

Julie Penn Introduction by Naomi Simmons and Barbara Mackay

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Scope and sequence

All core language is recycled regularly throughout the course.

			Words			
Star Wei	ter: come back	p27	Revision: names of countries, past simple forms of common irregular verbs			
1	Art project!	р30	Describing art mural, painting, landscape, portrait, art gallery, foreground, background, sculpture Working with words: Prefixes un- / im- Words in context Class Book: stare, borrow, row, smoke, hit, splash, float (v), tie (v) Workbook: lightning, oars, grab, bank			
2	Sports adventures!	р38	Extreme sports ice skating, skiing, baseball, rugby, mountain biking, caving, paragliding, rock climbing Working with words: Prefixes dis- / in- Words in context Class Book: diving, pearl, equipment, talented, freedom, environment, wildlife Workbook: provide, volunteer, skills, protect			
3	lt's festival time!	p46	Festival adjectives original, awful, amazing, deserted, disgusting, traditional, bright, delicious Working with words: Suffix -ous Words in context Class Book: last (v), celebrate, snack, brick, garlic, demonstration, dish, dessert Workbook: hang, decorate, recipe, bunch			
Fluency Time! 1 p54		p54	Discussing future plans: Are you doing anything special? We're / No, not really. Why don't you ? I'd love to. / Sorry, I can't. / I'm not sure			
4	Transport of the future!	p56	Forms of transport hot-air balloon, submarine, coach, yacht, helicopter, motorbike, lorry, barge Working with words: Phrasal verbs Words in context Class Book: ideal, loads, connect, local, private, balance, mud, log Workbook: package, 4 by 4 vehicle, railway, sand dunes			
5	The greatest inventions!	р64	Inventions design, discover, invent, build, device, machine, inspiration, experiment Working with words: Suffix -ment Words in context Class Book: sharp, clay, hollow, nib, ink, reservoir, rotate, cartridge Workbook: underwater, rod, press, string			
6	You've won a computer!	p72	Computer verbs connect, disconnect, log on, log off, download, upload, surf, attach Working with words: Homonyms Words in context Class Book: complication, create, experimental, huge, cursor, immediately, president, market Workbook: public, available, expect, ordinary			
Flue	ngy Timel 2	p80	Requesting favours: Is it OK if I borrow ? Can you show me how to / No, sorry! / Yes, OK. / Sure! / Do you mind if I / No, that's fine. Could I ? / No, I'm sorry. / Yes, of course.			

Grammar	Skills	
Revision: present simple, present continuous, past simple, past continuous, irregular past forms	Reading: understanding a short story, identifying true or false sentences Speaking: using the past continuous and past simple to talk about actions	Writing focus: practising the past simple forms of common irregula verbs
Going to and will I'm going to visit an art gallery this afternoon. I'll come with you. Present continuous with future meaning We're meeting at ten o'clock.	Reading: a story: Island adventure (reading and understanding an extract from a story, understanding words from the context) (Cross-curricular link) Listening: listening for details about a painting Speaking: asking and answering questions about paintings	Writing focus: writing a story Writing outcome: completing a story (Workbook)
First conditional and first conditional questions If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? Second conditional If I had a camera, I'd take a picture. Would you play rugby if you lived in England?	Reading: a sports profile: <i>Tanya Streeter</i> (reading and understanding a biographical article, understanding words from the context) Listening: listening for detail in a sports profile Speaking: asking and answering questions about sports	Writing focus: using a concept map to plan Writing outcome: completing a concept map and using it to write a leaflet (Workbook)
Present perfect: for / since / already / just / yet / before I've been here since nine o'clock. The festival has been on for five days. The procession has already finished. I've just eaten some delicious pancakes. I haven't seen any fireworks yet. I've never eaten anything so delicious before. Past simple and present perfect I went to that festival last year. I've made my costume.	 Reading: a travel article: <i>Top Ten Food Festivals</i> (reading and understanding a travel article, understanding words from the context) Listening: listening for detail in an interview Speaking: asking and answering questions about food festivals 	Writing focus: letter writing conventions Writing outcome: writing a letter to a friend (Workbook)
Project: a diary		
Present perfect continuous 1 Passengers have been waiting for five hours. Time markers for / since / all morning / all day / all week Present perfect continuous 2 I'm tired because I've been working on a new invention. What have you been doing? Have you been swimming?	Reading: a book extract: <i>Transport Around the World</i> (reading and understanding a book extract, understanding words from the context) Listening: listening for detail in an interview Speaking: asking and answering questions about different forms of transport	Writing focus: using process diagrams Writing outcome: using a process diagram to explain how to ride a bike (Workbook)
The passive (present simple and past simple) Many kinds of chewing gum are made. The gum wasn't advertised. The passive (present continuous) My computer is being repaired at the moment.	Reading: a timeline: <i>The History of the Pen</i> (reading and understanding a text with a timeline, understanding words from the context) (Cross-curricular link) Listening: identifying opinions Speaking: asking and answering questions about inventions	Writing focus: writing a biograph Writing outcome: writing a biography (Workbook)
The passive (future) You will be given ten new laptops. The passive (present perfect) These wires have been disconnected.	Reading: a website article: <i>Computers – Fun Facts</i> (reading and understanding a webpage, understanding words from the context) (Cross-curricular link) Listening: listening for detail about why people use computers Speaking: asking and answering questions about computers	Writing focus: presenting a research report Writing outcome: writing a research report (Workbook)

Explorers for a day!	p82	Exploring binoculars, compass, map, treasure, north, south, east, west Working with words: Suffixes -er / -ist Words in context Class Book: shipwreck, clue, hurricane, search, voyage, iceberg, drown Workbook: harbour, entrance, valuable, temple
 It's a mystery! 	p90	Mystery mysterious, strange, ancient, fascinating, site, evidence, investigation, artefact Working with words: Suffix -able Words in context Class Book: sketch (n), figure, soil, underneath, clear away, climate, incredible Workbook: quarry, erupt, statue, platform
Survival!	p98	Survival items penknife, water bottle, fishing line, whistle, needle and thread, rope, matches, first aid kit Working with words : Homophones Words in context Class Book: storm, survivor, supplies, shelter, sails, fence, cut down, wall Workbook: hunt, hut, alone, seal
Fluency Timel 3	p106	Solving problems: What shall we do? What can we do?What do you think we should do? I know! We could try / I think we should / That won't work! / That's a good idea! I'm not so sure.
10 Around the world!	p108	World languages official language, bilingual, multilingual, native speaker, accent, mother tongue, dialect, fluent Working with words: Suffix -ery Words in context Class Book: disappear, altogether, population, continent, international, dominant, predict, century Workbook: isolated, tribe, communicate, inhabitants
Space travel!	p116	Space shooting star, solar system, space station, comet, astronaut, telescope, constellation, space shuttle Working with words: Phrasal verbs Words in context Class Book: head off, spun, diamond, precious, glow, surface, bumpy, snug Workbook: beams, imagine, launch, observatory
12 Holiday time!	p124	Holiday adjectives cheap, expensive, peaceful, busy, luxurious, basic, stimulating, dull Working with words: Silent letters: w and h Words in context Class Book: give up, rickshaw, rush, scary, unfortunately, spicy, flavours, board game Workbook: perfect, coral reef, orang-utan, market
Fluency Time! 4	p132	Talking about dream adventures: Where would you go if you could go anywhere in the world? What's your dream holiday?Where would you most like to go? I'd like to visit / I've always wanted to go to If only I was / I'd love to be
Culture	p134	Films in English, Canada, English around the world
Extensive reading	p137	Non-fiction and fiction reading texts

Relative pronouns: who, which There are many climbers who successfully climb Mount Everest. They climb a mountain there which is the highest mountain in the world. Reported pronouns: that He met a man that was more than 120 years old.	Reading: an encyclopedia entry: <i>Famous Shipwrecks</i> (reading and understanding a factual text, understanding words from the context) (Cross-curricular link) Listening: listening for detail in a tour guide Speaking: asking and answering questions about being an explorer	Writing focus: writing a personalized text Writing outcome: writing a personalized text (Workbook)			
Past perfect After they had climbed onto the ship, they saw there was no one there. Past perfect questions and negative sentences Had people invented trucks and trains before they built the Pyramids? They hadn't invented trucks and trains before they built the Pyramids.	Reading: an interview: <i>The Nazca Lines</i> (reading and understanding an interview, understanding words from the context) (Cross-curricular link) Listening: listening for detail in an advert Speaking: asking and answering questions about mysteries	Writing focus: features of a tourist information leaflet Writing outcome: writing a tourist information leaflet (Workbook)			
Third conditional If the machine had worked, he would have been happy. Modal verbs: have to, must, should and ought to You have to bring a water bottle. You mustn't leave the group. You shouldn't bring valuable possessions. You ought to bring a camera.	Reading: a story extract: <i>Robinson Crusoe</i> (reading and understanding a story extract, understanding words from the context) Listening: listening and ordering events Speaking: asking and answering questions about surviving on a desert island	Writing focus: features of an advice text Writing outcome: writing an advice text (Workbook)			
Project: a survival game					
Reported speech (all tenses) He said he wanted to visit many countries. He said he was looking forward to the trip. He said he had cycled around Africa. He said he had had lessons in French and Arabic. He said the trip would take about two years. Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves The machine turned itself off.	Reading: a Question and Answer text: <i>Languages of the World</i> (reading and understanding a Question and Answer text, understanding words from the context) (Cross-curricular link) Listening: listening and matching speakers to statements Speaking: asking and answering questions about languages	Writing focus: writing an advert Writing outcome: writing an advert (Workbook)			
Reported speech: Wh- questions: Where, Why, What, Who and When He asked him where he was. Reported speech: commands and requests told / asked He told us to turn off our mobile phones. He asked them to leave quietly.	Reading: a poem: <i>Dreaming in a Spaceship</i> (reading and understanding a poem, understanding words from the context) (Cross-curricular link) Listening: listening and identifying missing words in a poem Speaking: asking and answering questions about space	Writing focus: writing a poem and using similes Writing outcome: writing a poem using similes (Workbook)			
wish I wish I was taller. I wish I could fly. I wish it wasn't the last day of our holiday. Question tags There are lots of robots, aren't there? There will be lots of robots, won't there? You like ice cream, don't you?	Reading: a travel blog: <i>My Year Around the World</i> (reading and understanding an Internet travel blog, understanding words from the context) (Cross-curricular link) Listening: listening for detail in an interview Speaking: asking and answering questions about travelling	Writing focus: structuring an opinion essay Writing outcome: writing an opinion essay (Workbook)			
Project: a space tourist brochure					

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)
- e-Books for the Classbook and Workbook
- 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 then presented formally in Lesson 2 through illustrations and recordings. The students can check meaning and develop their 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 using the new vocabulary in context and building new words following the patterns set out 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.

The students are first exposed to the new grammar items in the texts and stories that open Lessons 3 and 4. They then move on to focused grammar presentation, which is reinforced with a range of spoken and written activities.

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 letter, or a biography. 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 visualise 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 that students should use in their own writing.

As with Level 5, there is an extra page of writing practice in the Workbook at Level 6. This provides a model text and writing preparation activities to support the written task.

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 Writing skills task.

Stories

Every unit contains a story, which provides a fun and motivating context in which the new language appears. In Level 6, we rejoin Fin, Libby, Kate, and Ed for more adventures with their youth group, the *Do Something Different Club*. This happy extended family is joined by Tom, who is Libby and Fin's cousin from Canada.

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

Songs

Every unit in *Family and Friends 2nd Edition* contains a song where students practise the new target grammar structure. Melody and rhythm are an essential aid to memory. By singing, students are able to forget fears and shyness and practise the language in a joyful way together. Songs are also fun and motivating, 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 students' desks with minimum classroom disruption.

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

Review units

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 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 on their language skills. It improves students' 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. 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:

- Good manners (Values 1)
- Using your computer safely (Values 2)
- Staying away from home (Values 3)
- Living in a different country (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 154–160 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 5, 6, and 7, and ISE Grade 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 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 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 students' lives today. In Level 6, 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* 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 first 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:

- 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 page 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 to their families and friends 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.

Multimedia

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 four 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 5, 6, and 7, and ISE Grade 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 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 three 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 CLIL videos 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.





The CLIL section of the DVD contains:

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





For teachers

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

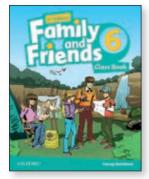
- Create online classes for the course using the 'Manage Classes' features.
- Assign work directly linked to the Class Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various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



e-Books

Both the Class Book and Workbook are available as e-Books. e-Books can be used for:

- Independent work children complete the interactive exercises using a tablet / laptop and headphones
- Group / paired work children share a device, or groups can compete against each other for points
- Whole class work one student plays audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

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.



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.

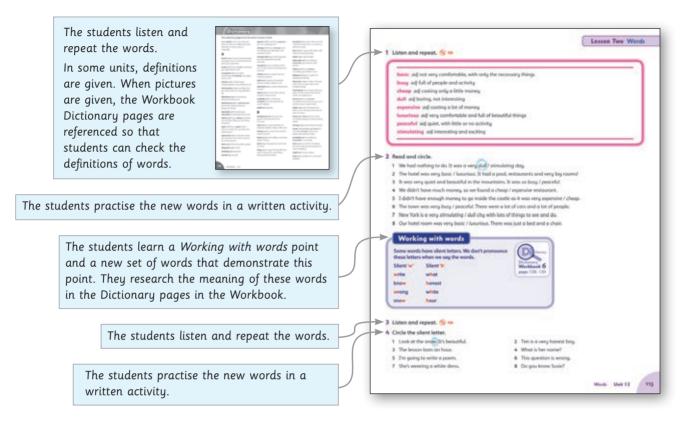




Online Practice allows the students to practise the language further.

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.



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.

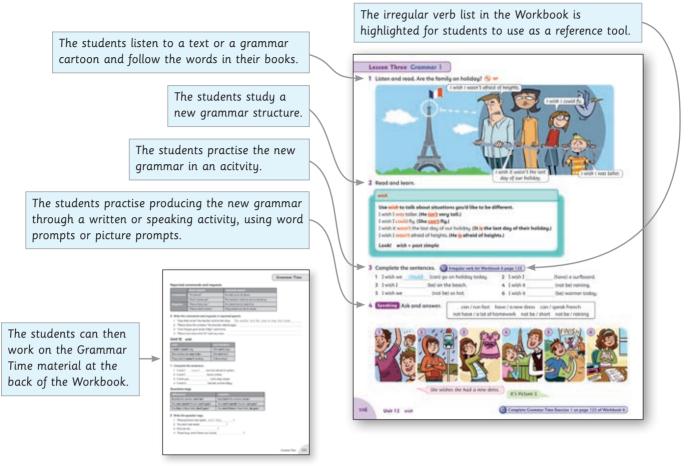




Online Practice allows students to practise the vocabulary further.

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.



Teaching the grammar

- The new grammar is introduced in the context of a cartoon featuring *Professor* and his robot assistant *Chip* or 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. The text in the speech bubbles provides a model for how the activity should be done.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

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

Workbook

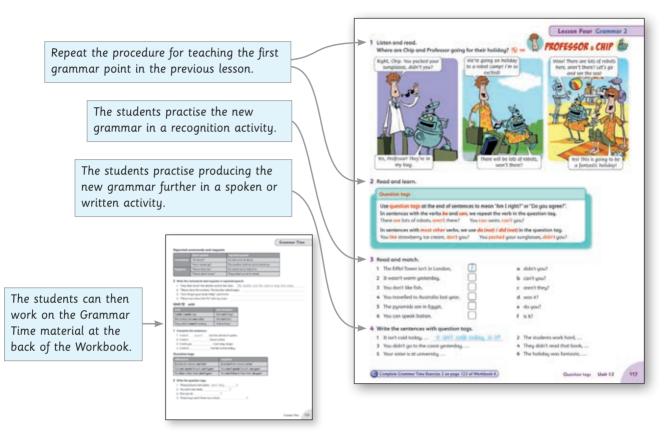
The students practise recognizing and writing the first grammar points from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.



Online Practice allows students to practise the new grammar further.

Lesson Four Grammar 2

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



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 recognition 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 written activity. Students practise manipulating and producing the structure.
- At this point, students are encouraged to complete the relevant Grammar Time exercise 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.



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.

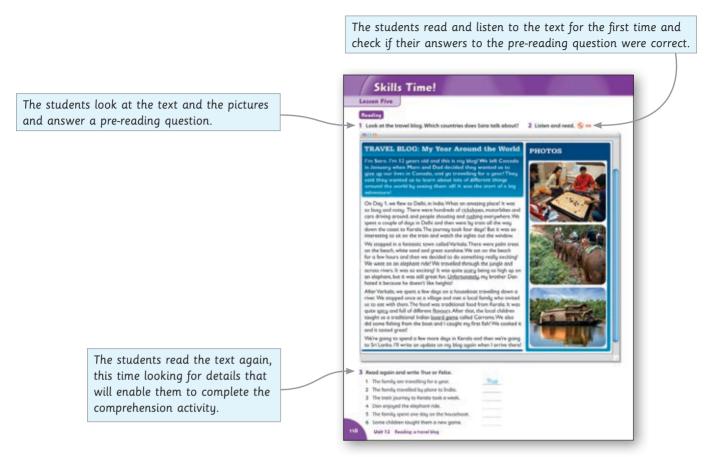




Online Practice allows students to practise the new grammar further.

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.



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

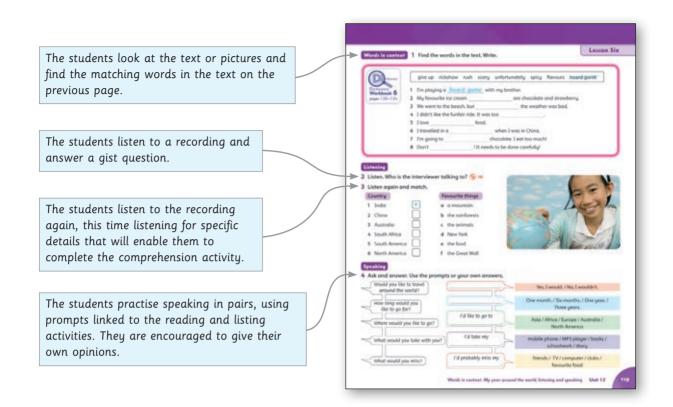
The students further practise reading for gist and detail in the workbook. They read a new text and complete a comprehension activity.



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.



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 the meaning of the underlined words in the text on the previous page.



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

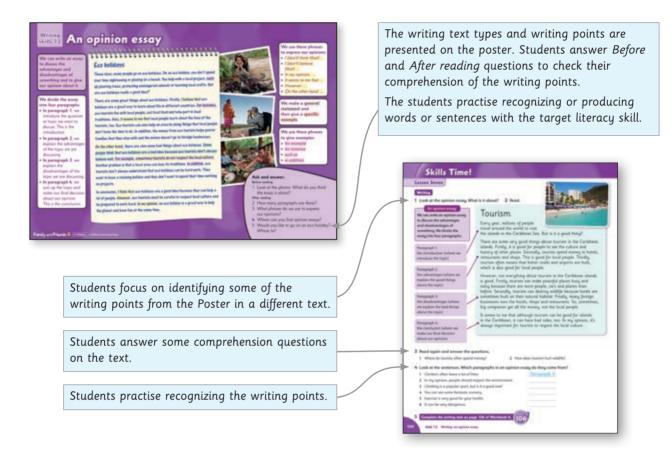




Online Practice allows students to practise the vocabulary further.

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.



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 cartoon and eliciting further examples.
- The final activity is a written activity which practises and consolidates the writing rule.

Teacher's Resource Centre

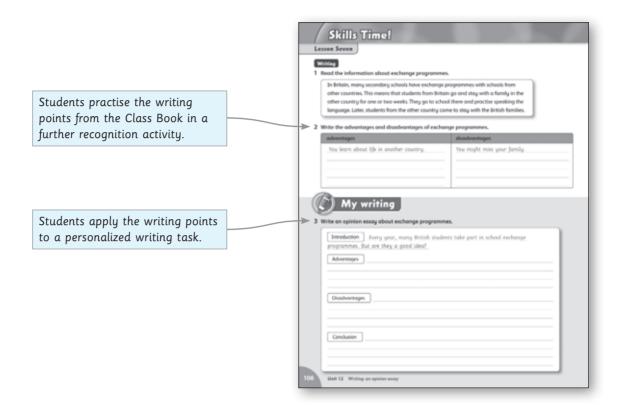
Students follow their own copy of the Poster text in the Teacher's Resource Centre handout.

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Online Practice allows students to practise the writing further.

Lesson Seven Skills Time! Writing (Workbook)

On the Workbook pages, students do a further exercise to practice the writing point in the Class Book before going on to complete a free writing activity.



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

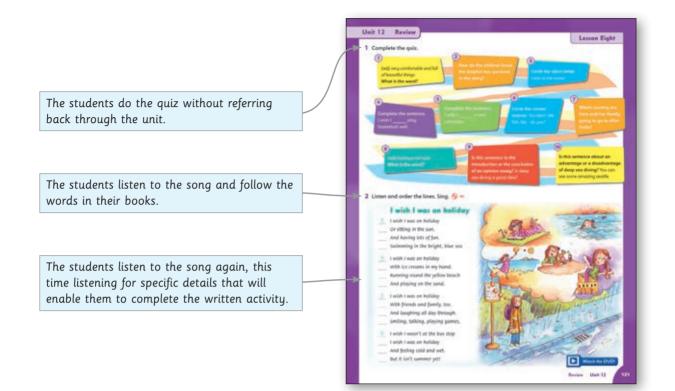
For every unit there is a Writing skills worksheet in the Teacher's Resource Centre. This allows students to combine the writing points they have learnt from the poster and Class Book in a free writing task.

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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.



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.



Progress certificate

After every unit and every three units, students selfassess their work by filling in the Progress certificates in the Teacher's Resource Centre.

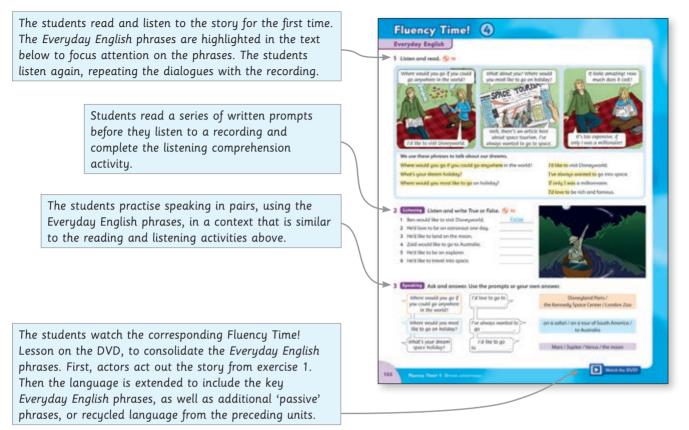
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Online Practice allows students to practice the vocabulary further.

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.



Teaching Everyday English

Story

- Focus on the pictures. Ask students who they can see (*Ben and Megan*) and where they are (*in a park*). Ask students what they are doing (*looking at a magazine*).
- Play the recording for students to listen and follow the dialogue in their Class Books.
- Play the recording again, pausing if necessary, for students to say the dialogue along with the recording.
- Go through the highlighted phrases in the box and make sure the students understand the meaning of each phrase.
- Students practise the dialogue in pairs or groups.
- Ask pairs of students to act out the dialogue for the class.

Listening

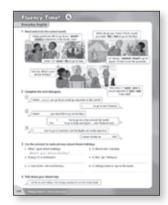
- Show students the sentences. Explain that they need to listen and decide whether each one is true or flase.
- The recording contains examples of the Everyday English phrases, and some additional 'passive' phrases, which simply set the context. Remind the students that they don't need to understand every word.
- Play the recording for the students to listen and complete the activity.
- Ask students to say whether each sentence is true or false and, if it is false, to correct it.

Speaking

- Ask a voulenteer to act out an example dialogue with you.
- Ask two students to read out the example dialogue.
- In pairs, students use the prompts in the box to act out dialogues.
- Ask some pairs to act out their dialogues for the class.

Workbook

• The students practise reading and writing the Everyday English phrases in a new context.

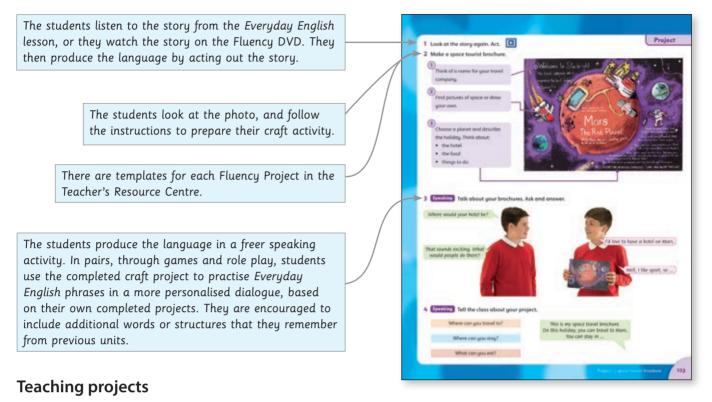




Students do exercises to practise the Everyday English phrases in the Online Practice Fluency section.

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.



Acting out the story

- Draw students' attention to the story in Exercise 1 of the Everyday English lesson on Class Book page 122. Ask the students what they can remember about the story.
- Play the Fluency DVD, Fluency Time! scene 1 again. If you don't have time for the DVD, read the story on Class Book page 122.
- Ask groups of students to act out the dialogue (or their own variations of the dialogue).
- Play Fluency DVD Fluency Time! 4, scene 2 again for students to watch and listen.

Project

- Focus on the picture. Ask students to say what they think the boy in the pictures is doing (*talking about space*).
- Check students have coloured pencils, scissors and glue.
- Divide the class into groups. Give each student a piece of paper or a copy of the template (see Fluency Project 4, Teacher's Resource Centre).
- Use the picture and instructions to talk students through the process of making their brochure. Demonstrate with your own completed brochure and make sure students understand what they have to do.
- Move around the class as the students work, asking questions, e.g. *What's this? Where's the ...?*

Speaking

- Focus on the photo. Tell students they are going to use their brochures to make dialogues.
- Ask two students to read out the example dialogue.
- The students talk in pairs, taking turns to ask questions about their partner's brochure or destination, as in the example.

- Encourage the students to add language to their dialogues, e.g. *What would you do? Why would you like to go to Pluto?*
- Ask some pairs to act out their dialogues for the class.
- Ask individual students to tell the class about their brochure. They can read the questions in Exercise 3 to help them prepare.

Watch the DVD!

- You can now play Fluency DVD Fluency Time! 4, scenes 1 and 2 again to review the language of the Fluency Time! 4 lessons.
- Play Fluency DVD Fluency Time! 4, *Talk to Megan and Ben!* for students to answer the questions.

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

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 tell you 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. fr _ _ (*frog*).
- Divide the class into two teams. A student from Team A tries to guess the correct answer. If he / she gets the correct answer, 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.

Mime the word

- Choose a word from the vocabulary set that students are learning or any other word that students know and you want to focus on.
- Do a mime for the students to guess the word.
- Choose a student to continue with another word / mime.

Miming snap

- This is a variation of *Mime the word*. 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 an action. If the word matches the mime, students shout *Snap!* If the word doesn't match the mime, students remain silent or do an agreed action.
- Choose a student to continue with another word / mime.

Miming dictation

- This is a variation of *Mime the word*. Write a sentence on the board using a structure that you want to practise, e.g. *I've seen the Pyramids*.
- Mime other sentences in the same pattern. (You can shake your head and look sad to elicit the negative.)
- Students write the sentences.

Book race

- Use this in the last lesson of a unit to look back at the unit, or in the first lesson to look back at the previous unit.
- Tell students they are going to do a book race. When you say words or phrases, the students have to find and point to that word or phrase in the unit, but they have to be quick! Do an example with students, allowing them plenty of time to find the word or phrase.
- Call out a word or phrase students have just learnt, e.g. *If the weather is good, we'll go paragliding.*
- Students look quickly through the unit to find it.
- Call out the first words or phrases slowly at first, then gradually reduce the interval until it is a race to keep up.

Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign a target word, e.g. and and but to each student.
- Read out sentences containing the target words. Students stand up or do another 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.

Simon says ...

- Ask students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words *Simon says*..., students must mime what you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and has to sit down.
- Give an instruction that is relevant to the unit's language, e.g. Simon says ... ride a motorbike; Simon says ... sail a yacht; Simon says ... drive a lorry.
- Intermittently insert an instruction without saying *Simon says* ... to see which students are paying attention.
- Continue the game until there is one winner left standing or a group of winners if you prefer.

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 students to guess the letters that are in the secret word, one by one. If a student guesses a letter which is in the secret word, write the letter in the correct position.
- If a student guesses a letter which isn't in the word, 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 until you have practised all the words from the vocabulary set, or until someone forgets the words.

Bingo

- Ask the students to draw a grid, three by three 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. Keep a record of the words, so you don't say the same one 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*!

Wrong word

- Write six to eight sentences on the board about a story, poem or factual text that students have recently 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.

True or false?

- Say a true or false statement about a topic or using a grammar point you want to practise, e.g. *l've got two sisters*.
- If students think you are telling the truth, they call out *True!* If they don't, they call out *False!*
- Choose a student who gave the correct answer and ask that student to say a true or false sentence for the class.

Whispers

- Ask students to work in groups of at least eight. Give one student in each group a piece of paper with a sentence on it. The sentences should relate to a story they have read, an area of grammar they have studied, or an item of vocabulary they have learnt.
- The student whispers the sentence as quietly as possible to the student sitting on his / her right. This student then whispers the sentence to the student on his / her right.
- The game continues in this way until the sentence reaches the final student.
- The final student says the sentence aloud and the first student shows the sentence on the slip of paper. Students compare what they heard with the original sentence.

Order the letters

- Choose a word and 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 the jumbled letters for a word from a vocabulary set on the board.
- Give the first team ten seconds to say the word. If they don't guess, 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.

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 describe another word from the set.
- Continue with other words and different students.

Write one thing

- Write several themes relating to a reading or listening text that students have just covered on the board, e.g. space, computers, extreme sports.
- Ask students to write down one word for each category. Discuss the words that students have written and why.

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 all twenty questions or they have guessed the word correctly. If they are having difficulty guessing the word, give clues to help them.

Disappearing dialogue

- Choose one frame of the story dialogue 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.

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.

Questions for answers

Play this to check for comprehension of a text, or to practise grammar. Write a list of answers on the board, e.g. *It sank when it hit an iceberg. It was sailing to New York. I went to the festival yesterday. Yes, I have eaten Chinese food.*Students must guess the question which fits each answer.

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.

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

Starter

Welcome back!

Lesson One CB pages 4–5

Story

Learning outcomes

To remember the characters and events from the DSD Club story

To read and understand a story

To act out a story

Language

Recycled: vocabulary and structures from *Family and Friends 5*

Materials

CD 🚱 01

Warmer

- If this is a new class, ask students to tell you their names, ages, and what they like doing in their free time.
- Tell students to imagine they are setting up a new club. Ask *What would you call your club? What would you like to do?*

Lead-in

- Ask students what they remember about the DSD club from Level 5 of Family and Friends. Ask Who is in the DSD Club? What does DSD mean? Can you remember what the children from the DSD Club did together?
- Ask students to look at the pictures before they read and listen to the story. Ask *What are the names of the children in the pictures? What do you think happens in this episode ?*

1 Listen and read. Where does Tom come from? (5) 01

- Play the recording for students to listen and follow in their books. Ask the gist question for the class to answer.
- Play the recording again. Ask comprehension questions, e.g. Who are Tom's cousins? What do the children show Tom? What stories do the children tell Tom about?

ANSWER

Tom is from Canada.

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

- Play the recording again, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Libby, Ed, Kate, and Tom.
- Let students practise acting out the story (see the suggested actions below), then ask one or two groups to come to the front of the class to act out the story.

Story actions

- Frame 1: Libby enters and waves to Kate and Ed. Frame 2: Fin extends his hand to introduce Tom.
- Frame 3: Libby gestures towards Tom and Kate.
- Frame 4: Kate and Libby point to the pictures.





Frame 5–8: The children point to other pictures.Frame 9: Fin gives Tom his DSD Club T-shirt and cap.Frame 10: The children cheer.

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

- Look at the example. Ask students to find the part of the story which says Ed and Kate went on holiday to Spain.
- Students read the sentences and write *True* or *False*.

ANSWERS

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

Further practice

Workbook pages 2–3 Online Practice • Starter Unit • Story

Lesson Two (B page 6

Grammar 1

Learning outcomes

To use the present simple to talk about habits and routines

To use the present continuous to talk about actions happening now

To use the past simple to talk about actions that interrupted other actions in the past

To use the past continuous to talk about actions that were interrupted

Speaking: asking and answering questions about actions in the past

Language

Core: I go there every year. It's always great. What are you doing? I'm looking for your present. When I was sitting on the plane, it said hello to the man next to me! When I was walking around, I saw this.

Extra: convention

Materials

CD 🚱 02

Warmer

- Play Twenty, twenty (see page 25) with the word robot.
- At the end of the game, ask students why they think you chose this word to start today's lesson.

Lead-in

• Tell students they are going to read a story about the Professor and his robot, Chip. Ask what they remember about Professor and Chip from *Family and Friends* Level 5.

1 Listen and read. Where did Professor go? 🛞 02

- Ask students to look at the pictures. Point to each one in turn and ask *What can you see*?
- Play the recording. Students listen and follow in their books. Ask *Where did Professor go?*
- Play it again. Ask comprehension questions, e.g. How often does Professor go to the robot convention? What has Professor got for Chip? What did the little Chip do on the plane?

ANSWER

Professor went to the robot convention.

2 Read and learn.

- Read the rules and examples in the first box with the class.
- Ask about students' habits and routines, e.g. When do you get up in the morning? How often do you go to the library / cinema / sports centre? What do you do after school?
- Write some of their answers on the board as examples of present simple sentences.
- Ask students to tell you what is happening right now in the classroom. Write some of their answers on the board as examples of present continuous sentences.
- Read the second box with the class.



 Write further examples of sentences using the past simple and past continuous to show that one action has been interrupted by another:

While I was reading my book, Leyla phoned. When Mum was cooking dinner, Dad arrived home.

- Ask individual students to come to the front and underline the past simple part of each sentence. Ask different students to underline the past continuous part.
- Read each sentence to the class. Ask What was happening first? What interrupted the action?

3 Read and circle.

- Before students look at the exercise in their books, copy the example onto the board. Ask students which form of the verb we need to complete the sentence and circle it.
- Students read the sentences and circle the correct form.
- Ask individual students to read the complete sentences.

ANSWERS

- 1 go 2 is watching 3 work 4 are having
- 5 play 6 are working

4 Ask and answer.

- Ask students to look at the pictures. Explain that the first picture shows what the people were doing before the storm started, and the second shows what they did next.
- Ask a pair of students to read out the example dialogue.
- Students work in pairs. Student A chooses one of the people in the pictures. Student B asks the questions from the example dialogue. Student A uses the word prompts to answer the questions using the past continuous and the past simple. The partner then identifies the person.

Further practice

Workbook page 4 Student Website • Starter Unit • Grammar Online Practice • Starter Unit • Grammar 1

Lesson Three (B page 7

Grammar 2

Learning outcomes

To write the past simple forms of common irregular verbs To write the past participles of common irregular verbs

Language

Core: Past simple and past participles of: *buy, hear, make, use, keep, have, catch, get, find, speak, grow, take, wear, write, fly, eat, see, go*

Extra: funfair

Materials

CD 🕥 03

Warmer

- Play a game to revise tenses. Write the following verbs on the board: *eat speak make use have go wear write*
- Divide the class into two teams. One student from Team A chooses a verb and make a sentence with it, using the present simple or the present continuous to score one point. Alternatively, he / she can choose two verbs and make a sentence containing the past simple and the past continuous to score two points.
- Ask students to choose four members of their team to make the sentences. Explain that the rest of the team can help them. Play the game, alternating between the teams.
- Teams get points for grammatically correct sentences. Add up the scores and reveal the winning team.

Lead-in

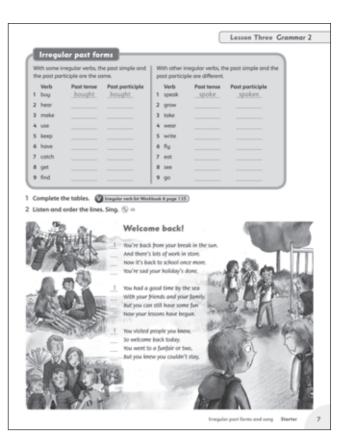
• Ask students *What is a past participle? When do we use past participles?* Point to some of the verbs on the board from the warmer activity and ask *What's the past participle?*

1 Complete the tables.

- Ask students to look at the tables in their books. Read the explanation and examples to the class. Tell students there is no rule for deciding which verbs have the same past simple and past participle forms, they have to be learnt.
- Ask students to complete the tables with the past tenses and participles of each verb. Remind them to use the verb list on Workbook page 135.

ANSWERS

Verb	Past tense	Past part.	Verb	Past tense	Past part.
1 buy	bought	bought	1 speak	spoke	spoken
2 hear	heard	heard	2 grow	grew	grown
3 make	made	made	3 take	took	taken
4 use	used	used	4 wear	wore	worn
5 keep	kept	kept	5 write	wrote	written
6 have	had	had	6 fly	flew	flown
7 catch	caught	caught	7 eat	ate	eaten
8 get	got	got	8 see	saw	seen
9 find	found	found	9 go	went	gone



Optional activity

- Ask students to work in pairs. Tell them that they are going to test each other on the past simple and participle forms of the verbs from Exercise 1.
- One student closes his / her book. The other student asks questions about the verbs in the table, e.g. *What's the past participle of 'take'? What's the past tense of 'catch'?*
- Ask students to swap roles and repeat the activity.

2 Listen and order the lines. Sing. S 03

- Focus students' attention on the pictures. Point to each one and ask *What are the children doing*?
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play the song a second time, pausing at intervals for students to number the lines in the order they hear them.
- Play it a third time for students to check their answers.
- Go through the answers. Ask a different student to read each line in the order that they heard it.
- Play the recording once more for students to sing along.

ANSWERS

Verse 1: 1, 4, 3, 2 Verse 2: 1, 2, 4, 3 Verse 3: 1, 4, 2, 3

Further practice

Workbook page 5 Starter Unit test, Teacher's Resource Centre Student Website • Starter Unit • Grammar Student Website • Starter Unit • Listen at home Track 3 (Song) Online Practice • Starter Unit • Grammar 2

Art project

Lesson One (B page 8

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *theme, impossible, flag*

Materials

CD 🛞 03-04

Warmer 🛞 03

• Play the song *Welcome back!* from page 7.

Lead-in

- Ask students to look at the pictures in the story without reading. Discuss the characters from the story with the class. Ask different students around the class to choose one character and tell you all they can about him / her.
- Ask students to look again at the pictures in the story. What do they think the story is going to be about? Ask *Where are the children?*

1 Listen and read. What is the theme for the mural? S 04

- Teach the word *mural*. Ask prediction questions for the children to think about as they listen to the recording, e.g. Where are the children going to paint the mural? Do the children know what to paint?
- Play the recording for students to listen and follow the words in their books. Ask the gist question *What is the theme for the mural?* for the class to answer.

ANSWER

The theme for the mural is 'Around the world'.

• Play the recording a second time. Ask comprehension questions, e.g. Why are the DSD Club going to paint murals? Why can't the children paint animals / portraits of famous people / flags and maps? Do the children decide on what they are going to paint?

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

- Play the recording again, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Libby, Ed, Kate, and Tom.
- Students practise acting out the story. Some suggestions for actions are given, but students should be encouraged to come up with their own.
- Ask one or two groups to act out the story for the class.



Story actions

Frame 1: Fin gestures towards the walls. Frame 2: Ed puts up his hand to ask a question. Frame 3: Libby stands up, smiling and extending her palm to make a suggestion. The others shake their heads. Frame 6: Fin points to the clock to signal it's time to go home. The children shrug their shoulders.

3 Read again and write True or False.

- Ask students to read the story again without the CD. Look at the example. Ask *Are the children going to paint the walls?* Establish that the statement is true.
- Students read the sentences and write *True* or *False*.

ANSWERS

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

Optional activity

- Ask the class to suggest things students could draw for their mural. Write each category on the board, e.g. *food, buildings, clothes*
- Point to each category and ask students to suggest a list of things that could fit into it. Remind them that the theme of the project is 'Around the world', so they should try to think of things from different countries, e.g. *Food pasta, burgers, rice, fish and chips*.
- Ask, e.g. Which country do you think has the best food? Which buildings around the world would you like to see?

Further practice Workbook page 6 Online Practice • Unit 1 • Story

30 Unit 1

Lesson Two (B page 9

Words

Learning outcomes

To identify different words related to art

To use prefixes un- and im- to make words negative

Language

Words: art gallery, mural, painting, portrait, landscape, background, foreground, sculpture

Working with words: popular / unpopular, friendly / unfriendly, tidy / untidy, patient / impatient, possible / impossible, polite / impolite (Class Book); lucky / unlucky, happy / unhappy, mature / immature, interesting / uninteresting (Workbook)

Materials

CD (S) 05–06; Dictionary Workbook pages 126–134; examples of different artwork taken from magazines or printed out from the Internet (optional)

Warmer

• Display the examples of artwork so all the students can see. Ask What can you see in the pictures? Which picture do you like best? Which pictures don't you like? Why?

Lead-in

• Ask students to imagine they are going to visit an art gallery. Ask *What are you going to see*? Encourage students to suggest as many different possibilities as they can, to elicit art-related vocabulary. Write the words on the board.

1 Listen and repeat. 🛞 05

- Focus attention on the picture. Ask students if they can see any of the things mentioned in the warm-up activity.
- Play the recording, pausing for students to repeat in chorus.
- Play it a second time for students to repeat again.
- Ask individual students to say the words for the class.

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 2.

2 Write the words.

- Ask students to read the list of definitions and write the correct words from Exercise 1 for each one.
- Check the answers and pronunciation with the class.

ANSWERS

1 painting 2 art gallery 3 portrait 4 landscape

5 foreground 6 background 7 sculpture 8 mural

3 Listen and repeat. 🛞 06

- Focus attention on the words in the box. Ask a student to read the explanation. Compare the words in the first row with those in the second row. Ask *How do we make 'popular' negative?* Make sure that the students understand that by adding the prefixes the meaning of the adjectives changes to the negative. Establish that we can't use these prefixes at the start of all adjectives.
- Play the recording for students to repeat in chorus.



- Play it a second time for students to listen and repeat again.
- Ask individual students to say the words. Ask questions, e.g. What's the negative form of popular / patient / tidy?

4 Read and circle.

- Ask students to look at the instruction and say what they think they are going to have to do. Look at the example to demonstrate how they should read the sentence and circle the correct word from the two options for each one.
- Ask different students to read out the complete sentences.

ANSWERS

- 1 unfriendly 2 popular 3 polite 4 untidy
- 5 patient 6 impossible

Optional activity

- Ask students to close their books. Write a positive adjective from the Class Book on the board. Invite a child to come to the front and make it negative by adding *un*or *im*-. Ask the class if they think it is correct before you accept it. Repeat with the rest of the adjectives.
- Ask the class to look at the list of negative adjectives on the board. Ask different students to say a sentence using each of the words.
- Rub off the prefixes from the words on the board. Ask different students to say sentences using the adjectives.

NOTE: Students now do the tasks 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 (B page 10

Grammar 1

Learning outcomes

To use *going to* to talk about plans and decisions made earlier

To use *will* to talk about decisions or offers made as we speak

Language

Core: I'm going to visit an art gallery this afternoon. I'm not going to go to town this weekend. I'll come with you! I won't come with you. I'm too busy.

Materials

CD 🚱 07

Warmer

- Play A long sentence (see page 24) to energize the class and revise the vocabulary from the previous lesson. Begin with *I'm going to the art gallery to see some portraits*.
- Choose a confident student. The student continues the sentence with another thing he / she could see at an art gallery, e.g. *I'm going to the art gallery to see some portraits and some sculptures*.
- Continue until students run out of things to add to the list.
- Play again, if necessary, to allow all students to take a turn.

Lead-in

• Revise future tenses with the class. Ask *Which tenses can* we use to talk about the future? Tell students that in this lesson they are going to look at going to and will. Ask When do we use 'going to'? When do we use 'will'?

1 Listen and read. Where do Professor and Chip go? Solution 07

- Ask students to look at the pictures. Ask *Who can you see?* Encourage students to tell you what they remember about Professor and Chip.
- Play the recording for students to follow in their books.
- Ask the class Where do Professor and Chip go?

ANSWER

Professor and Chip go to an art gallery.

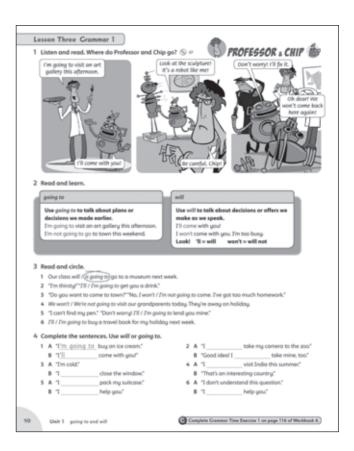
• Play the recording again. Ask students to listen for examples of *going to* and *will*.

2 Read and learn.

- Focus on the grammar box. Ask one student to read out the rules for *going to,* and another to read out the rules for *will.*
- Ask students to look at the picture story in Exercise 1 again and point to examples of *going to* and *will*. Go through them together. Ask *Why do we use going to / will here?*

Optional activity

• Ask students to look at the story on page 8 again and find examples of *going to* and *will*. Ask students why *going to / will* is used each time.



3 Read and circle.

- Read the instruction and ask the students to say what they think they have to do. Look at the example together.
- Ask students to read the sentences and circle the correct option for each one.
- Go through the answers with the class. Ask different students to read the complete sentences for the class.

ANSWERS

1 is going to 2 I'll 3 I won't 4 We're not going to 5 I'll 6 I'm going to

4 Complete the sentences. Use will or going to.

- Focus on the example. Ask one child to read out the dialogue for A and another to read out the dialogue for B.
- Ask students to read the rest of the dialogues and complete the sentences with the correct forms of *going to* or *will*.
- Go through the answers with the class, asking different students to read out the completed dialogues.

ANSWERS

1 'm going to; I'll 2 'm going to; 'll 3 'll 4 'm going to 5 'm going to, 'll 6 'll

NOTE: Ask students to complete the first Grammar Time task on page 116 of the Workbook. See page 7 of the introduction for suggestions of how these tasks should be used.

Further practice

Grammar Time Workbook page 116 Workbook page 8 Student Website • Unit 1 • Grammar 1 Online Practice • Unit 1 • Grammar 1

Lesson Four (B page 11)

Grammar 2

Learning outcomes

To use the present continuous with future meaning Speaking: asking and answering questions about what people are doing at specific times in the future

Language

Core: We're meeting at ten o'clock. I'm not doing anything. What are they doing at 8.00 a.m.? At 8.00 a.m., they're leaving school.

Extra: art exhibition, display

Materials

CD 🚳 08; a piece of paper for each group (optional)

Warmer

- Tell students you have plans for what to do today. Mime an activity, e.g. swimming. Invite students to tell you what you are going to do. Continue with other mimes.
- Invite individual students to stand up and do their own mimes. The class guess what they are going to do.
- Ask Which other tense can we use to talk about future plans?

Lead-in

- Ask students to look at the photograph. Ask What's the boy doing? Who do you think he's writing to?
- Ask Do you send a lot of emails? How many emails do you send a week? What do you email your friends about?

1 Listen and read. Where does Harry want to go with Ben? So 08

• Play the recording for the class to follow the text in their books. Ask the gist question for the class to reply.

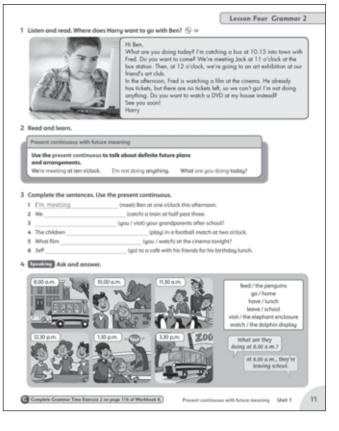
ANSWER

Harry wants to go into town with Ben.

• Play the recording again. Ask comprehension questions, e.g. Who is Harry going into town with? Where are they meeting Jack? What is Fred doing this afternoon? Why can't the other boys go to the cinema?

2 Read and learn.

- Focus on the grammar box. Ask a student to read the explanation and the examples.
- Ask How do we form the present continuous? What do we put before the main verb? What do we add to the end of the main verb?
- Ask students to look at Exercise 1 again and find examples of the present continuous.
- Write gapped sentences on the board, e.g.
 I______(go) to the cinema tomorrow.
 I______(meeting) my friend after school.
 Invite different students to come to the front and complete the sentences using the present continuous form of the verb in brackets.



3 Complete the sentences. Use the present continuous.

- Ask a student to read the example for the class.
- Ask students to complete the rest of the sentences with the present continuous form of the verb.

ANSWERS

- 1 'm meeting 2 're catching 3 Are you visiting
- 4 are playing 5 are you watching 6 is going

4 Ask and answer.

- Ask a pair of students to read the example question and answer in the speech bubbles to the class.
- Students work in pairs. They take turns to ask questions about what the children are doing at the different times.
- Ask different pairs to ask and answer about each picture.

ANSWERS

- 1 What are they doing at 8.00 a.m.? At 8.00 a.m., they're leaving school.
- 2 What are they doing at 10 a.m.? At 10 a.m., they're visiting the elephant enclosure.
- **3** What are they doing at 11.30 a.m.? At 11.30 a.m., they're feeding the penguins.
- 4 What are they doing at 12.30 p.m.? At 12.30 p.m., they're having lunch.
- 5 What are they doing at 1.30 p.m.? At 1.30 p.m., they're watching the dolphin display.
- 6 What are they doing at 3.30 p.m.? At 3.30 p.m., they're going home.

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

Lesson Five (B page 12)

Skills Time!

Skills development

Reading: read and understand an extract from a story Reading: work out the meaning of new words from the context

Language

Recycled: vocabulary and structures seen previously Extra: *stare, in the distance, borrow, row, smoke, hit, splash, missing, float (v), tie (v)*

Materials

CD (S) 09; photocopies of landscape paintings by different artists (optional)

Warmer

- Put students in groups. Give each group a photocopy of a landscape painting. Keep another for yourself.
- Hold up your painting so that all of the students can see it. Ask students *What can you see? Where do you think this place is? What do you think might happen here?*
- Ask students to discuss their pictures with their groups.
- Ask one person from each group to stand up and tell the rest of the class about their picture.

Lead-in

• Ask students to look at the pictures. Ask questions about each one, e.g. *What can you see? Where is it?*

1 Look at the story and the paintings. Which painting do you think the story is about?

• Ask students to look again at the pictures. Tell them to skim through the text to find out which painting the story is about. Tell them not to worry if they don't understand the meaning of all the words for now.

ANSWERS

The story is about picture 1.

2 Listen and read. 🛞 09

- Tell students they are going to listen to the story. Play the recording all the way through as students listen and read.
- Play the recording again, pausing at regular intervals. Check understanding by asking questions, e.g. *How do the boys get to the island? Why can't the boys go home? What ideas do they have? Who finds the boys?*
- Elicit the meanings of any words they don't know, including the underlined words, asking students to guess the meaning from the context of the story.
- Play the recording again. Focus on the pronunciation of the underlined words. Pause for students to repeat.

3 Read again and write the answers.

• Ask students to read through the questions. Look at the example together. Students write short answers for the rest of the questions.

Skills Time!

Reading

Look at the story and the paintings. Which painting do you think the story is about?
 Listen and read. So a



• Let students complete the activity, then check answers. Where the answer is *No*, encourage students to give the correct answer.

ANSWERS

- 1 Yes, he is.
- 2 No, they don't. (They row a boat to the island.)
- **3** Yes, there are.
- 4 Yes, they do.
- 5 No, they don't. (They hit two rocks together to make a fire.)
- **6** No, he doesn't. (Jeff's brother finds them.)

Optional activity

Write these sentences on the board. Ask students to read the text again and say whether they are true or false. Max was staying with his cousin. (T)
The boys played on the beach every day. (T)
Lots of people lived on the island. (F)
The boat didn't belong to the boys. (T)
The boys left the boat in the water. (F)
The boys explored the island. (T)
The boys used matches to make a fire. (F)
Jeff's brother didn't see the smoke from the fire. (F)

Optional activity

- Play Desert Island. Say I'm going to a desert island. I'm going to take my camera. I'm going to take lots of photos.
- Choose a student. Ask him / her to choose something that they are going to take to the island. They tell the class about it in the same way.
- Continue with other students around the class.

Further practice

Workbook page 10 Online Practice • Unit 1 • Reading

Lesson Six (B page 13

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific information

Speaking: ask and answer questions about a painting

Language

Words in context: *stare, row, smoke, borrow, hit, splash, float, tie* (Class Book); *lightning, oars, grab, bank* (Workbook)

Extra: French, Italian, tropical, coast, Mexican

Materials

CD 🚱 10; Dictionary Workbook pages 126–134

Warmer

• Play Smiley face (see page 24) with the unit vocabulary.

Lead-in

• With books closed, ask questions about the story from the previous lesson, e.g. *Where was Max staying? Where did Jeff and Max go? What went wrong?*

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the story. Write.

- Ask the students to look at the words in the box. Explain that all of the words come from the story on page 12.
- Ask students to look at the story again and find all of the underlined words. They read the sentences that contain each word and try to determine the meaning of the words from the context.
- Students read the sentences on page 13 and complete them with the correct words.
- Go through the answers with the class. Ask individual students to read complete sentences aloud.

ANSWERS

1 row 2 borrow 3 splash 4 stare 5 smoke

6 tie 7 float 8 hit

2 Listen. Do the children like the painting? 🚳 10

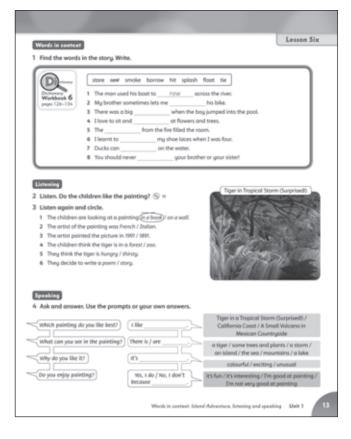
- Focus attention on the picture. Ask the class *What can you see in the painting? Do you like it? Why / Why not?*
- Tell students they are going to hear a recording of two children talking about the painting. They must listen and find out if the children like the painting.
- Play the recording once all the way through.
- Ask the class Do the children like the painting?

Transcript

(See Teacher's Book page 141.)

ANSWER

Yes, the children like the painting.



3 Listen again and circle.

- Ask students to read the sentences silently before you play the recording again.
- Play the recording, pausing at intervals for students to circle the correct words. Play the recording again if necessary.
- Go through the answers with the class.

ANSWERS

1 in a book 2 French 3 1891 4 forest 5 hungry 6 story

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

- Tell students that they are going to have a conversation about a painting that they like. Ask two students to read the speech bubbles for the class, using the prompts or their own ideas to give answers.
- Ask students to work in pairs. Students take turns to ask and answer questions about their favourite painting.
- Monitor the activity, helping where necessary.

NOTE: Students now do the task on Workbook page 11. Remind them 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 Student Website • Unit 1 • Listen at home • Tracks 4–7

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

Lesson Seven (B page 14

Skills Time!

Skills development

Writing focus: using speech in fictional writing Writing outcome: write a story based on / inspired by a painting (Workbook)

Language

Recycled: vocabulary and structures seen previously Extra: *speech marks*

Materials

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

Warmer

• Play Guess the word (see page 24).

Poster 1: A story

- Hand out a photocopy of the poster text to each student. Display your copy of the poster so all the class can see it.
- Ask the 'Before reading' question in the bottom right-hand corner. Encourage students to discuss and share their ideas.
- Ask students to read the story silently. Ask comprehension questions, e.g. *Where did Toby and Rick go? What did they take with them? What did they see coming from the big ship?*
- Read the first two text boxes on the left-hand side to the class. Ask *What do we write in our story? What do we use to describe how people do or say things or how they feel?* Ask students to find the adverbs in the story.
- Read the final text box on the left. Ask How do we set out dialogue in a story? What goes inside the speech marks?
- Read the first text box on the right. Ask *What do we use time markers for?* Find the time markers in the story.
- Read the rest of the text on the right. Ask *What can we use to make our writing more interesting? What do we include at the end of the story?* Ask students to find the sentence that says how the characters feel at the end of the story.
- Ask the 'After reading' questions in the bottom right-hand corner. Discuss some of the students' answers with the class.

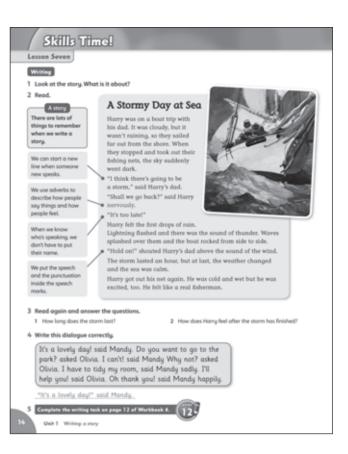
NOTE: Students should keep their copies of the poster text in a safe place to refer to later.

1 Look at the story. What is it about?

• Focus on the picture. Ask *What can you see?* Ask students to look at the title and glance quickly through the text, without reading it in detail. Ask *What is the story about?* Encourage students to make predictions about the story.

2 Read.

- Ask a different student to read out each paragraph. Ask comprehension questions, e.g. What was the weather like at the beginning of the trip? How does Harry's dad know there's going to be a storm? What happens to the boat in the storm?
- After reading, discuss the story. Were their predictions correct? Ask *Do you think the story was exciting? Why (not)?*



• Look at the text boxes on the left of the story. Choose a different student to read each one. Check understanding.

3 Read again and answer the questions.

- Ask students to read the story again silently.
- Ask students to read and answer the questions.

ANSWERS

1 The storm lasts an hour. 2 After the storm, Harry feels excited.

4 Write this dialogue correctly.

- Ask students to look at the story again and focus on how the speech is laid out. Ask *What do we put around the speech? Where does the punctuation go?*
- Tell students they are going to use this information to rewrite the dialogue in Exercise 4. Go through the example.
- Let students complete the activity, then check answers.

ANSWERS

"It's a lovely day!" said Mandy. "Do you want to go to the park?" asked Olivia. "I can't!" said Mandy. "Why not?" asked Olivia. "I have to tidy my room," said Mandy sadly. "I'll help you!" said Olivia. "Oh thank you!" said Mandy happily.

5 Complete the writing task on page 12 of Workbook 6.

• Students now do the writing task on Workbook page 12. See page 6 of the introduction for suggestions on how the Writing pages of the Workbook should be used.

NOTE: Students can do the Unit 1 writing skills worksheet in the Teacher's Resource Centre after this lesson. See the notes on page 7.

Further practice

Workbook page 12 Writing skills worksheet, Unit 1 Teacher's Resource Centre Online Practice • Unit 1 • Writing

Lesson Eight (B page 15)

Unit 1 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 11

Warmer

- Play Book race (see page 24) using the sentences below.
- Give students 15 seconds per sentence to find the answer. We won't come back here again! (Lesson 3) The artist of the painting was French. (Lesson 6) Do you want to watch a DVD at my house instead? (Lesson 4) I think there's going to be a storm. (Lesson 7) How did you find us? (Lesson 5) How about flags or maps? (Lesson 1) It's a robot like me! (Lesson 3) What will we paint? (Lesson 1)
- Go through the answers with the class.

1 Complete the quiz.

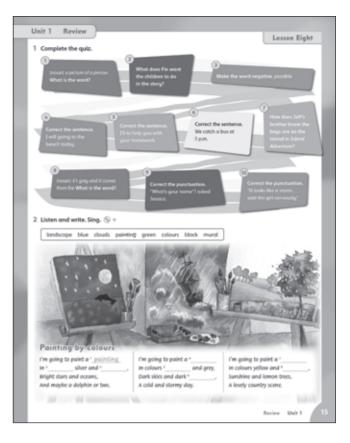
- Tell the students they are going to do a quiz based on what they've learnt in this unit. Students can do this activity individually, in pairs, or in teams.
- If you like, choose a student to be the quiz master. Ask him or her to come to the front of the class and read the questions to the class, giving 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

 portrait
 He wants them to paint a mural for the DSD Club wall.
 impossible
 I'm going to the beach today.
 I'll help you with your homework.
 We're catching a bus at 5 p.m.
 He saw the boat near the shore.
 smoke
 "What's your name?" asked Jessica.
 "It looks like a storm," said the girl nervously.

Optional activity

 Play Wrong word (see page 24) with sentences about the unit. Divide the class into two teams and read the statements below to each team in turn. The DSD Club children have to paint a portrait. (mural) Libby suggests going to the art gallery. (library) Professor and Chip see a mural. (sculpture) Harry writes Ben a letter. (email) Max and Jeff went to a city. (island) Max and Jeff lost their bike. (boat) Henri Rousseau was a French chef. (artist) Harry went on a boat trip with his mum. (dad)



2 Listen and write. Sing. 🚳 11

- Focus students' attention on the paintings. Point to each one and ask *What can you see*? Ask what they think the song is about (*painting a picture*).
- Play the song all the way through for students to follow in their books.
- Play the song a second time, pausing at intervals for students to write the missing words in the gaps.
- Play the song a third time if necessary.
- Go through the answers with the class.
- Play the recording once more for students to sing along.

ANSWERS

1 painting 2 colours 3 blue 4 mural 5 black 6 clouds 7 landscape 8 green

Optional activity

- Ask students to write their own verse for the song using some of the language they have learnt in this unit.
- Monitor the activity and help where necessary.
- Ask some of the students to read their verses aloud for the class.
- If you like, choose some of the verses to teach to the class and sing them together.

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 • Track 8 (Song) Online Practice • Unit 1 • Review

Lesson One (B page 16)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *section, rugby, ice skating, drawing*

Materials

CD 🛞 11–12

Warmer 🛞 11

• Play the song from Unit 1, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. Ask questions, e.g. Who was the new person at the club? What did Fin want the children to do? What did the children decide to do at the end of the story?
- Ask students to make predictions about what might happen in this episode. Ask students to suggest possible topics that the children might choose for the mural and write their suggestions on the board.

1 Listen and read. Why doesn't Kate want to do the drawing? ⁽⁶⁾ 12

- Focus on the pictures and the story. Ask prediction questions, e.g. Where do the children go to get ideas about what to draw? Is Kate happy at the end of the story?
- Play the recording. Students follow the text in their books. Ask the gist question.

ANSWER

Kate doesn't want to do the drawing because she's terrible at art.

• Play the recording again. Ask students to look at the list of topics on the board. Did anyone guess the correct topic for the mural? Ask further questions to check comprehension, e.g. *Have the children got a lot of time to spend in the library? Why can't Ed / Tom / Libby draw the pictures?*

2 Listen to the story again and repeat. Act. 🚳 12

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play the parts of Libby, Ed, Tom, and Kate. If the class doesn't divide exactly, some students can have more than one role.
- Play the recording again for students to mime the actions as they listen.
- Let students act 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.

- Look at the example and explain that students have to read the sentences and write the name of the character being described.
- Allow time for students to read the sentences and write the names, then go through the answers with the class.

ANSWERS

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

Optional activity

• Copy the dialogue from frame 4 onto the board and play *Disappearing dialogue* with the class (see page 24).

Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students who said them. Where shall we start? (Libby) Maybe we could draw sports that are popular in other countries. (Tom) Great idea! (Ed) I've got too much homework. (Ed) I'm going ice skating with my parents. (Tom) I don't dislike art, but I'm terrible at it! (Kate)
- Students call out the names.
- Students check their answers on Class Book page 16.

Further practice Workbook page 14 Online practice • Unit 2 • Story

38 Unit 2

Lesson Two (B page 17

Words

Learning outcomes

To identify different types of sports

To use prefixes *dis*- and *in*- to make some adjectives and verbs negative

Language

Words: ice skating, skiing, baseball, rugby, mountain biking, caving, paragliding, rock climbing

Working with words: honest / dishonest, like / dislike, obey / disobey, correct / incorrect, experienced / inexperienced, sensitive / insensitive (Class Book); agree / disagree, complete / incomplete, appear / disappear, visible / invisible (Workbook)

Materials

CD 🛞 13–14; Dictionary Workbook pages 126–134

Warmer

• With books closed, ask students what they can remember about the story from Lesson 1. Ask questions, e.g. Where did the children go? What did they choose to draw about? Which sports did they suggest for different countries?

Lead-in

• Discuss sport with the class. Ask Which types of sport do you like / not like? What is your favourite sport? Why? Which new sports would you like to try? Write the names of the different types of sport on the board.

1 Listen and repeat. 🛞 13

- 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.
- Play it again for students to listen and repeat again.
- Ask individual students to say the words for the class.

NOTE: Students can refer to the Workbook Dictionary pages.

2 Write the words.

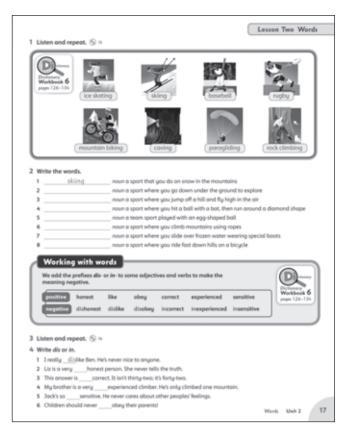
- Read the first definition with the class and draw attention to the example answer.
- Ask students to read the rest of the definitions and write a sport from Exercise 1 next to each one.
- Let students complete the activity, then check answers.

ANSWERS

1 skiing2 caving3 paragliding4 baseball5 rugby6 rock climbing7 ice skating8 mountain biking

3 Listen and repeat. 🚳 14

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Tell students that you are going to look at two more prefixes which can make certain verbs and nouns negative. Explain that there are no rules about which words can and can't take these prefixes. It is simply a case of learning them.



- Play the recording. Students listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

4 Write dis or in.

- Look at the example with the class. Ask students *What's the opposite of 'like'*? to elicit *dislike*.
- Ask students to complete the rest of the sentences with the correct prefixes. They check their answers against the words in the box.

ANSWERS

1 dis 2 dis 3 in 4 in 5 in 6 dis

Optional activity

- Tell students that you are going to play a game with the prefixes *dis-* and *in-*.
- Ask students to close their books and then divide the class into two teams.
- Read out a positive adjective from Exercise 3 for the first team. A member of the team gives the negative version. If they are correct, they get one point. The team can get a bonus point if another member can give a sentence using the word.
- Continue the game, alternating between the two teams until all the words have been used.
- Add up the scores and reveal the winning team.

Further practice

Workbook page 15 Student Website • Unit 2 • Words, Working with words Online Practice • Unit 2 • Words

Lesson Three (B page 18

Grammar 1

Learning outcomes

To use the first conditional to talk about things that might happen

To write first conditional sentences

Language

Core: If the weather is good, we'll go paragliding. Will you come for a walk if the weather is good? Yes, I will. No, I won't. Extra: instructor

Materials

CD 🚱 15

Warmer

• Play Time's up! (see page 25) to revise vocabulary.

Lead-in

- Tell students that they are going to plan an activity day for the school next week. The problem is that they don't know if the weather is going to be good or bad.
- On one side of the board write *Good weather*. On the other, write *Bad weather*. Ask students to suggest different types of sports and activities they could do for each type of weather, e.g. *Good weather: baseball, tennis; Bad weather: indoor football, indoor volleyball.*

1 Listen and read. What sport are they talking about? Solution 15

- Play the recording. Students follow the text in their books.
- Ask the gist question *What sport are they talking about?*

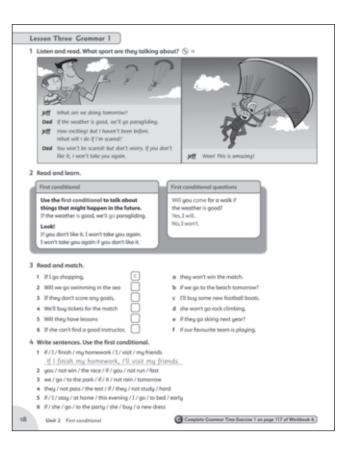
ANSWER

They are talking about paragliding.

- Play the recording a second time. Ask comprehension questions, e.g. *Is the boy excited about paragliding? Is he worried? Does he enjoy paragliding?*
- In pairs, ask students to take the parts of the boy and his dad and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

2 Read and learn.

- Read through the rules and example sentences in the boxes with the class. Explain that first conditional sentences have two parts (the *if* clause and the main clause). Ask students to tell you which tense is used in each part. (*The present simple is used in the if clause and* will *future is used in the main clause*.) Point out that the clauses can go either way around.
- Ask students to find the first conditional in the dialogue from Exercise 1.
- Ask students to look at the list of activities you compiled on the board at the beginning of the lesson. Begin a sentence, e.g. *If the weather's good, we'll...* and invite a student to finish it. Repeat with other sentences.



3 Read and match.

- Focus on the example. Ask a student to read the complete sentence to the class.
- Allow time for students to read and match the rest of the sentence halves.

ANSWERS

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

4 Write sentences. Use the first conditional.

- Write the example sentence on the board and ask a student to read it for the class. Underline the *if* clause in one colour. Ask *Which tense do we use here?* Underline the main clause in another colour. Ask *Which tense do we use here?*
- Remind students that the clauses can go the other way around, but that in this case we don't need a comma between the clauses. To demonstrate, rewrite the example sentence beginning with the main clause: *I'll visit my friends if I finish my homework.*
- Allow time for students to write the rest of the sentences.
- Ask different students to read the sentences to the class.

ANSWERS

- 1 If I finish my homework, I'll visit my friends.
- 2 You won't win the race if you don't run fast.
- 3 We'll go to the park if it doesn't rain tomorrow.
- 4 They won't pass the test if they don't study hard.
- 5 If I stay at home this evening, I'll go to bed early.
- 6 If she goes to the party, she'll buy a new dress.

Further practice

Grammar Time, Workbook pages 116–117 Workbook page 16 Student Website • Unit 2 • Grammar 1 Online Practice • Unit 2 • Grammar 1

Lesson Four (B page 19

Grammar 2

Learning outcomes

To use the second conditional to talk about unreal or unlikely situations

Speaking: asking and answering questions using the second conditional

Language

Core: If I had a camera, I'd take a picture. Would you play rugby if you lived in England? Yes, I would. No, I wouldn't. Extra: hoop, springs, spider

Materials

CD 🚱 16

Warmer

• Play *True or false*? (see page 25) to revise the first conditional using the sentences below: *If it rains this afternoon, we'll go to the beach. If you don't do your homework, I won't be happy. If you feel cold, I'll open all the windows. If you listen to the teacher, you'll learn your grammar.*

Lead-in

• Focus on the pictures. Ask *Who can you see?* Ask students to tell you what they remember about Professor and Chip.

1 Listen and read. What sport is Chip playing? Solution 16

- Play the recording. Students follow the words in their books.
- Ask the gist question What sport is Chip playing?

ANSWER

Chip is playing basketball.

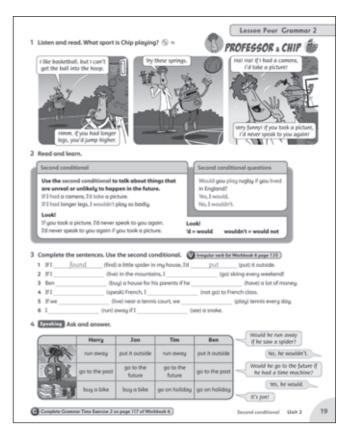
- Play it again and explain any new words as necessary.
- Ask comprehension questions, e.g. Why can't Chip get the ball into the hoop? What is Professor's idea? What happens to Chip?

2 Read and learn.

- Focus on the rule and example sentences. Explain that like first conditional sentences, second conditional sentences have two parts (the *if* clause and the main clause).
- Copy the first example sentence onto the board. Underline the *if* clause in one colour. Ask *Which tense do we use here?* (Past simple). Underline the main clause. Ask *What do we use here?* (*would* + verb)
- Tell students that the clauses can appear either way around. Ask them to help you rewrite the sentence on the board so that the main clause comes first.
- Ask students find second conditional sentences in Exercise 1.

3 Complete the sentences. Use the second conditional.

- Ask a student to read the example sentence to the class.
- Ask students to complete the rest of the sentences using the second conditional.



• Remind them that they can use the verbs list on page 135 of the Workbook for help.

ANSWERS

- 1 If I **found** a little spider in my house, I'd **put** it outside.
- 2 If I lived in the mountains, I'd go skiing every weekend!
- 3 Ben would buy a house for his parents if he had a lot of money.
- 4 If I spoke French, I wouldn't go to French class.
- 5 If we lived near a tennis court, we would play tennis every day.
- 6 I'd run away if I saw a snake.

4 Ask and answer.

- Ask students to look at the chart showing what Harry, Jon, Tim and Ben would do in different situations.
- Explain that, working in pairs, students are going to choose one of the boys from the chart and their partners are going to ask questions to find out who it is that they' have chosen.
- Ask a pair of students to read the example dialogue for the class.
- Students take turns to choose a boy and answer their partner's questions. Remind them that they can use the verbs list on page 135 to help them with the grammar.
- If you wish, ask some of the pairs to ask and answer the questions in front of the class.

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

Lesson Five CB page 20

Skills Time!

Skills development

Reading: read a biographical article

Language

Recycled: vocabulary and structures seen previously Extra: free-diver, snorkelling, diving, free-diving, pearls, equipment, world record, talented, freedom, environment, wildlife

Materials

CD 🚱 17

Warmer

- Ask students to imagine their dream job. Discuss their ideas as a class. Ask guestions, e.g. Where would you work? What would you do? Why would you like this job?
- Tell students that they are going to read an article about someone who does her dream job.

Warmer

• Ask students to look at the pictures. Ask students to suggest what Tanya is doing in the photograph. Ask Where does Tanya Streeter work?

1 Look at the article. Choose the correct title.

• Ask students to skim through the article to find out what happens. Explain that they should not read it in detail. Ask them to choose the best title.

ANSWER

The correct title is b.

2 Listen and read. (5) 17

- Tell students they are going to listen to a recording of the article. Tell them to follow in their books as they listen, but not to worry if they don't understand every word they hear
- Play the recording all the way through.
- Play the recording again, pausing at regular intervals. Ask guestions to check comprehension, e.g. When did Tanya start diving? Why did people free dive thousands of years ago? What happened in 1998? What other things is Tanya interested in?
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

Optional activity

• Ask students to look again at the article, paragraph by paragraph. Ask them to think about what the main topic of each paragraph is, and make up a suitable sub-heading. For example, for the first paragraph the heading might be 'Growing up'.

Skills Time!

on Five

Reading

1 Look at the article. Choose the co a) Working with animals b) The life of a free-diver

2 Listen and read. S =



Tanya Streeter grew up on Grand Cayman Island in the of the Caribbean Sea. When she was a child, she loved b of the Caribbean Sea. When she was a child, she loved b in the sea and she spent as much time as possible in the smorkeling and studying fish and other sea life. She also diving deep down into the ocean to look for rocks and

c) The donoers of the oc



3 Read again and write True or False.

- Focus attention on the example. Ask Where did Tanya Streeter live? Establish that the example sentence is true.
- Ask students to read through the rest of the sentences and then read the article again to check whether they are true or false.
- Go through the answers with the class.

ANSWERS

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

Optional activity

- Ask students to write down four of their own true / false statements about Tanya.
- Students swap sentences with their partners, who read them and mark them true or false.

Optional activity

- Ask students to work in pairs. Tell them that they are going to do a TV interview. One student is Tanya Streeter and the other is a reporter.
- Students read the article again and write down five questions that the reporter is going to ask Tanya.
- The student playing the part of the reporter asks • the guestions. The student playing the part of Tanya answers the questions using information from the text, and, if he / she wishes, further details from his / her own imagination.
- Ask some pairs to act out their interviews for the class.

Further practice Workbook page 18

Online practice • Unit 2 • Reading

Lesson Six (B page 21

Skills Time!

Skills development

Dictionary: discover meaning of words in context Listening: listen for specific detail

Speaking: ask and answer questions about your favourite sport

Language

Words in context: *diving, pearl, equipment, talented, freedom, environment, wildlife* (Class Book); *provide, volunteer, skills, protect* (Workbook)

Materials

CD 🚳 18; Dictionary Workbook pages 126 – 134

Lead-in

- With books closed, ask students what they can remember about the article from the previous lesson.
- Ask questions if necessary, e.g. Where did Tanya grow up? How does she train?
- Write key vocabulary from the discussion on the board.

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the sports profile to match the pictures and definitions.

- Ask the students to open their Class Books and look at the pictures and definitions in Exercise 1.
- Look at the example together. Explain that *pearl* is one of the underlined words from the article on page 20.
- Tell students that they have to find the underlined words from the article that match the rest of the pictures and definitions.
- Go through the answers with the class.

ANSWERS

1 pearl 2 freedom 3 diving 4 environment 5 equipment 6 talented 7 snorkelling 8 wildlife

NOTE: Ask students to check the words in the Dictionary pages in their Workbooks.

Optional activity

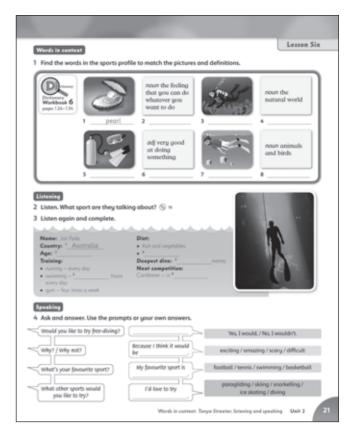
• Ask students to close their books. Play *Definitions* (see page 25) with the class to practise the new vocabulary.

2 Listen. What sport are they talking about? (5) 18

- Tell students they are going to hear an interview. Explain that they have to listen and identify the sport they are talking about.
- Play the recording all the way through, then elicit the answer from the class.

ANSWER They are talking about free-diving.

Transcript (See Teacher's Book page 141.)



3 Listen again and complete.

- Focus attention on the factfile. Tell students they are going to hear the recording again and they must complete the missing information.
- Allow students time to read through the factfile.
- Play the recording again, pausing at appropriate intervals for students to write down the missing information.

ANSWERS

1 Australia 2 twenty-two 3 three 4 fish

5 110 6 April

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts or his / her own ideas.
- Ask some of the pairs to ask and answer for the class.

Further practice

Workbook page 19

- Speaking skills worksheet, Unit 2, Teacher's Resource Centre
- Student Website Unit 2 Words in context
- Student Website Unit 2 Listen at home Tracks 9–12
- Online Practice Unit 2 Words in context, Listening and Speaking

Lesson Seven (B page 22)

Skills Time!

Skills development

Writing focus: find and reproduce information from a concept map

Writing outcome: complete a concept map; write about sailing (Workbook)

Language

Recycled: vocabulary and structures seen previously Extra: *adventure sport*, *helmet*, *concept map*, *memorable*, *leaflet*, *underground*

Materials

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

Warmer

• Play Order the letters (see page 25) with the class to revise the vocabulary from the previous lesson.

Poster 2: A concept map

- Hand out a photocopy of the poster text to each student. Display your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the bottom right-hand corner. Encourage them to discuss their ideas.
- Ask students to read through Henry's concept map. Ask comprehension questions, e.g. *How can you learn to windsurf? How do you keep safe?*
- Read the first text box on the left of the concept map to the class. Ask *What can you use a concept map for?*
- Read the second text box on the left to the class. Ask Where do you write the name of the topic? What else do you need to think of? How do you connect your ideas?
- Read the text boxes on the right to the class. Ask How do you make a concept map more interesting and memorable? How do you plan your writing?
- Ask students to read the text on windsurfing by Henry Mason. Point out that most of the information in the text comes from the concept map. Ask questions to check understanding if necessary.
- Ask students the 'After reading' questions in the bottom right-hand corner. Compare some of the students' answers.

1 Look at Megan's concept map. What sport is she writing about?

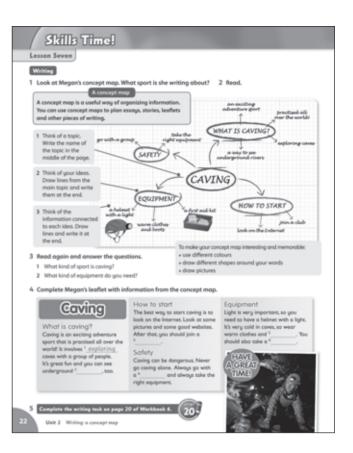
• Ask students to look at the concept map without reading it in detail. Ask the gist question *What sport is she writing about?*

ANSWER

She is writing about caving.

2 Read.

• Ask different students to read out each section of the concept map. Ask comprehension questions, e.g. *What kind of sport is caving? What equipment do you need?*



• Focus on the text boxes around the concept map. Choose a different student to read each text box to the class. Pause between each student and check understanding.

3 Read again and answer the questions.

- Ask students to read the concept map again silently.
- They read the questions and think about what answers they can give.

ANSWERS

- 1 Caving is exploring caves. It's an exciting adventure sport. It's practised all over the world. It's a way to see underground rivers.
- **2** You need a helmet with a light, warm clothes and boots, and a first aid kit.

4 Complete Megan's leaflet with information from the concept map.

- Focus attention on the leaflet. Tell students that Megan has used information from the concept map to write it.
- Look at the example together. Ask students to find the missing word, 'exploring' on the concept map.
- Students find the rest of the missing words.

ANSWERS

- 1 exploring 2 rivers 3 club 4 group 5 boots
- 6 first aid kit.

5 Complete the writing task on page 20 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 20 Writing skills worksheet, Unit 2, Teacher's Resource Centre Online practice • Unit 2 • Writing

Lesson Eight (B page 23)

Unit 2 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 19

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one.
- If the weather is good, we'll go paragliding. (Lesson 3) A concept map is a useful way of organizing information. (Lesson 7)

I don't dislike Art, but I'm terrible at it! (Lesson 1) If you took a picture, I'd never speak to you again! (Lesson 4) Would you like to try free-diving? (Lesson 6) Tanya had one lesson in free-diving and found out that she was very talented. (Lesson 5) Caving can be dangerous. (Lesson 7) Try these springs. (Lesson 4)

1 Complete the quiz.

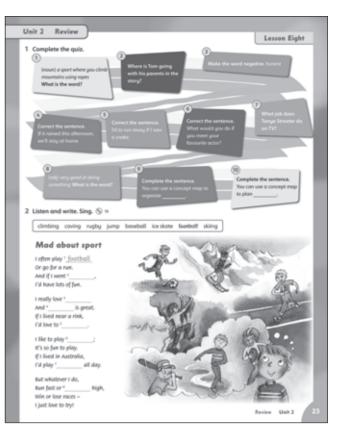
- Tell students they are going to do a quiz based on this unit. They can work individually, in pairs, or in teams.
- You can choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for the students to write the answers.
- Students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

ANSWERS

 rock climbing 2 ice skating 3 dishonest 4 If it rains this afternoon, we'll stay at home. 5 I'd run away if I saw a snake. 6 What would you do if you met your favourite actor? 7 She's a TV presenter. 8 talented 9 You can use a concept map to organize information. 10 You can use a concept map to plan essays, stories, leaflets and other pieces of writing.

Optional activity

- Divide the class into groups of four. Ask each group to write their own quiz of eight questions, based on the syle of questions in the quiz in Exercise 1.
- Give them a few minutes to write the quiz.
- Tell each group to work with another group. They swap their quiz papers and do each other's quizzes.
- The team with the highest score is the winner.
- Choose two or three quizzes for the whole class to do.



2 Listen and write. Sing. 🛞 19

- Focus students' attention on the pictures. Ask Which sports can you see? Which sports does the boy do? Which sports would the boy like to do?
- Play the song the all the way through as students follow the words in their books. Ask *Which sports does the boy do? Which sports would the boy like to do?*
- Play the song a second time, pausing at appropriate intervals for students to write the missing words.
- Play the recording a third time if necessary.
- Go through the answers. 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 football2 skiing3 climbing4 caving5 skate6 basketball7 rugby8 jump

Optional activity

- Discuss different kinds of sports with the class. Ask students *Which sports do you like? How often do you go swimming / play football?* etc.
- Ask students to imagine they lived in a different place. For example, ask *Which sports would you play if you lived by the sea / in the mountains / in Australia?*
- Ask different students to say a second conditional sentence about a sport they would do in different circumstances, e.g. *I would go skiing if I lived in the mountains. I would go surfing every day if I lived in Australia.*

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 • Track 13 (Song) Online Practice • Unit 2 • Review

Lesson One (B page 24)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *the pyramids*

Materials

CD 🚱 19–20; a plain piece of paper for each student (optional)

Warmer 🛞 19

• Play the song from Unit 2, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, What topic did the children choose for their mural? Who did the children choose to draw their pictures? Why wasn't Kate happy?
- Ask students to make predictions about what might happen in this episode. Ask *Do you think Kate's pictures will be good? Why / Why not?*

1 Listen and read. What does Kate draw? 🛞 20

- Focus students' attention on the pictures and the story. Discuss with the class whether their responses to the lead-in questions were correct.
- Play the recording for students to listen and follow the story text in their books.
- Ask the gist question What does Kate draw?

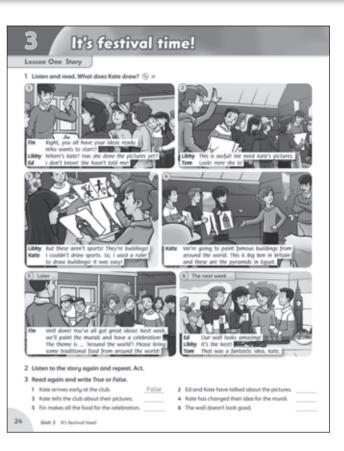
ANSWER

Kate draws famous buildings from around the world.

• Play the recording again. Ask comprehension questions, e.g. What did the group want Kate to draw? Why did Kate draw buildings? Is Fin pleased with everyone's ideas?

2 Listen to the story again and repeat. Act. 🛞 20

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Libby, Ed, Tom, and Kate. If the class doesn't divide exactly, some students can have more than one role.
- Ask children to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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.

- Look at the example together. Ask *Does Kate arrive early at the club?* Establish that the example sentence is false.
- Ask students to read the rest of the sentences and mark them *True* or *False*.

ANSWERS

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

Optional activity

• Tell the class to imagine they are going to have a celebration with food from around the world. Ask What food would you make? Do you like food from other countries? What types of food are you good at cooking?

Culture notes: Food festivals and events

There are many strange and interesting food events in Britain. One of the most unusual is the annual cheese rolling competition in Gloucestershire, in which competitors chase a rolling ball of double Gloucester down a steep hill.

In February, Pancake Day is celebrated, and in the village of Olney, it is traditional for locals to run through the streets carrying a frying pan.

Britain has adopted many different types of food and customs from around the world. Food from China, South-East Asia and the Indian subcontinent is very popular here.

Further practice

Workbook page 22 Online Practice• Unit 3 • Story

Lesson Two (B page 25

Words

Learning outcomes

To identify different adjectives

To use the suffix *-ous* to make adjectives from certain nouns

Language

Words: original, awful, amazing, deserted, disgusting, traditional, bright, delicious

Working with words: danger / dangerous, poison / poisonous, hazard / hazardous, fame / famous, adventure / adventurous, fury / furious (Class Book); luxury / luxurious, mountain / mountainous, mystery / mysterious (Workbook) Extra: pancake, fireworks

Materials

CD 🛞 21–22; Dictionary Workbook pages 126–134

Warmer

- Write the nouns *food, clothes*, and *places* in overlapping circles on the board (as in a Venn diagram). Point to the first word. Ask students to think of as many different adjectives as possible that can be used to describe food. If the word can be used to describe other nouns, write it in the appropriate overlapping section.
- Do the same with the other nouns. These may not generate as many words, as a lot of the adjectives will have already been suggested.
- Ask students to use some of the adjectives to describe food / clothes / places that they like or dislike, e.g. *I hate cabbage. It's disgusting!*

Lead-in

• Ask students to open their Class Books and look at the list of adjectives. They compare them with the ones on the board. Were any of them mentioned in the warmer?

1 Listen and repeat. 🛞 21

- Play the recording, pausing for students to repeat.
- Play a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

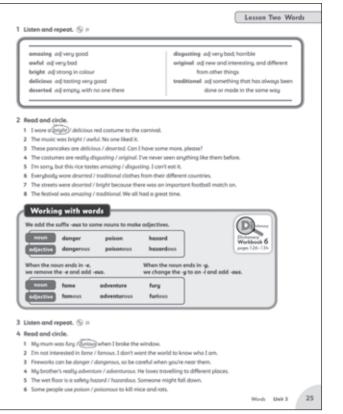
Optional activity

• Ask students to divide the adjectives into three groups to show whether they are positive, negative, or neutral.

NOTE: Students can refer to the Workbook Dictionary pages.

2 Read and circle.

- Draw attention to the example answer. Ask students *Does 'delicious' describe clothes? What does it describe?* Establish that *delicious* is used to describe food, and not clothes, so *bright* must be the correct answer.
- Ask students to read the rest of the sentences and circle the correct adjective in each one.
- Ask different students to read out complete sentences.



ANSWERS

- 1 bright 2 awful 3 delicious 4 original
- 5 disgusting 6 traditional 7 deserted 8 amazing

3 Listen and repeat. 🛞 22

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Tell students that you are going to look at a suffix that can be used to make certain nouns into adjectives. Ask *Does a suffix come at the beginning or the end of a word?*
- Read through the rules and examples with the class. Ask questions to check comprehension, e.g. *What is the rule for adding -ous when the noun ends in 'e'? What is the rule when the noun ends in 'y'?*
- Play the recording. Students listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

4 Read and circle.

- Look at the example with the class. Ask *Do we need an adjective or a noun to complete this sentence?* Establish that we need an adjective so the correct word must be *furious*.
- Ask students to read the rest of the sentences and circle the correct word in each one.
- Ask individual students to read the sentences aloud.

ANSWERS

- 1 furious 2 fame 3 dangerous 4 adventurous 5 hazard 6 poison

Further practice

Workbook page 23 Student Website • Unit 3 • Words, Words in context Online Practice• Unit 3 • Words

Lesson Three (B page 26

Grammar 1

Learning outcomes

To use the present perfect with *since* and *for* To use the present perfect with *already, just, yet* and *before*.

Language

Core: I've been here since nine o'clock this morning. The festival has been on for five days. The procession has already finished. I've just eaten some delicious pancakes. I haven't seen any fireworks yet. Have you eaten yet? I've never eaten anything so delicious before.

Extra: procession, necklace

Materials

CD 🚱 23

Warmer

• Play *Definitions* (see page 25). Do the first description yourself to provide the class with a model, e.g. *We use this adjective to describe food. It means that the food tastes very, very good. (delicious)*

Lead-in

• Discuss festivals with the class. Ask What is your favourite festival? What do people eat during this festival? Do you know any festivals from other countries? How do people celebrate them? Encourage students to use adjectives from the previous lesson in the discussion.

1 Listen and read. Where is the reporter? (5) 23

- Focus attention on the photograph. Ask What can you see?
- Play the recording. Students follow the text in their books.
- Ask the gist question Where is the reporter?

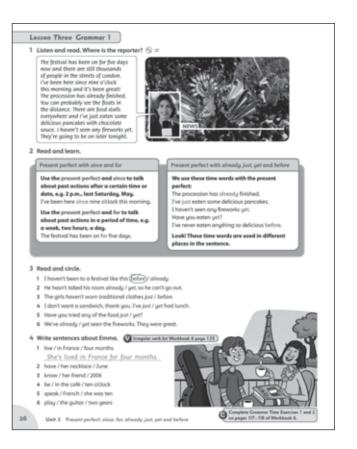
ANSWER

The reporter is at a festival in London.

• Play the recording a second time. Ask comprehension questions, e.g. *How long has the festival been going on for? What has just finished?*

2 Read and learn.

- Read through the rules and example sentences in the first box with the class.
- Write the following sentences on the board and invite students to fill the gaps with for or since.
 I've been here _____ 20 minutes.
 They've been at the park _____ 11 o'clock.
 I've had this book _____ I was eight.
 We've been friends _____ five years.
- Read through the second box with the class. Ask Which word do we use to say that something has happened very recently? (just) Which word do we use in negative sentences and questions? (yet) Which word do we use to talk about things we have / haven't done in the past? (before) Which word do we use to show that something happened earlier? (already)



• Ask students to read through the text from Exercise 1 again and find examples of present perfect sentences with *since, for, already, just,* and *yet*.

3 Read and circle.

- Focus attention on the example and read it with the class.
- Ask students to read the rest of the sentences and circle the correct words. Point out that if they are having difficulty it might be useful to look at the appropriate grammar box and see where we use the different words in sentences.
- Ask different students to read the sentences aloud.

ANSWERS

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

4 Write sentences about Emma.

- Ask students to look at the picture. Ask Where does Emma live? Where is she? What instrument can she play?
- Explain that students have to write sentences using the word prompts and *for* or *since*. They don't need to use any of the other words from this lesson.
- Read the example with the class, then let students to write the rest of the sentences from the word prompts.

ANSWERS

- 1 She's lived in France for four months.
- 2 She's had her necklace since June.
- 3 She's known her friend since 2006.
- 4 She's been in the café since ten o'clock.
- 5 She's spoken French since she was ten.
- **6** She's played the guitar for two years.

Further practice

Grammar Time Exercises 1 and 2, Workbook pages 117–118 Workbook page 24 Student Website • Unit 3 • Grammar 1 Online Practice • Unit 3 • Grammar 1

Lesson Four (B page 27

Grammar 2

Learning outcomes

To use the past simple to talk about actions that started and finished in the past

To use the present perfect to talk about actions that started in the past and are still important now

Speaking: asking and answering questions about things that people have done

Language

Core: I went to that festival last year. I've made my costume. Has he ever been to a festival? Yes, he has. Has he ever been to a football match? No, he hasn't.

Extra: Chinese

Materials	
co O a t	

CD 🚱 24

Warmer

• Revise the present perfect with the class. Ask students questions such as *How long have you been at school? Have you already had your first lesson? Have you had you lunch yet?*

Lead-in

• Discuss festivals with the class. Ask *Have you ever been to a festival? Where was it? What did you do there?* Write any useful vocabulary on the board.

1 Listen and read. Where do Chip and Professor go? log 24

- Play the recording. Students follow the words in their books.
- Ask the gist question Where do Chip and Professor go?

ANSWER

Professor and Chip go to a festival.

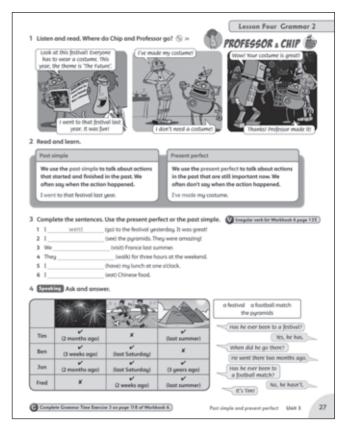
- Play the recording a second time for students to read the text again. Ask comprehension questions, e.g. *What is the theme of the festival? Does Professor wear a costume? Does Chip wear a costume?*
- Check that students understand the joke. Ask *Why does Chip say Professor made his costume?*

2 Read and learn.

- Focus on the rule and example sentences in the first box. Elicit further examples of past simple sentences from the class. Write them on one side of the board.
- Read through the second box with the students. Elicit similar present prefect sentences from the class and write these on the other side of the board.
- Ask students to reread the story about Professor and Chip and find further examples of past simple and present perfect sentences. Ask Why do we use the past simple here? Why do we use the present perfect here?

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

• Focus on the example sentence and ask a student to read it to the class. Ask *Why do we use the past simple here?*



- Students read the rest of the sentences and complete them using the past simple or the present perfect.
- Ask individual students to read complete sentences.

ANSWERS

1 went 2 've seen 3 visited 4 walked 5 had

6 've eaten

4 Ask and answer.

- Ask students to look at the chart about Tim, Ben, Jon, and Fred's life experiences. Explain that students are going to choose one boy from the chart and their partner is going to ask questions to find out who it is.
- Ask a pair of students to read out the example dialogue.
- Students work in pairs. They take turns to choose a boy and answer their partner's questions about him.

Optional activity

- Tell the class a little bit about your own life, using the past simple and the present perfect, e.g. *I've been a teacher since 2000. My first job was in Italy. I've lived in Egypt for six months, but I haven't visited the pyramids yet!*
- Ask individual students questions about their own lives, e.g. When did you start school? How long have you been in this class? Have you done any important exams yet?

Further practice

Grammar Time, Exercise 3, Workbook page 118 Workbook page 25 Language practice worksheet, Unit 3, Teacher's Resource Centre Student Website • Unit 3 • Grammar 2 Online Practice • Unit 3 • Grammar 2

Lesson Five CB page 28

Skills Time!

Skills development

Reading: read a magazine travel article

Language

Recycled: vocabulary and structures seen previously Extra: last (v), celebrate, snack, igloo, brick, break up, garlic, demonstration, dish, dessert

Materials

CD 🚱 25; a piece of plain paper and coloured pencils for each pair of students (optional)

Warmer

- Ask what students know about different festivals around the world. Can they name any? Have they been to any? What kind of foods were there at the festivals?
- Tell students that they are going to read about some interesting food festivals from different countries. Invite predictions about what kinds of food they might read about. Write students' suggestions on the board.

1 Look at the travel article. Which countries are the festivals in?

- Ask students to look at the photographs. Point to each in turn and ask students to tell you which country they think each is in. Ask students to skim through the article to find out. They should not read it in detail.
- Ask students if any of the kinds of food they mentioned in the warm-up activity appear in the article.

ANSWERS

The festivals are in: Italy (picture 1) the US (picture 2) India (picture 3)

2 Listen and read. (5) 25

- Tell students they are going to listen to a recording of the article. Tell them to follow in their books as they listen, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through for students to follow in their books.
- Play the recording again, pausing at regular intervals. Ask questions to check comprehension, e.g. What can you see at Eurochocolate? What do people do at the Gilroy Garlic Festival? What can you taste at the Mango Festival?
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

3 Read again and complete the chart.

• Focus attention on the chart. Ask guestions such as When is the Eurochocolate Festival? How long does the Mango Festival last? Where is the Gilroy Garlic Festival?

Skills Time!

on Five Reading

1 Look at the travel article. Which countries are the fer 2 Listen and read. (S) ::

Top Ten Food Festivals

to festivals is always fun, but going to festival us food is even better! Here are some of our fa 's around the world. They celebrate special for

- If you like chocolate, you will love Eurochocolate. This festival takes place in October every year, in Pengaia in Buly. It liggs for near days. What does it <u>cylchrane</u>? Chocolate, et course! Nearly one million people go to the festival every year. The streets are full of places to buy different kinds of chocolate <u>modes</u>. You can also see chocolate sculptures. One year, there was a hurge igloo mode from chocolate <u>budy</u> at the end, the sculptures or broken up and given to people at the festival to eat! The Gitry <u>Gutg</u>[Evetival] is one of the larger thood festivals in the US. The festival takes place every year in Glarge, Colifornia It happens en the last weekenn in july and it is one of the barger aptic festivals in the world So, what do people do? Well, they lost of things made with garlic, including garlic ice resum and garlic chipd. There are also gards cooking <u>demonstration</u> if you alse garlic, this is a groat festival to go to! If you go to find in hgh; you should to go to the Manga Festival
- If you go to India in July, you should go to the Mango Fettival In India, mangoes are called 'the king of fruits'. Mangoes are grown in India and they are very popular! The mango festival is in Delhi and goes on for two days. There are more than 500 types of mango! You can taste different mango <u>dishes</u> mango s, mango juices, mango <u>dessert</u>s and anything else wit ngo in it! There is also a competition with a prize for th



Name?	Eurochocolate	Gilroy Garlic Festival	Mongo Festival
Country?	Dtoly	 The US 	India
When?	October	1	1
How long?	•	a weekend	two days
Special food?	1	garlic	•

- Ask students to read the article again and complete the missing information.
- Go through the answers with the class.

ANSWERS

Name?	Eurochocolate	Garlic Festival	Mango Festival
Country?	Italy	The US	India
When?	October	July	July
How long?	nine days	a weekend	two days
Food?	Chocolate	Garlic	Mango

Optional activity

- Ask students to work in pairs. Give each pair a plain piece of paper. Distribute sets of coloured pencils around the class so that each can be shared by several pairs of students.
- Tell students they are going to write a leaflet about one of the festivals. They use information from the text, and can make up further details if they wish. Alternatively, ask students to make up their own food festival to write about.
- Allow time for students to write and illustrate their leaflets. Monitor the activity and help where necessary.
- Collect in the leaflets and display them on the classroom walls.

Further practice

Workbook page 26 **Online Practice • Unit 3 • Reading**

Lesson Six (B page 29

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about food festivals

Language

Words in context: *last (v), celebrate, snack, brick, garlic, demonstration, dish, dessert* (Class Book); *hang, decorate, recipe, bunch* (Workbook)

Materials

CD 🚱 26; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the magazine article from the previous lesson.
- Ask questions if necessary, e.g. Which festivals did you read about? Where were they?

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the article. Write.

- Ask the students to look at the words in the box. Explain that all of the words come from the article on page 28.
- Ask students to look at the article again and find all of the underlined words. They try to determine the meaning of the words from the context.
- Students read the sentences on page 29 and complete them with the correct words.
- Go through the answers with the class. Ask individual students to read complete sentences aloud.

ANSWERS

1 demonstration 2 bricks 3 garlic 4 dish 5 snack 6 dessert 7 celebrate 8 last

Optional activity

- Ask students to choose four of the new words and write true / false statements with them, e.g. *This school is made of bricks. Ice cream is a popular dessert.*
- Students swap sentences with their partners and mark them *True* or *False*.

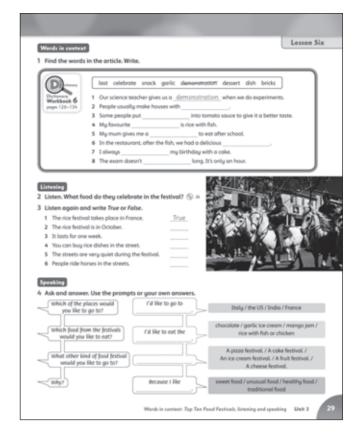
2 Listen. What food do they celebrate in the festival? (5) 26

- Tell students they are going to hear a radio interview about a food festival.
- Explain that they have to listen and identify which food is celebrated in the festival.
- Play the recording once, then elicit the answer.

ANSWER

They celebrate rice in this food festival.

Transcript (See Teacher's Book page 141.)



3 Listen again and write True or False.

- Look at the example together. Does anyone know in which town in France the festival is held? Tell students they are going to hear the recording again and that they should mark the rest of the sentences *True* or *False*.
- Allow students time to read through the sentences before you play the recording.
- Play the recording, pausing at appropriate intervals for students to mark the sentences *True* or *False*.

ANSWERS

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

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the 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

Student Website • Unit 3 • Listen at home • Tracks 14–17

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

Lesson Seven (B page 30

Skills Time!

Skills development

Writing focus: lay out a personal letter correctly Writing outcome: write a letter to a friend (Workbook)

Language

Recycled: vocabulary and structures seen previously Extra: *complaint, reason*

Materials

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

Warmer

• Play *Smiley face* (see page 24) with the class to revise the vocabulary from the previous lesson.

Poster 3: A letter

- Hand out a photocopy of the poster text to each student. Display your copy of the poster. Encourage students to predict what the letter is about.
- Ask students the 'Before reading' question in the bottom right-hand corner of the poster. Encourage them to discuss and share their ideas.
- Ask students to read the letter to themselves. Ask comprehension questions, e.g. *Who is the letter to? Who is the letter from? What did Tim enjoy about his trip to Egypt?*
- Read the first text box on the left-hand side of the letter to the class. Ask *Why do you think Tim has written the letter?*
- Read the rest of the text boxes on the left. Point to the relevant paragraphs as you speak. Read a little of each paragraph to show how the text of the letter relates to the instructions in the box.
- Read the text boxes on the right-hand side of the letter. Point out the address and the date. Read out Tim's reasons for sending the leaflet in the fourth paragraph.
- Ask the 'After reading' questions. Compare students' ideas.

1 Look at Jay's letter. What type of letter is it?

• Give students a few seconds to skim through the letter. Ask the gist question to the class.

ANSWER

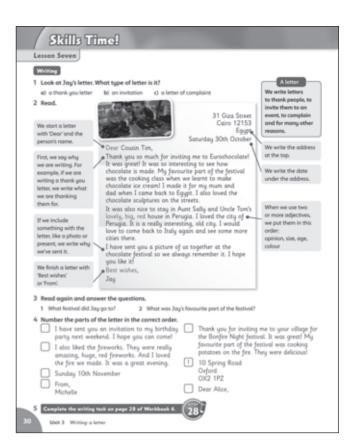
The correct answer is a.

2 Read.

- Ask students to read the letter again silently. Ask comprehension questions, e.g. *Who is writing the letter? Who is he writing it to? Where does Tim live?*
- Draw attention to the text boxes around the letter. Choose a different student to read each text box to the class. Pause between each student to check understanding.

3 Read again and answer the questions.

• Ask students to read the letter again silently and answer the questions.



ANSWERS

1 Jay went to Eurochocolate.

2 Jay's favourite part was the cooking class.

4 Number the parts of the letter in the correct order.

- Ask students to look at the different parts of the letter. Hold up your book and point to the numbered example. Ask *What part of the letter is this? Where does it go?*
- Ask students to read the other parts of the letter and continue to number them in the correct order.

ANSWERS

1 10 Spring Road, 2 Sunday 10th November 3 Dear
Alice, 4 Thank you ... 5 I also liked ... 6 I have sent you ...
7 From, Michelle

Optional activity

- Ask students to suggest one of the reasons you might write a letter to a friend.
- Choose one of the reasons and together, write a paragraph plan for the letter on the board, e.g.
 1: Say thank you for a party invitation
 2: Say what your favourite part of the party was
 - 3: Say what else you enjoyed about the party
 - 4: Invite your friend to a food festival
- Ask students to copy the plan into their notebooks.

5 Complete the writing task on page 28 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 28 Writing skills worksheet, Unit 3, Teacher's Resource Centre Online practice • Unit 3 • Writing

Lesson Eight (B page 31)

Unit 3 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously Extra: *whizz, bang*

Materials

CD 🚱 27

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one.
 I haven't seen any fireworks yet. (Lesson 3)
 You can see chocolate sculptures. (Lesson 5)
 Our wall looks amazing! (Lesson 1)
 I loved the city of Perugia. (Lesson 7)
 In India, mangoes are called 'the king of fruits'. (Lesson 5)
 Please bring some traditional food from around the world.
 (Lesson 1)
 Thank you so much for inviting me to Eurochocolate! (Lesson 7)
 Your costume is great! (Lesson 4)
- Go through the answers with the class.

1 Complete the quiz.

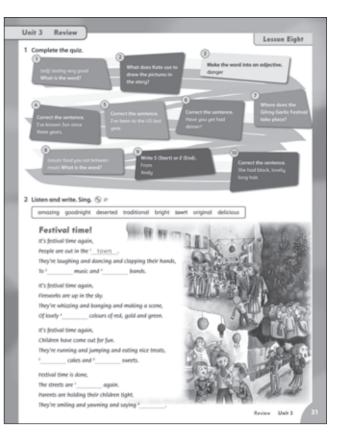
- Tell students they are going to do a quiz based on this unit. They can work individually, in pairs, or in teams.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front of the class and read the questions to the class, giving a short amount of time for the students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

ANSWERS

 delicious
 a ruler
 dangerous
 l've known Jon for three years.
 l went to the US last year.
 Have you had dinner yet?
 I takes place in the US.
 snack
 E
 She had lovely, long, black hair.

2 Listen and write. Sing. 🛞 27

- Focus students' attention on the pictures. Ask *What can you see? What are the people doing?*
- Play the song all the way through as students follow the words in their books.
- Play the song a second time, pausing at appropriate intervals for students to write the missing words.
- Play the recording a third time if necessary.
- Go through the answers. 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 town 2 original 3 traditional 4 bright 5 Amazing 6 delicious 7 deserted 8 goodnight

Optional activity

- Ask students to work in pairs. Tell them that they are going to write their own verse for the song.
- As a class, brainstorm ideas about what students could include. Write the suggestions on the board.
- Tell students that they must begin their verse with the line *It's festival time again*, like the verses in the Class Book song.
- Students use the ideas on the board or their own ideas to write the remaining three lines.
- Divide the pairs into groups, with four pairs in each group. If your class doesn't divide, then some pairs can go in two groups.
- Ask each group to put their verses together to make a song.
- Students practise singing their song.
- Ask the groups to perform their songs to the class.

Further practice

Workbook page 29

Values 1 worksheet, Teacher's Resource Centre

Unit 3 test, Teacher's Resource Centre

Skills Test 1, Teacher's Resource Centre

Progress certificate, Teacher's Resource Centre

Student Website • Unit 3 • Listen at home • Track 18 (Song)

Online practice • Unit 3 • Review

Fluency Time! 1

Everyday English (B page 32)

Learning outcomes

To learn some useful language for discussing future plans

Language

Are you and Max doing anything special this weekend? We're going to the theme park. / No, not really. Why don't you and Ben come, too? I'd love to. / Sorry, I can't. I'm not sure. Mum wants us to go shopping on Saturday.

Materials

CD 🛞 28–29; 🛞 Fluency DVD Fluency Time! 1

Warmer

- Tell students they are going to learn some useful language for discussing future plans. Ask what structures we use to discuss future plans (*going to / present continuous*).
- Ask students what they are doing this weekend. Ask *What* are you doing on (Saturday)? Are you going anywhere nice this weekend? Are you doing anything special this weekend?

1 Listen and read. 🛞 28

- Focus on the pictures. Ask students where the people are (*in a school canteen*) and what they are doing (*having lunch / chatting*). Reintroduce the story characters using the pictures in Exercises 1 and 2. Remind students that Megan and Ben are brother and sister, and Layla and Zaid are brother and sister. If students have used *Family and Friends* Level 5, ask if they remember any of the stories.
- Play the recording. Students listen and follow. Encourage them to work out unknown words from the context. Play the recording again, pausing for students to say the dialogue.
- 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 of students to act out the dialogue for the class.

2 Listen and write True or False. 🚳 29

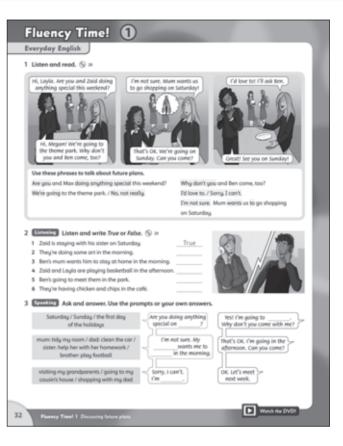
- Show students the sentences and explain that they need to listen and decide whether each one is true or false.
- Play the first part of the recording as an example. Play the rest of the recording for students to complete the activity.
- Ask students to read out the sentences and say whether each sentence is true or false. If a sentence is false, ask students to make the sentence negative and correct it, e.g. *Ben's mum doesn't want him to stay at home in the morning. She wants to take him shopping.*

Transcript

(See Teacher's Book page 141.)

ANSWERS

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



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

- Ask a volunteer to act out an example dialogue with you. You read out the speech bubbles on the right, completing the gaps with one of the prompts for each bubble. The volunteer reads out the speech bubbles on the left, completing the first speech bubble with their own idea.
- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.

Optional activity

- Play a guessing game. Ask students to write one of their plans for this weekend. Tell them to write the day, where they are going and what they are going to do there.
- Invite a student to come to the front. The rest of the class tries to guess his/her plans. They need to find out the day, where he/she is going and what he/she is going to do, e.g. *You're playing football at the park on Sunday!*)

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 (B page 33)

Learning outcomes

To make a diary for your plans this weekend To practice talking about future plans

Language

Are you doing anything special on Saturday? I'm not sure. My mum wants me to ..., How about doing something on Sunday morning? Yes! I'm going bowling in the afternoon. Why don't you come? Sorry, I can't ...

Materials

S Fluency DVD Fluency Time! 1 (optional); Fluency project 1 (see Teacher's Resource Centre) (one set of templates for each child); completed diary; coloured pencils, scissors and glue for each group

1 Look at the story again. Act. 🚳

- Focus on the story in Exercise 1 on Class Book page 32. Ask the students what they 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 Fluency DVD Fluency Time! 1 Everyday English again for students to watch and listen.

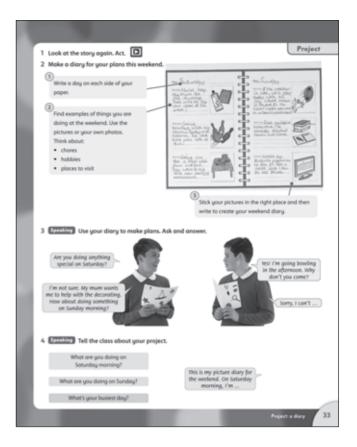
2 Make a diary for your plans this weekend.

- See Teacher's Book page 161 for detailed instructions on how to make the diary.
- Focus on the picture. Ask students what the picture shows (*a diary*) and what activities they can see in the diary (*dusting, bowling, going out for a meal, playing rugby, dong homework, watching TV*).
- Hand out copies of the diary and activity templates (see Fluency Project 1, Teacher's Resource Centre).
- Read out the tips around the diary in Exercise 1. Show the class your own completed diary and ask which activities are chores, which are hobbies, and which are places to visit.
- Move around the class as students work, asking questions, e.g. What are you doing on Saturday? Are you doing anything special on Sunday? Are you going bowling this weekend?

NOTE: If you do not have time to use photocopies, ask students to draw and write their diaries on a piece of paper.

3 Use your diary to make plans. Ask and answer.

- Focus on the photos. Tell students they are going to use their diaries to act out dialogues making plans with a friend. They will take turns to ask their friend about their plans and try to arrange to get together.
- Act out the example dialogue with a volunteer, then act out a similar dialogue using the details in the diary in Exercise 1, or your example diary, to replace the activities.
- The students talk in pairs. Encourage them to add language to their dialogue, e.g. *That sounds fun. / Yes, I'd love to. / I'm busy on Saturday. / That's a shame*.



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 diaries. They can read the questions to help them.

Optional activity

- Use their diaries to play a memory game.
- Students work in pairs. They take turns to look at their partner's diary for one minute, then their partner takes the diary and holds it so that the first child can't see it. The child holding the diary should ask five questions for the first child to answer, e.g. When am I going to the park? Who am I going to visit on Sunday? What am I going to do on Saturday morning? Where am I going to play rugby? What am I going to watch on TV?
- They should keep a note of how many questions the first child answers correctly.
- The students swap roles and play the game again, using a different diary. .

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 S Fluency DVD Fluency Time! 1

Transport of the future!

Lesson One CB page 38

Story

Learning outcomes

To read and understand a story

To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *form, petrol*

Materials

CD (S) 27, 32; a piece of paper for each group of four students (optional)

Warmer 🛞 27

• Play the song from Unit 3, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, What did Kate draw pictures of? Did the children like Kate's drawings? What did Fin ask them to bring to the celebration?
- Tell students that today they are going to read the first episode of a new story about the DSD Club. Tell them that the topic of this unit is *Transport of the future!* Invite suggestions about what might happen in the story.

1 Listen and read. What do the children have to do in the competition? (5) 32

- Focus on the pictures. Ask students who they can see.
- Play the recording. Students follow the story in their books.
- Ask the gist question *What do the children have to do in the competition?*

ANSWER

The children have to do a drawing of a future form of transport.

• Play the recording a second time. Ask further questions to check comprehension, e.g. *Where is Mr Martin from? How long have the children got to do their drawing? What's the first prize?*

2 Listen to the story again and repeat. Act. 🚳 32

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Fin, Mr Martin, Libby, Ed, Tom, and Kate.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.



Optional activity

- Play *Disappearing dialogue*. Write the dialogue from frame 4 on the board and read it with the students.
- Rub out two words and ask students to read the dialogue again, saying the missing words.
- Rub out two more words and repeat.
- Continue until you are left with the characters' names, and the students are saying the dialogue from memory.

3 Read again and write the answers.

- Look at the example together. Elicit that the question has been given a short answer.
- Students read the questions and write short answers.

ANSWERS

1 Yes, he is. 2 No, he isn't. 3 Yes, they do. 4 Yes, they have. 5 No, it isn't. 6 No, they don't.

Optional activity

- Return to the story. Ask *What does Tom / Ed / Kate think is the transport of the future*? Tell students that they are going to design a future form of transport.
- Divide the class into groups of four. Give each group a piece of paper. One student is the artist. The rest of the students give him / her instructions about what to draw.
- Ask one person from each group to hold up their picture to the class and explain what it is.

Further practice Workbook page 32 Online Practice• Unit 4 • Story

Lesson Two (B page 39

Words

Learning outcomes

To identify different forms of transport

To understand the meanings of different phrasal verbs with *look*

Language

Words: hot-air balloon, submarine, coach, yacht, helicopter, motorbike, lorry, barge

Working with words: *look after, look up, look round, look forward to* (Class Book); *look into, look for, look ahead, look up to* (Workbook)

Extra: canal, vehicle, gas

Materials

CD 🛞 33–34; Dictionary Workbook pages 126–134

Warmer

- Ask students what they remember about the Lesson 1 story. Ask questions, e.g. What did Mr Martin tell the children about? What did the children have to do for the competition? Where did the children decide to go at the end of the story?
- Ask students what kinds of things they think the children will see at the Museum of Inventions. Write their suggestions on the board.

Lead-in

• Ask How do you travel to school? Which types of transport do you use to travel to different towns and cities? What's the most unusual type of transport you have used?

1 Listen and repeat. 🛞 33

- Ask students to look at the picture and the words. Play the recording, pausing for students to repeat.
- Play it a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

2 Write the words.

- Draw attention to the example answer. Ask students to find the submarine in the picture from Exercise 1.
- Ask students to read the rest of the descriptions and write the correct form of transport, using the Exercise 1 picture.

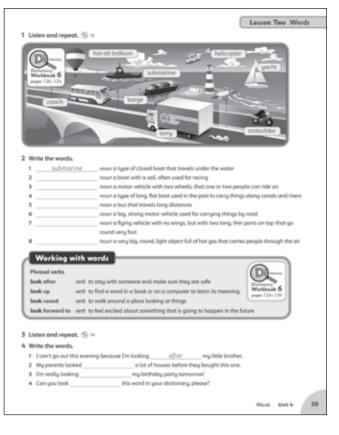
ANSWERS

1 submarine 2 yacht 3 motorbike 4 barge

5 coach 6 lorry 7 helicopter 8 hot-air balloon

3 Listen and repeat. 🛞 34

- Before doing the activity, focus on the *Working with words* section.
- Ask students *What is the root verb in all of the phrasal verbs?* Explain that sometimes we can work out the meaning of a phrasal verb but often we just have to learn them.
- Ask students to read through the list of phrasal verbs and their meanings.
- Play the recording for students to listen and repeat.



- Play it a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

4 Write the words.

- Look at the example with the class. Ask *What does 'look after' mean*? Establish that this is the only word that could fit in the sentence.
- Ask students to read the rest of the sentences and complete them with the correct words.

ANSWERS

1 after 2 round 3 forward to 4 up

Culture notes: Transport in Britain

Britain has a rail network connecting most large towns and cities. There is also a national coach network, which people can use as an alternative to the train. Local buses connect towns and villages to the nearest large towns and cities. The average British family owns at least one car and the car is the preferred method of transport for many people.

London has a vast underground train network, which has 402 kilometres of track and 270 stations. Some other large cities, such as Glasgow and Newcastle, also have underground train networks.

Britain has several airports operating from London and other large cities. The Channel Tunnel connects Britain to France and Belgium. People can also travel to France, Ireland, Spain, Belgium, and Scandinavia by ferry.

Further practice

Workbook page 33 Student Website • Unit 4 • Words, Words in context Online Practice• Unit 4 • Words

Lesson Three (B page 40

Grammar 1

Learning outcomes

To use the present perfect continuous to talk about something that started in the past and is still happening To use the present perfect continuous with *all morning*, *all day*, and *all week*

Language

Core: The lions have been lying there since nine a.m. Passengers have been waiting for five hours. We've been doing our homework all morning.

Extra: runway, South Africa, manager, go down

Materials

CD 🚱 35

Warmer

• Play Smiley face (see page 24) to revise the unit vocabulary.

Lead-in

• Discuss plane travel with the class. Ask *Have you ever flown* a plane? Which part of the plane's journey is most exciting / scary / boring? What can happen to stop planes from flying?

1 Listen and read. Why can't the planes fly? S 35

- Focus attention on the photograph. Ask What can you see?
- Play the recording. Students follow the dialogue in their books. Ask the gist question *Why can't the planes fly?*

ANSWER

The planes can't fly because there are lions on the runway!

• Play the recording again. Ask comprehension questions, e.g. Where is the airport? How long have the lions been there? Why can't people move the lions?

2 Read and learn.

- Read through the rules and example sentences in the first box with the class.
- Write the following sentences on the board. Ask students to complete them with the present perfect continuous.

 The students

 the inherence of the

 The students _______ their books for 15 minutes.

 The children ______ TV since seven o'clock.

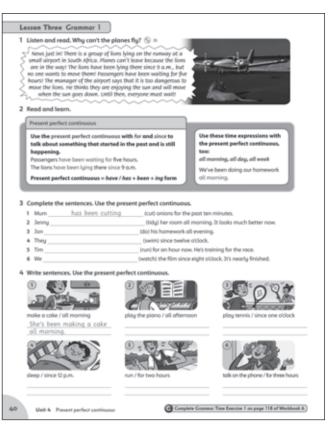
 I ______ the dinner since half past five.

Fred ______ on the phone for an hour!

- Read through the second box with the class. Ask for suggestions of things that students have been doing all day / all morning / all week.
- Ask students to read through the Exercise 1 text again and find examples of present perfect continuous sentences.

3 Complete the sentences. Use the present perfect continuous.

- Focus attention on the example and read it with the class.
- Ask students to read the rest of the sentences and complete them with the present perfect continuous form of the verb in brackets.



ANSWERS

- 1 has been cutting 2 has been tidying
- 3 has been doing 4 have been swimming
- 5 has been running 6 have been watching

Optional activity

- Play a miming game. Ask *What have I been doing all morning?* Mime an activity, such as driving a car or reading a book. Students must guess the activity and produce a sentence using the present perfect continuous, e.g. *You've been reading a book all morning.*
- Continue with different students miming activities.

4 Write sentences. Use the present perfect continuous.

- Read the instruction and go through the example together. Ensure that students understand that they have to look at the pictures and make sentences in the present perfect continuous using the word prompts given.
- Allow time for students to write the rest of the sentences.
- Ask different students to read complete sentences aloud.

ANSWERS

- 1 She's been making a cake all morning.
- **2** He's been playing the piano all afternoon.
- **3** They've been playing tennis since one o'clock.
- 4 He's been sleeping since 12 p.m.
- 5 He's been running for two hours.
- **6** She's been talking on the phone for three hours.

Further practice

Grammar Time, Workbook page 118 Workbook page 34 Student Website • Unit 4 • Grammar 1 Online Practice • Unit 4 • Grammar 1

Lesson Four (B page 41)

Grammar 2

Learning outcomes

To use the present perfect continuous to talk about something that started in the past and has recently stopped Speaking: asking and answering about what different people have been doing

Language

Core: I'm tired because I've been working on a new invention. I'm wet because your special car has been spraying water at me. What have you been doing? Have you been swimming? Yes, I have. No, I haven't.

Extra: spray

Materials

CD 🚱 36

Warmer

• Revise the present perfect continuous with the class. Ask students questions such as *What have you been doing this morning? How long have you been sitting in that chair?*

Lead-in

- Tell students that you are feeling very tired. Write the reason on a piece of paper without showing the class, e.g. *I've been playing tennis*.
- Ask the class to make suggestions about why you might be tired. Ask *What have I been doing?*
- Allow several suggestions then, if students haven't guessed correctly, ask a student to read what is written on the paper to reveal the answer.

1 Listen and read. What has Professor invented? (5) 36

• Play the recording. Students follow the words in their books. Ask the gist question *What has Professor invented?*

ANSWER

Professor has invented a car that cleans itself.

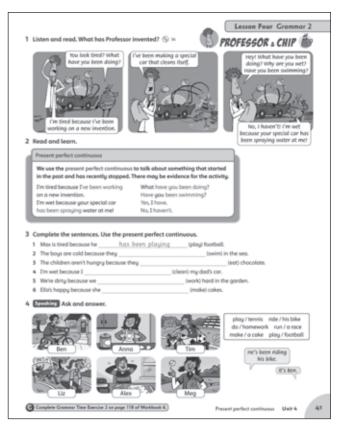
• Play the recording a second time for students to read the text again. Ask comprehension questions, e.g. *Why is Professor tired? Has Chip been swimming? Why is Chip wet?*

2 Read and learn.

- Read the rule and example sentences in the box with the class. Write some sentence openers on the board and ask for other suggestions of how you could finish them, e.g. *I'm tired because ... (I've been studying). I'm wet because ... (I've been walking in the rain.)*
- Ask students to re-read the story about Professor and Chip and find more examples of the present perfect continuous.

3 Complete the sentences. Use the present perfect continuous.

- Read the example together. Ask students to complete the rest of the sentences with the present perfect continuous form of the verb in brackets.
- Ask individual students to read complete sentences.



ANSWERS

- 1 has been playing 2 have been swimming
- 3 have been eating 4 have been cleaning
- 5 have been working 6 has been making

4 Ask and answer.

- Ask students to look at the pictures of the children. Tell the class you are thinking of a child and they have to guess who it is. Say *He's been doing his homework*. The class should respond *It's Alex*.
- Ask students to work in pairs. They take turns to look at the pictures and make sentences about what the children have been doing for their partner to guess.
- If you wish, ask some of the students to make sentences about the children for the class to guess.

Optional activity

- Ask students to work in pairs. They use the pictures in Exercise 4 to make short dialogues. Write an example on the board for picture 1, as follows:
 A: You look tired. What have you been doing?
 - B: I've been riding my bike.
- Ask some pairs to act out their dialogue for the class.

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

Lesson Five (B page 42)

Skills Time!

Skills development

Reading: read a magazine article

Language

Recycled: vocabulary and structures seen previously Extra: develop, ideal, ability, loads, connect, gondola, Venetian, rowing boat, local, motorized, waterbus, private, clear (v), balance, mud, bush, log

Materials

CD 🚱 37

Warmer

- Write *deserts, islands,* and *forests* on the board. Ask students to make suggestions about the types of transport that people might use to travel in and around these places. If students need prompting, ask questions such as *What type of animal is good at walking on sand? What can you use to travel across water?*
- Write students' suggestions on the board.

1 Look at the pictures and the text. What are the three types of transport?

• Ask students to look at the photographs. Ask the gist question *What are the three types of transport?* Compare students' answers with the suggestions on the board from the warm-up activity. How many of the types of transport did students name?

ANSWER

The types of transport are: a camel, a gondola, and an elephant.

• Ask students to skim through the article to find out what it is about. They should not read it in detail. Ask students which parts of the world are mentioned.

2 Listen and read. 🛞 37

- Tell students they are going to listen to a recording of the article. Tell them to follow in their books as they listen, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play the recording again pausing at regular intervals. Ask comprehension questions, e.g. Why are camels good for travelling across the desert? What ways are there for people to travel around Venice? How do elephants keep their balance in the mud?
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.



3 Read again and correct the words in bold.

- Ask students to look at the example sentence. Ask *Which is the wrong word?* Read the corrected sentence for the class.
- Ask students to read the rest of the sentences and rewrite them correctly, changing the words in bold.
- Go through the answers. Ask students to read the corrected sentences aloud.

ANSWERS

- 1 People used **camels** to travel across the desert.
- 2 Camels can survive for a week or more without water.
- 3 You can explore Venice **on foot** and on the water.
- 4 Local people in Venice travel by motorized waterbuses or by private **boats**.
- 5 Elephants help people in Asia farm and clear the land in the **forests**.
- 6 People also use elephants to transport logs.

Optional activity

• Write the following questions on the board and ask students to read the text again to find the answers: *How can camels stop the sand from going into their ears and noses?*

Why are camels called 'the ship of the desert'? How many bridges connect the islands of Venice? What is a gondola? Why do people use elephants for transport in Asia?

What do people use elephants to transport in Asia? What do people use elephants to transport today?

Further practice

Workbook page 36 Online practice • Unit 4 • Reading

Lesson Six (B page 43)

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about transport

Language

Words in context: *ideal, loads, connect, local, private, balance, mud, log* (Class Book); *package, 4 by 4 vehicle, railway, sand dunes* (Workbook)

Materials

CD 🛞 38; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the article from the previous lesson.
- Ask questions if necessary, e.g. What kind of transport is good for travel in deserts / forests?
- Write key vocabulary from the discussion on the board.

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the text to match the pictures and definitions.

- Ask the students to look at the definitions and pictures. Explain that all of the words that students need are underlined in the text on page 42.
- Ask students to look at the article again and find all of the underlined words. They try to determine the meaning of the words from the context and then write the correct words below each definition and picture on page 41.

ANSWERS

1 connect 2 private 3 ideal 4 local 5 mud 6 log 7 balance 8 loads

- Optional activity
- Play a game of *Whispers* (see page 25) with one, or both, of the sentences below: An elephant can balance well in mud. The local people travel by boat.

2 Listen. What does Mr Jones do? 🛞 38

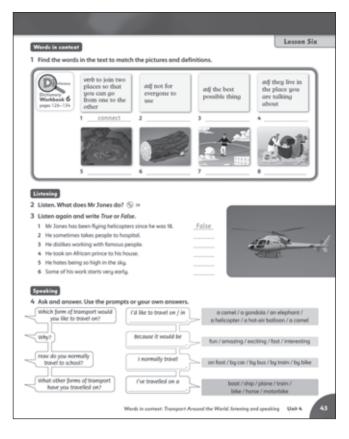
- Tell students they are going to hear a man talking to some schoolchildren about his job. Explain that they have to listen and find out what Mr Jones's job is.
- Play the recording all the way through.
- Elicit the answer from the class.

ANSWER

Mr Jones is a helicopter pilot.

Transcript

(See Teacher's Book page 141.)



3 Listen again and write True or False.

- Read the instruction and look at the example together. Tell students they are going to hear the recording again and they must mark the rest of the sentences *True* or *False*.
- Allow students time to read through the sentences before you play the recording.
- Play the recording, pausing at appropriate intervals.
- Go through the answers with the class.

ANSWERS

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

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- Monitor the activity, checking pronunciation and helping where necessary.
- If you wish, ask some of the 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 • Listen at home • Tracks 19-22 Online Practice • Unit 4 • Words in context, Listening and Speaking

Lesson Seven (B page 44)

Skills Time!

Skills development

Writing focus: follow instructions with diagrams Writing outcome: write instructions for riding a bike

Language

Recycled: vocabulary and structures seen previously

Extra: diagram, complicated, causal connective,

propane gas, burner, heat (v), rise, parachute, valve, envelope, height, steer

Materials

Writing poster 4; a copy of the text from poster 4, Teacher's Resource Centre, for each student

Warmer

• Play *Miming snap* (see page 24) with the class to revise the vocabulary from the previous lesson.

Poster 4: A process diagram

- Hand out a photocopy of the poster text to each student. Display your copy of the poster so that all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Ask students to read the text silently. Ask questions to check comprehension, e.g. *What do the plane's wings do? Why does the plane lift up in the air? What do the plane's engines do?*
- Read the text boxes on the left to the class. Ask questions to check comprehension, e.g. *What can we use diagrams for? Why do we write an introduction? Why do we write labels? Where can we write text?*
- Read the text boxes on the right-hand side of the poster. Ask comprehension questions such as, What sort of sentences should we write? What sort of words should we avoid? What tense should we use?
- Ask students the 'After reading' questions in the corner of the poster. Compare some of the students' answers.

1 Look at the diagram and text. What type of transport is it?

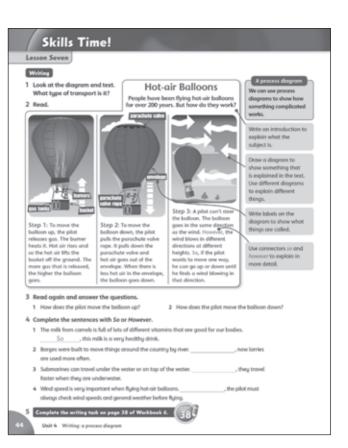
• Ask students to look at the pictures and glance through the text without reading it. Ask the gist question *What type of transport is it?*

ANSWER

It's a hot-air balloon.

2 Read.

• Ask a different student to read each paragraph of the text to the class. Ask questions to check comprehension, e.g. What heats the gas? Why does the balloon lift off the ground? What makes the balloon go higher?



• Draw attention to the text boxes around the main text. Choose a different student to read each text box to the class. Pause and ask questions to check understanding.

3 Read again and answer the questions.

- Ask students to read the text again silently to themselves.
- They read and answer the questions.

ANSWERS

- 1 The pilot moves the balloon up by releasing the propane gas.
- 2 The pilot moves the balloon down by pulling the parachute valve rope.

Optional activity

• Ask students to read the text again, then close their books. Hold up your book to show the diagrams. Point to each diagram for students to explain what happens.

4 Complete the sentences with So or However.

- Ask students to look at the example. Make sure that they understand the difference in meaning of *So* and *However*.
- Tell students that they must use the words So or However to complete the sentences.
- Ask students to read the complete sentences aloud.

ANSWERS

1 So 2 However 3 However 4 So

5 Complete the writing task on page 38 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 38 Writing skills worksheet, Unit 4, Teacher's Resource Centre Online Practice• Unit 4 • Writing

Lesson Eight (B page 45)

Unit 4 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🛞 39; three large pieces of paper (optional)

Warmer

- Play *Book race* (see page 24) to revise words and structures from this unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. The city of Venice was built on a group of 118 islands. (Lesson 5) I've been making a special car that cleans itself. (Lesson 4) What's the first prize? (Lesson 1) A pilot can't steer the balloon. (Lesson 7) Planes can't leave because the lions are in the way! (Lesson 3) Have you been swimming? (Lesson 4) Our competition is about transport! (Lesson 1) Passengers have been waiting for five hours! (Lesson 3)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 of the class 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 45. They may not refer to other lessons in the unit.

ANSWERS

- 1 submarine 2 a trip in a hot-air balloon 3 look around
- 4 We've been learning about transport this morning.

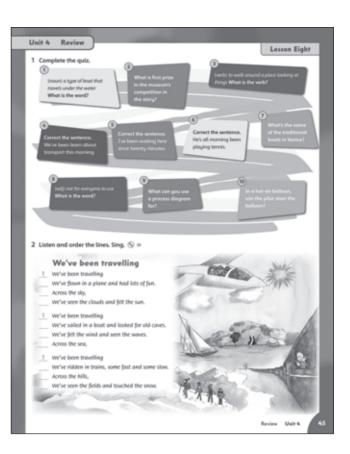
5 I've been waiting here for twenty minutes. 6 He's been playing tennis all morning. 7 gondola 8 private
9 to show and explain how something complicated works
10 No, the pilot can't steer the ballooon.

Optional activity

- Students work in pairs. Without showing their partner, students write six questions about things in the unit.
- Students swap papers with their partner and answer each other's questions.

2 Listen and order the lines. Sing. 🛞 39

- Focus students' attention on the pictures. Ask *What can you see? What are the people doing?*
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.



- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play the song a second time, pausing for students to number the lines in the order that they hear them.
- Play the recording a third time for students to complete their answers.
- Go through the answers. Ask a different student to read each line in the order that they heard it.
- Play the recording once more for students to sing along.

ANSWERS

Verse 1: 1, 4, 2, 3 Verse 2: 1, 4, 3, 2 Verse 3: 1, 4, 2, 3

Optional activity

- Play a memory game. Ask students to close their books. Play the song again and ask students to listen carefully to the words.
- Divide the class into three groups, one for each verse of the song. Give each group a large piece of plain paper.
- In their groups, students work together to recall the words of their verse. They write the words on the paper.
- Monitor the activity. Help with spelling or grammar, if necessary, but don't reveal what any of the words are.
- Tell students that they can open their books and check their verses against the words from the song.
- Ask each group to stand up in turn and sing their verse.

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 • Track 23 (Song) Online Practice• Unit 4 • Review

The greatest inventions!

Lesson One (B page 46

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story Extra: come up with, traffic, attach, device, fill up, achievement, suggest

Materials

CD 🛞 39-40

Warmer 🛞 39

• Play the song from Unit 4, Lesson 8 to energize the class.

Lead-in

- Ask students what they remember about the story. Ask questions, e.g. What did Mr Martin tell the children about? What do the children have to do for the competition?
- Ask students to predict what the children will decide to design for the competition. Write suggestions on the board.

1 Listen and read. What kinds of transport do the children see? (§) 40

- Focus attention on the pictures and the story. Ask Where are the children?
- Play the recording. Students follow the story text in their books. Ask the gist question *What kinds of transport do the children see?*

ANSWER

The children see a car and a bike in the museum.

- Play the recording a second time. Ask comprehension questions, e.g. What's the first things that the children see in the museum? What do the children say about the mobile phone / car / bike?
- Ask students to look at the list of suggestions on the board from the lead-in activity. Was anyone's suggestion close to the children's ideas of what to design?

Optional activity

 Play Wrong word (see page 25) For example: Telephones were invented in 1976. The children see a car with two wheels. The children look at a bus with a huge front wheel.

2 Listen to the story again and repeat. Act. 🛞 40

- Play the recording, pausing for students to repeat each line.
- Divide the class into groups of four to play the parts of Kate, Ed, Libby, and Tom.



- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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.

- Focus on the words in the box. Ask *What were invented in 1876?* Then read the example sentence together.
- Students read and complete the rest of the sentences.

ANSWERS

- 1 telephones 2 a brick 3 front 4 1880s
- 5 a bike 6 a hot-air balloon

Culture notes: Transport inventions

The car in frame 2 is a motorized tricycle created by Karl Benz in 1885. At the time, it was called a 'horseless carriage'. This type of vehicle is seen by many to be the world's first motor car, though some dispute this, as it only had three wheels. In 1893, Benz added a fourth wheel to his design.

The vehicle in frame 3 is a high-wheeled bicycle, known as a 'penny farthing'. The high-wheeled bicycle was invented by Frenchman Eugene Meyer in 1869 and further developed by British engineer, James Starley. As early bikes did not have gears, the large front wheel allowed the bike to travel further and faster with each turn of the pedals. The front wheels on some models were up to 1.5 metres in diameter.

Further practice

Workbook page 40 Online Practice • Unit 5 • Story

Lesson Two (B page 47

Words

Learning outcomes

To identify and use words related to invention To use the suffix *-ment* to make nouns from verbs

Language

Words: design, discover, invent, build, device, machine, inspiration, experiment

Working with words: excite / excitement, equip / equipment, achieve / achievement, arrange / arrangement, move / movement, agree / agreement (Class Book); enjoy / enjoyment, pay / payment, develop / development, entertain / entertainment (Workbook)

Materials

CD 🛞 41–42; Dictionary Workbook pages 126–134

Warmer

- Ask students to think of as many important inventions as they can. Compile a list on the board.
- Tell students about the invention that you think is the most important, e.g. *I think the most important invention is the Internet. We can use the Internet to find information about anything.*
- Ask different students to tell you about the inventions that they think are the most important.

Lead-in

- Ask students What different inventions did the children see in the transport museum? When were they invented?
- Write students' answers on the board and check whether the class agrees. Then ask students to turn to the story on page 46 and see whether they were correct.

1 Listen and repeat. 🛞 41

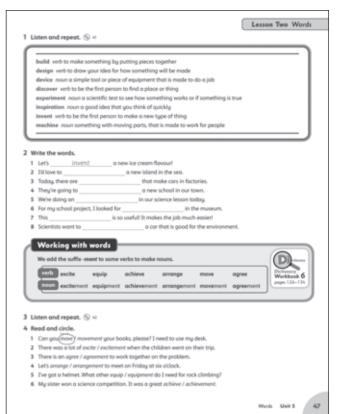
- Ask students to look at the words and their definitions. Ask students to read the definitions for each word silently.
- Tell them that you are going to play a recording of the words for them to listen and repeat.
- Play the recording, pausing for students to repeat.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Ask students What is the verb when you are the first person to make a new type of thing? Elicit the word invent.
- Focus on the example sentence and read it together.
- Ask students to read the rest of the sentences and complete them with the correct words.
- Ask different students to read complete sentences aloud.

ANSWERS

- 1 invent 2 discover 3 machines 4 build
- 5 experiment 6 inspiration 7 device 8 design



Optional activity

- Play a game of *Definitions* (see page 24) to practise the new vocabulary. Ask students to close their Class Books. Write two definitions on the board (one for a noun and the other for a verb) as below: *This is a tool for doing a job*. (device) *This is what you do when you put pieces together to make*
- Read the definitions and ask *What's the word*?

something, for example, a house. (build)

• Students use the model sentences to describe words for their partner to guess.

3 Listen and repeat. (5) 42

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Ask students What can the suffix -ment do to certain verbs?
- Ask students to read through the list of verbs and nouns.
- Play the recording. Students listen and repeat the words.
- Play it a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

4 Read and circle.

- Look at the example with the class. Ask *Do we need a verb* or a noun in this sentence? Establish that you need a verb, so move is circled.
- Students read the sentences and circle the correct words.

ANSWERS

1 move 2 excitement 3 agreement 4 arrange

5 equipment 6 achievement

Further practice

Workbook page 41 Student Website • Unit 5 • Words, Working with words Online Practice • Unit 5 • Words

Lesson Three (B page 48

Grammar 1

Learning outcomes

To use the passive when the subject of a sentence is unknown or unimportant

To use the passive in present simple and past simple sentences

To make negative passive sentences

Language

Core: Many kinds of chewing gum are made. Factories were opened by companies. The gum wasn't advertised. Chewing gum isn't made from trees.

Extra: chewing gum, culture, experiment, gum, advertise, company, artificial, substance, instead

Materials

CD 🚱 43

Warmer

• Play Times up! (see page 25) to revise the unit vocabulary.

Lead-in

• Tell students they are going to read about another invention. They will play a game to find out what it is. Play *Twenty, twenty* (see page 25) with the word *chewing gum*.

1 Listen and read. Where does chewing gum come from? (5) 43

- Focus attention on the photograph. Ask *What can you see? What do you think the person is taking from the tree?* Play the recording for students to follow the text in their books.
- Ask the gist question Where does chewing gum come from?

ANSWER

Chewing gum can be made from trees, but today it is also made from artificial substances.

• Play the recording again. Ask comprehension questions, e.g. Who invented the first flavoured gum? Why didn't other people know about it? When was chewing gum first sold?

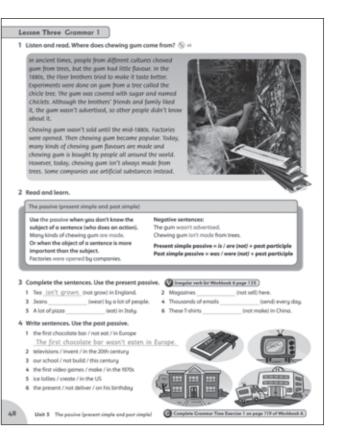
2 Read and learn.

- Read through the rules and example sentences in the box with the class. Ask *When do we use the passive?*
- Write the following sentences on the board and ask students to help you complete them using the passive. English is ______ (teach) in this room. This bike was ______ (make) in France. I wasn't (invite) to the meeting.
- Ask students to read through the text from Exercise 1 again and find examples of passive sentences.

NOTE: Students can use the Verb list on Workbook page 135.

3 Complete the sentences. Use the present passive.

- Focus attention on the example and read it with the class.
- Ask students to read the rest of the sentences and complete them with the present passive form of the verb.



ANSWERS

1 isn't grown 2 aren't sold 3 are worn 4 are sent

5 is eaten 6 aren't made

Optional activity

 Write the passive statements below for students to read and mark true or false: Spanish is spoken in the USA. Mobile phones are used all over the world. Pasta was invented in Russia. Cars aren't made by machines. Chewing gum wasn't sold until the mid 1880s.

Cars were invented more than 100 years ago.

• When students have finished, ask them to rewrite the false sentences so that they are true.

4 Write the sentences. Use the past passive.

- Ask students to look at the example. Read the sentence together. Ask *How do we form the past passive?*
- Ask students to use the word prompts to make the rest of the past passive sentences.

ANSWERS

- 1 The first chocolate bar wasn't eaten in Europe.
- **2** Televisions were invented in the 20th century.
- 3 Our school wasn't built this century.
- 4 The first video games were made in the 1970s.
- 5 Ice lollies were created in the USA.
- 6 The present wasn't delivered on his birthday.

Further practice

Grammar Time, Workbook page 119 Workbook page 42 Student Website • Unit 5 • Grammar 1 Online Practice • Unit 5 • Grammar 1

Lesson Four (B page 49

Grammar 2

Learning outcomes

To use the passive with the present continuous to describe what is happening now

Speaking: talking about what is happening now

Language

Core: My computer is being repaired. The floor isn't being cleaned.

Extra: laboratory, mechanical, This is the life!, launch (v)

Materials

CD 🚱 44

Warmer

- Revise the passive. Ask When do we use the passive?
- Write the following pairs of nouns and verbs on the board: English / speak telephone / invent

robots / not use jeans / wear Internet / use breakfast / not eat

• Ask students to make passive sentences using the different combinations, e.g. *English is spoken in many countries. Telephones were invented in 1876!*

Lead-in

- Ask students to think about the Professor and Chip stories that they have read in previous units. Ask students to tell you as many of the Professor's inventions as they can.
- Ask What happens when Professor's inventions go wrong?

1 Listen and read. Why can't Chip work? 🛞 40

• Play the recording. Students listen and follow the words in their books. Ask the gist question *Why can't Chip work?*

ANSWER

Chip can't work because the mechanical mop is broken.

• Play it a second time for students to read the text again. Ask comprehension questions, e.g. Why isn't Professor inventing anything today? What has happened to the mop? Does Chip help Professor?

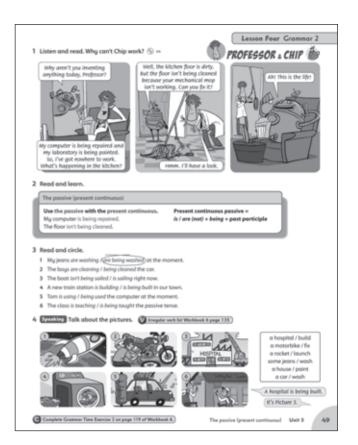
2 Read and learn.

• Read the rule and example sentences in the box with the class. Write the following sentences on the board and ask students to help you complete them using the passive with the present continuous forms of the verb in brackets: *Lunch_________ (cook) in the kitchen.*

The grass _____ (cut) outside.

Music_____ (not play) in the classroom. The window (not clean).

• Ask students to re-read the story about Professor and Chip and find more examples of the passive with the present continuous.



3 Read and circle.

- Look at the example sentence. Ask students *Is the sentence passive?* Establish that the sentence is passive so we need the passive form of the present continuous here.
- Ask students to read the rest of the sentences and circle the correct words.

ANSWERS

- 1 are being washed 2 are cleaning 3 isn't being sailed
- 4 is being built 5 is using 6 is being taught

4 Talk about the pictures.

- Ask students to look at the pictures. Ask the class to read the text in the speech bubbles aloud.
- Tell the class you are going to describe what's happening in one of the pictures and they have to say which one it is. Say *A rocket is being launched*. The class should respond, *It's Picture 1*.
- Ask students to work in pairs. They take turns to look at the pictures and make sentences using the word prompts. Their partner finds the picture they are describing and says which one it is.
- If you wish, ask some of the students to describe pictures for the class to guess.

Further practice

Grammar Time, Workbook page 119 Workbook page 43 Language practice worksheet, Unit 5, Teacher's Resource Centre Student Website • Unit 5 • Grammar 2 Online practice • Unit 5 • Grammar 2

Lesson Five (B page 50

Skills Time!

Skills development

Reading: read a text with a timeline

Language

Recycled: vocabulary and structures seen previously Extra: sharp, object, mark (n), clay, Egyptian, hollow, nib, ink, dip, squeeze, quill pen, fountain pen, reservoir, ruin (v), ballpoint pen, tiny, rotate, pick up, cartridge, extreme, zero gravity

Materials

CD 🚱 45

Warmer

• Tell students that they are going to read an article about an invention. Say *This object was invented 7,000 years ago but we still use it every day. What is it?* Encourage as many ideas as possible and write them on the board.

Lead-in

- Ask students to open their books and look at the photographs. Ask *What can you see? What do you think the invention is?*
- Draw attention to the list of inventions on the board. Did anyone guess correctly?

1 Look at the text. Find the names of four types of pens.

- Ask students to skim through the article briefly, without reading in detail, to find the four types of pen.
- Check the answer with the class.

ANSWER

Five types of pen are mentioned:

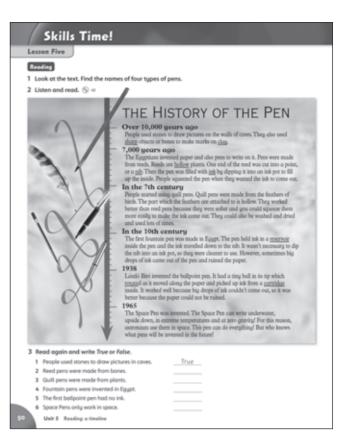
the reed pen, the quill pen, the fountain pen, the ballpoint pen, and the Space Pen

2 Listen and read. (5) 45

- Tell students they are going to listen to a recording of the article. Tell them to follow in their books as they listen, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play the recording again pausing at regular intervals. Ask comprehension questions, e.g. *Who invented the first pens?* How did reed pens work? Why were quill pens better than reed pens?
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

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

• Ask students to look at the example. Read the sentence together and then ask students to find the part of the article that tells them whether this sentence is true or false.



- Ask students to read the article again and then mark the rest of the sentences *True* or *False*.
- Go through the answers. Ask students to correct the false sentences and read them aloud.

ANSWERS

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

Optional activity

- Tell students that they are going to do a quiz based on the text that they have read.
- Ask students to close their books and then divide the class into two teams. Ask the questions below so that the teams take turns to answer.
 When did the Egyptians invent paper?
 How did people make the ink come out of a reed pen?
 What were quill pens made from?
 Why were fountain pens cleaner to use than quill pens?
 What did László Bíró invent?
 Why did the ballpoint pen work well?
 Which pen held ink in a reservoir?
 Which pen can write underwater?
- Teams get one point for each correct answer. If a team does not know the answer, the other team can answer the question for a bonus point.

Further practice

Workbook page 44 Online Practice • Unit 5 • Reading

Lesson Six (B page 51

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about inventions

Language

Words in context: *sharp, clay, hollow, nib, ink, reservoir, rotate, cartridge* (Class Book); *underwater, rod, press, string* (Workbook)

Extra: container, edge, store (v), contact (v), communication

Materials

CD 🚳 46; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the text from the previous lesson. Ask questions, e.g. What were the different types of pens? Who invented the reed pen / fountain pen / ballpoint pen?
- Write key vocabulary from the discussion on the board.

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

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

- Ask the students to look at the definitions. Explain that all of the words that students need are underlined in the text on page 50.
- Ask students to look at the text again and find all of the underlined words. They read the sentences containing each word and try to determine the meaning from the context.
- Students then write the correct words for each definition.

ANSWERS

1 cartridge 2 clay 3 rotate 4 hollow 5 nib 6 sharp 7 ink 8 reservoir

Optional activity

• Play a game of *Talk!* (see page 25) on the topic of *pens*.

2 Listen to the children. Which four inventions do they talk about? **(S)** 46

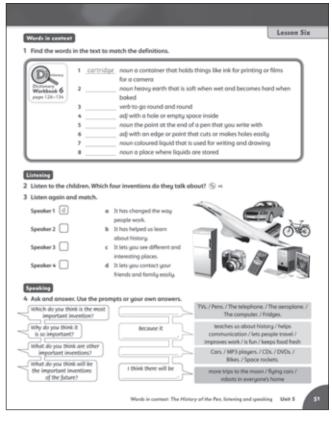
- Tell students they are going to hear four children talking about the invention they think is the most important. They have to listen and find out which inventions they talk about.
- Play the whole recording, then elicit the answer.

ANSWER

The children talk about the telephone, the aeroplane, paper, and the computer.

Transcript

(See Teacher's Book page 142.)



3 Listen again and match.

- Tell students that they are going to listen to the recording again. This time they must match the sentences with the speaker who has that opinion.
- Allow time for students to read through the sentences before playing the recording.
- Play the recording, pausing after each section for students to match the speaker to the correct sentence.
- Play the recording again for students to complete their answers. Play the recording a third time if necessary.
- Go through the answers with the class.

ANSWERS

Speaker 1 = d; Speaker 2 = c; Speaker 3 = b; Speaker 4 = a

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 45

Speaking skills worksheet, Unit 5, Teacher's Resource Centre Student Website • Unit 5 • Words in context Student Website • Unit 5 • Listen at home • Tracks 24–27 Online Practice • Unit 5 • Words in context, Listening and Speaking

Lesson Seven (B page 52

Skills Time!

Skills development

Writing focus: lay out a biography correctly Writing outcome: write a biography

Language

Recycled: vocabulary and structures seen previously Extra: *biography, to be born, blind, raised, code, dot, translate*

Materials

Writing poster 5; a copy of the text from poster 5, Teacher's Resource Centre, for each student

Warmer

• Tell students they are going to read a biography of an inventor. Ask *What is a biography? What information does it give us?*

Poster 5: A biography

- Hand out the photocopy of the text of the poster to each student. Display your copy of the poster. Ask students to look at the text and the heading. Ask *What type of text is this?*
- Ask students the 'Before reading' question in the corner of the poster.
- Ask students to read the text from their copies silently. Ask comprehension questions, e.g. When was Thomas Edison born? What did Edison do on October 22nd 1879? What other things did Edison invent?
- Read the text at the top of the page, then read the text on the left. Ask *What do we write at the top of a biography? Why do we write biographies? What do we include?*
- Read the text on the right. Ask students to look through their copy of the text and underline the sequencing words.
- Ask students the 'After reading' questions in the corner of the poster. Compare some of the students' answers.

1 Look at the text. Who invented 'night writing'?

• Ask students to look at the pictures and skim the text quickly. Ask the gist question *Who invented 'night writing'*?

ANSWER

Charles Barbier invented 'night writing'.

2 Read.

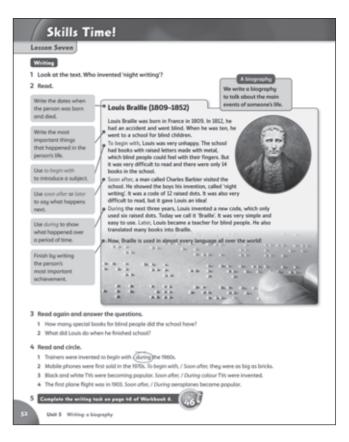
- Ask a different student to read each paragraph of the text. Ask comprehension questions, e.g. What happened to Louis in 1812? Were the books at Louis' school easy to read? What was 'night writing'?
- Look at the text boxes around the main text. Choose a different student to read each text box to the class.

3 Read again and answer the questions.

• Ask students to read the text again silently and answer the questions.

ANSWERS

- 1 The school had fourteen books for blind people.
- **2** When Louis finished school, he became a teacher for blind people and also translated many books into Braille.



Optional activity

- Ask students to close their books. Put the following notes about Louis Braille on the board: *met Charles Barbier went to a school for blind children born in France became a teacher went blind invented Braille* In pairs, students put the notes in the correct order.
- Students retell the story of Louis Braille to their partners...

4 Read and circle.

- Ask students to find the linking words at the start of the second, third, and fourth paragraphs. Ask Which word do we use to show what happened over a period of time? Which phrase do we use to introduce a subject? Which word do we use to show what happens next?
- Ask students to look at the example in Exercise 4. Ask *Why do we use 'during' here?*
- Students read the sentences and circle the correct words.

ANSWERS

1 during 2 To begin with 3 Soon after 4 Soon after

5 Complete the writing task on page 46 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 46 Writing skills worksheet, Unit 5, Teacher's Resource Centre Online Practice • Unit 5 • Writing

Lesson Eight (B page 53)

Unit 5 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 47

Warmer

- Play *Book race* (see page 24) to revise words and structures from this unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. Quill pens were made from the feathers of birds. (Lesson 5) What's happening in the kitchen? (Lesson 4) Think of that hot-air balloon ride! (Lesson 1) It was a code of 12 raised dots. (Lesson 7) This is the life! (Lesson 4)
 The Space Pen was invented. (Lesson 5) It looks like a brick! (Lesson 1)
 Some companies use artificial substances instead. (Lesson 3)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 of the class 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 53. They may not refer back to other lessons in the unit.

ANSWERS

- 1 inventor 2 a car and a bike 3 arrangement
- **4** The Pyramids were built by the Ancient Egyptians.

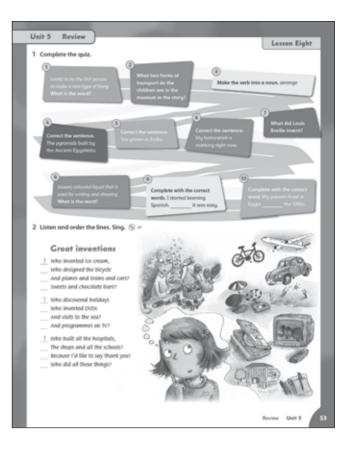
5 Tea is grown in India. 6 My homework is being marked right now. 7 He invented a code of raised dots called Braille.
8 ink 9 To begin with 10 during

Optional activity

- Write the following topics on the board: Braille quill pens transport of the past Space Pen chewing gum Charles Barbier The Fleer brothers
- Divide the class into groups of four and ask students to play *Talk!* (see page 25).

2 Listen and order the lines. Sing. 🛞 47

- Focus students' attention on the picture. Ask *What is the girl thinking about?*
- Tell students that the words to the song are in their books but the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.



- Play it a second time, pausing at intervals for students to number the lines in the order that they hear them.
- Play the recording a third time for students to complete their answers.
- Play the recording once more for students to sing along.

ANSWERS Verse 1: 1, 3, 2, 4 Verse 2: 1, 3, 2, 4 Verse 3: 1, 2, 4, 3

Optional activity

- Ask students to think of inventions that they are curious about. Say, for example, *I want to know who invented the hot-air balloon*. Write *hot-air balloon* on the board.
- Encourage students to make similar sentences about inventions that they are interested in and compile a list of the inventions on the board.
- Ask students to look at the list. Ask if they can tell you who invented any of the things. If they can, write the inventor's name next to the invention. Ask students if they can give you any more information, e.g. which country the inventor was from, the date of the invention.
- Ask students to choose one of the remaining inventions and find out about its inventor (or inventors), e.g. Joseph Michel and Jacques Etienne Montgolfier invented the hotair balloon. They were two brothers from France.

Further practice

Workbook page 47 Unit 5 test, Teacher's Resource Centre Progress certificate, Teacher's Resource Centre Student Website • Unit 5 • Listen at home • Track 28 (Song) Online Practice • Unit 5 • Review

You've won a computer!

Lesson One (B page 54)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story Extra: *land (v), judge (v)*

Materials

CD 🕲 47-48

Warmer 🚳 47

- Play the song from Unit 5, Lesson 8 to energize the class.
- If students found out about inventors for homework after the last lesson, ask them to share their findings.

Lead-in

- Ask students what they remember about the story. Ask questions, e.g. Where did the children go? What did they see? What did they decide to design for the competition?
- Ask the class Do you think the children's idea is good? Do you think they will win the competition?

1 Listen and read. Do the children win first prize in the competition? $\textcircled{5}{9}48$

• Play the recording. Students follow the story. Ask the gist question *Do the children win first prize in the competition?*

ANSWER

The children didn't win first prize in the competition but they came second.

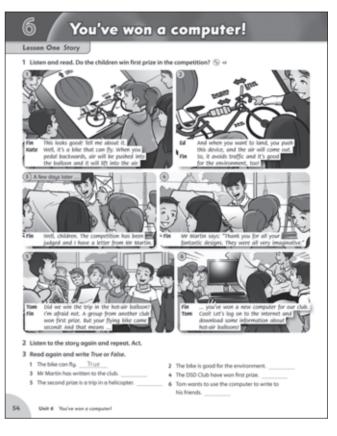
• Play it a second time. Ask comprehension questions, e.g. What happens when you pedal the bike backwards? Did Mr Martin like the designs? What did the children win?

2 Listen to the story again and repeat. Act. 🛞 48

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play the parts of Fin, Kate, Ed, and Tom.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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 look at the example together. Ask them to find the place in the story that tells us the bike can fly (*Kate says it in frame 1*).
- Ask students to read the rest of the story again and mark the rest of the sentences *True* or *False*.



ANSWERS

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

Optional activity

• With books closed, write the following sentences on the board and ask students to tell you who said them: *I have a letter from Mr Martin.* (Fin) *Let's log on to the Internet.* (Tom) *When you want to land, you push this device.* (Ed) *Did we win the trip in the hot-air balloon?* (Tom) *It's a bike that can fly.* (Kate)

Culture notes: Computers at home and in schools

Computers are a big part of life for children in Britain, both at school and at home. All primary and secondary school children have lessons in ICT (Information and Communication Technology) and computers are often used in other lessons, too. Many classrooms are equipped with interactive whiteboards. Children are encouraged to use computers for researching different topics and presenting their work.

At home, children use computers for a variety of purposes. 90 per cent of children use computers for their homework, 72 per cent use them for sending emails, and 70 per cent use them for playing games.

Further Practice Workbook page 48 Online Practice • Unit 6 • Story

Lesson Two (B page 55

Words

Learning outcomes

To identify and use words related to computers To identify different homonyms and use them in the correct context

Language

Words: connect, disconnect, log on, log off, download, upload, surf, attach (Class Book); bug, chip, mouse, speaker (Workbook)

Working with words: nail (n), nail (n), right (adj), right (adv), left (pp), left (adv), match (n), match (n), saw (pp), saw (n), sweet (n), sweet (adj)

Extra: file

Materials

CD 🚳 49–50; Dictionary Workbook pages 126–134

Warmer

• Ask students what they remember about the story from the last lesson. Ask *Did the children win first prize? What did the children win? What does Tom want to use the computer for?*

Lead-in

• Discuss computers. Ask Do you like computers? How often do you use a computer? What do you use a computer for?

1 Listen and repeat. 🛞 49

- Ask students to look at the words and their definitions. Ask students to read the definitions for each word silently.
- Tell them that you are going to play a recording of the words for them to listen and repeat.
- Play the recording, pausing for students to repeat.
- Play a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

2 Write the words.

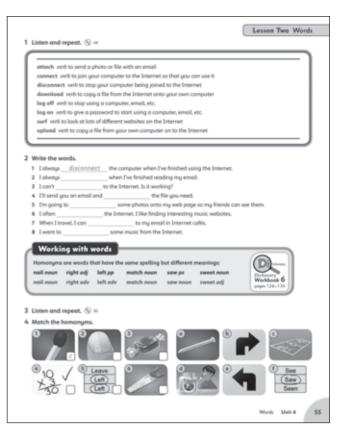
- Read the instruction and the example with the class.
- Ask students to read the rest of the sentences and complete them with the correct words.
- Go through the answers with the class. Ask different students to read complete sentences aloud.

ANSWERS

- 1 disconnect 2 log off 3 connect 4 attach
- 5 upload 6 surf 7 log on 8 download

Optional activity

- Play a game of *Guess the word* (see page 24) with the vocabulary from Exercise 1.
- On the board, write the first letter of the word, followed by the correct number of lines for the number of letters in the word. Students raise their hand when they have guessed the word. Invite one of the students to come to the front and write the word on the lines.



3 Listen and repeat. 🚳 50

- Before doing the activity, focus students' attention on the *Working with words* section above. Ask *What are homonyms?* Mime hitting a nail with a hammer. Ask *What am I hitting?* to elicit the response *a nail*. Hold up your hand and point to a fingernail. Ask *What's this?* to elicit the same answer. Tell students that this is an example of a homonym.
- Ask students to read through the list of homonyms.
- Play the recording. Students listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.

4 Match the homonyms.

- Look at the example with the class. Ask *What's the word?* Ask students to point to the picture that shows the other meaning of *match*.
- Make sure students understand that they should look at the rest of pictures 1–6 and match them with pictures a–f.

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

Optional activity

Read the following sentences aloud. Ask students to point to the picture with the same meaning in Exercise 4. Hot chocolate is a sweet drink. Turn left at the end of the road. Put a nail in the wall and hang up the picture. That's the right answer. Use a saw to cut the wood. The tennis match was great!

Further practice

Workbook page 49 Student Website • Unit 6 • Words, Words in context Online Practice • Unit 6 • Words

Lesson Three (B page 56

Grammar 1

Learning outcomes

To use the passive with the future

Language

Core: You will be given ten new laptops for your school. You won't be given any software. Will the computers be sent to our school?

Extra: World Wide Web, laptop, software, Mars, packed lunch, booklet

Materials

CD 🚱 51

Warmer

• Play *A long sentence* (see page 24), starting with the sentence: *I won a computer in the competition*.

Lead-in

• Ask Do you like to enter competitions? Have you ever won a competition? What would you most like to win?

1 Listen and read. What are the three prizes? 🛞 47

• Play the recording. Students follow the text in their books. Ask the gist question *What are the three prizes?*

ANSWER

First prize is ten new laptops for your school, second prize is new language software for your school and third prize is a printer for your school.

- Play the recording a second time. Ask comprehension questions, e.g. *How many laptops do you get if you win first prize? Will your school get any software if you win third prize?*
- Focus on the competition question. Ask if anyone can tell you the correct answer (*B the World Wide Web*).

2 Read and learn.

- Read through the rules and example sentences in the box with the class.
- Write the following sentences on the board and ask students to help you complete them using the future passive.

You _____ (teach) grammar in today's lesson. You _____ (not give) any homework tonight. _____ the visitors _____ (show) around the school?

• Ask students to read through the text from Exercise 1 again and find examples of future passive sentences.

3 Read and write A (active) or P (passive).

- Focus attention on the example and read it with the class. Ask students *Is it active or passive? How do you know?*
- Ask students to read the rest of the sentences and write *A* for active or *P* for passive next to each one.

ANSWERS 1 P 2 P 3 A 4 P 5 A 6 P



4 Write the words in the correct order.

- Ask students to look at the picture. Ask Where are the students going?
- Look at the example together. If necessary, remind students how the future passive is formed.
- Ask students to reorder the words in the rest of the sentences, using the future passive.

ANSWERS

- 1 The children will be collected by coach at 9 a.m.
- **2** Each student will be provided with a packed lunch.
- 3 The class will be taken on a tour of the museum.
- 4 Each student will be given a booklet.
- 5 The trip will be filmed by the teachers.
- 6 The film will be shown to the school.

Optional activity

- Discuss school trips. Ask students where they would most like to go. Write students' suggestions on the board, and take a vote to find the most popular place.
- Tell students to imagine that they are going on a trip to this place with the school and that they must help you prepare a note to parents.
- Write words prompts on the board. Students use the prompts to make sentences in the future passive: School trip to chocolate factory Children / collect / school bus Children / show / the chocolate machines Lunch / provide Each student / give / a chocolate bar

Further practice

Grammar Time, Workbook page 119 Workbook page 50 Student Website • Unit 6 • Grammar 1 Online Practice • Unit 6 • Grammar 1

Lesson Four (B page 57

Grammar 2

Learning outcomes

To use the passive with the present perfect Speaking: using the passive with the present perfect to describe what has or hasn't happened

Language

Core: These wires have been disconnected. You haven't been switched off. Has your battery been taken out?

Extra: wire

Materials

CD 🚱 52

Warmer

- Play a vocabulary building game. Write the word *computer* in the middle of the board and surround it with a circle. Draw several lines coming from the circle.
- Ask individual students to come to the front of the class in turn and write a word connected with computers at the end of one of the lines. Tell students they can use words from the unit or words they have learnt before, e.g. *mouse*. Draw more lines if necessary.
- Continue the game until students have run out of words.

Lead-in

• Remind students that Chip is a robot. Ask students to suggest things that Professor has to do to keep Chip working properly. Ask students to suggest how Chip is powered. Does he run on petrol?

1 Listen and read. Why does Chip stop? 🛞 52

- Play the recording for students to listen and follow the words in their books.
- Ask the gist question Why does Chip stop?

ANSWER

Chip stops because some of his wires have been disconnected.

• Play the recording a second time for students to read the text again. Ask further questions to check comprehension, e.g. *How does Chip feel? Has Chip been switched off? Does Professor find the problem?*

2 Read and learn.

- Read the rule and example sentences with the class.
- Write the following sentences on the board and ask students to help you complete them using the passive with the present perfect form of the verbs in brackets: *The machines* (switch on). *The windows* (clean). *We* (not give) any lunch.
- Ask students to reread the Professor and Chip story and find more examples of the passive with the present perfect.

NOTE: Remind students to use the Irregular verb list in their Workbooks when they are completing Exercise 3.



3 Read and circle.

- Ask students to look at the example sentence. Ask students *Is the sentence passive*? Establish that the sentence is passive so we need the passive form of the present perfect here.
- Students read the sentences and circle the correct words.
- Ask individual students to read complete sentences.

ANSWERS

- 1 have been used 2 has been found 3 disconnected
- 4 haven't eaten 5 've been given 6 Have you

4 Talk about the pictures.

- Ask students to look at the pictures. Ask two students to read the text in the speech bubbles aloud.
- Tell the class you are going to describe what's happened in one of the pictures and they have to say which one it is. Say *The floor hasn't been cleaned*. Students should respond *It's Picture 4*.
- Ask students to work in pairs. They take turns to look at the pictures and make sentences using the prompts. Their partner identifies which picture they are describing.

ANSWERS

Picture 1: The litter hasn't been collected.
Picture 2: The cakes have been eaten.
Picture 3: The Internet has been disconnected.
Picture 4: The floor hasn't been cleaned.
Picture 5: The shop has been closed.
Picture 6: The window has been broken.

Further practice

Grammar Time, Workbook page 120 Workbook page 51 Language practice worksheet, Unit 6, Teacher's Resource Centre Student Website • Unit 6 • Grammar 2 Online Practice • Unit 6 • Grammar 2

Lesson Five (B page 58

Skills Time!

Skills development

Reading: read a website article

Language

Recycled: vocabulary and structures seen previously Extra: complications, created, experimental, huge, weigh (v), male, cursor, immediately, president, market

Materials

CD 🚱 53

Warmer

• Discuss websites with the class. Ask students which websites they look at regularly. What do they look at these websites for? Which websites are useful for finding out information?

Lead-in

• Tell students that they are going to read a webpage about interesting computer facts. Ask students what they would like to know about computers. Write students' suggestions on the board.

1 Look at the text. What was invented on these dates?

- Ask students to look at the pictures. Without reading the text, ask students what they think the pictures show.
- Ask students to skim the article briefly, without reading in detail, to find the answer to the gist question. Go through the answers with the class.

ANSWERS

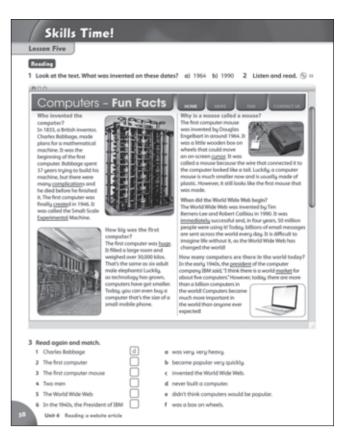
- a 1964 the first computer mouse
- **b** 1990 the World Wide Web

2 Listen and read. 🛞 53

- Tell students they are going to listen to a recording of the text from the webpage. Tell them to follow in their books as they listen, but not to worry if they don't understand every word they hear.
- Play the recording all the way through.
- Play the recording again pausing at regular intervals. Ask comprehension questions, e.g. *What did Charles Babbage make plans for? Did he ever finish his machine? How big was the first computer?*
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.
- Ask students to look at the list on the board from the Lead-in activity. Did the text answer any of the students questions?

Optional activity

- Ask students to read the text again and write five true / false sentences.
- Ask different students to read their sentences for the class to respond *True* or *False*.



3 Read again and match.

- Ask students to look at the example. Read the full sentence together.
- Ask students to read the article again and match the rest of the sentences.
- Ask students to read the complete sentences aloud.

ANSWERS

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

Optional activity

- Tell students that they are going to play a memory game. Ask them to close their books. Then write the questions below on the board. How long did Charles Babbage spend trying to build his computer? What was created in 1946? What did the first computer weigh? What did Douglas Engelbart invent? When was the World Wide Web invented? How many people were using the World Wide Web in four years? How many computers are there in the world today?
- Put students in groups of four to answer the questions.
- Go through the answers with the class.

Further practice

Workbook page 52 Online Practice • Unit 6 • Reading

Lesson Six (B page 59

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about computers

Language

Words in context: *complication, create, experimental, huge, cursor, immediately, president, market* (Class Book); *public, available, expect, ordinary* (Workbook)

Materials

CD 🛞 54; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the webpage from the previous lesson.
- Ask questions if necessary, e.g. What did Charles Babbage do? What was the first computer like?

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the article. Write.

- Ask the students to look at the definitions. Explain that all of the words are underlined in the text on page 58.
- Ask students to look at the webpage again and find all of the underlined words. They read the text again and try to determine the meaning of the words from the context.

ANSWERS

1 create 2 huge 3 experimental 4 market

5 cursor 6 complication 7 immediately 8 president

Optional activity

• Play Smiley face (see page 24) with the new vocabulary.

2 Listen. How many people does the radio presenter talk to? **(3)** 54

- Tell students they are going to hear a radio interview about what people use a computer for, and that they have to listen to find how many people the presenter talks to.
- Play the recording and elicit the answer from the class.

ANSWER

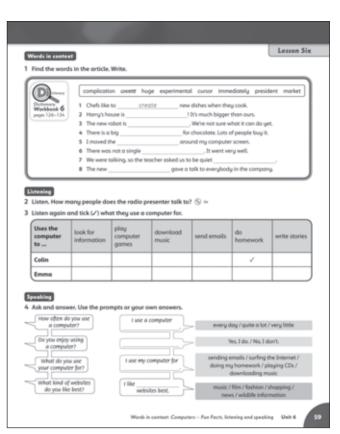
The presenter talks to two people.

Transcript

(See Teacher's Book page 142.)

3 Listen again and \checkmark what they use a computer for.

- Tell students that they are going to listen to the recording again. This time they must tick the things in the chart that Colin and Emma use the computer for.
- Before you play the recording, allow time for students to read through the list of activities in the chart.
- Play the recording as many times as necessary, pausing at appropriate intervals for students to tick the activities.



ANSWERS

Uses the computer to	Colin	Emma
look for information	\checkmark	
play computer games		\checkmark
download music	 ✓ 	
send emails		✓
do homework	1	
write stories		\checkmark

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them that they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 53

- Speaking skills worksheet, Unit 6, Teacher's Resource Centre
- Student Website Unit 6 Words in context
- Student Website Unit 6 Listen at home Tracks 29–32
- Online Practice• Unit 6 Words in context, Listening and Speaking

Lesson Seven (B page 60

Skills Time!

Skills development

Writing focus: lay out a biography correctly Writing outcome: write a biography

Language

Recycled: vocabulary and structures seen previously Extra: *research, report (n), heading, quote, topic, access (v), possible, cable*

Materials

Writing poster 6; a copy of the text from Poster 6, Teacher's Resource Centre, for each student

Warmer

• Tell students they are going to read a research report. Ask students What do you think a research report is? What could you write a research report about? What do you think you need to include in a research report? Write students' suggestions on the board.

Poster 6: A research report

- Hand out the photocopy of the text from the poster to each student. Display your copy of the poster.
- Ask students the 'Before reading' question.
- Ask students to read the text silently. Ask comprehension questions, e.g. *How many people use the Internet? Who first created a way to link networks? When did ordinary people start to use the Internet?*
- Read the first and second text boxes to the class. Ask *Why do we write research reports? What do we write first?*
- Read the third text box. Ask What do we do with each piece of information? What can we use as headings? Why?
- Read the text boxes on the right-hand side of the poster. Ask What else can we include in our research report?
- Ask students the 'After reading' questions in the corner of the poster. Compare some of the students' answers.

1 Look at the research report. What is it about?

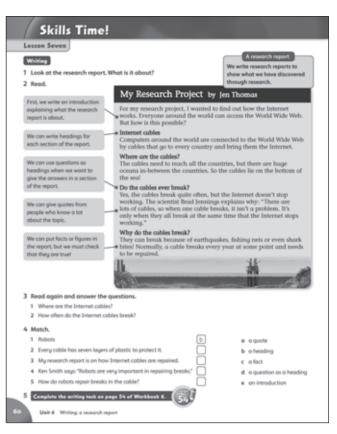
• Ask students to look at the picture and glance through the text without reading it in detail. Ask the gist question *What is the research project about?*

ANSWER

The research report is about how the Internet works.

2 Read.

- Ask a different student to read each paragraph of the text to the class. Ask further questions to check understanding, e.g. *How are computers around the world connected? Is it a problem when a cable breaks? What makes the cables break?*
- Focus on the boxes around the main text. Ask a different student to read each one. Pause to check understanding.
- Check the list on the board from the Warmer activity. Did students guess correctly what should be included in a research report?



3 Read again and answer the questions.

- Ask students to read the text again silently to themselves.
- They read and answer the questions.
- Go through the answers with the class.

ANSWERS

- 1 The Internet cables are at the bottom of the sea.
- 2 The Internet cables break quite often / every year.

4 Match.

- Ask students to look at the descriptions a-e on the right. Tell them that they have to match the correct description to the texts 1–5 on the left.
- Look at the example together. Ask *Is this a question? (No, there isn't a question mark.) Is this a quote? (No, there are no quotation marks.)* Establish that it is a heading, so the letter *b* has been written in the box.
- Ask students to read the rest of the pieces of text and match them with the correct descriptions.

ANSWERS

1 b 2 c 3 e 4 a 5 d

Optional activity

• Ask students to label a quote, a heading, a fact, a question as a heading, and the introduction in the text from Exercise 1.

5 Complete the writing task on page 54 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 54

Writing skills worksheet, Unit 6, Teacher's Resource Centre Online Practice • Unit 6 • Writing

Lesson Eight (B page 61)

Unit 6 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 55

Warmer

- Play Book race (see page 24) to revise the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. What did Tim Berners-Lee invent? (Lesson 3) Has your battery been taken out? (Lesson 4) The competition has been judged. (Lesson 1) However, today there are more than a billion computers in the world! (Lesson 5)
 I don't feel right, Professor. (Lesson 4) Why do the cables break? (Lesson 7) Your school will be given ten new laptops! (Lesson 3) We can give quotes from people who know a lot about the topic. (Lesson 7)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 out the questions, allowing time for the students to write the answers.
- Students work with books open at page 61. They may not refer back to the unit when answering the questions.

ANSWERS

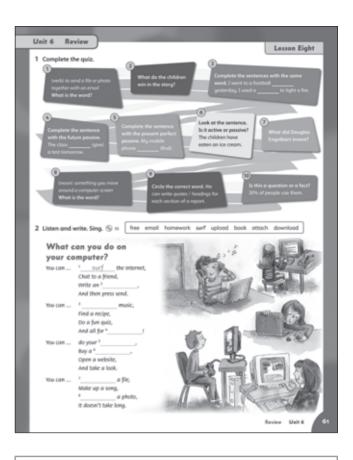
- 1 attach 2 a computer for their club 3 match, match
- 4 will be given 5 has been found 6 active
- 7 the computer mouse 8 cursor 9 headings 10 a fact

2 Listen and write. Sing. 🛞 55

- Focus students' attention on the pictures. Ask *What are the people doing*?
- Play the song all the way through as students follow the words in their books.
- Play the song a second time, pausing at appropriate intervals for students to write the missing words.
- Play the recording a third time if necessary.
- Go through the answers. 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 surf 2 email 3 Download 4 free 5 homework
- 6 book 7 Upload 8 Attach



Optional activity

- Ask students to work in pairs to write a new verse. As a class, brainstorm ideas about what to include. Write students' suggestions on the board.
- Tell students that they must begin their verse with the line *You can ...,* like the verses in the Class Book song.
- Students use the ideas on the board to write the remaining three lines.
- Put the pairs into groups and ask them to put their verses together to make a song. Students practise singing their song in their groups.

Optional activity

Play Wrong word (see page 25). Divide the class into two teams and read these statements to each team in turn. The DSD Club win first prize in the competition. Tom wants to find out about trains. You can attach a file from the Internet onto your own computer. Chip's wires have been connected.

Chips wires have been connected. Charles Babbage made plans for a mobile phone. The first computer mouse was a little metal box. Internet cables lie on the bottom of the road. Normally, a cable breaks every day at some point.

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 Play Script 1, Teacher's Resource Centre Student Website • Unit 6 • Listen at home • Track 33 (Song) Online Practice • Unit 6 • Review

Fluency Time! 2

Everyday English (B page 62)

Learning outcomes

To learn some useful language for requesting favours

Language

Is it OK if I borrow your gloves? Can you show me how to do this maths? No, sorry! / Yes, OK. / Sure! Do you mind if I wear my scarf? No, that's fine. Could I close the window, please? No, I'm sorry. / Yes, of course.

Materials

CD 🚳 56–57; 🚳 Fluency DVD Fluency Time! 2 (optional)

Warmer

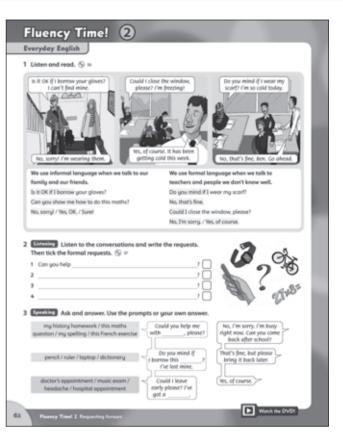
- Tell the class they are going to learn some useful language for requesting favours.
- Write the headings and phrases from the box in Exercise 1 on the board. Ask which phrases we use to request a favour and which we use to grant or refuse a favour. Ask students who they would use informal language with (*friends and family members*) and who they would use formal language with, e.g. teachers, other adults, strangers.

1 Listen and read. 🛞 56

- Focus on the pictures. Ask students who they can see (*Ben, Layla, Ben's teacher and classmates*), where the people are (*at home / in a classroom*) and what they are doing (*Ben and Layla are getting ready for school / Ben is having a lesson*).
- Play the recording. Students listen and read. Encourage them to work out any unknown words from the context. Play the recording again, pausing for students to say the dialogue.
- 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 find examples of formal and informal language in the dialogue.
- Ask students to practise the dialogue in pairs, then invite pairs of students to act out the dialogue for the class.

2 Listen to the conversations and write the requests. Then tick the formal requests. **6** 57

- Show students the activity and explain that they need to listen and write the requests that the characters make. Tell the students to listen for the phrases in the useful language box to help them spot the requests.
- Play the first part of the recording, then pause and ask students what request they heard. Students complete the request in their books.
- Play the rest of the recording, pausing for students to write.
- Check answers by asking students to read out the requests. Ask whether each request is formal or informal. The students tick the formal requests. Ask students to rephrase the requests using formal or informal phrases.



Transcript (See Teacher's Book page 142.)

ANSWERS

- 1 Can you help me with my homework?
- 2 Do you mind if I use this pen?
- 3 Is it OK if I borrow your bike?
- 4 Could I leave school early?

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

- Ask students to work in pairs to act out their own dialogues.
- Ask a volunteer to act out an example dialogue with you. Read out the speech bubbles on the left, completing the gaps with the prompts. The volunteer reads out the speech bubbles on the right.
- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.
- Ask some pairs to act out their dialogues for the class.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 2 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 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 poster of your favourite inventions To practise discussing inventions

Language

What's your favourite invention? I love chocolate! Can you tell me about it? Sure. Why do you like chocolate? Because ...

Materials

Solution Fluency Time! 2 (optional); Fluency Project 2 (see Teacher's Resource Centre) (one set of templates for each student); completed poster; coloured pencils, scissors and glue for each group of students

1 Look at the story again. Act. 🚳

- Focus on the story in Exercise 1 on Class Book page 62. Ask students what they remember about the story.
- Play the 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 poster of your favourite inventions.

- See Teacher's Book page 161 for detailed instructions on how to make the poster.
- Focus on the picture. Ask students to say what the picture shows (*a poster about inventions*) and what inventions they can see on the poster.
- Hand out copies of the poster template and the inventions template (see Fluency Project 2, Teacher's Resource Centre).
- If you like, the students can work in pairs to prepare one poster between them.
- Read out the instructions around the poster in Exercise 1. Show the class your own completed poster and ask questions about it, e.g. *What inventions can you see on my poster? How many inventions are there on my poster?*
- The students can use the inventions on the template, or find out about other inventions on the Internet or in reference books.
- Move around the class as students work, asking questions, e.g. What's your favourite invention? Why do you like ...? Who invented ...?

NOTE: If you do not have time to use photocopies, you can ask students to make their posters on a piece of paper.

3 Use your poster to discuss the inventions. Ask and answer.

- Focus on the photos. Tell students they are going to use their posters to act out dialogues with a friend. They will take turns to ask about their partner's poster and request more information about different inventions.
- Act out the example dialogue with a volunteer, then let students talk in pairs.



- Encourage them to request and give more information about the different inventions.
- 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 posters. 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 child from Team A to use one of the facts on their poster to ask a question, e.g. *Who invented the television?* Ask a child from Team B to answer the question.
- If you prefer, you can ask students to only use facts from the inventions template.
- 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.
- 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

Explorers for a day!

Lesson One (B page 68

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story

Materials

CD 🚱 55-60

Warmer 🛞 55

• Play the song from Unit 6, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. Ask questions, e.g. *Did the children win first prize? What did the children win?*
- Tell students that today they are going to read the first episode of a new story about the DSD Club. Tell them that the topic of this unit is *Explorers*. Invite predictions about what might happen in the story.

1 Listen and read. Why do the children decide to go into the cave? $\textcircled{6}{9}$ 60

• Play the recording. Students follow the story. Ask the gist question *Why do the children decide to go into the cave?*

ANSWER

The children decide to go into the cave to shelter from the rain.

• Play it a second time. Ask comprehension questions, e.g. What are the children looking for? Who goes with each group? Which direction does Libby tell the children to walk in?

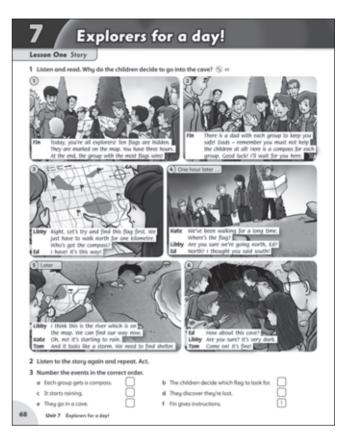
2 Listen to the story again and repeat. Act. 6 60

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Libby, Ed, Kate, and Tom.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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 Number the events in the correct order.

- Ask students to look at the example. Ask them to find the place in the story where Fin gives the instructions (frame 1).
- Ask students to read the rest of the sentences and number them in the correct order.

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



Optional activity

- Discuss the story. Ask What does Fin call the children? What does he give to each group? Who goes with them?
- Tell students to imagine that they are going to be explorers like the children in the story.
- Ask students to plan their trip with a partner. They must decide what they are going to take and what they are going to do to stay safe.
- Ask students to share their ideas with the class.

Culture notes: Adventure clubs and programmes

Adventure and outdoor activities are popular with children in Britain and some schools take children on trips to outdoor centres where they can learn skills such as map reading and using a compass.

Children can also take part in these activities outside school, through different clubs and organizations. The Scout Association is a popular organization with groups for young boys and girls aged from six years. Children can learn a variety of skills, from photography to circus skills, and they can enjoy a range of outdoor activities, from canoeing to rock climbing.

The Duke of Edinburgh Award programme is popular with young people between the ages of fourteen and sixteen. Children have to complete different tasks and activities to earn awards, starting with bronze and progressing to gold.

Further practice Workbook page 58 Online Practice • Unit 7 • Story

Lesson Two (B page 69

Words

Learning outcomes

To identify and use words related to treasure hunting To use suffix *-er* to make some verbs into nouns, and suffix *-ist* to make some nouns into new nouns

Language

Words: binoculars, compass, map, treasure, north, south, east, west

Working with words: *paint / painter, explore / explorer, write / writer, journal / journalist, novel / novelist, tour / tourist* (Class Book); *drive / driver, art / artist, build / builder, guitar / guitarist* (Workbook)

Materials

CD 🚳 61–62; Dictionary Workbook pages 126–134

Warmer

• Ask students what they can remember about the story from the last lesson. Ask *Where were the children? What were the children looking for? What did they take with them? Where did they take shelter?*

Lead-in

• Teach or elicit the word *treasure*. Tell children to imagine that there is some hidden treasure near their school. Ask *What equipment do you need to find it*? Encourage as many suggestions as possible and write them on the board.

1 Listen and repeat. 🛞 61

- Ask students to look at the words and the picture. Play the recording, pausing after each word for students to repeat.
- Play a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

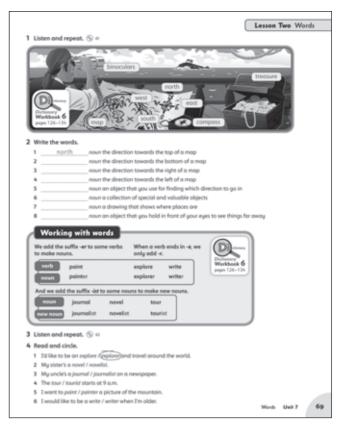
- Ask students to look at the example. Read the definition together. Ask students to find *north* on the map in the picture.
- Ask students to read the rest of the definitions and write the correct word from Exercise 1 for each one.

ANSWERS

- 1 north 2 south 3 east 4 west 5 compass
- 6 treasure 7 map 8 binoculars

3 Listen and repeat. 🛞 62

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Read through the explanations and examples together.
- Ask students *What happens when we add -er to these verbs?* Elicit that you make nouns. The nouns describe the person who does the action of the verb.
- Ask students *What happens when we add -ist to these nouns?* Elicit that you make new nouns.



- Ask What is the name for someone who paints / writes / visits another country? Explain any unknown words, for example, journalist, novelist, and tourist.
- Play the recording for students to listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

Optional activity

- Ask students to close their books. Write the verbs / nouns on the board in the order shown below: tour write novel paint journal explore
- Invite different students to come to the front of the class and add the suffixes *-er, -r,* or *-ist* to make nouns.
- Ask students to suggest sentences using the words, e.g. Lots of tourists went on the tour.

4 Read and circle.

- Look at the example with the class. Ask *Do we need a verb* or a noun here? Establish that we need a noun, so the word *explorer* is circled.
- Ask students to read the rest of the sentences and circle the correct words.
- Go through the answers with the class. Ask students to read complete sentences to the class.

ANSWERS

1 explorer 2 novelist 3 journalist 4 tour 5 paint 6 writer

Further practice

Workbook page 59 Student Website • Unit 7 • Words, Words in context Online Practice • Unit 7 • Words

Lesson Three (B page 70

Grammar 1

Learning outcomes

To use the relative pronouns *who* and *which* to describe people and things

Speaking: describing people and things using relative pronouns.

Language

Core: Today there are many climbers who successfully climb Mount Everest. They climb a mountain there which is the highest mountain in the world. Extra: scuba diver, stripy

Materials

CD 🚱 63

Warmer

• Play Order the letters (see page 25) to revise vocabulary.

Lead-in

• Elicit the word *mountain*, using a drawing or description and write it on the board. Ask *Have you visited any mountains? Are there any mountains in our country? Which is the highest mountain in the world?* Write useful vocabulary on the board.

1 Listen and read. Who first climbed Mount

Everest? 🔞 63

• Play the recording. Students follow the text in their books. Ask the gist question *Who first climbed Mount Everest?*

ANSWER

Edmund Hillary and Tenzing Norgay first climbed Mount Everest.

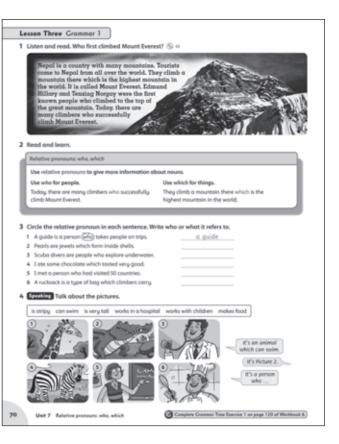
• Play it a second time. Ask comprehension questions, e.g. Which country has the highest mountain? Do many people successfully climb Mount Everest today?

2 Read and learn.

- Read through the rules and example sentences. Ask Which relative pronoun do we use for people? Which relative pronoun do we use for things?
- Ask students to complete these sentences: *Ella is the girl* _______ sits next to me. *This is the book* ______ we read in class. *I like stories* ______ are about adventures. *Mrs Johnson is the teacher* ______ gave us the test.
- Ask students to find who and which in Exercise 1

3 Circle the relative pronoun in each sentence. Write who or what it refers to.

- Write the example sentence on the board. Ask students to tell you the relative pronoun. Circle the word *who*.
- Read the sentence again and ask students which word the relative pronoun refers to. Underline the word *guide*.
- Students read the rest of the sentences, circle the relative pronouns and write the people or things they refer to.



ANSWERS

- 1 A guide is a person who takes people on trips. (a guide)
- 2 Pearls are jewels which form inside shells. (pearls)
- 3 Scuba divers are people who explore underwater. (scuba divers)
- 4 late some chocolate which tasted very good. (chocolate)
- 5 I met a person who had visited 50 countries. (a person)
- 6 A rucksack is a type of bag which climbers carry. (a rucksack)

4 Talk about the pictures.

- Ask students to look at the pictures. Ask What can you see?
- Focus on the example speech bubbles. Choose a student and read the first speech bubble for the student to respond. Complete the second speech bubble and read it for the same student to respond. For example: Teacher: *It's a person who works with children*. Student: *It's picture 5*.
- Ask students to work in pairs. They take turns to describe the people and things using the correct relative pronouns and the words in the box. Their partner says which picture it is.

Optional activity

- Write the following sentence starters on the board: It's a person who ... It's something which ...
- Tell students that you are going to play a game. Start by describing a person or object in the classroom for students to guess, e.g. *It's something which we look through to see what's outside*.
- The first student to guess the answer (*window*) stands up and describes another person or thing.

Further practice

Grammar Time, Workbook page 120 Workbook page 60 Student Website • Unit 7 • Grammar 1 Online Practice • Unit 7 • Grammar 1

Lesson Four (B page 71

Grammar 2

Learning outcomes

To use the relative pronoun *that* for people and things To use relative prounouns to describe people or things

Language

Core: He met a man who / that was more than 120 years old. He stayed in a house which / that was at the top of a tall tree.

Materials

CD 🛞 64

Warmer

Ask students which area of grammar they covered in the last lesson. Remind them how to use relative pronouns by writing sentences on the board for them to complete:
 A crocodile is an animal _____ can swim.

 I met a person had visited 50 countries.

Lead-in

- Ask students to name any of Professor's inventions that they can remember. Encourage them to look back through their Class Books if they are having difficulty. Write the inventions on the board.
- Invite students to make sentences describing the inventions using relative pronouns, for example: *He invented a car which cleans itself. He invented a mechanical mop which cleans the floor.*

1 Listen and read. What are Chip and Professor looking at? (5) 64

• Play the recording. Students follow the words in their books. Ask the gist question and elicit the response.

ANSWER

Chip and Professor are looking at a diary which belonged to Professor's grandfather.

• Play it a second time for students to read the text again. Ask comprehension questions, e.g. *Where did Professor's grandfather go? Who did he meet?*

2 Read and learn.

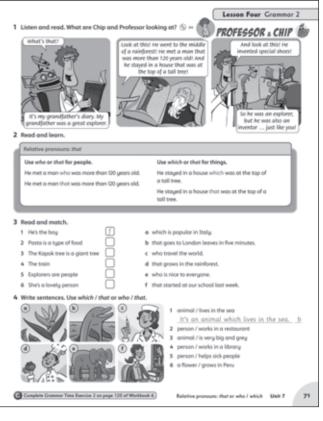
- Read the rules and examples in the box with the class. Ask *What do we use 'who' / 'which' / 'that' for?*
- Ask students to reread the story about Professor and Chip and find the sentences that contain the relative pronoun *that*. For each one, ask *Which other word could we use here?*

3 Read and match.

- Ask students to look at the first part of the example sentence. Ask students which relative pronouns the next part of the sentence could begin with (*which* or *that*). Read the complete sentence together.
- Ask students to match the rest of the sentence halves.

ANSWERS

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



4 Write sentences. Use which / that or who / that.

- Ask students to look at the pictures. Ask What can you see?
- Read the example sentence together. Ask Which other relative pronoun could you use in this sentence?
- Ask students to look at the pictures and write sentences using the prompts and *which / that* or *who / that*, then match the sentences with the pictures.

ANSWERS

- 1 It's an animal which / that lives in the sea. (b)
- 2 It's a person who / that works in a restaurant. (d)
- 3 It's an animal which / that is very big and grey. (e)
- 4 It's a person who / that works in a library. (f)
- 5 It's a person who / that helps sick people. (c)
- 6 It's a flower which / that grows in Peru. (a)

Optional activity

- Tell students that you are an *explorer* and on your last trip you saw a *lizard* and you met a *journalist*. Write the words on the board and ask students to help you to write sentences about them using the relative pronouns *who*, *which* and *that*. For example: A *lizard is an animal which lives in hot countries*. A *journalist is a person who writes stories*.
- Tell students to imagine that they are explorers and have just returned from a trip.
- Ask students to work in pairs. They take turns to tell each other about some of the people and things they have seen, using as many relative pronouns as they can.

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

Lesson Five (B page 72)

Skills Time!

Skills development

Reading: read a factual text

Language

Recycled: vocabulary and structures seen previously Extra: *shipwreck, historian, clue, hurricane, beneath, search, proper, unsinkable, voyage, iceberg, drown, examine*

Materials

CD 🚱 65

Warmer

- Encourage students to think about historical events that they know of. Write their suggestions on the board.
- Ask students to say which was the earliest of the historical events and which was the latest.

Lead-in

- Elicit the word *shipwreck*. Ask students to name any famous shipwrecks they know of. What things might they find if they discovered a shipwreck under the sea?
- Ask What can shipwrecks tell us about life in the past?

1 Look at the pictures. When do you think each ship sailed?

- Ask students to look at the pictures. Without reading the text, ask when they think each ship sailed. Write their suggestions on the board.
- Ask students to skim through the article briefly, without reading in detail, to find the answer to the gist question. Go through the answer with the class. Ask students to look at the guesses on the board. Who got closest to each date?

ANSWER

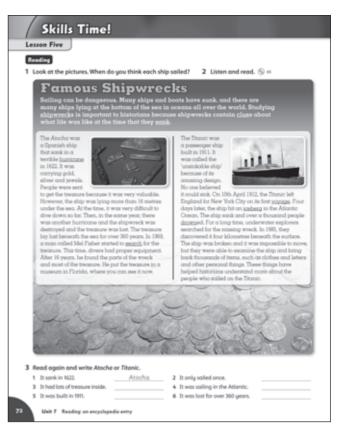
The *Atocha* sailed in 1622. The *Titanic* sailed in 1912.

2 Listen and read. (5) 65

- Tell students they are going to listen to a recording of the text. Tell them to follow in their books, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play it again, pausing to ask comprehension questions, e.g. What was the Atocha carrying? Why was the treasure lost? Who found most of the treasure?
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

3 Read again and write Atocha or Titanic.

- Ask students to look at the example. Read the full sentence together. Ask students to find the sentence in the text that tells them when the *Atocha* sank.
- Ask students to read the article again and write *Atocha* or *Titanic* for the rest of the sentences.



ANSWERS

1 Atocha 2 Titanic 3 Atocha 4 Titanic 5 Titanic 6 Atocha

Optional activity

- Divide the class into two teams. One team writes six questions about the *Atocha*. The other team writes six questions about the *Titanic*.
- Ask students to close their books. Each team nominates a captain to ask the questions and give the answers.
- Each team takes turns to ask their questions for the other team to answer. The students can confer with other members of their team before the team captain gives the answer. Keep a record of the scores on the board.
- At the end of the quiz, add up the scores and declare the winner.

Optional activity

- With books closed, write these dates on the board: 1969 1622 16 metres 360 years 1985 1911 four kilometres 1912
- Tell students that the numbers in the first row are from the text about the *Atocha* and the numbers in the second row are from the text about the *Titanic*.
- Ask if anyone can tell you about one of the numbers or dates. Choose a student to stand up, say the number or date and make a sentence about it. If the sentence is correct, cross off the number / date and ask another student to tell you about one of the other numbers / dates. If the student is wrong, praise his / her attempt and invite another student to give you a sentence.

Further practice Workbook page 62 Online practice • Unit 7 • Reading

86 Unit 7

Lesson Six (B page 73

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about exploring

Language

Words in context: *sank*, *shipwreck*, *clue*, *hurricane*, *search*, *voyage*, *iceberg*, *drown* (Class Book); *harbour*, *entrance*, *valuable*, *temple* (Workbook)

Materials

CD 🚱 66; Dictionary Workbook pages 126–134

Lead-in

• With books closed, ask students what they remember about the text from the previous lesson. Ask questions, e.g. *What did the Atocha carry? When did it sink? What type of ship was the Titanic?*

1 Find the words in the text to match the pictures and definitions.

- Ask the students to look at the definitions and pictures. Explain that all of the words that students need are underlined in the text on page 72.
- Ask students to look at the article again and find all of the underlined words. They read the sentences that contain each word and try to determine the meaning from the context.
- Students then write the correct words below each definition and picture on page 73.

ANSWERS

1 sank2 search3 voyage4 hurricane5 drown6 clue7 shipwreck8 iceberg

Optional activity

• Ask students to use the words from Exercise 1 to tell you facts about the *Titanic* and the *Atocha*.

2 Listen. What ship is the man talking to the children about? 69 66

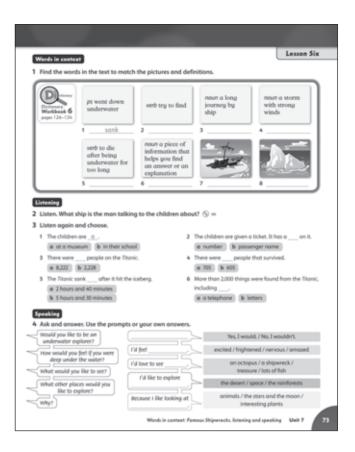
- Tell students they are going to hear a recording of a man talking to some children. Explain that students have to listen to find out what ship the man is talking about.
- Play the recording once the whole way through.
- Elicit the answer from the class.

ANSWER

The man is talking about the *Titanic*.

Transcript

(See Teacher's Book page 142.)



3 Listen again and choose.

- Tell students that they are going to listen to the recording again. Read the instruction together and use the example to demonstrate how they should give the correct answers to the questions.
- Before you play the recording, allow time for students to read the questions and the two possible answers.
- Play the recording, pausing at appropriate intervals for students to answer.
- Play the recording again for students to complete their answers. Play the recording a third time if necessary.

ANSWERS

1 a 2 b 3 b 4 a 5 a 6 b

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

- Focus on the example dialogue. Choose a strong student and ask the questions for him / her to answer.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner answers using the prompts given or his / her own ideas.
- If you wish, ask some of the 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 Student Website • Unit 7 • Listen at home • Tracks 34–37

Student Website • Unit / • Listen at nome • Iracks 34–37

Online Practice • Unit 7 • Words in context, Listening and Speaking

Lesson Seven (B page 74

Skills Time!

Skills development

Writing focus: plan a personalized text Writing outcome: write a personalized text

Language

Recycled: vocabulary and structures seen previously Extra: *such as, for example, for instance*

Materials

Writing poster 7; a copy of the text from poster 7, Teacher's Resource Centre, for each student

Warmer

• Play a game of *Smiley face* (see page 24) to revise the vocabulary from Lesson 6.

Poster 7: A personalized text

- Hand out a photocopy of the poster text to each student. Display your copy of the poster.
- Ask students the 'Before reading' questions. Encourage them to discuss and share their ideas.
- Ask students to read the text silently. Ask comprehension questions, e.g. Why would Emily love to be a jungle explorer? What do jungle explorers do? Which things does Emily say you could find in the jungle?
- Read the text boxes on the left-hand side of the text to the class. Ask What do we say at the beginning? Which words do we use when we are imagining what a situation might be like? Which words do we use when we are imagining what might happen in a situation?
- Read the text boxes on the right-hand side. Ask What do we include to help the reader get a picture of what we are writing about? What do we use to make our descriptions more interesting? Which words and phrases can we use to give examples?
- Ask students the 'After reading' questions in the corner of the poster. Compare some of the students' answers.

1 Look at the text. What type of explorer would Fred like to be?

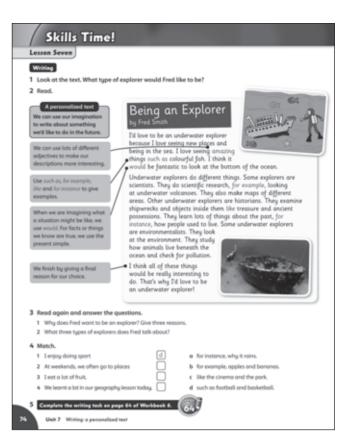
• Ask students to look at the pictures and glance through the text without reading it in detail. Ask the gist question *What type of explorer would Fred like to be?*

ANSWER

Fred would like to be an underwater explorer.

2 Read.

- Ask a different student to read each paragraph of the text to the class. Ask further questions to check understanding, e.g. *Why would Fred like to be an underwater explorer? What do underwater explorers do?*
- Draw attention to the text boxes to the left of the main text. Choose a different student to read each text box to the class. Pause between each and check understanding.



3 Read again and answer the questions.

• Students read the text silently and answer the questions.

ANSWERS

- Fred wants to be an underwater explorer because he loves seeing new places and amazing things such as colourful fish. He also likes being in the sea and thinks it would be fantastic to look at the bottom of the ocean.
- 2 Fred talks about scientists, historians, and environmentalists.

4 Match.

- Ask students to match the rest of the sentence halves.
- Ask them underline the phrases used to give examples.

ANSWERS

1 d 2 c 3 b 4 a

Optional activity

- Write the following sentence starters on the board:
 1 In the shipwreck, divers found lots of treasure ...
 2 We learnt lots of new words today ...
 - 3 I do a lot of work on the computer ...
 - 4 There are lots of jobs I would like to do ...
- Ask students to give examples for each one, e.g. *gold, silver,* and *pearls* for number 1. Ask them to use phrases from Exercise 4 to introduce examples, e.g. *In the shipwreck, divers found lots of treasure such as gold, silver and pearls.*

5 Complete the writing task on page 64 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 64 Writing skills worksheet, Unit 7, Teacher's Resource Centre Online Practice• Unit 7 • Writing

Lesson Eight (B page 75)

Unit 7 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 67

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. He invented special shoes. (Lesson 4) Tourists come to Nepal from all over the world. (Lesson 3) The ship sank and over a thousand people drowned. (Lesson 5) Some underwater explorers are environmentalists. (Lesson 7)

We need to find shelter. (Lesson 1) My grandfather was a great explorer. (Lesson 4) We've been walking for a long time. (Lesson 1) The treasure lay lost beneath the sea for over 360 years. (Lesson 5)

1 Complete the quiz.

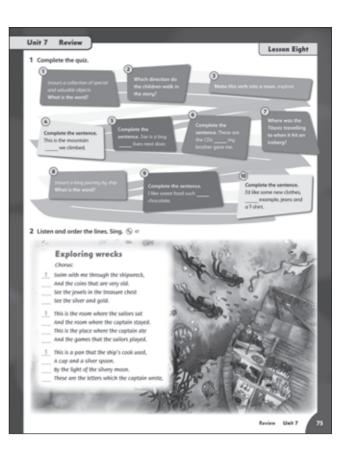
- Tell students they are going to do a quiz based on the unit. Students can work individually, in pairs, or in teams.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front of the class and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 75. They may not refer back to other lessons in the unit.

ANSWERS

treasure 2 south 3 explorer 4 which / that
 who / that 6 which / that 7 It was travelling to New York.
 voyage 9 as 10 for

Optional activity

- Play a game to revise the unit and practise relative pronouns. Tell students that you have chosen a person or thing from the unit and you are going to describe it for them to guess, e.g. *He's the boy who wrote the personalized text about being an explorer*.
- Ask each student to choose one person or thing from the unit and write it down without showing anyone.
- Students write a sentence describing the person or thing, using an appropriate relative pronoun.
- Ask students to read their descriptions for the class to say who the person or thing is.



2 Listen and order the lines. Sing. 🛞 67

- Focus students' attention on the picture. Ask Where are the divers going? What is on the shipwreck?
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play the song a second time, pausing for students to number the lines in the order that they hear them.
- Play it a third time for students to complete their answers.
- Go through the answers, then play the recording once more for students to sing along.

ANSWERS

Verse 1: 1, 4, 3, 2 Verse 2: 1, 4, 3, 2 Verse 3: 1, 2, 4, 3

Optional activity

- Divide the class into two groups. Give each group a verse from the song to sing.
- Play the song all the way through for each group to sing their own verse. Both groups join in with the chorus.

Optional activity

• Copy a verse of the song onto the board and play *Vanishing Verse* (see page 25) with the class.

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 • Track 38 (Song)

Online Practice • Unit 7 • Review

Lesson One (B page 76)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *entrance, come down, stand back*

Materials

CD 🚱 67-68

Warmer 🛞 67

• Play the song from Unit 7, Lesson 8 to energize the class.

Lead-in

• Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, What were the children doing? What did they take with them? Where did they go to shelter from the rain?

1 Listen and read. What do the children find in the cave? $\textcircled{6}{9}68$

- Play the recording for students to listen and follow the story text in their books.
- Ask the gist question What do the children find in the cave?

ANSWER

The children find a treasure chest in the cave.

• Play the recording a second time. Ask further questions to check comprehension, e.g. *What is it like in the cave? What is coming through the back of the cave? What happens to the cave wall?*

2 Listen to the story again and repeat. Act. 6 68

- Play the recording again, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Libby, Tom, Kate, Ed, and Dad. If the class doesn't divide exactly, some students can have more than one role.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again 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 write the names.

• Ask students to look at the example together. Ask them to find the place in the story that tells us Libby doesn't like the dark (*frame 1*).



- Ask students to read the rest of the story again and then write the names next to each sentence.
- Go through the answers with the class.

ANSWERS

1 Libby 2 Kate, Ed 3 Tom 4 Libby 5 Tom 6 Tom

Optional activity

- Ask students to work in pairs. Each student reads the story again and writes five true / false statements in his / her notebook without showing their partner what they have written.
- Students swap their notebooks and mark the statements *True* or *False* without looking back at their Class Books.
- Students check their answers together by looking back at their Class Books.

Optional activity

- Discuss the story with the class. Ask How do you think Libby / Tom / Ed and Kate feel at the start of the story? Are the children worried when the water starts coming through the back of the cave? How do the children feel at the end of the story?
- Ask students if they have ever been in a scary situation. What happened?

Further practice

Workbook page 66 Online Practice• Unit 8 • Story

Lesson Two (B page 77

Words

Learning outcomes

To identify and use words related to mystery and archaeology

To use the suffix *-able* to make adjectives from certain verbs

Language

Words: mysterious, strange, ancient, fascinating, site, evidence, investigation, artefact

Working with words: accept / acceptable, comfort / comfortable, reason / reasonable, advise / advisable, believe / believable, use / usable (Class Book); enjoy / enjoyable, break / breakable, prefer / preferable, understand / understandable (Workbook)

Materials

CD 🚳 69–70; Dictionary Workbook pages 126–134

Warmer

• Ask students what they can remember about the story from the last lesson. Ask *Where were the children? What happened inside the cave? What did the children find?*

Lead-in

• Ask students to look back at the last frame in the story on page 76. Ask *Which word does Ed use to describe the treasure chest?* Ask students if they have ever found anything ancient. Do they know of any ancient artefacts in their local museum? Discuss as a class.

1 Listen and repeat. 🛞 69

- Ask students to look at the words and their definitions. Ask them to read the definitions for each word silently.
- Play the recording, pausing for students to repeat.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Ask students to look at the example sentence. Read it with the class.
- Ask students to read the rest of the sentences and complete them with the words from Exercise 1.
- Ask different students to read the complete sentences aloud.

ANSWERS

- 1 strange 2 artefact 3 Ancient 4 fascinating
- 5 investigation 6 mysterious 7 evidence 8 site

3 Listen and repeat. (5) 70

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Ask students What happens when we add '-able' to the end of these verbs?
- Ask students to read through the list of verbs and adjectives. Ask What do we do when a verb ends in 'e'?

-							Less	on Two Wor
	en and re	peat. 🕤 🕫						
	ncient odj	very old						
or	tefact no	un an object	that was made	by a person				
ev	ridence n	oun facts that	t make you beli	eve something	is true			
for	scineting	odj very inte	resting					
im	vestigatio	in nour some	ething to try to	find out what h	oppened			
-	ysterious	adj that no o	ine con underst	and or explain				
				to be, or where		appened		
572	range odj	unusual and	difficult to und	erstand or expl	ain			
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	hey found	on interestin	-	in the c				
	think it's	n		ings that hopp how people liv		g ago.		
		are doing an		into the n				
	he story is			No one can expl				
	here is	- very		s how people u				
	here is the			the old stadiur				
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_	_							Workbook 6
	rb	accept	comfort	reason	advise	believe	use	pages 126-134
	ljective	acceptable	comfortable	reasonable	advisable	believoble	usoble	

- Play the recording for students to listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

4 Read and circle.

- Look at the example with the class. Ask *Do we need a verb* or an adjective here? Establish that we need an adjective so *comfortable* is circled.
- Ask students to read the rest of the sentences and circle the correct words.
- Go through the answers with the class.

ANSWERS

- 1 comfortable 2 advise 3 reasonable 4 acceptable
- 5 believable 6 use

Further practice

Workbook page 67 Student Website • Unit 8 • Words, Words in context Online Practice• Unit 8 • Words

Lesson Three (B page 78

Grammar 1

Learning outcomes

To use the past perfect to show that one thing happened before another in the past

Speaking: using the past perfect to describe past events

Language

Core: After they had climbed onto the ship, they saw there was no one there. They discovered that somebody had taken the lifeboat.

Extra: Italy, on board

Materials

CD 🚱 71

Warmer

• Play Guess the word! (see page 24) to revise vocabulary.

Lead-in

- Discuss the Atocha and the Titanic. Ask What were they carrying? Why did they sink? What happened to the people?
- Tell students that they are going to read about another ship called the *Mary Celeste*. Ask if they have heard of this ship.

1 Listen and read. When was the *Mary Celeste* found? (5) 71

- Play the recording. Students follow the text in their books.
- Ask the gist question *When was the Mary Celeste found?*

ANSWER

The Mary Celeste was found in 1872.

• Play the recording a second time. Ask comprehension questions, e.g. Where was the Mary Celeste travelling to? Who went onto the ship when it was found? What had been taken from the ship?

Culture notes: The Mary Celeste

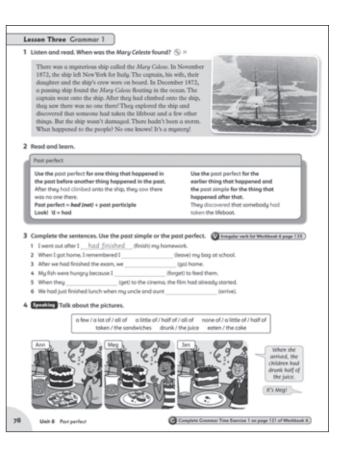
The *Mary Celeste* was an American sailing ship, made in 1861. On 5th November 1872, the ship set sail from New York for Genoa. Aboard the ship were Captain Briggs, his wife, his two-year-old daughter and a crew of seven.

On 5th December, exactly a month later, the *Mary Celeste* was discovered abandoned midway between the Azores and the Portuguese coast. The ship's only lifeboat was missing, along with the logbook and navigational devices.

So what had happened? One theory is that the ship was attacked by pirates, but this is unlikely, as no valuables were taken. Another idea is that the ship began to take on water and the Captain ordered an evacuation, thinking that it was going to sink. Or possibly it was abandoned due to underwater earthquake, tsunami, or fear that the cargo of barrels of alcohol onboard were in danger of exploding.

2 Read and learn.

• Read through the rules and example sentences. Copy the example sentences onto the board. Underline *had climbed* and *saw* in the first sentence. Ask *Which action happened*



first? Underline *discovered* and *had taken* in the second sentence and ask the question again.

• Write these sentences. Underline the past perfect and past simple in each one and ask which action happened first. When we arrived at school, the lesson had already started. After they had eaten lunch, they went to the park.

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

- Read the example. Ask Why do we use the past perfect? (Because the person finished his / her homework before he / she went out.)
- Students read the sentences and complete them with the past simple or past perfect form of the verbs in brackets.

ANSWERS

1 had finished 2 had left 3 went 4 had forgotten

5 got 6 arrived

4 Talk about the pictures.

- Focus on the pictures. Ask *What are the names of the girls?* Identify some of the differences between the pictures.
- Tell students that the three girls all went to the same party but they arrived at different times. Different things had happened by the time each girl got there.
- Read out the example and demonstrate how to make sentences about the pictures with the word prompts.
- Ask students to work in pairs. They take turns to choose a picture and describe what had happened. Their partner finds the picture and says the name of the girl.

Further practice

Grammar Time, Workbook page 121 Workbook page 68 Student Website • Unit 8 • Grammar 1 Online Practice • Unit 8 • Grammar 1

Lesson Four (B page 79

Grammar 2

Learning outcomes

To use the past perfect in negative sentences and questions

Language

Core: They hadn't invented trucks and trains before they built the Pyramids. Had people invented trucks and trains before they built the Pyramids?

Materials

CD 🚱 72

Warmer

• Revise the past perfect. Ask students What did you do last night when you got home? What did you do after you had finished your homework / had watched television?

Lead-in

• Tell students that Professor and Chip are talking about one of the most famous groups of ancient monuments in the world. Ask students to guess the name of the monument..

1 Listen and read. What do Chip and Professor want to know? **(S)** 72

- Ask students to look at the pictures. Ask *What is Professor holding? What are Professor and Chip talking about?* Did any of the students guess correctly in the lead-in activity?
- Play the recording. Students follow in their books. Ask the gist question *What do Professor and Chip want to know?*

ANSWER

Chip and Professor want to know who built the Pyramids.

• Play the recording a second time. Ask comprehension questions, e.g. What is Professor's idea? Does Chip tell Professor what the biggest Pyramid in Egypt is? Does Chip tell Professor who built the Pyramids?

Optional activity

• Discuss the Pyramids of Egypt. Ask What do you know about the Pyramids? When were the Pyramids built? What do you think people used to build the Pyramids?

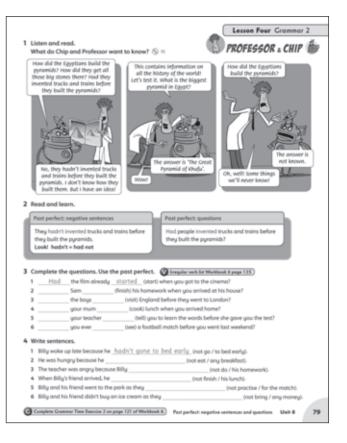
2 Read and learn.

• Read through the first box with the class. Write the following sentences on the board, and ask students to help you complete them with the negative past perfect form of the verbs in brackets:

I _____ (not eat) my lunch before Lucy arrived. Alex _____ (not visit) France before he went on holiday to Paris.

Read through the second box with the class. Write these questions and ask students to help you complete them.
 you (do) your homework before you went out?

_____ Jasmine _____ (meet) Emily before she joined the club?



3 Complete the questions. Use the past perfect.

- Write the example question on the board and ask students to help you complete it.
- Ask students to look at the exercise in their books. They read the rest of the questions and complete them with the past perfect form of the verbs in brackets.

ANSWERS

- 1 Had, started 2 Had, finished 3 Had, visited
- 4 Had, cooked 5 Had, told 6 Had, seen

4 Write sentences.

- Focus on the example sentence. Read it with the class.
- Ask students to read the rest of the sentences and complete them using the word prompts in brackets.

ANSWERS

- 1 Billy woke up late because he hadn't gone to bed early.
- 2 He was hungry because he hadn't eaten any breakfast.
- **3** The teacher was angry because Billy hadn't done his homework.
- 4 When Billy's friend arrived, he hadn't finished his lunch.
- **5** Billy and his friend went to the park as they hadn't practised for the match.
- 6 Billy and his friend didn't buy an ice cream as they hadn't brought any money.

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

NOTE: Remind students to use the Irregular verb list.

Lesson Five (B page 80

Skills Time!

Skills development

Reading: read an interview

Language

Recycled: vocabulary and structures seen previously Extra: Peru, South America, well-known, sketch (n), figure, human, soil, underneath, clear away, climate, incredible

Materials

CD 🚱 73

Lead-in

 Ask students what Professor and Chip were talking about in the previous lesson. Ask students to suggest their ideas about how the Egyptians built the Pyramids. Do they know of any other famous mysteries from around the world? Discuss these together.

1 Look at the interview. When were the Nazca lines discovered?

- Ask students to look at the pictures. Ask What can you see?
- Ask students to skim through the article briefly, without reading in detail, to find the answer to the gist question.

ANSWER

The Nazca lines were discovered in 1927.

2 Listen and read. 🛞 73

- Tell students they are going to listen to a recording of the interview. Tell them to follow in their books, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play the recording again pausing at regular intervals. Ask comprehension questions, e.g. *Who were the Nazca? What are the Nazca lines? What did the Nazca draw pictures of?*
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

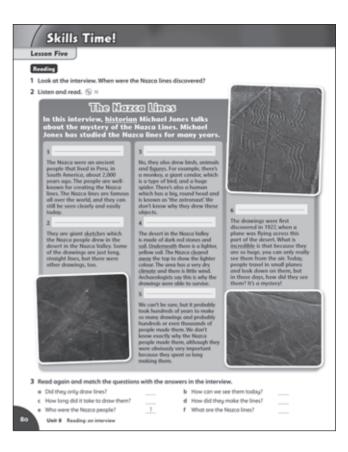
3 Read again and match the questions with the answers in the interview.

- Focus on the example. Ask students to re-read the first paragraph to see how it answers the question.
- Ask students to read the interview again and match the questions to the rest of the paragraphs.

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

Optional activity

- Ask How do you think the Nazca lines were drawn?
- Divide the class into groups of four to eight students to discuss the question.
- Ask one person from each group to share their ideas with the rest of the class.



Optional activity

- Ask students to close their books. Write the following words on the board: *Peru astronaut desert*
 - plane discovered mystery
- Ask a student to stand up, choose one of the words and use it in a sentence about the Nazca lines. If the sentence is factually correct, cross the word out on the board.
- Continue with other students until you have crossed out all of the words.

Optional activity

- Copy the questions from Exercise 3 onto the board and ask students to close their books. Tell them that they are going to do a role-play of the interview about the Nazca lines.
- Ask students to work in pairs. One is the interviewer and the other is Michael Jones. Tell students that they must use the details they have learnt from the text to answer the questions but tell them not to worry if they don't remember every detail. They should use their own words and phrases rather than trying to reproduce exactly what they have read in the text.
- If you wish, ask some of the students to act out their interviews for the class.

Further practice

Workbook page 70 Online Practice • Unit 8 • Reading

Lesson Six (B page 81

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about mysteries

Language

Words in context: *historian, sketch (n), figure, soil, underneath, clear away, climate, incredible* (Class Book); *quarry, erupt, statue, platform* (Workbook)

Materials

CD 🚱 74; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the interview from the previous lesson.
- Ask questions if necessary, e.g. What are the Nazca lines? When were they made? How were they discovered?

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the interview to match the pictures and definitions.

- Ask the students to look at the definitions and pictures. Explain that all of the words that students need are underlined in the text on page 80.
- Ask students to look at the article again and find all of the underlined words. They read the sentences that contain each word and try to determine the meaning from the context.
- Students then write the correct words below each definition and picture on page 81.

ANSWERS

1 historian 2 clear away 3 climate 4 incredible

5 sketch 6 figure 7 soil 8 underneath

Optional activity

• Play *Time's up* (see page 25) with the new vocabulary.

2 Listen. What is the advert for? 🛞 74

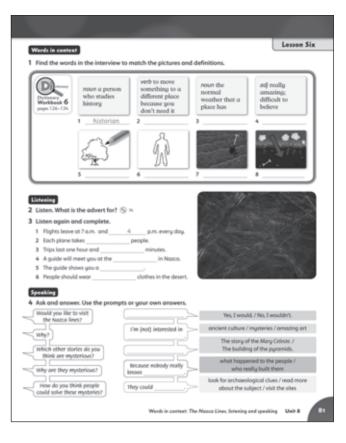
- Tell students they are going to hear an advert for something. Explain that students have to listen to find out what the advert is for.
- Play the recording once the whole way through, then elicit the answer from the class.

ANSWER

The advert is for a plane trip to see the Nazca lines.

Transcript

(See Teacher's Book page 142.)



3 Listen again and complete.

- Tell students that they are going to listen to the recording again. This time they must complete the sentences.
- Before you play the recording, allow time for students to read all of the sentences.
- Play the recording, pausing at appropriate intervals for students to write the missing words.
- Play the recording again for students to complete their answers. Play the recording a third time if necessary.

ANSWERS 1 4 2 six 3 thirty 4 airport 5 film 6 light

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

- Ask students to look at the example dialogue. Choose a strong student and ask the questions for him / her to answer.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner answers using the prompts given or his / her own ideas.
- Ask some of the 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 Student Website • Unit 8 • Listen at home • Tracks 39–42 Online Practice • Unit 8 • Words in context, Listening and Speaking

Lesson Seven (B page 82

Skills Time!

Skills development

Writing focus: lay out a tourist information leaflet Writing outcome: write a tourist information leaflet

Language

Recycled: vocabulary and structures seen previously Extra: *attraction, incredible*

Materials

Writing poster 8; a copy of the text from poster 8, Teacher's Resource Centre, for each student

Lead-in

• Tell students they are going to look at a tourist information leaflet for a very famous world attraction. Ask what information they think should be included on the leaflet.

Poster 8: A tourist information leaflet

- Hand out a copy of the poster text to each student. Display your copy, and ask the 'Before reading' question.
- Ask students to read the text silently. Ask comprehension questions, e.g. Where is the Badaling section of the wall? How long is the Great Wall of China? How wide is the Badaling section of the wall?
- Read the text boxes on the left-hand side of the leaflet. Ask Why do we write tourist information leaflets? What information should we include? What phrases can we use to explain the history of the place?
- Read the text boxes on the right. Ask Why should we include a photo? What can we use to persuade the reader to visit? How do we finish the leaflet?
- Ask the 'After reading' questions. Discuss students' answers.

1 Look at the text. What is Stonehenge?

• Ask students to look at the photograph and skim the text. Ask the gist question *What is Stonehenge?*

ANSWER

Stonehenge is a circle of stones in the south of England.

2 Read.

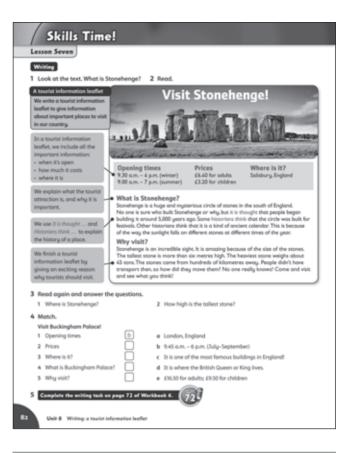
- Ask a different student to read each section of the text to the class. Ask questions to check understanding, e.g. *Who built Stonehenge? What do some historians think it is? Where did the stones come from?*
- Draw attention to the text boxes around the main text. Choose a different student to read each text box to the class. Pause between each and check understanding.

3 Read again and answer the questions.

• Ask students to read the text again silently to themselves, then answer the questions.

ANSWERS

- 1 Stonehenge is in Salisbury, England.
- 2 The tallest stone is more than six metres high.



Optional activity

• Write the following sentence starters on the board and invite different students to complete them: *In winter, Stonehenge is open from ...*

It costs £6.40 ... Stonehenge is a huge and mysterious ... It is thought that people began building it ... The heaviest stone ...

The stones came from ...

4 Match.

• Ask students to look at the different pieces of text on the left. Tell them that they are section headings from a tourist information leaflet for Buckingham Palace. Students match the headings to the items on the right.

ANSWERS 1 b 2 e 3 a 4 d 5 c

Optional activity

- Divide the class into small groups. Tell each group to think of a popular tourist attraction from their country.
- Tell students that they are in charge of advertising the attraction. They work in their groups to compile a list of exciting reasons that people should visit.
- Ask each group to present their tourist attraction.

5 Complete the writing task on page 64 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 72 Writing skills worksheet, Unit 8, Teacher's Resource Centre Online Practice • Unit 8 • Writing

Lesson Eight (B page 83

Unit 8 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 75

Warmer

- Play Book race (see page 24) to revise the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one.
 Stonehenge is an incredible sight. (Lesson 7)
 There was a mysterious ship called the Mary Celeste. (Lesson 3)

The answer is not known. (Lesson 4) Look out! The cave wall is coming down! (Lesson 1) The people are well-known for creating Nazca lines. (Lesson 5) The answer is 'The Great Pyramid of Khufu'. (Lesson 4) There hadn't been a storm. (Lesson 3) It's very mysterious! (Lesson 1)

1 Complete the quiz.

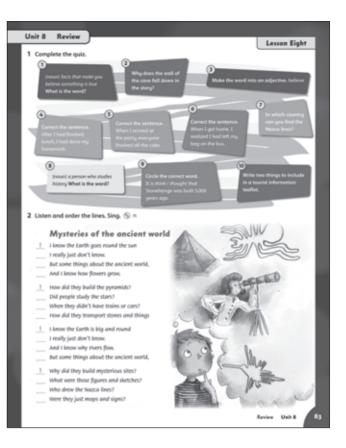
- Tell students they are going to do a quiz based on this unit. Students can work individually, in pairs, or in teams.
- You can choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for the students to write the answers.
- Students work with books open at page 83. They may not refer back to other lessons in the unit.

ANSWERS

 evidence 2 Because water is coming through it.
 believable 4 After I had finished lunch, I did my homework. 5 When I arrived at the party, everyone had finished all the cake. 6 When I got home, I realized I had left my bag on the bus. 7 You can find the Nazca lines in Peru. 8 historian 9 thought that 10 Possible answers: when it's open; how much it costs; where it is.

Optional activity

Play Wrong word (see page 25) with sentences about the unit. Divide the class into two teams and read the statements below to each team in turn. The DSD children are sheltering from the snow. The treasure chest looks new. The Mary Celeste was found sinking in the ocean. Professor and Chip are talking about the Nazca lines. The Egyptians built Stonehenge. The Nazca lines are in the city. Stonehenge is a huge square of stones. The stones came from thousands of kilometres away.



2 Listen and order the lines. Sing. 6 75

- Focus students' attention on the picture. Ask *What can you see? What is the boy doing?*
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play it a second time, pausing at intervals for students to number the lines in the order that they hear them.
- Play the song a third time for students to check answers.
- Ask a different student to read each line in order.
- Play the recording once more for students to sing along.

ANSWERS

Verse 1: 1, 4, 3, 2 Verse 2: 1, 2, 4, 3 Verse 3: 1, 4, 2, 3 Verse 4: 1, 3, 2, 4

Optional activity

- Ask students to work in pairs. Tell them that they are going to write their own verse for the song.
- As a class, brainstorm mysteries that students want to know about. Write the suggestions on the board. Students use the ideas on the board to write their verse.
- Divide the pairs into two groups and ask them to put their verses together to make a new song.
- Students practise singing their song.

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 • Track 43 (Song) Online Practice • Unit 8 • Review

Lesson One (B page 84)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story

Materials

CD 🕲 75–76

Warmer 🔞 75

• Play the song from Unit 8, Lesson 8 to energize the class.

Lead-in

- Ask what students remember about the last episode of the story. Ask questions such as, *Where were the children?* What happened in the cave? What did the children find?
- Ask students to say what they think is in the chest. Write their suggestions on the board.

1 Listen and read. Where is the treasure at the end of the story? log 76

- Ask students to look at the pictures and see what is in the chest. Did anyone guess correctly?
- Play the recording for students to listen and follow the story text in their books. Ask the gist question *Where is the treasure at the end of the story?*

ANSWER

The treasure is in the museum at the end of the story.

• Play the recording a second time. Ask comprehension questions, e.g. *What does Kate ask for? What do the children hear when they go outside? What is Ed's joke?*

2 Listen to the story again and repeat. Act. 🛞 76

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Tom, Libby, Kate, Ed, and Fin. If the class doesn't divide exactly, some students can have more than one role.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- Let students practise acting out the story in their groups, then ask one or two groups to act out the story for the class.

Optional activity

• Discuss the story with the class. Ask *What would you do with the treasure?* Ask whether anyone has ever had their picture in the newspaper.



3 Read again and write True or False.

- Focus on the example. Ask students to find the place where the students find out what is in the chest (*frame 1*).
- Students read the sentences and mark them *True* or *False*.

ANSWERS

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

Optional activity

- Ask students to write five true / false sentences about the story in their notebooks.
- Students swap sentences with their partner and mark each other's sentences *True* or *False*.

Optional activity

- Ask students to work in pairs. Tell them they are going to do an interview role-play. One of the students is the reporter from the newspaper and the other is a child from the DSD Club.
- Before students begin their interviews, ask them to suggest questions that the interviewer might ask. Compile a list of questions on the board.
- The 'reporter' uses the questions to interview the child from the DSD Club.
- Ask students to swap roles and repeat the activity.
- If you wish, ask some of the pairs to act out their interview for the class.

Further practice Workbook page 74

Online practice • Unit 9 • Story

Lesson Two (B page 85

Words

Learning outcomes

To identify and use words related to survival To identify different homophones and use them in the correct context

Language

Words: penknife, water bottle, fishing line, whistle, needle and thread, rope, matches, first aid kit

Working with words: flour (n) / flower (n), hear (vb) / here (adv), buy (vb) / by (prep), seen (pp) / scene (n), meat (n) / meet (v), sea (n), see (v) (Class Book); whether / weather, brake / break, sum / some, court / caught (Workbook)

Materials

CD 🚱 77–78; Dictionary Workbook pages 126–134

Warmer

• Ask students what they can remember about the story from last lesson. Ask *What was in the chest? What did Kate say was empty? What did Kate hear when they left the cave?*

Lead-in

• Tell students to imagine that they are going to go on an expedition for two days. Ask *What do you need to pack in your rucksack?* Write students' ideas on the board.

1 Listen and repeat. 🛞 77

- Ask students to look at the words and the pictures in their Class Book. Did students suggest any of these things in the lead-in activity?
- Play the recording, pausing for students to repeat.
- Play it a second time for students to listen and repeat again.
- Ask individual students to say the words for the class.

2 Write the words.

- Ask students to look at the example and read the sentence together.
- Ask students to read the rest of the sentences and complete them with the correct words from Exercise 1.

ANSWERS

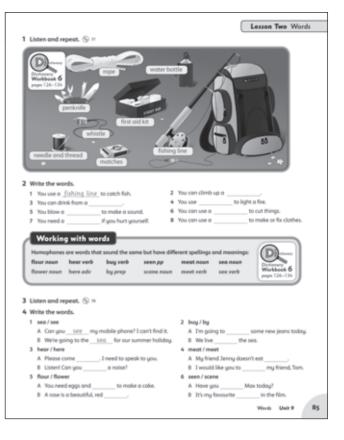
fishing line
 rope
 water bottle
 matches
 whistle
 penknife
 first aid kit
 needle and thread

Optional activity

• Play *Definitions* (see page 24) to practise the new vocabulary. Begin the game yourself to provide the students with a model, e.g. *You need to take this with you so that you can have a drink. (water bottle)*

3 Listen and repeat. 🛞 78

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Read through the explanations and examples with the class. Ask *What is a homophone?*
- Play the recording for students to listen and repeat.



- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

Optional activity

- Tell students that you are going to read some sentences aloud. They must listen and write down the correct spelling of the homophone that they hear in each one.
- Read the following sentences aloud. Pause between each one and ask students to write the homophone. How long have you been waiting here? Look at that beautiful flower in the garden. I've never seen a famous person.
 I love going to the sea.
 Can you buy me some milk, please? It's nice to meet you.

4 Write the words.

- Look at the example with the class. Focus on the words *sea* and *see*. Ask *Which is a noun and which is a verb*? Read each sentence and ask *Do we need a noun or a verb here*?
- Ask students to read the rest of the pairs of sentences and complete them with the correct words.

ANSWERS

1	A	see	B	sea
2	A	buy	B	by
3	A	here	B	hear
4	A	meat	B	meet

- 5 A flour B flower
- 6 A seen B scene

Further practice

Workbook page 75 Student Website • Unit 9 • Words, Words in context Online practice • Unit 9 • Words

Lesson Three (B page 86

Grammar 1

Learning outcomes

To use the third conditional to talk about impossible situations

Language

Core: If you had been out, I would have turned it off myself. If I hadn't been here, you would have become ice. If you hadn't been here, I wouldn't have worn the suit. If I hadn't turned it off, you wouldn't have survived.

Materials

CD 🚱 79

Warmer

• Play Order the letters (see page 25) to revise the vocabulary from the previous two lessons.

Lead-in

• Discuss survival with the class. Ask What would you pack for an expedition? Which things would you need to survive in a very hot / cold place?

1 Listen and read. What has Professor invented? (5) 79

• Play the recording. Students follow the text in their books. Ask the gist question *What has Professor invented?*

ANSWER

The Professor has invented a survival suit.

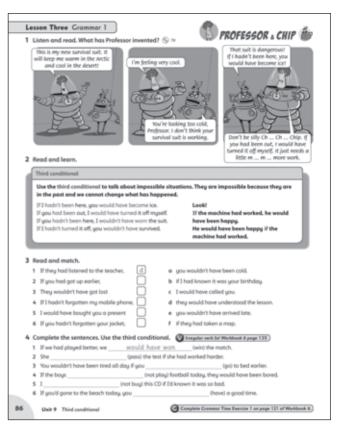
• Play the recording a second time. Ask comprehension questions, e.g. *What will Professor's survival suit do? Is the suit working? What does Chip think about the suit?*

2 Read and learn.

- Read through the rules and example sentences in the box with the class. Ask *What do we use the third conditional for?*
- Point out that the sentences have two parts (the *if* clause and the main clause). Copy an example from the box, separating the two parts:
 - If I hadn't been here, / you would have become ice.
- Ask students Which tense do we use in the first part of the sentence? to elicit the answer the past perfect. Ask What do we use in the second part of the sentence? Elicit Would have + past participle.
- Tell students that the two parts of the sentence can go either way around, and rewrite the sentence with the main clause first: You would have become ice if I hadn't been here.

3 Read and match.

- Look at the example together. Ask *What would have happened if they had listened to the teacher?* Read the complete sentence with the class.
- Ask students to match the rest of the sentence halves.
- Go through the answers with the class. Ask individual students to read the complete sentences aloud.



ANSWERS

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

NOTE: Remind students to use the Irregular verb list in their Workbooks when they are completing Exercise 4.

4 Complete the sentences. Use the third conditional.

- Before students look at the exercise, copy the example sentence onto the board and ask students to help you complete it with the correct form of the verb in brackets.
- Ask students to look at the exercise and complete the rest of the third conditional sentences.
- Go through the answers with the class. Ask individual students to read the complete sentences aloud.

ANSWERS

- 1 would have won 2 would have passed
- 3 had gone 4 hadn't played 5 wouldn't have bought
- 6 would have had

Optional activity

Write the following sentence starters on the board for students to complete with their own ideas:
If my alarm clock hadn't gone off this morning, ...
If I had forgotten to do my homework last night, ...
I would have been hungry if ...
My mum would have been angry if ...

Further practice

Grammar Time, Workbook page 121 Workbook page 76 Student Website • Unit 9 • Grammar 1 Online Practice • Unit 9 • Grammar 1

Lesson Four (B page 87

Grammar 2

Learning outcomes

To use *have to / don't have to* to talk about things which are necessary or unnecessary

To use *must / mustn't* for rules

To use *should/shouldn't* or *ought to/ought not to* for advice Speaking: talking about things which are necessary or unnecessary and giving advice using modal verbs

Language

Core: You **don't have to** bring any food but you **have to** bring a water bottle. You **must** stay with your guide at all times. You **mustn't** pick up or touch any insects or animals. You **should** wear light clothes and strong boots. You **shouldn't** bring valuable possessions. You **ought to** bring a camera. You **ought not to** bring jewellery.

Extra: trekking, possessions

Materials

CD 🚳 80; four large sheets of plain paper (optional)

Warmer

• Play *Twenty*, *twenty* with the word *jungle* (see page 25). Tell students *It's a type of place* before you start the game.

Lead-in

• Ask the class if anyone has ever been to a jungle. Ask How do you survive in the jungle? What do you need?

1 Listen and read. What is the information for? (5) 80

• Play the recording. Students follow the words in their books. Ask the gist question *What is the information for?*

ANSWER

The information is for trekking in the jungle.

• Play the recording a second time for students to read again. Ask comprehension questions, e.g. What should you wear in the jungle? What should you bring? Should you pick up any animals or insects?

2 Read and learn.

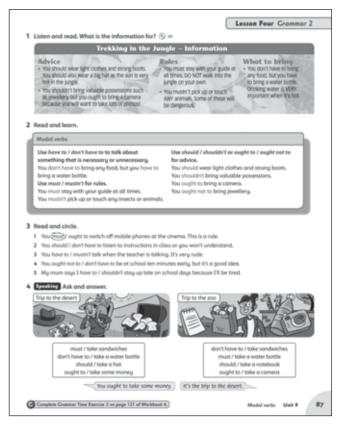
- Read the rules and examples in the box with the class. Ask What do we use 'have to' / 'don't have to' for? What do we use 'must' / 'mustn't' for? What do we use 'should' / shouldn't' or 'ought' / 'ought not to' for?
- Ask students to reread the text from Exercise 1 and find examples of the words.

3 Read and circle.

- Ask students to look at the first part of the example sentence. Ask Why do we use 'must' here? (Because it's a rule.)
- Ask students to read the sentences and circle the correct words.

ANSWERS

- 1 must 2 should 3 mustn't 4 don't have to
- 5 shouldn't



4 Ask and answer.

- Ask students to look at the pictures. Ask *Where are the people?*
- Ask a pair of students to read the example dialogue in speech bubbles to the class.
- Ask students to work in pairs. They take turns to make a statement about one of the places for their partner to guess. They use the word prompts with the modal verbs.
- Monitor the activity and help where necessary.
- Go through the answers. If you wish, ask some of the students to make a statement for the class to say the place.

Optional activity

- Divide the class into four groups. Assign each one a different place, e.g. *farm, park, beach, mountains*.
- Tell students that they are going to organize a trip to the place you have assigned them. They must use the modal verbs from this lesson to write a list of rules / advice.
- Give each group a large piece of plain paper. Students work together to write a list of rules and advice.
- Ask one person from each group to hold up the piece of paper and read the rules and advice to the class.

Further practice

Grammar Time, Workbook page 121 Workbook page 77 Language practice worksheet, Unit 9, Teacher's Resource Centre Student Website • Unit 9 • Grammar 2 Online Practice • Unit 9 • Grammar 2

Lesson Five (B page 88

Skills Time!

Skills development

Reading: read an extract from a novel

Language

Recycled: vocabulary and structures seen previously Extra: *storm, survivor, supplies, shelter, sails, afraid, fence, cut down, wall*

Materials

CD 🛞 81

Lead-in

- Ask students to imagine they are stranded on a desert island. Ask *What would you do? What would you eat? Where would you sleep? How would you keep safe?*
- Tell students that they are going to read an extract from a famous book about a man called *Robinson Crusoe* who is stranded on a desert island. Ask students if they know the book. Can they tell you anything about it?

1 Look at the text. What happened to Robinson Crusoe's ship?

- Ask students to look at the pictures. Ask What can you see? Where is the man? What has he made?
- Ask students to skim through the article briefly, without reading in detail, to find the answer to the gist question.

ANSWER

Robinson Crusoe's ship was wrecked when it hit the rocks in a terrible storm.

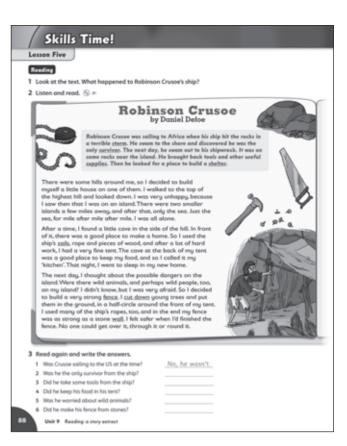
Culture Notes: Robinson Crusoe

Robinson Crusoe is regarded by many as the first English novel. It was written by Daniel Defoe in 1719. It tells the story of a sailor who is marooned on a desert island for 28 years after the ship he is travelling on is destroyed in a storm. The story is a first person account of how Crusoe overcomes the difficulties of living on an island.

Robinson Crusoe has provided inspiration for many other stories, including *The Swiss Family Robinson* by Johann David Wyss and *The Moonstone* by Wilkie Collins. It also inspired the Hollywood film *Castaway*.

2 Listen and read. 🛞 81

- Tell students they are going to listen to a recording of the text. Tell them to follow in their books, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play the recording again pausing at regular intervals. Ask comprehension questions, e.g. *How does Robinson Crusoe feel when he realizes he's on an island? Where does he make his home? What does he use to make it?*
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.



Optional activity

- Write these comprehension questions on the board. Ask students to read the text again and write the answers: What does Crusoe discover when he swims to the shore? What does he see from the top of the hill that he climbs? Is Crusoe pleased with his tent? What does he call the cave at the back of his tent? What does he worry about the next day? What does he use to build his fence?
- Go through the answers and discuss the extract. Ask What do we learn about Robinson Crusoe? What adjectives could we use to describe him? How would you feel if you were alone on the island?

3 Read again and write the answers.

- Ask students to look at the example. Ask them to find the part of the text that tells them where Robinson Crusoe was sailing to (*the first sentence*).
- Students read the text again and write short answers.

ANSWERS

- 1 No, he wasn't. 2 Yes, he was. 3 Yes, he did.
- 4 No, he didn't. 5 Yes, he was. 6 No, he didn't.

Optional activity

 Play Wrong word (see page 25) with these sentences: Robinson Crusoe decided to buy a little house. He found a little tent in the side of the hill. He used the ship's sails, rope and pieces of metal. The cave was a good place to keep his tools. Crusoe was afraid of wild animals on his ship. He built a sail around his tent to make it safe.

Further practice

Workbook page 78 Online Practice • Unit 9 • Reading

Lesson Six (B page 89

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about being shipwrecked on a desert island

Language

Words in context: *storm, survivor, supplies, shelter, sails, fence, cut down, wall* (Class Book); *hunt, hut, alone, seal* (Workbook)

Extra: frightened

Materials

CD 🛞 82; Dictionary Workbook pages 126–134

Lead-in

• With books closed, ask students what they remember about the story from the previous lesson. Ask questions, e.g. What happened to Robinson Crusoe's ship? What did he build on the island? What did he use from the ship?

NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.

1 Find the words in the story. Write.

- Ask the students to look at the words in the box. Explain that all of the words are underlined in the text on page 88.
- Ask students to look at the text again and find all of the underlined words. They read the sentences that contain each word and try to determine the meaning from the context.
- Students then complete the sentences on page 89.

ANSWERS

1 wall 2 cut down 3 supplies 4 survivor 5 storm 6 sails 7 shelter 8 fence

2 Listen. What food did Robinson Crusoe make to eat? So 82

- Tell students they are going to hear a recording of another extract from Robinson Crusoe. Explain that they should listen and find out what food Robinson Crusoe made to eat.
- Play the recording once the whole way through, then elicit the answer from the class.

ANSWER

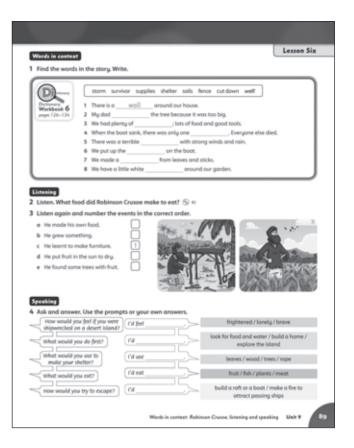
He made bread from the corn he grew.

Transcript

(See Teacher's Book page 143.)

3 Listen again and number the events in the correct order. **(5)** 82

• Ask students to look at the pictures. Point to each one and ask *What has Robinson Crusoe done?*



- Ask students to read through the list of events. Tell them that they are going to listen to the recording again. This time they must listen and number the events in the correct order.
- Play the recording, pausing at appropriate intervals for students to number the events.
- Play the recording again for students to complete their answers. Play the recording a third time if necessary.

ANSWERS

a 5 **b** 4 **c** 1 **d** 3 **e** 2

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

- Ask students to look at the example dialogue. Choose a strong student and ask the questions for him / her to answer.
- Ask students to work in pairs. Tell them they are going to take turns to ask the questions to their partner. Their partner must answer using the prompts given or his / her own ideas.
- Monitor the activity, checking pronunciation and helping where necessary.

Further practice

Workbook page 79 Student Website • Unit 9 • Words in context Student Website • Unit 9 • Listen at home • Tracks 44–47 Online Practice • Unit 9 • Words in context, Listening and Speaking

Lesson Seven (B page 90

Skills Time!

Skills development

Writing focus: lay out an advice text Writing outcome: write a personalized letter

Language

Recycled: vocabulary and structures seen previously Extra: *advice, bullet point, in order to, so that*

Materials

Writing poster 9; a copy of the text from poster 9, Teacher's Resource Centre, for each student

Lead-in

• Discuss the Robinson Crusoe texts from Lessons 5 and 6. Ask What does Robinson Crusoe do to survive on the island?

Poster 9: An advice text

- Hand out a photocopy of the poster text to each student. Display your copy of the poster.
- Point to the title of the text. Explain that this is called a slogan. Ask *Why is it important to have a catchy slogan?* Read the corresponding text box (above the text) with the class.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss their ideas.
- Ask students to read the text silently. Ask comprehension questions, e.g. *What should you do before you go walking in the mountains? Why do you need different layers of clothes? What should you take with you?*
- Read out the text boxes on the left. Ask comprehension questions, e.g. What can we use to help us plan an advice text? What do we use to show each piece of advice clearly? What do we use to make information easy to find?
- Read the text boxes on the right-hand side. Ask Which phrases can we use to say why we need to do something? How can we give people a choice of things to do? What do we include at the end?
- Ask the 'After reading' questions. Compare and discuss some of the students' answers with the class.

1 Look at the text. What is it about?

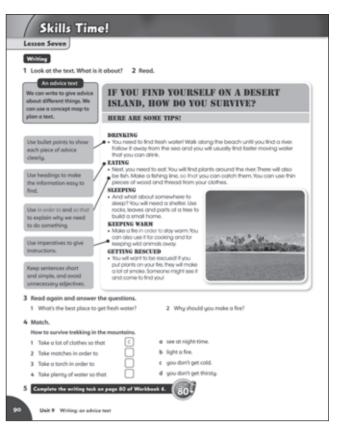
• Ask students to look at the pictures and glance through the text without reading it in detail. Ask the gist question *What is it about?*

ANSWER

The text is about how to survive on a desert island.

2 Read.

- Ask a different student to read each paragraph of the text to the class. Ask further questions to check understanding, e.g. *How can you find fresh water? How can you catch fish? What can you use to build a shelter?*
- Focus on the text boxes to the left of the main text. Choose a different student to read each text box to the class. Pause to check understanding.



3 Read again and answer the questions.

• Students read the text silently and answer the questions.

ANSWERS

- 1 The best place to get fresh water is from a fast-moving river.
- **2** You should make a fire to stay warm, use it for cooking and for keeping wild animals away. Also someone might see the smoke and come and find you.

4 Match.

• Look at the example, then let students match the sentence halves. Ask students to read out the complete sentences.

ANSWERS

1 c 2 b 3 a 4 d

Optional activity

- Write the following sentence starters on the board:
 1 You should make a fire ... 2 Put plants on the fire ...
 3 Make a fishing line ... 4 Find a river ...
- Point to the first sentence and ask *Why should you make a fire?* Elicit *To stay warm.* Write *stay warm* on the board.
- Ask students to link the ideas in together using *in order* to or so that For example: You should make a fire in order to stay warm.
 - You should make a fire so that you can stay warm.
- Ask students to complete the remaining sentences.

5 Complete the writing task on page 80 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 80 Writing skills worksheet, Unit 9, Teacher's Resource Centre Online Practice• Unit 9 • Writing

Lesson Eight (B page 91)

Unit 9 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 🚱 83

Warmer

- Play Book race (see page 24) to revise the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. You will need a shelter. (Lesson 7) Can you hear a whistle? (Lesson 1) That suit is dangerous! (Lesson 3) You must stay with your guide at all times. (Lesson 4) I'm feeling very cool. (Lesson 3) That night, I went to sleep in my new home. (Lesson 5) My water bottle's empty. (Lesson 1) Drinking water is very important when it's hot. (Lesson 4)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 of the class 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 91. They are not allowed to refer back to other lessons in the unit when answering the questions.

ANSWERS

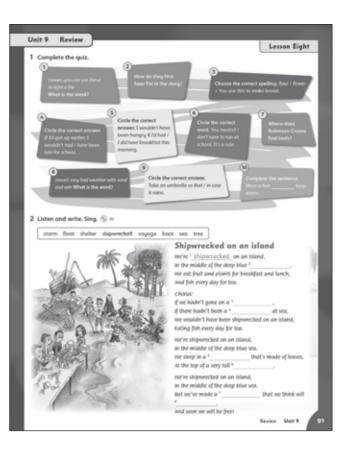
matches
 They hear a whistle.
 flour
 have
 i'd had
 mustn't
 Robinson Crusoe finds tools on his ship.
 storm
 in case
 in order to

2 Listen and write. Sing. 🛞 83

- Focus students' attention on the picture. Ask What can you see? What has happened? What are the children doing?
- Play the song all the way through as students follow the words in their books.
- Play the song a second time, pausing at appropriate intervals for students to write the missing words.
- Play the recording a third time if necessary.
- Go through the answers. 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 shipwrecked 2 sea 3 voyage 4 storm 5 shelter
- 6 tree 7 boat 8 float



Optional activity

- Divide the class into four groups. Give each group a verse from the song to sing.
- Play the song all the way through for each group to sing their own verse. All the groups can join in with the first two lines.

Optional activity

- Tell students that they are going to play a memory game about the song. Divide the class into two groups and ask them to close their books. Ask students to choose a team captain. Teams can discuss their ideas together before the team captain gives the answer.
- Ask these questions, alternating between the teams: What has happened to the children? Where is the island? What do the children eat for breakfast and lunch? What do they eat for tea? What was the weather like at sea? Where do the children sleep? Where is the shelter? What have the children made?
- Teams get one point for each correct answer. Keep a record of the score on the board. At the end of the game, add up the scores and declare the winning team.

Further practice

Workbook page 81 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 • Track 48 (Song) Online Practice• Unit 9 • Review

Fluency Time! 3

Everyday English (B page 92)

Learning outcomes

To learn some useful language for solving problems

Language

What shall we do? What can we do? What do you think we should do? I know! We could try ringing Mum and Dad. I think we should run! That won't work! / That's a good idea! / I'm not so sure.

Materials

CD 🛞 84–85; 🛞 Fluency DVD Fluency Time 3

Warmer

- Tell students they are going to learn some useful language for solving problems.
- Ask students what they would do if they had a problem e.g. they were lost, lost their school bag, missed the bus home, or felt ill at school. Write their ideas on the board.

1 Listen and read. 🛞 84

- Focus on the pictures. Ask students who they can see (*Layla, Zaid and Ben*), where they are (*in the park*) and what they think the problem is (*Layla and Zaid are lost*).
- Play the recording. Students listen and read. 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 use the phrases to suggest the solutions on the board.
- Ask students to practise the dialogue in pairs, then invite pairs of students to act out the dialogue for the class.

2 Listen to the conversations and write the solutions. **(5)** 85

- Show students the problems and explain that they need to listen and write the solutions suggested by the characters.
- Play the first part of the recording, then ask what solution Layla suggests. Tell students to complete the solution. Play the rest of the recording, pausing for students to write.

Transcript

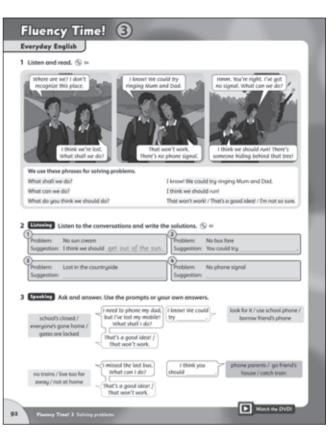
(See Teacher's Book page 143.)

ANSWERS

- 1 I think we should get out of the sun.
- **2** You could try borrowing some money.
- **3** I think we should trying using the compass.
- 4 You could try walking around the park.

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

• Ask a volunteer to act out an example dialogue with you. Ask the volunteer to read out the speech bubbles on the left. You read out the speech bubbles on the right, completing the gaps in the speech bubbles with prompts



from the boxes on the right. The volunteer looks at the prompts in the boxes on the left and chooses the correct responses to your suggestions.

- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.
- Ask some pairs to act out their dialogues for the class.

Optional activity

- Write the following problems on the board: I'm locked out of my house. I forgot my friend's birthday. I haven't got any money for lunch. I left my PE kit at home. I've left my school bag on the bus. I can't find my pen. I don't know where my next lesson is. I'm cold.
- Divide the class into two teams. A student from Team A addresses one of the problems to a student from Team B, who suggests a solution. Encourage students to use the new phrases when asking for help or suggesting solutions.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 3 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 82 Everyday English phrase bank, Workbook page 124 S Fluency DVD Fluency Time! 3 Online Practice • Fluency Time! 3

Project CB PAGE 93

Learning outcomes

To make a survival game To play the survival game

Language

Look! There's a ... What shall we do? We could try ... That won't work. Tigers can climb trees, too. I think ... That's sounds like a good idea!

Materials

Solution Fluency DVD Fluency Time 3 (optional); Fluency Project 3 (see Teacher's Resource Centre) (one set of templates for each student, photocopied onto strong paper or thin card if possible); completed survival game, counters and spinner; coloured pencils and scissors for each group of students; 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 can 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.

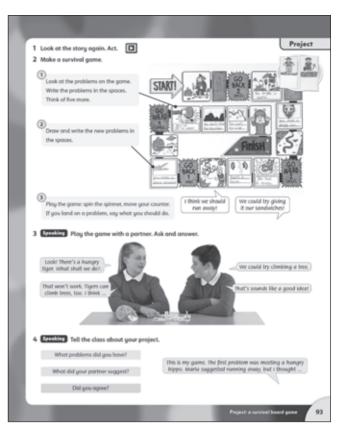
2 Make a survival game.

- See Teacher's Book page 161 for detailed instructions on how to make the game.
- Focus on the picture. Ask students to say what the picture shows (*a board game*) and what they can see in the squares of the board game (*different problems*).
- Hand out copies of the board game template and the spinner and counters 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 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. What problem is this? What does this picture show? 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 problems on pieces of paper, then use the problems to play a quiz game in two teams, with students from each team in turn giving problems for the other team to solve.

3 Play the game with a partner. Ask and answer.

- Focus on the photos. Tell students they are going to play their board games with a partner.
- 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 solve the problem on the square they land on. Their partner must



decide whether the solution will work or not. The first child to reach the Finish square is the winner.

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 board game and their experience of playing the game. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- To make sure that all the problems on the board games are used, you can ask the students to play this game in groups of six.
- Assign a number from 1–6 to each student in each group. Each of the students holds their board game. Student 1 spins the spinner. The student with the number that the spinner lands on reads out a problem from their board game. The rest of the students in the group try to solve the problem by suggesting different solutions. Student 2 spins the spinner to continue the game.

Watch the DVD!

- Play the Fluency DVD Fluency Time! 2 Scenes 1–3 again to review the language of the Fluency Time! 2 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

Lesson One (B page 98)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story Extra: French, German, discovery

Materials

CD 🛞 83, 88

Warmer 🔞 83

• Play the song from Unit 9, Lesson 8 to energize the class.

Lead-in

- Ask students what they remember about the last story. Ask questions, e.g. Where were the children sheltering? What was in the chest? What did the children do with the treasure?
- Tell students that they are going to read the first episode of a new story about the DSD Club. Tell them that today the DSD Club is at the beach. Ask *What do you think the children are doing there?*

1 Listen and read. Why is the DSD Club at the beach? (5) 88

• Play the recording. Students follow the story in their books. Ask the gist question *Why is the DSD Club at the beach?* Were any of the students' suggestions in the lead-in activity close to the answer?

ANSWER

The DSD Club is at the beach to see a sand sculpture competition.

• Play it again. Ask comprehension questions, e.g. Which sand sculptures do the children see? Which languages does Tom speak? What do the children think they see in the water?

2 Listen to the story again and repeat. Act. 🛞 88

- Play the recording, pausing for students to repeat each line.
- Divide the class into groups of five to play the parts of Fin, Kate, Libby, Tom, and Ed.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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 circle.

• Focus on the example. Ask students to find the place that tells us the children have to meet at the car sculpture (*frame 1*).



• Ask students to read the rest of the story again and circle the correct answer to each sentence.

ANSWERS

1 car 2 elephant 3 French 4 French 5 six 6 a shark

Culture notes: Languages in Britain

The official language of Britain is English and it is the first language of the vast majority of the population, but it is not the only indigenous language. Britain has over 700,000 speakers of Welsh, of which around 560,000 live in Wales. Some people speak it as a first language and it is taught in Welsh schools. Around 60,000 people speak Scottish Gaelic, the majority living in the Outer Hebrides. Irish Gaelic is spoken in some parts of Northern Ireland. The Germanic language, Scots, is also spoken in Scotland and Northern Ireland. In the south-west of England, there are also around 1,000 speakers of Cornish, a language which was once extinct.

Britain has a multicultural society and many other languages are spoken by people who settled here after moving from their country of origin. The main immigrant languages are Punjabi, Pahari (Potwari), Gujarati, Hindi, Urdu, Bengali or Sylheti, Polish, Cantonese, Mandarin Chinese, Spanish, Greek, Arabic, Portuguese, French, Turkish, and Lithuanian. Over 300 different languages are spoken in London alone.

Further practice

Workbook page 84 Online Practice • Unit 10 • Story

Lesson Two (B page 99

Words

Learning outcomes

To identify and use words related to language To use the suffix *-ery* to make certain words into nouns

Language

Words: official language, bilingual, multilingual, native speaker, accent, mother tongue, dialect, fluent

Working with words: cook / cookery, deliver / delivery, discover / discovery, brave / bravery, nurse / nursery, bake / bakery (Class Book); machine / machinery, forge / forgery, rob / robbery, recover / recovery (Workbook)

Extra: pronounce, Mandarin, Spanish, Arabic, Russian

Materials

CD 🛞 89–90; Dictionary Workbook pages 126–134

Warmer

• Ask students what they can remember about the story from last lesson. Ask *Where were the children? What did they see? How many languages can Tom speak?*

Lead-in

Ask students to turn to page 98 and look at frames 3 and 4. Ask the following questions: Which languages can Tom speak? What is the word that tells us that Tom can speak two languages perfectly? What are the official languages of Canada? Which other language can Tom speak?

1 Listen and repeat. 🛞 89

- Ask students to look at the words and their definitions. Ask them to read the definitions for each word silently.
- Play the recording, pausing for students to repeat.
- Play a the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Ask students to look at the example sentence. Read it with the class.
- Ask students to read the rest of the sentences and complete them with the words from Exercise 1.
- Ask different students to read complete sentences aloud.

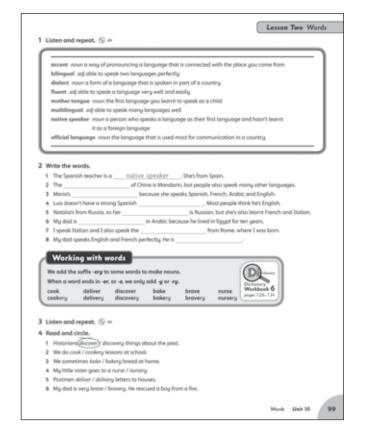
ANSWERS

1 native speaker 2 official language 3 multilingual

- 4 accent 5 mother tongue 6 fluent 7 dialect
- 8 bilingual

3 Listen and repeat. (5) 90

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Ask students What happens when we add -ery to the end of these words?



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

4 Read and circle.

- Look at the example with the class. Ask *Do we need a verb* or a noun here? Establish that we need a verb.
- Students read the sentences and circle the correct words.

ANSWERS

- 1 discover 2 cookery 3 bake 4 nursery
- 5 deliver 6 brave

Optional activity

- Play a quiz with the words from Exercise 3. Divide the class into two teams. Ask the following questions, alternating between the two teams. For a faster-paced game, set a time limit of three seconds in which teams can answer. Where do young children sometimes go while their parents are at work? What do postmen do with letters? What is the name of a building where people bake bread? If you find out something new, what do you make? What is the word for someone who does dangerous things to help other people? What must you do to meat before you can eat it?
- Teams get one point for each correct answer. Keep a record of the scores on the board and declare the winning team at the end of the game.

Further practice

Workbook page 85 Student Website • Unit 10 • Words, Words in context Online Practice • Unit 10 • Words

Lesson Three (B page 100

Grammar 1

Learning outcomes

To use reported speech to report what someone else said Speaking: reporting what someone has said

Language

Core: He said he **wanted** to visit all the countries in the world. He said he **was looking forward** to the trip. He said he **had cycled** round Africa. He said **he had had** lessons in French, Spanish and Arabic. He said the trip **would take** about two years.

Extra: Africa, Asia

Materials

CD 🚱 91

Warmer

• Play *Time's up!* (see page 25) to revise some of the forms of transport that students learnt in Unit 4.

Lead-in

• Discuss around-the-world trips with the class. Ask children which type of transport they would choose if they were going to travel around the world.

1 Listen and read. How is Oscar Brown going to travel around the world? (5) 91

• Play the recording for students to listen and follow the text in their books. Ask the gist question.

ANSWER

Oscar Brown is going to travel around the world by bike.

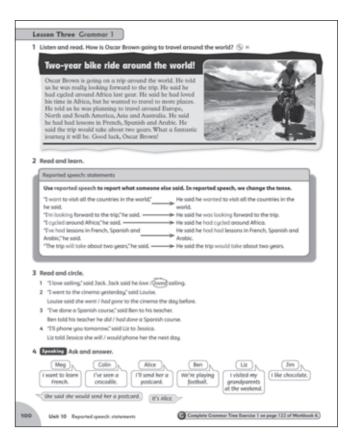
• Play the recording a second time. Ask comprehension questions, e.g. *How does Oscar Brown feel about his trip? Has he travelled by bike before? What languages has he learnt?*

2 Read and learn.

- Read through the rules and example sentences together.
- Point to the first sentence. Ask *What happens to the verb?* (*it changes from present simple to past simple*). Repeat with the rest of the sentences.
- Ask students if they can give you a general rule about what happens to the verbs when we use reported speech (*they move back one tense*).
- Practise further examples. Write these sentences on the board. Ask students to rewrite them as reported speech. *"I need to buy some eggs," Mum said. "I'm thinking about my holiday," Zara said. "I went to France last year," Lucas said. "I've eaten my lunch," Jasmine said. "I'll be home at six o'clock," Dad said.*

3 Read and circle.

• Focus attention on the example and read it with the class. Ask *Why do we use 'loved' here?*



• Ask students to read the rest of the sentences and circle the correct words. Remind students that they can refer back to the grammar box to see how the verbs change.

ANSWERS

1 loved 2 had gone 3 had done 4 would

4 Ask and answer.

- Ask a pair of students to read the example for the class. Ask students to look at all the speech bubbles and compare Alice's actual speech with the reported speech.
- Ask students to work in pairs, taking turns to ask and answer. Explain that the first student should report what has been said in one of the speech bubbles, and that the other student must look at the speech bubbles and identify who said it.

Optional activity

- Tell students to imagine they are planning a trip around the world by bike. Write these questions on the board: Which countries do you want to visit? What are you looking forward to about your trip? Have you cycled round any countries before? Have you had any language lessons? How long will your trip take?
- Ask students to work in pairs. They take turns to interview each other about the trip and note down each other's answers.
- Ask some of the students to tell the class what their partner said, using reported speech.

Further practice

Grammar Time, Workbook page 122 Workbook page 86 Student Website • Unit 10 • Grammar 1 Online practice • Unit 10 • Grammar 1

Lesson Four (B page 101

Grammar 2

Learning outcomes

To use reflexive pronouns when the object of a sentence is the same as the subject

Language

Core: I can change myself. Can you change yourself to English now? It turned itself off. He hurt himself when he fell off his bike. She cut herself when she was cooking. We bought ourselves lunch in the café. Did you enjoy yourselves at the park, children? They dried themselves after the swimming lesson. Extra: translation

Materials

CD 🚱 92

Warmer

• Ask students what they use to help them to learn English. Encourage them to think not only about their Class Book and dictionary, but any technology that they use, e.g. online dictionaries or translators. Compile a list on the board.

Lead-in

• Ask What did Professor invent in the last story? (a survival suit) Did the suit work? What did Chip say about the suit? What did Professor say? Check students use reported speech correctly.

1 Listen and read. What has Professor invented? (5) 92

• Play the recording. Students follow the words in their books. Ask the gist guestion *What has Professor invented?*

ANSWER

Professor has invented a language translation device.

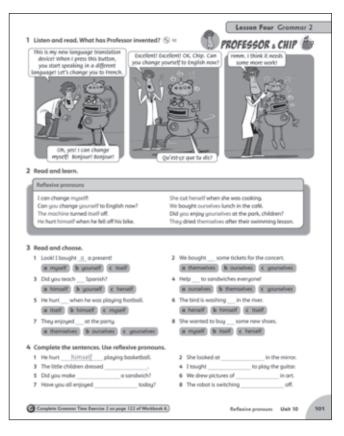
- Play it a second time for students to read the text again. Ask comprehension questions, e.g. *What language does Chip speak? Does Professor press the button?*
- Check that students understand the joke. Ask *Why can't Chip change himself back to English?* (Because he is set to French and can't understand what Professor is saying).

2 Read and learn.

- Read through the sentences in the box with the class. Write the personal pronouns on the board and ask students to tell you the reflexive pronouns. Write these alongside the appropriate words.
- Write sentences on the board for students to complete, e.g. I made ______ a sandwich. We bought ______ a new computer.

3 Read and choose.

- Write the example on the board and ask students which word should go in the gap.
- Ask students to look at the exercise in their books. They read the rest of the sentences and choose the correct word from the list of options for each one.
- Go through the answers with the class. Ask individual students to read the sentences to the class.



ANSWERS

1 a 2 b 3 b 4 c 5 b 6 c 7 a 8 c

4 Complete the sentences. Use reflexive pronouns.

- Focus on the example sentence and read it with the class.
- Ask students to read the rest of the sentences and complete them with the correct reflexive pronouns.

ANSWERS

1 himself 2 herself 3 themselves 4 myself

5 yourself/yourselves 6 ourselves 7 yourselves 8 itself

Optional activity

- Tell students that Professor has made another device. This time, instead of translating, the device converts two sentences into one, using reflexive pronouns. Put the following pair of sentences on the board. *Mum bought a hat. The hat was for Mum.*
- Tell students that they are Chip. They have to use the device to change the sentences into a single sentence. Elicit *Mum bought herself a hat.*
- Write these sentences on the board. Ask students to make them into single sentences with reflexive pronouns: My sister and I made lunch. The lunch was for us. I taught French. I learnt French. Dad wrote a list. The list was for Dad. The machine pressed a button. The machine turned off.

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

Lesson Five (B page 102

Skills Time!

Skills development

Reading: read a Question and Answer text

Language

Recycled: vocabulary and structures seen previously Extra: disappear, altogether, population, Hindi, Portuguese, Japanese, continent, international, business, dominant, predict, century

Materials

CD 🚱 88

Lead-in

- Discuss languages with the class to revise the Lesson 2 vocabulary and prepare for the reading text. Ask individual students What is your mother tongue? Do you speak any other languages? Are you fluent? Do you know anyone who is bilingual? Which languages does he / she speak?
- Ask students to predict the answers to the following questions from the text: How many languages are there in the world? What is the most widely spoken language?
- Write students' predictions on the board.

1 Look at the text. How many people in the world speak Arabic?

• Ask students to skim through the article briefly, without reading in detail, to find the answer to the gist question. Elicit the answer from the class.

ANSWER

Between 100 and 300 million people speak Arabic.

• Ask students to find the answers to the questions from the lead-in. Ask students to look at the predictions on the board. Did anyone give the right answers?

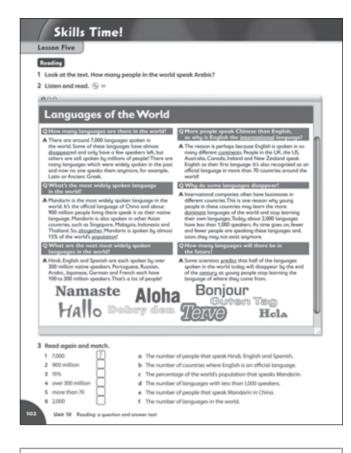
2 Listen and read. 🛞 88

- Tell students they are going to listen to a recording of the text. Tell them to listen and follow in their books, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play it again, pausing at regular intervals. Ask comprehension questions, e.g. What has happened to some of the world's languages? Which country has Mandarin as its official language? Why is English the international language?
- Answer any questions that students have and elicit the meanings of any unknown words, including the underlined ones, from the context.

3 Read again and match.

• Focus on the example. Ask students to reread the first paragraph and find the sentence that tells them what 7,000 relates to.Ask students to read the text again and match the rest of the numbers with the items on the right.

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



Optional activity

- Write the following questions on the board and ask students to find the answers in the text: *Where is Mandarin spoken?*
 - How many people speak Portuguese, Russian, Arabic, Japanese, German and French?

In which countries do people speak English as their first language?

Why do young people learn the more dominant languages of the world?

How many languages have less than 1,000 speakers? What do scientists predict will happen by the end of the century?

Optional activity

- Ask students to read the text again and write five true / false sentences about languages. Monitor the activity and help where necessary.
- Ask different students to read their sentences for the class to respond *True* or *False*.

Optional activity

• Play Talk! (see page 25) on the subject of languages.

Further practice

Workbook page 88 Online Practice • Unit 10 • Reading

Lesson Six (B page 103

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about languages

Language

Words in context: *disappear, altogether, population, continent, international, dominant, predict, century* (Class Book); *isolated, tribe, communicate, inhabitants* (Workbook)

Extra: worldwide, in total, go away, university

Materials

CD 🚱 94; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the text from the previous lesson.
- Ask questions if necessary, e.g. How many languages are there in the world? Which language is most widely spoken? Why is English an international language?

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

- Ask the students to look at the definitions. Explain that all of the words that students need are underlined in the text on page 102.
- Ask students to look at the article again and find all of the underlined words. They read the sentences that contain each word and try to determine the meaning from the context.
- Students then write the correct words below each definition on page 103.

ANSWERS

- 1 international 2 century 3 dominant 4 continent
- 5 altogether 6 disappear 7 population 8 predict

2 Listen. Are the children all learning the same language? (5) 94

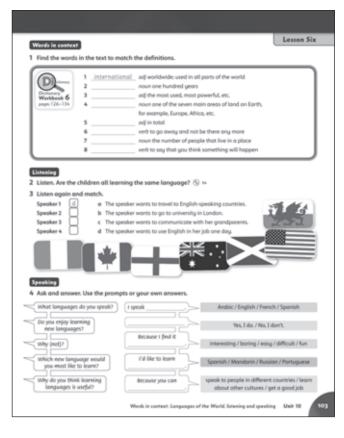
- Tell students they are going to hear four children talking about the languages they are learning. Explain that students have to listen and find out whether they are all learning the same language.
- Play the recording all the way through, then elicit the answer from the class.

ANSWER

Yes, the children are all learning the same language – English.

Transcript

(See Teacher's Book page 143.)



3 Listen again and match.

- Tell students that they are going to listen to the recording again. This time they must match each speaker to the correct sentence.
- Before you play the recording, allow time for students to read through the sentences.
- Play the recording as many times as necessary, pausing at appropriate intervals for students to write the letters in the boxes.

ANSWERS

1 d 2 a 3 b 4 c

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the 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 Student Website • Unit 10 • Listen at home • Tracks 49–52

Online Practice • Unit 10 • Words in context, Listening and Speaking

Lesson Seven (B page 104

Skills Time!

Skills development

Writing focus: lay out an advert; identify important information and persuasive language Writing outcome: write an advert

Language

Recycled: vocabulary and structures seen previously Extra: *layout, practical, persuasive, positive, lively, sights*

Materials

Writing poster 10; a copy of the text from poster 10, Teacher's Resource Centre, for each student

Lead-in

• Tell students they are going to look at an advert. Ask what information should be included in an advert.

Poster 10: An advert

- Hand out a photocopy of the poster text to each student. Display your copy of the poster.
- Ask students the 'Before reading' question. Encourage them to discuss and share their ideas.
- Ask students to read the text silently. Ask comprehension questions, e.g. What will you do at the club? Who is the Level 1 class for? How can you find more information about the club?
- Ask the class to look back at the introduction. Ask *Why do we use questions here?* Then read the text box above together.
- Read the text boxes on the left-hand side of the advert to the class. Ask *Why do we write adverts? How can we use the layout to make the advert look more attractive? What can we use to make people remember our advert?*
- Read the text boxes on the right to the class. Ask Why should we include a photo? What important and practical information should we include? What kind of persuasive language can we use?
- Ask students the 'After reading' questions. Compare and discuss some of the students' answers with the class.

1 Look at the advert. What is it for?

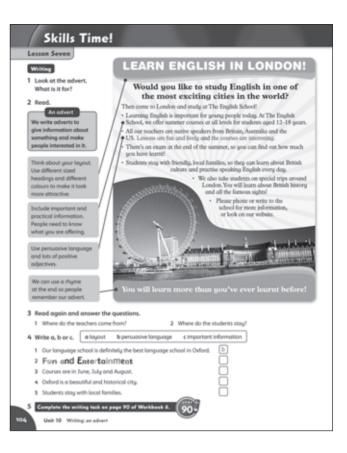
• Ask students to look at the picture and skim through the text. Ask the gist question *What is it for?*

ANSWER

The advert is for a language school in London called The English School.

2 Read.

- Ask a different student to read each section of the text. Ask comprehension questions, e.g. Who can go to the English School? What happens at the end of the summer? What else will students learn?
- Focus on the text boxes around the main text. Choose a different student to read each text box to the class. Pause between each student and check understanding.



3 Read again and answer the questions.

• Students read the text silently and answer the questions.

ANSWERS

- 1 The teachers come from Britain, Australia, and the US.
- 2 The students stay with local families.

4 Write a, b or c.

- Ask students to look at the example. Ask What has the writer used to make the language persuasive?
- Ask students to look at the remaining pieces of text and label them *a*, *b*, or *c*.

ANSWERS

1 b 2 a 3 c 4 b 5 c

Optional activity

 Read the sentences below to the class, pausing after each one for students to call out whether it is important information or persuasive language. Lessons start at 9.00 a.m. Lessons are taught by fantastic teachers. The school is next to a beautiful park. You can find out more from our website. There are lots of interesting trips to exciting places. You will have great fun and learn at the same time. The school is in central London.

5 Complete the writing task on page 90 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 90 Writing skills worksheet, Unit 10, Teacher's Resource Centre Online practice • Unit 10 • Writing

Lesson Eight (B page 105

Unit 10 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously Extra: *breeze*

Materials

CD 🚱 95

Warmer

• Play *Book race* (see page 24) to revise the unit. Read out the sentences below and give students 20 seconds to find the answer to each one.

Can you change yourself to English now? (Lesson 4) That's a discovery! (Lesson 1)

International companies often have businesses in different countries. (Lesson 5)

You will learn about British history and all the famous sights! (Lesson 7)

He said he had cycled around Africa last year. (Lesson 3) You will learn more than you've ever learnt before! (Lesson 7) Good luck, Oscar Brown! (Lesson 3) I think it's a shark! (Lesson 1)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 of the class and read the questions to the class, giving a short amount of time for the children to write the answers.
- Students work with books open at page 105. They may not refer back to other lessons in the unit.

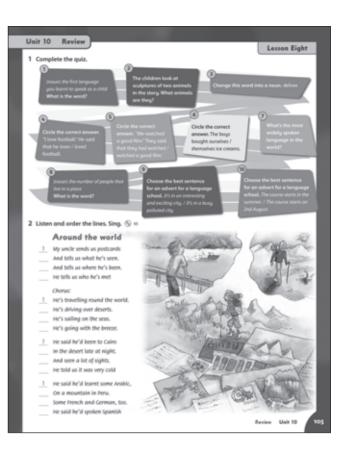
ANSWERS

1 mother tongue 2 an elephant and a horse 3 delivery

- 4 loved 5 had watched 6 themselves 7 Mandarin
- 8 population 9 It's in an interesting and exciting city.
- **10** The course starts on 2nd August.

2 Listen and order the lines. Sing. 🚳 95

- Focus students' attention on the picture. Ask *What is the man doing? Which countries has he been to?*
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play the song a second time, pausing at intervals for students to number the lines in the order that they hear them.
- Play the recording a third time for students to complete their answers.



- Go through the answers. Ask a different student to read each line in the order that they heard it.
- Play the recording once more for students to sing along.

ANSWERS Verse 1: 1, 4, 2, 3

Verse 2: 1, 3, 2, 4 Verse 3: 1, 4, 2, 3 Verse 4: 1, 4, 2, 3

Optional activity

- Ask students to close their books. Write the following statements on the board and ask students to mark them *True* or *False* from memory: *The uncle sends emails*. *The uncle sends emails*. *The uncle is driving over deserts*. *He's sailing on the seas*. *He's never been to Cairo*. *It's warm in the desert at night*. *The uncle has been to Peru*. *He can speak French, German and Spanish*.
 Ask students to open their books and check their
- Ask students to open their books and check their answers before you go through them with the class.

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 Track 53 (Song)
- Online Practice Unit 10 Review

11 Space travell

Lesson One (B page 106

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing vocabulary through a story Extra: *expert, explain*

Materials

CD 🕲 95-96

Warmer 🛞 95

• Play the song from Unit 10, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, *Where were the children? What were they looking at? What did they think was in the sea?*
- Ask students to predict what was in the sea. Ask *Was it a shark or something else?* Write students' suggestions on the board.

1 Listen and read. What is in the water? 🛞 96

- Ask students to look at the pictures and see what is in the water.
- Play the recording. Students listen and follow the story text in their books.
- Ask the gist question *What is in the water?* Did anyone guess correctly in the lead-in activity?

ANSWER

The animal in the water is a dolphin.

• Play the recording a second time. Ask comprehension questions, e.g. *What does Libby say they have to do to the dolphin? How does Libby know what to do? What time of day is it at the end of the story?*

2 Listen to the story again and repeat. Act. 🛞 96

- Play the recording, pausing for students to repeat each line.
- Divide the class into groups of four to play the parts of Kate, Tom, Ed, and Libby.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- 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 look at the example together. Ask them to find the place in the story where Ed sees that the animal is a dolphin (frame 2).



- Ask students to read the rest of the sentences and mark them *True* or *False*.
- Go through the answers with the class.

ANSWERS

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

Culture notes: Space observation and exploration

Britain has a space programme but it does not send astronauts into space, instead it sends unmanned rockets and satellites. The British National Space Centre focuses on Earth observation, satellite telecommunications, and global navigation.

Britain is a member of the European Space Agency, along with 17 other nations. The ESA developed 'Spacelab', a space laboratory which has flown on NASA shuttles to observe the sun, the stars, and the Earth's atmosphere, and study the effects of weightlessness. The ESA also launched the Giotto Space Probe to Halley's Comet and was involved in the development of the Hubble Space Telescope. In 2001, the ESA established the Aurora Programme to explore the Solar System using robotic spacecraft and manned missions. The first flagship mission will involve sending a robotic rover to study the surface of Mars.

Further practice

Workbook page 92 Online Practice • Unit 11 • Story

Lesson Two (B page 107)

Words

Learning outcomes

To identify and use words related to space and space travel To understand the meanings of different phrasal verbs with *come*

Language

Words: shooting star, solar system, space station, comet, constellation, astronaut, telescope, space shuttle

Working with words: *come back, come in, come out, come round* (Class Book); *come off, come across, come on, come up* (Workbook)

Materials

CD 🚳 97–98; Dictionary Workbook pages 126–134

Warmer

• Ask students what they can remember about the story from the last lesson. Ask *What was in the water? What did Kate and Ed do? What did Tom and Libby do?*

Lead-in

- Ask students What time of day it was it at the end of the story? How do you know? What did Tom see in the sky?
- Ask students what they can see if they look up at the sky at night. Encourage as many ideas as possible and write them on the board.

1 Listen and repeat. 🚱 97

- Ask students to look at the words and the picture. Did students suggest any of these things in the lead-in activity?
- Tell students that you are going to play a recording of the words for them to listen and repeat.
- Play the recording, pausing for students to repeat.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

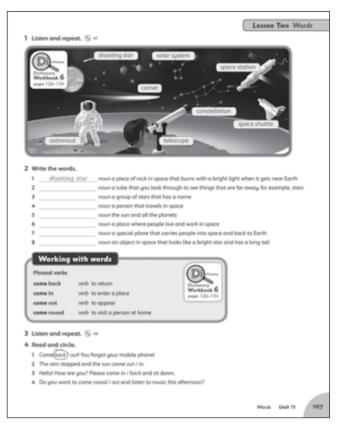
- Ask students to look at the example and read the definition together.
- Ask students to read the rest of the definitions and write the correct words from Exercise 1.
- Go through the answers with the class.

ANSWERS

- 1 shooting star 2 telescope 3 constellation
- 4 astronaut 5 solar system 6 space station
- 7 space shuttle 8 comet

Optional activity

• Play *Definitions* (see page 25) to practise the new vocabulary. Start the game yourself to model the activity, e.g. *This is someone who goes to space*.



3 Listen and repeat. 🚳 98

- Before doing the activity, focus students' attention on the *Working with words* section above. Ask students to read through the list of phrasal verbs and their meanings.
- Ask students *What is the original verb in all of these phrasal verbs?* Does this help to work out the meaning of the phrasal verbs? Remind students that sometimes we can work out the meaning of a phrasal verb but often we just have to learn them.
- Play the recording for students to listen and repeat.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.

4 Read and circle.

- Look at the example with the class and read it together. Ask students *What does 'come back' mean?*
- Ask students to read the rest of the sentences and circle the correct word in each one.
- Go through the answers with the class. Ask students to read the complete sentences aloud.

ANSWERS

1 back 2 out 3 in 4 round

Further practice

Workbook page 93 Student Website • Unit 11 • Words, Working with words Online Practice • Unit 11 • Words

Lesson Three (B page 108

Grammar 1

Learning outcomes

To use reported speech to report *wh*- questions Speaking: reporting questions that have beeen asked

Language

Core: He asked him **where** he was. He asked him **why** he was in space. He asked him **what** he did in space. He asked him **who** was at the space station with him. He asked him **when** he was landing on Earth.

Materials

CD 🚱 99

Warmer

• Play *Order the letters* (page 25) to revise the vocabulary from the previous lesson.

Lead-in

• Discuss space and space travel with the class. Ask questions such as, Can you name any planets / famous astronauts? Why do astronauts travel to space? How can we learn about space?

1 Listen and read. Who was interviewed on the news? (6) 99

- Play the recording for students to listen and follow the text in their books.
- Ask the gist question Who was interviewed on the news?

ANSWER

An astronaut was interviewed on the news.

• Play the recording a second time. Ask further questions to check comprehension, e.g. *Where was the astronaut? What had he fixed? When is he returning to Earth?*

2 Read and learn.

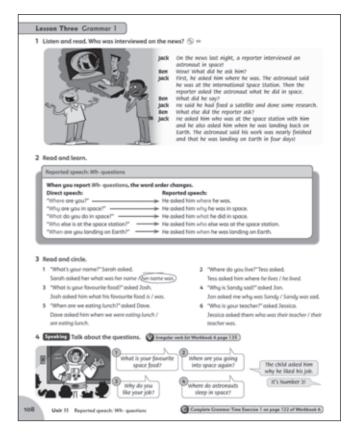
- Read through the rules and example sentences in the box with the class. Ask *What happens to the tense? What happens to the order of the words?*
- Practise further examples with the class. Write the sentences below on the board. Ask students to help you rewrite them as reported speech.
 "Where are your books?" I asked Erin.
 "Who is your best friend?" I asked her.
 "When are you going out?" I asked her.
 "What are you doing?" I asked her.
 "When are you meeting Evie?" I asked her.

3 Read and circle.

- Look at the example together and read it with the class. If necessary, remind students how the word order changes when we use reported speech.
- Students to read the sentences and circle the correct words.

ANSWERS

1 her name was 2 he lived 3 was 4 Sandy was 5 were eating lunch 6 their teacher was.



4 Talk about the questions.

- Focus on the picture. Ask What are the children doing?
- Ask a pair of students to read the example sentences in speech bubbles to the class.
- Ask students to work in pairs. They take turns to report what one of the children asked for their partner to say which child asked it.
- Go through the activity with the class. Ask different students to report a question for the class to say who asked it.

Optional activity

- Tell students that they are going to interview an astronaut. They must write a list of five questions that they would like to know the answer to. They should use *Wh* words to start their questions. However, they don't have to use all of the *wh* questions, and they can use some of them more than once.
- Ask students to work in pairs. One student is an interviewer and the other is the astronaut. The interviewer asks his / her questions for the astronaut to answer. Ask students to swap roles.
- Ask students to report some of the questions they asked their partner and the answers that he / she gave, e.g. *I asked Issa the astronaut when he was coming back to Earth. He said he was coming back in three days.*

Further practice

Grammar Time, Workbook page 122 Workbook page 94 Student Website • Unit 11 • Grammar 1 Online Practice • Unit 11 • Grammar 1

Lesson Four (B page 109

Grammar 2

Learning outcomes

To use reported speech to report commands To use reported speech to report requests

Language

Core: He **told** us to turn off our mobile phones. He **told** me not to touch his computer. He **asked** them to leave quietly.

Materials

CD 🕥 100

Warmer

• Ask students to say who was being interviewed in the previous lesson. Ask them to report some of the questions that the reporter asked.

Lead-in

• Tell students that Professor and Chip are watching a show about space. Ask students how people should behave when they are watching a show or a film in a theatre or cinema. What should / shouldn't they do?

1 Listen and read. Why can't Chip hear **Professor?** (5) 100

- Play the recording for students to listen and follow the words in their books.
- Ask the gist question Why can't Chip hear Professor?

ANSWER

Chip can't hear Professor because he is listening to his MP3 player.

• Play the recording a second time for students to read the text again. Ask further questions to check comprehension, e.g. What are the Professor and Chip watching? What should they do with their mobile phones?

2 Read and learn.

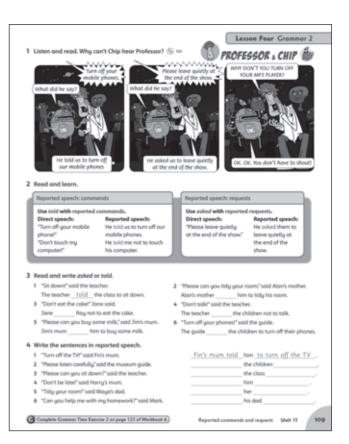
- Read the rules and examples in the boxes with the class. Ask Which word do we use to report commands? Which word do we use to report requests? Ask students to look at the language that is used in the direct speech. Ask How do we know when something is a command and when it is a request?
- Ask students to reread the text from Exercise 1 and find a reported command and a reported request.

3 Read and write asked or told.

- Ask students to look at the example. Ask *Is this a command* or a request? How do we know?
- Ask students to read the rest of the sentences and circle the correct words.
- Go through the answers with the class. Ask individual students to read the complete sentences to the class.

ANSWERS

1 told 2 asked 3 told 4 told 5 asked 6 told



4 Write the sentences in reported speech.

- Before students look at the exercise, copy the direct speech from the example onto the board. Ask students to help you rewrite it as reported speech.
- Ask students to look at the exercise in their books. Read the example together.
- Ask students to read the rest of the requests and commands and rewrite them as reported speech.

ANSWERS

- 1 Fin's mum told him to turn off the TV.
- 2 The museum guide asked the children to listen carefully.
- 3 The teacher asked the class to sit down.
- 4 Harry's mum told him not to be late.
- 5 Maya's dad told her to tidy her room.
- 6 Mark asked his dad to help him with his homework.

Optional activity

- Play Whispers (see page 25). Give a command at one end of the room, e.g. Don't talk while the teacher is speaking, and a request at the other, Please turn on the lights.
- At the end of the game, the two students at the end of the chain should report what they have been told / asked to do.

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

Lesson Five (B page 110

Skills Time!

Skills development

Reading: read a poem

Language

Recycled: vocabulary and structures seen previously Extra: head off, spun, diamond, precious, Saturn, Neptune, Venus, glow, surface, view, below, loop, Milky Way, bumpy snug, stardust

Materials

CD 🚱 101; a copy of the poem cut into different verses for each group of four students (optional)

Warmer

• Play *Smiley face* (see page 24) with the vocabulary students have learnt in this unit.

Lead-in

• Tell students they are going to read a poem about a boy who went to space. Ask students to make predictions about some of the things the boy sees and does. Write the predictions on the board.

1 Look at the poem. Does the boy's mother believe he travelled to space?

- Ask students to look at the pictures. Ask What can you see? What did the boy do in space?
- Ask students to skim through the poem briefly, without reading in detail, to find the answer to the gist question.

ANSWER

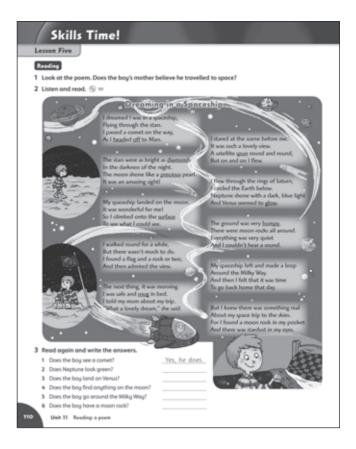
No, the boy's mother doesn't believe he travelled to space.

2 Listen and read. 🛞 101

- Tell students they are going to listen to a recording of the text. Tell them to follow in their books, but not to worry if they don't understand every word they hear.
- Play the recording all the way through.
- Ask students to look at the list of predictions on the board from the lead-in activity. Go through the list with the class. Ask which predictions were correct.
- Play the recording again pausing at regular intervals. Ask questions to check comprehension, e.g. *Where did the boy head off to? Where did the boy land? What did the boy find the next morning?*
- Answer any questions that students have, and elicit the meanings of any unknown words, including the underlined ones, from the context.

Optional activity

• Play A long sentence with the class (see page 24). Begin the game yourself. Say I went into space and from my spaceship I saw a satellite ...



3 Read again and write the answers.

- Ask students to look at the example. Ask them to find the part of the poem that tells them that the boy saw a comet (*line 3 of the first verse*).
- Ask students to read the text again and write short answers to the rest of the questions.
- Ask the questions for students to say the short answers.

ANSWERS

1 Yes, he does. 2 No, it doesn't. 3 No, he doesn't. 4 Yes, he does. 5 Yes, he does. 6 Yes, he does.

Optional activity

- Ask students to close their books. Divide the class into groups of four.
- Give each group a set of the verses you have cut out.
- Ask students to work together to put the verses in the correct order.
- Ask different groups to read the verses of the poem in turn.

Optional activity

Write the following sentences on the board for students to mark *True* or *False*: The boy headed off for Mars. He saw a satellite. He circled Venus. It was very quiet on the moon. There was a lot to do on the moon. The boy had moondust in his eyes.

Further practice

Workbook page 96 Online Practice • Unit 11 • Reading

Lesson Six (B page 111

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for specific detail

Speaking: ask and answer questions about space travel

Language

Words in context: *head off, spun, diamond, precious, glow, surface, bumpy, snug* (Class Book); *beams, imagine, launch, observatory* (Workbook)

Extra: blast off (v), far, spin round, dome, fascinating

Materials

CD 🚳 101–102; Dictionary Workbook pages 126–134

Warmer 🛞 101

- Play the recording of the poem from the last lesson.
- Ask different students to say each verse in turn.

Lead-in

- With books closed, ask students what they can remember about the poem from the previous lesson.
- Ask questions if necessary, e.g. Where did the boy go? What did he see / do? What did he find the next morning?

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

- Ask the students to look at the definitions and pictures. Explain that all of the words they need are underlined in the poem on page 110.
- Ask students to look at the poem again and find all of the underlined words. They read the sentences containing each word and try to determine the meaning from the context.
- Students then turn back to page 111 and write the correct word under each definition and picture.

ANSWERS

- 1 spun 2 precious 3 head off 4 snug
- 5 diamond 6 bumpy 7 glow 8 surface

2 Listen. What is the astronauts' destination? **(5)** 102

- Tell students they are going to hear a recording of another poem. They listen and find out what the astronauts' destination is.
- Play the recording all the way through, and elicit the answer.

ANSWER

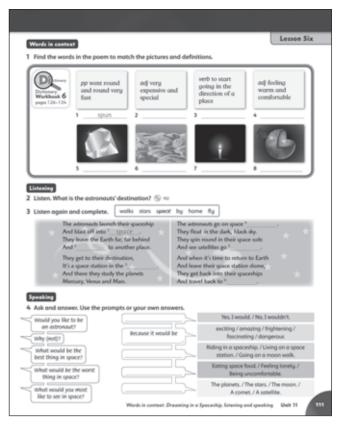
The astronauts' destination is a space station in the stars.

Transcript

(See completed poem in Exercise 3.)

3 Listen again and complete.

- Ask students to look at the poem in their books. Tell them that they are going to hear the recording again and this time they must fill the gaps with the missing words.
- Ask students to read through the poem before you play the recording.



- Play the recording, pausing at appropriate intervals for students to write the words.
- Play it again for students to complete their answers.
- Go through the answers with the class.

ANSWERS

1 space 2 fly 3 stars 4 walks 5 by 6 home

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

- Ask students to look at the example dialogue. Choose a strong student and ask the questions for him / her to answer.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 97

- Speaking skills worksheet, Unit 11, Teacher's Resource Centre Student Website • Unit 11 • Words in context
- Student Website Unit 11 Listening at home Tracks 54–57
- Online Practice Unit 11 Words in context, Listening and Speaking

Lesson Seven (B page 112

Skills Time!

Skills development

Writing focus: understand the structure of a poem Writing outcome: write a poem

Language

Recycled: vocabulary and structures seen previously Extra: *simile, image, comparison, come up, cockerel, fluffy*

Materials

Writing poster 11; a copy of the text from poster 11, Teacher's Resource Centre, for each student

Lead-in

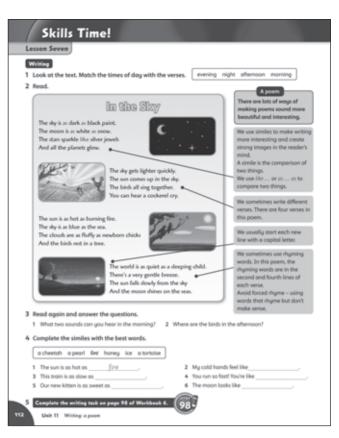
• Ask students what they remember about the poem from page 105. Discuss poems with the class. Ask *Do you like reading poems? Do you have a favourite poem? Can you remember any of the words? How are poems different from stories and other kinds of text?*

Poster 7: A poem

- Hand out a copy of the poster text to each student. Display your copy of the poster.
- Ask students the 'Before reading' questions. Encourage them to discuss and share their ideas.
- Ask students to read the text silently. Ask comprehension questions, e.g. What does the writer compare the autumn leaves to? How does the snow fall in winter? What are the clouds like in spring?
- Discuss the poem with the class. Ask *Do you like the poem? Why / Why not?*
- Read the first two boxes on the left-hand side of the poem to the class. Ask *What do we do to make poems easier to read? What do we usually start each new line of a poem with?*
- Read the remaining two text boxes on the left and below to the class. Ask Where are the rhyming words in the poem? What should we avoid when we write a poem? What can we use to make a poem more interesting?
- Ask students to read the poem again and find examples of similes. Go through each one and ask the class if they agree with the comparisons.
- Read the text boxes on the right-hand side. Ask What do we need to think about if we want our poem to have a good rhythm? How do we say the stressed syllables? What does this do to our poem?
- Ask students the 'After reading' questions. Compare and discuss some of the students' answers with the class.

1 Look at the text. Match the times of day with the verses.

- Ask students to look at the pictures. Point to each one in turn and ask *What can you see*? Ask students *How many verses are there in the poem*?
- Ask students to read quickly through the poem and match the times of day in the box with the verses.



ANSWER

Verse 1: night Verse 2: morning Verse 3: afternoon Verse 4: evening

2 Read.

- Ask a different student to read each verse of the poem to the class. Ask questions to check understanding after each verse, e.g. *What does the poet compare the sky to?*
- Draw attention to the text boxes to the right of the poem. Choose a different student to read each text box to the class. Pause after each and check understanding.

3 Read again and answer the questions.

• Students read the poem silently and answer the questions.

ANSWERS

- 1 You can hear the birds singing and the cockerel crying.
- 2 In the afternoon the birds are resting in a tree.

4 Complete the similes with the best words.

- Read the example sentence with the class. Ask students to use their own ideas to suggest other things we could compare the sun to.
- Students complete the similes with the words from the box.

ANSWERS

- 1 fire 2 ice 3 a tortoise 4 a cheetah 5 honey
- 6 a pearl

5 Complete the writing task on page 98 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 98 Writing skills worksheet, Unit 11, Teacher's Resource Centre Online Practice • Unit 11 • Writing

Lesson Eight (B page 113

Unit 11 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously Extra: *incredible*

Materials

CD 🕥 103

Warmer

- Play *Book race* (see page 24) to revise words and structures from the unit.
- Read out the sentences below and give students 20 seconds to find the answer to each one. He told us to turn off our mobile phones. (Lesson 4) The sun is as hot as burning fire. (Lesson 7) First he asked him where he was. (Lesson 3) The ground was very bumpy. (Lesson 5) The stars sparkle like silver jewels. (Lesson 7) They float in the dark, black sky. (Lesson 6) The stars were as bright as diamonds. (Lesson 5) We need to move this dolphin back into the sea. (Lesson 1)

1 Complete the quiz.

- Tell students they are going to do a quiz based on the unit. Students can work 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 of the class and read the questions, allowing time for the students to write answers.
- Students work with books open at page 107. They may not refer back to other lessons in the unit.

ANSWERS

1 solar system2 Because she watched an interviewwith a dolphin expert on TV.3 come round5 my favourite food was6 to sit down7 Saturn

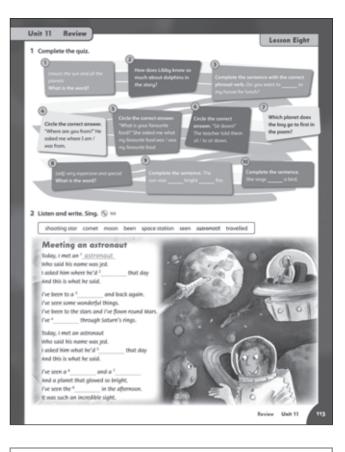
8 precious 9 as, as 10 like

2 Listen and write. Sing. 🛞 103

- Focus students' attention on the picture. Ask *What can you see*?
- Play the song all the way through as students follow the words in their books.
- Play the song a second time, pausing at appropriate intervals for students to write the missing words.
- Play the recording a third time if necessary.
- Go through the answers. 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 astronaut 2 been 3 space station 4 travelled
- 5 seen 6 comet 7 shooting star 8 moon



Optional activity

- Divide the class into two groups.
- Give each group a verse from the song to sing.
- Play the song all the way through for each group to sing their own verse. All the groups join in with the chorus.
- Swap the groups over and repeat.

Optional activity

- Write the following things on the board. Ask students to read the song again and find them as quickly as possible. (Answers are given in brackets.)
 - the astronaut's name (Jed)
 - two reported questions (I asked him where he'd been that
 - day; I asked him what he'd seen that day)
 - two planets (Mars and Saturn)
 - a planet which has rings (Saturn)
 - four things that you can sometimes see from Earth (a
 - comet, a shooting star, stars, and the moon)
 - a place where people live and work in space (a space station)

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 • Track 58 (Song) Online Practice • Unit 11 • Review

Holiday time!

Lesson One (B page 114)

Story

Learning outcomes

To read and understand a story To act out a story

Language

Introducing core vocabulary (Lesson 2) through a story Extra: *rescue team*

Materials

CD 🛞 103-104

Warmer 🛞 103

• Play the song from Unit 11, Lesson 8 to energize the class.

Lead-in

- Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, *What did the children find? What did Ed and Kate do? What did Libby and Tom do?*
- Ask students if they can remember what was happening at the end of the story. (*It was getting dark and Ed and Kate had not returned with Fin.*) Ask students to make predictions about what will happen in the final episode of this story.

1 Listen and read. Why is Libby so happy at the end? (5) 104

• Play the recording. Students follow the story in their books. Ask the gist question *Why is Libby so happy at the end?* Discuss students' predictions from the lead-in activity. Were any of them correct?

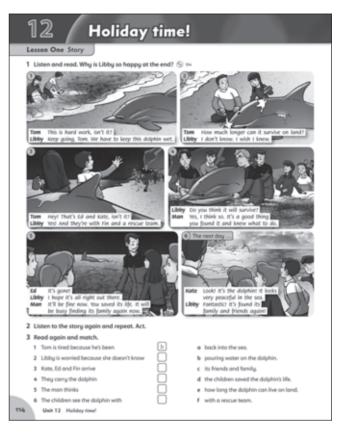
ANSWER

Libby is happy because she sees the dolphin again with its family and friends.

• Play the recording a second time. Ask comprehension questions, e.g. Does Libby know how much longer the dolphin can survive on land? Who arrives with Ed and Kate? What does the man tell Libby and Ed that the dolphin will do now?

2 Listen to the story again and repeat. Act. 🛞 104

- Play the recording, pausing for students to repeat each line.
- Divide the class into groups of five to play the parts of Tom, Libby, Ed, Kate and the man from the rescue team.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- Let students practise acting out the storyin their groups, then ask one or two groups to act out the story for the class.



3 Read again and match.

- Focus on the example. Ask students to find the place in the story that tells us Tom is getting tired (*frame 1 Tom says that keeping the dolphin wet is hard work*).
- Students read the story and match the sentence halves.

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

Optional activity

• Discuss the stories with the class. Ask students Which character do you like best? Why? Which was your favourite story? Would you like to belong to a club like the DSD Club?

Culture notes: School holidays in Britain

The school year in Britain is divided into three terms. Autumn term is at the beginning of the school year and continues until the end of December, when students have two weeks' break for Christmas. Spring term starts in January and continues until March or April, when students have two weeks' break for Easter. Summer term starts after the Easter break and continues until the middle of July, when the summer holidays start. These last for six or seven weeks and students return to school at the start of September for the new school year.

Midway between the start and end of each term, there is a half-term break, which lasts for one week.

Further practice

Workbook page 100 Online Practice • Unit 12 • Story

Lesson Two (B page 115)

Words

Learning outcomes

To identify and use adjectives for describing places To identify the silent letters 'w' and 'h' in certain words

Language

Words: cheap, expensive, peaceful, busy, luxurious, basic, stimulating, dull

Working with words: *write, know, wrong, snow, what, honest, white, hour* (Class Book); *wrap, rhino, wheel, grow* (Workbook)

Materials

CD 🚱 105–106; Dictionary Workbook pages 126–134

Warmer

- With books closed, ask students what they can remember about the story from lesson 1.
- Ask questions about the story, e.g. Where were the DSD club? Where was the dolphin at the end of the story.

Lead-in

- Discuss summer holidays with the class. Ask Did you go on holiday last year? Where did you go? Where did you stay? What was it like?
- Write any adjectives that students use on the board.

1 Listen and repeat. (5) 105

- Ask students to look at the words and their definitions. Ask them to read the definitions for each word silently.
- Tell students that you are going to play a recording of the words for them to listen and repeat.
- Play the recording, pausing after each word for students to repeat.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.
- Ask individual students to say the words for the class.
- Focus attention on the words on the board from the lead-in activity. Did students mention any of the adjectives from Exercise 1?

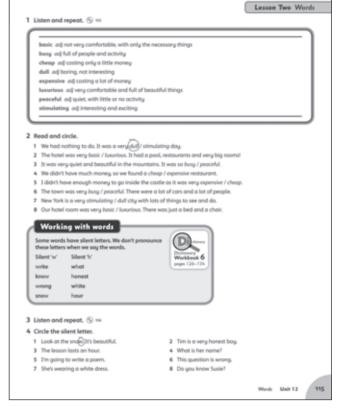
NOTE: Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 2.

2 Read and circle.

- Read the instruction and the example sentence with the class. Ask students to say what they have to do in this exercise.
- Ask students to read the rest of the sentences and circle the correct word for each sentence.
- Go through the answers with the class. Ask different students to read the complete sentences aloud.

ANSWERS

- 1 dull 2 luxurious 3 peaceful 4 cheap 5 expensive
- 6 busy 7 stimulating 8 basic



Optional activity

- Tell students to imagine that they have just returned from holiday. Ask them to decide where they stayed, what they did, what was good about the holiday and what, if anything, was bad about it.
- Brainstorm a list of questions about holidays, e.g.: Where did you go? Where did you stay? What was the hotel / campsite / apartment like? What did you see? What did you do?
- In pairs, students take turns to ask about each other's holidays, using adjectives from Exercise 1 where possible.

3 Listen and repeat. 🛞 106

- Before doing the activity, focus on the *Working with words* section. Ask *What are the silent letters?*
- Play the recording for students to listen and repeat the words.
- Play the recording a second time for students to listen and repeat again. Repeat as often as necessary.

4 Circle the silent letter.

- Write the example sentence on the board. Ask *Which letter is silent?* Encourage a confident student to come to the front of the class and circle the *w* in *snow*.
- Students read the sentences and circle the silent letter.

ANSWERS

- 1 Look at the snow It's beautiful. 2 Tim is a very honest boy.
- 3 The lesson lasts an hour. 4 What is her name?
- 5 I'm going to write a poem. 6 This question is wrong.
- 7 She's wearing a white dress. 8 Do you know Susie?

Further practice

Workbook page 101 Student Website • Unit 12 • Words, Working with words Online Practice • Unit 12 • Words

Lesson Three (B page 116

Grammar 1

Learning outcomes

To use *wish* to talk about situations you'd like to be different

Speaking: using *wish* to talk about situations people would like to change

Language

Core: I wish I **was** taller. I wish I **could** fly. I wish it **wasn't** the last day of our holiday. I wish I **wasn't** afraid of heights. Extra: surfboard

Materials

CD 🚱 107; a strip of paper for each student (optional)

Warmer

• Play Order the letters (see page 25) to revise some of the vocabulary students learnt in the last lesson.

Lead-in

• Discuss dream holidays with the class. Ask students Where would you most like to go on holiday? What would you like to do? What would you stay in?

1 Listen and read. Are the family on holiday? 🛞 107

- Ask students to look at the pictures. Ask Where are the family? Which famous tower are they visiting?
- Play the recording. Students follow the text in their books. Ask the gist question *Are the family on holiday?*

ANSWER

Yes, they are. (It's the last day of their holiday.)

• Play the recording a second time. Ask comprehension questions, e.g. *What is Dad afraid of? Does Mum want to go home? Can the boy see the view?*

2 Read and learn.

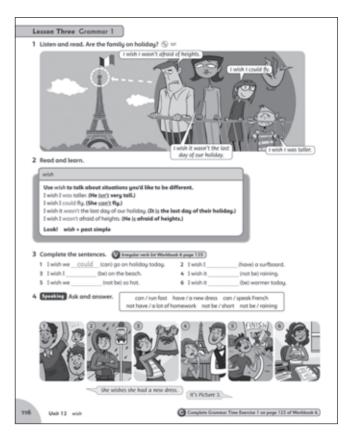
- Read the rule and example sentences with the class. Ask What do we use 'wish' for? Which tense do we use in these sentences?
- Practise further examples with the class. Write the sentences below on the board or use your own.
 I'm not on holiday.
 I can't speak Spanish.
 I'm afraid of spiders.
- Tell students that you would like all of these situations to be different. Ask them to help you rewrite all of them using *I wish*.

3 Complete the sentences.

- Focus attention on the example and read it with the class. Ask *Which tense do we use here?*
- Ask students to complete the rest of the sentences and with the correct form of the verb in brackets.

ANSWERS

1 could 2 had 3 was 4 wasn't 5 weren't 6 was



4 Ask and answer.

- Focus students' attention on the pictures. Ask a pair of students to read out the example in speech bubbles.
- Ask students to work in pairs. They take turns to choose one of the pictures and say what the person in the picture wishes. They should use the prompts in the box to help them. Their partner says the number of the picture they are looking at.
- Monitor the activity, checking that students are forming their sentences correctly.
- If you wish, ask individual students to say what one of the people wishes so that the class can identify the picture.

Optional activity

- Ask students to write one of their wishes on a strip of paper, without showing anyone. They put their name on the paper and fold it up.
- Collect the pieces of paper and redistribute them so that everyone has a different student's wish.
- Ask a strong student to stand up and say what is on his / her piece of paper, without revealing the name of the student who wrote the wish. The class guesses whose wish it is. For example: Student: *He wishes he was surfing*. Class: *Carlos!*
- Continue until all of the students have read out all the wishes.

Further practice

Grammar Time, Workbook page 123 Workbook page 102 Student Website • Unit 12 • Grammar 1 Online Practice • Unit 12 • Grammar 1

Lesson Four (B page 117

Grammar 2

Learning outcomes

To use question tags to mean 'Am I right?' or 'Do you agree?'

Language

Core: There *are* lots of robots, *aren't* there? You *can* swim, *can't* you? There *will* be lots of robots, *won't* there? You *like* strawberry ice cream, *don't* you? You *packed* your sunglasses, *didn't* you?

Materials

CD 🚱 108

Lead-in

• Ask Do you think Professor and Chip ever go on holiday? Where do you think they go? What do you think they do on holiday?

1 Listen and read. Where are Chip and Professor going for their holiday? los

• Play the recording. Students follow the words in their books. Ask the gist question *Where are Chip and Professor going for their holiday?*

ANSWER

Chip and Professor are going to a robot camp for their holiday.

• Play it a second time for students to read the text again. Ask comprehension questions, e.g. Where has Chip put his sunglasses? How does the Professor feel about going to the robot camp? What is at the robot camp?

2 Read and learn.

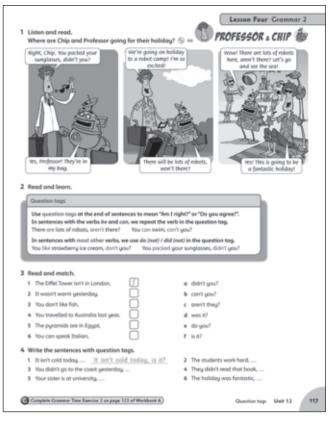
- Read through the rules and examples with the class. Ask students *When do we use question tags?* Establish that we use them to check we are right or to invite people to agree with us.
- Draw attention to the verbs used in the question tags. Ask *Is the verb the same as the one in the sentence? Is it positive or negative?*
- Write the sentences and ask students to help you write the correct question tag:

You're Egyptian,?	
You tidied your room,	?
You can speak French	?
There will be a test at the end of term,	?

3 Read and match.

- Look at the example together. Ask students *Why is the question tag positive*? Establish that when the sentence is negative, the question tag is positive and when the sentence is positive, the question tag is negative.
- Ask students to look at the exercise in their books. They match the sentences with the correct question tags.

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



4 Write the sentences with question tags.

- Before the students look at the exercise, write the example on the board and ask students for the correct question tag.
- Ask students to complete the rest of the sentences.

ANSWERS

- 1 It isn't cold today, is it?
- 2 The students work hard, don't they?
- 3 You didn't go to the coast yesterday, did you?
- 4 They didn't read that book, did they?
- 5 Your sister is at university, isn't she?
- 6 The holiday was fantastic, wasn't it?

Optional activity

- On the left side of the board write the heading *Facts*, and on the other side write the heading *Opinions*.
- Ask the class to suggest sentences for each one. For example:

Facts: Rome is in Italy.

Opinions: The weather isn't good today.

Encourage a mixture of positive and negative sentences.

- When you have about four sentences for each heading, ask different students to come to the front of the class, one at a time, and add a question tag to a sentence. Tell students that the question tag will be the same, whether the sentence is a fact or an opinion.
- Read through the questions with the class. Establish that the *Fact* question tags are used to check that we are correct and that the *Opinion* question tags are used to invite people to agree with us.

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

Lesson Five CB page 118

Skills Time!

Skills development

Reading: read an Internet blog

Language

Recycled: vocabulary and structures seen previously Extra: blog, give up, India, rickshaws, rush, palm tree, scary, unfortunately, house boat, spicy, flavours, Indian, board game, update

Materials

CD 🛞 109

Lead-in

- Elicit or teach the word *blog*. Ask students *Why do people* write blogs on the Internet? What do they write about? Have you read any Internet blogs? Have you ever written one?
- Tell students that they are going to read an Internet blog about a girl who is going travelling for a year with her family. Ask students to make predictions about some of the things she might write about.

1 Look at the travel blog. Which countries does Sara talk about?

• Ask students to skim through the text, without reading in detail, to find the answer to the gist question. Elicit the answer from the class.

ANSWER

Sara talks about India and Sri Lanka.

• Discuss the predictions that students made in the lead-in activity. Did any students guess correctly?

2 Listen and read. 🛞 109

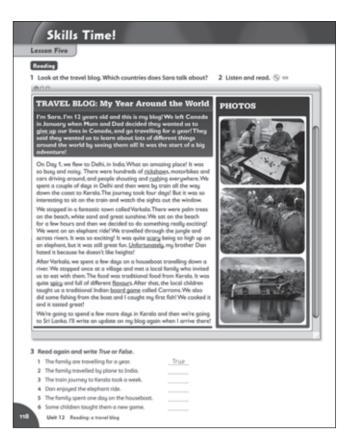
- Tell students they are going to listen to a recording of the travel blog. Tell them to follow the text in their books, but not to worry if they don't understand every word they hear.
- Play the recording once all the way through.
- Play the recording again, pausing at regular intervals. Ask questions to check comprehension, e.g. *Where does Sarah go first? What is Delhi like? Where does Sara go next?*
- Answer any questions that students have and elicit the meanings of any unknown words, including the underlined ones, from the context.

3 Read again and write True or False.

- Ask students to read the instruction and look at the example. Ask students to reread the first paragraph and find the sentence that tells them Sara's family is travelling for a year.
- Ask students to read the rest of the text again and write *True* or *False* next to the remaining sentences.
- Go through the answers with the class.

ANSWERS

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



Optional activity

Write the following statements on the board. Ask students to look again at the text and write down the phrase that tells them that the statements are true: Sara is Canadian.
 Delhi wasn't a peaceful place.
 Sara liked Valkala.
 The weather in Valkala was good.
 Sara and her family met local people in Kerala.
 Sara and her family haven't been to Sri Lanka yet.

Optional activity

- Ask students to read the text again and write five questions for their partner to answer.
- Students swap papers with their partner and answer each other's questions.

Optional activity

• Discuss Sara's blog with the class. Ask Do you think Sara's trip sounds exciting? Would you like to go travelling for a year? Which countries would you like to visit?

Further practice

Workbook page 104 Online Practice • Unit 12 • Reading

Lesson Six (B page 119

Skills Time!

Skills development

Dictionary: discover the meaning of words in context Listening: listen for specific detail

Speaking: ask and answer questions about world travel

Language

Words in context: *give up*, *rickshaw*, *rush*, *scary*, unfortunately, *spicy*, *flavours*, *board game* (Class Book); *perfect*, *coral reef*, *orang-utan*, *market* (Workbook)

Materials

CD 🚱 110; Dictionary Workbook pages 126–134

Lead-in

- With books closed, ask students what they can remember about the blog from the previous lesson.
- Ask questions if necessary, e.g. What did Sara and her family decide to do? Where did they go? What did they do on the first part of their trip?

1 Find the words in the text. Write.

- Ask the students to look at the words in the box. Explain that all of the words are underlined in the text on page 118.
- Ask students to look at the text again and find all of the underlined words. They read the text and try to determine the meaning of the words from the context.
- Students then complete the sentences on page 119.

ANSWERS

1 board game2 flavours3 unfortunately4 scary5 spicy6 rickshaw7 give up8 rush

Optional activity

• Play Write one thing (see page 24) to practise the vocabulary. Use the topics below: my favourite board game a scary memory something I'd like to give up a flavour I love

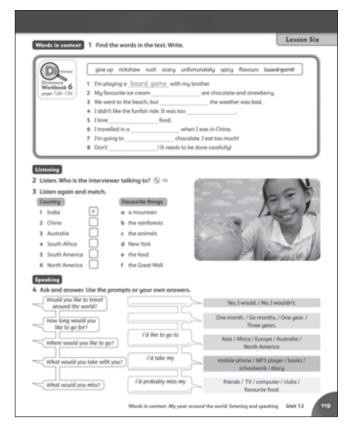
2 Listen. Who is the interviewer talking to? 🛞 110

- Tell students they are going to hear someone being interviewed about their travels. Explain that students have to listen and find out who is talking.
- Play the recording once the whole way through, then elicit the answer from the class.

ANSWER

The interviewer is talking to Sara.

Transcript (See Teacher's Book page 143.)



3 Listen again and match.

- Tell students that they are going to listen to the recording again. This time they must match each country to Sara's favourite thing there.
- Before you play the recording, allow time for students to read through the lists.
- Play the recording as many times as necessary, pausing at appropriate intervals for students to write the letters in the boxes.

ANSWERS

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

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

- Ask students to look at the example dialogue. Choose a strong student and ask him / her the questions.
- Ask students to work in pairs. Tell them they are going to take turns to ask their partner the questions. Their partner must answer using the prompts given or his / her own ideas.
- If you wish, ask some of the 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 Student Website • Unit 12 • Listening at home • Tracks 59-62 Online Practice • Unit 12 • Words in context, Listening and Speaking

Lesson Seven (B page 120

Skills Time!

Skills development

Writing focus: structure an opinion essay Writing outcome: write an opinion essay

Language

Recycled: vocabulary and structures seen previously Extra: *eco holiday, essay, tourism, advantage, disadvantage, paragraph, respect (v)*

Materials

Writing poster 12; a copy of the text from poster 12, Teacher's Resource Centre, for each student

Lead-in

• Teach students the term *eco holiday*. Ask students *What* do you think people do on *eco holidays? Why do you think* people want to go on *eco holidays?*

Poster 12: An opinion essay

- Hand out the text from the poster to each student. Display your copy of the poster so that all the class can see it.
- Ask students the 'Before reading' question. Encourage them to discuss and share their ideas.
- Ask students to read the text silently. Ask comprehension questions, e.g. What do you do on an eco holiday? What are the good things about eco holidays? What are the bad things?
- Read the text boxes on the left-hand side. Ask How many paragraphs do we divide an opinion essay into? What do we write in paragraph 1 / 2 / 3 / 4?
- Read the first text box on the right. Ask students to look at the text and find the examples of language used to express the writer's opinion.
- Read the rest of the text boxes to the class. Ask students to find words and phrases in the essay that the writer has used to introduce examples.
- Ask students to work in pairs. They ask and answer the 'After reading' questions. Discuss some of their answers.

1 Look at the opinion essay. What is it about?

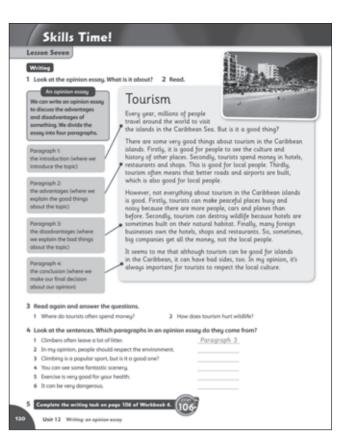
• Ask students to look at the picture and the title of the essay and then glance through the text without reading it in detail. Ask the gist question *What is it about?*

ANSWER

The essay is about tourism.

2 Read.

- Ask a different student to read each paragraph of the text to the class. Ask comprehension questions, e.g. *How many people visit the islands in the Caribbean Sea every year? What are the good things about tourism here? What are the bad things? What is the writer's opinion?*
- Draw attention to the text boxes to the left of the essay. Choose a different student to read each text box to the class. Pause to check understanding.



3 Read again and answer the questions.

• Students read the text silently and answer the questions.

ANSWERS

- 1 Tourists often spend money in hotels, restaurants and shops.
- **2** Tourism can hurt wildlife because hotels are sometimes built on their natural habitat.

Optional activity

• Ask students to read the essay again and write down three good things about tourism in the Caribbean and three bad things about it.

4 Look at the sentences. Which paragraphs in an opinion essay do they come from?

- Explain to students that they are going to look at some sentences taken from another opinion essay. Read the example together. Ask *What is the essay about?*
- Remind students of the structure of an opinion essay. Ask What do we write in the first / second / third / fourth paragraphs?
- Ask students to read the rest of the sentences and write down the paragraphs that they are taken from.

ANSWERS

- 1 Paragraph 3 2 Paragraph 4 3 Paragraph 1
- 4 Paragraph 2 5 Paragraph 2 6 Paragraph 3

5 Complete the writing task on page 106 of Workbook 6.

• Refer students to the Workbook to complete the writing task. Go through the activity with them first.

Further practice

Workbook page 106 Writing skills worksheet, Unit 12, Teacher's Resource Centre Online Practice • Unit 12 • Writing

Lesson Eight (B page 121

Unit 12 Review

Learning outcomes

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

Language

Recycled: vocabulary and structures seen previously Extra: *bus stop*

Materials

CD 🚳 111, eight plain pieces of paper (optional)

Warmer

Play Book race (see page 24). Read out these sentences below and give students 20 seconds to find the answers. This is going to be a fantastic holiday! (Lesson 4) You saved its life. (Lesson 1) What an amazing place! (Lesson 5) There are some very good things about tourism in the Caribbean islands. (Lesson 7) You packed your sunglasses, didn't you? (Lesson 4) How much longer can it survive on land? (Lesson 1) We went on an elephant ride! (Lesson 5) I wish I could fly. (Lesson 3)

1 Complete the quiz.

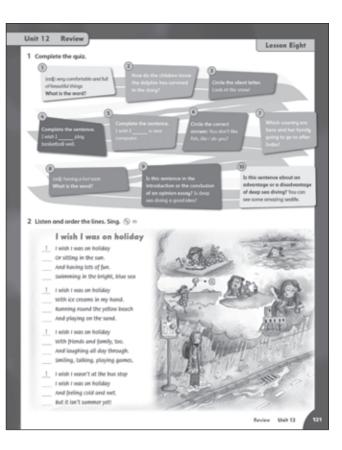
• Students work individually, in pairs, or in teams to answer the quiz, without referring to the unit.

ANSWERS

1 luxurious2 Because they see it the next day with its family
and friends.3 Look at the snow4 could4 could5 had6 do7 Sri Lanka8 spicy9 the introduction.10 an advantage

Optional activity

- Divide the class into four groups for a quiz about the whole of *Family and Friends* Level 6. Give each group a plain piece of paper and ask them to look back through their books and write ten questions about the stories, vocabulary, grammar or anything else they have read.
- Ask each team to choose a name, and write the teams' names on the board. Ask each team to nominate a question master.
- Give each team a second piece of plain paper.
- Ask the question master from the first team to come to the front. He / She reads a question to the class, pausing for the other teams to confer and write their answer. Repeat with the other teams until all the questions have been asked.
- Ask each team to swap their answer sheet with one of the other teams. Ask one member from each team to give the answers for their part of the quiz. Students mark their answers.
- Ask for the scores and write them on the board.



2 Listen and order the lines. Sing. 🛞 111

- Focus students' attention on the picture. Ask *What is the girl doing? What does she wish she was doing?*
- Tell students that the words to the song are in their books but that the lines are in the wrong order.
- Ask students to read through the words silently.
- Play the song for the first time. Students listen and point to each line as they hear it sung.
- Play the song a second time, pausing at intervals for students to number the lines in the order that they hear them.
- Play the recording a third time for students to complete their answers.
- Go through the answers. Ask a different student to read each line in the order that they heard it.
- Play the recording once more for students to sing along.

ANSWERS

Verse 1: 1, 4, 2, 3 Verse 2: 1, 4, 3, 2 Verse 3: 1, 2, 4, 3 Verse 4: 1, 3, 2, 4

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 Play Script 2, Teacher's Resource Centre Student Website • Unit 12 • Listen at home • Track 63 (Song) Online Practice • Unit 12 • Review

Fluency Time! 4

Everyday English CB PAGE 122

Learning outcomes

To learn some useful language for talking about dream adventures

Language

Where would you go if you could go anywhere in the world? What's your dream holiday? Where would you most like to go on holiday? I'd like to visit Disney World. I've always wanted to go into space. If only I was a millionaire. I'd love to be rich and famous.

Materials

CD 🚳 112–113; 🚳 Fluency DVD Fluency Time! 4 (optional)

Warmer

- Tell the class they are going to learn some useful language for talking about dream adventures.
- Remind students that we use *I'd like / love to ..., If only ...* or *I've always wanted to ...* to talk about our dreams. Write these phrases on the board.
- Ask students what places they'd like to visit, which activities they'd like to do, and which people they'd like to meet.

1 Listen and read. 🛞 112

- Focus on the pictures. Ask students who they can see in the pictures (*Ben and Megan*), where they are (*in a park / garden*) and what they are doing (*looking at a magazine and a tablet*).
- Play the recording. Students listen and read. 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 one.
- Ask students what dreams are mentioned in the dialogue.
- Ask students to practise the dialogue in pairs, then invite pairs of students to act out the dialogue for the class.

2 Listen and write True or False. 🛞 113

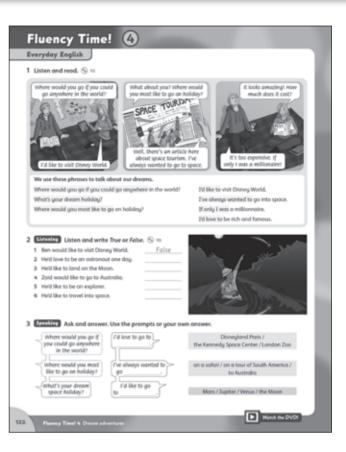
- Show students the sentences and explain that they need to listen and decide whether each one is true or false.
- Play the first part of the recording and focus on the example, then play the recording for students to listen and complete the activity.
- Ask students to read out the sentences and say whether each one is true or false. If it is false, ask them to make it negative and correct it, e.g. *Ben wouldn't like to visit Disney World. He'd like to visit the Kennedy Space Centre.*

Transcript

(See Teacher's Book page 143.)

ANSWERS

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



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. You read out the speech bubbles on the right, completing the gaps with prompts from the box.
- Tell the students to 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

- Play a guessing game. Invite a child to come up and mime an activity they'd love to do. The rest of the class tries to guess the activity. Encourage the other students to make sentences, e.g. You'd love to (walk on the Moon). / Would you like to (ride an elephant)?
- The first child to guess the activity takes a turn to come up and act out another activity for the class to guess.

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 ⑤ Fluency DVD Fluency Time! 4 Online Practice • Fluency Time! 4

Project CB PAGE 123

Learning outcomes

To make a space tourist brochure To talk about your brochure

Language

Where would your hotel be? I'd love to have a hotel on Mars. That sounds exciting. What would people do there? Well, I like sport, so ...

Materials

S Fluency DVD Fluency Time! 4 (optional); Fluency Project 4 (Teacher's Resource Centre) (one template for each student); completed brochure; a sheet of paper per student; coloured pencils, scissors and glue for each group; magazines about space (optional)

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 the Fluency DVD Fluency Time! 4 Everyday English. If you don't have time for the DVD, read the dialogue on Class Book page 122.
- Ask groups of students to act out the dialogue. Encourage them to change details to make their own variations.

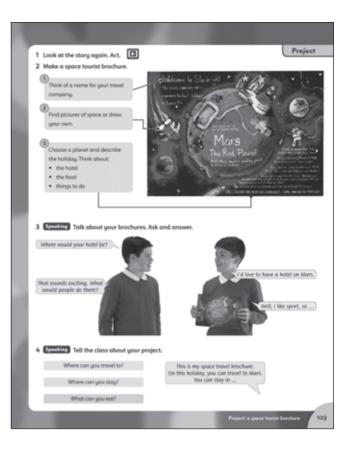
2 Make a space tourist brochure.

- See Teacher's Book page 161 for detailed instructions on how to make the brochure.
- Focus on the picture. Ask students to say what the picture shows (*a space tourist brochure*) and what they can see in the brochure, e.g. *planets, a space ship, as astronaut, a hotel.*
- Hand out copies of the space tourist brochure template (see Fluency Project 4, Teacher's Resource Centre). Give out sheets of paper and make sure the students have coloured pencils, scissors and glue.
- Read out the tips around the picture in Exercise 1 and show the class your own completed brochure.
- If students are going to find their own pictures, allow them time to look through magazines or browse the Internet.
- Move around the class as students work, asking questions, e.g. What planet is this? What can people do at your hotel? What can people eat on your planet?

NOTE: If you do not have time to use photocopies in class, you can ask students to draw or stick pictures on a piece of paper to make their brochures.

3 Talk about your brochures. Ask and answer.

- Focus on the photos. Tell students they are going to use their brochures to act out dialogues with a friend. They will take turns to ask about their partner's hotel and request more information about what people can do, see or eat there.
- Act out the example dialogue with a volunteer, then let students talk in pairs. Encourage them to request and give more information about each other's brochures.
- 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 brochures. They can read the questions to help them, or you can ask the questions to prompt them.

Optional activity

- Students can play this game in small groups.
- The students in each group sit around a desk and place their brochures on the desk between them. One student chooses a brochure without revealing his/her choice. He/She then gives clues, e.g. *I'd like to stay in a small hotel on a hot planet. I'd like to play football and I'd like to eat chicken and chips.* The rest of the group races to guess which brochure the student is talking about, e.g. *You'd like to visit (Maria's) planet!* The first student to guess correctly takes a turn to choose another brochure and give clues to the rest of the group.

Watch the DVD!

- You can now play Fluency DVD Fluency Time! 4 Everday English again to review the language of the Fluency Time! 4 lessons.
- The children can now complete the DVD Practice page in the Workbook (WB page 109). Play each DVD scene again for the children 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 S Fluency DVD Fluency Time! 4

Films in English

Culture CB pages 128-129

Learning outcomes

To learn about films in English

To write about your favourite film

Language

Vocabulary: film industry, film studio, pavement, film (v), scene, computer-generated imagery, blockbuster, fantasy, animated, adventure

Grammar: because and when

Materials

CD 🚱 116

Warmer

- Tell students they are going to learn about films in English. Ask students what kinds of films they like to watch and how they watch films, e.g. at the cinema, on DVD, or on internet streaming services.
- Ask students to look at the pictures on Class Book pages 128–129 and predict what kinds of films they are going to read about.

Culture note: Films in English

Many people in the UK enjoy watching the latest films. People often go to the cinema to watch films, because this is an enjoyable outing and they can experience the film with their friends. However, people often watch films on DVD, or on streaming sites such as Netflix or Lovefilm. These sites are popular because you can choose from a variety of films and enjoy them in the comfort of your home.

1 Listen and read. Find titles of eight films. Which of these films have you seen? (5) 116

- Play the recording. Students listen and read the text.
- Play it again, then ask students which films were mentioned in the text. Write their answers on the board.
- Ask students which of these films they have seen, what each film was about and whether they enjoyed each film.

POSSIBLE ANSWERS

The Chronicles of Narnia, X-Men: First Class, Avatar, Les Miserables, King Kong, Charlie and the Chocolate Factory, The Hobbit, The Lord of the Rings, Toy Story, The Incredibles, Monsters University

2 Read again. Answer the questions.

- Read out the first question. Ask students to look at the text and find the answer. Show students the example.
- Let students complete the activity, then ask students to read out the questions and answers in pairs. As an extension, ask students to think of more questions about the text for their partner.

ANSWERS

1 Hollywood. **2** The names of the most famous actors.

3 X-Men: First Class was filmed in England. **4** Toy Story.

3 Talk about films with your partner. Ask and answer.

- Point to the text and ask *Why is going to Los Angeles a great experience?* Students find the answer in the text (*Going to Los Angeles is a great experience because there is so much to do and see there.*). Write this sentence on one side of the board. Ask *When were many scenes filmed in New Zealand?* Students find the answer. (*When they made 'The Chronicles of Narnia', many of the scenes were filmed in New Zealand.*) Write this on the other side of the board.
- Ask more questions with *Why* and *When* and elicit more sentences based on the information in the text and using because and when, e.g. When can you go to a film studio and find out how a film is made? Why are most Indian films in Hindi? Why have many old, successful films been remade in the last 20 years? When did many studios begin to remake classics like 'King Kong' and 'Charlie and the Chocolate Factory'?
- Write the words *because* and *when* above the two groups of sentences on the board. Invite volunteers to come up and underline the words in each of the sentences.
- Focus on the grammar box. Write the examples on the board. Explain that we use *because* to give reasons and say why something happens and we use *when* to show that two events happen at the same time.
- Ask students questions about themselves using *Why* and *When*, e.g. *Why do you like watching films? Why do you watch films at the cinema? When do you eat popcorn? When did you go to the cinema for the first time?* Encourage students to answer with full sentences using *because* and *when*.
- Ask students to look at the questions in Exercise 3. Ask a pair of volunteers to read out the example exchange, then allow the students time to talk in pairs, asking and answering the questions about themselves, using *because* and *when* where possible.

Optional activity

• Ask students to think of more questions related to films, e.g. Who's your favourite actor? Why? Do you like going to the cinema? Why? What do you eat when you watch films at home? Do you watch films when you see your friends? Write the questions on the board. The students can ask and answer the questions in pairs.

4 Write about your favourite film. Draw a scene.

- Read out the example text. Ask What's your favourite film? What kind of film is it? Who are the actors? Who are the main characters? What happens in the film? Why do you like it? Encourage students to answer the questions about their favourite films.
- The students draw a picture of a scene in their favourite film and write a short text about the film in their notebooks or on a piece of paper.
- Invite students to read out their texts to the class. You can also display their work around the classroom.

Further practice Workbook page 112

Canada

Culture CB pages 130–131

Learning outcomes To learn about Canada

To write about a place you would like to visit

Language

Vocabulary: recent, stretch (v), national park, elk, deer, coyotes, scarlet, maple syrup, originally, aboriginal, smoked meat, gravy

Grammar: question tags

Materials

CD 🚱 117

Warmer

- Tell students they are going to learn about Canada.
- Ask students what facts they know about Canada. Write their answers on the board. Ask whether they would like to visit Canada and what they would like to do there.
- Ask students to look at the pictures on Class Book pages 130–131 and predict what they are going to learn about Canada.

Culture note: Canada

Canada is the second largest country in the world. From north to south it spans more than half the Northern Hemisphere. From east to west it stretches almost 7,560 kilometres across six time zones. Although it is a huge country, Canada is only home to one-half of one percent of the world's population. Descendants of British and French immigrants make up about half the population. Canada is a beautiful country with many lakes, rivers, mountains, plains and forests. In the north of the country, there is ice, snow, and glaciers. Canada has a huge range of wildlife, including wolves, beavers, deer, mountain lions, bison, antelope, moose and black bears. Canada has fortyone national parks and three marine conservation areas.

1 Listen and read Jack's interview for his school magazine. Where in Canada did Lucy visit? S 117

- Play the recording. Students listen and follow the text.
- Play the recording again, pausing to explain the meanings of any new words. Ask students to say where Lucy visited in Canada.

ANSWERS

Lucy visited the Rocky Mountains and the Jasper National Park.

2 Read again. Answer the questions.

- Read out the first question. Ask students to find the answer in the text. Show students the example.
- Let students complete the activity, then invite students to read out the questions and answers in pairs. As an extension, ask students to think of more questions about the text for their partner.

ANSWERS

 It was eight hours long.
 They are in Canada, the United States and Mexico.
 She saw elk, deer and coyotes.
 They wear scarlet uniforms and Stetson hats.
 Her favourite Canadian food was poutine.

3 Look at the pictures. Ask and answer.

- Point to the text and ask *Lucy went to Canada, didn't she?* Encourage students to answer *Yes, she did.* Write the question and answer on the board.
- Ask more true or false questions about the text using question tags, e.g. Lucy had been to Canada before, hadn't she? The Rockies are mountains, aren't they? The Mounties are policemen, aren't they? The Mounties wear blue uniforms, don't they? Maple syrup is originally from Mexico, isn't it? Encourage students to look at the text and give short answers.
- Focus on the grammar box. Write the examples on the board and explain that we use question tags to ask for confirmation, to check that what we are saying is correct.
- Ask questions with question tags to students around the class, e.g. You did your homework yesterday, didn't you? You can play football, can't you? You like chocolate, don't you? Encourage students to answer about themselves using short answers.
- Write sentences on the board, e.g. You weren't at school yesterday. / You watched TV last night. / You had toast for breakfast. / You like pizza. / You can't drive. Ask for the correct question tag for each one, then ask students to ask and answer the questions in pairs.
- Tell students to look at the pictures in Exercise 3. Invite a pair of students to read out the example exchange.
- The students think of a question for each picture and ask and answer in pairs.
- Invite some students to ask and answer for the class.

Optional activity

• Divide the class into two teams. Invite a student from Team A to ask a question about the text using a question tag, e.g. *The Rocky Mountains are in Mexico aren't they? Maple syrup is sweet, isn't it? Lucy saw a bear, didn't she?* Ask a student from Team B to answer the question from memory, using a short answer. 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 place you would like to visit. Think about the geography, wildlife, food, etc.

- Read out the example text. Ask students Where would you like to visit? What is the geography like there? What animals can you see there? What can you eat there?
- The students draw or stick a picture of a place they would like to visit and write a short text about it in their notebooks, or on pieces of paper.
- Display students' work around the classroom.

Further practice Workbook page 113

English around the World

Culture CB pages 132–133

Learning outcomes

To learn about English around the world

To write about a school trip you have been on

Language

Vocabulary: official, opportunity, regional, government, translator, fluently, bilingual

Grammar: unless

Materials

CD 🕥 118

Warmer

- Tell students they are going to learn about English around the world. Ask students what English-speaking countries they can think of.
- Ask the students to look at the pictures on Class Book pages 132–133 and predict what information they are going to find in the text.

Culture note: English around the world

English is the most widely used language in the world. It is the first language of the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. It is also an official language of almost 60 other states. English is the third most common native language in the world, after Mandarin Chinese and Spanish. It is an official language of the European Union and the United Nations. English is taught as a second language in many countries around the world.

1 Listen and read the text about languages. Which three countries are the children from? (5) 118

- Focus on the pictures. Ask students to say what they can see and what the people are doing.
- 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 which three countries the children are from.

ANSWERS

Atan is from Singapore, Malik is from India, and Pilar is from the US.

2 Read again. Answer the questions.

- Read out the first question. Ask students to look at the text and find the answer. Show students the example.
- Let students complete the activity, then invite students to read out the questions and answers in pairs.

ANSWERS

 There are four official languages.
 Atan speaks Malay at home.
 Malik speaks three languages.
 He speaks English at home when they have English-speaking visitors.
 Pilar's parents were born in California.
 Pilar watches Spanish films when her parents are watching them.

3 Talk about languages with your partner. Use the ideas in the box or your own.

- Ask students to look at the text. Ask Would Atan learn another language? Encourage the students to answer using information from the text (Atan wouldn't learn another language unless he wanted to live in that country.).
- Ask other questions about the text to elicit sentences with unless, e.g. Does Malik speak English at home? Will Malik be unsuccessful as a translator? Does Pilar watch films in Spanish?
- Focus on the grammar box. Write the example sentences on the board. Explain that we use *unless* to give a condition in which something might happen.
- Ask questions to students around the class, e.g. Will you stay at home all weekend? Will you buy a new computer this weekend? Do you stay up late on school nights? Do you have breakfast at home every day? Encourage students to answer about themselves using unless to give conditions in which they might act in a different way, e.g. I won't stay at home all weekend unless the weather is bad. / I won't buy a new computer tomorrow unless I win the lottery. / I don't stay up late on school nights unless it is a special occasion. / I have breakfast at home every day unless I am very late for school.
- Tell students to look at the prompts in Exercise 3. Explain that they need to use these ideas to talk about languages. Remind students to use *unless*.
- Invite a volunteer to read out the example sentence, then let students talk in pairs.
- Invite some pairs to say sentences to the class.
- Ask students to think of some more questions to ask their friends about language, e.g. *Do you read books in English? Will you learn another language one day? Will you ever live in another country? Do you watch films in other languages?*

Optional activity

• Divide the class into two teams. Invite a student from Team A to ask one of the questions to a student from Team B. The student from Team B answers the question using unless, e.g. *I don't read books in English unless my teacher asks me to! I won't learn another language unless I move to another country*. Repeat with students from each team in turn, awarding one point for each grammatically correct answer.

4 Write a paragraph about the languages you speak. Think about your official language(s), what you can speak and when you speak English.

- Read out the example text. Ask What is the official language in your country? Can you speak any other languages? When do you speak English?
- The students write a paragraph about the languages they speak in their notebooks or on pieces of paper.
- Invite students to read out their texts to the class. You can also display their work around the classroom.
- Further practice Workbook page 114

Extensive reading

Extensive reading: The Olympic

Games CB pages 34-35

Learning outcomes

To read a factual text about the Olympic Games independently To read and work out meaning through context

Language

Extra: hold, local, take part, invade, create, motto, expression, flag, represent, medal, raise, national anthem, introduction, disability, style, physical, ceremony, procession, inspire, records, consecutive, heat

Materials

CD 🕥 30

Warmer

- Play *Twenty, twenty* (see page 25) to elicit *Olympic Games*. Tell students that you are thinking of a sports event and that they must ask questions to discover what it is.
- Ask students if they have ever watched the Olympic Games. Ask which events they enjoy and which famous Olympic athletes they can think of.

1 Look at the pictures. What can you see?

• Ask students to open their books and look at the pictures. Point to each picture in turn and ask *What can you see?*

2 Listen and read. (5) 30

- Play the recording. Students listen and follow the text Listening to the text is a useful way to expose the children to English pronunciation and intonation. However, if you prefer to have students read silently at this stage, you do not have to use the recording.
- Encourage students to work out unknown words from context. Answer any questions, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. When did the modern Olympic Games start? How many rings are there in the Olympic symbol? Where were the first Paralympic Games held?

3 Read again and answer the questions.

- Read out the first question. Ask students to look at the text and find the answer.
- Let students complete the activity, then check answers.

ANSWERS

- 1 The first Olympic Games took place in Olympia in Greece.
- 2 The first modern Olympics was in 1896.
- **3** People with physical or visual disabilities can take part in the Paralympic Games.
- 4 The opening ceremony at London 2012was named Isles of Wonder.

4 Discuss.

• Discuss the questions as an open class activity or in groups.

The Picture of Dorian

Gray CB pages 36–37

Learning outcomes

To read a fictional text independently To read and work out meaning through context

Language

Extra: pleasant, studio, youth, quality (n), kindness, intelligence, gentleness, patience, hard, cruel, lend, cold, selfish, withered

Materials

CD 🚱 31

Culture note: The Picture of Dorian Gray

The Picture of Dorian Gray was written by Oscar Wilde and first published in 1890. The Irish-born author is best known for his plays and collections of short stories.

Warmer

• Ask students to help you compile a list of adjectives describing appearance and personality Write ideas on the board. Ask which of the adjectives are positive or negative.

1 Look at the pictures. What do you think the story is about?

• Ask students to look at the pictures and describe the portrait using some of the adjectives on the board. Ask what kind of person they think Dorian is.

2 Listen and read. 🛞 31

- Play the recording. Students listen and follow the text. Alternatively, they can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. What was Dorian like at the beginning of the story? How did Dorian change? How did the painting change?

3 Read again and answer the questions.

- Read out the first question. Ask students to look at the text and find the answer.
- Let students complete the activity, then invite students to read out the questions and answers in pairs.

ANSWERS

- 1 Basil Hallward painted the picture of Dorian.
- **2** Dorian wished that he could always stay young and that the picture would get old.
- **3** Dorian kept the picture locked in a small room.
- 4 After Dorian died, the picture looked as handsome and young as it had done when it was first painted.

4 Discuss.

• Discuss the questions as an open class activity or in groups.

Diaries from Delhi (B pages 64–65)

Learning outcomes

To read diary entries about Delhi independently To read and work out meaning through context

Language

Extra: cycle rickshaws, hand-pulled carts, chickpeas, tomb, cab, bazaar, candy, temple, mosque,

Materials

CD 🚱 58

Warmer

- Ask students which places they have travelled to and which places they would like to travel to.
- Tell students that they are going to read diary entries about an interesting place in this lesson. Ask if they keep diaries and what kind of things they write about in their diaries.

1 Look at the pictures. Which country do you think this is?

- Ask students to look at the photos and describe what they can see and what the people are doing in each photo.
- Ask students to guess which country the photos show.

2 Listen and read. (5) 58

- Play the recording. Students listen and follow the text. Alternatively, students can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. Where was Suzie three weeks ago? What transport did Suzie see in Old Delhi? Which places as Suzie visited?

3 Read again and complete the chart. All the words are in the text.

- Ask students where Suzie is from (London) and where Joe is from (New York). Explain that some words are different in British English and American English, but they have the same meanings. Ask students what differences they can think of between British English and American English, e.g. *store/shop, pavement/sidewalk, mobile phone/cell phone.*
- Point to the word *holiday* in the chart. Ask students to find the word in Suzie's diary, then ask them to find the word *vacation* in Joe's diary.
- Let students complete the activity, then invite them to read out the words in the chart. As an extension, ask students to close their books and play a memory game in teams. A student from Team A says a word from the chart (e.g. *sweets*). A student from Team B says whether the word is British or American English, then says the matching word (e.g. *candy*). Repeat with students from each team in turn, awarding one point for each correct answer.

ANSWERS

1 trainers 2 mum 3 films 4 cab 5 airplane 6 candy

4 Discuss.

• Discuss the questions as an open class activity or in groups.

Extensive reading: Black Beauty

CB pages 66–67

Learning outcomes

To read a fictional text

To read independently and work out meaning through context

Language

Extra: coat, forehead, groom, carriage, distant, on business, harness (v), crossroads, drown, silence

Materials

CD 🛞 59

Culture note: Black Beauty

Black Beauty was written by English author Anna Sewell. It was first published in 1877. Anna Sewell wanted her book to encourage people to be kind and sympathetic to horses.

Warmer

• Ask students which books they have read or which films they have seen about animals. Ask them why they enjoyed these books or films.

1 Look at the pictures. What do you think the story is about?

• Ask students to look at the pictures and say what they can see and what the people and animals are doing. Ask students to make predictions about the story.

2 Listen and read. 🛞 59

- Play the recording. Students listen and follow the text. Alternatively, students can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. How old is Black Beauty when Mr Gordon buys him? What happens in the wood? What happens when they get to the bridge? How does Black Beauty save the men's lives?

3 Read again and answer the questions.

- Read out the first question. Ask students to look at the text and find the answer.
- Move around the class as students complete the activity, helping if necessary.
- Ask students to read out the questions and answers in pairs.

ANSWERS

- 1 Black Beauty goes to Birtwick Park when he leaves the farm.
- 2 Black Beauty has a good life in his new home.
- **3** Black Beauty refuses to cross the bridge because he knows that something is wrong.
- 4 Mr Gordon says that people don't realize how wonderful their animals are.

4 Discuss.

• Discuss the questions as an open class activity or in groups

Atlantis: The Lost City (B pages 94–95)

Learning outcomes

To read an article from an encyclopaedia To read independently and work out meaning through context

Language

Extra: detail, rich, successful, engineer, architect, harbour, hill, surround, ring (n), grow, plenty, system, water (v), clever, war, selfish, greedy, argue, fight, great, wave (n), politician, tragic, natural disaster, tsunami, pottery, colourful, destroy, bury, eruption

Materials

CD 🚱 86

Warmer

- Ask students if they have ever heard of the island of Atlantis. If they have, encourage them to tell you all they can about it. If they haven't, encourage guesses about it.
- Tell them it was a mysterious island from ancient times.

1 Look at the text and the pictures. What do you think this place is?

• Ask students to look at the pictures on pages 94-95. Point to each one in turn and ask students What can you see?

2 Listen and read. (5) 86

- Play the recording. Students listen and follow the text in their Class Books. Alternatively, students can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. What did Plato write about? What was Atlantis like?

3 Read again and answer the questions.

- Ask a student to read the first paragraph of the text aloud to the class again.
- Read the first question and elicit the answer.
- Ask students to read the rest of the text again silently to themselves and answer the remaining questions.

ANSWERS

- 1 A famous Greek writer called Plato wrote about Atlantis.
- **2** At first the people on the island were rich and successful, clever and peaceful. They were friendly with their neighbours and never went to war.
- 3 The island disappeared under the sea.
- 4 In the 1960s, they found the ruins of an ancient city on Thera, with buildings, pottery, and colourful wall paintings.

4 Discuss.

• Discuss the questions as an open class activity or in groups.

We Didn't Mean To Go To

Sea CB pages 96–97

Learning outcomes

To read an extract from a story independently To read and work out meaning through context

Language

Extra: invite, die, appear, wave (n), turn back, turn around, against, steer, shaken to pieces, violent, course, cabin, pump (n), rise, seasick, horn, in one piece

Materials

CD 🛞 87

Culture notes

We Didn't Mean to Go to Sea was written in 1937 by Arthur Ransome. It is the seventh book in his Swallows and Amazons series of adventure books for children.

Warmer

- Ask students if they have ever been on a sailing boat. Ask them to share their experiences with the class. Was it exciting / fun / scary?
- Ask the class to think about what the dangers of sailing might be. Ask *What could go wrong?*

1 Look at the pictures. What are the children doing?

- Ask students to look at the pictures. Point to each one and ask *What are the children doing? What has happened?*
- Encourage students to predict what the story is about.

2 Listen and read. 🛞 87

- Play the recording. Students listen and follow the text. Alternatively, students can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions they have, then play the recording again.
- Ask comprehension questions, e.g. What did Jim Brading invite the children to do? Why did the boat go out to sea? Why couldn't Jon turn the boat around?

3 Read again and answer the questions.

- Look at the first question together. Ask students to look at the first paragraph again and find the sentence that tells them why the children are alone on the boat.
- Ask students to read whole text again and answer the rest of the questions.

ANSWERS

- 1 The children are alone because Jim had to row to land to get more petrol.
- **2** Jon can't turn the boat around because the wind is too strong.
- **3** The people on the ferry can't see the children's boat because there aren't any lights on it.
- 4 The man on the ferry thinks the children are fishermen.

4 Discuss.

• Discuss the questions as an open class activity or in groups.

The Mysteries of Mars (B pages 124–125)

Learning outcomes

To read a factual text about Mars

To read independently and work out meaning through context

Language

Extra: fascinated, astronomers, orbit, surface, dust, ice age, markings, meteorites, craters, mission, unmanned, launch (v), remote-controlled, rover, trapped, computerized, geology, commercial, intention, demand (n), reality

Materials

CD 🚱 114

Warmer

- Ask students to name the planets in the solar system. Ask if they know the names of any of the planets in English. Write their answers on the board. Ask students what they know about these planets.
- Tell students that they are going to read about a planet in this lesson.

1 Look at the pictures. What can you see? Where are the objects?

• Ask students to look at the pictures and name the items they can see. Ask where they think the objects are (on Mars).

2 Listen and read. (5) 114

- Play the recording. Students listen and follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. What is the climate like on Mars? Why do scientists think that there was once water on Mars? What can you see on the surface of Mars?

3 Read again and answer the questions.

- Read out the first question. Ask students to look at the text and find the answer.
- Let students complete the activity, then invite students to read out the questions and answers in pairs. As an extension, you can ask students to think of more questions about the text for their partner, or play a quiz game in two teams.

ANSWERS

- 1 Mars is called the 'Red Planet' because it is covered in red dust.
- **2** Olympus Mons is a volcano.
- 3 The first spacecraft to land on Mars was called Viking 1.
- 4 Curiosity landed on Mars in 2012.

4 Discuss.

• Discuss the questions as an open class activity or in groups.

The diary of an astronaut (B pages 126-127)

Learning outcomes

To read an article from an encyclopaedia To read independently and work out meaning through context

Language

Extra: compartment, strap in, tied down, gravity, ear plug, container, throw away, liquid, conference, protect, extreme, temperature, speeding, leak, orbiting, robotic, muscle, force

Materials

CD 🚱 115

Warmer

• Tell students that they are going to read an astronaut's diary. Ask students to imagine that they are astronauts and to think about what a typical day would be like. Ask questions, e.g. Where do you sleep?

1 Look at the pictures. What are the astronauts doing?

- Ask students to open their books. Point to each of the pictures in turn and ask What are the astronauts doing?
- Encourage students to make predictions.

2 Listen and read. (5) 115

- Play the recording. Students listen and follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to work out unknown words from the context. Answer any questions they have, then play the recording again, or ask students to read out sentences from the text.
- Ask comprehension questions, e.g. What does the astronaut do in the morning? What do the astronauts eat? Why is exercise important?

3 Read again and answer the questions.

- Look at the first question together. Ask students to find the part of the text that tells them how the astronaut sleeps at night (paragraph 1).
- Ask students to read the whole text again and answer the rest of the questions.
- Go through the answers with the class.

ANSWERS

- 1 The astronaut sleeps strapped in a sleeping bag in a sleeping compartment so he doesn't float around.
- 2 The astronaut speaks to Mission Control on Earth.
- **3** The astronaut went on a spacewalk to check for damage on the outside of the space station.
- 4 The astronaut does at least two hours of exercise every day.

4 Discuss.

• Discuss the questions as an open class activity or in groups..

Skills/Fluency Time! transcripts

Unit 1 (B page 13) 🚳 10

Girl Right! We have to write a story about this painting in this book. It's called Tiger in Tropical Storm. Do you like it?

Boy Yes! I like pictures of animals and this one's really colourful. Who painted it?

Girl It was painted by a French artist called Henri Rousseau.

Boy Is it very old?

Girl It says here, it was painted in 1891!

Boy So, where's the tiger? Is it in a forest, or in a zoo? What do you think?

Girl Well, I think it's in a forest. Look at all these tall trees and plants.

Boy I agree. OK. So, it's in a forest and there's a storm. Do you think the tiger is frightened of the storm?

Girl I don't think it's frightened. I think it's looking for something to eat. I think it's hungry.

Boy Hmmm. I think you're right. Maybe it's looking at an animal and it wants to eat it.

Girl Yes! So, let's write about a hungry tiger in a forest in a storm. Do you want to write a story or a poem?

Boy Let's write a story.

Girl Good! Let's start ... Once upon a time there was a tiger and it ...

Unit 2 (B page 21) 🚳 18

Narrator Hello and welcome to the sports programme. Today, I'm talking to the talented free-diver, Jon Parks. Hello, Jon. **Jon** Hi.

Presenter Tell us about yourself. Where are you from? **Jon** I'm from Australia.

Presenter: When did you start free-diving?

Jon Well, I've always loved swimming and diving in the sea, but I started free-diving when I was eighteen years old. I'm twenty-two now.

Presenter How do you train?

Jon I get up at five o'clock in the morning and go running. Then I go to the swimming pool and swim for three hours. I also go to the gym four times a week.

Presenter What's your diet like?

Jon Well, like any sports person, I eat lots of fruit and vegetables. I also really like fish.

Presenter And why do you like free-diving?

 $\ensuremath{\text{Jon}}$ I like the feeling of freedom it gives me.

Presenter What's the deepest you've dived?

Jon I've been 110 metres deep. It was a really amazing experience. **Presenter** Do you have any competitions coming up soon?

Jon Yes, I'm going to the Caribbean in April for a world free-diving competition!

Presenter Well, thank you very much for talking to us, Jon, and good luck in the competition. **Jon** Thank you.

Unit 3 (B page 29 🚱 26

Radio presenter Today, on Holiday Entertainment I'm talking to Sonia Marsh. Sonia has just come back from France and she's going to talk to us about the rice festival in the town of Arles. Sonia, first, can you tell us, when does the festival takes place? **Sonia** It takes place every year in September when the rice has been taken from the fields. Everyone celebrates because the rice is ready to be eaten!

Radio presenter How long does the festival last?

Sonia It lasts for three days.

Radio presenter And what kind of things do people do? **Sonia** Well, they do a lot of cooking on the streets. They cook huge dishes of rice with fish or chicken. The food is really delicious. You can buy it on the streets.

Radio presenter How else do people celebrate?

Sonia Well, the festival is like a huge party really. The streets are crowded, there is music. Everyone from the town is there, so you can go there with your friends and family.

Radio presenter I've heard that there are animals involved too? **Sonia** That's right. It's traditional to ride horses down the street at the festival.

Radio presenter Well, the rice festival sounds like a lot of fun! Thank you, Sonia for telling us about it.

Fluency Time! 1 CB page 32 🛞 29

Ben Hi Zaid. How are you?

Zaid Hi Ben! I'm all right.

Ben Are you doing anything special this weekend?

Zaid My parents want me to stay with Layla.

Ben Oh right. Where are they going?

Zaid They're going to the new art gallery in town. They want to see the sculptures there.

Ben OK, so, what are you doing with Layla?

Zaid Well, in the morning we're staying at home and doing some painting. We need to finish our school projects. Why don't you come round?

Ben Sorry, I can't. I'd love to if I was free, but Mum wants to take me shopping in the morning. What about later? Are you doing anything special in the afternoon?

Zaid Well, if the weather is good, we'll go the park. What do you think?

Ben That sounds good.

Zaid Why don't you and Megan come too?

Ben I'd love to. What time are you going?

Zaid At about two o'clock.

Ben All right. I'll ask Megan and we'll meet you there. I'll bring my new football.

Zaid Great.

Ben And what are doing after that? Are you going home?

Zaid No, we're going to a cafe for pizza and chips. Do you want to come too?

Ben I'm not sure. I'll ask Mum!

Zaid OK. See you tomorrow!

Unit 4 (B page 43) (5) 38

Teacher Good morning, children. This month's special guest to our school is a helicopter pilot. Children, please welcome Mr Jones! **Mr Jones** It's nice to meet you all.

Teacher When did you first become a pilot, Mr Jones?

Mr Jones Well, I started flying planes when I was eighteen. Then, after two years, I trained to become a helicopter pilot.

Teacher What kind of jobs do you do?

Mr Jones: I help the police and the ambulance services.

Teacher Why do you need a helicopter to help?

Mr Jones Well, helicopters can get to most places quickly, so they can take people to hospital quickly too.

Teacher Do you do other jobs as well?

Mr Jones Yes, I take famous and important people to parties and meetings. I enjoy meeting them all.

Teacher How interesting. Now, children, do you have any questions? **Boy** Who's the most interesting famous person you've met?

Mr Jones I once took an African prince to an important meeting in Scotland. He was a really interesting person.

Teacher Jessica?

Girl What's the best bit about being a helicopter pilot? **Mr Jones** I love being in the sky so high. On a clear day, it's beautiful to look down at the Earth.

Teacher George?

Boy What's the worst bit?

Mr Jones I sometimes have to get up at five o'clock in the morning! **Teacher** That's very early! Are there any more questions? Ben ...

Unit 5 (B page 51) 🚳 46

Speaker 1 I think the most important invention is the telephone.Before the telephone, people had to travel to speak to each other, or they had to write a letter. But now, we can just pick up the phone and speak to our friends and family even if they live far away.Speaker 2 I think that the aeroplane is the most important

invention because you can travel so quickly. You can fly to the other side of the world and see really amazing places that people couldn't see before. You can understand how different people live and see so many amazing things.

Speaker 3 I think paper is the most important invention. Before paper, people wrote messages into stone. The stones were very heavy to carry. Paper was much better. And we know a lot about things that happened in history because they were written on paper! That's really important.

Speaker 4 I think the computer is definitely the most important invention. You can find information on the Internet really quickly. You can write things on it and save and change your information. It has completely changed the way people do things in offices and in schools. I do lots of my homework on the computer now.

Unit 6 (B page 59 (6) 54

Presenter Hello. Today I'm talking to young people about what they use their computers for. Let's start with 11-year old Colin. **Colin** Hi.

Presenter What do you use your computer for?

Colin I do my homework on the computer. I like typing more than writing. And sometimes I have to find out information for a school project. The Internet is very useful for that. I like finding out things about different subjects. History is my favourite subject.

Presenter Do you play games on the computer?

Colin I don't have time for games. And I don't really like them. **Presenter** What else do you use your computer for?

Colin I like looking at music websites because I like downloading music. And I sometimes email my friends too.

Presenter Thank you, Colin. That was interesting. Let's move on to Emma now. Hi, Emma.

Emma Hi.

Presenter What do you use your computer for, Emma?
Emma I like writing stories. So I often write stories on my computer.
Presenter Do you use it for writing your homework too?
Emma No, I have to do my homework in my exercise book. But

sometimes when I finish my homework, I email my school friends and send them funny photos.

Presenter Do you play many computer games?

Emma Yes, I like playing games sometimes. They are quite fun. **Presenter** Thank you, both of you. Now, let's move on to ...

Fluency Time! 2 (B page 62) 6 57

1 Ben Hi, Zaid. Can I ask you something?

Zaid Yes. What's the problem?

Ben Can you help me with my homework? It's my maths. I can't do it! It's really, really hard!

Zaid Sure! Come round my house after school and we'll do it then. **Ben** Thanks! That's great!

2 Layla Excuse me, Miss Harper.

Teacher Yes, Layla.

Layla I can't find my pencil case.

Teacher Have you looked in lost property?

Layla Yes, but it isn't there. I think I left it at home. Do you mind if I use this pen?

Teacher That's fine, Layla. Here you are. But please bring it back at the end of the lesson. It's the only one I've got!

Layla Thank you, Miss Harper.

3 Ben Hi Zaid. I'm meeting my cousin in the park tomorrow. He wants to go for a bike ride.

Zaid Sounds good.

Ben The problem is, my bike's being repaired at the moment. Is it OK if I borrow your bike? I only need it for a couple of hours. **Zaid** No sorry, Ben. I'm going to my friend's house tomorrow. We're

going to the woods. Maybe another time.

Ben OK. Thanks, anyway.

4 Megan Excuse me, Mr Alan.

Mr Alan Yes, Megan?

Megan I've got a dentist's appointment at half past two today, so could I leave school early?

Mr Alan Yes, of course, Megan. What time do you need to leave?Megan My mum's coming to get me at two o'clock.

Mr Alan That's fine. Make sure you tell the office, that's all.

Unit 7 (B page 73) 🛞 66

Guide Welcome on board the Titanic Museum. Here is a ticket. On the ticket you will see the name of a passenger on the Titanic. Look at the name carefully. At the end of the tour, you can find out what happened to that person. When the Titanic was built, it was the largest, tallest and most beautiful ship in the world. When it sank, it was on its first voyage.

Boy How many people were on the Titanic?

Guide There were 2,228 people on the ship. But only 705 people survived.

Girl Only 705 people survived? That's less than half the people! Why didn't more people survive?

Guide The reason is that the ship only had 20 lifeboats. This was half the number they needed for all the passengers. No one ever thought the Titanic could sink. So they didn't think they needed more than 20 lifeboats. On 14th April, at night, the Titanic hit an iceberg. It sank two hours and 40 minutes later. It sank to the bottom of the sea.

Boy Did divers explore the shipwreck?

Guide No. It is too deep! They sent a submarine down, which was controlled by a robot. They found more than 2,000 things from the ship, including letters, suitcases and clothes. Here, you can see ...

Unit 8 (B page 81) 🚳 74

Narrator Are you planning a trip to Peru? Do you want to visit the Nazca Valley and see the amazing Nazca lines in the desert? If the answer is yes, then come on a trip with Mystery Tours! The Nazca lines are figures, people, shapes and lines drawn in the desert by the ancient people of Peru. They are very big! So the only way to really see them is from the sky. Mystery Tours take people on flights. We have two flights every day. The flights leave at 7 a.m.

and 4 p.m. Each plane takes six people. Each trip lasts one hour and thirty minutes. When you arrive at the airport in Nazca, there will be a guide to meet and welcome you. The guide will show you a film about the culture of the ancient Nazca people and a description of the Nazca lines. The guide will also give you a map which shows all the figures you will see. Then, during the flight, your guide will give you information about what you are seeing. Come with mystery tours and see the Nazca Lines. It's an amazing experience! Wear light clothes because it gets very hot in the desert. And don't forget your camera!

Unit 9 (B page 89 🚳 82

Crusoe I needed a table and a chair, and that was my next job. I had to work on them for a long time ... But every time I wanted a piece of wood, I had to cut down a tree. It was long, slow, difficult work, and during the next months I learnt to be very clever with my tools. I walked along the side of a little river. There, I found open ground without trees. Later, I came to more trees with many different fruits. I decided to take a lot of the fruit, and to put it to dry in the sun for a time. Then I could keep it for many months. One day, I found a little bag. We used it on the ship, to keep the chickens' food in. There was still some of the food in the bag, and I dropped some of it onto the ground. A month later I saw something bright green there, and after six months I had a very small field of corn. I was very excited. It is a lot of work to make bread from corn. Many people eat bread, but how many people can take corn from a field and make bread out of it without help? I had to learn and to make many new things, and it was a year before I cooked and ate my first bread.

Fluency Time! 3 (B page 92) 🛞 85

1 Megan Oh no! I've run out of sun cream. Layla I haven't got any either. Megan What shall I do? My skin will burn. Layla I think we should get out of the sun. There's a cafe over there. Let's go and have a lemonade. Megan Good idea! Let's go! 2 Zaid Oh no! I think I dropped my money in the playground. Layla Do you need it for something? Zaid Yes, it's for the bus home after school. What can I do? Layla You could try borrowing some money. I haven't got any, but I'm sure someone in our class has got some. Zaid I'll ask Sam. He might have some. **3 Megan** I don't recognize that hill or that river. I think we're lost! Layla You're right. I don't know where we are. Megan And look, the phones don't work and we haven't got a map. What can we do? Layla Don't panic! I think we should trying using the compass. Are we going north or south? Megan We're going south. Come on! It's this way. **4 Ben** Oh no! My mobile phone hasn't got a signal and I told my mum I'd ring her.

Zaid Let's have a look at my phone. No, I haven't got a signal either. Ben What shall I do?

Zaid You could try walking around the park. The signal might come back.

Ben Good idea. Come on!

Unit 10 (B page 101) 🚳 94

Speaker 1 I'm from Egypt and I live in Cairo. My mother tongue is Arabic, of course, but I'm learning English because one day I'd like to be an English teacher. I love learning languages and I'd like to teach children to like languages too! That's why I need to work very hard in my English lessons.

Speaker 2 I'm French and I live in Paris and I have English lessons at school. I'm learning English so that I can talk to people all over the world. We've been to England twice and I really enjoyed talking

to English people when I was there. I'd love to visit Australia, New Zealand and the USA.

Speaker 3 I'm from Singapore and I speak Mandarin and English.
My Mandarin is better than my English, so I'm studying very hard in English lessons. I am learning English because I want to go to university in London. But to do that, I have to pass my English exams!
Speaker 4 I live in Spain. My mum is Spanish and my dad is English, but he also speaks to me in Spanish. Most of Dad's family live in Oxford. My grandparents don't speak Spanish so that's why I'm learning English, so I can talk to them easily when I see them.

Unit 12 (B page 119 (5) 110

Narrator Welcome to the Travel Programme. Sara Todd went on a trip with her family around the world. Now she's home again and I'm talking to her about her experience. Sara, where did you go? **Sara** Well, we started in India.

Interviewer What was your favourite thing in India?

Sara I loved the food in India!

Interviewer Where did you go next?

Sara Sri Lanka and then China! In China we travelled around for two months on the train and by bike. My favourite thing there was seeing the Great Wall of China. It was amazing!

Interviewer Where did you go next?

Sara We flew to Australia. My favourite thing was exploring the rainforests.

Interviewer Where did you go next?

Sara We flew to South Africa and travelled around for two months there. My favourite thing there was seeing the animals: the elephants, lions, zebras ... it was fantastic.

Interviewer And where did you go next?

Sara Well, we went to South America. My favourite thing there was climbing a mountain in Peru!

Interviewer Wow! And was that the end of the trip? **Sara** No! After that we went to North America for the last two months.

Interviewer What were your favourite things there? Sara In North America, my favourite thing was visiting New York!

New York is a great city! **Interviewer** And is it good to be home again? **Sara** Well, it's great to see all my friends, but I'd love to go travelling again in the future!

Fluency Time! 4 (B page 122) (So 113

Zaid Hi Ben. How are you?

Ben Hello, Zaid. I'm all right.

Zaid What are you reading?

- Ben It's an article about dream holidays.
- Zaid Where would you go if you could go anywhere in the world?
- Ben Well, I'd love to go to Florida in the United States.
- Zaid Would you go to Disneyworld or to the beach?

Ben I wouldn't go to either of them. I've always wanted to go to

the Kennedy Space Centre. It's an amazing museum.

Zaid Would you like to be an astronaut?

Ben Yes! If only I was in space right now! I'd love it! I'd like to go on an expedition to Mars and look for life there.

Zaid I wonder if you'd find it.

Ben What about you? Where would you most like to go?

Zaid Oh ... that's easy. I'd like to go to South America and travel on a boat through the Amazon rainforest.

Ben So you want to be an explorer. Would you go into space?Zaid Oh no. I'd stay here, on earth. There are too many places to explore down here.

Ben Hmm. You're probably right.

Starter Unit

Page 2

- 1 1 Fin 2 Libby 3 Kate 4 Fin/Libby 5 Libby/Fin 6 Tom 7 Tom 8 Fin
- 2 a play, costumes b river, park c first aid, helped d football, seats
 - e time, future

Page 3

- 3 1 holiday / play 2 Jim / Fin
 3 country / town 4 clean / dirty
 5 horse / bike 6 piano / football
 7 film / match
- 4 1 They went to Spain
 - 2 Fin and Libby
 - 3 Do Something Different
 - 4 Tom 5 Canada 6 ice hockey
- 5 1 Club 2 cousins 3 year
 - 4 capsule 5 cleaned 6 learnt 7 joined 8 cap

Page 4

- 1 1 l'm watching
 - 2 l'm not enjoying
 - 3 isn't winning 4 is doing
 - 5 Does she always do 6 She
 - usually finishes 7 Do you want
 - 8 I don't like 9 I usually fall
- 2 1 Two boys were kicking a football.
 - 2 The woman was reading a book.3 Two children were riding (their)
 - bikes. 4 The woman was drinking coffee.
 - 5 The man was carrying a shopping bag.
 - 6 The ducks were eating bread.
- 3 1 was doing 2 were playing
 - 3 arrived 4 was driving
 - 5 was looking 6 started
 - 7 was studying, phoned
 - 8 were travelling, stopped

Page 5

- 1 1 did, done 2 made, made 3 eat, eaten 4 break, broke 5 spoke, spoken 6 sell, sold
 - 7 swim, swam 8 ride, rode
- 2 1 broken 2 spoke 3 swam
- 4 done 5 ate 6 ridden 3 1 took 2 flown 3 wore
 - 4 ridden 5 seen 6 went

Unit 1

Page 6

- 1 1 paint, walls
 - 2 impossible, draw
 - 3 famous, world 4 know
 - 5 meet, library

144 Workbook answer key

2 a 3 b 5 c 1 d 4 e 2

- **3** 1 b **2** a **3** c **4** c **5** b **6** a
- 4 Students' own answers

Page 7

- 1 1 art gallery 2 mural
 - 3 sculptures 4 paintings
 - 5 portraits 6 landscape
 - 7 foreground 8 background
- 2 1 unlucky 2 unhappy
- 3 immature 4 uninteresting
- **3** 1 unpopular 2 unfriendly
 - 3 impolite 4 untidy
 - 5 unhappy 6 uninteresting 7 immature 8 unlucky

Page 8

- 1 1 h 2 e 3 a 4 c 5 b
- 6 d 7 f 8 g
- 2 1 'm going to call
 - 2 are going to paint
 - 3 is going to make
 - 4 aren't going to play5 's going to meet
 - 5 s going to mee
 - 6 'm going to buy
 - 7 isn't going to come8 're going to start
- 3 1 are going to 2 'll 3 'll
 - 4 'll 5 is going to 6 'll
 - 7 is going to 8 'm going to

Page 9

- 1 1 Are 2 meeting 3 l'm not
 - 4 is 5 We're having 6 are you
- 2 1 is having 2 is meeting
 - 3 are catching 4 starts
 - 5 are having 6 are taking
 - 7 are going 8 is meeting
- 3 1 Where is Tony visiting with his class? He's visiting an art gallery.
 - 2 What time are they meeting? They're meeting at 9.00 a.m.
 - 3 How are they travelling? They're travelling by train.
 - 4 Where are they having lunch? They're having lunch in the garden.
 - 5 What are they doing after lunch? They're taking a boat trip after lunch.
 - 6 What time is Tony's dad meeting him? Tony's dad is meeting him at 5.30 p.m.

Page 10

- 1 b) An adventure on the river
- **2 a** 2 **b** 6 **c** 5 **d** 1 **e** 4 **f** 3

Page 11

1 1 row 2 tie 3 floating 4 hit 5 staring 6 smoke 7 borrow

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- 2 1 bank 2 oars 3 lightning 4 grab
- 3 1 bank 2 smoke 3 oars
 - 4 stared 5 floating 6 tie 7 hit 8 splash

Page 12

- 1 b) a fire
- 2 Students' own answers

Page 13

- 1 1 Are you going to 2 I'll
 - 3 Are you going to 4 I'm not
 - 5 I'm going to 6 Are you doing
 - 7 are going 8 I'll
 - 9 Are you going to10 I'm not going to

2 I won't wear this.

3 I'll paint the sky.

7 tie 8 oars

Unit 2

Page 14

Page 15

Page 16

4 I'll use some rope.

3 1 impossible 2 staring

3 mural 4 landscape

5 foreground 6 a sun

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

4 True 5 False 6 True 7 False

2 1 False 2 True 3 False

3 1 mural 2 world 3 library

4 countries 5 pictures

6 terrible 7 time

1 1 ice skating 2 skiing

3 baseball 4 rugby

2 1 disagree 2 incomplete

3 1 invisible 2 dishonest

1 1 we'll 2 isn't 3 l'll

3 won't go 4 'll finish

5 Will 6 doesn't play

3 1 If it rains, we'll play in the gym.

2 If we repair my bike, I'll ride it this

3 If the rain doesn't stop, the match

4 If she isn't careful, she'll fall over.

2 1 'll make 2 see

afternoon.

won't start.

3 disappear 4 invisible

3 incomplete 4 correct

5 disagree 6 sensitive

7 disappears 8 disobeys

4 I won't be 5 You'll 6 there's

5 mountain biking 6 caving

7 rock climbing 8 paragliding

2 1 I'll help her.

- 5 If their goalkeeper catches the ball, they'll win.
- 6 If it doesn't snow this year, we won't go skiing.

- 1 1 e 2 d 3 f 4 a 5 b 6 c
- 2 1 'd buy 2 lived 3 'd travel
 - 4 was 5 played 6 joined, 'd play
- 7 had, 'd buy 8 went, 'd take
- **3** Students' own answers

Page 18

- c) He's working for an environmental group.
- 2 1 True 2 True 3 False 4 False 5 True 6 False 7 False 8 True

Page 19

- **1** 1 freedom **2** diving
 - 3 snorkelling 4 talented
 - 5 equipment 6 environment
 - 7 wildlife 8 pearl
- 2 1 skills 2 provide 3 protect 4 volunteer
- 3 1 talented 2 volunteer
 - 3 provide 4 equipment 5 skills
 - 6 protect 7 snorkelling 8 pearls

Page 20

- **1** 1 What is sailing?
 - 2 How to learn 3 Safety4 Equipment
- 2 Students' own answers

Page 21

- 1 1 rock climbing 2 equipment
 - 3 baseball 4 ice skating
 - 5 dislike
 - 6 snorkelling
 - 7 inexperienced 8 wildlife
 - 9 environment
- 2 1 will, help 2 'll use
 - 3 will, come 4 will, do
 - 5 won't win 6 is
- **3** 1 'd ride it in the mountains
 - 2 'd score lots of goals
 - 3 lived in Switzerland
 - 4 went paragliding
 - 5 wouldn't go with them

Unit 3

Page 22

- 1 1 late 2 pictures 3 sports
- 4 buildings 5 likes 6 world
- **2 a** 5 **b** 3 **c** 1 **d** 2 **e** 6 **f** 4
- 3 1 difficult / easy
 - 2 murals / drawings
 - 3 person / building
 - 4 unhappy / happy
 - 5 month / week
 - 6 ideas / food

Page 23

1 1 traditional 2 delicious 3 disgusting 4 original 5 deserted 6 bright 7 awful 8 amazing 7 enjoyed 8 've met

3 deserted 4 bright

5 original 6 traditional

1 1 c 2 f 3 a 4 d 5 b

2 1 special 2 don't 3 sure

3 1 Are you doing anything special

2 Why don't you come with us?

4 Mum wants to go shopping

2 They're wearing their school

3 Because her mum wants her to go

2 anything special, Why don't, not sure,

to go shopping, Can you, love to,

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

4 transport 5 date 6 club

2 1 future 2 ideas 3 drawing

7 best 8 visitors

4 False 5 True

3 1 True 2 False 3 True

1 A motorbike, lorry, coach

B submarine, yacht, barge

1 motorbike 2 coach

8 hot-air balloon

2 1 c 2 a 3 d 4 b

3 1 look for 2 look up

C hot-air balloon, helicopter

3 lorry 4 yacht 5 barge

6 submarine 7 helicopter

3 look up to 4 look after

5 look into 6 look ahead

1 1 since 2 all 3 for 4 for

7 look round 8 look forward to

Workbook answer key

145

5 We're going to the café.

7 disgusting 8 delicious

3 1 amazing 2 awful

Fluency Time! 1

4 wants 5 love

on Sunday?

3 I'm not sure

with me.

6 I'd love to.

1 1 They're at school.

uniforms.

shopping.

4 Yes, she does.

5 Yes, he does.

Students' own answers

Students' own answers

See vou

3

Δ

Unit 4

Page 32

Page 33

Page 34

5 all 6 all

2 1 have been sailing

2 has been driving

Page 31

Page 30

6 g 7

9 has just had 10 haven't been

- 2 1 luxurious 2 mountainous 3 mysterious
- 3 1 dangerous 2 adventurous
 - 3 mysterious 4 poisonous
 - 5 furious 6 hazardous
 - 7 mountainous 8 luxurious

Page 24

- 1 1 just 2 already 3 yet
- 4 already 5 yet 6 just
- 2 1 before 2 just 3 already
 - 4 before 5 yet 6 already 7 yet
- 3 1 've lived, since2 've studied, for
 - 3 haven't seen, since
 - 4 haven't eaten, since
 - 5 hasn't rained, for
 - 6 has worked, since
 - 7 has played, since
 - 8 haven't been, for

Page 25

- 1 1 Have you ever been
 - 2 went 3 did you do
 - 4 We visited 5 we rode
 - 6 Have you ever done
 - 7 've had 8 did you go 9 was
- 2 1 Has he ever tried skiing?
 - 2 When did he go skiing?
 - 3 Has he ever seen the Red Sea?
 - 4 What did he do there?
 - 5 Has he ever visited Istanbul?
 - 6 When did he go to Istanbul?
- **3** Students' own answers

Page 26

- 1 b) Celebrating the chilli!
- 2 1 c 2 g 3 a 4 d 5 b
- 6f7h8e

Page 27

- 1 1 dish 2 demonstration
 - 3 garlic 4 celebrated
- 5 snacks 6 dessert 7 lasted
- 2 1 on the floor 2 music
- 3 eat 4 melons
- 3 1 celebrate 2 bricks
 - 3 demonstrations 4 recipes 5 decorate 6 desserts
 - 7 lasts 8 hang 9 bunches

Page 28

Page 29

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers

5 for, since

2 1 've already been

2 've never tasted

3 Have, ever tried

1 1 for, since 2 since, for

3 for, since 4 since, for

4 went 5 ate 6 tried

- 3 have been using
- 4 has been travelling
- 5 has been riding
- 6 have been flying
- **3** 1 She's been studying for four hours.
 - 2 He's been painting all day.
 - 3 You've been watching TV since lunchtime.
 - 4 Jack's been waiting at the station for 50 minutes.
 - 5 They've been playing chess since two o'clock.
- 6 We've been cooking all morning. 4 a 4 b 1 c 6 d 2 e 5 f 3

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

- 2 1 you've 2 been 3 repairing 4 been 5 has 6 camping
- 3 1 Has Mum been doing the shopping? Yes, she has.
 - 2 Has Dad been washing the car? No, he hasn't.
 - 3 Have Mick and Greg been playing tennis? No, they haven't.
 - 4 Has Joanna been drawing pictures? Yes, she has.
 - 5 Have the neighbours been working in the garden? Yes, they have.
 - 6 Has it been raining? No, it hasn't.

Page 36

- 1 b) Across the desert by camel
- 2 1 True 2 True 3 False 4 False 5 True 6 False 7 False 8 True

Page 37

- 1 1 mud 2 connects 3 loads 4 ideal 5 Local 6 logs 7 private 8 balance
- 2 1 sand dunes 2 4 x 4 vehicle 3 package 4 railway
- 3 1 railway 2 connects
 - 3 packages 4 balance 5 loads
 - 6 mud 7 ideal 8 4 x 4

Page 38

- 1 a saddle b pedals c handlebar d wheels e chain f brake
- 2 Students' own answers
- 3 Students' own answers

Page 39

146

- 1 1 a 2 c 3 a 4 b 5 c 6 b
- 2 1 have, been doing
 - 2 've been working
 - 3 Have, been studying
 - 4 haven't

Workbook answer key

- 5 Have, been painting
- 6 has been making
- **3** 1 We've been travelling since 9.30.
 - 2 I've been reading my book since ten o'clock.
 - 3 My brother has been watching a film for 20 minutes.

- 4 Mum has been sleeping for an hour.
- 5 Dad has been doing puzzles since 10.30.
- 6 We've been flying over the sea for ten minutes.

Unit 5

Page 40

- 1 1 Inventions 2 past 3 1970s 4 three 5 bike 6 fly
- 2 1 b 2 f 3 d 4 a 5 c 6 e
- **3** Students' own answers

Page 41

- 1 1 invented 2 discovered
 - 3 devices 4 inspiration
 - 5 designed 6 experiments 7 machines
- 2 1 enjoyment 2 payment
 - 3 development 4 entertainment
- **3** 1 enjoyment **2** arrangement
 - 3 entertainment 4 payment
 - 5 development 6 equipment 7 excitement 8 agreement
 - r excitement 8 agr

Page 42

- 1 1 was 2 was 3 is 4 was
- 5 was 6 wasn't 7 are 8 were
 2 1 are enjoyed 2 was invented
 3 were brought 4 were put
 5 was made 6 was opened
 - 7 are sold 8 are eaten
- 3 Students' own answers

Page 43

- 1 1 P 2 A 3 A 4 P 5 P 6 A
- **2** 1 is being built
 - 2 is not being sailed
 - 3 is being cooked
 - 4 is being washed
 - 5 are being painted
 - 6 is not being used
- **3** 1 Clothes are being washed.
 - 2 A wall is being painted.
 - 3 Ice cream is being sold.
 - 4 Photos are being taken.
 - 5 Pizzas are being made.
 - 6 A car is being repaired.

Page 44

- 1 a) graphite, c) clay
- 2 1 a 2 a 3 b 4 b 5 a 6 c 7 b

Page 45

- 1 1 clay 2 sharp 3 ink
- 4 cartridges 5 hollow
- 6 reservoir 7 nibs 8 rotates
- 2 1 string 2 underwater 3 rod 4 press
- 3 1 rod 2 string 3 nibs 4 rotates 5 hollow 6 pressed
 - 7 sharp 8 underwater

Page 46

- 1 1 To begin with, phones were made of metal and wood.
 - 2 In 1876, the first telephone call was made.
 - 3 Soon after, Bell Telephone Company was started.
 - 4 During the late 1870s, telephone systems lines were installed in most American cities.
 - 5 In 1891, the first phone call was made to another country.
- 2 Students' own answers

Page 47

- 1 1 Glasses were invented in 1248. Today, they are worn by many people to help them see better.
 - 2 This building was designed by a Spanish artist called Gaudí. Today, it is visited by many tourists.
 3 This machine is used to cut bread.

4 X-rays were discovered in 1895.

Now they are used by doctors to

It was invented in 1928.

look at bones.

2 a 3 b 1 c 2 d 4

8 build

3 1 first / second

4 car/bike

5 swim / fly

7 museum club

Unit 6

Page 48

Page 49

4 chip

Page 50

2

3 1 Experiments 2 device

3 reservoir 4 press 5 clay

6 achievement 7 equipment

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

4 avoids 5 pushes 6 lands

1 travels 2 pedals 3 lifts

2 balloon / computer

6 Science / Inventions

1 1 surfing 2 downloaded

5 upload 6 log off

3 1 picture 1 2 picture 1

1 1 take 2 be collected

3 will be cleaned

6 will be used

3 picture 2 4 picture 2

5 picture 1 6 picture 1

3 be provided 4 be shown

5 ask 6 won't be given

2 1 I'll work 2 will be made

4 will be washed 5 'll win

3 attaching 4 connect to

2 1 speaker 2 bug 3 mouse

8 submarine / hot-air balloon

3 traffic / transport

- **3** 1 You will be taken to New York in a private plane.
 - 2 You will be driven to your hotel in a luxury car.
 - 3 You will be given tickets for plays and films.
 - 4 Your essays will be printed in the newspaper.
 - 5 The essays will not be judged until 1st March.
 - **6** The winners will be called by 1st April.

- 1 1 True 2 True 3 False
- 4 False 5 True 6 False
- 2 1 have been taken out
 - 2 has been switched on
 - 3 has not been written
 - 4 has not been switched on
 - 5 has been eaten
 - 6 have not been put away
- 3 1 Have the computers been used? No, they haven't.
 - 2 Has the car been cleaned? Yes, it has.
 - 3 Has the package been opened? No, it hasn't.
 - 4 Have the lights in the classroom been switched off? Yes, they have.

Page 52

- 1 1 The first mobile phone call
 - 2 The first mobile phone for the public
 - 3 The market for mobile phones
 - 4 Mobile phones today
- 2 1 True 2 False 3 True
 - 4 False 5 False 6 False
 - 7 True 8 True

Page 53

- 1 1 created 2 experimental
- 3 immediately 4 complications
 - 5 market 6 huge
- 2 1 ordinary 2 public
- 3 available 4 expect
- 3 1 created 2 huge
 - 3 immediately 4 experimental
 - 5 cursor 6 expect 7 president 8 complications
- Page 54
- 1 Students' own answers
- 3 Students' own answers

Page 55

- 1 1 predict, A 2 connected, P
 - 3 surf, A 4 downloaded, P
 - 5 bugs, A 6 ordinary, P
- 2 1 created 2 president
 - 3 experimental 4 complications5 market 6 immediately
- **3** 1 The soup has been made.
 - 2 The bread has been cut.
 - 3 The cake hasn't been eaten.

- 4 The drinks haven't been poured.
- 5 The clothes have been washed.
- 6 The post has been opened.

Fluency Time! 2

Page 56

- 1 1 OK 2 Yes, OK. 3 Do 4 That's fine. 5 Could 6 Yes, of course.
- 2 1 Can, OK 2 Could, sorry
 - 3 Do, fine
- 3 1 Can you show me 2 Can I have 3 Is it OK if 4 Do you mind

Page 57

- 1 1 False 2 [Need to see DVD]
 - 3 False 4 False 5 False
 - 6 True
- 2 1 Is it OK if I borrow your gloves? I can't find mine.
 - 2 No, sorry! I'm wearing them.
 - 3 Could I close the window, please? I'm freezing.
 - 4 Yes, of course. It has been getting cold this week.
 - 5 Do you mind if I wear my scarf? I'm so cold today.
 - 6 No, that's fine, Ben. Go ahead.
- **3** Suggested answers:
 - 1 Is it OK if / Can I have (some crisps), Mum / Dad?
 - 2 Could / Can I have a drink, please?
 - 3 Could I go to the toilet, please?
- **4** Students' own answers

Unit 7

Page 58

- 1 1 explorers 2 map 3 compass
 - 4 flags 5 hidden 6 after
 - 7 won't 8 hours
 - 9 win 10 luck
- 2 1 south / north
 - 2 map / compass
 - 3 north / south
 - 4 right / wrong
 - 5 lake / river
 - 6 fire / storm
 - 7 house / cave
 - 8 small / dark
- 3 Students' own answers

Page 59

- 1 1 map 2 treasure 3 compass 4 north 5 east 6 binoculars
 - 7 west 8 south
- 2 1 driver 2 artist 3 builder 4 guitarist
- 3 1 explorer 2 novelist 3 artist
- 4 builder 5 driver 6 guitarist 7 tourist 8 painter

Page 60

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

- 2 1 which 2 which 3 which
 - 4 who 5 who 6 which

underwater.

my school.

Page 61

8 who

4 Students' own answers

1 1 who 2 that 3 who

/ that is in Nepal.

century.

Page 62

Page 63

2

found.

early explorers.

- 7 which
- **3** 1 I'd like to meet a person who has been to Antarctica.
 - 2 I've got some jeans which were made in Hong Kong.

4 My friends are people who go to

4 that 5 who 6 that 7 that

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

3 1 Neil Armstrong was an astronaut

who / that walked on the moon.

2 Mount Everest is a mountain which

3 Hannu was an Egyptian explorer

4 The sand cat is a small, wild cat

which / that lives in the desert.

5 Marco Polo was a traveller who/

that went to China in the 13th

6 In the museum there are some

1 b) It is about treasures that have been

3 know / think 4 Egypt / France

5 ten / six 6 building / stone

1 1 voyage 2 sank 3 hurricane

1 after / before 2 4th / 8th

7 50/20 8 died/lived

4 drowned 5 searched

6 shipwrecks 7 clues

3 entrance 4 harbour

3 searched 4 valuable

5 sank 6 temple 7 clues

instance 3 like 4 for example

1 1 A compass is an instrument which

2 A novelist is a person who / that

/ that shows you north, south, west

Workbook answer key

147

2 1 temple 2 valuable

3 1 voyage 2 harbour

8 hurricane

1 1 such as 2 for

and east.

writes books.

2 Students' own answers

Students' own answers

Page 64

Page 65

3

maps which / that were made by

nearly 3,000 years ago.

who / that explored the Red Sea

3 A penguin is a bird which can swim

- 3 A voyage is a long trip which / that is made by sea.
- 4 Tourists are people who / that travel on holiday.
- 5 The *Titanic* was the ship which / that sank in the North Atlantic in 1912.
- 6 Journalists are people who /that work for newspapers or magazines.
- 2 1 map 2 harbour 3 guitarist 4 voyage 5 shipwreck 6 treasure
- 3 1 artist 2 binoculars 3 sank 4 south 5 hurricane 6 voyage

Unit 8

Page 66

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

3 Students' own answers

Page 67

- 1 1 site 2 artefacts 3 ancient
 - 4 investigation 5 evidence
 - 6 strange 7 mysterious
 - 8 fascinating
- 2 1 enjoyable 2 breakable 3 preferable 4 understandable
- 3 1 breakable 2 believe
 - 3 understandable 4 acceptable
 - 5 prefer 6 enjoy 7 advisable
 - 8 reasonable

Page 68

- 1 1 c 2 f 3 e 4 b 5 d 6 a
- 2 1 had left 2 arrived
 - 3 dropped 4 had eaten
 - 5 went 6 had forgotten
- 3 1 After Sara had finished her homework, she went to the cinema.
 - 2 After the girls had done the shopping, they came home.
 - 3 After Tim had travelled for five hours, he arrived at the airport.
 - 4 After Abdi and Amina had eaten (their) lunch, they visited their grandma.

Page 69

148

- 1 1 hadn't done 2 hadn't eaten
 - 3 hadn't flown 4 hadn't given
 - 5 hadn't caught 6 hadn't seen
- 2 1 Had the ship hit a rock? No, it hadn't.
 - 2 Had all the people disappeared? Yes, they had.
 - 3 Had they taken down the sails? No, they hadn't.
 - 4 Had they left (any) money and clothes on the ship? Yes, they had.
 - 5 Had the captain written in his book? Yes, he had.
 - 6 Had the weather been stormy? No, it hadn't.

Workbook answer key

3 Students' own answers

Page 70

- 1 c) 800
- 2 1 South Pacific 2 three 3 100,000 4 12 5 1000 6 stone 7 More 8 can't

Page 71

- 1 1 incredible 2 climate 3 soil 4 historians 5 cleared away
 - 6 figures 7 sketches
- 2 1 statue 2 erupt 3 quarry 4 platform
- 3 1 sketches 2 soil 3 erupt
 - 4 comfortable 5 statue
 - 6 quarry 7 underneath
 - 8 platform

Page 72

- 1 1 c 2 g 3 i 4 a 5 j 6 h
- 7 d 8 f 9 b 10 e
- 2 Students' own answers

Page 73

- 1 1 site 2 ancient 3 soil
- 4 artefacts 5 figure 6 historian
- 2 1 had read 2 had left
 - 3 told 4 hadn't finished
 - 5 hadn't erupted 6 discovered
- 3 1 The film had started before we arrived.
 - 2 When Jack got to the shop it had closed.
 - 3 I realized I had not switched off my mobile phone.
 - 4 Had you seen a monkey before you went to the zoo?

Unit 9

Page 74

- 1 1 door / chest 2 maps / coins
- 3 Tom / Kate 4 Kate's / Fin's
- 5 isn't / is 6 zoo / museum
- 2 1 e 2 c 3 a 4 f 5 b 6 d
- 3 1 discovered 2 searching 3 lost 4 wall 5 chest
 - 6 taken 7 museum 8 unusual

Page 75

- 1 1 water bottle 2 matches
 - 3 fishing line 4 needle and thread
 - 5 first aid kit 6 whistle
 - 7 penknife 8 rope
- 2 1 weather 2 whether 3 brake
 4 break 5 some 6 sum
 7 caught 8 court
- 3 1 meet 2 caught 3 see, seen 4 flower, buy 5 weather
 - 6 some, here 7 brake

Page 76

- 1 1 hadn't 2 wouldn't 3 hadn't
- 4 would 5 had 6 would
- 2 1 would have helped2 had left

- 3 hadn't seen
- 4 would have played
- 5 had sent
- 6 wouldn't have been
- 3 1 If they had taken a map, they wouldn't have got lost.
 - 2 They wouldn't have taken the wrong direction if they had taken a compass.
 - 3 If they had crossed the bridge, they would have found the right path.
 - 4 They would not have lost their water bottle if they had been more careful.
 - 5 If they had worn good walking boots, their feet would not have got sore.

Page 77

Page 78

Page 79

Page 80

Page 81

3

- 1 1 False 2 True 3 True 4 False 5 False 6 False
- 2 3 You mustn't make a fire.
 - 4 You can eat at the café.

3 1 mustn't 2 don't have to

6 ought to 7 have to

1 b) surviving after a shipwreck

5 captain / wind 6 six / five

1 1 storm 2 survivors 3 shelter

6 sails 7 fence 8 supplies

2 1 seal 2 hunt 3 alone 4 hut

1 Survivors 2 storm 3 hut

4 cut down 5 hunt 6 seals

7 dolphins / seals 8 find / build

4 Students' own answers

2 1 adventure / island

2 parents / aunt

4 floods / storms

3 passengers / crew

4 cut down 5 walls

7 supplies 8 alone

1 Students' own answers

2 Students' own answers

understood

1 1 had listened, would have

2 had run, would have won

5 wouldn't have got, had had

6 hadn't eaten, wouldn't be

7 ought not to 8 ought to

3 1 supplies 2 hunt 3 penknife

3 would have made, hadn't forgotten

4 had known, would have phoned

2 1 must 2 should 3 don't have to

4 mustn't 5 shouldn't 6 have to

- 5 You should take your rubbish home.
- 6 You can sleep in a tent or a caravan here.

3 must 4 should 5 shouldn't

4 matches 5 shelter 6 hut

7 survivor 8 whistle

Fluency Time! 3

Page 82

- 1 1 d 2 b 3 g 4 a 5 e
- 6 c 7 f
- 2 1 shall, should 2 shall, could3 should, could
- 3 1 What can we do?
 - 2 That won't work.
 - **3** We could try ringing Mum.
 - 4 I think we should go home.
 - 5 What do you think we should do?

Page 83

- 1 1 They are wearing jackets and trousers.
 - 2 They are going home.
 - 3 There's no phone signal.
 - 4 Because they are scared (because someone is hiding behind a tree).
 - 5 Because the person behind the tree is Ben.
- 2 in the park, home, worried Where are we? What shall we do? We could try ringing Mum and Dad. They look at their phones. What can we do? scared, they start to run
- 3 Students' own answers
- 4 Students' own answers

Unit 10

Page 84

- 1 a 4 b 5 c 2 d 8 e 6 f 3 g 1 h 7
- 2 1 Fin 2 Kate 3 Kate, Tom
- 4 Tom 5 Libby 6 Ed 3 1 All over the world.
 - 2 50
 - 3 castle, elephant, horse
 - 4 The artists.
 - 5 On the beach.
 - 6 The name of your favourite sculpture.

Page 85

- 1 official languages
 2 bilingual
 3 mother tongue
 - 4 mother tongue 5 accents
 - 6 dialects 7 multilingual
 - 8 fluent
- 2 1 c 2 a 3 d 4 b
- 3 1 discovery 2 cookery 3 forgery
 4 recovery 5 bravery 6 bakery
 7 machinery 8 robbery

Page 86

- 1 1 wanted 2 was 3 had had 4 had been 5 would go
 - 6 were learning

- 2 1 were 2 loved 3 had visited 4 were planning 5 was looking 6 would get
 - 6 would get
- 3 1 liked her skirt, was nice2 had cooked the pasta, would make some salad
 - 3 had read that book at school
 - 4 was going to Morocco in July

Page 87

- 1 1 myself 2 yourself 3 himself
 - 4 herself 5 itself 6 ourselves
 - 7 yourselves 8 themselves
- 2 1 myself 2 ourselves
 - 3 themselves 4 himself
 - 5 itself 6 yourself
 - 7 herself 8 yourselves
- 3 1 yourself, myself 2 himself, herself 3 ourselves, themselves
 - 4 itself, yourselves

Page 88

- 1 1 c) How many languages are spoken in Papua New Guinea?
 - 2 a) What are the official languages?
 - 3 d) Why do people speak English there?
 - 4 e) Where did the languages come from?
 - 5 b) How have so many languages survived?
- 2 1 True 2 False 3 False 4 True 5 False 6 False 7 True 8 False

Page 89

- 1 1 international 2 continent
 - 3 disappear 4 dominant
 - 5 population 6 altogether
 - 7 predict 8 century
- 2 1 tribe 2 inhabitants
- 3 communicate 4 isolated
- 3 1 tribe 2 population 3 isolated
 - 4 inhabitants 5 communicate
 - 6 predict 7 disappear 8 century

Page 90

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers

Page 91

- 1 1 fluent 2 communicate 3 population 4 centuries 5 bilingual 6 disappear
- 2 1 was 2 wasn't 3 had arrived
 4 had studied 5 spoke
 6 would disappear
- 3 1 ourselves 2 myself 3 yourself
- 4 himself 5 herself
- 6 themselves

Unit 11

Page 92

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

- 2 1 b (picture b) 2 e (picture a)
- **3** a (picture c) **4** c (picture d)
 - 5 d (picture e) 6 f (picture f)
- 3 1 Yes, they do.
 - 2 No, they can't.
 - 3 Yes, they do.
 - 4 No, they don't.
 - 5 She saw an interview on TV.
 - 6 Pouring water on it.

Page 93

Page 94

- 1 constellations 2 shooting star
 3 comet 4 telescope 5 astronaut
 6 space shuttle 7 solar system
 8 space station
- 2 1 come on 2 come off
 - 3 come up 4 come across

1 1 his 2 she 3 her 4 he

5 they 6 my

5 she looked at

moment

Page 95

Page 96

Page 97

Page 98

3 1 on 2 back 3 out 4 across 5 round 6 off 7 up 8 in

2 1 astronomers did 2 she worked

3 1 what her favourite planet was

2 when she started work

3 a person needed 4 she liked

3 what she liked best about her job

3 asked 4 not to 5 me 6 told

4 what she was studying at the

5 who else worked with her

1 1 to come in 2 not to

2 1 asked Frank to close

2 asked Jen to send

4 asked Ron to clean

1 a) Dreaming of space

6 c 7 c

4 imagine

3 asked the boys to phone

5 asked Helen not to leave

3 1 told Lee to wash his hands

2 told Susan to be careful

3 told the class not to talk

2 1 b 2 b 3 a 4 c 5 a

7 diamonds 7 spins

7 spin 8 launched

2 Students' own answers

1 1 head off 2 surface 3 bumpy

4 snug 5 glow 6 precious

2 1 launch 2 observatory 3 beams

3 1 bumpy 2 surface 3 precious

4 imagine 5 snug 6 beams

1 1 kites 2 snow 3 diamonds

4 drum 5 shooting star 6 toast

Workbook answer key

149

4 told Rick not to forget his helmet

- 1 1 why he was in Littlewood
 - 2 where he was going next
 - 3 not to forget to visit their new stadium
 - 4 when his next competition was
 - 5 what he did in his free time
 - 6 to help their local football club
- 2 1 observatory 2 telescope
 - 3 comet 4 constellation
 - 5 space shuttle 6 launched
 - 7 astronauts 8 heading
- 3 1 precious 2 glowed 3 spun 4 bumpy 5 beam
 - 6 shooting stars

Unit 12

Page 100

- 1 1 The children 2 Tom 3 Libby
 - 4 the rescue team 5 the sea 6 the dolphin
- 2 1 shark 2 realized 3 waves 4 wet 5 a rescue team 6 carry
- 3 1 rescues 2 equipment
- 3 dolphins 4 hospital
 - 5 volunteer 6 hours
 - 7 diver 8 fun

Page 101

- 1 1 basic 2 luxurious 3 peaceful 4 busy 5 cheap 6 stimulating 7 expensive 8 dull
- 2 1 w 2 h 3 h 4 w
- 3 1 Write 2 rhino 3 hour
- 4 snow 5 wrap 6 honest
 - 7 wheel 8 grow

Page 102

- 1 1 could 2 lived 3 wasn't 4 he 5 had 6 didn't
- 2 1 I wish my glasses weren't broken.
 - 2 I wish my family liked football.
 - 3 I wish I was taller.
 - 4 I wish my bedroom was bigger.
 - **5** I wish I could play the guitar.
- 6 I wish I didn't have curly hair.
- **3** a 3 b 4 c 1 d 5 e 6 f 2 **4** Students' own answers

Page 103

150

- 1 aren't you
 2 can't he
 3 do you
 4 weren't they
 5 does she
 6 did it
- 2 1 isn't it 2 did you 3 can't they
 4 doesn't she 5 aren't there
 6 doesn't he
- **3** 1 You're Mr Adams, aren't you?
 - 2 You don't like cold weather, do you?
 - 3 We need postcards, don't we?
 - 4 Venice is amazing, isn't it?

Workbook answer key

- 5 We can't swim here, can we?
- 6 You went to Mexico last year, didn't you?

Page 104

- **1 a 3 b 2 c 4 d 1**
- 2 1 Thailand 2 China 3 Australia
 4 Thailand 5 Australia 6 Borneo
 7 Australia 8 Borneo

Page 105

- 1 1 rickshaw 2 rush 3 board game 4 Unfortunately 5 scary 6 spicy 7 flavours 8 give up
- 2 1 orang-utan 2 perfect
- 3 coral reef 4 market
- 3 1 market 2 rush 3 rickshaw
- 4 perfect 5 coral reef
 - 6 orang-utan 7 scary
- 8 Unfortunately

Page 106

- 2 Students' own answers
- 3 Students' own answers

Page 107

- 1 1 could 2 were 3 could 4 had 5 wasn't
- 2 (left to right) 1, 4, 2, 3, 5
- 3 1 basic, isn't it, luxurious, didn't we
 2 expensive, aren't they, cheap, can't we
 - 3 peaceful, don't you
 - 4 stimulating, didn't he

Fluency Time! 5

Page 108

- 1 1 could 2 like 3 like 4 wanted 5 want 6 only
- 2 1 would, 'd like/love 2 would, 'd, always wanted 3 'd, were
- 3 1 What's your dream holiday?
- 2 I'd like to visit Canada.
- 3 If only I were a millionaire.
- 4 I'd like to go to Morocco.
- 5 I'd love to be rich and famous.
- 6 I've always wanted to go to the moon.
- 4 Students' own answers

Page 109

- 1 1 True 2 True 3 False 4 False 5 False
- 2 in the living room, are reading, would, you could, I'd like, What about, would you, always wanted, shows Megan the article, If only I was, ...
- 3 Students' own answers
- 4 Students' own answers

Fluency Time! Review

Page 110

- 1 1 I'd love 2 should 3 Sure 4 don't 5 OK 6 Sure 7 Yes 8 I'd like
- 2 1 Mr Ellis 2 Harry 3 Dan 4 Harry 5 Hannah 6 Dan

Page 111

- **3** 1 asked **2** didn't have **3** met
- 4 were going 5 borrow 6 was
- 4 Students' own answers5 Students' own answers

Page 112

- 1 The students underline examples of *when* and *because* in the text.
- 2 1 They often decide to make a sequel.
 - 2 Because they get to see their favourite characters in new adventures.
 - 3 Because the films are based on a series of books.
 - 4 A prequel is a story which comes before the other parts of a story.
- 3 1 When I started school, I met my best friend.
 - 2 Mum gave me a drink because I was thirsty.
 - 3 The sequel is more popular than the first film because it has better visual effects.
 - 4 Dad started a new job when we moved house.5 We arrived at school when the

6 Toby was tired because he got up

lesson was about to start.

1 1 weren't they 2 didn't you

3 didn't it 4 weren't they

1 The students underline examples of

1 they only used three languages.

2 the UN uses all six languages

3 they understand another

Students' own answers

1 Unless 2 unless 3 unless

1 1 False 2 True 3 True 4 False

5 False 6 False 7 True 8 False

5 The children found it in a bird's nest.

2 1 Mrs Jones's 2 On Tuesday morning

3 Mrs Jones's kitchen window

4 The gardener (Bob), at 9.15

3 Students' own answers

Students' own answers

very early.

5 were they

2 1 weren't they – c

2 didn't she – a

3 didn't they – e

5 didn't they – f

unless in the text.

equally.

language.

4 weren't there - b

Page 113

Page 114

2

3

4

4

4 If

Page 115

Class Play

Grammar Time

Unit 1

going to: plans and intentions, *will* / *won't*: decisions and offers as we speak

- 1 1 Tony is going to play tennis this afternoon.
 - 2 I feel really tired. I won't come to the cinema tonight.
 - 3 We're not going to England. We're going to the US!
 - 4 You look tired. Sit down. I'll make you a cup of tea.
- 2 1 Tina is meeting Mia at the shopping centre.
 - 2 They're taking the bus at 11 o'clock.
 - 3 They're not having lunch at the café.
 - 4 Where are they having lunch?

Unit 2

First conditional

- 1 1 If Harry visits us, we'll go to the museum.
 - 2 Will you wash the dishes if I cook the dinner?
 - 3 If I'm hungry, I'll eat a sandwich.

Second conditional

- 2 1 If you phoned Evie, you wouldn't be bored.
 - 2 If Fred got up ealier, he wouldn't be late for school.
 - 3 Would you eat lots of pasta if you lived in Italy?

Unit 3

Present perfect: since / for / already / yet / before / just

- 1 1 She's had her new bike since her birthday.
 - 2 You've been ill since Tuesday.
 - 3 My parents have worked in the same job for 15 years.
- 2 1 The children haven't seen the sea before.
 - 2 We've just come back from the cinema.
 - **3** Have you finished it yet?
 - 4 I've already finished the cake.

Past simple and present perfect

- 3 1 Yesterday we went to the museum.2 I haven't seen Ingrid for a long time
 - 3 We have lived in this house for ten years.
 - 4 Frank has been to France before.

Unit 4

Present perfect continuous 1

- 1 1 We have been playing football since 3 o'clock.
 - 2 Sarah has been cooking for two hours.
 - 3 Charlie has been travelling all day.
 - 4 Amy has been swimming all day.

Present perfect continuous 2

- 1 1 I'm wet because I've been walking in the rain.
 - 2 We're hot because we've been playing tennis.
 - 3 Your clothes are dirty. Have you been playing football?
 - 4 They're not hungry because they've been eating lots of cakes.

Unit 5

The passive (present simple and past simple)

- 1 1 Pizza was invented in Italy.
 - 2 Every day, letters and postcards are sent around the world.
 - 3 Computers weren't used in schools 20 years ago.
 - 4 Cakes are eaten all over the world.

The passive (present continuous)

- 2 1 Photos are being taken of each class.
 - 2 Tickets are being sold outside the stadium.
 - 3 The children haven't been sent home early today.

Unit 6

The passive (future)

- You will be taken to the museum.
 We won't be given lunch. We will have to take sandwiches.
 - 3 Will children be taught at home in the future?
 - 4 Will they be driven by coach?

The passive (present perfect)

- 2 1 I lost my watch, but it has been found now.
 - 2 The grass is very long. It hasn't been cut for a long time.
 - 3 Have the children been taken home?
 - 4 Has he been taken to the station? No, he hasn't.

Unit 7

Relative pronouns: who, which

- 1 1 A compass is an instrument which shows you where north is.
 - 2 An architect is a person who designs buildings.
 - 3 A saw is a tool which you use for cutting wood.

Relative pronoun: that

- 2 1 A torch is something which / that gives you light.
 - 2 The *Mayflower* was the ship which / that sailed to America from England in 1620.
 - ³ Can you remember the name of the explorer that / who first went to Antarctica?
 - 4 Alexander Bell was the person that / who invented the telephone.

Unit 8

Past perfect

- 1 1 When I arrived at school, I realized that I had forgotten all my books.
 - 2 The children all passed the test because they had worked hard.
 - 3 I had eaten a big lunch, so I didn't want any cake.

Past perfect: negative sentences and questions

- 2 1 I was hungry because I hadn't eaten my lunch.
 - 2 Ruby hadn't finished her homework before her friends arrived.
 - 3 Had they eaten Chinese food before they had it on Friday?

Unit 9

Third conditional

- 1 1 If it hadn't rained, we would have had lunch outside.
 - 2 If I had known about the TV show, I would have watched it.
 - 3 If Anita hadn't lost your number, she would have phoned you.
 - 4 If I hadn't been ill, I wouldn't have missed your party.

Modal verbs

- 2 1 You should take your camera when you go on holiday.
 - 2 You mustn't talk during the concert it's not polite.
 - 3 If you want to get fit, you ought to do more exercise.
 - 4 You don't have to wear a
 - swimming cap, but it's a good idea.

Unit 10

Reported speech: statements

game of tennis.

day.

- 1 1 He said that he wanted to be a pilot.
 - 2 He said that he would help her with her homework.
 - 3 They said they had won the match.4 She said that she was enjoying this

5 They said that they had had a great

Workbook answer key

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Reflexive pronouns

- 2 1 Did the children enjoy themselves at the park?
 - 2 I made myself a fantastic sandwich.
 - 3 Dad taught himself German when he was young.
 - 4 We bought ourselves tickets for the match.

Unit 11

Reported questions: Wh- questions

- 1 1 Sally asked Erin where her house was.
 - 2 Tim asked me what my favourite song was.
 - 3 I asked the little girl why she was crying.
 - 4 Lily asked a man when the bus was arriving.

Reported speech: commands and requests

- 2 1 The teacher told the class to stop that noise.
 - 2 The teacher asked Layla to close the window.
 - 3 Annie told Polly not to forget her book.
 - 4 My mum asked me to turn down the TV.

Unit 12

wish

- 1 1 I wish I wasn't afraid of spiders.
 - 2 I wish I had a bike.
 - 3 I wish you could stay longer.
 - 4 I wish it wasn't so hot today.

Question tags

- 2 1 These pictures look great, don't they?
 - 2 You don't eat meat, do you?
 - 3 Mia can ski, can't she?
 - 4 Those boys aren't from our school, are they?

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.
- 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 1 sculpture 2 landscape 3 portrait 4 art gallery 5 mural
- 2 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.
- **3** 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



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 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)
- 2 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 they 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

- The children do experiments in science lessons.
 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 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 1 so 2 during 3 However 4 soon after 5 To begin with
- 2 Students' own answers
- **3** Students' own answers

Units 4–6 Writing portfolio B

- 1 1 so 2 during 3 However 4 soon after 5 To begin with
- 3 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

- 1 map, binoculars, compass, north, east, treasure, west, south
- **2** 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.
- 3 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.
- 2 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.
- 3 1 hadn't remembered her birthday 2 hadn't told them3 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

- The whistle is under the map.
 The water bottle is on the newspaper / magazine.
 The rope is on the chair.
 The matches are next to the torch.
 The penknife is next to the biscuits
 The first aid kit is under the chair.
- 2 1 You mustn't run. 2 You must listen. 3 You must look. 4 You mustn't shout.
- 3 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 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 1 such as 2 for instance 3 like 4 for example
- 2 Students' own answers

Units 7–9 Writing portfolio B

- 1 1 If you are lost, you could do lots of things, such <u>as</u> 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, <u>for</u> instance the temples of Karnak.
 - 3 It would be exciting to visit different places, <u>like</u> the desert or the rainforest.
 - 4 Archaeologists find and investigate things from the past, <u>for</u> 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 students 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 ✓
 - 1
 - 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 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 esssay 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 (B page 33)

Materials

One copy of the diary template and one copy of the activities template per student (Teacher's Resource Centre), 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, (Teacher's Resource Centre), 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 (B page 93)

Materials

One board game template per student and one spinner and counter template per pair, (Teacher's Resource Centre), 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 (B page 123)

Materials

One space tourist brochure template and one sheet of paper per student (Teacher's Resource Centre), 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.

Wordlist

Words in bold are core 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

eat /itt/ bought (pp) /boxt/ break down (v) /breik 'daun/ Canada /'kænədə/ caught (pp) /kort/ convention /kən'ven[n/ costumes /'kpstjurms/ cousin /'k^zn/ eaten (pp) /'irtn/ fly /flai/ flown (pp) /fləun/ found (pp) /faund/ France /frains/ funfair /'fʌnfeər/ go /gəʊ/ gone (pp) /gon/ got (pp) /gpt/ Great! /greit/ grow /grəu/ grown (pp) /grəun/ had (pp) /hæd/ hear /hɪər/ ice hockey /'ais hpki/ kept (pp) /kept/ made (pp) /meid/ see /siː/ seen (pp) /sin/ Spain /spein/ speak /spirk/ spoken (pp) /'spəukən/ taken (pp) /'teikən/ time capsule /'taim kæpsjurl/ take /teik/ used (pp) /jurzd/ wear /weər/ worn (pp) /worn/ write /raɪt/ written (pp) /'rɪtn/

Unit 1

art gallery /'aɪt gæləri/ background /'bækgraund/ bank /bæŋk/ borrow /'bɒrəʊ/ bucket /'bʌkɪt/ coast /kəʊst/ come back /kʌm 'bæk/ crab /kræb/ excitedly /ik'saitidli/ exciting /ik'saitin/ exhibition / eksi'bifn/ explore /ik'sploir/ fisherman /'fɪʃəmən/ fishing boat /'fɪʃɪŋ bəut/ fishing net /'fɪʃɪŋ net/ fix /fiks/ flag /flæg/ float (v) /flout/ foreground 'forgraund/ French /frent ſ/ friendly /'frendli/ grab /græb/ happy /'hæpi/ hit /hɪt/ immature /ˌɪmə't jʊər/ impatient /im'pei[nt/ impolite /,Impə'laIt/ impossible /Im'posəbl/ in the distance /In ða 'distans/ interesting /'intrəstin/ in trouble /In 'trʌbl/ island /'ailənd/ Italian /I'tæljən/ landscape /'lændskeip/ lifeboat /'laifbəut/ lightning /'laɪtnɪŋ/ lucky /'lʌki/ matches /'mætʃız/ mature /mə't ʃuər/ mend /mend/ Mexican /'meksikən/ missing /'misiŋ/ mural /'mjʊərəl/ ocean /'auſn/ oars /ɔɪz/ pack (v) /pæk/ painting /'peintin/ patient /'pei∫nt/ polite /pə'laɪt/ popular /'popjələr/ portrait /'postrat/ possible /'posəbl/

proud /praud/

punctuation /pʌŋktʃu'eɪʃn/ rescue /'reskju:/ rock pool /'rok puːl/ row /rəʊ/ sail (v) /seil/ sculpture /'sk∧lpt∫ər/ smoke /sməʊk/ smoking /'sməukıŋ/ spade /speid/ speech marks /'spirtf marks/ splash /splæf/ stare /stear/ stormy /'stormi/ theme /θirm/ thunder /'θʌndər/ tidy /'taɪdi/ tie (v) /tai/ tropical /'tropikl/ unfriendly /An'frendli/ unhappy /An'hæpi/ uninteresting /An'Intrəstin/ unlucky /ʌn'lʌki/ unpopular / /n'popjələr untidy /An'taɪdi/ untie /ʌn'taɪ/ unusual /ʌn'juːʒuəl/ volcano /vpl'keinau/ waves /weivz/

Unit 2

agree /ə'griː/ amazing /ə'meiziŋ/ appear /ə'piər/ Australia /p'streiliə/ baseball /'beisboil/ Brazil /brə'zıl/ Caribbean /kærə'bi:ən/ caving /'kerviŋ/ compete /kəm'pi:t/ competition / kompə'tı∫n/ complete /kəm'plixt/ concept map /'konsept mæp/ correct /kə'rekt/ deep /dirp/ disagree /disə'grii/

disappear /,disə'piər/ dishonest /dis'pnist/ dislike /dis'laik/ disobey /.disə'bei/ diving /'darvıŋ/ drawing /'droung/ environment /in'vairənmənt/ equipment / i'kwipmənt/ experienced /ik'spiəriənst/ free-diver /'fri: daivər/ free-diving /'fri: daivin/ freedom /'frizdəm/ future /'fju:tfər/ avmnastics /dzim'næstiks/ helmet /'helmɪt/ hobby /'hobi/ honest /'pnist/ hoop /hu:p/ ice skating /'ais skeitin/ incomplete /, inkəm'plirt/ incorrect /,Inkə'rekt/ inexperienced /,Inik'spiəriənst/ insensitive /in'sensətiv/ instructor /In'straktər/ intonation /,Intə'nei[n/ invisible /ın'vızəbl/ like /laɪk/ mountain biking /'mauntən baıkıŋ/ obey /ə'bei/ paragliding /'pærəglaidiŋ/ pearl /p3:l/ popular /'pppjələr/ presenter /pri'zentər/ protect /prə'tekt/ provide /prə'vaid/ record /'rekord/ rock climbing /'rok klaımıŋ/ rugby /'rʌgbi/ scared /skeəd/ section /'sekfn/ sensitive /'sensətıv/ skiing /'ski:1

skills /skilz/ snorkelling /'snorkəlin/ spider /'spaidər/ springs /sprinz/ talented /'tæləntɪd/ train (v) /trein/ underground /Andə'graund/ visible /'vɪzəbl/ volunteer /vplən'tıər/ wetsuit /wetsiuxt/ wildlife /'waildlaif/ windsurfing / 'winds3:fiŋ/ world record /w31ld 'rekord/

Unit 3

adventure /əd'vent [ər/ adventurous /əd'vent [ərəs/ amazing /ə'meiziŋ/ awful /'ɔːfl/ bang /bæn/ Best wishes /best 'wi [iz/ Big Ben /big ben/ break up /'breik Ap/ brick /brik/ bright /brait/ building /'bildin/ **bunch** /bAnt [/ celebrate /'selibreit/ celebration /.selibreifn/ chocolate /'t [pklət/ complaint /kəm'pleint/ danger /'deindʒər/ dangerous / 'deindzərəs/ decorate /'dekəreit/ delicious /dɪ'lɪ∫əs/ demonstration /demon'streifn/ deserted /dɪ'zɜːtɪd/ dessert /dɪ'zɜɪt/ disgusting /dis'gAstin/ dish /dɪʃ/ fame /feim/ famous /'feiməs/ fantastic /fæn'tæstık/ festival /'festivl/ fireworks /'faiəw3:ks/ float (n) /flout/

food stall /'furd storl/ furious /'fjʊəriəs/ furv /'fiʊəri/ garlic /'garlik/ hang /hæn/ hazard /'hæzəd/ hazardous /'hæzədəs/ healthy /'hel0i/ igloo /'ıqluı/ India /'India/ invitation /.invi'tei[n/ invite /in'vait/ Italy /'itəli/ jam /dʒæm/ last (v) /last/ luxurious /lʌg'ʒʊəriəs/ luxury /'lʌkʃəri/ mountain /'mauntən/ mountainous /'mauntənəs/ mysterious /mi'stiəriəs/ mystery /'mɪstri/ necklace /'neklas/ original /ə'rɪdʒənl/ pancake /'pænkeik/ picnic /'piknik/ poison /'pɔɪzn/ poisonous /'pɔɪzənəs/ prize /praiz/ procession /prə'se[n/ (the) Pyramids /'pirəmidz/ reason /'rizn/ recipe /'resəpi/ snack /snæk/ spring /sprin/ traditional /trə'dıjənl/ treat (n) /trist/ type /taip/ whizz /wiz/

Fluency Time! 1

bowling /'bəʊlɪŋ/ chore /tʃɔː(r)/ decorating /'dekəreɪtɪŋ/ theme park /'θiːm pɑːk/

Extensive Reading 1

alight /ə'laɪt/ burn (v) /bɜːn/ ceremony /'serəməni/ cold /kəuld/ consecutive /kən'sekiətiv/ create /kri'eɪt/ cruel /kru:əl/ disability / disə'biləti/ expression /ik'sprefn/ flag /flæg/ gentleness /'dgentlnəs/ hard /hɑːd/ /hirt/ heat hold /həʊld/ host (v) /haust/ inspire /in'spais(r)/intelliaence /in'telidzəns/ introduction /,Intrə'dʌkʃn/ invade /in'veid/ kindness /'kaındnəs/ lend /lend/ light (v) /laɪt/ local /'ləʊkl/ medal /'medl/ motto /'mptəu/ national anthem $\ln (n \partial n \partial m \partial m)$ pass (v) /pars/ patience /'peifns/ physical /'fizikl/ pleasant /'pleznt/ procession /prə'se∫n/ quality /'kwpləti/ raise /reiz/ record (n) /'rekord/ represent /,repri'zent/ selfish /'selfı∫/ studio /'stju:diəu/ style /stail/ take part /teik part/ withered /'wiðəd/ wonderful /'wʌndəfl/ youth $/ju:\theta/$

Unit 4

4 by 4 vehicle /'forr bar forr virəkl/ ability /ə'brləti/ African /'æfrrkən/ airport /'eəport/ Asia /'eɪ∫ə/ balance /'bæləns/ barge /bɑrdʒ/ burner /'b3:nər/ bush /buf/ canal /kə'næl/ causal connective /'kɔːzl kə'nektıv/ Chinese /t fai'niz/ clear (v) /klıər/ coach /kəut ʃ/ complicated /'komplikeitid/ connect /kə'nekt/ controls /kən'trəulz/ desert /'dezət/ develop /dɪ'veləp/ diagram /'daıəgræm/ engine /'endʒɪn/ envelope /'envələup/ environment /in'vairənmənt/ Fantastic! /fæn'tæstık/ form /form/ gas /gæs/ go down /gəu 'daun/ gondola /'gpndələ/ heat (v) /hirt/ height /haɪt/ helicopter /'helikoptər/ hot-air balloon /hpt eər bə'luːn/ hurry (v) /'hʌri/ ideal /aɪ'diːəl/ invention /In'ven[n/ layer /'leiər/ loads /ləudz/ local /'ləʊkl/ motorized /'moutoraizd/ log /log/ look after /luk 'aːftər/ look ahead /luk ə'hed/ look for /luk 'for/ look forward to /luk 'forwad tur/ look into /lok 'ın tuː/ look round /luk 'raund/ look up /luk 'np look up to /lok 'np tu:/ lorry /'lori/ manager /'mænɪdʒər/ motorbike /'məutəbaik/ motorized /'moutoraizd/ mud /mʌd/ package /'pækidʒ/

parachute /'pærəſuːt/ petrol /'petrəl/ pilot /'pailət/ private /'praivət/ process diagram /'prouses daiogræm/ propane gas /proppein 'gæs/ railway /'reilwei/ release /rɪ'liɪs/ rise /raiz/ rowing boat /'rəuŋ bəut/ rudder /'rʌdər/ runway /'rʌnweɪ/ sand dunes /'sænd dju:nz/ sink(v) / sink/South Africa $/sau\theta$ 'æfrikə/ spray (v) /sprei/ steer /stiər/ submarine /'sʌbməriɪn/ survive /sə'vaiv/ technical /'teknikl/ transport /'trænsport/ valve /vælv/ vehicle /'vi:əkl/ Venetian /venir[n waterbus /'wortər bʌs/ wing /wiŋ/ yacht /jpt/

Unit 5

accident /'æksɪdənt/ achieve /ə'tfixv/ achievement /ə'tſiːvmənt/ advertise /'ædvətaız/ agree /ə'griı/ agreement /ə'gri1mənt/ ancient /'eɪnʃənt/ arrange /ə'reındʒ/ arrangement /ə'reindzmənt/ artificial / arti'fi[l/ attach /ə'tætʃ/ award /ə'word/ ballpoint pen /'bs:lpsint pen/ biography /bai'bgrəfi/ blind /blaind/ bone /bəun/

(to be) born /tə bi 'bə:n/ build /bild/ cartridge /'kgtridz/ chewing gum /'t furin qлm/ clay /klei/ code /kəud/ come up with /kʌm 'ʌp wið/ communication /kə,mju:ni'kei[n/ company /'kʌmpəni/ contact (v) /'kontækt/ container /kən'teınər/ culture /'kʌltʃər/ design /dɪ'zaɪn/ develop /dɪ'veləp/ development /d1'velapmant/ device /di'vais/ dip /dip/ discover /dɪ'skʌvər/ dot /dpt/ during /'djuərıŋ/ edge /edʒ/ Egyptian /'Id3Ip[n/ electricity /I_lek'trisəti/ electric light /I'lektrik lait/ enjoy /ɪn'dʒɔɪ/ enjoyment /in'dʒɔɪmənt/ entertain / entə'tein/ entertainment /entə'teinmənt/ equip /i'kwip/ equipment / ı'kwıpmənt/ events /I'vents/ excite /ik'sait/ excitement ik'saitmənt/ experiment /ik'sperimant/ extreme /ik'striim/ factory /'fæktəri/ feather /'feðər/ fill up /fil 'Ap/ fix /fiks/ flavour /'fleivər/ fountain pen /'faunt an pen/ gravity /'grævəti/

gum /g_Am/ happen /'hæpən/ hollow /'hɒləʊ/ ink /Ink/ inspiration / .inspə'rei[n/ instead /in'sted/ invent /in'vent/ invention /**in'venfn**/ laboratory /lə'bprətri/ launch (v) /lo:nt [/ light bulb /last balb/ machine /məˈʃiːn/ mark (n) /mark/ mechanical /məˈkænɪkl/ mobile phone /'məubail fəun/ mop /mpp/ move /mu_v/ movement /'muːvmənt/ need /ni:d/ nib /nɪb/ object /əb'dzekt/ pay /pei/ payment /'peimənt/ pick up /pik 'np/ plant /pla:nt/ point /point/ press /pres/ quill pen / kwil 'pen/ raised /reizd/ record /ri'ko:d/ research (v) $/r_{I}'s_{3t} f/$ reservoir /'rezəvwaır/ rocket /'rokit/ rod /rpd/ rotate /rəu'teit/ ruin (v) /'ruːɪn/ sharp /forp/ soft /spft/ source /sois/ space /speis/ squeeze /skwirz/ store (v) /storr/ string /strin/ substance /'sabstans/ successful /sək'sesfl/ suggest /sə'dʒest/ taste (v) /teist/ This is the life! /'ðıs ız ðə laif/

tiny /'taɪni/ traffic /'træfɪk/ translate /træns'leɪt/ underwater /ˌʌndə'wɔːtər/ wheel /wiːl/ zero gravity /zɪərəʊ 'grævəti/

Unit 6

access (v) /'ækses/ attach /ə'tæt ʃ/ available /ə'veɪləbl/ backwards /'bækwədz/ billion /'biliən/ booklet /'buklət/ bug /bAg/ cable /'keibl/ chip /tſıp/ complication /.kompli'kei[n/ connect /kə'nekt/ Cool! /ku:l/ create /kri'eit/ created /kri'eitid/ cursor /'kɜːsər/ device /di'vais/ disconnect /diskə'nekt/ download /.daun'ləud/ earthquake /'**3:θkweik**/ environment /in'vairənmənt/ expect /ik'spekt/ experimental /ik_speri'mentl/ file /fail/ government /'gʌvənmənt/ heading /'heding/ huge /hjurdʒ/ immediately ı'mirdiətli/ Internet /'intənet/ judge (v) /dʒʌdʒ/ land (v) /lænd/ laptop /'læptop/ left (adv) /left/ left (pp) /left/ lift (v) /lift/log off /log 'of log on /log 'on/ male /meil/

market /'markit/ Mars /mgrz/ match (n) /mæt ſ/ modem /'məudem/ mouse /maus/ nail /neil/ network /'netw3:k/ ordinary /'ɔːdnri/ packed lunch /pækt 'lʌnt ʃ/ president /'prezidənt/ public /'pʌblɪk/ quote /kwəut/ report (n) /rɪ'pɔ:t/ research /'rissitʃ/ right (adj) /raɪt/ right (adv) /rait/ saw (n) /sɔː/ saw (pp) /sor/ software /'spftweər/ speech marks /'spirtf marks/ speaker /'spixkər/ surf /s31f/ sweet (adj) /swirt/ sweet (n) /swirt/ switch off /swit∫ pf/ technology /tek'nplədʒi/ topic /'tppik/ upload /, Ap'ləud/ weigh (v) /wei/ webpage /'webpeidz/ website /'websait/ wire /'waiər/ World Wide Web /'wsild waid web/

Fluency Time! 2

borrow /'bɒrəu/ laptop /'læptɒp/ mind (v) /maɪnd/

Extensive Reading 2

airplane /'eəpleɪn/ bazaar /bə'zɑː(r)/ cab /kæb/ candy /'kændi/ carriage /'kærɪdʒ/ chickpea /'t∫ɪk piː/ coat /kəʊt/ crossroad /'krɒsrəʊd/ distant /'dɪstənt/

drown /draun/ forehead /'forhed/ aroom /aru:m/ hand-pulled cart /hænd puld kart/ harness /'harnis/ mosque /mpsk/ mom /mpm/ movie /'mu:vi/ on business /pn 'biznəz/ silence /'sailəns/ sneakers /'sni:kəz/ taxi /'tæksi/ temple tomb trainers /'treinaz/ vacation /və'keifn/

Unit 7

art / art/ artist /'a:tist/ beneath $/b_{I'}ni_{I}\theta/$ binoculars /bɪ'nɒkjələz/ build /bild/ builder /'bildər/ cave /keiv/ clue /kluː/ compass /'kʌmpəs/ destroy /dɪ'strɔi/ diary /'daıəri/ drive /draw/ driver /'draivər/ drown /draun/ east /irst/ entrance /in'trains/ environmentalist /in_vairən'mentəlist/ examine /ɪg'zæmɪn/ explore /ik'sploir/ explorer /ik'sploirer/ flag /flæg/ for example /forr ig'za:mpl/ for instance /forr 'instans/ guide /gaid/ guitar /gɪ'tɑːr/ guitarist /gɪ'tɑːrɪst/ harbour /'haːbər/ historian /hi'storrian/ hurricane /'hʌrɪkən/ iceberg /'aisb3ig/

journal /'dʒɜːnl/ journalist /'dʒɜːnəlɪst/ map /mæp/ missing /'misin/ Nepal /'nepo:l/ **north** $/n \Im \theta/$ novel /'npvl/ novelist /'npvəlist/ octopus /'pktəpəs/ orang-utan /ɔː,ræŋ ur'tæn/ paint /peint/ painter /'peintər/ passenger /'pæsindʒər/ personalized /'ps:sənəlaizd/ pollution /pə'lu:∫n/ proper /'propər/ rainforest /'reinforist/ rucksack /'rʌksæk/ safe (a) /seif/ scuba diver /'skuːbə daıvər/ search /satf/ shelter / 'feltər/ **shipwreck** /'ſɪprek/ south $/sau\theta/$ species /'spirfirz/ stripy /'straipi/ such as /sʌt∫ 'æz/ temple /'templ/ tour /tor/ tourist /'tourist/ treasure /'treʒər/ unsinkable /**ʌn'sıŋkəbl**/ valuable /'væljuəbl/ variety /və'raıəti/ voyage /'voiidʒ/ west /west/ write /raɪt/ writer /'raitər/

Unit 8

accept /ək'sept/ acceptable /ək'septəbl/ advisable /əd'vaɪzəbl/ advise /əd'vaɪz/ ancient /'eɪnʃənt/ archaeological /,ɑːkiə'lɒdʒɪkl archaeologist /,ɑːki'ɒlədʒɪst/ artefact /'gttfækt/ astronaut /'æstrənə:t/ attraction /ə'træk[n/ believable /bɪ'liːvəbl/ believe /bɪ'liːv/ break /breik/ breakable /'breikəbl/ calendar /'kælındər/ chest /tfest/ clear away /kliər ə'wei/ climate /'klaımət/ come down /kAm 'daun/ comfort /'kʌmfət/ comfortable / 'kamfətəbl/ condor /'kpndorr/ connect /kə'nekt/ crew /kruː/ enjoy /ɪn'dʒɔɪ/ enjoyable /ɪn'dʒɔɪəbl/ entrance /in'trains/ erupt /I'rʌpt/ evidence /'evidəns/ experience /ik'spiəriəns/ fascinating /'fæsineitin/ figure /'fɪqər/ guard (v) /gard/ huge /hju:dʒ/ human /'hjuːmən/ incredible /ın'kredəbl/ interview /'Intəvjuː/ investigation /in_vesti'geijn/ Italy /'Itəli/ leaflet /'lirflət/ lifeboat /'laɪfbəut/ mysterious /mɪ'stɪəriəs/ obviously /'pbviəsli/ on board /pn 'bord/ persuade /pə'sweid/ Peru /pə'ruː/ platform /'plætform/ prefer /prɪ'fɜːr/ preferable /'prefrəbl/ quarry /'kwori/ reason /'rizn/ reasonable /'rizznabl/ robbery /'rpbəri/ site /sait/ **sketch** /sket f/ soil /soil/

South America $/sau\theta$ ə'merikə/ spider /'spaidər/ stadium /'steɪdiəm/ stand back /stænd 'bæk/ statue /'stæt ʃuː/ strange /streindz/ stretch /stret ſ/ tourist /'to:rist/ tower /'tauar/ underneath /.ʌndəˈniːθ/ understand /, Andə'stænd/ understandable /, Andə'stændəbl/ usable /'juːzəbl/ use /juːz/ well-known /wel'nəun/

Unit 9

advice /ad'vais/ afraid /ə'freid/ alone /ə'ləʊn/ alternative /s:l't3:nət1v/ Arctic /arktik/ attract /ə'trækt/ brake /breik/ break /breik/ bullet point /'bulit point/ buy (vb) /bai/ by (prep) /bai/ calm /ka:m/ caught /kɔːt/ coin /kɔɪn/ court /ko:t/ cut down /kʌt 'daʊn/ dangerous /'deindʒərəs/ emergency services /i'm3:d3ənsi s3:v1s1z/ fence /fens/ first aid kit / f3:st 'eid kit/ fishing line /'fɪʃɪŋ laɪn/ flour (n) /'flauər/ flower (n) /'flauər/ fresh /fref/ frightened /'fraitnd/ give off /giv 'bf/ hear (vb) /hɪər/ here (adv) /hiər/ hunt /hAnt/ hut /hʌt/ imperative /im'perativ/

in order to /ɪn 'ɔːdər tuː/ laver /'leiər/ /'mæt ſız/ matches meat (n) /mixt/ meet (v) /mixt/ mountain /'mauntən/ needle and thread /nixdl $\Rightarrow n \ \theta red/$ newspaper /'nju:zpeipər/ panic /'pænik/ penknife /'pennaif/ possessions /pə'zejnz/ raft /ra:ft/ remind /rɪ'maınd/ rescue /'reskiu:/ rescuer /'reskju::pr/ rope /rəup/ safely /'seifli/ sails /seilz/ scene /siːn/ sea /siː/ seal /sixl/ see /siː/ seen (pp) /sin/ shelter /'∫eltər/ shore /ʃɔɪr/ smoke /smauk/ so that /'səu ðət/ some /sam/ storm /storm/ sum /sam/ supplies /sə'plaız/ survival /sə'vaıvl/ survivor /sə'vaivər/ tent /tent/ tips /tips/ tools /tu:lz/ trekking /'trekin/ turn off /t3:n 'pf/ wall /worl/ water bottle /'worter bpt1/ weather /'weðər/ whether /'weðər/ whistle /'wisl/

Fluency Time! 3

bus fare /bʌs feə(r)/ miss (v) /mɪs/ recognize /'rekəgnaız/

Extensive Reading 3

against /ə'geinst/ appear /ə'piər/ architect /'arkitekt/ arque /'araiur/ bury /'beri/ cabin /'kæbın/ clever /'klevər/ colourful /'kʌləfl/ course /kors/ destroy /di'stroi/ detail /'dirteil/ /daɪ/ die engineer / endʒɪ'nıər/ eruption /I'r∧p∫n/ fight /fait/ great /greit/ greedy /'gri:di/ grow /grau/ harbour /'ha:bər/ horn /horn/ in one piece /In wAn 'pirs/ invite /in'vait/ natural disaster /næt [rə] dı'zaıstər/ plenty /'plenti/ politician / pplə'tıjn/ pottery /'pptəri/ pump (n) /p_Amp/ rich /rɪtʃ/ ring (n) $/r_{III}/$ rise /raiz/ seasick /'sixsik/ selfish /'self1[/ shaken to pieces /'feikən tə 'pissiz/ steer /stiər/ successful /sək'sesfl/ surround /sə'raund/ system /'sistəm/ tragic /'trædʒik/ tsunami /tsuː'nɑːmi/ turn back /t3:n 'bæk/ turn round /t3:n 'raund/ violent /'vaiələnt/ war /wɔːr/ water (v) /'wortər/ wave (n) /weiv/

Unit 10

accent /'æksənt/ address (v) /ə'dres/ advert /'ædva:t/ Africa /'æfrikə/ altogether /,oxltə'geðər/ Arabic /'ærəbik/ Asia /'eɪʃə/ bake /beik/ bakery /'beikəri/ bilingual / bai'lingwəl/ brave /breiv/ bravery /'breivəri/ breeze /brizz/ business /'biznəs/ century /'sent[əri/ communicate /kə'mju:nikeit/ communication /kə,mjuını'kei[n/ confidence /'kpnfidəns/ continent /'kpntinənt/ cook /kuk/ cookery /'kukəri/ cycle /'saɪkl/ deliver /dɪ'lɪvər/ delivery /dɪ'lɪvəri/ dialect /'darəlekt/ directly /də'rektli/ disappear /,disə'piər/ discover /dɪ'skʌvər/ discovery /dɪ'skʌvəri/ dominant /'dpminant/ fluent /'flu:ant/ foreign /'fprən/ forge /fɔːdʒ/ forgery /'fɔɪdʒəri/ French /frent ſ/ German /'dʒɜːmən/ go away /gəu ə'wei/ Greek /grixk/ Hindi /'hındi/ Indonesia / Ində'nizziə/ in total /in 'təutl/ inhabitant /in'hæbitənt/ international /ˌɪntə'næʃnəl/ isolated /'aisəleitid/ itself /it'self/ Japanese /dʒæpə'niːz/ Latin /'lætın/

layout /'leiaut/ lively /'larvli/ machine /məˈfiːn/ machinery /məˈſiːnəri/ Malaysia / mə'leıziə/ Mandarin /'mændərın/ mother tongue /'mʌðə t_An/ multilingual /ˌmʌlti'lɪŋgwəl/ myself /mai'self/ native speaker /_neitiv 'spixkər/ North America $/n\mathfrak{r}\theta$ ə'merikə/ nurse /nats/ nursery /'nɜːsəri/ official language /əfifl 'længwidz/ ourselves /a:'selvz/ perform /pə'fɔːm/ personal /'ps:sənl/ persuade /pə'sweid/ persuasive /pə'sweisiv/ population /popju'lei fn/ Portuguese /portfu'girz/ positive /'ppzətiv/ practical /'præktıkl/ **predict** /prɪ'dɪkt/ pronounce /prə'nauns/ recover /ri'kavər/ recovery /rɪ'kʌvəri/ rob /rpb/ robbery /'rɒbəri/ Russia /'r∧ʃə/ Russian $/r_{\Lambda} n/$ sand /sænd/ shark /fark/ sights /saits/ Singapore /siŋə'pɔ:r/ South America $/sau\theta$ ə'merikə/ Spanish /'spænif/ Thailand /'tai lænd/ themselves /ðəm'selvz/ town hall /.taun 'horl/ translation /træns'lei [n/ tribe /traib/ university /ju:nɪ'v3:səti/ worldwide /warld'ward/ yourself /jor'self/ yourselves /jor'selvz/

Unit 11

admire /əd'maıər/ astronaut /'æstrənəɪt/ autumn /'attam/ beams /birmz/ below /bi'lau/ blast off (v) /'blasst pf/ breeze /brizz/ bumpy /'bʌmpi/ cockerel /'kpkərəl/ **come across** /kAm ə'krps/ **come back** /kAm 'bæk/ **come in** /kAm 'In/ **come off** /kʌm 'ɒf/ come on /kʌm 'ɒn/ come out /kAm 'aut/ **come round** /k \mathcam 'raund/ **come up** $/k_{\Lambda}m'_{\Lambda}p/$ comet /'kpmit/ comparison /kəm'pærisn/ constellation / konstə'leı∫n/ destination / destr'ner fn/ diamond /'darəmənd/ dome /daum/ Earth /3:0/ expert /'eksp3:t/ explain /ik'splein/ far /farr/ fascinating /'fæsineitiŋ/ float /flout/ fluffy /'fl^fi/ forced /forst/ glow /gləu/ head off /hed 'pf/ image /'ImIdg / imagine /ɪ'mædʒɪn/ launch /lɔɪnt∫/ loop /lu:p/ Mars /marz/ Milky Way / milki 'wei/ moon /mu:n/ Neptune /'neptju:n/ observatory / əb'zs:vətri/ pattern /'pætn/ precious /'pre∫əs/ rhythm /'rīðəm/ rhyme /raim/

satellite /'sætəlaıt/ Saturn /'sætən/ shape /feip/ sheep /fip/ **shooting star** / Juxtin 'starr/ simile /'sɪməli/ snug /sn_Ag / solar system /'səulə sistəm/ space shuttle /'speis ∫∧tl/ space station /'speis ster[n/ spin round /spin 'raund/ spun /span/ stardust /'starrdAst/ stressed /strest/ summer /'sʌmər/ surface /'s3:f1s/ syllable /'sıləbl/ telescope /'teliskəup/ Venus /'viɪnəs/ verse /vais/ view /vju:/

Unit 12

advantage /ad'va:ntid3/ basic /'beisik/ blog /blog/ board game /'bord geim/ bus stop /'bas stop/ busy /'bızi/ cheap /t ſirp/ coral reef /'kprəl rixf/ culture /'kʌltʃər/ disadvantage /_disəd'vaintidz/ dull /dʌl/ eco-holiday /,iː 'kəu 'hplədi Eiffel Tower /aifel 'tauər/ essay /'esei/ expensive /ik'spensiv/ flavours /'fleivərz/ give up /giv Ap/ Great Wall /greit worl/ grow /grəʊ/ heights /haits/ honest /'pnist/ hour /'auər/

house boat /'haus baut/ however /hau'evər/ in addition /In ə'dı ſn/ India /'india/ Indian /'Indian/ jungle /'dʒʌŋal/ know /nəʊ/ local /'ləukl/ luxurious /lʌg'ʒʊəriəs/ market /'markit/ orang-utan /ɔː,ræŋ ur'tæn/ palm tree /'paim trii/ paragraph /'pærəgra:f/ peaceful /'pixsfl/ perfect /'p3:f1kt/ relaxing /rɪ'læksıŋ/ rescue team /'reskiu: ti:m/ respect (v) /rɪ'spekt/ rhino /'raınəu/ rickshaw /'rık∫ɔı/ rush /rʌʃ/ scary /'skeəri/ scenery /'siɪnəri/ sightseeing /'saitsi:iŋ/ snow /snəʊ/ spicy /'sparsi/ stimulating /'stimjuleitin/ sunglasses /'sʌngla:sız/ surfboard /'s3:fb3:d/ tourism /'to:rizəm/ unfortunately /ʌn'fɔːt∫ənətli/ update /, *np'deit/* what /wpt/ wheel /wi:1/ white /wait/ wrap /ræp/ write /raɪt/ wrong /roŋ/

Fluency Time! 4

brochure /'brəʊʃə(r)/ land (v) /lænd/

Extensive Reading 4

astronomer /ə'strɒnəmə(r)/ commercial /kə'mɜːʃl/ computerized /kəm'pjuːtəraɪzd/ crater /'kreitə(r)/ demand (n) /dɪ'mɑːnd/ dust /d_Ast/ fascinated /'fæsineitid/ geology /dzi'pladzi/ ice age /ais eidʒ/ intention /In'ten[n/ launch /lointʃ/ marking /'markin/ meteorite /'mixtiərait/ mission /'m1[n/ orbit /'stbit/ reality /ri'æləti/ remote-controlled /rɪ'məut kən'trəuld/ rover $/'r \partial v \partial r \partial v$ surface /'s3:fis/ trapped /træpd/ unmanned /, **An'mænd**/

Culture 1

adventure /əd'vent∫ə(r)/ animated /'ænımeıtıd/ blockbuster / 'blɒkbʌstə(r)/ computer-generated imagery /kəm'pjuɪtə(r) 'dʒenəreɪtıd 'ımıdʒəri/ fantasy /'fæntəsi/ industry /'ındəstri/ pavement /'peɪvmənt/ scene /siːn/ studio /'stjuːdiəʊ/

Culture 2

aboriginal /ˌæbə'rɪdʒənl/ coyote /kaɪ'əʊti/ deer /dɪə(r)/ elk /elk/ gravy /'greɪvi/ maple syrup /'meipl
_sirəp/
national park /'næʃnəl
paik/
originally /ə'ridʒənəli/
recent /'ri:snt/
scarlet /'ska:lət/
smoked meat /sməukt
miit/
stretch /stretʃ/

Culture 3

bilingual /,baɪ'lɪŋgwəl/ fluently /'flu:əntli/ government / 'gʌvənmənt/ official /ə'fɪʃl/ opportunity /,ɒpə'tju:nəti/ regional /'ri:dʒənl/ translator /træns'leɪtə(r)/

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