *National Geographic* magazine. Soon the rest of the world knew about this wonderful place.

Explorers went to Machu Picchu and found palaces, fortresses and the remains of stone aqueducts. The aqueducts brought water from rivers to the city. Today, the streets and the walls of the city are like a stone maze for people to walk through. There are still some things that we don't know about Machu Picchu today. For example, no one knows why the Inca stopped living there. Some people think there was an illness that made the Inca run away from the city. It is difficult to find out if they are right because there are no records to tell us. The Inca didn't write, but they were excellent builders.

It has been nearly 100 years since the rest of the world first heard about Machu Picchu. Today, Machu Picchu is Peru's most famous tourist attraction. If you travel to Peru, you should definitely visit the amazing lost city of the Inca.

3 Read again and write True or False.

1 The Inca were from South America. True 2 All Inca cities had walls around them. _____
 3 Machu Picchu is in Peru. _____ 4 Explorers found fortresses at Machu Picchu. _____
 5 The Inca wrote about their lives. _____ 6 Not many people know about Machu Picchu. _____

102 Unit 10 Reading an article

Optional activity

- Tell students you are going to ask some questions about the text. Ask them to scan the text and find the answers.
When did Hiram Bingham see Machu Picchu for the first time? (1911)
When did the Inca live in South America? (500 years ago)
What was Hiram Bingham's job? (He was an archaeologist.)
Were Inca cities safe to live in? (yes)
Where exactly is Machu Picchu in Peru? (in the Andes mountains)
Why is it difficult to find out why the Inca people left Machu Picchu? (There are no records to tell us because the Inca people didn't write.)
- Go through the answers with the class.

Further practice

Workbook page 88

Online Practice • Unit 10 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: listen for details about ancient sites
- Speaking: ask and answer questions about museums

Language

Words in context: *slanted, ruins, maze, aqueduct, palace, ancient, fortress, explore* (Class Book); *rich, central heating, border, invade* (Workbook)

Materials

CD 93

Warmer

- Play *Smiley face* (see page 24) to revise the vocabulary.

Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Where is Machu Picchu? Which archaeologist found the ancient city?*

1 Find the words in the article to match the pictures.

- Ask the students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to match the underlined words in the text to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 slanted 2 ruins 3 maze 4 aqueduct 5 palace
6 ancient 7 fortress 8 explorer

2 Listen. What are they talking about? 93

- Tell students they are going to hear a recording. They have to listen and identify what the people are talking about.
- Play the recording all the way and elicit the answer.

ANSWERS

The Parthenon, Stonehenge and the Great Wall.

Transcript

(See Teacher's Book page 142.)

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording, pausing for students to write the missing information.

ANSWERS

1 Greece 2 columns 3 the UK 4 blocks 5 China
6 long

Words in context Lesson Six

1 Find the words in the article to match the pictures.

1 slanted 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Listen. What are they talking about? 93

3 Listen again and complete.

Name: Parthenon Place: Athens, * Greece
Age: more than 2,000 years old
Description: huge *
beautiful statues

Name: Stonehenge Place: Salisbury, *
Age: more than 4,000 years old
Description: huge *
of stone in a circle

Name: Great Wall Place: *
Age: more than 2,000 years old
Description: very *
made from bricks and stone

Speaking

4 Ask and answer. Use the prompts or your own answers.

Have you ever visited a museum? Yes, I have. / No, I haven't.
What did you see there? I saw _____
What ancient place would you like to visit? I'd like to visit _____
Why? Because it looks _____

Words in context: The lost city, listening and speaking Unit 10 103

Culture note: Stonehenge

There are many ancient stone circles in the British Isles, and Stonehenge is perhaps Britain's most famous prehistoric site. It is a group of ancient standing stones situated on Salisbury plain in Wiltshire, England, and is part of what was originally a much larger prehistoric site.

While historians still aren't exactly sure why Stonehenge was built, most people believe it was built for ceremonial purposes. Today thousands of people come here every year at the summer solstice to watch the sun rise.

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I'd like to visit the Great Wall in China.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 89

Speaking skills worksheet, Unit 10, Teacher's Resource Centre

Student Website • Unit 10 • Words in context

Online Practice • Unit 10 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: make writing more interesting
 Writing outcome: write a descriptive account (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 10; a copy of the text from poster 10, Teacher's Resource Centre, for each student.

Warmer

- With books closed, ask students what they can remember about the three ancient sites from the previous lesson.
- Ask questions if necessary, e.g. *How old is the Parthenon? Where is Stonehenge? What is the Great Wall made from?*

Poster 10: A descriptive account

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to share their ideas.
- Tell students they are going to read the text. Choose four students to read the text to the class.
- Read the first box on the left and ask students to identify the question the writer has used to introduce the account.
- Read the first box on the right and ask students to identify the sentence which gives the background information to the account. Ask *Where did he go? Who did he go with? When did he go?* Ask students to suggest similar examples.
- Read the second box on the left and ask students to tell you how the writer has described his thoughts and feelings to make the account more interesting.
- Read the third box on the left and ask students if they can remember what adjectives the writer has used. Cover the poster and see how many adjectives they can remember. Uncover the poster and ask students to point them out.
- Read the second box on the right and ask students to identify each point in turn. Ask *What could he hear? What could he see?*
- Read the last box on the left and point to the example of direct speech. Elicit different examples of what the man could have said from the class.
- Ask students the 'After reading' questions in the corner of the poster. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

ANSWER

a visit to the Colosseum in Rome

Skills Time!
 Lesson Seven

Writing
 1 Look at the text. What is it about?
 2 Read.

A visit to the Colosseum by Ben Sanders
 Have you ever wondered what life was like in ancient Rome? A visit to the Colosseum is a wonderful way to find out something about life in Roman times.
 I visited the Colosseum on a cold morning last February. I could smell fresh bread from the bakeries as I walked through the noisy streets. Suddenly, I saw the Colosseum in front of me.
 Sadly, the Colosseum is in ruins now. The stone seats have gone and the floor has gone, too. But I imagined excited Romans sitting in the seats and watching a fantastic show. I explored the rooms under the Colosseum where the Romans kept things for the shows. I felt scared, because the rooms were small and dark.
 As I was leaving, I saw a man wearing a Roman costume. "Come back soon," he said. I hope I will visit the Colosseum again soon. It's an amazing place.

3 Read again and answer the questions.
 1 What could Ben smell when he walked to the Colosseum?
 2 Why did Ben feel scared?

Making writing more interesting
 We can make a piece of writing more interesting by:
 • asking a question
 Have you ever wondered what life was like in ancient Rome?
 • using the senses (what we could hear / see / smell / taste / touch)
 I could smell fresh bread from the bakeries as I walked through the noisy streets.
 • using a variety of adjectives
 But I imagined excited Romans sitting in the seats and watching a fantastic show.
 • describing people's thoughts and feelings
 I felt scared, because the rooms were small and dark.
 • using direct speech
 "Come back soon," he said.

4 Match.
 1 Do you ever wonder how people built ancient buildings? c
 2 I could feel the sun on my face and the wind in my hair as we drove up the hill. b
 3 The old stone walls were covered in beautiful paintings. e
 4 I felt excited as I walked through the doors of the castle. a
 5 "I hope you enjoyed your visit," she said to me. d

5 Complete the writing task on page 90 of Workbook 5.

104 Unit 10 Writing: making writing more interesting

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text with the class and ask comprehension questions, e.g. *When did Ben visit the Colosseum?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions in turn. Let students check the text if necessary.

ANSWERS

1 fresh bread 2 because when he explored the rooms under the Colosseum they were small and dark

4 Match.

- First, focus attention on the text box. Go through the suggestions and the example sentences with the class. Check that students understand the ways of making writing more interesting.
- Give students a minute to study the information. Elicit some more examples from the class.
- Students now do the exercise. Point to the example and explain that they have to match the sentences with the methods. Students do the exercise individually.

ANSWERS

1 c 2 a 3 e 4 b 5 d

5 Complete the writing task on page 90 of Workbook 5.

- Students now do the writing task on Workbook page 90. Go through the exercises with them first if necessary.

Further practice

Workbook page 90

Writing skills worksheet, Unit 10, Teacher's Resource Centre

Online Practice • Unit 10 • Writing

Lesson Eight CB page 105

Unit 10 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 94

Warmer

- To revise words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 105 but they may not refer to the unit when answering the questions.

ANSWERS

1 block 2 some builders 3 wonderful 4 anywhere
5 anything 6 didn't she 7 in Peru in South America
8 ancient 9 use the senses, describe thoughts and feelings, ask a question, use direct speech, use a variety of adjectives

Optional activity

- Ask students to work in pairs.
- Ask them to think of one more question to add to the quiz to make it a quiz of ten questions. Students can refer back to the unit.
- Give them a couple of minutes to write the question. Go around the class helping where necessary.
- Write the new questions on the board. Students choose the best question to add to the quiz.

2 Listen and order the lines. Sing. 94

- Focus students' attention on the picture. Ask *Where are the children?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.

The image shows a page from a textbook titled 'Unit 10 Review' and 'Lesson Eight'. It contains two main sections:

1 Complete the quiz. This section has seven numbered questions:

- (noun) a large piece of stone used for building. What is the word?
- Who found the Roman towns?
- Circle the correct word in this sentence. We had a wonder / wonderful time at the theatre.
- Circle the correct answer. I can't find my camera everywhere / anywhere.
- Circle the correct answer. Have you had anything / nothing to eat?
- Circle the correct answer. Pat called you yesterday, did she / didn't she?
- Where is Machu Picchu?

2 Listen and order the lines. Sing. 94

Everything changes

1 People from long ago left things behind,
People may go, but their homes and things last.
Now we can learn about life in the past.
Clues for their friends in the future to find.

Chorus:

1 Everything changes and time moves so fast.
Will you leave something for people to find?
The present and future will soon be the past.
What piece of history will you leave behind?

2 In ancient buildings, we find ancient things,
What was it like then? We all want to know.
Statues and dishes and carvings and rings.
Each clue tells something of life long ago.

At the bottom right of the page is a small illustration of children in a classroom and a 'Watch the DVD!' icon. The page number '105' is in the bottom right corner.

- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

Verse one: (1) People from long ago left things behind, (2) Clues for their friends in the future to find. (3) Now we can learn about life in the past. (4) People may go, but their homes and things last.
Chorus: (1) Everything changes and time moves so fast. (2) The present and future will soon be the past. (3) Will you leave something for people to find? (4) What piece of history will you leave behind?
Verse two: (1) In ancient buildings, we find ancient things, (2) Statues and dishes and carvings and rings. (3) Each clue tells something of life long ago. (4) What was it like then? We all want to know.

Optional activity

- Divide the class into two groups. Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse, and both groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

Further practice

Workbook page 91

Unit 10 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 10 • Listen at home • Tracks 47–50 •

Track 51 (song)

Online Practice • Unit 10 • Review

Lesson One CB page 106

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

- Introducing vocabulary through a story

Materials

- CD 94–95

Warmer 94

- Sing *Everything changes* from Unit 10 Lesson 8.

Lead-in

- Ask students to read the title of the story *A message for the future*. Explain the meaning of *time capsule*. Ask students to give you reasons why it would be interesting for future generations to find one.

1 Listen and read. What are the children doing?

95

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *What are they putting in the box? Why?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What are the children doing?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What is a time capsule? What are they putting in it? Where are they going to put it?*

ANSWER

They are making a time capsule.

2 Listen to the story again and repeat. Act. 95

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Boy and Girl. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write True or False.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True or False*.
- Let students complete the exercise then check answers.

ANSWERS

1 True 2 False 3 False 4 True

11 A message for the future

Lesson One Story

1 Listen and read. What are the children doing?

1 Ed: Come on, Ed. Tell us about your great idea.
Ed: OK. Why don't we make a time capsule?
Fin: We can put things in this box and bury it. When people dig it up in the future, they'll learn about what life is like now.

2 Libby: What are we going to put in the box?
Kate: Let's all write a message and put the messages on a memory stick.
Ed: We should put a supermarket receipt in the box so people can see how much things cost.

3 Libby: A magazine will show what clothes are worn these days.
Ed: What about a photo album?
Kate: We can save digital photos on a disc. That will show people what technology we've got. We can put in a computer manual too.

4 Fin: Great! Has anyone got any other ideas?
Girl: A CD of our favourite songs.
Boy: A map of our town.
Girl: A DSD Club hat!

5 Ed: What about banknotes? They'll show people what kind of money is used in our time.
Kate: OK, Ed. You can put your money in the box.
Ed: Oh ... erm ... maybe I'll just take a photo and put that in.

6 Fin: I've got some exciting news! I've just called the mayor's office and the mayor said we could bury the time capsule in the park.
Libby: And the local newspaper wants to write a story about it!

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 Ed has got a metal box. True

2 The children are going to write messages and put them on a disc.

3 Ed wants to put his money in the time capsule.

4 The children are going to bury the time capsule in the park.

106 Unit 11 A message for the future

Optional activity

- Write the following sentences describing scenes from the story on the board.
- With books closed, ask students to read the sentences and put them in the correct order.
Libby wants to put in a magazine. (3)
Fin has just called the mayor's office. (7)
Ed suggests they make a time capsule. (1)
Ed decides not to put his money in the time capsule. (6)
They decide to write messages. (2)
A boy wants to put in a map of their town. (5)
A girl wants to put in a CD of their favourite songs. (4)
The local newspaper want to write a story about it. (8)
- Students check their answers on Class Book page 106.

Optional activity

- Ask students to work in groups of four.
- Tell them to think of eight things to put in a time capsule. They must be different to those in the story. Explain that they must give reasons for their choices.
- Each group makes a list and writes notes explaining their choices.
- Ask each group to read out their lists and reasons.
- Encourage students to discuss and compare their ideas.

Further practice

Workbook page 92

Online Practice • Unit 11 • Story

Words

Learning outcomes

- To learn words for talking about a time capsule
- To learn homonyms

Language

Words: *time capsule, banknote, photo album, manual, diary, memory stick, stamp, receipt*

Working with words: *stamp (n) (v), float (n) (v), spring (n) (n), note (n) (n), coach (n) (n), light (n) (adj)* (Class Book); *duck (n) (v), sink (n) (v), match (n) (v)* (Workbook)

Materials

CD 96–97

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What were the children doing? Whose idea was it? Where are they going to bury the time capsule?*

Lead-in

- If you did the optional activity in the previous lesson, ask students to remind you of the things they had decided to put in their time capsules. If you didn't do the activity, brainstorm some new ideas. Write the ideas on the board.
- Tell students you have to choose six items from the list on board. They have to nominate their choice and explain why their item is the most important item for you to choose.
- Choose six items based on the students' arguments.

1 Listen and repeat. 96

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the incomplete sentences and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 diary 2 banknote 3 memory stick 4 manual
5 photo album 6 receipt

Optional activity

- With books closed, play *Definitions* (see page 25) to revise and reinforce the new vocabulary.

3 Listen and repeat. 97

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the rule and say the homonyms in turn.

Lesson Two Words

1 Listen and repeat. 96

2 Write the words.

1 You can write about your life in a diary.

2 A _____ is paper money.

3 You can store information on a _____.

4 A _____ tells you how to use a new machine.

5 You can keep your favourite photos in a _____.

6 When you buy something from a shop, you get a _____.

Working with words

Homonyms are words that have the same spelling but different meanings.

stamp noun	float noun	spring noun	note noun	coach noun	light noun
stamp verb	float verb	spring noun	note noun	coach noun	light adj

3 Listen and repeat. 97

4 Match the homonyms.

Words Unit 11 107

- Let students study the information, then ask students to look up the homonyms in the Dictionary pages in their Workbooks. Go through the different meanings.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*note*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

4 Match the homonyms.

- Read the instruction and point to the example.
- Check that students understand they have to match pictures 1 to 4 with pictures a to d.

ANSWERS

1 b 2 d 3 c 4 a

Optional activity

- Write gapped sentences containing the homonyms in the list, e.g. *He was angry and he _____ his foot.*
- Elicit the missing word (*stamped*).
- Divide the class into two teams. Ask students to come to the board from each team in turn and write similar gapped sentences. Choose a student from the other team to write the missing word. Remind students the word must be in the correct form or tense.
- Award a point for each correct answer. If the answer is incorrect give the question back to the original team.

Further practice

Workbook page 93

Student Website • Unit 11 • Words, Working with words

Online Practice • Unit 11 • Words

Lesson Three CB page 108

Grammar 1

Learning outcomes

To use the passive when you don't know the subject of a sentence; to talk about things that are generally true
To make passive sentences

Language

Core: *English is spoken in many different countries.*

Materials

CD 98

Warmer

- Play *Order the letters* (see page 25) to revise vocabulary.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. Does the time machine work?

98

- Play the recording. Students follow the words in their books.
- Ask the gist question *Does the time machine work?*
- Play the recording again and ask comprehension questions, e.g. *What has Professor invented? What year does Professor want to travel to?*

ANSWER

No, it doesn't.

- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the two text boxes.
- Ask students to find the example sentence *You are taken to a different time* in the cartoon strip.
- Give students a minute to study the rules, then with books closed, elicit more examples to check understanding.

3 Write A (active) or P (passive).

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write A if the sentence is active or P if the sentence is passive.

ANSWERS


1 P 2 A 3 A 4 P 5 P 6 A

Optional activity

- Write some prompts on the board and ask students to make them into passive sentences.
food / grown / farms
newspapers / read / every day
some animals / kept / zoos
films / shown / TV

Lesson Three Grammar 1

1 Listen and read. Does the time machine work?



2 Read and learn.

The passive (present simple)

Use the passive when you don't know the subject of a sentence (who does an action).

Present simple passive = is / are + past participle

You are taken to a different time.

Also use the present simple passive to talk about things that are generally true.


English is spoken in many different countries.

3 Write A (active) or P (passive).

1 Computers are used all over the world. P	2 I do all my homework on my computer. —
3 The film starts at eight o'clock. —	4 A lot of films are made in Hollywood. —
5 A lot of ancient things are kept in museums. —	6 We often visit our local museum. —

4 Speaking Make passive sentences. Irregular verb list Workbook 3 page 135

kangaroos / found
French / spoken
rice / grown
coffee / made
American football / played
the Pyramids / seen



108 Unit 11 The passive (present simple) Complete Grammar Time Exercise 1 on page 122 of Workbook 5

4 Make passive sentences.

- Focus attention on the map. Ask students to identify the countries and ask them some general questions, e.g. *Have you been to France? What language do people speak in China? Is it hot in Australia?*
- Ask two students to read the speech bubbles.
- Give them a minute to study the word prompts in the word pool.
- Check that students understand the exercise, then ask them to work in pairs.
- Remind students to go to Workbook page 000 and check the verb list when completing the exercise.
- Students take turns to say passive sentences using the word prompts in the word pool.
- You may wish to ask a few pairs to say their passive sentences in front of the class.

NOTE: Ask students to complete the first Unit 11 Grammar Time exercise on page 122 of the Workbook.

Further practice

Grammar Time, Workbook page 122

Workbook page 94

Student Website • Unit 11 • Grammar 1

Online Practice • Unit 11 • Grammar 1

118 Unit 11

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Lesson Four CB page 109

Grammar 2

Learning outcomes

- To use the passive with *by* and *with*
- To rewrite sentences using the active or passive

Language

Core: *People in costumes greet visitors. Visitors are greeted by people in costumes.*

Materials

CD  99

Warmer

- Play *Wrong word* (see page 25) to energize the class and revise the passive (present simple) from Lesson 3.

Lead-in

- Ask the students if they have ever heard of the famous ship the *Titanic*. Play a version of *Twenty twenty* (see page 25) so that they can build up as much information about it as possible before they read the text in the lesson.

1 Listen and read. What does this museum teach you about? 99

- Play the recording. Students follow the words in their books.
- Ask the gist question *What does this museum teach you about?*

ANSWER the Titanic

- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *When was the Titanic's first trip? Where is the Titanic Museum?*

2 Read and learn.

- Focus students' attention on the rule and example sentences in each of the text boxes.
- Give students a few minutes to study the rules.
- With books closed, give some more examples and ask questions to check the students' understanding. Elicit more examples of active and passive sentences, and passive sentences with *by* and *with* from the class.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.


ANSWERS

1 by 2 with 3 by 4 with 5 by 6 with


4 Rewrite the sentences. Use the passive or active.

- Ask a student to read an example for the class.
- Check that students understand they have to rewrite the sentences using either the active or passive tense.

Lesson Four Grammar 2

1 Listen and read. What does this museum teach you about?  99

The Titanic was a huge ship. It sank on its first trip, in 1912. Today, you can visit the Titanic Museum in Missouri, USA, and see what life was like for the people on the Titanic. Visitors are greeted by people in costumes and are given tickets for their journey. Inside, the museum is decorated with things from the real Titanic passengers, like clothes, letters and jewellery. You can learn about the passengers and explore the world's most famous ship.



2 Read and learn.

Passive and active


Use the passive when the object of an active sentence is more important than the subject.


Active: People in costumes greet visitors.
Passive: Visitors are greeted by people in costumes.

Use *by* to say who or what does an action. Visitors are greeted by people in costumes.


Use *with* to say what is used to do an action. The museum is decorated with things from the real Titanic passengers.

3 Read and circle.

1 Pictures are painted  with artists. 2 Bread is made by / with flour.
3 Aeroplanes are flown by / with pilots. 4 Photos are taken by / with cameras.
5 Thieves are caught by / with the police. 6 These bottles are filled by / with water.

4 Rewrite the sentences. Use the passive or active.  Irregular verb list Workbook 5 page 135

1 Mrs Green teaches our English lessons. 2 Fires are put out by firefighters.
Our English lessons are taught by Mrs Green. *Firefighters put out fires.*
3 Dad drives the children to school. 4 Criminals are caught by the police.
5 Mobile phones are used by lots of people. 6 Hundreds of tourists visit my town.
7 My clothes are washed by my mum. 8 Karen feeds the penguins.

 Complete Grammar Time Exercise 2 on page 123 of Workbook 5 Passive and active Unit 11 109

- Remind students to go to Workbook page 135 and check the base forms and past participles in the verb list when completing the exercise.
- Let students complete the exercise, then check answers.

ANSWERS

- Our English lessons are taught by Mrs Green.
- Firefighters put out fires.
- The children are driven to school by Dad.
- The police catch criminals.
- Lots of people use mobile phones.
- My town is visited by hundreds of tourists.
- My mum washes my clothes.
- The penguins are fed by Karen.

NOTE: Ask students to complete the second Unit 11 Grammar Time exercise on page 123 of the Workbook.

Further practice

Grammar Time, Workbook page 123

Workbook page 95

Language practice worksheet, Unit 11, Teacher's Resource Centre

Student Website • Unit 11 • Grammar 2

Online Practice • Unit 11 • Grammar 2

Skills Time!

Skills development

Reading: read and understand a film review 'Nim's Island'; identify the correct words in sentences

Language

Core: *sea lion, lizard, pelican, author, storm, contact, volcanic eruption*

Recycled: vocabulary and structures seen previously

Materials

CD 100

Warmer

- Play *Smiley face* (see page 24) to energize the class and revise the words from Lesson 2.

Lead-in

- Ask the class what films they have watched recently, Ask questions about the films, e.g. *What is the film about? Who are the main characters? Who are the actors? What happens at the end? Did you enjoy the film? What did you like about it?*

1 Look at the text. What do you think it is about?

- Ask students to look at the text and the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class. Ask more questions if necessary, e.g. *What is the girl wearing? Where do you think she lives? What animal can you see?*

2 Listen and read. 100

- Tell students they are going to listen to the text and follow it in their books.
- Play the recording for students to listen and read the text silently, then play it a second time and answer any questions the children have.
- Encourage students to try to work out the meanings of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *Who is the main character? Who plays Nim? Who directed the film? What can Nim do?*

3 Read again and circle.

- Ask students to read the sentences silently.
- Focus on the example and explain that students have to circle the correct word in each sentence.
- Move around the class as students do the activity individually. Help if necessary by encouraging students to find the correct part of the text for each sentence.
- Go through the answers with the class.


ANSWERS

1 character 2 father 3 marine biologist
4 author 5 storm 6 directors

Skills Time!
Lesson Five

Reading

1 Look at the text. What do you think it is about?
2 Listen and read. 100



Nim's Island

Nim's Island is a great film. It's directed by Jennifer Flackett and Mark Levin. The main character in the film is an eleven-year-old girl called Nim. Nim is played by Abbie Breslin, who is only a teenager but already a famous actress. The film is based on the novel *Nim's Island* by Wendy Orr.

Nim lives on an island in the South Pacific. She has some cute animal friends, including Selkie the sea lion, Fred the lizard and Galileo the pelican. Nim is a very confident girl. She can find food, climb trees and build fires. Nim doesn't have a mother. She lives with her father, Jack Rusoe. He is played by Gerrard Butler. Jack is a scientist and he studies tiny sea creatures. One day, Jack goes on a trip on his boat. He wants to take Nim with him, but Nim wants to stay at home on the island. Jack agrees and he sets off on his trip.

Soon after Jack leaves, an email arrives for him. The email is from Nim's favourite author, Alex (Alexandra) Rover. Alex is played by Judi Foster.

Alex wants to ask Jack about his work. Nim replies to Alex, and they become email friends.

While Jack is at sea, there is a terrible storm. Jack's boat breaks and he can't contact Nim. Nim is very worried. There are lots of tourists arriving on the island and they are making a mess. She wants Jack to come home, but she doesn't know where he is. Nim asks Alex to help. Alex comes to the island and helps Nim to make all the tourists leave. At last, Jack comes home, and he becomes friends with Alex, too.

The special effects in *Nim's Island* are very good. There is an amazing storm and a scary volcanic eruption. Jennifer Flackett and Mark Levin are great directors, and the actors' performances are brilliant. The film is funny and exciting. It's a comedy, fantasy and adventure film all in one.

Don't miss the chance to watch *Nim's Island*. It's a great film for all the family. I can't wait to watch *Nim's Island*!

3 Read again and circle.

1 Nim is the main character / director. 2 Nim lives with her father / brother.
3 Jack is a fisherman / marine biologist. 4 Nim meets her favourite friend / author.
5 There is a storm / trip at the end of the film. 6 Jennifer Flackett and Mark Levin are great actors / directors.

110 Unit 11 Reading: a film review

Optional activity

- Ask students to work in pairs and think of one question to ask about the text, e.g. *What can Nim do? Who is Alex? What is Nim's father's job?* Move around the class as the students work together and help if necessary.
- Write students' questions on the board (but don't write the same question twice).
- When you have written all the questions on the board, ask students to write the answers in their notebooks.
- Go through the answers with the class.
- Alternatively, you can divide the class into two teams and play a quiz game. Students can take turns to ask their questions to the opposite team. Award one point for each correct answer.

Further practice

Workbook page 96

Online Practice • Unit 11 • Reading

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen and identify descriptions

Speaking: ask and answer questions about films

Language

Words in context: *teenager, novel, confident, creatures, special effects, directors, performances, comedy*

Materials

CD 101

Warmer

- Play *True or false?* (see page 25) to energize the class.

Lead-in

- With books closed, ask students what they remember about the text from the previous lesson. Ask questions if necessary, e.g. *Where does Nim live?*

1 Find the words in the review. Write.

- Ask students to open their Class Books and look at the sentences in Exercise 1.
- Point to the sentences in turn. Try to elicit the words, but model any words the children can't remember.
- Ask students to open their books on page 110 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

ANSWERS

1 director 2 comedy 3 confident 4 creatures
5 performance 6 novel 7 special effects 8 teenager

2 Listen. What was the film about? 101

- Tell students they are going to hear a recording. Explain that they have to listen and find out what the film is about.
- Play the recording all the way through, then elicit the answer from the class. Repeat if necessary.

ANSWER

a girl who travels back in time and meets Queen Elizabeth I

Transcript

(See Teacher's Book page 142.)

3 Listen again and match.

- Tell students they are going to hear the recording again. Play it again, pausing for students to match the words a-f with the different stages within the review as they hear it.

ANSWERS

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

Lesson Six

Words in context

1 Find the words in the review. Write.

comedy director special effects performance
teenager confident novel creatures

1 A director tells the actors what to do.
2 I like comedy films because they make me laugh.
3 I'm not confident enough to be an actor. I feel shy when people are watching me.
4 My sister likes many sea creatures. She wants to be a scientist.
5 My favourite actor gives a wonderful performance in this film.
6 She wrote a great novel about a dangerous island.
7 The special effects in this film are amazing. It really looks like the characters are flying.
8 A teenager is someone aged 13-19.

Listening

2 Listen. What was the film about? 101

3 Listen again and match.

1 the story f a sad
2 the beginning b funny
3 the script c boring
4 the actors d amazing
5 the special effects e brilliant
6 the ending f clever

Speaking

4 Ask and answer. Use the prompts or your own answers.

What's your favourite film? My favourite film is _____ (the name of the film)

What kind of film is it? It's a/an _____ film. comedy / action / science fiction /
adventure / historical

Who are the main characters played by? _____ (the names of the actors)

Why do you like the film? Because it's _____ exciting / scary / funny / sad /
amazing / interesting

Words in context: Nim's Island, listening and speaking Unit 11 111

Culture note: Queen Elizabeth I

Queen Elizabeth I was the daughter of King Henry VIII and his second wife Anne Boleyn. She was well read, and could speak many languages, but she is most famous for being a 'warrior queen'.

In 1588 when Britain defeated the invading Spanish Armada, she famously rode her horse to Tilbury docks where the British fleet were setting sail, and made a speech that is still famous today.

When she died in 1603, she had reigned for 45 years, but she had never married and she died without an heir to the throne.

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favourite film is 'Madagascar'*.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Ask some pairs to ask and answer for the class.

Further practice

Workbook page 97

Speaking skills worksheet, Unit 11, Teacher's Resource Centre

Online Practice • Unit 11 • Listening, Speaking and Writing

Skills Time!

Skills development

Writing focus: identify the features of a film review
 Writing outcome: write a review (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 11; a copy of the text from poster 11, Teacher's Resource Centre, for each student

Warmer

- With books closed ask students what they can remember about the film review from the previous lesson.

Poster 11: A film review

- Hand out photocopies of the poster text to each student. Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to compare their ideas.
- Tell students they are going to read the film review now. Choose four students to read the text to the class.
- Read the first box on the left to the class and ask students to identify the main characters and the director.
- Read the second box on the left. Ask *Why don't we write what happens at the end of the plot?*
- Read the third box on the left and ask students to read the author's opinion and what she thought of the film. Ask *What did she say about the story / the actor?*
- Look at the boxes on the right and ask students *What kinds of things would people reading the review want to know? What kinds of things could they write about the special effects, costumes and music. What adjectives could they use? (amazing, funny, exciting, fantastic, great, nice etc.)* Point out that we usually write a film review using present tenses.
- Read the final box on the left and explain that we end the review with a recommendation. Ask them who she recommends goes to see this film.
- Ask students the 'After reading' questions in the corner of the poster. Discuss some of the students' answers.

Optional activity

- Tell students to rewrite the third and fourth paragraphs of the film review on the poster. Tell them to imagine that they didn't enjoy the film. Explain that this will mean their review is a 'bad' one. Encourage them to have fun and use their imaginations.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try to read the whole text. With books closed, ask what it is about.

ANSWER
 a film about Atlantis

Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

3 Read again and answer the questions.

4 Match.

5 Complete the writing task on page 98 of Workbook 5.

Atlantis: The Lost Empire by Lucy Winters

Atlantis: The Lost Empire is a Disney cartoon film. It is directed by Gary Trousdale and Kirk Wise. The main character is a scientist called Milo Thatch. Milo's voice is played by Michael J. Fox.

A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis. But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire. The music in this film is amazing and some of the characters are very funny. The film is sometimes scary, but it is very exciting. It's a comedy and an action film all in one.

If you like action films and cartoons, you will love Atlantis: The Lost Empire. It's a fantastic film.

1 Who is Atlantis: The Lost Empire directed by? 2 Who is the main character?

A film review

When we write a film review, we write:

- who the film is directed by
It is directed by Gary Trousdale and Kirk Wise.
- who the characters are played by
Milo's voice is played by Michael J. Fox.
- a short description of the plot (the story)
A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis ...
- details of special effects / costumes / music etc.
The music in this film is amazing and some of the characters are very funny.
- what we think is good / bad about the film
The film is sometimes scary, but it is very exciting.
- a recommendation (advice about whether people should watch this film and who will enjoy it)
If you like action films and cartoons, you will love Atlantis: The Lost Empire.

1 The film is directed by Mike Hammond. d

2 The Ice Queen is played by Tina Reynolds. a

3 When the children get lost in the snow, the Ice Queen saves them and takes them to her castle. c

4 The special effects are beautiful and make the film very interesting. b

5 The plot is exciting, but the film is sometimes a bit scary. e

6 Everyone will love this film. It's great for all the family. f

112 Unit 11 Writing a film review

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text with the class and ask comprehension questions, e.g. *What kind of film is it? Who is Milo Thatch?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.

ANSWERS

1 Gary Trousdale and Kirk Wise 2 a scientist called Milo Thatch

4 Match.

- Before doing the activity, focus attention on the text box.
- Go through the suggestions for writing a film review and the example sentences with the class.
- Give students a minute to silently study the information. Elicit some more examples from the class.
- Students do the exercise. Point to the example and explain that they have to match the sentences with the topics.

ANSWERS

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

5 Complete the writing task on page 98 of Workbook 5.

- Students now do the writing task on Workbook page 98. Go through the exercises with them first if necessary.

Further practice

Workbook page 98

Writing skills worksheet, Unit 11, Teacher's Resource Centre

Online Practice • Unit 11 • Writing

Lesson Eight CB page 113

Unit 11 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  102

Warmer

- Play *True or false?* to revise words and structures from the unit. Read out the sentences below. Students listen and call out *True* or *False* (or write *T* or *F* in their notebooks).
A banknote is paper money. (T)
Coffee is grown in France. (F)
Chip invented a time machine. (F)
The Titanic was a huge ship. (T)
You can write about your life in a receipt. (F)
A director tells actors what to do. (T)
Atlantis: The Lost Empire isn't a cartoon film. (F)
The children put messages on a memory stick and put them in a time capsule. (T)

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 113, but they may not refer to the unit when answering the questions.

ANSWERS

1 memory stick 2 in the park 3 note (n) a written message 4 is recycled 5 are taken 6 are made 7 Alex 8 director 9 the characters, the plot, recommendation, the script, the director, what is good / bad about the film, details of special effects

2 Listen and order the lines. Sing. 102

- Focus students' attention on the picture. Ask *What are the children doing?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.

Unit 11 Review
Lesson Eight

1 Complete the quiz.

1 (noun) a small thing that you use for saving information from a computer and that you carry with you
What is the word?

2 Where are the children going to bury their time capsule?

3 What is a homonym for note (n) paper money?

4 Complete the sentence with the passive.
Our rubbish (recycle) every week.


5 Complete the sentence with the passive.
We (take) to school by my dad every morning.

6 Complete the sentence with the passive.
Special effects (make) with computers.

7 Who comes to the island to help him?

8 (noun) the person who tells actors what to do in a play or film
What is the word?

9 Name two things that you would write about in a film review.


2 Listen and order the lines. Sing.  102

Leave a message for the future

1 You can make your own time capsule,
What will people find inside it
It's so easy, you know how,
When it's dug up years from now?

Chorus:
1 Leave a message for the future,
How we work and how we play,
Tell them how we think and feel now,
Tell them how life is today.

1 Like a message in a bottle,
When your capsule is discovered,
Who will read the things you wrote?
You don't know who'll find your note.



Review Unit 11 113

ANSWERS

Verse one: (1) You can make your own time capsule, (2) It's so easy, you know how. (3) What will people find inside it (4) When it's dug up years from now?
Chorus: (1) Leave a message for the future, (2) Tell them how life is today. (3) Tell them how we think and feel now, (4) How we work and how we play.
Verse two: (1) Like a message in a bottle, (2) You don't know who'll find your note. (3) When your capsule is discovered, (4) Who will read the things you wrote?

Optional activity

- Divide the class into groups of four for a General Knowledge quiz. Ask the following questions in turn, or ones of your own. After each question give each group 30 seconds to discuss and agree on an answer.

Where is the Eiffel Tower? (Paris, France)
Who invented the telephone? (Alexander Graham Bell)
Which river flows through London? (the Thames)
What are the colours of the Italian flag? (green, white, red)
What is the official language of Brazil? (Portuguese)
How high is Mount Everest? (8,848 metres)
How long is the Great Wall of China? (6,400 km)
What is the tallest mountain in the Alps? (Mont Blanc)
What is the capital of Australia? (Canberra)
What is the currency of Ireland? (Euro)

Further practice

Workbook page 99

Unit 11 test, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 11 • Listen at home • Tracks 52–55 •

Track 56 (song)

Online Practice • Unit 11 • Review

Lesson One CB page 114

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD 102–103

Warmer 102

- Play *Leave a message for the future* from Unit 11 Lesson 8.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *Will the newspaper write a report about the time capsule? Who will they interview?*
- Students compare and discuss their ideas.

1 Listen and read. What are the children doing in pictures 3 and 6? 103

- Focus attention on the pictures and the story. Ask prediction, e.g. *Ask Who is burying the time capsule? What questions is the reporter asking them?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What are the children doing in pictures 3 and 6?*

ANSWER

They're being interviewed for the newspaper in picture 3. In picture 6 they're being given an award.

- Play the recording again. Ask comprehension questions, e.g. *Who tells them that the reporter wants to interview them? What did Kate tell the reporter? Does the reporter write about the DSD Club?*

Optional activity

- Ask students to think of more things the children have done to tell the reporter, e.g. *Ed made costumes for the play out of household objects.*
- Students work in pairs or groups of four and think of as many things as possible.
- Students share their ideas with the class.

12 Be a part of history!

Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6?

1

Kate Now people in the future will know about the DSD Club.
Ed Maybe they'll start a new DSD Club in the future ...
Mayor The news reporter wants to interview you. The photographer wants to take some photos, too.

2

Reporter You've done a lot of interesting things this year. Can you tell us about them?
Kate Well, we cleaned up the local wildlife park. The river was a mess. It was filled with litter, but it's beautiful again now.

3

Libby We performed a play, too.
Reporter I see. Who was it written by?
Ed US! We built the set, too. It was great fun.

4

Kate We learnt how to do first aid.
Libby And we used first aid to help a famous footballer.
Ed Then we were invited to a football match.

5

Reporter Wow! You've had a really busy year! I'm sure people will enjoy reading about the club.
Mayor There's one more thing you should write about in your article.

6

DO SOMETHING DIFFERENT!
Local children win prize at award ceremony for helping their town.

2 Listen to the story again and repeat. Act.

3 Read again and circle.

- The reporter / photographer wants to interview the DSD Club.
- The children have done a lot of boring / interesting things.
- The river in the wildlife park was cleaned / filled with litter.
- The river is horrible / beautiful again now.
- The children have had a busy / boring year.
- People in the past / future will know about the DSD Club.

114 Unit 12 Be a part of history!

2 Listen to the story again and repeat. Act. 103

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Kate, Ed, Libby, Mayor and Reporter.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 reporter 2 interesting 3 filled 4 beautiful 5 busy
6 future

Further practice

Workbook page 100

Online Practice • Unit 12 • Story

Words

Learning outcomes

- To learn words for talking about the news
- To learn how to make adjectives from nouns with *-ing*

Language

Words: *photographer, microphone, flash, lens, reporter, interview, article, news*

Working with words: *interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing (Class Book); surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing (Workbook)*

Materials

CD 104–105

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions, e.g. *Who came to see them in the park?*

Lead-in

- Draw a microphone on the board and elicit the word or model it if necessary. Practise the pronunciation.
- Write the word in jumbled letters and give the class 45 seconds to work out the correct spelling.
- Elicit the correct spelling and write it on the board.

1 Listen and repeat. 104

- Ask students to open their Class Books and look at the words and pictures.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.
- Go through the words with the class. Ask different students to read the words aloud.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS


1 photographer 2 reporter 3 flash 4 microphone
5 news 6 lens

Optional activity

- Ask students to work in pairs to write one more sentence like the ones in Exercise 2, for the words *interview* and *article*.
- Tell the students to look up the words in the Dictionary pages again to check whether they are nouns or verbs.
- Ask each pair to work with another pair. Students take it in turn to read their sentences to each other.

Lesson Two Words

1 Listen and repeat. 104



2 Write the words.

- Tom is a very good photographer. He takes beautiful pictures.
- I want to be a _____, because I like asking people questions.
- I closed my eyes when you took my photo because the _____ was too bright.
- If you talk into the _____, your voice will be louder.
- We always watch the _____ because we like to know what is happening in the world.
- This camera has got a very long _____ for taking pictures of things from a long way away.

Working with words

We add *-ing* to some verbs to make adjectives.

verb	interest	frighten	relax
adjective	interesting	frightening	relaxing

When a verb ends in *-e*, remove the *-e* and add *-ing*.

excite exciting bore boring amaze amazing

3 Listen and repeat. 105

4 Write.

- My favourite subject is history, because it's very interesting. (interest).
- Mum enjoys listening to music because she finds it _____ (relax).
- The children don't like watching the news. They think it's _____ (bore).
- We had a great time at the concert. It was _____ (amaze).

Words Unit 12 115

3 Listen and repeat. 105

- Before doing the activity, focus students' attention on the *Working with words* section above. Read the first rule and point to the verbs and adjectives in turn. Read the second rule and make sure students understand the spelling rule.
- Ask students to look up the words in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*interesting*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

Optional activity

- Tell students you are going to say a word and they have to say whether it is an adjective or a verb.
- Say words in turn from the list of verbs and adjectives in the *Working with words* section. After a word has been identified, choose a student to spell it to the class.
- They can either spell the word aloud or come to the front and write it on the board.

4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentence with the correct form of the word in brackets.

ANSWERS

1 interesting 2 relaxing 3 boring 4 amazing

Further practice

Workbook page 101

Student Website • Unit 12 • Words, Working with words

Online Practice • Unit 12 • Words

Lesson Three CB page 116

Grammar 1

Learning outcomes

- To use the passive tense to talk about the past
- To complete sentences using the past simple passive

Language

Core: *You were invented to cook and clean.*

Materials

CD 106

Warmer

- Play *Guess the word* (see page 24) to revise vocabulary.

Lead-in

- With books open, ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. What has Chip done? 106

- Play the recording. Students follow the words in their books.
- Ask the gist question *What has Chip done?*

ANSWER

He has invented a machine.

- Play the recording again and ask comprehension questions, e.g. *Why hasn't Chip done the housework? What or who has cleaned the house?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule, then with books closed elicit more examples to check understanding.
- Ask students to find examples of the passive in the story in Lesson 1.

Optional activity

- Ask students to look at the story in Lesson 1 again.
- Write on the board: *We cleaned up the local wildlife park.* Elicit the passive form from the class.
- Ask students if they can find more examples of active sentences in the story in Lesson 1 that they can rewrite as passive sentences.
- Ask a student to come to the board and rewrite the sentence for the rest of the class.
- Repeat with more examples. (*First aid was learnt. A play was performed. First aid was used to help a famous footballer. A set was built.*)

3 Read and circle.

- Ask students to look at the sentences. Look at the example and explain that they have to circle the correct option in each sentence.

PROFESSOR & CHIP

1 Listen and read. What has Chip done?

Chip: You were invented to cook and clean. You should be busy!

But Professor, there's nothing left to do.

The house was cleaned this morning. The floors were washed, the shopping was done and the lunch was made.

How? Who by?

By my new machine. I used your time machine to make it and it works! I'm an inventor now!

2 Read and learn.

The passive (past simple)

Past simple passive = was / were + past participle

You were invented to cook and clean.

Active: My new machine did the shopping.

Passive: The shopping was done by my new machine.

3 Read and circle.

- This photo took / was taken by my dad.
- I invited / was invited all my friends to my birthday party.
- This picture painted / was painted by a famous artist.
- Jenny sent / was sent her cousin an email yesterday.
- The children gave / were given lots of homework last week.
- Mike scored / was scored a goal in the football match.

4 Complete the sentences. Use the past simple passive. Regular verb list Workbook 5 page 135

- Emma was given (give) a watch for her birthday.
- Two statues were stolen (steal) from the museum last night.
- The Eiffel Tower was built (build) in 1889.
- Our house was decorated (decorate) last year.
- These books were written (write) a hundred years ago.
- I was taught (teach) to ride a bike when I was five.

116 Unit 12 The passive (past simple) Complete Grammar Time Exercise 1 on page 123 of Workbook 5.

ANSWERS

- 1 was taken 2 invited 3 was painted 4 sent
5 were given 6 scored

4 Complete the sentences. Use the past simple passive.

- Ask a student to read the example. Check that students understand they have to complete the sentences using the passive form of the verb in brackets.
- Remind students to check the verb list on Workbook page 135 when completing the activity.

ANSWERS

- 1 was given 2 were stolen 3 was built 4 was decorated
5 were written 6 was taught

NOTE: Ask students to complete the first Unit 12 Grammar Time exercise on page 123 of the Workbook.

Optional activity

- Divide the class into two teams.
- With books closed, write a jumbled past passive sentence from Exercises 3 and 4 on the board, e.g. *her watch for given birthday Emma a was* (or make up new sentences of your own).
- Ask a student to come to the board and write the words in the correct order. Continue with students from each team in turn.

Further practice

Grammar Time, Workbook page 123

Workbook page 102

Student Website • Unit 12 • Grammar 1

Online Practice • Unit 12 • Grammar 1

Lesson Four CB page 117

Grammar 2

Learning outcomes

- To make past simple passive questions
- To ask and answer questions using the past simple passive

Language

Core: *Is English spoken in the USA? Who was the telephone invented by?*

Materials

CD 107

Warmer

- Play *Lip reading* (see page 24) to revise the vocabulary.

Lead-in

- Ask students if they know who invented the telephone? If they can't remember, remind them that it was a question in the General Knowledge quiz in Lesson 8 of the previous unit.
- Ask relevant questions and encourage students to guess the answers: *When did he invent it? What nationality was he? What do you think he said? Who do you think he spoke to?*

1 Listen and read. What is the text about?

- Play the recording. Students follow the words in their books.
- Ask the gist question *What is the text about?*

ANSWER

The first telephone call.

- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Who was Alexander Graham Bell? When was the first telephone call made?*
- Compare the answers to the guesses that the students made earlier.

Culture note: Inventions – The World Wide Web

The World Wide Web was invented in 1989 by a British scientist, Sir Timothy Berners-Lee. The World Wide Web is an application that has allowed the spread and dissemination of information via the Internet. Berners-Lee was born in London in 1954 and educated at Queen's College, Oxford.

2 Read and learn.

- Focus students' attention on the example passive sentences and questions in the text boxes.
- With books closed give some more examples to check the students' understanding. Elicit more examples from the students.

3 Read and choose.

- Ask students to read the sentences and options silently.
- Look at the example and explain that they have to choose the correct options (a, b or c) to complete the sentences.

ANSWERS

1 b 2 a 3 c 4 b 5 b 6 c

Lesson Four Grammar 2

1 Listen and read. What is the text about?

Q Who was the telephone invented by?
A It was invented by Alexander Graham Bell.
Q When was the first telephone call made?
A It was made in 1876.
Q What was said?
A "Mr Watson. Come here. I want to see you."



2 Read and learn.

Passive questions

English is spoken in the USA.
 Is English spoken in the USA?
 You were given a present.
 Were you given a present?
 This picture was painted by my sister.
 Who was this picture painted by?

Who was the telephone invented by?
 When was the first telephone call made?
 Where was the first mobile phone used?
 What was invented in the 20th century?

3 Read and choose.

1 your new TV delivered yesterday?
 a Is b Was c Were

2 was the Mona Lisa painted by?
 a Who b Where c What

3 coffee grown in Brazil?
 a Are b Were c Is

4 was this film made?
 a Who b Where c What

5 were the Pyramids built?
 a What b When c Who

6 pandas found in China?
 a Is b Was c Are

4 Speaking Ask and answer. television plane electric light car camera


 Johann Zahn
1685
Who was the camera invented by?
When was it invented?


 Thomas Edison
1879
It was invented by Johann Zahn.
It was invented in 1685.


 Karl Benz
1885


 The Wright brothers
1903


 John Logie Baird
1925

Complete Grammar Time Exercise 2 on page 123 of Workbook 5. Passive questions Unit 12 117

4 Ask and answer.

- Point to the pictures in turn and model the names and dates for students to copy.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the pictures using the prompts in the word pool.

NOTE: Ask students to complete the second Unit 12 Grammar Time exercise on page 123 of the Workbook.

Optional activity

- Draw three word clouds on the board. In the first write the names of the inventors in Exercise 4 in jumbled order. In the second write the inventions in jumbled order. In the third write the dates in jumbled order.
- Divide the class into two teams. Ask one student from each team to come to the front of the class and work together as judges. They can work with their book open.
- With books closed, ask the rest of the class to ask and answer questions about the inventions, from memory.
- A student from Team A stands up, asks a question and nominates a student from Team B to answer.
- If the student answers correctly, the judges may award a point. If they answer incorrectly, the judges elect a student from the other team to answer.

Further practice

Grammar Time, Workbook page 123

Workbook page 103

Language practice worksheet, Unit 12, Teacher's Resource Centre

Student Website • Unit 12 • Grammar 2

Online Practice • Unit 12 • Grammar 2

Skills Time!

Skills development

Reading: read an internet forum 'Who deserves a high salary?'; match information

Language

Recycled: vocabulary and structures seen previously

Extra: *firefighters, police, dangerous situations, football stars, athletes, tickets, celebrities, emergency services, entertainment, engineers*

Materials

CD 108

Warmer

- Play *Twenty twenty* (see page 25) to revise some of the professions that appear in the text.

1 Look at the text. Where do you think it is from?

- Ask students to look at the pictures and the text. Focus on the users' names and the times and dates the messages were posted, e.g. Bright star, Posted at 14:56 on 12/4.
- Ask *Where do you think it is from?*
- Encourage students to share their ideas. Once you have established what kind of text it is, ask students if they have ever taken part in an Internet forum. Find out which ones are popular, and what aliases the students use.

2 Listen and read. 108

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand, and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Does Bright star think that footballers should be paid more than factory workers? Who agrees with London girl?*

Optional activity

- Tell students you are going to read the text and they should follow the text in their books.
- Tell them that you feel tired and you might make some mistakes. Ask students to listen carefully and call out if you make a mistake.
- Read the text slowly and clearly. In various places make a mistake, e.g. substitute, leave out or add a word.
- Students call out your mistakes and tell you what the correct word should be.
- Continue until you have read the whole text.

Skills Time!
Lesson Five

Reading

1 Look at the text. Where do you think it is from?
2 Listen and read.

Who deserves a high salary?

<p>Bright star Posted at 14:56 on 12/4</p> <p>Should anyone earn more than £1 million a year? I read in the newspaper that a famous footballer was paid the same in one week as 150 factory workers. Factory workers work 40 hours a week. Footballers just kick a ball around. I think they are paid more than they deserve.</p>	<p>Bookworm Posted at 18:42 on 12/4</p> <p>I agree with London girl. Surgeons, firefighters and the police deserve to be paid a lot more. They help people every day and they work in difficult and dangerous situations. They are heroes and they should be the real celebrities.</p>
<p>Sports fan Posted at 17:23 on 12/4</p> <p>Football stars need a lot of training from a young age. They train five days a week and have strict diets. Also, athletes entertain people, so they are giving something to the public. I think they deserve their money.</p>	<p>Sports fan Posted at 19:18 on 12/4</p> <p>Tickets to football games and concerts are expensive. So are CDs and DVDs. Celebrities were paid a lot less years ago, but these days we pay more for entertainment, so they earn more. It's simple.</p>
<p>London girl Posted at 18:06 on 12/4</p> <p>I don't think that a footballer or any other celebrity should be paid so much money. They don't help anyone. Scientists and doctors train for years, too. They improve people's lives, but they are not paid as much as pop stars. That's silly!</p>	<p>Bright star Posted at 19:56 on 12/4</p> <p>Thanks for all your interesting replies. I think the emergency services, scientists and engineers deserve more money than celebrities. But if people are happy to pay lots of money for entertainment, then the celebrities will be rich.</p>

3 Read again. Match the people and ideas.

1 Footballers just kick a ball.	<input type="checkbox"/>	a Bright star
2 Football stars train from a young age.	<input type="checkbox"/>	b London girl
3 Doctors improve people's lives.	<input type="checkbox"/>	c Sports fan
4 The police should be celebrities.	<input type="checkbox"/>	d Book worm
5 Celebrities were paid less in the past.	<input type="checkbox"/>	
6 Firefighters are heroes.	<input type="checkbox"/>	

118 Unit 12 Reading: an internet forum

3 Read again. Match the people and ideas.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to match the statements to the people.
- Let students complete the exercise, then check answers.

ANSWERS

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

Optional activity

- Tell students you are going to give them some more statements and they have to identify who said it.
- Ask them to scan the text and find the answers.
 - Footballers are paid more than they deserve. (Bright star)*
 - Celebrities earn more today because we pay more for entertainment. (Sports fan)*
 - Scientists deserve more money than celebrities. (Bright star)*
 - I don't think that a footballer should be paid so much money. (London girl)*
 - Firefighters and the police are heroes. (Book worm)*
 - Athletes deserve their money. (Sports fan)*
 - Surgeons and firefighters deserve to be paid more. (Book worm)*
 - Athletes entertain people. (Sports fan)*

Further practice

Workbook page 104

Online Practice • Unit 12 • Reading

Skills Time!

Skills development

- Dictionary: discover meaning of words in context
- Listening: listen to opinions
- Speaking: ask and answer questions about fame and jobs

Language

Words in context: *salary, factory, deserve, scientist, celebrity, surgeon, improve, hero* (Class Book); *earn, charity, education, wheelchair* (Workbook)

Materials

CD 109

Warmer

- Play *Talk!* (see page 25) to energize the class at the beginning of the lesson.

Lead-in

- Elicit the names of the people from the internet forum in the previous lesson. Write the four names on the board.
- Ask students if they can remember their opinions. Prompt if necessary, e.g. *Who thinks athletes deserve their money?*

1 Find the words in the text. Write.

- Ask the students to open their Class Books and look at the sentences in Exercise 1.
- Point to the sentences in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 118 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1 surgeon 2 deserve 3 improve 4 factory 5 celebrity
6 salary 7 scientist 8 hero

Optional activity

- Play a spelling game to revise the new vocabulary.
- Divide the class into two teams. Say a word from the list. Choose a student from Team A to spell the word. Award a point for a correct answer, or offer the word to Team B if the answer is incorrect.
- Repeat with a student from Team B.
- The team with the most points is the winner.

2 Listen. What are they talking about? 109

- Tell students they are going to hear a recording. They have to listen and say what the people are talking about.
- Play the recording all the way through and elicit the answer

ANSWER

celebrities

Transcript

(See Teacher's Book page 142).

Lesson Six

Words in context

1 Find the words in the text. Write.

salary factory deserve scientist celebrity
surgeon improve hero

- 1 My dad is a surgeon in a big hospital.
- 2 You've worked very hard, so you _____ to have a holiday.
- 3 A lot of modern inventions _____ our lives and make things easier.
- 4 We visited a chocolate _____ to see how chocolate is made.
- 5 This singer is a _____. She's always in the news.
- 6 Doctors are paid a good _____.
- 7 Tony wants to be a _____ because he's very good at science.
- 8 The firefighter who saved the children is a _____ in our town now.

Listening

2 Listen. What are they talking about? 109

3 Listen again and write Julie or Carl.

- 1 Julie thinks it is too easy to become a celebrity.
- 2 _____ thinks there are lots of new pop stars and actors these days.
- 3 _____ thinks inventors and world leaders are the real celebrities.
- 4 _____ thinks the public want to read about famous people.
- 5 _____ thinks everyone wants to be famous these days.
- 6 _____ thinks people should want to do more important jobs.

Speaking

4 Ask and answer. Use the prompts or your own answers.

Do you want to be famous? _____ Yes, I do. / No, I don't.

Why (not)? _____ Because being famous is _____ exciting / fun / interesting / difficult / boring / tiring

What job do you want to do? _____ I want to be a _____ surgeon / footballer / actor / singer / scientist / firefighter / police officer / teacher / paramedic

Why do you want to do that job? _____ Because _____ I'm good at ... / It is ... / I want to earn a good salary / I want to improve people's lives

Words in context: Who deserves a high salary? Listening and speaking Unit 12 119

3 Listen again and write Julie or Carl.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to match the speaker with the sentence as they hear it.

ANSWERS

1 Julie 2 Carl 3 Julie 4 Julie 5 Carl 6 Julie

4 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I want to be a nurse.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 105

Speaking skills worksheet, Unit 12, Teacher's Resource Centre

Student Website • Unit 12 • Words in context

Online Practice • Unit 12 • Words in context, Listening and Speaking

Skills Time!

Skills development

Writing focus: express opinions

Writing outcome: write an opinion piece (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 12; a copy of the text from poster 12, Teacher's Resource Centre, for each student

Warmer

- Play *Smiley face* (see page 24) to energize the class and revise the vocabulary from the previous lesson.

Poster 12: An opinion text

- Hand out photocopies of the poster text. Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to compare their ideas.
- Choose four students to read the text to the class.
- Look at the box in the top centre of the poster. Ask why an author would use a question as a title.
- Read the first and second boxes on the left and ask students to identify the introduction and tell you how many paragraphs there are.
- Point to the third box on the left. Ask students which phrases have been used to express the writer's opinion.
- Ask students to find an example of a reason and then read the text box at the bottom.
- Ask students which tense the writer uses. Elicit the present simple and then read the fourth box on the left to confirm.
- Ask students the 'After reading' questions in the corner of the poster. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

ANSWER

celebrities in newspapers and magazines

2 Read.

- Read the text aloud once, then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text and ask comprehension questions, e.g. *What does Tony think about reporters and photographers?*

3 Read again and answer the questions.


- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.

Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?
2 Read.



Famous people in the news by Tom Adams

Celebrities are always in our newspapers and magazines. They are not always happy when stories about them are reported in the news. But I believe that the public should know about famous people's lives.

Firstly, celebrities want to be famous. It seems to me that celebrities should be pleased when their photo is printed in newspapers or magazines, because it means that people are reading about them.

Also, people spend a lot of money on tickets to watch concerts, films and sports events, or on CDs and DVDs, so they want to know about the celebrities' lives and personalities.

On the other hand, reporters and photographers sometimes make life difficult for famous people. They wait outside celebrities' houses and they often follow them. In my opinion, this is a problem.

In conclusion, I think reporters should write about celebrities, but they shouldn't make life difficult for famous people. After all, celebrities are people, too.

3 Read again and answer the questions.

- 1 Does the writer think that reporters should write about celebrities?
- 2 What reasons does the writer give for his opinion?

Expressing opinions

We use these phrases to express our opinions:

I (don't) think that ...	In my opinion, ...
I (don't) believe that ...	It seems to me that ...

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

5 Read and circle.

- 1 I don't opinion / believe celebrities should be angry when their pictures are printed in newspapers.
- 2 It seems / believe to me that famous people have very good lives.
- 3 In my opinion / think, famous actors earn more money than they deserve.
- 4 I seems / think it is very easy to become famous these days.

6 Complete the writing task on page 106 of Workbook 5.

120 Unit 12 Writing: expressing opinions

ANSWERS

- 1 Yes, he does.
- 2 People spend a lot of money on tickets to concerts, films and sports events.

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

- Before doing the activity, focus attention on the text box.
- Go through the rule and the example sentences with the class. Check that students understand what phrases they can use to express an opinion.
- Give students a minute to study the information, then let students complete the exercise.

ANSWERS

I believe that (paragraph 1), It seems to me that (paragraph 2), In my opinion (paragraph 4), I think (paragraph 5)

5 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS

1 believe 2 seems 3 opinion 4 think

6 Complete the writing task on page 106 of Workbook 5.

- Students now do the writing task on Workbook page 106. Go through the exercises with them first if necessary.

Further practice

Workbook page 106

Writing skills worksheet, Unit 12, Teacher's Resource Centre

Online Practice • Unit 12 • Writing

Lesson Eight CB page 121

Unit 12 Review

Learning outcomes

To review vocabulary and structures practised previously
To use vocabulary and grammar from the unit in the context of a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD  110

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit. Give students 20 seconds per sentence to find the answer.

When was the first telephone call made? (Lesson 4)

We add -ing to some verbs to make adjectives. (Lesson 2)

Carl thinks there are lots of new pop stars and actors these days. (Lesson 6)

There's one more thing you should write about in your article ... (Lesson 1)

If you talk into the microphone, your voice will be louder. (Lesson 2)

In my opinion, this is a problem. (Lesson 7)

I think they are paid more than they deserve. (Lesson 5)

You were invented to cook and clean. (Lesson 3)

Who was the camera invented by? (Lesson 4)

Now people in the future will know about the DSD Club. (Lesson 1)

1 Complete the quiz.

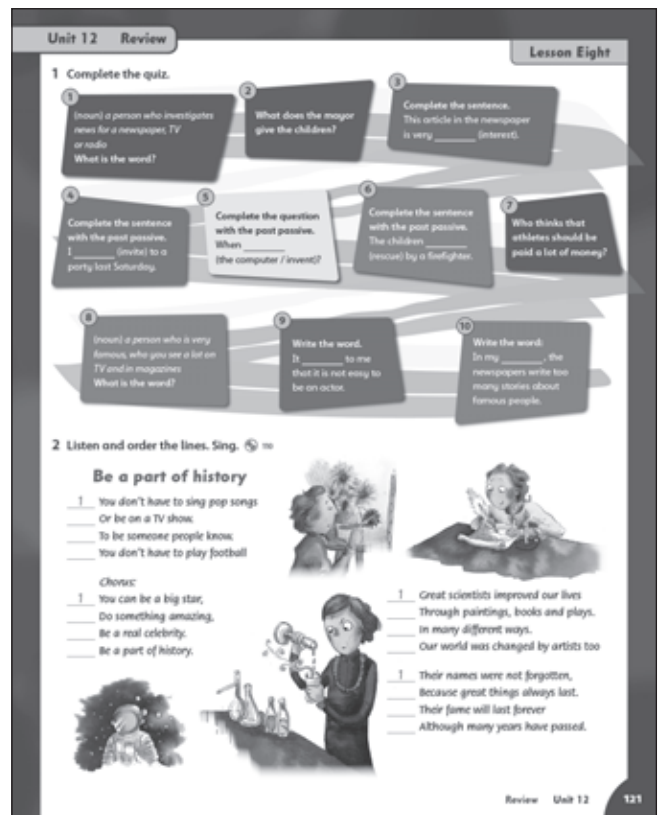
- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for the students to write the answers.
- Students work with books open at page 121, but they may not refer to the unit when answering the questions.

ANSWERS

1 reporter 2 an award 3 interesting 4 was invited 5 was the computer invented 6 were rescued 7 Sports fan 8 celebrity 9 seems 10 opinion

2 Listen and order the lines. Sing. 110


- Focus students' attention on the pictures. Ask *What four jobs can you see? (artist, writer / author, scientist, astronaut)*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.



Unit 12 Review **Lesson Eight**

1 Complete the quiz.

- (noun) a person who investigates news for a newspaper, TV or radio. What is the word?
- What does the mayor give the children?
- Complete the sentence. This article in the newspaper is very _____ interest.
- Complete the sentence with the past passive. I _____ (invite) to a party last Saturday.
- Complete the question with the past passive. When _____ (the computer / invent)?
- Complete the sentence with the past passive. The children _____ (rescue) by a firefighter.
- Who thinks that athletes should be paid a lot of money?
- (noun) a person who is very famous, who you see a lot on TV and in magazines. What is the word?
- Write the word. It _____ to me that it is not easy to be an actor.
- Write the word. In my _____, the newspapers write too many stories about famous people.

2 Listen and order the lines. Sing.  110

Be a part of history

1 You don't have to sing pop songs
Or be on a TV show.
To be someone people know.
You don't have to play football

Chorus:

1 You can be a big star,
Do something amazing,
Be a real celebrity,
Be a part of history.

1 Great scientists improved our lives
Through paintings, books and plays.
In many different ways.
Our world was changed by artists too

1 Their names were not forgotten,
Because great things always last.
Their fame will last forever
Although many years have passed.

- Play the recording once more for students to sing along.
- Repeat as often as you wish.

ANSWERS

Verse one: (1) You don't have to sing pop songs (2) To be someone people know. (3) You don't have to play football (4) Or be on a TV show.

Chorus: (1) You can be a big star, (2) Be a real celebrity. (3) Do something amazing, (4) Be a part of history.

Verse two: (1) Great scientists improved our lives (2) In many different ways. (3) Our world was changed by artists, too (4) Through paintings, books and plays.

Verse three: (1) Their names were not forgotten, (2) Although many years have passed. (3) Their fame will last forever (4) Because great things always last.

Optional activity

- Divide the class into three groups.
- Give each group a verse of the song to sing.
- Sing the song all the way through with each group singing their own verse, and all groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

Further practice

Workbook page 107

Values 4 Worksheet, Teacher's Resource Centre

Unit 12 test, Teacher's Resource Centre

Skills Test 4, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 12 • Listen at home • Tracks 57–60 •

Track 61 (song)

Online Practice • Unit 12 • Review

Everyday English CB page 122

Learning outcomes

To learn some useful language for giving detailed descriptions

Language

What's it made of? It's made of cotton. It feels like silk. It looks like metal. It smells like chocolate.

Materials

CD 111–112; Fluency DVD Fluency Time! 4 (optional); A cloth bag and different small items to place in it (optional)

Warmer

- Tell the class they are going to learn some useful language for giving descriptions. Ask students what English words they know for describing what things look, smell and feel like, e.g. *looks: beautiful / smells: nice / feels: soft, hard, cold*. Ask what words they know for materials, e.g. *wood, wool, metal, rubber, plastic, paper, glass*. Hold up or point to objects and ask what each one is made of, e.g. *It's made of (glass)*.
- Write the phrases *looks / smells / feels like* on the board. Explain that we use these phrases to help us describe things. Ask students to describe objects in the classroom.

1 Listen and read. 111

- Focus on the pictures. Ask students who they can see (*Layla, Ben and Zaid*), where the characters are (*in a living room*) and what they are doing (*looking at different objects*).
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Check understanding of the highlighted phrases in the box.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Listen and complete the sentences with the words in the box. 112

- Focus on the sentences and explain that students should listen and complete them with the words in the box. Check students understand that they will hear the speakers in jumbled order.
- Play the first part of the recording and focus on the example. Then play the rest of the recording, pausing after each item for the students to write their answers.
- Ask students to read out the completed sentences.

Transcript

(See Teacher's Book page 142.)

ANSWERS

1 pen 2 skateboard 3 magazine 4 CD

1 Listen and read. We use these phrases to talk about what materials things are made of.
 What's it made of?
 It's made of cotton.
 We use these phrases to describe what we sense with our hands, eyes and noses.
 It feels like silk. feels = What you sense with your hands / skin.
 It looks like metal. looks = What you sense with your eyes.
 It smells like chocolate. smells = What you sense with your nose.

2 Listening Listen and complete the sentences with the words in the box.
 CD magazine skateboard pen
 1 Layla is thinking of a pen.
 2 Zaid is thinking of a magazine.
 3 Megan is thinking of a CD.
 4 Ben is thinking of a skateboard.

3 Speaking Ask and answer. Use the prompts or your own answer.
 ball book window ruler door pencil towel eraser plate spoon
 OK, it's your turn to choose one. What's it made of? plastic / rubber / metal / glass / wood / cotton / paper
 What does it look like? It's round. It can be big or small.
 Is it a ball? Yes! Well done! Now it's your turn. round / square / long / short / thick / thin / flat / big / small
 Yes! Well done! / Sorry, try again.

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out an example dialogue with you.
- Tell students to choose an object from the box, then use the prompts, or their own answers, to act out dialogues with their partner.
- Invite some pairs to act out their dialogues for the class.

Optional activity

- Place a small object in a cloth bag without students seeing what the object is. Invite a volunteer to come to the front, put his/her hand in the bag and feel the object. Ask the student to describe the object in the bag, using the useful language from the lesson if possible.
- The rest of the class can ask questions, e.g. *Does it feel like metal?* to try to guess what the object is. The first student to correctly guess the object can come to the front, feel a new object and describe it to the class.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 4 Everyday English for students to watch and listen.
- Play Watch and answer! for students to watch the scene again and answer the questions.

Further practice

Workbook page 108

Everyday English phrase bank, Workbook page 124

Fluency DVD • Fluency Time! 4

Online Practice • Fluency Time! 4

Learning outcomes

To make a knowledge board game

To play a knowledge board game

Language

When was ... invented? I think it was invented in ...; That's right! Now it's my turn. What are ... made of? Are they made of metal? No, they aren't. They're made of plastic. Miss a turn!

Materials

Fluency DVD Fluency Time! 4 (optional); Fluency Project 4 (Teacher's Resource Centre) (one set of templates for each student); completed board game; coloured pencils and scissors for each group of students

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on Class Book page 122. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 4 Everyday English. If you don't have time for the DVD, read the dialogue on Class Book page 122.
- Invite groups of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

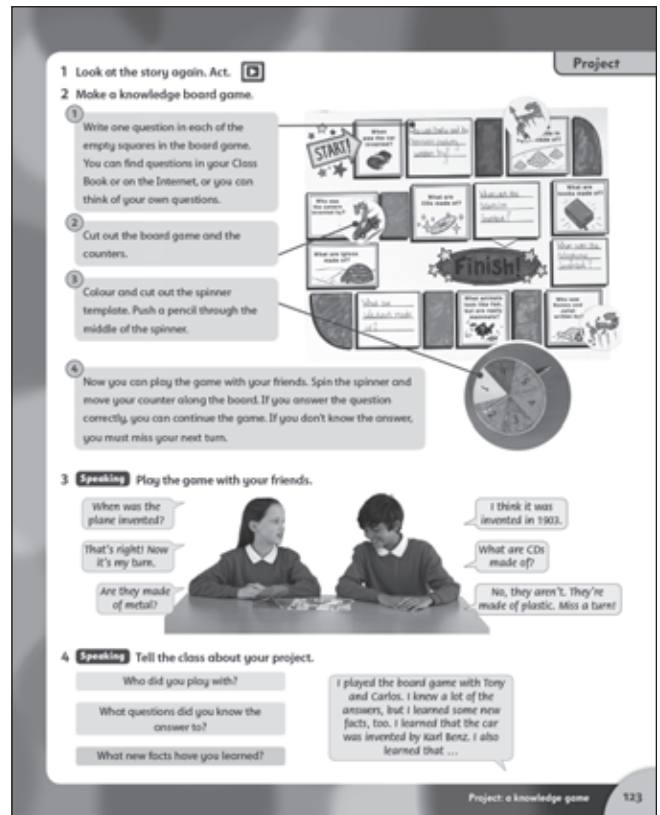
2 Make a knowledge board game.

- See Teacher's Book page 160 for detailed instructions on how to make the board game.
- Focus on the picture. Ask students what the picture shows (*a board game and a spinner*) and what they can see in the squares on the board game (*questions*).
- Hand out copies of the board game template and the spinner and counters template (see Fluency Project 4, Teacher's Resource Centre).
- Read out the tips around the picture in Activity 1. Show the class your own completed board game and spinner and demonstrate how to push a pencil through the middle of the spinner to make it spin.
- Move around the class as students work, asking questions, e.g. *Where are you looking for questions? Do you know the answer to this question? What are you going to write in this square?*

NOTE: If you do not have time to use photocopies in class, ask students to write their questions on small pieces of paper, then use them to play a quiz game in two teams.

3 Play the game with your friends.

- Focus on the photos. Tell students they are going to play their board games with their friends.
- Divide the class into small groups (up to four students per group). The students place their counters on the *Start* arrow. They take turns to spin the spinner, then move their counter the correct number of squares. They must answer the questions on the square they land on. If they answer correctly, they take their next turn as normal. If they answer incorrectly, or if they can't answer the question,



they miss their next turn. The first student to reach the last square and answer the question correctly is the winner.

- Move around the class as students play the game and monitor their performance.
- 4 Tell the class about your project.**
- Ask a volunteer to read out the example speech bubble, then invite students to talk about their experiences of playing the game. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- To ensure that all the questions the students find are used, you can ask them to play this game in groups of six.
- Assign a number from 1–6 to each student in each group. Each student holds his/her board game. Student 1 spins the spinner. The student with the number that the spinner lands on asks a question from their board game. The rest of the students in the group try to answer it. The first child to answer the question correctly takes a turn to spin the spinner again.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 4 Scenes 1–3 again to review the language of the Fluency Time! 4 lessons.
- Students can now complete the DVD Practice page in the Workbook (WB page 109). Play each DVD scene again for students to complete the activities.

Further practice

Workbook page 109

Writing portfolio worksheet, Units 10–12, Teacher's Resource Centre

Fluency Time! 4 test, Teacher's Resource Centre

Progress test 4, Teacher's Resource Centre

Fluency DVD • Fluency Time! 4

School clubs

Culture CB pages 128–129

Learning outcomes

To learn about school clubs in the UK

To write about a school club you go to

Language

Vocabulary: *lines, muddy, piece (of music)*

Grammar: stative verbs

Materials

CD  115

Warmer

- Tell students they are going to learn about school clubs in the UK. Ask what school clubs there are in their school and what other school clubs they think children might go to. Write their answers on the board.
- Ask students to look at the pictures on Class Book pages 128–129 and predict what kinds of school clubs they are going to read about.

1 Listen and read. What club is each of the children in? 115

- Focus on the pictures. Ask students what the children are doing in each picture.
- Use the pictures to revise / pre-teach the words: *lines, muddy* and *piece (of music)*.
- Play the recording. Students follow in their Class Books.
- Play it again, then ask what club each of the children is in.

ANSWERS

Danny – drama club, Lucy – art club, Jack – football team, Emma – music club

Culture note: School clubs in the UK

Many children in the UK attend school clubs to practise extra activities. These clubs may be organized by school, or by private or voluntary organizations. They usually meet after school, but some clubs meet during the school lunch break. The most popular clubs are sports clubs, but drama, dance, music and art clubs are also popular.

2 Read again and write *True* or *False*. Correct the false sentences.

- Read out the first sentence. Ask students to look at the text in Exercise 1 and find the information which gives them the answer. (*I'm Danny. This is my school drama club.*) Show how *False* has been written as an example. Ask a volunteer to read out the correct sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1 *False*. Danny is in the school drama club. 2 *True* 3 *False*. Lucy likes looking at pictures. 4 *True* 5 *False*. Emma hates heavy metal.

3 Talk about the children in Exercise 1.

- Point to the text and ask *Who is Danny playing in the play?* Students look at the text and find the answer. (*The king*.) Say *Danny is playing the king*. Write this sentence on one side of the board. Ask *What does Danny love doing?* Students find the answer (*acting*). Say *Danny loves acting*. Write this sentence on the other side of the board.
- Ask more questions and elicit more sentences based on the information in the text and using active and stative verbs, e.g. *What does Lucy like doing? What does the art club see at the art gallery? What is Jack wearing? Why does the football team practise in all kinds of weather?*
- Write the headings *Active verbs* and *Stative verbs* above the two groups of sentences on the board. Invite volunteers to come up and underline the verbs in each of the sentences.
- Focus on the grammar box. Write the example sentences on the board. Explain that we use active verbs in the continuous form, but we don't use stative verbs in the continuous form. Stative verbs often describe states that last for some time. Ask volunteers to read out the example sentences and underline the verbs on the board.
- Ask the children to find the stative verbs in the text (*remember, look, love, want, like, think, feel, know, hate*). Write these verbs on the board. Encourage students to make sentences about themselves using these verbs.
- Focus on the prompts in Exercise 3. Ask students which verbs are active and which are stative. Ask a volunteer to read out the example, then allow the students time to talk in pairs, using the prompts to make more sentences about the children in the text.
- Invite some students to say sentences to the class.

ANSWERS

Danny is trying to remember his lines. He wants to be an actor. Lucy is painting a picture of a garden. She likes painting pictures. She sees lots of beautiful paintings at the art gallery. Jack feels happy when he scores a goal. He is training for an important match. Emma is playing the violin. She loves playing music. She hears lots of instruments in classical music. She hates heavy metal.

4 Draw and write about a school club you go to. What do you do there? Why do you like it?

- Read out the example text. Ask *What school clubs do you go to? When do you meet? What do you do there? Why do you like it?* Encourage children around the class to answer the questions about themselves.
- Students draw a picture of a school club they go to and write a short text about it in their notebooks or on a piece of paper.
- Display students' completed work around the classroom.

Further practice

Workbook page 112

Online Practice • Culture • School clubs

The USA

Culture CB pages 130–131

Learning outcomes

To learn about the USA

To write about where you usually go on holiday

Language

Vocabulary: *hilly, cable cars, monuments, natural sights, geysers, hot springs, valley*

Grammar: second conditional

Materials

CD  116

Warmer

- Tell students they are going to learn about the USA. Ask what facts they know about the USA, and write their answers on the board.
- Ask students which places in the USA they have visited or would like to visit.
- Ask students to look at the pictures on Class Book pages 130–131 and predict what places in the USA they are going to read about.

Culture note: The USA

The United States of America is on the continent of North America. It is the world's third largest country. The USA shares borders with Canada in the north, and with Mexico and the Gulf of Mexico in the south. On the east coast, the USA is bordered by the Atlantic Ocean, and on the west coast it is bordered by the Pacific Ocean. The USA has tropical beaches, snowy mountains, great lakes and rivers and dry deserts. There are 50 states in the USA. The capital city is Washington DC.

1 Listen and read. Find the places on the map. 116

- Focus on the pictures. Ask students what they can see in the pictures and what kind of place they think each picture shows (a city, a national park, etc).
- Play the recording. Students follow in their Class Books.
- Play it again, pausing to explain the meanings of any new words. Ask students to find the places on the map.

2 Read again. Write *True* or *False*.

- Read out the first sentence. Ask students to look at the text in Exercise 1 and find the sentence which gives them the answer (*It's the third biggest country in the world ...*). Show how *False* has been written as an example.
- Invite students to read out the sentences and say whether each one is true or false. Ask them to say which sentences in the text gave them their answers.

ANSWERS

1 *False* 2 *False* 3 *False* 4 *True* 5 *True*

3 Talk about what you would do in the different places.

- Point to the text and ask *What would they do if they visited New York?* Students look at the text and find the answer (*They'd go up the Empire State Building. / They'd visit the Statue of Liberty.*) Write these sentences on the board.
- Ask more questions and elicit more sentences based on the information in the text and using the second conditional, e.g. *What would they do if they visited San Francisco / Washington DC / Yellowstone National Park / Yosemite National Park?*
- Ask students to look at the grammar box. Write the example sentences on the board and explain that *we'd* is the short form of *we would*. Explain that we use the second conditional to talk about unreal possibilities or dreams, e.g. things that we would do if our situation was different.
- Ask questions to students around the class, e.g. *What would you do if you met your favourite singer / had a lot of money / found a lost bag / went to Paris / lost your homework / forgot your friend's birthday?* Encourage students to answer about themselves using the second conditional.
- Tell students to look at the prompts in Exercise 3. Invite a pair of students to read out the example exchange.
- Students use the prompts and the words in the box to talk about what they would do in the different places.
- Move around the class and monitor students' performance. Invite some students to say sentences to the class.

Optional activity

- Divide the class into two teams. Invite a child from Team A to ask a question about the text, e.g. *What would Stacey's family eat if they went to San Francisco?* Ask a child from Team B to answer the question from memory, using a full sentence, e.g. *If Stacey's family went to San Francisco, they would eat Chinese food.* Repeat with children from each team in turn, awarding one point for each correct answer. The team with the most points wins.

4 Write about you. Where do you usually go on holiday? What can you do there?

- Read out the example text. Ask students *Where do you usually go on holiday? Who do you go with? Where do you stay? What can you see there? What can you do there? What can you eat there?*
- Students draw or stick a picture of their usual holiday destination and write a short text about it. Move around the class as students work and help if necessary.
- Invite students to read out their texts to the class. You can also display their work around the classroom.

Further practice

Workbook page 113

Online Practice • Culture • The USA

School trips

Culture CB pages 132–133

Learning outcomes

To learn about school trips in the UK

To write about a school trip you have been on

Language

Vocabulary: *exhibit, DNA, code, microphone, territory, pole*

Grammar: reflexive pronouns

Materials

CD  117

Warmer

- Tell students they are going to learn about school trips in the UK. Ask what school trips they have been on and what school trips they would like to go on.
- Ask students to look at the pictures on Class Book pages 132–133 and predict what kinds of school trips they are going to read about.

Culture note: School trips

Most schools in the UK organize occasional school trips for their students. School trips help to bring the curriculum to life for students, and offer them a chance to visit interesting places. Popular places to visit on school trips include zoos, museums, farms, historical buildings and natural areas, such as beaches. Students in the UK sometimes go to see plays or concerts, too. They usually travel by coach, with teachers and parents to supervise the trip.

1 Listen and read. Where did the two boys go? 117

- Focus on the pictures. Ask students what they can see and what they think they are going to read about in the text.
- Play the recording. Students listen and follow the text in their Class Books. Explain the meanings of any new words.
- Allow students time to read the text again, then ask them to say where each of the boys went.

ANSWERS

Toby – London Science Museum, Mark – London Zoo

2 Read again. Complete the sentences with the words in the box.

- Read out the first sentence. Ask students to look at the text in Exercise 1 and find the sentence which gives them the answer. (*I used a computer program to see myself as an old man.*) Tell students to write the correct word in the gap to complete the sentence.
- Invite students to read out the completed sentences.

ANSWERS

1 program 2 microphone 3 brain 4 poles 5 pool

3 Talk about the school trips.

- Ask questions about the text, e.g. *What was Keshno doing? What did Jookie do? Why do the zookeepers put meat on long poles?* Encourage students to answer using information from the text.
- Ask students to look at the grammar box. Write the example sentences on the board. Explain that we use reflexive pronouns to refer back to the subject of the sentence or clause, to show that the subject of the verb and the object of the verb are the same.
- Write sentences on the board, e.g. *Mum didn't make dinner for us. / Dad didn't fix my bike. / Zookeepers don't feed tigers. / Nobody taught him to play the guitar. / They didn't pay painters to paint their house.* Encourage the children to make sentences using reflexive pronouns, e.g. *We made it ourselves. / I fixed it myself. / Tigers feed themselves. / He taught himself. / They painted it themselves.*
- Tell students to look at the prompts in Exercise 3. Explain that they need to use these words and reflexive pronouns to talk about the school trips.
- Invite a pair of students to read out the example sentences, then let students talk in pairs. Move around the class and monitor their performance.
- Invite some pairs to say sentences to the class.

ANSWERS

Toby saw himself as an old man at the Science Museum.

Mark's classmates enjoyed themselves at London Zoo.

The penguins really enjoyed themselves.

A tiger caught itself some dinner.

Toby's friend John heard himself speak with a girl's voice.

Jookie made herself a hat.

Optional activity

- Ask students to write three false sentences about the text using reflexive pronouns, e.g. *Toby enjoyed himself at the zoo. / Keshno was feeding himself. / Jookie made herself a bag.* Divide the class into two teams. Invite a child from Team A to say one of their sentences. Ask a child from Team B to correct the sentence, e.g. *Toby didn't enjoy himself at the zoo. He enjoyed himself at the museum.* Repeat with students from each team in turn, awarding one point for each correct answer. The team with the most points wins

4 Write about a school trip you have been on. What did you see and do?

- Read out the example text. Ask *What school trips have you been on? Where did you go? How did you get there? Who did you go with? What did you see there? What did you do there? Did you enjoy yourself? What did you like about it?*
- Students draw or stick a picture of their school trip and write a short text about it.
- Invite students to read out their texts to the class. You can also display their work around the classroom.

Further practice

Workbook page 114

Online Practice • Culture • School trips

Extensive reading

Carnivals CB pages 34–35

Learning outcomes

To read factual texts about carnivals independently
To work out meaning through context

Language

Extra: *acrobat, stilts, steel drums, grilled, corn on the cob*

Materials

CD  29

Warmer

- Ask students if they have ever been to a carnival. Ask questions, e.g. *What did you see? Did you enjoy it?* Tell students they are going to read about two famous carnivals.

1 Look at the pictures. What's happening in each photo? Where do you think they are?

- Focus on the pictures and discuss students' ideas about what is happening and where the people are.

2 Listen and read. 29

- Play the recording. Students follow in their Class Books.
- Ask comprehension questions, e.g. *When is summer in Brazil? What happens on Carnival Sunday and Monday?*

3 Read again and answer the questions.

- Let students complete the activity, then check answers.

ANSWERS

1 In summer. 2 They write a special song, create and practise a dance for the children's parade, build and decorate a float and sew costumes. 3 In August. 4 Cassi and her brother get up early. The carnival starts at nine o'clock in the morning. The carnival bands start playing music in the streets.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

The Trojan Horse CB pages 36–37

Lesson objectives

To read a fictional text independently
To work out meaning through context

Language

Extra: *army, surrounded, enemy, immediately, platform, soldiers, camp, trap, spear, prisoner, signal*

Materials

CD  30

Warmer

- Tell students they are going to read a story from Ancient Greece in this lesson.

1 Look at the pictures. What are the people doing? Who do you think the people are?

- Focus on the pictures. Ask *What are the people doing?* Encourage students to guess what is happening.
- Ask *Who do you think the people are?* Encourage students to say who they think the people in the pictures are and to make predictions about the story.

2 Listen and read. 30

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Why did the Greeks sail to Troy? Why couldn't the Greeks get into the city of Troy? How did the Greeks make the Trojan Horse?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Odysseus. 2 To enter the city of Troy. 3 Thirty. 4 They sailed their ships to an island and waited.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Earth Day CB pages 64–65

Lesson objectives

To read a factual text about Earth Day independently
To work out meaning through context

Language

Extra: *politician, law, responsible, rallies, demonstrations, ultraviolet light, sculptures, creative*

Materials

CD  57

Warmer

- Ask students what problems the environment faces and what people can do to help solve these problems.
- Tell students they are going to read about a special day.

1 Look at the photos. What are the people doing? What do you think Earth Day is?

- Ask students to describe what the people are doing. Ask them to guess what Earth Day is (a special day for celebrating the environment and trying to find ways to save our planet).

2 Listen and read. 57

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.

- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *When is Earth Day? When was the first Earth Day? What do people do on Earth Day?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 US politician Gaylord Nelson. 2 Climate change, endangered species, deforestation and pollution. 3 By removing dust, pollutants and carbon dioxide from the air, producing oxygen and providing a home for birds, insects and small animals. 4 Old buttons, toys, plastic spoons and other small pieces of rubbish.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

The Elephant's Child CB pages 66–67

Lesson objectives

To read a fable independently
To work out meaning through context

Language

Extra: *trunk (n), ostrich, hippo, dangerous, grow, shape, shrink, tail, fly (n)*

Materials

CD  58

Warmer

- Play *What's the picture?* (see page 24) to revise the names of some of the animals that will appear in the story.

1 Look at the picture. Where are the animals?

- Focus on the picture. Ask *Where are the animals?* Encourage students to make predictions about the text.

2 Listen and read. 58

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Where did the elephant's child find the crocodile?*

3 Read again and answer the questions.

- Ask students to read the story again. Give different students in turn one or two paragraphs to read aloud.
- Ask the questions in turn. Allow time for students to refer back to the story if necessary, then check answers.

ANSWERS

1 He wanted to know what crocodiles have for dinner.
2 He wanted the elephant's child for dinner.
3 Yes, it did.
4 To get new noses from the crocodile.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Young stars CB pages 94–95

Lesson objectives

To read a factual text about young stars independently
To work out meaning through context

Language

Extra: *ambition, summit, continent, achieve, clear a path, physiotherapist, disability sports, disabled*

Materials

CD  85

Warmer

- Ask students who their favourite sports stars are.
- Tell students they are going to read about two young stars.

1 Look at the photos. What are the people doing? How old do you think the people are?

- Focus on the pictures and discuss the questions. Ask students what they think each of the people is famous for.

2 Listen and read. 85

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Where is Jordan from? When did he climb Everest? What was the Seven Summits tour? Who did Jordan climb the seven summits with?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Thirteen. 2 It's an adventure to climb the highest point in each of the US's fifty states and encourage children and teenagers to join in or find their own adventure. 3 When a physiotherapist took her to Stoke Mandeville, the national centre for disability sports. 4 To take part in the 2016 Paralympics in Rio de Janeiro.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Clara's visit CB pages 96–97

Lesson objectives

To read a story independently
To work out meaning through context

Language

Extra: *fir tree, expect, grumpy, wrapped (adj), shawl, hut, luggage, taste, better, strength, excited, jump, forget, meadow, bored*

Materials

CD  86

Warmer

- Play *Smiley Face* (see page 24) to energize the class.

1 Look at the pictures. What are the people doing? How do you think they feel?

- Focus on the pictures and discuss the questions. Elicit and model new vocabulary where necessary.

2 Listen and read. 86

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Where does Heidi live? Who comes to visit her?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Because she is ill and she can't walk. 2 Because of the mountain air. 3 To the fir trees, to the goat shed, and to the flower meadow. 4 Because Clara is so healthy and happy.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

How China changed the world CB pages 124–125

Lesson objectives

To read a factual text about Chinese inventions independently

To work out meaning through context

Language

Extra: *engineers, manufacture, clay, animal skins, playing cards, printing press, compass, face north, silk, thread, silkworm, route, gunpowder, explosives, weapons, cannons, wheelbarrow, hot air balloon, fishing reel*

Materials

CD  113

Warmer

- Ask students to think of an object they use every day. It doesn't have to be a machine, it could be a useful everyday item, such as a toothbrush. Write their suggestions on the board, and ask why each object is useful.
- Tell students they are going to read about inventions.

1 Look at the pictures. What can you see? Who do you think invented these things?

- Ask students to name the items and say why each one is useful. Ask students who they think invented the things in the pictures. Elicit or supply the answer 'The (Ancient) Chinese'.

2 Listen and read. 113

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.

- Ask comprehension questions, e.g. *When did the Chinese invent paper? Who invented a printing press in Europe? How did the compass change the world?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Paper money and playing cards. 2 By improving education and making information available to everyone. 3 They used exploding weapons to protect themselves from their enemies. 4 It gave inventors the idea for the plane.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Treasure Island CB pages 126–127

Lesson objectives

To read a story independently

To work out meaning through context

Language

Extra: *sailor, treasure, suit, coins, cloth, unwrapped, pirate, ship, adventure, barrel, explore*

Materials

CD  114

Warmer

- Draw a treasure box on the board. Tell students they are going to read a story about some treasure. Ask them to suggest what might be inside the treasure box.

1 Look at the story and the pictures. What do you think happens in the story?

- Focus on the pictures and discuss the questions. Encourage students to make predictions about the text.

2 Listen and read. 114

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Where did Jim live when he was a boy? What pet did Long John Silver have? Did Jim find the treasure?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Some papers wrapped in a cloth (a list of treasure and a map).
2 Doctor Livesey and the Squire.
3 In South America.
4 He hears Long John Silver's parrot shouting.

4 Discuss.

- Discuss the questions as an open class activity or in groups.

Skills/Fluency Time! transcripts

Unit 1 TB page 35 09

Boy I built a tree house last weekend.

Girl Oh, I've always wanted a tree house. How did you make it?

Boy Well, first, my dad drew the plans for the house. They looked great. But my tree house doesn't look like the tree house in the plans.

Girl Oh dear. Why not?

Boy Well, Dad got some wooden boards to make the walls and the roof. We worked together but it was difficult.

Girl I see.

Boy First I used a saw to cut the wood.

Girl I hope you were careful.

Boy Of course. Dad was there with me. I didn't hurt myself. Next, I used a hammer and nails to join the pieces of wood together. Once I nailed my coat to a board.

Girl Oh dear. That's funny. Has your tree house got windows?

Boy Yes, it has. And there is real glass in both windows.

Girl That's really cool. So it's like a real house, but it's up in a tree.

Boy Yes. Dad used rope and he pulled the tree house into the tree. It looks a bit funny, but I love it.

Girl I can't wait to see it.

Unit 2 TB page 43 17

Holes Ah, Mr Moran. I'm glad you're here. I wanted to talk to you. I want to find the diamond.

Moran I don't know where it is.

Holmes Yes, you do, and you are going to tell me.

Moran I won't tell you anything.

Holmes Perhaps Mr Merton will tell me. Billy, please bring Mr Merton in.

Billy Yes, sir.

Billy Here is Mr Merton, sir.

Merton What's going on?

Holmes I know you stole the Crown Diamond, and I know how you stole it. I've written it all in this book. The only problem is, I can't write about where the diamond is now, because I haven't found it yet.

Moran You will never know.

Holmes Oh, I think I will. You see, my friend Watson has just gone to the police station. The police are coming now. You can wait here. I will wait in my bedroom.

Moran What are we going to do?

Merton I don't know.

Moran The diamond is here, in my pocket. Take it and leave the country.

Holmes Thank you. I'll take that.

Holmes Ah, that will be the police. Just in time.

Unit 3 TB page 51 25

Narrator The dancers were in front of Emily and she couldn't see Harry. Just then, a crowd of people on stilts walked between Emily and her parents. The people on stilts were a lot taller than Emily. She couldn't push through the crowd and she was scared. She moved down the street with the crowd. Suddenly, Emily heard a voice. It came from the speakers in the street.

Harry "Emily! Where are you? Can you hear me?"

Narrator It was Harry. Emily shouted Harry's name, but the music was too loud. Just then, a man on stilts looked down and saw Emily.

"Are you OK?" he asked.

"No," said Emily. Emily "My brother is calling me, but I can't see him."

Narrator The man lifted Emily up. Now she was high enough to see Harry on the float. She shouted and waved to Harry. Harry saw her and waved back. Emily's parents laughed when they saw Emily on top of the crowd. The man on stilts put Emily down and she ran to meet Harry and her parents. She was glad to be back with her family again. Now they could enjoy the rest of the carnival.

Fluency Time! 1 TB page 54 28

Ben Have you seen the new film with Daniel Radcliffe?

Zaid No, I haven't.

Ben It's on at the cinema next Saturday.

Zaid Great! Let's go and see it. What time does it start?

Ben There's an afternoon showing at three o'clock.

Zaid That's too early. I have football practice at half past two on Saturdays. Can we see the film in the evening, not the afternoon?

Ben Let me see ... The evening showing starts at seven o'clock ... But it's sold out.

Zaid Oh dear. That's a shame.

Ben Wait a minute! There's a two o'clock showing on Sunday. What about that?

Zaid That sounds good. I'm free on Sunday afternoon and a 2pm film sounds great. Are there any tickets available for that?

Ben Yes, there are ten seats left.

Zaid How much are the tickets?

Ben They're eight pounds each.

Zaid That's fine. Quick! Let's book our tickets now!

Unit 4 TB page 61 37

Interviewer Today, we're talking about how we can all help the environment. Tim Harris is in the studio with us to tell us about how he helps the planet. Tim and his family live in an eco home. Do you like your house, Tim?

Tim I love it. It's a really cool house. My friends love it, too. They always want to come and visit.

Interviewer That's great. Now, do you burn wood to heat your house?

Tim Yes, we do. My brother and I go out to get wood every morning. Our house is in a forest, so there is a lot of wood near us. But we never cut wood from the trees. We find wood on the ground and take it home.

Interviewer That's good. Where does your water come from?

Tim It comes from a spring near our house.

Interviewer I see. Do you go to the spring every day, too?

Tim No! The water comes from the spring to our house. We save rain water, too. We use rain water to water the plants in the garden and to clean the house.

Interviewer Really? That's interesting. Now, Tim, can you tell us about ...

Unit 5 TB page 69 45

Boy We read about a fun recycling competition in our favourite magazine and we decided to enter.

Girl We thought about it for a few days and then we had a great idea. We had some old jeans, so we decided to use them to make pencil cases.

Boy We cut pieces from the jeans. We used the pieces of jeans to make the pencil cases and then we decorated them with special pens.

Girl We made two pencil cases. One of the pencil cases had my name on.

Boy And the other pencil case had my name on.

Girl Yes. Then we sent the pencil cases to the magazine.

Boy We waited for a week and then we got a letter from the magazine. They loved our idea and they sent us two 'As Good As New' T-shirts.

Girl We were very happy. The next week, there was a photo of our pencil cases in the magazine. Then all our friends wanted pencil cases with their names on.

Boy We made lots of pencil cases and we sold them at school. We gave the money to charity. It was great!

Unit 6 TB page 77 53

Presenter Today we're talking about endangered species. Lee Masters is a keeper at London Zoo. Lee, can you tell us about some endangered species?

Lee Well, the Giant Panda is the most famous endangered species. The Giant Panda is a large mammal. It's black and white and it's between 150 and 180 centimetres long.

Presenter 1.8 metres?

Lee Yes, the panda is a big animal. It weighs between 80 and 151 kilograms. That's the same as two men. Pandas live in hills and mountains in China. The main threat to the panda is loss of habitat.

Presenter I see. What about endangered birds?

Lee Well, the Great Green Macaw is one example of an endangered bird. It's between 85 and 90 centimetres long.

Presenter And what's its weight?

Lee It weighs about one kilogram.

Presenter One kilogram? That's quite heavy.

Lee Yes, it's a big bird. The Great Green Macaw is also endangered because of loss of habitat. It lives in rainforests, but people are cutting down the trees.

Presenter That's sad.

Lee: Yes. Another problem is that people kill animals for food or sport. Like the Southern Bluefin Tuna. The Bluefin Tuna is a large fish. It is up to 430 centimetres long.

Presenter Wow! 430 centimetres?!

Lee Yes. It weighs up to 910 kilos, so it's as heavy as three horses! The Bluefin Tuna lives in oceans, but because of fishing, there aren't many left.

Fluency Time! 2 TB page 80 56

Ben Look, Megan! I've got a new book. It's about dolphins.

Megan Let me see! I love dolphins. I think they're very clever animals.

Ben You're right. Dolphins work together in groups to catch fish. They're amazing!

Megan I like dolphins, but I don't like sharks. They're really scary.

Ben I'm sorry, but I don't agree. Sharks don't often hurt people. I think people are more dangerous than sharks.

Megan I see your point, but people haven't got big, sharp teeth!

Ben I'm not scared of sharks, but I'm scared of snakes! I think they're horrible!

Megan I don't think so. Snakes aren't horrible! They're amazing animals! Have you seen the huge snakes in the reptile house at the zoo?

Ben No, I haven't. And I'm not going to see them, either!

Ben What other animals are you scared of, Megan?

Megan I'm very scared of wolves! They look really dangerous.

Ben But wolves are a kind of dog. You like dogs.

Megan That's true. But I don't like wolves. You can't take a wolf to the park!

Ben Haha. No, you can't!

Unit 7 TB page 87 65

Operator Emergency, which service?

Helen We need some help here. Can you come quickly?

Operator Do you need the police, fire brigade or ambulance?

Helen I need an ambulance, please.

Operator What's your name, please?

Helen It's Helen. Helen Roberts.

Operator OK, Helen. Are you hurt?

Helen No. No, I'm fine.

Operator Where are you calling from, Helen?

Helen I think I'm in Green Street. Yes, I'm outside 51, Green Street. Opposite the bank.

Operator Can you tell me what's happened? What is the emergency?

Helen There's been an accident. A road accident.

Operator How many vehicles were in the accident?

Helen Two cars and one motorbike. The motorbike crashed into one of the cars and then the other car crashed into them.

Operator OK. Please stay calm. You're doing very well. Now, how many people need help?

Helen Three, I think. Yes, three people.

Operator OK, Helen. The ambulance is on its way. Can you see if any of the people ...

Unit 8 TB page 95 73

Woman I was making a special chicken dish for my family. I went to the supermarket to buy everything I needed. When I got home, I started cooking. Then I realized that I didn't have any chicken! I ran back to the supermarket and bought some. The meal was a bit late, but it tasted good.

Boy I wanted to help my mum, so I took the meat out of the fridge and put it in the oven to cook for dinner. After a while, there was a horrible smell. I looked in the oven and saw that the meat was wrapped in plastic. I forgot to remove the plastic and it melted in the oven and made black smoke. We couldn't eat the meat. I felt very silly.

Girl It was my mum's birthday and I decided to make her a cake. I put the cake in the oven and went into the living room. I was very tired and I fell asleep. I woke up when my mum came home. The house was full of smoke and the cake was black. It was very lucky that my mum came home when she did. I won't cook by myself again.

Man I was making some soup but it wasn't very tasty. I put some salt in the soup, but it tasted sweet. I put in some more salt and some more, but the soup tasted sweeter and sweeter. Then I tasted the salt. It wasn't salt. It was sugar!

Unit 9 TB page 103 81

Interviewer Joe Willis is 18 years old and he's a cyclist in the British team. He's here today to tell us about his life as an athlete. Joe, when did you start cycling?

Joe I was five when my dad taught me how to ride a bike.

Interviewer When did you win your first cycling race?

Joe When I was seven years old. I was racing some of my friends.

Interviewer Do you have to do a lot of training?

Joe Oh yes. I cycle every day. I also run four days a week and I go to the gym three days a week.

Interviewer How long do you spend training?

Joe Well, I cycle for two hours. I run for an hour and I spend about two hours in the gym.

Interviewer Do you have a special diet?

Joe Not really. I usually just eat a healthy diet. I eat a lot of fruit, vegetables, whole grains and fish. I drink a lot of water, too. I have to drink water every 15 minutes when I'm training.

Interviewer Joe, that's all we've got time for, but thanks for talking to us today. We look forward to seeing you in the next Olympics ...

Fluency Time! 3 84

Layla I've got a message from Megan.

Zaid Did she leave you a voicemail?

Layla No, she sent me a text.

Zaid What did she say in her text?

Layla She told me she'll see us at six o'clock.

Zaid That's good. I hope Ben is coming, too.

Megan Oh! Layla has just texted me.

Ben What did she text you?

Megan She asked me to bring my new CD with me tonight.

Ben That's a good idea. She hasn't listened to it yet.

Megan I think Zaid will like it, too.

Ben Now I've got a text from Zaid!

Megan What did he say in his text?

Ben He asked me if I'm going to football practice tomorrow.

Megan Tell him we can talk about it later! We need to get ready.

Ben I know. It's nearly six o'clock!

Zaid Oh, good. I've got a text from Ben now.

Layla What did he say?

Zaid He asked what DVDs we've got for tonight.

Layla We've got lots of DVDs.

Zaid I know. It's going to be great!

Unit 10 93

Boy 1 The Parthenon is in Athens, Greece. It's more than 2,000 years old. It's on the top of a hill in the centre of the city. It's a long walk up to the top of the hill, but when you get there, you can see the huge columns and the beautiful statues. Some of the walls have fallen down and some of the statues are in a museum now, but it's still a great place to visit.

Girl I think the most wonderful place I've ever visited is Stonehenge. Stonehenge is in Salisbury, in the UK. It's more than 4,000 years old. Nobody really knows what Stonehenge was, but it is a very interesting place to visit. There are lots of huge blocks of stone. Someone moved the blocks into a circle but nobody knows why.

Boy 2 We visited the Great Wall when we were in China last year. It was one of the most beautiful places we've ever been. The wall is very long. It's made from bricks and stone. We walked along some of it and we took a lot of photos. We met some people who were trying to walk along the whole wall!

Unit 11 101

Boy 1 Did you see that great film on TV last night?

Boy 2 No. What film?

Boy 1 It was a film about a girl who travels back in time and meets Queen Elizabeth the First.

Boy 2 Oh really? I don't really like films about time travel.

Boy 1 Well, this one was very good. The story was very clever. I think you would like it. The beginning was a little bit boring, but then it got more exciting.

Boy 2 Was it a drama?

Boy 1 Yes, but it was a comedy, too. The script was very funny. I laughed a lot. There were some great performances in the film. The actors were brilliant.

Boy 2 Well, maybe I will watch it.

Boy 1 You'll love it. The special effects were amazing. But I think you'll cry at the end. The ending is very sad, because the girl has to leave all her new friends and go back to the future.

Boy 2 Ha ha. Well, I don't need to watch it now. You've told me the ending!

Boy 1 Oh, sorry!

Unit 12 109

Carl Hi, Julie. What are you reading?

Julie Oh, hello, Carl. I'm just looking at this magazine. It's full of photos of celebrities. These days, everyone can become a celebrity. I think it's too easy.

Carl You're right, Julie. There are lots of new pop stars and actors these days. They sing one song, or act in one film and then we never see them work again. But reporters still write about them, so they are still famous.

Julie Well, I think it's silly to be famous for singing a song or being on TV. I think that the real celebrities are people who change the world, like inventors and world leaders.

Carl I agree. But celebrities are written about because there are so many newspapers and magazines and reporters have to fill them with something.

Julie I suppose it's because the public want to read about famous people. Everyone wants to know about the celebrities and their lives.

Carl I think it's because everyone wants to be famous these days. That's why there are so many TV programmes for the public to go on.

Julie That's sad. People should want to do more important jobs.

We need doctors, police officers, firefighters and scientists. We don't need more celebrities!

Fluency Time! 4 112

Layla Let's play a game. Can you guess what I'm thinking of?

Ben I'll try ... What's it made of?

Layla It's made of plastic or metal.

Ben What does it look like?

Layla It's long and thin.

Ben Is it a pen?

Layla Yes, it is! Well done! Now it's your turn.

Ben OK ... I'm thinking of something.

Megan What's it made of?

Ben It's made of plastic, but it looks like metal.

Megan Hmm ... Is it square?

Ben No, it isn't. It's round and it's flat.

Megan Oh, I know! It's a CD!

Ben That's right! Your turn, Megan!

Megan OK. Guess what I'm thinking of, Zaid.

Zaid OK. What's it made of?

Megan It's made of paper.

Zaid Paper? Right. What does it look like?

Megan It's square and it's flat.

Zaid Is it a book?

Megan No, it isn't!

Zaid I've got it! It's a magazine!

Megan Yes! It's your turn now.

Zaid Let me see ... Oh, I know. Guess what I'm thinking of.

Layla What's it made of?

Zaid It's made of plastic and rubber and metal.

Layla Oh. That's difficult. What does it look like?

Zaid It's long and flat and it's got wheels.

Layla Wheels? Is it a bike?

Zaid No! Try again.

Megan I know! It's a skateboard!

Zaid Yes! That's right!

Workbook answer key

Starter Unit

Page 2

- 1 1 Ed, brother 2 Kate, sister
3 Libby, cousin 4 Tony, dad, uncle
5 Clare, mum, aunt 6 Fin, brother, cousin
- 2 1 c 2 d 3 e 4 b 5 f 6 a
- 3 1 Students' own answers
2 Students' own answers
3 Students' own answers

Page 3

- 1 1 goes 2 have 3 are 4 live
5 plays 6 visit
- 2 1 'm working 2 tidy
3 's playing 4 doesn't help 5 go
6 come 7 're sitting
- 3 1 wrote 2 talking 3 eat 4 go
5 going 6 running 7 ran
8 visited

Page 4

- 1 1 He had a swimming lesson on Monday.
2 He didn't play football on Tuesday.
3 He had lunch with his Grandpa on Wednesday.
4 He visited Greg on Thursday.
5 He went to karate club on Friday.
6 He didn't go to the beach on Saturday.
7 He did his homework on Sunday
- 2 Students' own answers

Page 5

- 1 1 , " " f 2 ! e 3 : b 4 , a
5 . d 6 ? c
- 2 1 Jamie and Maria are from Ontario in Canada.
2 We climbed Mount Kilimanjaro when we were in Tanzania.
3 Mrs Walters went to Paris in July.
4 Ted and I watched Shrek 2 on Wednesday.
5 I live on North Street in Manchester.
- 3 Are you bored? Do you always watch TV after school? Are you playing a game you got two years ago? You need to do something different! The DSD Club meets every Friday at the club house. We do lots of exciting things. These are the activities we tried last month: kayaking, skateboarding and singing. Are you a good artist? Are you a good actor? Come and find out!

Unit 1

Page 6

- 1 1 Libby, Ed 2 Fin 3 Ed 4 Libby
5 Kate 6 Ed, Libby
- 2 1 c 2 a 3 f 4 e 5 g 6 d
7 b
- 3 Students' own answers
4 Students' own answers

Page 7

- 1 1 nails, hammer
2 rope, tape measure
3 roller, tray 4 tools, saw
- 2 1 We saw our (favourite) teacher at the park.
2 I did my homework carefully.
3 My (big) sister plays tennis well.
4 Gloria poured the (yellow) paint slowly.
5 The children played games happily in the garden.

3

subject	verb	object
We	saw	our teacher
I	did	my homework
My big sister	plays	tennis
Gloria	poured	the yellow paint
The children	played	games

Page 8

- 1 1 climbed 2 written 3 made
4 swim 5 ridden 6 tidied
7 sang 8 eaten
- 2 1 Have you ever climbed the mountain?
2 He has never tidied the garage.
3 Have you ever played computer games?
4 They have never eaten Chinese food.
- 3 1 Have you ever swum in a river? Yes, I have. / No, I haven't.
2 Have you ever painted a set? Yes, I have. / No, I haven't.
3 Have you ever sung in a concert? Yes, I have. / No, I haven't.
4 Have you ever ridden an elephant? Yes, I have. / No, I haven't.
5 Have you ever made a cake? Yes, I have. / No, I haven't.

Page 9

- 1 1 I was six 2 an hour
3 two years 4 grade one
5 September 6 ten minutes
- 2 1 since I was a baby
2 for half an hour 3 for 3 minutes
4 since 2007 5 for a week
6 since last summer
- 3 Students' own answers

Page 10

- 1 (clockwise from top left) 2, 4, 5, 1, 3
2 1 True 2 False 3 False 4 False
5 True 6 True

Page 11

- 1 1 b 2 c 3 a 4 f 5 d 6 e
- 2 1 shade 2 seaweed 3 branches
4 beach house
- 3 1 boards 2 plans 3 shade
4 branches 5 beach house
6 seaweed

Page 12

- 1 We built our boats for racing. (7)
We worked all morning long. (6)
And soon our boat was ready. (7)
We thought that it was strong. (6)
- 2 1 fast 2 race 3 slow 4 begin
- 3 Students' own answers

Page 13

- 1 1 plans 2 boards 3 rope
4 nails 5 branch 6 rollers
7 ladder 8 ground
- 2 1 for 2 since 3 never 4 since
5 never 6 ever
- 3 1 Leona has known her best friend for two years.
2 Jason has had karate lessons since September.
3 My sisters have played tennis for an hour.
4 We have helped Mum in the house since one o'clock.
5 I have played the guitar since last summer.
6 I have had a cold for three days.

Unit 2

Page 14

- 1 1 False 2 True 3 False 4 True
5 True 6 False
- 2 1 a princess, a monster and a queen
2 a monster 3 Ed and Libby
4 Mrs Kelly 5 at the school or from the DSD Club 6 5 o'clock
- 3 Students' own answers

Page 15

- 1 1 script 2 stage 3 audience
4 costume 5 curtains 6 lights
7 character 8 make-up
- 2 (knit fright) (knot flight)
- 3 1 fright 2 knot 3 light 4 knit
5 flight 6 knee

Page 16

- 1 1 Fiona has learnt the script.
2 She has checked the lights.

- 3 She hasn't cleaned the stage.
 4 She has bought the make-up.
 5 She has sold all the tickets.
 6 She hasn't taken the costumes to the theatre.
- 2 1 've done 2 've learnt
 3 checked 4 've sold 5 bought
 6 haven't taken
- 3 1 I've made a sandwich for my lunch.
 2 Mum didn't go shopping this morning.
 3 Jenny called her grandma last week.
 4 They haven't visited Paris.
 5 Terry has done his homework.
 6 Helen sold her computer yesterday.

Page 17

- 1 1 Grandma has just made a cake.
 2 Joe has visited Egypt before.
 3 Ellie hasn't finished her costume yet.
- 2 1 She hasn't opened her presents yet.
 2 She has just read her cards.
 3 She has already spoken to her grandma.
 4 She hasn't had a bike before.
- 3 Students' own answers.

Page 18

- 1 c) Disappearing diamonds
- 2 1 Mum goes to the door.
 2 The note has come from the theatre.
 3 The note says 'The diamonds have disappeared.'
 4 Yes, they are.
 5 They want to help the detective.
 6 No, they aren't.

Page 19

- 1 1 arrested 2 criminal 3 note
 4 detective 5 diamonds
 6 robbery
- 2 1 b 2 d 3 a 4 c
- 3 1 props 2 enter 3 servant
 4 clue 5 investigate 6 doorbell

Page 20

- 1 Stage directions: excited, She starts to look around. He points at the ground.
 Characters: Julie, Fred
- 2 Students' own answers

Page 21

- 1 1 character 2 detective
 3 robbery 4 stage 5 audience
 6 costume 7 lights 8 criminal
- 2 1 hasn't seen 2 didn't call
 3 haven't travelled 4 finished
 5 has lived 6 visited

- 3 1 haven't had
 2 has already read
 3 have never eaten
 4 Have you ever painted
 5 have just bought
 6 has always wanted
 7 hasn't given
 8 Have you already seen

Unit 3

Page 22

- 1 c) The children make new costumes. The play is great!
- 2 1 Ed 2 cupboard 3 dresses
 4 sack 5 audience 6 party
- 3 1 expensive
 2 bird, animal
 3 hands, ears
 4 basket, crown, hat
 5 dress
 6 washing line

Page 23

- 1 1 feather duster 2 washing line
 3 lampshade 4 cloth
 5 sponge 6 rubber gloves
 7 broom 8 sack
- 2 1 discussion 2 protection
 3 collection 4 pollution
- 3 1 discussion 2 protect 3 act
 4 protection 5 pollution
 6 collect 7 decorations
 8 celebration

Page 24

- 1 1 the oldest 2 more exciting
 3 the tallest 4 funnier 5 worse
 6 the best
- 2 1 Kathy 2 Lina 3 Poppy
 4 Lina 5 Lea
- 3 Students' own answers

Page 25

- 1 1 tall enough 2 enough eggs
 3 old enough 4 enough money
 5 deep enough 6 enough books
- 2 1 It's too wide. 2 It's too difficult.
 3 It's too crowded.
 4 It's too expensive.
- 3 1 She hasn't got enough eggs to make a cake.
 2 She's too shy to talk to the children.
 3 He's tall enough to go on the ride.
 4 It isn't hot enough to go to the beach.

Page 26

- 1 (clockwise from top left) 3, 5, 2, 4, 1
- 2 1 True 2 False 3 False 4 True
 5 False 6 True

Page 27

- 1 1 parade 2 masks 3 speakers
 4 float 5 microphone 6 stilts
- 2 1 b 2 a 3 d 4 c
- 3 1 f 2 a 3 c 4 e 5 d 6 b

Page 28

- 1 1 Lucy was at home. She was making her costume for the school play.
 2 She finished her costume and she felt happy.
 3 She was going to be a superhero!
- 2 1 nervous 2 disappointed
 3 surprised 4 excited
- 3 Students' own answers

Page 29

- 1 1 crowd 2 costumes 3 band
 4 speakers 5 dancers 6 stilts
 7 decorations 8 microphone
- 2 1 the cleverest 2 the most difficult
 3 younger 4 the best
 5 smaller 6 more interesting
 7 faster 8 the coldest
- 3 1 too 2 enough 3 enough
 4 too 5 enough 6 too 7 too
 8 enough

Fluency Time! 1

Page 30

- 1 1 d 2 c 3 a 4 b
- 2 1 It starts at
 2 Can we see
 3 show is sold out
 4 Are there any tickets
 5 Yes, there are
- 3 1 sports day / drama club play
 2 What time does it start?
 3 It starts at 2pm / 6:30pm.
 4 Can we go to the football match / afternoon performance
 5 tennis match / evening performance
 6 No, we can't. It's sold out.
 7 Are there any tickets available for the sailing / Saturday evening performance?

Page 31

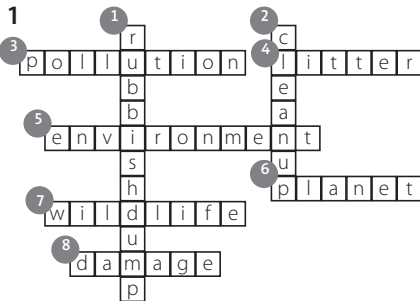
- 1 1 Layla has just arrived.
 2 No, she hasn't.
 3 On the Internet.
 4 Because they can't book tickets.
 5 Go to the ticket office.
- 2 1 pop classical
 2 four o'clock two o'clock
 3 late early
 4 Sunday Saturday
 5 ten eight
- 3 Students' own answers
- 4 Students' own answers

Unit 4

Page 32

- 1 crew 2 park 3 pretty
4 isn't 5 rubbish 6 river
7 dirty 8 safe
- 1 e, Libby 2 a, Fin 3 d, Ed
4 f, Woman 5 b, Kate 6 c, Man

Page 33



- 1 duck 2 litter 3 beach 4 TV
- 1 police 2 beach 3 litter
4 TV 5 swimming 6 duck

Page 34

- 1 d 2 c 3 e 4 f 5 b 6 a
- 1 He was having breakfast when the phone rang.
2 Grandpa was sleeping when his visitors arrived.
3 They were walking to school when they saw a film star.
4 Phil was buying a drink when his team scored a goal.
5 Jack was looking out of the window when the teacher asked a question.

Page 35

- 1 is, used to be 2 is, used to be
3 used to be, is 4 is, used to be
- 1 Mia has long hair.
2 Dad used to wear a uniform for work.
3 Ed used to love football.
4 Mum has short hair.
5 Mia used to play with dolls.
6 Ed likes cars
- 3 Students' own answers

Page 36

- 1 Solar energy 2 Wind energy
3 Water energy
- 1 e 2 f 3 d 4 a 5 c 6 b

Page 37

- 1 alternative energy
2 solar panels 3 electricity
4 fossil fuels
- 1 Sailing boats, move
2 Greenhouses, cold
3 Technology, difficult
4 Water mills, flour
- 1 beams 2 skylight 3 mud
4 technology 5 alternative

- 6 electricity 7 greenhouse
8 spring

Page 38

- 1 Pupils ride bikes to school.
2 Pupils pick up litter.
3 There are skylights in the roof.
4 There are solar panels to make electricity.
5 They save / collect rainwater.
- 2 Students' own answers

Page 39

- 1 environment 2 fuels
3 energy 4 electricity
5 skylight 6 wildlife 7 planet
8 damage
- 1 rang 2 was working 3 were studying
4 were playing
5 broke 6 weren't doing
- 1 used to have long hair.
2 used to be a theatre.
3 used to play with dolls.
4 used to be ugly.
5 used to live in New York.
6 used to be our teacher.

Unit 5

Page 40

- 1 The children decide to help clean up the wildlife park.
2 They put all the litter in different bags.
3 They will pick up all the litter and recycle it.
4 Libby wants to have a hot bath later.
5 The park will be clean and safe again soon.
- 1 family 2 old 3 environment
4 birds 5 rubbish dump
6 paper
- 3 Students' own answers

Page 41

- 1 recycling centre 2 oil
3 carrier bags 4 paper
5 chemicals 6 metal
7 batteries 8 bottle bank
- 1 refill 2 rebuild 3 redecorate
4 recharge
- 1 redecorate 2 rebuild 3 refill
4 return 5 recharge 6 reuse
7 retell 8 remove

Page 42

- 1 won't drive 2 will live
3 will study 4 won't work
5 won't eat 6 will do
- 1 Well, I won't change much.
2 I'll have fun with my friends.
3 Yes, we'll be friends when we're older.
4 I'll care about the environment.

- 5 Yes, we'll work at the wildlife park together.
- 6 And the animals won't be in danger in our town.
- 3 Students' own answers

Page 43

- 1 'm watching 2 are helping
3 'm having 4 are arriving
5 's cooking 6 're having
- 1 They're meeting at the school at 9 o'clock.
2 They're arriving at the beach at 10 o'clock.
3 They're playing beach volleyball at quarter past 10.
4 Dave is teaching them to surf at quarter to 11.
5 They're eating a picnic on the beach at half past 12.
6 They're exploring the caves at 2 o'clock.
7 Mr Jennings isn't taking a group photo at 4 o'clock.
8 They're going home at half past 4.

Page 44

- 1 Fashion parade
2 Egg box garden
3 Tidy your desk
4 Gold or paper?
- 1 Frank, Olly 2 George
3 George, Fiona 4 Natalie
5 Natalie, George

Page 45

- 1 greetings card 2 ribbon
3 bracelet 4 map
5 juice carton 6 bus ticket
- 1 d, stuck
2 c, glued
3 a, cut up
4 b, rolled
- 1 stuck, car tyres 2 glued,
ribbons 3 cut up, wrapping paper
4 rolled, bracelet

Page 46

- 1 b 2 d 3 a 4 c
- 2 Students' own answers

Page 47

- 1 plastic 2 recycling centre
3 paper 4 tyres
5 wrapping paper
6 greetings cards 7 carrier bags
8 batteries
- 1 In the future people will recycle more.
2 I won't drive a car when I'm older.
3 Will it be sunny next week?
4 Will our team win the match?
5 My sister and I won't be at this school next year.

- 3 1 are having 2 are playing
3 are taking 4 'm going
5 're meeting 6 are sleeping

Unit 6

Page 48

- 1 d) The TV crew arrives before the river is clean. They make a programme about cleaning up the park.
2 1 c 2 a 3 e 4 g 5 f
6 b 7 d
3 1 d 2 c 3 e 4 f 5 b 6 a

Page 49

- 1 1 aquarium 2 insect house
3 enclosure 4 aviary
5 picnic area 6 reptile house
7 gift shop 8 pool
2 1 teacher 2 director 3 helper
4 calculator
3 1 invent 2 teach 3 present
4 help 5 act 6 visit
4 1 An inventor is a person who thinks of and makes a new type of thing.
2 A teacher is a person who tells someone about something new.
3 A presenter is a person who talks about things on a radio or TV show.
4 A helper is a person who does something to make something easier for someone.
5 An actor is a person who is a character in a play or a film.
6 A visitor is a person who goes and sees a person or a place.

Page 50

- 1 1 Mike isn't going to play football. He's going to play tennis.
2 Sue and Jane aren't going to go canoeing. They're going to go snorkelling.
3 Joel isn't going to buy some bread. He's going to buy some fruit.
4 Cathy isn't going to make a cake. She's going to paint a picture.
5 Frank and his dad aren't going to go swimming. They're going to go camping.
2 1 Anna is going to eat in restaurants.
2 Anna is going to listen to music.
3 Anna isn't going to wash the dishes.
4 Anna isn't going to do homework.
5 Anna and her family are going to fly on a plane.
3 Students' own answers

Page 51

- 1 (clockwise from left) 6, 2, 3, 4, 5, 1
2 1 are going to escape. 2 are going to get wet. 3 's going to feed
4 's going to steal 5 's going to fall off. 6 's going to get a surprise

Page 52

- 1 1 It's the biggest lizard of all.
2 It eats 12–18 kilos of food every day.
3 There are five different species.
4 Its jungle habitat is in danger.
2 1 e 2 c 3 f 4 g 5 a
6 d 7 b

Page 53

- 1 1 Different species need different enclosures to live in.
2 Scientists study animals living in the wild to learn about their behaviour.
3 People want to prevent animals like the panda from becoming extinct.
4 Many animals are endangered and the population is becoming very small.
2 1 habitat 2 research
3 donation 4 adopt
3 1 donation 2 adopt 3 circuses
4 threat 5 research 6 habitats

Page 54

- 2 1 Introduction 2 Help
3 Population 4 Danger
3 Students' own answers

Page 55

- 1 1 aquarium 2 reptile house
3 enclosure 4 aviary
5 picnic area 6 endangered
7 prevent 8 wild
2 1 's going to buy
2 're going to watch
3 'm going to make
4 aren't going to have
5 're going to pass
6 isn't going to play
3 1 James and Marshall are going to join a karate club.
2 Farrah isn't going to get up early every morning.
3 Jean and Michelle are going to have horse riding lessons.
4 Paul isn't going to wear his school uniform.
5 I'm going to visit my aunt and uncle in Canada.

Fluency Time! 2

Page 56

- 1 1 That's true
2 see your point
3 but I don't agree

- 4 I don't think so
5 I agree
2 D We need to stop habitat loss, not make zoos.
A Zoos raise money for eco projects.
A Zoo visitors learn about saving animals.
D Animals are not just for our entertainment.
A Zoo enclosures are safe and comfortable.
D Zoo animals don't live naturally.
3 A The ZSL works hard. I think zoos are the answer for wild and endangered animals.
B I'm sorry, but I don't agree. Animals are not just for our entertainment.
A That's true. But zoo visitors learn about saving animals. And zoo enclosures are safe and comfortable.
B I see your point, but I don't agree. Animals in zoos don't live naturally.
A I agree. But zoos raise money for eco projects. So zoos are good for animals in the wild too.
B I don't think so. We need to stop habitat loss, not make zoos.
A You're right. Let's make a poster about habitat loss and put it up at school.

Page 57

- 1 1 False 2 False 3 False 4 True
5 False
2 1 b 2 c 3 d 4 a
3 Students' own answers
4 Students' own answers

Unit 7

Page 58

- 1 1 Yes, she is.
2 No, he doesn't.
3 Yes, he has.
4 No, they don't.
5 No, he hasn't.
6 No, they don't.
7 Yes, he is.
2 a 5 b 1 c 3 d 6 e 7 f 2
g 8 h 4
3 Students' own answers

Page 59

- 1 1 sling 2 bruise 3 patient
4 burn 5 bandage 6 cut
7 plaster 8 first aid kit
2 1 look after 2 cheer up
3 hand out 4 drop off
3 1 to take someone somewhere in a car, and leave them there
2 to make someone stop feeling sad, and start feeling happy
3 to give something to everyone in a group

- 4 to make sure that someone is safe and comfortable, and has enough to eat
- 4 1 take off 2 look after 3 put on
4 drop off 5 put away
6 hand out 7 cheer up

Page 60

- 1 1 She was a doctor. 2 He wanted an ice cream. 3 I was riding my bike.
- 2 1 was learning how to do first aid.
2 were good at putting on bandages.
3 was feeling much better.
4 needed to use the telephone.
- 3 1 he was feeling OK, but his leg hurt a bit.
2 his leg wasn't broken, but he had a big bruise.
3 He said he couldn't go to work for a month.
4 He said he was reading all the cards from his fans.

Page 61

- 1 1 told 2 said 3 told 4 told
5 said 6 said
- 2 1 me 2 we 3 them 4 him
5 he 6 us
- 3 1 to get ready because the bus was coming then.
2 were going on holiday to Spain the next week.
3 felt ill that morning.
4 brothers were going to the cinema that night.
5 was on the school football team that year.
6 hadn't got school the next day.

Page 62

- 1 1 Sea Rescue Charity
2 Safety on the beach
3 Safety at sea
4 Disaster areas
- 2 1 sea 2 year 3 beaches
4 safe 5 a lifeboat 6 world

Page 63

- 1 1 floods 2 breathing apparatus
3 hoses 4 accident 5 check
6 rescues
- 2 1 lifeguard 2 crew 3 volunteer
4 coastguard
- 3 1 volunteer 2 lifeguard 3 crew
4 rescue 5 coastguard 6 site
7 trains

Page 64

- 1 b) Rescue at the lake
- 2 1 C 2 I 3 M
- 3 Students' own answers

Page 65

- 1 1 first aid 2 first aid kit
3 bandages 4 accident 5 burn
6 plaster 7 patient 8 train
- 2 1 didn't like 2 was working that
3 their school was 4 was his
5 was wearing her 6 were going
- 3 1 Dave said Alice he can't see the TV.
Dave told Alice he couldn't see the TV.
- 2 Jenny and Samantha said Sarah they are going to a party the next day.
Jenny and Samantha told Sarah they were going to a party the next day.
- 3 Jill said she went to visit her cousins this weekend.
Jill said she was going to visit her cousins that weekend.
- 4 Jake told his grandparents were going to visit they soon.
Jake said his grandparents were going to visit them soon.

Unit 8

Page 66

- 1 1 Libby, Ed 2 Ed, Jim
3 Libby, Jim 4 Fin
5 Ed, Jim 6 Jim
- 2 1 fresh, c 2 bored, d
3 present, b 4 surprise, f
5 rest, e 6 visit, a
- 3 Students' own answers

Page 67

- 1 1 ingredients 2 additives
3 Ready-made 4 sugar
5 junk food 6 health food
7 dairy products 8 Home-made
- 2 1 b 2 d 3 c 4 a
- 3 1 up 2 back 3 rid of 4 stuck
5 around to 6 on with

Page 68

- 1 1 don't eat, will be 2 do, will let
3 will be, wait 4 rains, will be
5 won't be, eat 6 will be, take
- 2 1 will go 2 will join 3 help
4 won't go 5 will be
- 3 1 our team scores one more goal, they'll win the match.
2 doesn't slow down, he'll crash.
3 make a noise, you won't catch a fish.
4 go on the ride again, you'll feel sick.

Page 69

- 1 1 No, you won't. 2 No, it won't. 3 Yes, it will. 4 Yes, it will. 5 Yes, you will.

- 2 1 Will you be cold if you don't wear hats?
2 Will the horse bite me if I feed it?
3 Will it make a milkshake if I press this button?
4 Will you buy a helicopter if you've got enough money?

Page 70

- 1 1, 3, 5
- 2 1 False 2 True 3 False 4 False
5 True 6 True

Page 71

- 1 1 (example answers) sandwich, biscuits, yogurt
2 vegetables, fruits, nuts
3 jam, sugar, chocolate
4 chips, crisps, cheese
5 sport, studying, playing
- 2 1 raw 2 plenty 3 clever
4 brain
- 3 1 diet 2 snack 3 sweet 4 raw
5 plenty 6 brain

Page 72

- 1 b) Milkshake mistake
- 2 Students' own answers
- 3 Students' own answers

Page 73

- 1 1 ingredients 2 ready-made
3 additives 4 fresh 5 vitamins
6 source 7 heart 8 home-made
- 2 1 scores 2 won't feel 3 will tidy up 4 doesn't rain 5 doesn't come 6 visit
- 3 1 Will you have time to make another cake if you hurry?
2 Will your dad be disappointed if you can't make a new cake?
3 Will he think it's funny if you tell him what happened?

Unit 9

Page 74

- 1 c) He has got tickets for the DSD club so that they can watch the match with him.
- 2 1 f 2 g 3 d 4 e 5 c 6 a
7 b
- 3 1 game 2 teams 3 players
4 team 5 score 6 stadium
7 match

Page 75

- 1 1 goalkeeper, fans
2 trophy, captain
3 athletes, exercises
4 coach, training
- 2 1 shallow 2 dirty 3 quiet
- 3 1 shallow 2 dirty 3 lose
4 noisy

Page 76

- 1 will 2 could 3 may 4 won't
5 won't 6 will 7 might 8 will
- 1 He will go to football practice on Saturday.
2 He might have lunch at Tony's house on Saturday.
3 He won't go camping on Saturday.
4 His grandma and grandpa will visit him on Sunday.
5 He might play computer games on Sunday.
6 He will do his homework on Sunday.
7 He won't stay up late on Sunday.
- Students' own answers

Page 77

- 1 Yes, they do. 2 No, he doesn't.
3 Yes, he does. 4 No, they don't.
5 Yes, they do.
- 1 Tom and Charlie have to tidy their bedrooms.
2 Charlie has to wash the dishes.
3 Tom and Charlie don't have to help in the garden.
4 Tom and Charlie have to help with the shopping.
5 Charlie doesn't have to take the rubbish out.
- 1 Did you have to help in the garden last week? Yes, I did. / No, I didn't.
2 Did you have to help with the shopping last week? Yes, I did. / No, I didn't.
3 Did you have to tidy your bedroom last week? Yes, I did. / No, I didn't.
4 Did you have to wash the dishes last week? Yes, I did. / No, I didn't.
5 Did you have to take the rubbish out last week? Yes, I did. / No, I didn't.

Page 78

- b) How many times your heart beats in a minute.
- 1 heart 2 heart beat 3 wrist
4 30 seconds 5 two 6 faster

Page 79

- 1 oxygen 2 lungs 3 blood
4 pumps 5 carbon dioxide
6 process
- 1 beat 2 wrist 3 steady
4 pulse rate
- 1 wrist 2 steady 3 beat
4 pulse 5 breathe 6 oxygen
7 heart

Page 80

- Pam Connor
- Students' own answers

Page 81

- 1 heart 2 breathe 3 lungs
4 fan 5 captain 6 trophy
7 coach 8 train
- 1 might 2 will 3 might
4 won't 5 might 6 will
- 1 Did Henry have to go to school yesterday?
2 We don't have to wear a uniform for school.
3 Grandma had to walk to school when she was young.
4 Did Jamie have to help his mum and dad in the house yesterday?
5 Do you have to do your homework after school?
6 I don't have to get up early on Saturdays.

Fluency Time! 3

Page 82

- 1 e 2 d 3 b 4 a 5 c
- 1 messaged
2 text - Are you going to the cinema tonight?
3 say - What homework do you have for tomorrow?
4 message
5 voicemail
6 text - Can you tell your sister to come to my house at six?
- 1 I've got a message from Lenny.
2 Did he text you?
3 No, he left me a voicemail.
4 What does Lenny's voicemail say?
5 He said he was going to be late for school.
- Students' own answers

Page 83

- 1 They are wearing their school uniforms.
2 They are going home.
3 They going to watch DVDs and eat pizza.
4 He feels disappointed.
5 They must clean their rooms.
- home, school uniforms, mobile phones, happy, plays message, disappointed, takes phone out of his pocket, happy
- Students' own answers
- Students' own answers

Unit 10

Page 84

- 1 shopping centre 2 Roman
3 talk 4 Romans 5 houses
6 beautiful
- 1 False 2 True 3 False 4 False
5 True 6 False

Page 85

- 1 archaeologist 2 jewellery
3 columns 4 steps 5 blocks
6 pots 7 statue 8 carvings
- 1 colour (noun), colourful (adj)
2 fearful (adj), fear (noun)
3 thoughtful (adj), thought (noun)
- 1 fear 2 cheerful 3 help
4 colourful 5 play 6 careful
7 thoughtful 8 wonderful

Page 86

- 1 c 2 b 3 d 4 f 5 e 6 a
- 1 one 2 where 3 one
4 thing 5 where 6 one
- 1 something 2 nothing
3 anything 4 something
5 everywhere 6 someone
7 everything 8 anything

Page 87

- 1 isn't 2 can't 3 could
4 aren't 5 isn't
- 1 weren't they? 2 can we?
3 is she? 4 could you? 5 was it?
6 isn't he?
- 1 it wasn't 2 it is 3 they could
4 she isn't 5 they can
6 he couldn't

Page 88

- 1 d 2 b 3 c 4 a
- 1 Nearly 2000 years ago.
2 Londinium.
3 In big houses or beautiful palaces.
4 Central heating.
5 For their bath houses.
6 In the north of England.

Page 89

- 1 ancient 2 fortress 3 palace
4 maze 5 explorer 6 slanted
- 1 central heating 2 rich
3 invade 4 border
- 1 border 2 invade 3 fortress
4 rich 5 ruins 6 central heating
7 aqueducts

Page 90

- Students' own answers
- Students' own answers

Page 91

- 1 ancient 2 columns 3 roof
4 steps 5 ruins 6 blocks
7 statues 8 carvings
- 1 anywhere 2 someone
3 no one 4 anything
5 somewhere 6 everything
- 1 aren't you 2 can they
3 wasn't it 4 isn't it 5 was she
6 can it

Unit 11

Page 92

- 1 box 2 now 3 messages
4 technology 5 park
6 newspaper
- 1 Ed, supermarket 2 Libby,
magazine 3 Kate, photos
4 CD, map, hat 5 Ed, money
6 The mayor, park
- 3 Students' own answers

Page 93

- 1 1 time capsule 2 stamps
3 photo album 4 receipts
5 banknotes 6 memory stick
7 manual 8 diary
- 1 duck (noun), duck (verb)
2 match (noun), match (verb)
3 sink (verb), sink (noun)
- 1 duck, verb 2 light, adjective
3 coach, noun 4 match, noun
5 sink, verb 6 spring, noun

Page 94

- 1 1 are locked 2 are spoken
3 are collected 4 is taught
5 is won
- 1 Tickets are bought on the bus.
2 Roman ruins are found all over
the world.
3 Glass is recycled at this factory.
4 Figs are grown in Egypt.
5 Information is saved on memory
sticks.
- 3 1 are chosen 2 are put
3 is found 4 is dug 5 is buried
6 is discovered

Page 95

- 1 1 d, Passive 2 c, Passive
3 e, Active 4 a, Active
5 b, Passive
- 2 1 by 2 with 3 with 4 by
5 with 6 by
- 3 1 Classes are taught by teachers.
2 The museum is built with blocks
of stone.
3 Prizes are given by the mayor.
4 The door is decorated with
carvings.

Page 96

- 1 b, She made a film of her favourite
book.
- 2 1 False 2 False 3 True 4 False
5 True 6 False 7 True

Page 97

- 1 1 confident 2 director
3 teenager 4 special effects
5 comedy 6 performance
- 2 1 c 2 d 3 b 4 a
- 3 1 mysterious 2 swapped
places 3 challenge 4 knight
5 earthquake 6 boarding school

Page 98

- 1 Students' own answers
- 2 Students' own answers

Page 99

- 1 1 newspaper 2 banknote
3 receipt 4 ticket 5 stamp
6 science fiction 7 special effects
8 memory stick
- 2 1 are taught 2 are paid
3 is sold 4 are bought
5 is saved 6 are made
7 are watched 8 is spoken
- 3 1 by 2 by 3 with 4 with
5 by 6 by

Unit 12

Page 100

- 1 a 3 b 5 c 1 d 4 e 7 f 6
g 8 h 2
- 2 1 They didn't bury a computer. They
buried a time capsule.
2 DSD doesn't mean Don't Sit
Down. It means Do Something
Different.
3 They didn't perform in a film. They
performed in a play.
4 The river isn't dangerous now.
It's safe.
5 They didn't help a famous
basketball player. They helped a
famous football player.

Page 101

- 1 1 lens 2 photographer
3 interview 4 flash
5 microphone 6 reporter
7 article 8 news
- 2 1 surprising 2 amusing 3 tiring
4 confusing
- 3 1 interesting 2 confusing
3 exciting 4 boring
5 frightening 6 amusing
7 tiring 8 surprising

Page 102

- 1 1 were 2 was 3 were 4 was
5 were 6 were
- 2 1 was collected 2 was built
3 was finished 4 were taught
5 were given
- 3 1 Our house was built in 1880.
2 Those photos were taken in
Thailand.
3 This statue was made by an artist.
4 Our lunch was cooked in the hotel
restaurant.
5 Jewellery was worn in Ancient
Rome.
6 These postcards were sent from
Russia.
- 4 1 Our school was built in ____.
2 My favourite book was written
by ____.

- 3 My favourite photos were taken
in ____.

Page 103

- 1 1 Where 2 When 3 Who
4 Was 5 What 6 Were
- 2 1 Who was the film directed by?
2 When was the film made?
3 Was the story written as a book
first?
4 Who was the book written by?
5 Was the story changed for the
film?
- 3 1 When was the Eiffel Tower built?
2 Who was sent to the moon with
Neil Armstrong?
3 Where were stamps invented?
4 What was invented by Alexander
Graham Bell?

Page 104

- 1 Generous celebrities?
- 2 1 A lot of celebrities are very (lazy),
rich
2 An American (singer) does work to
help people., actress
3 She served food after a big
(earthquake) in New Orleans., flood
4 She went to India to help a charity
build (swimming pools) and
hospitals., schools
5 A famous (tennis player) works
to help children everywhere.,
footballer
6 He works with his (daughter), wife
7 The charity helps children who
can't (read), walk
8 Celebrities use their time and
(friends) to help people., money

Page 105

- 1 1 improve 2 salary 3 deserve
4 surgeons / scientists
5 surgeons / scientists 6 hero
- 2 1 wheelchair 2 earn
3 education 4 charity
- 3 1 earn 2 factories 3 celebrities
4 charity 5 improve
6 education 7 wheelchairs
8 heroes

Page 106

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers

Page 107

- 1 1 reporter 2 articles
3 interview 4 celebrity
5 factory 6 salary 7 improve
8 deserve
- 2 1 were asked 2 was found
3 was given 4 were taken
5 was built 6 was filmed
- 3 1 gave, Were you given lots of
homework yesterday?

- Were, Was she paid a lot of money to act in that film?
- Where, Who was the film directed by?
- build, When was Tower Bridge built?
- bury, Was the time capsule buried in the park?
- drove, Were they driven to school by their mum last week?

Fluency Time! 4

Page 108

- 1 b 2 d 3 a 4 c
- 1 looks like 2 looks like 3 smells like 4 feels like
- Students' own answers

Page 109

- 1 False 2 True 3 False 4 True 5 False
- Layla and Zaid's house, enter the living room, Layla puts a shirt on the table, feels the shirt, shows Ben a pen, looks at the cake, feel happy
- Students' own answers
- Students' own answers

Fluency Time! Review

Page 110

- 1 messaged 2 left 3 say 4 said 5 start 6 starts 7 out 8 text 9 of 10 looks 11 think 12 not
- 1 False 2 True 3 False 4 False 5 True

Page 111

- 1 agree 2 think 3 sorry 4 text 5 true
- Children's own answers
- Children's own answers

Culture

Page 112

- Circled words: love, feel, want
- 1 are training 2 feel 3 like 4 am practising 5 am trying / try 1 am making 2 am learning 3 want 4 love
- 1 I'm liking 2 I'm loving 3 We are practise
- Students' own answers

Page 113

- 1 stayed 2 watched 3 went 4 took 5 visited
- 1 If she was hungry, she would eat a deli sandwich. 2 If they saw a show, she would choose a musical. 3 If they visited Central Park, she would go rollerblading.

- If she explored the city, she would take the subway.
- If she went shopping, she would shop in the markets in Greenwich Village.
- Students' own answers

Page 114

- 1 ourselves 2 myself 3 himself 4 themselves 5 themselves 6 itself 7 herself 8 myself
- 1 All my classmates learnt about themselves at the Science Museum. 2 Toby saw himself as an old man! 3 Have you seen yourself as an old person? 4 I heard myself with a girl's voice! 5 Toby and I enjoyed ourselves on the school trip!
- Students' own answers

Class play: The treasure map

Page 115

- 1 1 True 2 True 3 True 4 False 5 True 6 False 7 False
- Students' own answers.
- park, playground, café, theatre
- 1 e 2 c 3 f 4 b 5 a 6 d
- Students' own answers.

Grammar Time

Unit 1

Present perfect: *ever / never*

- 1 1 have never made 2 Has, ever visited 3 have never eaten 4 Have, ever ridden

Present perfect: *since / for*

- 1 I've had this schoolbag for a week. 2 She's been at this school since last year. 3 They've lived in the same town for ten years. 4 James has had piano lessons since January.

Unit 2

Past simple and present perfect

- 1 1 went 2 went 3 didn't ring 4 haven't read

already / yet / before / just

- 1 just 2 yet 3 already 4 before

Unit 3

Comparatives and superlatives

- 1 taller, as tall 2 cleverest, (not) as clever 3 as bad, worse 4 the most interesting, as interesting

too / enough

- 1 too small 2 enough chairs 3 too tired 4 old enough

Unit 4

Past simple and past continuous: interrupted actions

- 1 1 was reading, arrived 2 broke, was washing 3 was driving, went 4 were watching, won

used to

- 1 used to have 2 used to go 3 used to be 4 used to live

Unit 5

will / won't

- 1 1 Karen will go to university when she's older. 2 My team won't win the game this afternoon. 3 It will be sunny tomorrow. 4 People won't have flying cars in 100 years.

Present continuous with future meaning

- 1 Jade is meeting her aunt on Monday. 2 They are visiting a wildlife park tomorrow. 3 Jade isn't sleeping at home that night.

Unit 6

going to: future plans and intentions

- 1 1 is going to visit 2 aren't going to play 3 are going to come 4 are going to make

going to: predictions

- 1 's going to rain 2 's going to arrive 3 are going to buy 4 isn't going to come

Unit 7

Reported speech

- 1 1 he liked his picnic lunch 2 he was playing his new computer game 3 she was tired 4 they were going to the beach

said / told

- 1 said 2 told 3 said 4 told

Reported speech: time markers

- 3 1 Fran said she was going to the cinema that night.
2 Joe said it was his birthday that day.
3 The girls said they were having their lunch then.
4 Pete said his dad was buying a new car the next week.

Unit 8

First conditional

- 1 1 d 2 b 3 a 4 c

First conditional questions

- 2 1 Will they be ill if they eat all the sweets? Yes, they will.
2 Will I be healthy if I eat lots of junk food? No, you won't.
3 Will we be hungry if we don't have breakfast? Yes, we will.
4 Will you be scared if all the lights go out? No, I won't.

Unit 9

Modal verbs: *may, might, could* and *will / won't*

- 1 1 might 2 won't 3 won't
4 could

have / had to statements and questions

- 2 1 Do you have to help
2 I do
3 Does he have to do
4 he does
5 Does he have to look after
6 he doesn't

Unit 10

Indefinite pronouns

- 1 1 any 2 some 3 no 4 every

Question tags

- 2 1 can he, Yes, he can.
2 aren't you, Yes, I am.
3 weren't you, No, I wasn't.
4 could she, No, she couldn't.

Unit 11

Passive and active (present simple)

- 1 1 are taught 2 swims
3 is watched 4 arrives
2 1 with 2 by 3 with 4 by

Unit 12

The passive (past simple)

- 1 1 These houses weren't built in 1836.
2 Paper was invented in Egypt.
3 Our car wasn't made in France.
4 The stories were written by the students.

Passive questions

- 2 1 Who 2 When 3 Were
4 Where 5 What

Everyday English phrase bank

Page 124

Fluency Time! 1

- 1 1 sold 2 not 3 left
4 performance 5 time
6 evening

Fluency Time! 2

- 1 1 think 2 don't 3 sorry
4 point 5 true 6 right

Page 125

Fluency Time! 3

- 1 Did Tom text you this morning?
2 My friend left me a voicemail yesterday.
3 What did Emma's text say?
4 I've got a message from Robbie.
5 Sam has messaged me.
6 I've just had a text.

Fluency Time! 4

- 1 1 made 2 made 3 smells
4 look 5 feels 6 like

Course Resource notes

The Course Resources section of the Teacher's Resource Centre contains:

- twelve Language practice worksheets to use after Lesson 4 of every unit.
- twelve Speaking skills worksheets to use after Lesson 6 of every unit.
- twelve Writing skills worksheets and posters to use after Lesson 7 of every unit.
- four Writing portfolio worksheets, each with two levels
- four Values worksheets (one for every block of three units) to use at any time after the references to them in the main teaching notes of those units.
- two Play Scripts to use at the end of each semester or at any time after the references to them in the main teaching notes.

These pages give answer keys for the Language practice, Speaking skills, Writing skills and Writing portfolio worksheets, information on how to use the two Play Scripts and the four Fluency Time! projects, and teaching notes for the Speaking skills worksheets, Writing skills worksheets and posters, and Values worksheets.

Unit 1 Language practice

- 1 1 hammer, nails 2 saw, tape measure
3 tray, roller 4 rope 5 tools
- 2 1 Has Sally ever played tennis? No, she's never played tennis.
2 Has Sue ever played tennis? Yes, she's played tennis.
3 Has Sally ever swum with dolphins? Yes, she's swum with dolphins.
4 Has Sue ever swum with dolphins? No, she's never swum with dolphins.
5 Have Sue and Sally ever been to a zoo? Yes, they've been to a zoo.
- 3 1 **X**, He's known Sam *for* three years. 2 **X**, They've lived here *since* 2008. 3 ✓ 4 **X**, Jim and Peter have been friends *since* they started school.

Unit 1 Speaking skills

- Ask students to work in pairs. Hand out two copies of the worksheet to each pair.
- Tell students to look at each picture and decide if they have ever done the activities. They put a tick ✓ for *Yes* and a cross ✗ for *No* in the first column.
- They then guess for their partner and put a tick ✓ or a cross ✗ in the second column.
- Model the example question and answer with a student.
- In pairs, students ask and answer the questions. They put a tick ✓ or a cross ✗ in the third column.
- Students add up their scores. Award a point for each correct guess.

ANSWERS

Students' own answers

Unit 1 Writing skills

1 Read the poem about the sail boats again.

- Ask students to read the poem again.

2 Write *T* or *F*.

- Tell students to read the sentences and write *True* or *False*.
- Let students complete the exercise, then check answers.

ANSWERS

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

3 Write your own poem about something you have made. Remember to use what you have learnt about writing a poem.

- Tell students they are now going to write a poem about something they have made.
- Tell them to follow the rhyming pattern in the poem *Our Sail Boats*. Remind them to observe what they have learnt about writing a poem.
- When students have finished, ask them to work in pairs and read their poems to their partner.

Unit 2 Language practice

1	c	h	a	r	a	c	t	e	r
2	c	o	s	t	u	m	e		
3	s	c	r	i	p	t			
4	c	u	r	t	a	i	n		
5									
6	a	u	d	i	e	n	c	e	
7	m	a	k	e	-	u	p		

An actor's favourite place is on stage.

- 2 1 The girls went swimming yesterday. / Yesterday the girls went swimming.
2 We haven't finished our chess game yet.
3 Mum and I made a cake yesterday. / Yesterday Mum and I made a cake.
4 Dad played football yesterday afternoon. / Yesterday afternoon Dad played football.
5 I've just watched an interesting TV programme.
6 Ellie hasn't been to a play before.
7 I read a great book last week. / Last week I read a great book.
8 You've already told me that joke. / You've told me that joke already.

Unit 2 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the 'Weekend Jobs' charts. The ticks and crosses on the worksheet represent what jobs Rita and Sophie have ✓ or haven't ✗ done.

- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.

ANSWERS

Rita

Weekend Jobs

- do my homework ✓
- tidy my bedroom X
- water the plants ✓
- practise the piano X
- email my friends ✓
- take the rubbish outside X
- buy a new pen ✓
- finish my book ✓

Sophie

Weekend Jobs

- tidy the kitchen X
- do the washing up X
- clean the furniture X
- clean my desk ✓
- make a cake ✓
- buy some flowers ✓
- do my homework ✓
- learn my script ✓

Unit 2 Writing skills

1 Read the play script about the dirty shoes again.

- Ask students to read the play script again.

2 Imagine you are a police officer. Write your notes and decide who is the thief.

- Tell students to imagine they are a police officer who is at the crime scene. Ask them to make notes about what has happened, and decide who is the thief. Ask questions, e.g. *Where was the coin collection? What was under the cupboard? What was the thief wearing?*
- Ask some students to read out their notes and say who is the thief.

ANSWER

Davy Lewis stole the coins. He's very tall so he could reach the coins on the shelf, and he's thin, so he could use his thin arms to put the coins under the cupboard.

3 Something is missing at your school. Write scene 1 of a play script about it. Remember to use what you have learnt about writing a play script.

- Tell students they are now going to write scene 1 of a play script. Explain that something is missing at your school.
- Tell them to think of the following things before they start writing: the characters, the scene, and the stage directions. Students work individually or in pairs.
- When students have finished, you may wish to ask some students to read their play scripts to the class.

Unit 3 Language practice

- 1 feather duster 2 sponge 3 washing line
4 lampshade 5 rubber gloves
- 1 older 2 taller 3 not as long as 4 as friendly as
5 thinner 6 not as thin as 7 bigger
- 1 too long 2 too big 3 long enough 4 big enough

Unit 3 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the chart about holiday locations. They will ask and answer questions to compare the locations.
- Each location has a rating between one and three, represented by the smiley faces. Explain that if a student doesn't have the information on the chart and can't answer,

he or she says *I don't know* and asks another question. If a student can answer the question, he or she gives the rating.

- In pairs, students ask and answer questions to find the missing information. They complete their charts.

Completed chart:

Barcelona: Beaches – 2, Weather – 3, Food – 3, Hotels – 3

Lisbon: Beaches – 2, Weather – 3, Food – 3, Hotels – 2

Biarritz: Beaches – 3, Weather – 2, Food – 2, Hotels – 1

Unit 3 Writing skills

1 Read the story about Mother's Day again.

- Ask students to read the story again.

2 Order the events in the story.

- Students read the events and put them in order.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 Ellie woke up very early.
- 2 Ellie was worried.
- 3 Ellie looked in the dining room and in the living room.
- 4 Tom was in the kitchen, holding a big picture.
- 5 Dad came into the kitchen holding a bunch of flowers.
- 6 They all laughed happily.

3 Write your own story about a special day. Remember to use what you have learnt about writing a story.

- Tell students they are now going to write a story about a special day. It can be true or they can invent a story. Remind students to observe what they have learnt about writing a story.
- When students have finished, you may wish to ask some students to read their stories to the class.

Units 1–3 Writing portfolio A

- 1 a E b B c M
- 2 1 last weekend 2 excited 3 beautiful; funny, scary
4 clapped and cheered loudly
- 3 Students' own answers.

Units 1–3 Writing portfolio B

- 1 1 weekend 2 matinee 3 theatre 4 excited
5 beautiful 6 audience 7 actors 8 loved 9 ever
a E b B c M
- 2 1 last weekend 2 There weren't any tickets left for the matinee. 3 excited 4 beautiful; funny, scary 5 They clapped and cheered loudly. 6 an actor
- 3 Students' own answers

Units 1–3 Values 1

1 Read about the school painting from England.

- Ask students to look at the picture and read the text.
- Ask questions to check comprehension, e.g. *Who has made the picture of the English town? Where is the town?*

2 Discuss with a partner and write.

- Ask students to work in pairs. Point to the two questions and check that students understand what they have to do.
- Students discuss their ideas and make notes.

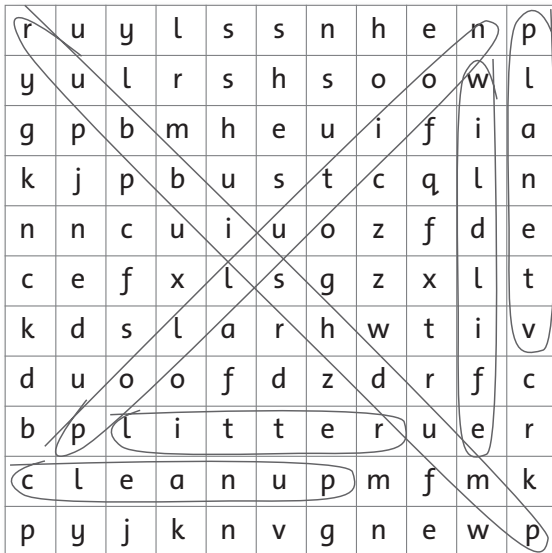
- When students have finished, you may wish to ask some students to read their ideas to the class.

3 Design a school painting of your own. Make sure you show what is important in your town or village.

- Tell students they are going to design a school painting or drawing of their town or village. Ask them to suggest ideas for what should be included. Write notes on the board.
- Hand out a large sheet of paper and some paints or coloured pencils to each student.
- Ask different students to talk about the completed picture.

Unit 4 Language practice

- 1 1 litter 2 rubbish dump 3 planet 4 clean up
5 wildlife 6 pollution



- 2 1 What was Dad doing when Mum left? He was cooking.
2 What was Ann doing when the phone rang? She was reading.
3 What was Lee doing when it started to rain? He was playing football.
4 What was Tony doing when his mum arrived? He was watching TV.

Unit 4 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures. Explain that the main picture on the left is a crime scene, and the small pictures on the right are the suspects. Tell them that a jewel was stolen at three o'clock yesterday and the suspects have been interviewed.
- In pairs, students ask and answer questions and complete the missing information on their worksheets.
- Students decide who stole the jewel and why.

ANSWERS

- a Mrs Green, reading a book, no one
b Dr Pink, swimming, lots of people
c Professor Blue, eating dinner at a restaurant, his family
d Mr Yellow, watching a film at the cinema, Mr Purple
e Mr Purple, washing his car, his neighbours

The jewel thief was Mr Yellow because he said he was at the cinema with Mr Purple, but Mr Purple was washing his car, and his neighbours saw him.

Unit 4 Writing skills

1 Read the information text about the Green World Café again.

- Ask students to read the website again.

2 Why is the Green World Café a wonderful place to eat? Write five reasons.

- Tell students to find five reasons why the *Green World Café* is a wonderful place to eat.
- Let students complete the exercise, then check answers.

ANSWERS

The food is delicious. They use alternative energy (solar panels). They don't damage the environment or use up the planet's resources. They use natural cleaning products. They give money to local people. They only use natural, fresh food. There are lots of different dishes. There is a special menu for kids.

3 Write an information text about a wonderful place in your town. Remember to use what you have learnt about writing an information text.

- Tell students they are going to write an information text about a wonderful place in their town, and draw pictures to illustrate it.
- Hand out sheets of paper and coloured pencils. Remind students to observe what they have learnt about writing an information text.
- When students have finished, collect the information texts and display them around the class.

Unit 5 Language practice

- 1 1 I took my old jars and bottles to the bottle bank.
2 Dad put new oil in the car.
3 Jo put all her shopping in a carrier bag.
4 Tom bought a new battery for his camera.
5 Most paper comes from trees.
6 Mum takes our rubbish to the recycling centre every Saturday.
- 2 1 I won't ride a bike. 2 I'll drive a car.
3 I won't live in a house. 4 I'll live on a boat.
5 I won't play football. 6 I'll play the guitar.
- 3 1 Susie is meeting Jim at the station at ten o'clock.
2 She is going to the dentist at half past eleven.
3 She is playing tennis at three o'clock.
4 She is phoning Jane at six o'clock.

Unit 5 Speaking skills

- Ask students to work in pairs. Hand out a copy of the worksheet to each pair, cut in half.
- Students look at the diary and the pictures. Tell them they have to do one hour's homework together but they are both busy.
- Model the example question and answer with a student.
- In pairs, students ask and answer questions until they can find a time they are both free and can do their homework together.

ANSWER

The best time for them to do their homework together is 4:00. At all the other times one of them is free but the other is doing something already.

Unit 5 Writing skills

1 Read the leaflet about saving energy again.

- Ask students to read the leaflet again. Tell them to look for ways of saving energy.

2 Write six ways of saving energy.

- Students write six ways of saving energy and make notes.

ANSWERS

Turn off lights when you leave a room. Turn off the heating when your family is out. Turn down the heating when your family is in bed. Close the curtains in very cold or hot weather. Turn machines off when you are not using them. Have a shower instead of a bath.

3 Write your own leaflet about saving energy. Remember to use what you have learnt about writing leaflets.

- Tell students they are now going to make a leaflet about saving energy. Hand out sheets of paper and coloured pencils. Tell them to draw pictures to illustrate their leaflet.
- Remind students to observe what they have learnt about writing a leaflet.
- Students discuss and compare their ideas with the class.

Unit 6 Language practice

- 1 picnic area 2 pool / (lion) enclosure 3 aviary
4 reptile house 5 lion enclosure 6 aquarium
- 1 She's going to do her homework on Saturday morning.
2 She's going to play tennis on Saturday afternoon.
3 She's going to listen to music on Saturday evening.
4 She's going to go for a walk (with her mother) on Sunday afternoon.
5 She's going to read on Sunday evening.
- 1 It's going to fall.
2 It's going to rain.
3 She's going to wash the car.

Unit 6 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at their email and chart. They are Richard or Simon. They tick ✓ the activities they are going to do and cross ✗ the activities they aren't going to do.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.

ANSWERS

Ticks for Simon: city, wildlife park, computer games, listen to music, shopping

Ticks for Richard: beach, snorkel, windsurf, take photos, read books

Unit 6 Writing skills

1 Read the article about the black rhino again.

- Ask students to read the magazine article again. Tell them to find three facts about the black rhino and three facts about the International Rhino Foundation.

2 Write three facts about the black rhino and three facts about the International Rhino Foundation.

- Students write down the facts they have found.

ANSWERS

Facts about the black rhino: It is a large and powerful animal. It is really grey, not black. It has a huge body. It has very thick skin. It has a big horn on its nose. It doesn't eat other animals. It eats plants and fruit. black rhinos are endangered. People hunt black rhinos for their horns, to make medicine or knives.

Facts about the International rhino Foundation: It is trying to help the black rhino. It has teams of people working in Africa to try to increase the black rhino population. They look after rhinos when they are ill or hurt. They move black rhinos to safe places when they are in danger.

3 Find out about another endangered animal and write a magazine article about it. Remember to use what you have learnt about writing a magazine article.

- Tell students they are going to write a magazine article about another endangered animal. Students find out the information in the library or at home before the class.
- Hand out sheets of paper and coloured pencils. Tell them to draw pictures to illustrate their article.
- Remind students to observe what they have learnt about writing a magazine article.
- When students have finished, display the articles.

Units 4–6 Writing portfolio A

- 1 1 visit; because 2 picking up; so 3 think; because
4 adopting; because 5 read; so
- 2 I think, That's true, I don't agree with you, I don't think, I see your point, You're right, I'm sorry, but I don't think so
- 3 Students' own answers

Units 4–6 Writing portfolio B

- 1 1 visit 2 picking up 3 adopting 4 read
a so b because c so d because
1 d 2 a 3 b 4 c
- 2 1 think 2 true 3 don't 4 point 5 right 6 think
- 3 Students' own answers

Units 4–6 Values 2

1 Read about saving water.

- Ask students to read the text about saving water.
- Ask questions to check comprehension, e.g. *Should you have a bath or a shower? How should you wash the car?*

2 Tick or cross.

- Ask students to look at the pictures.
- They tick ✓ things you should do and cross ✗ things you shouldn't do to save water.

ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X 7 X 8 ✓ 9 ✓

3 Discuss with a partner and write.

- Ask students to work in pairs. Point to items 1 and 2 and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- You could ask some students to read out their promises.

ANSWERS

Students' own answers

Unit 7 Language practice

- 1 1 b 2 d 3 e 4 c 5 a
- 1 The doctor opened his first aid kit.
 - 2 Joe fell over and he's got a big blue bruise on his knee.
 - 3 The doctor told the patient she was better and could go home.
 - 4 Amanda's mum put a plaster on the cut on her finger.
 - 5 The doctor put a sling on her arm to hold it in place.
- 2 1 X, Sue *told* me she watched a film last night.
2 ✓
3 X, Pablo *told* his mum he was playing football.
4 X, Todd *said* he was feeling very happy.
5 Rachel told us her mum *was* coming the next day.

Unit 7 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the picture and chart. They read the speech bubbles and complete the chart for the children in their picture. They are going to ask and answer questions about the other children named in the chart.
- In pairs, students ask and answer questions using reported speech to find out the missing information.

ANSWERS

Ticks for Tim: jam, chicken, cherries
Ticks for Sam: chicken, apples, cherries
Ticks for Jo: chicken, cherries
Ticks for Ann: chicken, cherries, strawberries
All four children like chicken sandwiches and cherries.

Unit 7 Writing skills

1 Read the newspaper report about the skateboarder again.

- Ask students to read the newspaper report again.

2 Write a list of the events that happened in Park Road. Make sure they are in the correct order.

- Tell students to write a list of the events that happened in Park Road in the correct order.
- Students do the exercise individually and make notes.

ANSWER

Suggested answer: Lee was riding his bike along the road. Lee fell off his bike. Mr Morton crashed his car. Richie called an ambulance. Lee and Mr Morton went to hospital.

3 Can you think of something exciting that happened to you or a friend? Write a newspaper report about it. Remember to use what you have learnt about writing a newspaper report.

- Tell students they are going to write a newspaper report about something exciting that has happened to them or a friend. Remind students to observe what they have learnt about writing a newspaper report.
- Ask some students to read out their newspaper reports.

Unit 8 Language practice

- 1 1 Mum bought all the *ingredients* for the recipe.
2 My aunt eats lots of *ready-made* food because she doesn't have much time to cook.
3 Sugar is *bad* for your teeth.
4 You shouldn't eat *junk* food because it isn't healthy.
5 *Dairy products* like milk and cheese are good for your teeth and bones.
- 2 1 If I have enough money, I'll buy a new car.
2 Your teacher will be angry if you are late to school / if you arrive late to school.
3 Will Dad cycle to work if his car doesn't start / if his car is broken (down)?
4 If you don't practise, you'll lose (the game).
5 Will Mum be happy if we buy her flowers?
6 We'll have a picnic tomorrow if the weather is nice / if it's sunny.

Unit 8 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the word pool.
- Model the example question and answer on both worksheets with a student, to show that Student B uses the answer to his or her question to ask another question.
- In pairs, students ask and answer questions in the correct order by following the direction of the arrows. They write the missing information in the boxes.

ANSWERS

If Liam gets up late, he'll miss the bus. If he misses the bus, he'll run to school. If he runs to school, he'll feel tired. If he feels tired, he'll fall asleep in class. If he falls asleep in class, his teacher will be cross. If his teacher's cross, he'll tell him to stay after class. If he stays after class, he'll miss the bus again.

Unit 8 Writing skills

1 Read the personal account about making pancakes again.

- Ask students to read the personal account again.

2 Read the sentences about the personal account. Write *True* or *False*.

- Tell students to read the sentences and write *True* or *False*.
- Let students complete the exercise, then check answers.

ANSWERS

1 False 2 False 3 True 4 True 5 False 6 True

- 3 I haven't had anything to drink all morning. I'm really thirsty.
- 4 I need somewhere to sit. / I need to sit somewhere. Can I sit here please?
- 5 Would you like something to eat? You look hungry.
- 6 The little girl said no one played with her. She felt very sad.

Unit 10 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the picture and the names.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete the pictures of the house.
- When they have finished, students compare their pictures.

ANSWERS

Bathroom: Dad and Tom are in the bathroom. Dad is brushing his hair. Tom is brushing his teeth. There's a picture on the wall. There's a toy duck in the bath.

Living room: Dan and Damian are in the living room playing chess. Rob is taking photos. There's a guitar on the sofa. There's a television.

Garden: Jane is in the garden on a swing. There's a bench with a kite on it, and there are some flowers. There's a cat chasing a bird. There's a bike lying on the grass.

Bedroom: Mum and the baby are in the bedroom. Mum is listening to the radio and the baby is playing. There's a teddy and a jigsaw on the bed.

Kitchen: Grandma is in the kitchen cooking. She is holding a knife. Jill is sitting at the table drawing. There's a backpack on the table. There are some pencils on the table.

Dining room: Grandpa is in the dining room. He is drinking coffee and reading a newspaper. There's a cake on the table.

Unit 10 Writing skills

1 Read the descriptive account of the Venice Carnival again.

- Ask students to read the descriptive account again.

2 Did Lee enjoy the Venice Carnival? Write phrases from the text to prove your answer.

- Ask *Did Lee enjoy the Venice Carnival?* Tell students to find phrases in the text to support their answer.
- Let students complete the exercise, then check answers.

ANSWERS

Yes, Lee enjoyed the carnival. Phrases that prove this include: 'I felt happy' and 'I had a fantastic time.'

3 Write a descriptive account of a day out you have enjoyed. Remember to use what you have learnt about writing a descriptive account.

- Tell students they are now going to write a descriptive account of a day out that they have enjoyed.
- Remind students to observe what they have learnt about writing a descriptive account.
- Ask some students to read out their descriptive accounts.

Unit 11 Language practice

- 1 1 time capsule 2 receipt 3 banknote
4 memory stick 5 manual 6 diary 7 photo album
- 2 1 English is spoken in the USA.
2 Tea is grown in India.
3 My house is made of brick(s).
4 The streets are cleaned every day.
5 Panda bears are found in China.
a 3 b 5 c 2 d 1 e 4

Unit 11 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the chart.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.
- When they have finished, students compare their charts.

ANSWERS

	China	Australia
animals	giant panda	kangaroo, koala
language	Mandarin	English
places	Great Wall of China	Uluru
games	table tennis, kung fu	cricket, rugby
food	rice	beef
money	Yuan	Australian dollar

Unit 11 Writing skills

1 Read the film review of *Kit Kittredge: An American Girl* again.

- Ask students to read the film review again.

2 Answer the questions about the film review.

- Tell students to read the questions and write answers.
- Let students complete the exercise, then check answers.

ANSWERS

- 1 Kitt Kittredge: An American Girl 2 Patricia Rozema
- 3 Kitt Kittredge (a ten-year-old girl) 4 a wooden box
- 5 no 6 great

3 Think of a film that you have seen. Write your own film review. Remember to use what you have learnt about writing a film review.

- Tell students they are now going to write about a film that they have seen. Remind them that they can write a 'good' or a 'bad' review.
- Remind students to observe what they have learnt about writing a film review.
- Ask some students to read their film reviews to the class.

Unit 12 Language practice

- 1 1 Jen is a reporter for the local paper.
2 She is doing an interview with a policeman.
3 She is using a microphone.
4 The photographer is taking photos.
5 The article will be in tomorrow's paper.
- 2 1 Who was the ballpoint pen invented by? It was invented by Laszlo Biro.
2 When was Velcro invented? It was invented in 1941.

- 3 When was the / this house built? It was built in 1960.
- 4 Where was the / this jumper made? It was made in India.
- 5 Where was the / this photo taken? It was taken in a playground.

Unit 12 Speaking skills

- Ask students to work in pairs. Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the information.
- In pairs, students ask and answer questions to find out the missing information and write the answers to the questions.

ANSWERS

The Eiffel Tower

- 1 The Eiffel Tower was designed by Gustave Eiffel.
- 2 It took two years to build.
- 3 It was completed in 1889.
- 4 It was built to show that iron is stronger than stone.

The Great Wall of China

- 1 The Great Wall of China was built 2,500 years ago.
- 2 It was built by more than 500,000 workers.
- 3 It took ten years to build.
- 4 It was built to protect the people from their enemies.

Unit 12 Writing skills

1 Read the opinion text on being famous again.

- Ask students to read the opinion text again.

2 What are the advantages and disadvantages of being famous? Complete the chart.

- Tell students to complete the chart with notes about the advantages and disadvantages of being famous.
- Let students complete the exercise, then check answers.

ANSWERS

Advantages: famous people have a lot of money; they can live in beautiful houses; they can travel all over the world; they can help the world

Disadvantages: famous people are always in the news; they can't live normal lives; photographers wait to take photos of them; they always have to think about the things they say and do; people are watching them all the time

3 Imagine a world without cars or planes. Write your own opinion text about the advantages and disadvantages of cars and planes. Remember to use what you have learnt about writing an opinion text.

- Tell students they are going to write an opinion text about the advantages and disadvantages of cars and planes.
- Remind students to observe what they have learnt about writing an opinion text.
- Ask some students to read their opinion texts to the class.

ANSWERS

Students' own answers

Units 10–12 Writing portfolio A

- 1 1 feel 2 think 3 smells 4 looks 5 of
- 2 Students' own answers

Units 10–12 Writing portfolio B

- 1 1 feel 2 think 3 smells 4 looks 5 don't
- 2 Students' own answers

Units 10–12 Values 4

1 Read about Frieda and her grandma.

- Ask students to read the text about Frieda and her grandma. Ask comprehension questions, e.g. *What is Frieda doing a project about? Did grandma use to do her shopping in supermarkets?*

2 Complete the chart about life in the 1950s and now.

- Ask students to work individually to complete the chart about life in the 1950s and life now.
- When they have finished, ask some students to read their notes to the class.

EXAMPLE ANSWERS

Life in the 1950s: there were very few televisions in England; they didn't have calculators or computers; most people walked or took the bus; they used small shops; all their food was home-made; they didn't have a fridge or a washing machine; they made their own clothes; most women didn't have jobs

Life now: most people have televisions, calculators and computers; most people have cars; people shop in big supermarkets and shopping malls; people have ready-made food; people have fridges and washing machines; many women have jobs

3 Discuss with a partner and write.

- Ask students to work in pairs. Point to items 1 and 2 and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- When students have finished, you may wish to ask some students to read their notes to the class.

ANSWERS

Students' own answers

Progress certificate (After units 1–3, 4–6, 7–9 and 10–12 I can ...).

- Ask students to work individually. They read the prompts in turn, and tick ✓ the circle *quite well*, *well* or *very well* for each one according to their ability.
- They then write their individual test scores.
- Encourage students to look at the parts of the certificate they have filled in before completing the three sentences at the bottom. Students choose three key things that they have learnt, are proud of and need to practise.

Play Script 1

Detectives at the parade

You may do this play at any time in the first semester.

Synopsis

Three children go to see their cousin. There is a parade in town and they want to see all the costumes. Cousin George isn't there, but they find a mysterious note about some diamonds

and a criminal. The children decide that George must be solving a mystery, so they set out to help him. Some clues lead them to the carnival where they see a woman wearing lots of diamonds. The children try to follow the woman, but they lose her. They go back to George's house disappointed. Then George appears and the truth it becomes clear that there is no mystery. George has been in the tree house writing all day because he is writing a story for a competition.

Cast

Three children (boys or girls), Uncle Terry, a postman, a policeman, a dancer, George, the Chorus, the carnival queen (she must be identifiable, but she doesn't have any lines).

Settings

George's house and the local town carnival

The carnival can be represented by the students in the chorus. They could wear bright T-shirts throughout and put on bright hats or cloaks for scenes 3–4. If the cousins stand still, the rest of the students can walk around and around in a circle to give the impression of lots of people going by. The carnival queen can be surrounded by 4–6 students walking in step with her to represent her float. Some of the props below can be represented with mime (e.g. the instruments) or the students could make them out of cardboard.

Props

- a note
- a postman's hat and bag or some letters for the postman
- a policeman's hat or jacket for the policeman
- brightly coloured clothes for the people at the carnival
- a cape and stilts for a boy at the parade (stilts can be made from cans and string)
- a sparkly crown for the carnival queen
- cardboard cut outs of instruments and loud speakers to represent the band
- a notepad and an old cloak, cape, or poncho for George
- You may also wish to play some music to represent the carnival parade.

Play Script 2

Red means danger!

You may do this play at any time in the second semester.

Synopsis

A family are spending the day at the beach. They have just had a picnic and the children decide to walk on the beach and explore. They walk in different zones of the beach and see the international beach safety flags. Suddenly they see two children in danger. They are out of the safe zone in a red flag area and they are stuck. The children know they must help them, but the lifeguard is too far away. They phone the emergency services. The children are rescued and given first aid. The children are praised for doing the right thing.

Cast

Mum, Dad, four cousins, the stranded children (a boy and a girl if you have a mixed class), a lifeguard, an emergency services operator, the Chorus.

Setting

The play takes place on a beach.

Depending on the size of your performance space, you could allocate different spaces on the stage as the spaces in the play: the picnic area, the beach, the rocks, the emergency services office; and have the children walk between them. Alternatively, have the cousins stay still, and move the setting around them, e.g. when the cousins walk along the beach, they could mime walking, and students carrying the beach safety flags could represent their progress along the shore.

Props

- a beach blanket to indicate the picnic area
- three flags to show the different areas of the beach: a red and yellow lifeguard flag, a black and white checked watercraft area flag and the red flag for danger
- a spade, a net, a backpack and a mobile phone

Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger students. The rest of the group take part in the chorus.

Read through the play several times so characters and the chorus can practise their lines. Ask questions to check understanding throughout. Encourage students to take home copies of the script to practise and learn their lines.

Practise the play in class, with the key characters at the front and the chorus in their seats. Practise the play again using the props, with the chorus standing behind the main characters at the front. Do this as many times as is necessary before the performance for the parents. You could give copies of the play script to parents at the performance.

Fluency Time! 1 An event poster CB page 33

Materials

One copy of the poster template and one copy of the text template per child (Teacher's Resource Centre), coloured pencils for each group, photos of films, concerts, plays, musicals, etc, from magazines or the Internet (optional)

Method

- Give each student one poster template and one text template. Put students in groups to share pencils.
- Students decide what kind of event they want their poster to be about (a film, musical, play or concert). They cut out the banner to match the event and stick it on their poster.
- Write *Where does the event take place?* on the board. They choose a location, e.g. a theatre, a stadium.
- Tell students to decide who the actors / musicians / performers in their concert / play / musical / film are. Write *Who are the actors / musicians / performers?* on the board.
- Write the following questions on the board: *When is the event? What time does it start? How much are the tickets? Where can people buy tickets?*
- The children can use the questions on the board to help them write about their event in the text box. Remind the children to make the event sound interesting.
- The children cut out their text box and stick it onto their poster template. They can stick or draw other pictures onto their posters to decorate them.

- You can hand out photos for the children to use to decorate their posters, or allow the children to find or draw their own pictures.
- Display the completed posters around the classroom.

Activities

- Ask two children to read out the dialogue from Activity 3.
- In pairs, students take turns to suggest going to the events on their posters and discuss the event.

Fluency Time! 2 A wildlife park map

CB page 62

Materials

One copy of the wildlife park template, and one copy of the noticeboard template per student (Teacher's Resource Centre), coloured pencils, scissors and glue for each group

Method

- Give each student one wildlife park template and one noticeboard template. Put students in groups to share coloured pencils, scissors and glue.
- Tell students to think about which animals they will include in their wildlife park and where each animal will be. They colour the wildlife park and add animals to it.
- Students cut out the facts on the noticeboard template and stick them onto their wildlife park template. Alternatively, ask them to find animal facts in reference books or in the Internet and write their facts on the blank noticeboards.

Activities

- Students work in pairs to discuss their wildlife parks and express their opinions about the different animals.

Fluency Time! 3 An English text message

CB page 93

Materials

One copy of the mobile phone template and one copy of the text messages template per student (Teacher's Resource Centre), coloured pencils and scissors for each group

Method

- Put students in groups to share coloured pencils and scissors. Give each student one copy of the mobile phone template and one copy of the text messages template.
- Give students time to colour in their mobile phones and to cut them out. The children fold the template in half horizontally, so that the dotted lines are on the central fold. They stick the two halves together to make the front and back of a mobile phone.
- Show the children how to carefully cut along the dotted lines to make a slot at each side of the mobile phone screen. The slot should be long enough to slide one of the text messages through.
- Tell the children that they are going to write some secret text messages on the mobile phone screens on the text message template. Go through the meanings of the text abbreviations on the template.
- Show students how to slot the messages into the screen.

Activities

- Ask two children to read through the example dialogue.
- Students swap mobile phones with a partner, then talk about the message on the phone they are holding.
- Ask students to tell the class what their text messages said and what their partner's text messages said.

Fluency Time! 4 A knowledge game

CB page 123

Materials

One copy of the board game template per student and one copy of the spinner and counter template per group of four (Teacher's Resource Centre), coloured pencils, scissors and a pencil for each group, thin card (optional)

Method

- Give each student one board game template. Put students in groups to share coloured pencils and scissors.
- Ask students to find some questions for their board games. They can look in their Class Books or online for facts.
- They write questions in the blank squares in their board games, then colour and cut out their board games.
- They write numbers 1–6 on their spinner, then colour and cut out the spinner and counters. Demonstrate how to push a pencil through the spinner to make it spin.
- You can ask students to stick their board games, counters and spinners onto thin card to make them stronger.

Activities

- Ask two students to read out the example dialogue.
- Show the class how to play the game: they place their counters on the start arrow, then take turns to spin the spinner. They move their counter the correct number of squares and answer the question on the square they land on. If they answer correctly, they take their next turn as normal. If they answer incorrectly, or if they can't answer the question, they miss their next turn. The first child to reach the last square and answer the question correctly is the winner.
- Students can play the game again using a different board game, so that each child's board game is used.
- Students can talk about how they made their board games, how they played them, which questions they got correct and which new facts they learnt.

Wordlist

Words in bold are words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter Unit

act /ækt/
 aunt /ɑ:nt/
 bored /bɔ:d/
 broke /brəʊk/
 call /kɔ:l/
 cap /kæp/
 cherry /'tʃeri/
 clean /kli:n/
 club /klʌb/
 different /'dɪfrənt/
 every day /'evri deɪ/
 everyone /'evriwʌn/
 fact /fækt/
 food /fu:d/
 glad /glæd/
 invent /ɪn'vent/
 join /dʒɔɪn/
 lab /læb/
 last /lɑ:st/
 leader /'li:də(r)/
 meeting /'mi:tɪŋ/
 month /mʌnθ/
 never /'nevə(r)/
 nothing /'nʌθɪŋ/
 outside /aʊt'saɪd/
 paint pictures /peɪnt
 'pɪktʃəz/
 place /pleɪs/
 play basketball /pleɪ
 'bɑ:skɪtbɔ:l/
 professor /prə'fesə(r)/
 ready /'redi/
 robot /'rəʊbɒt/
 shopping list /'ʃɒpɪŋ lɪst/
 skill /skɪl/
 something /'sʌmθɪŋ/
 tennis /'tenɪs/
 try /traɪ/
 wait /weɪt/
 water the flowers /wɔ:tə
 ðə 'flaʊəz/
 wonder /'wʌndə(r)/
 yesterday /'jestədeɪ/

Unit 1

after school /ɑ:ftə 'sku:l/
 art /ɑ:t/
 best friend /best 'frend/
 bit /bɪt/
 board /bɔ:d/

both /bəʊθ/
 box /bɒks/
 bring /brɪŋ/
 build /bɪld/
 card /kɑ:d/
 carpet /'kɑ:pɪt/
 coat /kəʊt/
 collect /kə'lekt/
 comics /'kɒmɪks/
 crazy /'kreɪzi/
 crooked /'krʊkɪd/
 cut /kʌt/
 door /dɔ:(r)/
 dry /draɪ/
 fast /fɑ:st/
 float /fləʊt/
 fly /flaɪ/
 funny /'fʌni/
 garage /'gɑ:rɪdʒ/
 giraffe /dʒɪ'rɑ:f/
 glass /glɑ:s/
 glue /glu:/
 good at /'gʊd æt/
 grass /grɑ:s/
 hammer /'hæmə(r)/
 high /haɪ/
 hit /hɪt/
 hour /aʊə(r)/
 keep /ki:p/
 kitchen /'kɪtʃɪn/
 ladder /lædə(r)/
 laugh /lɑ:f/
 look like /'lʊk laɪk/
 loud /laʊd/
 mask /mɑ:sk/
 measure /'meʒə(r)/
 mess /mes/
 metal /'metl/
 middle /'mɪdl/
 model /'mɒdl/
 mountain /'maʊntɪn/
 move /mu:v/
 nail /neɪl/
 need /ni:d/
 paintbrush /'peɪntbrʌʃ/
 pass /pɑ:s/
 perfect /'pɜ:fekt/
 piano /pi'ænəʊ/
 piece /pi:s/
 plane /pleɪn/

plans /plænz/
 play the drums /pleɪ ðə
 'drʌmz/
 poem /'pəʊɪm/
 poster /pəʊstə(r)/
 practise /'præktɪs/
 pull /pʊl/
 roller /'rəʊlə(r)/
 rope /rəʊp/
 saw /sɔ:/
 scissors /'sɪzəz/
 sharp /ʃɑ:p/
 sheets /ʃi:tɪs/
 since /sɪns/
 size /saɪz/
 sky /skaɪ/
 slowly /'sləʊli/
 soon /su:n/
 straight /streɪt/
 string /strɪŋ/
 strong /strɒŋ/
 stuck /stʌk/
 swim /swɪm/
 syllables /'sɪləblz/
 table /teɪbl/
 tape measure
 /'teɪp meʒə(r)/
 tie /taɪ/
 tight /taɪt/
 together /tə'geðə(r)/
 toolbox /'tʊlbɒks/
 tools /tu:lz/
 tray /treɪ/
 tree house /'tri haʊs/
 use a computer /ju:z ə
 kəm'pjʊ:tə(r)/
 volleyball /'vɒləbɔ:l/
 wall /wɔ:l/
 wet /wet/
 window /'wɪndəʊ/
 wood /wʊd/
 woodwork /'wʊdwɜ:k/
 year /jɪə(r)/

Unit 2

actor /'æktə(r)/
 already /ɔ:l'redi/
 arrest (v) /ə'rest/
 arrive /ə'raɪv/
 attack /ə'tæk/
 audience /'ɔ:diəns/

back /bæk/
 bedroom /bedru:m/
 before /bɪ'fɔ:(r)/
 behind /bɪ'haɪnd/
 birthday card /'bɜ:θdeɪ
 kɑ:d/
 bright /braɪt/
 broken down /'brəʊkən
 daʊn/
 busy /'bɪzi/
 buy /baɪ/
 carry /'kæri/
 character /'kærɪktə(r)/
 cinema /'sɪnəmə:
 clown /klaʊn/
 costume /'kɒstju:m/
 criminal /'krɪmɪnl/
 crown /kraʊn
 curtain /kɜ:tən/
 dangerous /'deɪndʒərəs/
 detective /dɪ'tektɪv/
 diamond /'daɪmənd/
 dinner /'dɪnə(r)/
 doorbell /'dɔ:bel/
 enter /'entə(r)/
 exit /'eksɪt/
 famous /'feɪməs/
 find out /faɪnd 'aʊt/
 forget /fə'get/
 fork /fɔ:k/
 gardening /'gɑ:dənɪŋ/
 group /gru:p/
 guitar /gr'tɑ:(r)/
 hall /hɔ:l/
 hide /haɪd/
 hold /həʊld/
 keep a secret /ki:p ə
 sɪ'krət/
 knee /ni:/
 knife /naɪf/
 know /nəʊ/
 large /lɑ:dʒ/
 leaf /li:f/
 lights /laɪts/
 living room /'lɪvɪŋ ru:m/
 lunch /lʌntʃ/
 machine /mə'ʃi:n/
 make-up /'meɪkʌp/
 minute /'mɪnɪt/
 nervous /'nɜ:vəs/
 news /nju:z/

night /nait/
 note /nəʊt/
 notebook /'nəʊtbʊk/
 part /pɑ:t/
 party /'pɑ:ti/
 perform /pə'fɔ:m/
 photo /'fəʊtəʊ/
 pocket /'pɒkɪt/
 police officer
 /pə'li:s ɒfɪsə(r)/
 policeman /pə'li:smən/
 present /'prezənt/
 props /prɒps/
 queen /kwɪ:n/
 quick /kwɪk/
 relax /rɪ'læks/
 robbery /'rɒbəri/
 room /ru:m/
 scary /'skeəri/
 scene /si:n/
 schoolbag /'sku:l bæɡ/
 script /skrɪpt/
 servant /'sɜ:vənt/
 shopping bag /'ʃɒpɪŋ
 bæɡ/
 show time /'ʃəʊ taɪm/
 sofa /'səʊfə(r)/
 stage /steɪdʒ/
 stage direction /steɪdʒ
 daɪ'rekʃn/
 star /stɑ:(r)/
 stay /steɪ/
 steal /sti:l/
 straight /streɪt/
 tell /tel/
 terrible /'terɪbl/
 travel /'trævəl/
 yet /jet/

Unit 3

action /'ækʃn/
 adventure /əd'ventʃə(r)/
 anything /'eniθɪŋ/
 apply /ə'plai/
 around /ə'raʊnd/
 awake /ə'weɪk/
 awful /ɔ:fl/
 balloon /bə'lu:n/
 band /bænd/
 banner /'bænə(r)/
 base /beɪs/
 beat /bi:t/
 between /brɪ'twi:n/
 branch /brɑ:nʃ/
 break /breɪk/
 broom /bru:m/
 cape /keɪp/

career /kə'riə(r)/
 careful /'keəfl/
 carnival /'kɑ:nɪvl/
 catch /kætʃ/
 celebrate /'seləbreɪt/
 celebration /selə'breɪʃn/
 centimetre /
 'sentɪmi:tə(r)/
 chance /tʃɑ:ns/
 city /'sɪti/
 climb /klaɪm/
 cloth /klɒθ/
 colourful /'kɒləfl/
 comfortable /'kɒmfətəbl/
 communicate /
 kə'mju:nikeɪt/
 competition /'kɒmpə'tɪʃn/
 computer program /
 kəm'pjʊ:tə 'prəʊgræm/
 confident /'kɒnfɪdənt/
 congratulation
 /kɒngrætʃu'leɪʃn/
 costume designer /
 'kɒstju:m dɪ'zəɪnə(r)/
 cosy /'kəʊzi/
 country /'kʌntri:
 cover /'kʌvə(r)/
 crowd /kraʊd/
 cupboard /'kʌbəd/
 dancers /'dɑ:nsəz/
 date /deɪt/
 decorate /'dekəreɪt/
 decoration /dekə'reɪʃn/
 design /dɪ'zain/
 direct /daɪ'rekt/
 direction /daɪ'rekʃn/
 downstairs /daʊn'steəz/
 dress /dres/
 drive /draɪv/
 dust /dʌst/
 duster /'dʌstə(r)/
 enjoy /ɪn'dʒɔɪ/
 escape /ɪs'keɪp/
 event /ɪ'vent/
 excited /ɪk'saɪtɪd/
 expensive /ɪk'spensɪv/
 feather duster /feðə
 'dʌstə(r)/
 festival /'festɪvl/
 fill /fɪl/
 final /'faɪnəl/
 firefighter /'faɪəfaɪtə(r)/
 fix /fɪks/
 float /fləʊt/
 forest /'fɒrɪst/
 future /'fju:tʃə(r)/
 garden /'gɑ:dən/

generation /dʒenə'reɪʃn/
 hang /hæŋ/
 happen /'hæpən/
 hug /hʌɡ/
 huge /hju:dʒ/
 hurry /'hʌri:
 inside /ɪn'saɪd/
 interesting /'ɪntrestɪŋ/
 invention /ɪn'venʃn/
 island /'aɪlənd/
 journey /'dʒɜ:ni:
 label /'leɪbl/
 lampshade /'læmpʃeɪd/
 late /leɪt/
 lie /laɪ/
 life /laɪf/
 lost /lɒst/
 major /'meɪdʒə(r)/
 mask /mɑ:sk/
 member /'membə(r)/
 merchant /'mɜ:tʃənt/
 microphone
 /'maɪkrəfəʊn/
 midday /mɪd'deɪ/
 monster /'mɒnstə(r)/
 near /nɪə(r)/
 no one /'nəʊwʌn/
 nobody /'nəʊbədi:
 notice /'nəʊtɪs/
 offer /'ɒfə(r)/
 olympics /ə'lɪmpɪks/
 organization
 /ɔ:gənə'zeɪʃən/
 parade /pə'reɪd/
 parents /'peərənts/
 pleased /pli:zd/
 pop star /'pɒp stɑ:(r)/
 pretend /prɪ'tend/
 pretty /'prɪti/
 princess /'prɪnses/
 push /pʊʃ/
 quiet /'kwaɪət/
 rainy /'reɪni:
 ran away /ræn ə'weɪ/
 rest /rest/
 rubber gloves /rʌbə
 'glʌvz/
 rubbish /'rʌbɪʃ/
 sack /sæk/
 safe /seɪf/
 sail /seɪl/
 saved /seɪvd/
 school holidays /sku:l
 'hɒlɪdeɪz/
 scientist /'saɪəntɪst/
 season /si:zn/
 sheet /ʃi:t/

shout /ʃaʊt/
 slow /sləʊ/
 someone /'sʌmwʌn/
 spaceman /'speɪsmən/
 sparkly /'spɑ:kli:
 speakers /'spi:kəz/
 sponge /spʌndʒ/
 stick /stɪk/
 stilts /stɪltz/
 strange /streɪndʒ/
 streamer /'stri:mə(r)/
 street festival /stri:t
 'festɪvl/
 success /sək'ses/
 suddenly /'sʌdnəli:
 sunglasses /'sʌŋglə:sɪz/
 superhero /'su:pəhɪrəʊ/
 sweep /swi:p/
 teach /ti:tʃ/
 team /ti:m/
 telephone /'teləfəʊn/
 television /'teləvɪʃn/
 theatre /'θiətə(r)/
 tired /'taɪəd/
 top /tɒp/
 town /taʊn/
 turn /tɜ:n/
 unusual /ʌn'ju:zʊəl/
 voice /vɔɪs/
 warm /wɔ:m/
 washing line /'wɒʃɪŋ
 laɪn/
 wave /weɪv/
 while /waɪl/
 wooden /'wʊdən/
 world /wɜ:ld/
 worry /'wʌri:
 wrong /rɒŋ/
 young /jʌŋ/
 youth /ju:θ/

Fluency Time! 1

concert /kɒnsət/
 event /ɪ'vent/
 matinee /'mætɪneɪ/
 musician /mju:'zɪʃn/
 performance /
 pə'fɔ:məns/
 seat /si:t/
 ticket /'tɪkɪt/

Extensive Reading 1

acrobat /'ækrəbæt/
 army /'ɑ:mi/
 camp /kæmp/
 corn on the cob /kɔ:n ɒn
 ðə kɒb/

enemy /'enəmi/
grilled /grɪld/
immediately /ɪ'mi:diətli/
platform /plætfɔ:m/
prisoner /'prɪznə(r)/
signal /'sɪgnəl/
soldiers /'səʊldʒə(r)/
spear /spiə(r)/
steel drums /sti:l drʌmz/
stilts /stɪltz/
surrounded /sə'raʊndɪd/
trap /træp/

Unit 4

alternative energy /
ɔ:l'tɜ:nətɪv 'enədʒi:/
beam /bi:m/
bin /bɪn/
blow /bləʊ/
boat trip /'bəʊt trɪp/
burn /bɜ:n/
cartoon /kɑ:'tu:n/
cave /keɪv/
cheap /tʃi:p/
check /tʃek/
chemical /'kemɪkl/
clean up (v) /kli:n 'ʌp/
close /kləʊz/
coal /kəʊl/
comic /'kɒmɪk/
computer room /
kəm'pjju:tə ru:m/
damage (v) /'dæmɪdʒ/
danger /'deɪndʒə(r)/
duck pond /'dʌk pɒnd/
dump /dʌmp/
early /'ɜ:li/
earth /ɜ:θ/
eco home /'i:kəʊ həʊm/
electricity /elek'trɪsɪti:/
environment
/ɪn'vaɪrənmənt/
fossil fuels /'fɒsl fju:lz/
fresh /fref/ gas /gæs/
glasses /'glɑ:sɪz/
half /hɔ:f/
heat /hi:t/
hill /hɪl/
holiday /'hɒlɪdeɪ/
homework /'həʊmwɜ:k/
hotel /həʊ'tel/
idea /aɪ'diə/
lake /leɪk/
land /lænd/
litter /'lɪtə(r)/
litter bin /'lɪtə bɪn/
local /'ləʊkl/

motorbike /'məʊtəbaɪk/
mud /mʌd/
nature /'neɪtʃə(r)/
oil /ɔɪl/
petrol /'petrəl/
planet /'plænit/
playground /'pleɪgraʊnd/
police station /pə'li:s
steɪʃn/
pollute /pə'lu:t/
pollution /pə'lu:ʃn/
post office /'pəʊst ɒfɪs/
power /'paʊə(r)/
produce (v) /prə'dju:s/
protect /prə'tekt/
public transport /'pʌblɪk
'trænspɔ:t/
rain water /'reɪn wɔ:tə(r)/
resources /rɪ'sɔ:sɪz/
ride /raɪd/
river /'rɪvə(r)/
roof /ru:f/
rubbish dump /'rʌbɪʃ
dʌmp/
sailing boat /'seɪlɪŋ bəʊt/
shine /ʃaɪn/
skateboard /'skeɪtbɔ:d/
skylight /'skɑɪlaɪt/
sleep /sli:p/
solar panels /'səʊlə
pænlz/
somewhere /'sʌmweə(r)/
spring (n) /sprɪŋ/
stone /stəʊn/
swimming pool /'swɪmɪŋ
pu:l/
technology /
tek'nɒlədʒi:/
trouble /'trʌbl/
TV crew /ti:'vi:kru:/
ugly /'ʌgli:/
umbrella /ʌm'brelə(r)/
underground
/'ʌndəgraʊnd/
upset /ʌp'set/
used to /'ju:st tu:/
vegetable /'vedʒtəbl/
waterfall /'wɔ:təfɔ:l/
way /weɪ/
wife /waɪf/
wildlife /'waɪldlaɪf/
wildlife park /'waɪldlaɪf
pɑ:k/
Unit 5
accessories /æk'sesəri:z/
aquarium /ə'kwɛəriəm/
bath /bɑ:θ/

battery /'bætəri:/
bottle /'bɒtl/
bottle bank /'bɒtl bæŋk/
bracelet /'breɪslət/
brand new /brænd 'nju:/
bus ticket /'bʌs tɪkɪt/
car tyre /kɑ:'taɪə(r)/
carrier bag /'kæriə bæɡ/
charity /'tʃærəti/
chemicals /'kemɪklz/
clever /'klevə(r)/
cook /kʊk/
dirty /'dɜ:ti:/
doctor /'dɒktə(r)/
easy /'i:zi/
ending /'endɪŋ/
fashionable /'fæʃənəbl/
free /fri:/
gift box /'gɪft bɒks/
grandparent
/'grændpeərənt/
greetings card /'gri:tiŋz
kɑ:d/
horrible /'hɒrɪbl/
important /ɪm'pɔ:tənt/
jar /dʒɑ:(r)/
jeans /dʒi:nz/
juice carton /'dʒu:s
kɑ:tən/
kill /kɪl/
later /'leɪtə(r)/
library /'laɪbrəri:/
lottery ticket /'lɒtəri
'tɪkɪt/
map /mæp/
metal /'metl/
mistake /mɪ'steɪk/
money /'mʌni:/
newspaper /
'nju:zpeɪpə(r)/
oil /ɔɪl/
paper /'peɪpə(r)/
park keeper /'pɑ:k
ki:pə(r)/
patient /'peɪjənt/
pencil case /'pensl keɪs/
pet shop /pet ʃɒp/
pick /pɪk/
picnic /'pɪknɪk/
plastic bottle /plæstɪk
'bɒtl/
poor /pɔ:/
presenter /prə'sentə(r)/
print /prɪnt/
reader /'ri:də(r)/
recycle /ri:'saɪkl/
recycling centre

/ri:'saɪklɪŋ 'sentə(r)/
remove /rɪ'mu:v/
reptile house /'reptal
haʊs/
retell /ri:'tel/
return /rɪ'tɜ:n/
reuse /ri:'ju:z/
rewrite /ri:'raɪt/
ribbon /'rɪbən/
rubber /'rʌbə(r)/
sad /sæd/
sell /sel/
still /stɪl/
surgery /'sɜ:dʒəri/
torch /tɔ:tʃ/
trap /træp/
trendy /'trendi/
waiting room /'weɪtɪŋ
ru:m/
wrapping paper /
'wræpɪŋ 'peɪpə(r)/

Unit 6

academy /ə'kædəmi/
adopt /ə'dɒpt/
amphitheatre
/'æmfɪθiətə(r)/
angry /'æŋɡri:/
answer /'ɑ:nsə(r)/
army /'ɑ:mi:/
assistant /ə'sɪstənt/
attract /ə'trækt/
aviary /'eɪvəri:/
baboon /bə'bu:n/
baby /'beɪbi/
backwards /'bækwədz/
bank /bæŋk/
body /'bɒdi/
breed /bri:d/
camel /'kæməl/
certain /'sɜ:tən/
complete /kəm'plɪt/
copy /'kɒpi/
create /kri'eɪt/
crocodile /'krɒkədɪl/
dentist /'dentɪst/
desert /dɪ'sɜ:t/
divide /dɪ'vaɪd/
dolphin /'dɒlfɪn/
elephant /'eləfənt/
enclosure /ɪn'kləʊʒə(r)/
endangered /
ɪn'deɪndʒəd/
evening /'i:vnɪŋ/
excellent /'eksələnt/
excuse /ɪk'skju:z/
experience /ɪk'spɪəriəns/

extinct /ɪk'stɪŋkt/
fable /'feɪbl/
fight /faɪt/
forever /fə'revə(r)/
fur /fɜ:(r)/
gift shop /'gɪft ʃɒp/
gorilla /gə'ɹɪlə(r)/
greet /gri:t/
habitat /'hæbɪtæt/
horn /hɔ:n/
hungry /'hʌŋgri/
hunt /hʌnt/
hurt /hɜ:t/
ice /aɪs/
include /ɪn'klu:d/
increase /ɪn'kri:s/
insect house /'ɪnsekt haʊs/
inventor /ɪn'ventə(r)/
jungle /'dʒʌŋgl/
keeper /ki:pə(r)/
kilogram /'kɪləgræm/
kind /kaɪnd/
kingdom /'kɪŋdəm/
life-size /'laɪfsaɪz/
lizard /'lɪzəd/
lonely /'ləʊnli:
loss /lɒs/
luck /lʌk/
lucky /'lʌki/
macaw /mə'kɔ:
main /meɪn/
mammal /'mæml/
message /'mesɪdʒ/
million /'mɪljən/
mouth /maʊθ/
naughty /'nɔ:ti:
neck /nek/
open /'əʊpən/
panda /'pændə/
parrot /'pærət/
penguin /'pɛŋgwɪn/
picnic area /'pɪknɪk eəriə/
picture /'pɪktʃə(r)/
plant /plɑ:nt/
playful /'pleɪfəl/
pool /pu:l/
popular /'pɒpjələ(r)/
population /pɒpjʊ:'leɪjən/
postcard /'pəʊstkɑ:d/
prevent /prɪ'vent/
project /'prɒdʒekt/
pyramid /'pɪrəməɪd/
question /'kwɛstʃən/
rainforest /'reɪnfɔ:ɪst/
realie /'riələɪz/

release /rɪ'li:s/
repair /rɪ'peə(r)/
replace /rɪ'pleɪs/
reptile house /'reptail haʊs/
rhino /'raɪnəʊ/
rock /rɒk/
row /rəʊ/
sand /sænd/
scare /skeə(r)/
shake /sheɪk/
silly /'sɪli/
singer /'sɪŋə(r)/
snake /sneɪk/
snow /snoʊ/
society /sə'saɪəti/
soldier /'səʊldʒə(r)/
species /'spi:ʃi:z/
splash /splæʃ/
stand /stænd/
step /step/
stripe /straɪp/
study /'stʌdi/
supermarket /'su:pəmə:kɪt/
survive /sə'vaɪv/
thick /θɪk/
threat /θret/
through /θru:
tiger /'taɪgə(r)/
time /taɪm/
tour /tɔ:(r)/
tourist /'tɔ:ɪst/
trash /træʃ/
trick /trɪk/
true /tru:
tuna /'tju:nə/
type /taɪp/
useful /'ju:sfl/
visitor /'vɪzɪtə(r)/
weight /weɪt/
whisper /'wɪspə(r)/
wild /waɪld/
wink /wɪŋk/
wrap /ræp/
zoological /'zəʊələdʒɪkl/

Fluency Time! 2

clever /'klevə(r)/
horrible /'hɒrəbl/
imagine /ɪ'mædʒɪn/
map /mæp/
noticeboard /'nəʊtɪsbɔ:d/
scary /'skeəri/

Extensive Reading 2

creative /kri'eɪtɪv/

demonstration /,demə'nstreɪʃn/
fly (n) /flaɪ/
grow /grəʊ/
hippo /'hɪpəʊ/
law /lə:
ostrich /'ɔ:stɪtʃ/
politician /,pɒlə'tɪʃn/
rally /'ræli/
responsible /rɪ'spɒnsəbl/
sculpture /'skʌlptʃə(r)/
shape /ʃeɪp/
shrink /'frɪŋk/
tail /teɪl/
trunk /trʌŋk/
ultraviolet light /,ʌltrə'vaɪələt laɪt/

Unit 7

accident /'æksɪdənt/
address /æ'dres/
age /eɪdʒ/
air /eə(r)/
alarm /ə'la:m/
ambulance /'æmbjələnts/
asleep /ə'sli:p/
bandage /'bændɪdʒ/
bone /bəʊn/
brave /breɪv/
break /breɪk/
breathe /bri:ð/
breathing apparatus /'brɪðɪŋ æpə'reɪtəs/
bruise (n) /bru:z/
burn (n) /bɜ:n/
car crash /'kɑ:kræʃ/
check (v) /tʃek/
climb /klaɪm/
course /kɔ:s/
crash /kræʃ/
cut (n) /kʌt/
daughter /'dɔ:tə(r)/
detail /'di:teɪl/
disaster /dɪ'zɑ:stə(r)/
electric /ɪ'lektrɪk/
equipment /ɪ'kwɪpmənt/
example /ɪk'sɑ:mpəl/
fire brigade /'faɪə brɪ'geɪd/
fire engine /'faɪə(r) 'endʒɪn/
fire station /'faɪə 'steɪʃn/
first aid kit /fɜ:st 'eɪd kɪt/
flood (n) /flʌd/
force /fɔ:s/
forward /'fɔ:wəd/
front /frʌnt/
get out /get 'aʊt/

heater /'hi:tə(r)/
heavy /'hevi/
hero /'hɪərəʊ/
hole /həʊl/
hose /həʊz/
hospital /'hɒspɪtl/
ill /ɪl/
instructions /ɪn'strʌkʃnz/
job /dʒɒb/
jump /dʒʌmp/
jumper /'dʒʌmpə(r)/
kit /kɪt/
look after /lʊk 'ɑ:ftə(r)/
match /mætʃ/
material /mə'tɪəriəl/
mobile phone /məʊbaɪl 'fəʊn/

mother /'mʌðə(r)/
on fire /ɒn 'faɪə(r)/
paramedic /pærə'medɪk/
patient (n) /'peɪʃənt/
pick up /pɪk 'ʌp/
plaster /'plɑ:stə(r)/
put away /pʊt ə'weɪ/
put down /pʊt 'daʊn/
put on /pʊt 'ɒn/
race /reɪs/
rail /reɪl/
relatives /'relətɪvz/
reporter /rɪ'pɔ:tə(r)/
rescue (v) /'reskju:
school trip /sku:l 'trɪp/
service /'sɜ:vɪs/
site /saɪt/
situation /sɪtʃu:'eɪʃn/
sling /slɪŋ/
smoke /sməʊk/
spill /spɪl/
sudden /'sʌdən/
sunburn /'sʌnbɜ:n/
support /sə'pɔ:t/
take off /teɪk 'ɒf/
train (v) /treɪn/
tube /tju:b/
upstairs /ʌp'steəz/
wake /weɪk/
wear /weə(r)/

Unit 8

additives /'ædətɪvz/
avoid /ə'vɔɪd/
bakery /'beɪkəri:
bean /bi:n/
biscuit /'bɪskɪt/
bowl /bəʊl/
button /'bʌtən/

cake /keɪk/
calcium /'kælsiəm/
calories /'kæləri:z/
cereal /'siəriəl/
contain /kən'teɪn/
dairy products /'deəri
'prɒdʌkts/
delicious /dɪ'liʃəs/
diet (n) /'daɪət/
dish /dɪʃ/
drop /drɒp/
energy /'enədʒi:
enough /ɪ'nʌf/
flour /'flaʊə(r)/
get off /get 'ɒf/
get on /get 'ɒn/
get on with /get 'ɒn wɪð/
get up /get 'ʌp/
grain /greɪn/
grape /greɪp/
health /helθ/
health food /'helθ fu:d/
healthy /helθi:
home-made /həʊm'meɪd/
ingredients /ɪn'gri:dɪənts/
jacket /'dʒækɪt/
junk food /'dʒʌŋk fu:d/
low-fat /'ləʊ fæt/
meal /mi:l/
mix /mɪks/
nut /nʌt/
occasional /ə'keɪʒənəl/
pasta /'pæstə/
plate /pleɪt/
press /pres/
radio /'reɪdɪəʊ/
ready-made /redi:'meɪd/
recipe /'resəpi/
restaurant /'restrɔ:nt/ rice
/raɪs/
salty /'sɔlti/
sandwich /'sænwɪdʒ/
snacks /snæks/
source /sɔ:s/
sugar /'ʃʊgə(r)/
sweet /swi:t/
tasty /'teɪsti/
teeth /ti:θ/
thin /θɪn/
tidy /'taɪdi/
treat /tri:t/
vitamins /'vɪtəmi:nz/
whole /həʊl/
yoghurt /'jɒgət/

Unit 9

alive /ə'laɪv/

allow /ə'laʊ/
anymore /eni'mɔ:z/
arteries /'ɑ:təri:z/
athlete /'æθli:t/
athletics /æθ'letɪks/
award /ə'wɔ:d/
baseball /'beɪsbɔ:l/
beside /brɪ'saɪd/
best /best/
blood /blʌd/
boots /bu:ts/
breathe /bri:ð/
brought /brɔ:t/
captain /'kæptɪn/
carbon dioxide /'ca:ɪbən
daɪ'ɒksaɪd/
chair /tʃeə(r)/
chat /tʃæt/
chest /tʃest/
circulation /sɜ:kjə'leɪʃn/
coach /kəʊtʃ/
cycle /'saɪkl/
delight /dɪ'laɪt/
exercise (n) /'eksəsaɪz/
fan /fæn/
fantastic /fæn'tæstɪk/
feel /fi:l/
fit /fɪt/
flower /'flaʊə(r)/
give /gɪv/
goalkeeper
'gəʊlki:pə(r)/
goat /gəʊt/
grow /grəʊ/
guide /gaɪd/
gym /dʒɪm/
gymnastics
'dʒɪm'næstɪks/
heart /hɑ:t/
hockey /'hɒki:
hope /həʊp/
hut /hʌt/
lady /'leɪdi/
left /left/
liquid /'lɪkwɪd/
lose /lu:z/
lungs /lʌŋz/
metre /'mi:tə(r)/
movement /'mu:vmənt/
normal /'nɔ:məl/
oxygen /'ɒksɪdʒən/
pale /peɪl/
personality /pɜ:sə'nælɪti:
plenty /'plenti/
prize /praɪz/
problem /'prɒbləm/
process (n) /'prəʊses/

proud /praʊd/
pump (v) /pʌmp/
sailing /'seɪlɪŋ/
score /skɔ:z/
shed /ʃed/
skiing /ski:ŋ/
sportswoman /
'spɔ:tswʊmən/
stadium /'steɪdɪəm/
sunshine /'sʌnʃaɪn/
take /teɪk/
test /test/
training /'treɪnɪŋ/
trophy /'trɒfi/
usually /'ju:zəli/
vein /veɪn/
wheelchair /'wi:l'tʃeə(r)/
win /wɪn/
worst /wɜ:st/
would /wʊd/

Fluency Time! 3

message /'mesɪdʒ/
screen /skri:n/
secret /'si:kret/
text /tekst/
voicemail /'vɔɪsmel/

Extensive Reading 3

achieve /ə'tʃi:v/
ambition /æm'bɪʃn/
clear /klɪə(r)/
continent /'kɒntɪnənt/
disability /,dɪsə'bɪləti/
disabled /dɪs'eɪblɪd/
expect /ɪk'spekt/
fir tree /'fɜ: tri/
forget /fə'get/
grumpy /'grʌmpi/
luggage /'lʌgɪdʒ/
meadow /'medəʊ/
path /pɑ:θ/
physiotherapist
/fɔ:l/
strength /streŋθ/
summit /'sʌmɪt/
talented /'tæləntɪd/
taste /teɪst/
wrapped (adj) /ræpt/

Unit 10

ancient /'eɪnfənt/
anyone /'eniwʌn/
anywhere /'eniweə(r)/
aqueduct /'ækwədʌkt/
archaeologist
'ɑ:kɪ:'plədʒɪst/
beautiful /'bjʊ:tɪfl/

beauty /'bjʊ:ti/
block /blɒk/
brick /brɪk/
builder /'bɪldə(r)/
careful /'keəfl/
carving /'kɑ:vɪŋ/
cheer /tʃɪə(r)/
cheerful /'tʃɪəfl/
circle /'sɜ:kl/
classroom /'klɑ:sru:m/
coin /kɔɪn/
column /'kɒləm/
definitely /'defɪnətli/
everything /'evriθɪŋ/
everywhere /'evriweə(r)/
explore /ɪks'plɔ:(r)/
explorer /ɪk'splɔ:rə(r)/
fortress /'fɔ:trəs/
helpful /'helpfəl/
history /'hɪstri:
imagine /ɪ'mædʒɪn/
jewellery /'dʒu:əlri:
keys /ki:z/
maze /meɪz/
museum /mju:'zi:əm/
no-one /'nəʊwʌn/
noise /nɔɪz/
nowhere /'nəʊweə(r)/
painting /'peɪntɪŋ/
palace /'pæləs/
pattern /'pætən/
playful /'pleɪfəl/
pot /pɒt/
record /'rekɔ:d/
ring /rɪŋ/
ruins /'ru:ɪnz/
seat /si:t/
sense /sens/
shopping centre /'ʃɒpɪŋ
'sentə(r)/
slanted /'slɑ:ntɪd/
smell /smel/
statue /'stætʃu:
steps /steps/
violin /vaɪə'lɪn/
wonderful /'wʌndəfl/

Unit 11

action film /'ækʃn film/
aeroplane /'erəpleɪn/
american football
'æmerɪkən 'fʊtbɔ:l/
artist /'ɑ:tɪst/
author /'ɔ:θə(r)/
banknote /'bæŋknəʊt/
bury /'beri/
camera /kæmərə/

castle /'kɑ:sl/
coach (n) /kəʊtʃ/
coffee /'kɒfi/
comedy /'kɒmədi/
confident /'kɒnfɪdənt/
contact /'kɒntækt/
cost /kɒst/
creature /'kri:tʃə(r)/
diary /'daɪəri/
dig /dɪg/
digital /'dɪdʒɪtəl/
director /dɑ:'rektə(r)/
disc /dɪsk/
drama /'drɑ:mə/
empire /'empaɪə(r)/
enemy /'enəmi/
eruption /ɪ'rʌpʃn/
feed /fi:d/
float (n) /fləʊt/
float (v) /fləʊt/
ground /graʊnd/
historical /hɪ'stɔ:rɪkl/
hundred /'hʌndrəd/
information /ɪnfə'meɪʃn/
kangaroo /'kæŋgəru:/
knight /naɪt/
light (adj) /laɪt/
light (n) /laɪt/
lizard /'lɪzəd/
magazine /mægə'zi:n/
manual /'mænjuəl/
mayor /meə(r)/
memory stick /'memrɪ
stɪk/
note (n) /nəʊt/
novel /'nɒvl/
passenger /'pæsɪndʒə(r)/
past /pɑ:st/
pelican /'pelɪkən/
performance /
pə'fɔ:məns/
photo album /'fəʊtəʊ
ælbəm/
pilot /'paɪlət/
plot /plɒt/
real /'ri:əl/
receipt /rɪ'si:t/
recommendation
/rekəmen'deɪʃn/
rich /rɪtʃ/
science fiction /saɪəns
'fɪktʃn/
screen /skri:n/
sea lion /,si:'laɪən/
ship /ʃɪp/
sink /sɪŋk/
special effects /speʃəl
ɪ'fekts/

spring /sprɪŋ/
stamp /stæmp/
storm /stɔ:m/
submarine /sʌbmə'ri:n/
teenager /'ti:neɪdʒə(r)/
thief /θi:f/
ticket /'tɪkɪt/
time capsule /'taɪm
kæpsju:l/
trip /trɪp/
volcanic /vɒl'kænɪk/

Unit 12

amazing /ə'meɪzɪŋ/
architecture /
'ɑ:kɪtektʃə(r)/
article /'ɑ:tɪkl/
become /bɪ'kʌm/
book worm /'bʊk wɜ:m/
boring /'bɔ:rɪŋ/
celebrity /sə'lebrɪti/
century /'sentʃəri/
concert /'kɒnsət/
conclusion /kən'klu:ʃn/
deliver /dɪ'lɪvə(r)/
deserve /dɪ'sɜ:v/
die /daɪ/
DVD /di:vi:'di:
dynasty /'dɪnəsti/
earn /ɜ:n/
entertain /entə'teɪn/
eventually /ɪ'ventʃuəli:
exciting /ɪk'saɪtɪŋ/
eyes /aɪz/
factory /'fæktəri/
fame /feɪm/
flash (n) /flæʃ/
forbidden /fə'bɪdən/
frightening /'fraɪtənɪŋ/
hero /'hɪərəʊ/
improve /ɪm'pru:v/
interesting /'ɪntrestɪŋ/
interview /'ɪntəvju:
invite /ɪn'vaɪt/
item /'aɪtəm/
jade /dʒeɪd/
lens /lenz/
letter /'letə(r)/
mercury /'mɜ:kjəri/
microphone
/'maɪkrəfəʊn/
musician /mju:'zɪʃn/
news /nju:z/
opinion /ə'pɪnɪən/
pagoda /pə'gəʊdə/
photographer
/fə'tɒgrəfə(r)/
point /pɔɪnt/

pop song /'pɒp sɒŋ/
precious /'preʃəs/
public /'pʌblɪk/
relaxing /rɪ'læksɪŋ/
reply /rɪ'plaɪ/
reporter /rɪ'pɔ:tə(r)/
royal /'rɔ:əl/
rule /ru:l/
salary /'sæləri/
science /'saɪəns/
scientist /'saɪəntɪst/
seem /si:m/
shell /ʃel/
simple /'sɪmpl/
son /sʌn/
squire /'skwaɪə(r)/
strict /strɪkt/
surgeon /'sɜ:dʒən/
tool /tu:l/
valuable /'væljəbl/
version /'vɜ:ʃn/

Fluency Time! 4

board game /'bɔ:d geɪm/
cotton /'kɒtn/
counter /'kaʊntə(r)/
feel /fi:l/
flat /flæt/
plastic /'plæstɪk/
round /raʊnd/
rubber /'rʌbə(r)/
sense /sens/
silk /sɪlk/
thick /θɪk/

Extensive Reading 4

adventure /əd'ventʃə(r)/
animal skin /'æniml skɪn/
barrel /'bærəl/
cannon /'kænən/
clay /kleɪ/
cloth /klɒθ/
compass /'kʌmpəs/
engineer /,endʒɪniə(r)/
explore /ɪk'splɔ:(r)/
explosive /ɪk'spləʊsɪv/
fishing reel /'fɪʃŋ ri:l/
gunpowder
/'gʌnpaʊdə(r)/
hot-air balloon /hɒt ,eə(r)
bə'lu:n/
manufacture
/,mænju'fæktʃə(r)/
pirate /'paɪət/
playing cards /'pleɪɪŋ
kɑ:dz/
printing press /'prɪntɪŋ
,pres/

route /ru:t/
sailor /'seɪlə(r)/
silkworm /'sɪlkwɜ:m/
thread /θred/
unwrapped /ʌn'ræpt/
weapon /'wepən/
wheelbarrow
/'wi:lbrəʊ/

Culture 1

art gallery /ɑ:t 'gæləri/
classical /'klæsɪkl/
cloak /kləʊk/
dirty /'dɜ:ti/
drama /'drɑ:mə/
heavy metal /,hevi 'metl/
lines /laɪnz/
muddy /'mʌdi/
relaxing /rɪ'læksɪŋ/
score /skɔ:(r)/

Culture 2

cable car /'keɪbl kɑ:(r)/
capital /'kæpɪtl/
deep /di:p/
geyser /'gi:zə(r)/
hilly /'hɪli/
hot spring /hɒt sprɪŋ/
monument
/'mɒnjumənt/
natural sight /'nætʃrəl
saɪt/
valley /'væli/

Culture 3

brain /breɪn/
code /kəʊd/
DNA /,di: en 'ei/
exhibit /ɪg'zɪbɪt/
microphone
/'maɪkrəfəʊn/
pole /pəʊl/
pool /pu:l/
program /'prəʊgræm/
sack /sæk/
strange /streɪndʒ/
territory /'terətəri/
voice /vɔɪs/

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