

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.
- A copy of the text to accompany the twelve posters for use in Lesson 7.
- Twelve Writing skills worksheets to use after Lesson 7 of every unit.
- Four Writing portfolio worksheets, at two levels
- Four Values worksheets (one for every three units).
- Two Play Scripts to use at the end of each semester.

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 teaching notes for the Speaking skills worksheets and Writing skills worksheets and posters.

Unit 1 Language practice

- 1 sculpture 2 landscape 3 portrait 4 art gallery
5 mural
- 1 The milk is finished. I'll buy some more.
2 Your bag looks heavy. I'll help you.
3 Look at those clouds! It's going to rain.
4 The baby's tired. He's going to fall asleep.
- 1 He's catching the bus at nine o'clock
2 He's playing football at ten o'clock.
3 He's having lunch with his / a friend at one o'clock.
4 He's swimming at three o'clock.

Unit 1 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Students ask and answer questions to complete the information in their chart.
- Students read through the information about both trips and choose which one they would most like to go on.
- Students take turns to tell each other about the trip they have chosen and why they would like to go on it.

Unit 1 Writing skills

1 Read the story about the fire at sea again.

- Ask students to read the story from poster 1 again silently.

2 Order the events in the story.

- Ask students to read through the sentences.
- Ask students to find the place in the story that tells them that the children went to the beach.
- Ask students to number the rest of the sentences in the correct order, referring back to the story as necessary.

ANSWERS

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

3 Write your own story about something exciting that happened to you.

- Ask students to think about something exciting that has happened to them. Ask questions to encourage them to talk more about their story, e.g. *Where were you when it happened? How did you feel? What happened in the end?*
- Read the instruction together and explain that students are going to write their own story following the model on the poster. Discuss what students learnt about writing a story from the poster. Ask questions such as, *What do you use to describe how people are feeling and how they speak?*
- Students write about their adventure in the space provided on their worksheets.

Unit 2 Language practice

- 1 mountain biking (picture f) 2 rugby (picture e)
3 ice skating (picture d) 4 rock climbing (picture c)
5 skiing (picture b) 6 caving (picture a)
- 1 If Mum had a lot of money, she'd put it in the bank.
2 If Dad had a lot of money, he'd buy a new car.
3 If Mum lived in the mountains, she'd go skiing.
4 If Dad lived in the mountains, he'd take photos.
5 If Mum missed the bus, she'd take a taxi.
6 If Dad missed the bus, he'd ride his bike / cycle.

Unit 2 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Ask students to look at the pictures of Tom. Explain that some of the pictures are missing and students must ask each other questions to find out what to draw in the empty circles. Ask a pair of students to read the example conversation as a model for the class.
- Students take turns to ask first conditional questions about what Tom will do if the conditions they see in their pictures are met. They draw pictures in the circles.
- You can ask individual students to ask a question about Tom for their partner to answer while the class listens.

Unit 2 Writing skills

1 Read the concept map and the piece of personal writing about windsurfing again.

- Ask students to read the concept map and the text about windsurfing from Poster 2 again.

2 Write five sentences about windsurfing.

- Ask students to write five sentences about windsurfing, using information from the concept map and the piece of personal writing.

SUGGESTED ANSWERS

- 1 It's an exciting water sport.
- 2 It's a great way to keep fit.
- 3 It's like sailing because you have a sail.
- 4 It's like surfing because you stand on a board.

- 5 You need the following equipment: a board, a wet suit and a helmet.

3 Write a concept map and a piece of personal writing about your favourite hobby.

- Ask students to think about their favourite hobby. Ask some of the students to talk about their hobby, asking them questions to encourage them, e.g. *What do you like about your hobby? What special equipment do you need?*
- Read the instruction together and explain to students that they are going to write their own concept map about their hobby, following the model on the poster. Discuss what students learnt about writing a concept map and planning a personal text from the poster. Ask questions, e.g. *Where do you put the topic in your concept map? What else do you include?*
- Ask students to write their concept maps in the space provided on the worksheet.
- When students have finished their concept maps, they use them to write about their favourite hobby. Encourage them to plan their writing in their notebooks before they write the final version on their worksheets.

Unit 3 Language practice

- 1 1 This soup is delicious. May I have some more, please? (picture 3)
2 The shops are deserted today. Where is everyone? (picture 1)
3 Tina used salt instead of sugar in the cake. That's why it tasted disgusting. (picture 4)
4 That TV programme was awful. I was really bored. (picture 2)
5 The play was amazing. I really enjoyed it. (picture 5)
- 2 1 Mary has just finished her book.
2 The film has already finished.
3 My brother has been a doctor for three years.
4 Harry watched TV yesterday evening.
5 I had breakfast at 8.00.
5 The boys played football yesterday.

Unit 3 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Ask a pair of students to read the example question and answer as a model for the class.
- Students complete the chart for their partners by taking turns to ask present perfect questions about the different sports and musical instruments. Their partner answers, with a statement in the present perfect.
- Students record the information on their charts. They put a tick next to the things their partner has done and a cross next to the things their partner has never done.
- When their chart is complete, students work out their partner's scores. They add up the ticks in the left-hand column to get a sports score. They add up the ticks in the right-hand column to get a music score.
- Students tell their partners their scores and discuss their reactions. *Are they surprised at the result?*

Unit 3 Writing skills

1 Read the thank-you letter again.

- Ask students to read the letter from Poster 3 again.

2 Tick or cross for each sentence about Tim's letter.

- Look at the example together. Ask students to find the part of the letter that tells them that Tim stayed with Jay and his family for a week.
- Students read the sentences. They tick the ones that are correct and put a cross next to the ones that are incorrect.

ANSWERS

2 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 X

3 Write a thank-you letter of your own.

- Ask students to think about something that they would like to thank someone for.
- Read the instruction together and explain to students that they are going to write their own thank you letter, following the model on the poster. Discuss what students learnt about writing a thank you letter and how to lay it out from the poster. Ask questions such as, *What do you start the letter with? What do you say first?*
- Students write their letters in the space on the worksheet.

Units 1–3 Writing portfolio A

- 1 1 special 2 going 3 don't 4 sent 5 Dear
6 inviting 7 love 8 anything 9 wants 10 wishes
2 Students' own answers

Units 1–3 Writing portfolio B

- 1 1 doing 2 special 3 going 4 don't 5 interesting
6 sent 7 information 8 hope 9 Dear 10 inviting
11 love 12 anything 13 wants 14 phone
15 wishes
2 Students' own answers

Units 1–3 Values 1

Sportsmanship

1 Read about the sportsmanship code at the cricket club.

- Ask students to look at the picture. Ask students what they think the letter is about.
- Ask students to read the letter. Encourage them to work out the meaning of any new words from the context.
- Ask questions to check comprehension, e.g. *What must the reader do before he / she goes to the first training session?*

2 Discuss with a partner.

- Students read and discuss the questions in pairs.
- Ask students to share their ideas with the rest of the class.

Unit 4 Language practice

- 1 1 helicopter 2 hot-air balloon 3 coach
4 motorbike 5 boat / yacht
- 2 1 They've been skateboarding. 2 She's been swimming.
3 They've been shopping. 4 He's been repairing his bike.
- 3 1 She's been playing the piano since she was five years old.
2 They've been talking on the telephone for two hours!
3 I've been learning French for two years.
4 He's been teaching English since 2000.
5 You've been watching television since 7 o'clock.

Unit 4 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Ask a pair of students to read the example question and answer as a model for the class.
- Students find out the names of the rest of the people in their pictures by making statements about what the people have been doing and asking their partner for the names. Students take turns to ask their partner for information in this way. They write the names on their worksheets.

Unit 4 Writing skills

1 Look at the process diagram and read the description of how planes fly again.

- Ask students to read the description of how planes fly from Poster 4 again.

2 Write three facts you have learnt about planes.

- Ask students to use the information from the description to write three things they have learnt about planes.

ANSWERS

Students' own answers

3 Draw a process diagram and write a description of another means of transport.

- Read the instruction with the class. Ask students to look at the words in the box and choose the type of transport that they would like to write about.
- Discuss what students learnt about describing different types of transport from the poster. Ask questions, e.g. *What do we write in the introduction? What do we use labels for?*
- Ask students to write their descriptions and draw their means of transport in the space on their worksheets.

Unit 5 Language practice

- 1 The children do experiments in science lessons.
2 My uncle is going to build a house.
3 Let's design a new school uniform.
4 Machines make our lives easier.
5 I'd love to invent a flying car.
- 2 1 ~~X~~, My car is being repaired.
2 ~~X~~, His bedroom is being painted.
3 ~~X~~, Our house was built in the 1960s.
4 ✓
5 ~~X~~, A new hospital is being built.
- 3 1 The horse is being ridden for the first time.
2 The children are listening to the teacher.
3 The house is being cleaned at the moment.
4 Sarah is using the fax machine.
5 The bike is being repaired right now.

Unit 5 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student. Each student has a complete text about one famous painting and a gapped text about another famous painting. Students ask and answer the questions in the box to complete the information in the gapped text.

- Ask a pair of students to read the example question and answer as a model for the class.
- Students take turns to ask and answer the questions in their pairs. They complete the missing information.
- Discuss the pictures. Ask *Which picture do you like best? Why? Which picture do you think has the most interesting story?*

Unit 5 Writing skills

1 Read the biography of Thomas Edison again.

- Ask students to read the biography of Thomas Edison from Poster 5 again.

2 Match the dates and the sentences.

- Focus on the list of dates. Ask students to find the dates in the text and then match them to the correct sentences.

ANSWERS

- 2 1 1877 Edison invented the first machine which could record sound.
2 1879 Edison invented the light bulb.
3 1882 People in New York had electric lights in their houses for the first time.

3 Make notes. Write a biography about someone who interests you.

- Ask students to think about someone who interests them. It could be a great inventor, someone from the world of sport, a musician, or any other person whose achievements they admire. Ask them questions about the person, e.g. *Why is he/she famous? Where is he/she from?*
- Read the instruction and explain that students are going to write their own biography of a famous person, following the poster. Discuss what students learnt about researching and writing a biography from the poster. Ask *What do we write in the introduction? What order do we put the events in?*
- Students write their biographies on their worksheets.

Unit 6 Language practice

- 1 1 attach / log off. 2 disconnect / download.
3 connect / attach. 4 upload / surf.
5 download / upload. 6 attach / log on
- 2 1 The kitchen has been cleaned. (picture e)
2 The living room hasn't been tidied. (picture d)
3 The door hasn't been painted. (picture c)
4 The potatoes have been peeled. (picture f)
5 The carrots have been chopped. (picture b)
6 A plate has been broken. (picture a)

Unit 6 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Each student has information about one holiday and notes to complete about another holiday. They complete the notes about the other trip by asking their partner for information. They make questions using the word prompts with the future perfect.
- Ask two students to read the example question and answer.
- Students take turns to ask and answer questions in their pairs. They write the missing information in note form.

- When the notes are complete, students tell each other which holiday they would like to go on and why.
- If you wish, discuss the two holidays as a class.

Unit 6 Writing skills

1 Read the research report about the Internet again.

- Ask students to read the research report about the Internet from Poster 6 again.

2 Write two true sentences and two false sentences about the Internet.

- Ask students to use the information from the research report to write two true and two false statements about the Internet in their charts.
- Ask students to swap worksheets with their partners. Their partner reads the sentences and writes *True* or *False* in the *Guess* column for each one.
- Students take back their worksheets and write the correct answers in the answer column, then reveal how many of their partner's guesses were correct.

3 Write your own research report about a machine.

- Ask students to think about a machine that they think is interesting. Ask them questions, e.g. *What is the machine used for? How does it work? Who invented it?*
- Read the instruction with the class and explain to students that they are going to write their own research report, following the model on the poster. Discuss what students learnt about writing a research report from the poster. Ask *What do we write first? What do we use headings for?*
- Students write their research reports on the worksheet.

Units 4–6 Writing portfolio A

- 1 so 2 during 3 However 4 soon after
5 To begin with
- Students' own answers
- Students' own answers

Units 4–6 Writing portfolio B

- 1 so 2 during 3 However 4 soon after
5 To begin with
- Students' own answers

Units 4–6 Values 2

Using your computer safely

1 Read about using your computer safely. Tick the things you do.

- Discuss computer use with the class. Ask *How do you use a computer safely?* Encourage students to share their ideas.
- Ask students to read the text. Encourage them to work out the meaning of any new words from the context.
- Ask comprehension questions, e.g. *How should you sit when you are using a computer? Why shouldn't you sit at the computer for too long?*

2 Discuss with a partner and write.

- Ask students to work in pairs. They discuss the questions and work together to write their lists.

3 Write and draw a poster about computer safety.

- Tell students that they are going to use the information from the text to make a poster about computer safety.
- Give each student a plain piece of paper.
- Encourage students to plan their posters in their notebooks before they begin. Ask them questions to encourage them to think about the design and layout of their posters, e.g. *What heading are you going to give your poster? What colours are you going to use on your poster? How can you make sure that the information in your poster is easy to understand / read?* They write pieces of advice, either from the text or their own ideas, and they illustrate their posters.
- Make a class display of the posters. Discuss with students which posters they think are the most effective and why.

Unit 7 Language practice

- map, binoculars, compass, north, east, treasure, west, south
- 1 This is the doctor who looked after me.
2 An archaeologist is a person who is interested in old buildings.
3 Lions and cheetahs are big cats which live in Africa.
4 She's the girl who won the race.
5 There's the place that I went on holiday.
- 1 novelist 2 explorer 3 painter
4 journalist 5 tourist

Unit 7 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Students complete the chart with the missing words by asking their partners what is in the blank squares. Their partner answers by giving a clue starting with one of the phrases in the box.
- Ask two students to read the example question and answer.
- Students take turns to ask and answer questions in their pairs and record the information in their chart. They then draw the pictures.

Unit 7 Writing skills

1 Read the personalized text about Emily's dream job again.

- Ask students to read personal text from Poster 7 again.

2 Write three reasons why Emily would like to be a jungle explorer.

- Ask students to find the three reasons that Emily says she would like to be a jungle explorer and write them down.

ANSWERS

Emily would like to be a jungle explorer because she loves nature and because she would like to find a lost city, a new species or a plant which might make a new medicine. She would like to discover something that could change the world.

3 Write a personalized text about your dream job.

- Ask students to think about what their dream job might be. Ask them questions, e.g. *What would you do? What do you think you would like about the job? What do you think you wouldn't like?*

- Read the instruction with the class and explain that students are going to write their own personalized text following the model on the poster. Discuss what students learnt about writing a personalized text from the poster. Ask questions such as, *What do we say at the beginning? Which words do we use when we are imagining what might happen in a situation?*
- Students write their personalized texts on the worksheet.

Unit 8 Language practice

- 1 artefact / site. 2 strange / fascinating.
3 investigation / evidence. 4 fascinating / mysterious.
5 evidence / investigation.
- 1 He cleaned his teeth after he had eaten his breakfast.
2 He played football after he had done his homework.
3 He went swimming after he had finished school.
4 He painted a picture after he had written a poem.
5 He went to bed after he had watched the film.
- 1 hadn't remembered her birthday 2 hadn't told them
3 hadn't brought his coat

Unit 8 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Ask a pair of students to read the example question and answer as a model for the class.
- Students must complete the story by asking each other questions to establish what had happened at various points. They use the past perfect.
- Students take turns to ask and answer questions in their pairs. They write down the missing words in the story.
- If you wish, read and discuss the story with the class.

Unit 8 Writing skills

1 Read the tourist information leaflet about the Great Wall of China again.

- Ask students to read the leaflet from Poster 8 again.

2 Tick or cross for each sentence about the Great Wall of China.

- Look at the example. Ask students to find the part of the leaflet that says where the Badaling section of the wall is.
- Students read the sentences. They tick the ones that are correct and put a cross next to the ones that are incorrect.

ANSWERS

2 1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

3 Write a tourist information leaflet for a place you have visited.

- Ask students to think of an interesting place they have visited. Ask them questions, e.g. *Why is this place special? What can visitors see there? Do you know any facts about the place? (How old is it? Who built it?)*
- Read the instruction and explain to students that they are going to write their own tourist information leaflet following the model on the poster. Discuss what students learnt about writing an information leaflet from the poster. Ask questions, e.g. *What do we include? What can we use to make the reader want to find out more about the place?*

- Encourage students to plan their leaflet in their notebooks before they write the final version on the worksheet.

Unit 9 Language practice

- 1 The whistle is under the map. 2 The water bottle is on the newspaper / magazine. 3 The rope is on the chair. 4 The matches are next to the torch. 5 The penknife is next to the biscuits 6 The first aid kit is under the chair.
- 1 You mustn't run. 2 You must listen. 3 You must look. 4 You mustn't shout.
- 1 You shouldn't bring any money. 2 You should wear a hat. 3 You shouldn't bring a camera. 4 You should bring a water bottle. 5 You should bring a jumper.

Unit 9 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Tell students that they are going on a trip but they don't know what to take. They must ask their partner what they should take.
- Ask two students to read the example question and answer.
- Students take turns to ask their partner what they need to take on their trips. Their partner tells them what they should / shouldn't take. Students draw the things their partner mentions in the boxes and then they add a tick or a cross to show whether or not they should take them.

Unit 9 Writing skills

1 Read the advice text about walking in the mountains again.

- Ask students to read the advice text from Poster 9 again.

2 Match.

- Ask students to match the sentence halves about walking in the mountains. They refer to the text as necessary.

ANSWERS

- 1 Tell someone where you are going and when you will be back.
- 2 Wear lots of layers of clothes.
- 3 You will need to find a shelter so that you can stay warm.

3 Write an advice text for a different activity.

- Ask students to look at the words in the box and choose something they would like to write an advice text about.
- Discuss what students learnt about writing an advice text from the poster. Ask questions such as, *What do we put at the top? What kind of sentences should we use?*
- Encourage students to plan their text in their notebooks before they write the final version on their worksheets.

Units 7–9 Writing portfolio A

- 1 such as 2 for instance 3 like 4 for example
- 2 Students' own answers

Units 7–9 Writing portfolio B

- 1 If you are lost, you could do lots of things, such as ask phone your parents or a friend, or look at a map.

- 2 If we'd gone to Egypt, we'd have visited lots of interesting places, for instance the temples of Karnak.
 - 3 It would be exciting to visit different places, like the desert or the rainforest.
 - 4 Archaeologists find and investigate things from the past, for example treasure and jewellery.
- 2 Students' own answers

Units 7–9 Values 3

A brave girl!

1 Read Ellie's letter about her school camping trip.

- Ask students to look at the pictures. Ask *What did Ellie do on her school trip?*
- Ask students to read the letter. Encourage them to work out the meaning of any new words from the context.
- Ask comprehension questions, e.g. *Had Ellie been away from her mum and dad before? What did Rose show Ellie?*

2 Write two things Ellie was worried about. Write what happened about each worry.

- Students read the text again. They find and write two things that Ellie was worried about, and what happened.

ANSWERS

Ellie was worried about leaving her parents and about rock climbing. Ellie met Rose and was very happy. She learnt how to rock climb and was happy that she had been brave.

3 Discuss with a partner and write.

- Ask students to work in pairs. They read and discuss the questions together and then they write their answers.
- Ask students to share their ideas with the rest of the class.

Unit 10 Language practice

- 1 1 The official language of Brazil is Portuguese.
2 My sister is fluent in Portuguese.
3 Dad is bilingual in English and Spanish.
4 Grandma speaks French with an English accent.
5 My aunt is multilingual because she speaks four languages.
6 Sadie was born in England and her mother tongue is English.
- 2 1 He said his name was George. 2 He said he visited Oxford. 3 He said his mum had been to Spain. 4 He said he would learn to speak French.
- 3 1 myself 2 herself 3 ourselves 4 themselves

Unit 10 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Read through the instruction with the class and ensure that students all understand what they have to do.
- Ask a strong student *What's the kindest / funniest thing a friend has ever said to you?* as a model for the class. Explain that the student should write his /her answer, e.g. *You are a good friend* in the first space in the first column of the chart.
- Students complete the information in the first column.
- Tell students that now their partner is going to report the things that people have said to them, quoting what they

wrote in their chart. They have to listen and guess which answer it is; who said it (friend, teacher or mum), and whether it is the kindest, funniest, etc. thing.

- Ask two students to read the example question and answer.
- Students work in their pairs and take turns to tell each other what people have said to them. Their partners make guesses. Students tick their charts if their partner was right and put a cross if their partner was wrong.
- When students have marked all of their partner's guesses, they show their papers to each other.

Unit 10 Writing skills

1 Read the advert again.

- Ask students to read the advert from Poster 10 again.

2 Write three reasons to join English Theatre Club.

- Ask students to refer to the text again and find and write down three reasons to join English Theatre Club.

ANSWERS

Three reasons to join English Theatre Club are: you can practise a foreign language, you can make new friends, and you can meet people from all over the world. (You can also chat online, meet email pen friends, practise writing in a foreign language, make a video call and get help with your homework.)

3 Write an advert for a club or activity you like.

- Ask students to think about a club or activity they like. Ask *What do you do? When do you do it? What are the good things about it?*
- Read the instruction and explain to students that they are going to write their own advert, following the poster. Discuss what students learnt about writing an advert and the layout of an advert from the poster. Ask questions, e.g. *What can we use to make the advert look more attractive? What important and practical information should we include?*
- Encourage students to plan the design of their posters in their notebooks before they write the final version.

Unit 11 Language practice

- 1 1 astronaut 2 telescope 3 space shuttle
4 solar system 5 space station
- 2 1 X The teacher told the children to sit down.
2 X The teacher asked the children to sit down.
3 ✓
4 X Dad told Jess not to touch his mobile phone.
5 ✓

Unit 11 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Students find the information to complete the conversation by asking questions. Their partner replies with reported speech.
- Ask two students to read the example question as a model.
- Students ask and answer questions. They write the missing parts of the conversation on their worksheets.
- Ask students to practise the conversation in pairs.
- Ask some of the pairs to act out the conversation.

Unit 11 Writing skills

1 Read the poem about seasons again.

- Ask students to read the poem from Poster 11 again.

2 Put the words from the poem in the correct boxes.

- Ask students to look at the words in the box. They refer back to the poem to put the words in the correct boxes.

ANSWERS

Autumn – wind blows, Winter – snow falls,
Spring – world awakes, Summer – sun shines

3 Write a poem of your own about your favourite season.

- Ask students to think about their favourite season. Ask questions to give them ideas, e.g. *What do you like about it? Can you think of some words to describe it?* Write some of the words on the board for the class to consult later.
- Read the instruction and explain that students are going to write their own poem about their favourite season. Discuss what students learnt about writing a poem from the poster. Ask questions, e.g. *What do we use at the start of each line? How can we separate topics and make the poem easier to read? What can we use to make our poem more interesting?*
- To provide additional support, ask students to help you think of some rhyming words for the words you wrote on the board earlier, e.g. *fly / sky; breeze / trees, bright / light.*
- Encourage students to draft their poems in their notebooks, before writing the final version on the worksheet.

Unit 12 Language practice

- 1 That was a very dull film. I nearly fell asleep.
2 I don't have much money. I can't buy expensive clothes.
3 The shops were busy. There were lots of people.
4 We have a luxurious house. It is full of beautiful things.
5 Our hotel was in a peaceful place. There were hardly any cars or people.
- 2 Dad: I wish it was sunny. Mum: I wish it wasn't raining.
Boy: I wish I had an umbrella. Girl: I wish I had a jumper.
- 3 1 can't you? 2 isn't it? 3 aren't they? 4 didn't you?

Unit 12 Speaking skills

- Ask students to work in pairs. One student is A and the other is B. Hand out the appropriate half of the worksheet to each student.
- Read the instruction and check students understand what they have to do. Students have to ask their partner in order to find out what the people in the family wish, then draw the appropriate picture on the worksheet.
- Ask two students to read the example question and answer.
- Students take turns to ask and answer questions in their pairs and draw the pictures.

Unit 12 Writing skills

1 Read the opinion essay about eco holidays again.

- Ask students to read the essay from Poster 12 again.

2 Does the writer think eco holidays are a good idea? Write sentences from the opinion essay to prove your answer.

- Students look at the essay again and find the arguments in favour of eco holidays and those against. They then read the conclusion to find out the writer's opinion.
- Ask students to write sentences from the essay that prove the writer's viewpoint.

ANSWERS

Yes, the writer thinks eco holidays are a good idea. You help with a local project, such as planting trees, protecting endangered animals or learning local crafts. They are a great way to learn about life in different countries. Local people learn about the life of the tourists, too. Eco tourists can help an area by doing things that the local people don't have time to do. The money from eco tourists helps the poorer families that they stay with and the money doesn't go to foreign businesses.

3 Write your own opinion essay about a type of holiday.

- Ask students to look at the holidays in the box and choose one that they would like to write an opinion essay about.
- Discuss what students learnt about laying out and writing an opinion essay from the poster. Ask questions such as, *What do we put in paragraph 1/2/3/4? Which phrases can we use to express our opinion?*
- Encourage students to plan their essay in their notebooks before they write the final version on their worksheet.

Units 10–12 Writing portfolio A

- 1 1 d 2 a 3 c 4 b
- 2 Children's own answers

Units 10–12 Writing portfolio B

- 1 1 d; always 2 a; stay 3 c; to 4 b; could
- 2 Children's own answers

Units 10–12 Values 4

Appreciating others

1 Read Paul's interview with his teacher.

- Ask students to look at the picture. Ask *What is Paul doing?*
- Students to read the interview. Encourage them to work out the meaning of any new words from the context.
- Ask questions, e.g. *What was Mr Gale doing last year? How was teaching in Malawi different from teaching in Oxford?*

2 Tick or cross about Mr Gale's time in Malawi.

- Look at the example. Ask students to find the part of the conversation that proves Mr Gale didn't live in a city.
- Students read the rest of the sentences. They tick the ones that are correct and cross the ones that are incorrect.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X 7 X

3 Discuss with a partner.

- Ask students to work in pairs. They read the instructions and discuss the answers together.

Progress certificates

- There are four Progress certificates, one for each set of three units. Ask students to complete the relevant sections of their Progress certificates at the end of each unit. They read the list of skills and tick the circles that apply to their ability.
- At the end of every third unit, after doing the relevant test, they write their test score at the bottom of the certificate, then complete the sentences about their learning.
- Students can keep their Progress certificates in their file.

Play Script 1 Save the club house!

This play is intended for the end of the first semester.

Synopsis

Four children find out that their youth club is going to be closed as there isn't enough money to pay for all the repairs needed on it. They call a meeting to discuss ideas for how to save the club house from closing. They come up with the idea of making a giant cake in the shape of a club house. They use lots of small square cakes and join them together with cream.

When the day arrives, there are lots of cakes, and they get to work building the giant cake. The headmaster's wife arrives and asks if she can help. They agree happily and they all start work on the giant cake.

Finally, the giant cake is ready. There are journalists ready to take photos of the children and ask questions. The headmaster is waiting to officially open the ceremony and cut the cake, and there is a crowd of people waiting to eat the cake.

Suddenly, the headmaster's wife realizes that her valuable necklace is missing. It must be in the cake! The children don't know what to do! The headmaster, unaware of the problem, has started the ceremony and is asking the children to say something. The children say that the necklace is hidden in the cake for someone to find and whoever finds it will win a special prize! Everyone is relieved at their quick thinking!

A man finds the necklace and wins the prize. The headmaster's wife has her necklace back. The children have raised enough money to save their club. Everyone is happy!

Cast

seven children

the headmaster

the headmaster's wife

a man

members of the public to clap, cheer and queue for cake at the end (optional)

journalists (optional)

Setting

The club house and the park around it

Props

- a necklace
- building blocks or books, covered in paper, to represent the cakes
- cotton wool for the cream

Language

Pre-teach *necklace, headmaster, cream, raise money*

Play Script 2 Desert island survivors!

This play is intended for the end of the second semester.

Synopsis

A class of children are flying in a small plane across the Pacific Ocean when there is a problem. They have to make an emergency landing on the beach of a small desert island.

The pilot of the plane uses the radio to call for help. They tell him that a boat will come and rescue them in two days. Until then, the children and their teacher must survive on the desert island! The children explore the island and find some curious things; some water pots, an old wooden ladder and a rhyming message written on the wall of a cave! It tells them that there is a hidden treasure on the island. The children are very excited and decide to look for the treasure the next day.

The message tells them the treasure is lying below a flag. They walk to the top of the island to see if they can see a flag. They see one on the beach on the opposite side of the island. They dig beneath the flag and find a box: the treasure! But when they open it, they only find a guitar inside. They are confused and disappointed.

The next day, a boat arrives to pick them up. The boat captain tells them that he lived on the island for three years after he was shipwrecked. Every night he played his guitar. When he was rescued from the island, he left a message for anyone else who came, telling them where to find his 'treasure' as it was the only thing that got him through the solitude on the island.

Finally everyone leaves the island on the boat.

Cast

12 children

a teacher

a pilot

a boat captain

a narrator

Setting

A desert island!

Props

- two or three water pots
- bananas and coconuts (if possible)
- a flag
- a box
- a guitar (or a different instrument if necessary)

Language

Pre-teach *seek, prize, pot, bury, destroy*

Fluency Time! 1 A diary CB page 33

Materials

One copy of the diary template and one copy of the activities template per student (🎧 Assessment and Resource CD-ROM, pictures of activities (optional), coloured pencils, scissors and glue for each group, a completed diary)

Method

- Give each student one diary and one activities template. Put students in groups to share coloured pencils, scissors

and glue. Students write a day on each side of the diary (*Saturday and Sunday*).

- Explain that they should think about what activities they are going to do this weekend. They colour and cut out their chosen activities and stick them into the boxes.
- If students want to include different activities, they can draw pictures in the boxes or find pictures on the Internet or in magazines, print them and stick them into the boxes.
- Students write a short text about each activity, describing where they are going to do each one, who they are going to do it with and any other details they wish to include. Students then cut out their diaries from the template.
- Display the completed diaries around the classroom.


Activities

- Ask two students to read out the example conversation from Exercise 2 in the Class Book.
- Put students in pairs. They take turns to ask about what their partner is doing this weekend, and try to find a time to meet their partner. Then ask students to report back on what they are doing this weekend.

Fluency Time! 2 An inventions poster

CB page 63

Materials

One copy of the poster template and one copy of the inventions template per student,  Assessment and Resource CD-ROM, pictures of inventions from magazines or the Internet (optional), coloured pencils, scissors and glue for each group

Method

- Give each student one poster and one inventions template. Put students in groups to share coloured pencils, scissors and glue.
- Students think about which inventions to include. They can choose inventions from the template, or their own ideas. If they use their own ideas, allow them time to research details, e.g. who invented them, when they were invented, what the invention was like at first and what it is like now.
- Students draw or stick pictures on their posters.
- Students choose their two favourite inventions and write a short text about each one, including the notes on the inventions template or the information they have found. They can then decorate the rest of their posters.


Activities

- In pairs, students discuss the inventions on their posters and express their opinions about the different inventions.
- Students present their posters to the class.

Fluency Time! 3 A survival game

CB page 93

Materials

One board game template per student and one spinner and counter template per pair,  Assessment and Resource CD-ROM, coloured pencils, scissors and pencils, thin card (optional)

Method

- Give each student one board game template, and put the students in groups to share coloured pencils and scissors.

- Identify the problems on the game. Look at the example, and ask students to write captions for each problem.
- Ask students to think of five more problems for their board games. These could be related to animals, equipment, weather, etc. Write their suggestions on the board.
- Students draw pictures of their problems in the spaces, then write captions describe them, e.g. an angry lion, a broken bridge, a storm. They colour and cut out their games.
- Students write the numbers 1–6 on their spinner, then colour and cut out the spinner and counters. Show them how to push a pencil through the spinner to make it spin.
- You can stick their board games, counters and spinners onto thin card or strong paper to make them stronger.


Activities

- Show students how to play the game: they place their counters on the start, then take turns to spin the spinner. They move their counter the correct number of squares and try to solve the problem on the square they land on. Their partner decides whether the solution will work.
- The students play again using a different board game.

Fluency Time! 4 A space tourist brochure

CB page 123

Materials

One space tourist brochure template and one sheet of paper per student  Assessment and Resource CD-ROM, pictures of space (optional), coloured pencils, scissors and glue

Method

- Put students in groups to share coloured pencils, scissors and glue. Give each student plain paper and the template.
- Tell students they are going to make a brochure about a holiday destination in space. Tell them to think of a name for their travel company, and write it at the top of their sheet, then colour, cut out and stick the pictures from the template onto their brochures. Alternatively, they can find pictures of space from magazines or the Internet. Tell students to leave space for their planet and their writing.
- Tell students to think about which planet their brochure is about, how people will get there, where people will stay, what they will find in the hotel, what activities people can do, and what kind of food people can eat there.
- Students draw or stick a picture of their planet onto their brochures, then write about their holiday destinations.

Activities

- Ask two students to read the example conversation, then put students in pairs to ask about their brochure.
- Students present their space tourist brochure to the class.