

# CD-ROM Course Resource notes

The Course Resources section of the Assessment and Resource CD-ROM 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 X for No in the first column.
- They then guess for their partner and put a tick ✓ or a cross X 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 X 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.

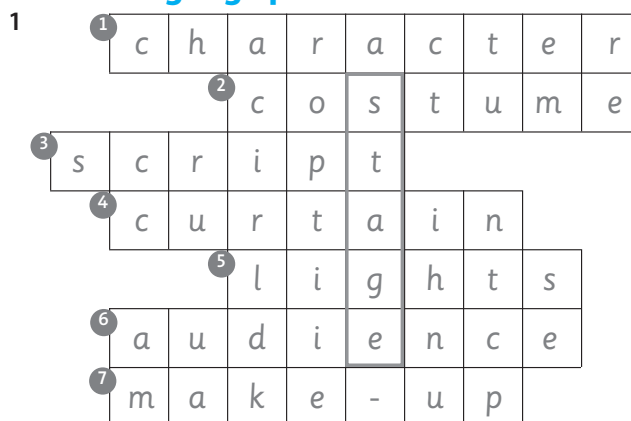
### ANSWERS

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



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 X 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 1 feather duster 2 sponge 3 washing line  
4 lampshade 5 rubber gloves  
2 1 older 2 taller 3 not as long as 4 as friendly as  
5 thinner 6 not as thin as 7 bigger  
3 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.

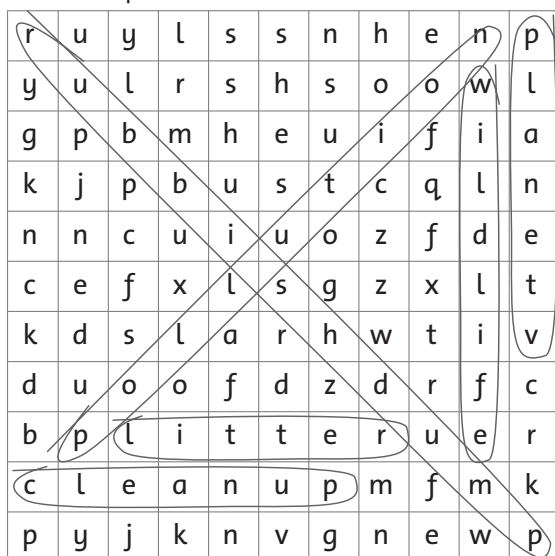
- When students have finished, you may wish to ask some students to read their ideas to the class.

### 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

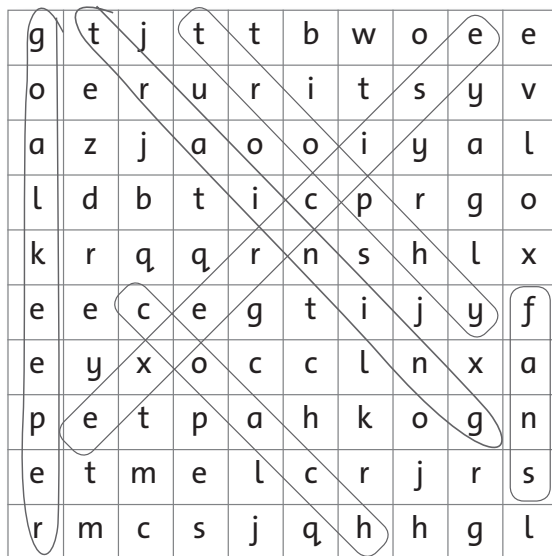
1 False 2 False 3 True 4 True 5 False 6 True

### 3 Write a personal account about something funny that has happened to you. Remember to use what you have learnt about writing a personal account.

- Tell students they are now going to write a personal account about something funny that has happened to them.
- Remind students to observe what they have learnt about writing a personal account.
- Students work individually. Monitor and help where necessary.
- Ask some students to read their personal accounts to the class.

## Unit 9 Language practice

- 1 1 training 2 goalkeeper 3 fans 4 exercise  
5 trophy 6 coach



- 2 1 She doesn't have to get up early.  
2 She might meet Vicky for lunch.  
3 She doesn't have to do (her) homework.  
4 She might go shopping.  
5 She has to help (her) mum.  
6 She doesn't have to go to school.  
7 She might listen to music.

## Unit 9 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 prompts.
- In pairs, students ask and answer questions to find out the missing information and complete the charts.

### ANSWERS

#### Quiz team:

- 1 work very hard at school 2 do my homework 3 read lots of books 4 help my team 5 listen to the team captain

#### Swimming team:

- 1 swim every day 2 run two days a week 3 drink lots of water 4 eat lots of fruit and vegetables 5 go to bed early

## Unit 9 Writing skills

### 1 Read the interview with Yuko Honda again.

- Ask students to read the interview again.

### 2 Match the notes and full sentences.

- Tell students to match the notes and the full sentences.
- Let students complete the exercise, then check answers.

### ANSWERS

- 1 d 2 a 3 e 4 c 5 b

### 3 Think of a friend who is good at an activity. Write questions. Interview your friend. Remember to use what you have learnt about writing an interview.

- Tell students to think of a friend who is good at an activity. Students write questions to ask them. They interview their friend and write the interview. Remind students to observe what they have learnt about writing an interview.
- Ask some students to work with a partner and read their interviews to the class.

## Units 7–9 Writing portfolio A

- 1 1 kitchen; Tuesday evening 2 cloth; cooker 3 Archie Cameron; 10 years; firefighters 4 come; now 5 scared; happy 6 brave; thought quickly  
2 Students' own answers

## Units 7–9 Writing portfolio B

- 1 1 A cloth was near the cooker. 2 On Tuesday evening. 3 Archie's mum, dad and little sister 4 "Please come to 10 Oxley Drive now!" 5 They rescued the family from the house and put out the fire.  
2 Students' own answers

## Units 7–9 Values 3

### 1 Read about a healthy diet.

- Ask students to look at the picture and read the text about a healthy diet.
- Ask questions to check comprehension, e.g. *Name three of the five food groups. How many pieces of fruit or vegetables should you have in your lunch box?*

### 2 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, ask some students to read their lists of rules for healthy eating to the class.

### ANSWERS

- 1 Eat lots of fruit and vegetables. Don't eat too much fat and sugar. Don't eat too much salt. Eat lots of bread, rice, potatoes or pasta. Eat some protein, such as meat, fish, eggs or hummus. Drink some milk and eat some dairy foods. Drink lots of water.  
2 Students' own answers

## Unit 10 Language practice

- 1 1 statue (d) 2 archaeologist (c) 3 pots (b)  
4 blocks (f) 5 columns (a) 6 jewellery (e)

### Sentences:

- 1 statue 2 archaeologist 3 pots 4 blocks  
5 Columns 6 jewellery  
2 1 b 2 a 3 f 4 e 5 d 6 c  
1 There were books everywhere. It was very untidy.  
2 There's nothing in the fridge. What are we going to eat?

- 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  Assessment and Resource CD-ROM, 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  Assessment and Resource CD-ROM, 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  Assessment and Resource CD-ROM, 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  Assessment and Resource CD-ROM, 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.