

OXFORD

# BRIGHT IDEAS

**Teacher's Pack**

**5**

**Classroom Presentation Tool**

**Teacher's Guide**

**Teacher's Resource Centre**

# BRIGHT IDEAS

## Teacher's Guide

# 5

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# Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<b>S</b> <b>Starter</b> <b>How do we get to know each other?</b> Page 50	<b>Core</b> <b>Numbers:</b> 1,000 to 1,000,000 <b>Game words:</b> challenge, unlock, activate, power up, player, villain	<b>Present continuous</b> <i>I'm sitting in my room.</i> <b>Past simple</b> <i>I spoke to Fatima yesterday.</i> <b>going to</b> <i>I'm going to speak to Nancy tomorrow.</i>			
<b>1</b> <b>What can we do in different seasons?</b> Page 54	<b>Core</b> <b>Outdoor summer activities:</b> have a barbecue, go horse riding, pick strawberries, play mini golf, go hiking, learn to windsurf, go mountain biking, do a treasure hunt, go to an outdoor cinema, grow a sunflower <b>Winter activities:</b> go skiing, go sledging, make a snowman, do crafts, make soup, make a bird feeder <b>Other</b> metamorphosis, life cycle, eggs, caterpillars, chrysalis, butterfly	<b>Wh- questions with did</b> <i>Where did you go? Who did you go with? What did she see?</i> <b>will / won't</b> <i>I'll go skiing. We won't make a bird feeder. I think I'll go skiing. I don't think we'll win.</i>	<b>Science:</b> learning about life cycles <b>Culture:</b> The Navajo Mountain Chant Festival <b>Values:</b> expressing feelings and ideas through poems	<b>Reading:</b> a poem <b>Writing:</b> (AB page 14) <i>The Big Write:</i> a haiku poem <i>The Big Write tip:</i> features of a haiku, using keywords <b>Listening:</b> identifying the correct answers <b>Speaking:</b> asking and answering questions about your holidays, talking about others' plans for next weekend	/ɒ/, /əʊ/ and /ɔ:/ sounds /ɒ/ dog /əʊ/ phone / ɔ:/ short (AB page 6)
<b>2</b> <b>How do we discover things?</b> Page 64	<b>Core</b> <b>Science class:</b> heat, boil, cool, freeze, measure the temperature, liquid, solid, melt, gas, turn into <b>Verbs:</b> fancy, dislike, carry on, suggest, imagine, stop, enjoy, like <b>Other</b> pastels, charcoal, watercolour paints, oil paints, canvas, palette	<b>Zero conditional</b> <i>If I boil water, it turns into steam. What happens if we melt ice?</i> <b>Verb + ing</b> <i>I enjoy reading. We like going on adventures. Does she like being invisible?</i>	<b>Art:</b> artists' materials <b>Culture:</b> talent shows in Ireland <b>Values:</b> the importance of music festivals	<b>Reading:</b> an e-flyer <b>Writing:</b> (AB page 25) <i>The Big Write:</i> an e-flyer <i>The Big Write tip:</i> features of an e-flyer, writing information in note form <b>Listening:</b> identifying the correct order, correcting sentences <b>Speaking:</b> talking about pictures, asking questions to find out true / false information	/t/ and /ʃ/ sounds /t/ dentist /ʃ/ attention (AB page 17)



	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<b>3</b> <b>How do we get around?</b> Page 73	<b>Core</b> <b>Places:</b> theatre, police station, factory, car park, fountain, traffic lights, roundabout, zebra crossing, crossroads, corner <b>Transport:</b> cable car, gondola, dog sled, rickshaw, camel, double-decker bus <b>Other</b> grid coordinates, scale, symbols, key, compass rose, contour lines	<b>Directions</b> <i>Can you tell me where the theatre is? Walk straight on until you get to the crossroads. Turn left at the roundabout. Go towards the traffic lights. Continue over the bridge.</i> <b>Relative pronouns</b> <i>This is the necklace which the thief stole. This is the man who they met in Paris. This is the city where they met Phileas Fogg. This is the woman whose necklace was stolen.</i>	<b>Geography:</b> identifying parts of a map <b>Culture:</b> unusual transport in Egypt <b>Values:</b> connecting towns and communities	<b>Reading:</b> an information leaflet <b>Writing:</b> (AB page 36) <i>The Big Write:</i> an information leaflet <i>The Big Write tip:</i> features of a leaflet, writing persuasive sentences <b>Listening:</b> listening for details about a form of transport <b>Speaking:</b> giving detailed directions, asking about people using relative pronouns	/ɪ/ and /aɪ/ sounds /ɪ/ bridge /aɪ/ bike (AB page 28)
<b>The Big Project 1</b> Page 83	<b>The Great Outdoors</b> <b>English in use:</b> <b>Linking words:</b> <i>and, but, or, so, because</i> <b>Making suggestions:</b> <i>Shall we ... ? Should we ... ?</i>				
<b>4</b> <b>What's exciting about exploring?</b> Page 85	<b>Core</b> <b>Geographical features:</b> <i>explore a jungle, walk under a waterfall, canoe on a river, explore a cave, dive near a coral reef, explore an island, climb a volcano, climb a cliff, trek across a desert, walk on the moon</i> <b>Birds:</b> <i>swan, eagle, hummingbird, peacock, parrot, vulture</i> <b>Other</b> <i>Saturn, planet, Earth, solar system, gas, telescope, spacecraft, rings, moon, space</i>	<b>Present perfect third person singular affirmative and negative</b> <i>He's dived near a coral reef. She hasn't trekked across a desert.</i> <b>as ... as</b> <i>A swan is as big as an eagle. A peacock isn't as ugly as a vulture.</i>	<b>History:</b> the exploration of Saturn <b>Culture:</b> a trip in Venezuela <b>Values:</b> taking interest in the natural world	<b>Reading:</b> a diary entry <b>Writing:</b> (AB page 49) <i>The Big Write:</i> a diary entry <i>The Big Write tip:</i> features of a diary entry, using linking words <b>Listening:</b> listening for characteristics of a bird, identifying the correct order of sentences <b>Speaking:</b> talking about some activities you have done, comparing you and your partner using adjectives	/z/, /s/ and /ɪz/ sounds /z/ explores /s/ looks /ɪz/ catches (AB page 41)

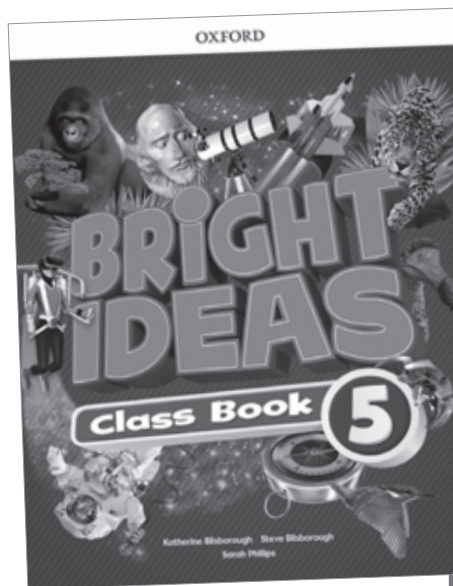
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<b>5</b> <b>How can we help at home?</b> Page 95	<b>Core</b> <b>Indoor chores:</b> <i>make my bed, feed my pet, put away the shopping, lay the table, tidy my room, take out the rubbish, wash up, load the dishwasher, clean my shoes, vacuum the floor</i> <b>Outdoor chores:</b> <i>water the plants, wash the car, sweep the patio, cut the grass, wash the windows, hang out the clothes</i> <b>Other</b> <i>survey, tally chart, pie chart, bar chart, segment, key, results</i>	<b>Present perfect questions and short answers</b> <i>Have you tidied the room? Yes, I have. / No, I haven't. Has he taken out the rubbish? Yes, he has. / No, he hasn't.</i> <b>Present perfect affirmative and negative</b> <i>I've watered the plants. We haven't hung out the clothes.</i>	<b>Maths:</b> using a pie and bar chart <b>Culture:</b> family chores <b>Values:</b> thinking before you act	<b>Reading:</b> a folktale <b>Writing:</b> (AB page 60) <i>The Big Write:</i> a folktale <i>The Big Write tip:</i> features of a folktale, using linking words <b>Listening:</b> identifying who does which chores <b>Speaking:</b> talking about how often you do chores, asking and answering about chores	<i>/i:/ and /e/ sounds</i> <i>/i:/ teacher</i> <i>/e/ weather</i> (AB page 52)
<b>6</b> <b>What possessions are important to you?</b> Page 105	<b>Core</b> <b>Family heirlooms:</b> <i>lamp, vase, trophies, medals, photo album, oil painting, jewellery box, rings, earrings, cutlery</i> <b>Clothes adjectives:</b> <i>bright, floral, striped, spotted, checked, ripped</i> <b>Other</b> <i>primary source, secondary source, archive, encyclopaedia, artefact</i>	<b>Direct and indirect object pronouns</b> <i>We can take it to the recycling centre. She put them on the shelf. I'll ask him tomorrow. I gave her the photos.</i> <b>look / sound / feel / smell / taste like</b> <i>What does it look like? It smells sweet. It looks like a bird.</i>	<b>History:</b> evaluating sources <b>Culture:</b> holidays in the UK <b>Values:</b> the importance of souvenirs	<b>Reading:</b> a journal entry <b>Writing:</b> (AB page 71) <i>The Big Write:</i> a journal entry <i>The Big Write tip:</i> features of a journal entry, using the past tense <b>Listening:</b> understanding a dialogue between two people; identifying details about a holiday <b>Speaking:</b> ask and answer questions about objects and people in a picture; describing objects using the senses	Words spelled with <i>f</i> and <i>ph</i> <i>fish, photo</i> (AB page 63)
<b>The Big Project 2</b> Page 115	<b>Reuse and Recycle English in use</b> <b>Making suggestions:</b> <i>What about ... ? How about ... ?</i>				

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
<b>7</b> <b>What's a great day out?</b> Page 117	<b>Core</b> <b>Activities for a day out:</b> <i>go rafting, go to a museum, go to the theatre, watch a basketball match, go bowling, visit an aquarium, visit a TV studio, see a parade, go to a funfair, visit a lighthouse</i> <b>Funfair attractions:</b> <i>big wheel, roller coaster, bumper cars, merry-go-round, bungee trampoline, fun house</i> <b>Other</b> <i>density, bicarbonate of soda, vinegar, floats, sinks, dense</i>	<b>Have you ever ... ? + past simple</b> <i>Have you ever been to the theatre?</i> <i>Yes, I have.</i> <i>When did you go there?</i> <i>I went there last week.</i> <b>Agreeing or disagreeing with a suggestions</b> <i>Let's go on the bumper cars!</i> <i>Why don't we go on the roller coaster?</i> <i>How about going on the big wheel?</i> <i>What about going on the big wheel?</i> <i>Good idea!</i> <i>I'm not sure.</i>	<b>Science:</b> exploring density <b>Culture:</b> a tourist attraction in Croatia <b>Values:</b> learning by trying new things	<b>Reading:</b> adverts <b>Writing:</b> (AB page 84) <i>The Big Write:</i> an advert <i>The Big Write tip:</i> features of an advert, writing key information <b>Listening:</b> identifying true and false sentences <b>Speaking:</b> talking about what activities you have done, make and reply to suggestions about doing different activities next week	/ʌ/ and /u:/ sounds /ʌ/ <i>fun</i> /u:/ <i>museum</i> (AB page 76)
<b>8</b> <b>How do we experience other cultures?</b> Page 126	<b>Core</b> <b>Foods from around the world:</b> <i>couscous, spices, black pepper, garlic, chilli peppers, papaya, aubergine, coconut, mango, spaghetti</i> <b>International activities:</b> <i>go surfing, practise yoga, practise tai chi, practise pilates, do crosswords, sing karaoke</i> <b>Other</b> <i>mummification, linen, sarcophagus, pyramid, hieroglyphics, papyrus</i>	<b>too much / too many / (not) enough</b> <i>There's too much oil in the salad.</i> <i>There are too many spices in the dish.</i> <i>There aren't enough mangoes in the dessert.</i> <b>Tag questions</b> <i>Karaoke is from Japan, isn't it?</i> <i>You can sing, can't you?</i> <i>They are Z-bots, aren't they?</i> <i>You've got a medal, haven't you?</i>	<b>History:</b> understanding ancient processes and codes <b>Culture:</b> everyday life in Australia <b>Values:</b> what we can learn from animals	<b>Reading:</b> a film review <b>Writing:</b> (AB page 95) <i>The Big Write:</i> a film review <i>The Big Write tip:</i> features of a film review, writing film recommendations <b>Listening:</b> identifying the correct order, identifying details about somebody's daily routine <b>Speaking:</b> asking and confirming details about people's personal details and abilities	/k/ and /s/ sounds /k/ <i>calm</i> /s/ <i>fence</i> (AB page 87)

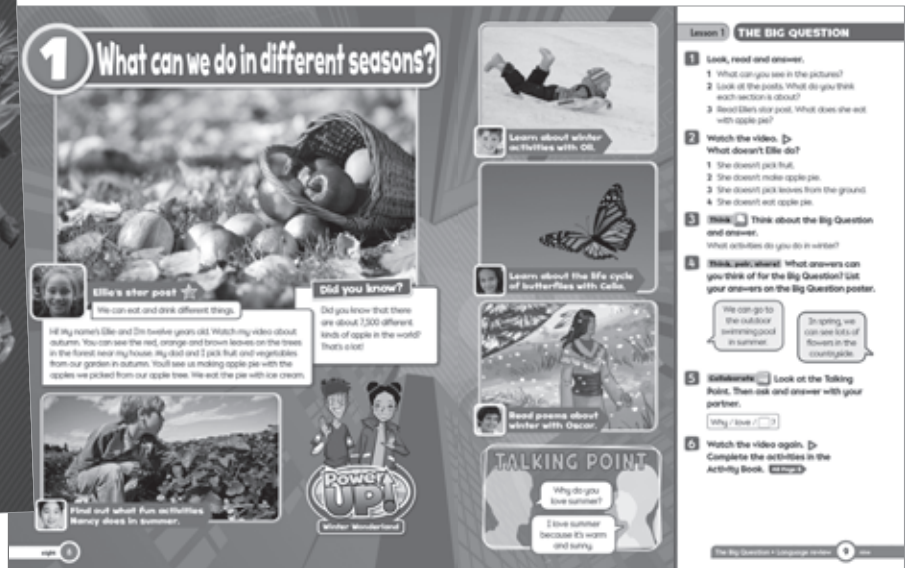
<b>The Big Project 3</b> Page 136	<b>Planning a Trip!</b> <b>English in use</b> <b>Asking for more information about doing something:</b> <i>What ... next? What else ... ?</i>
<b>Festival 1</b> Page 138	New Year <b>Vocabulary</b> <i>traditions, lantern, first footing, smash a dish, flag pole, feast</i>
<b>Festival 2</b> Page 139	<b>Earth Day</b> <b>Vocabulary</b> <i>protests, oil spill, activities, campaigns, e-waste</i>
<b>Exam preparation and practice</b> Page 140	<b>Cambridge English Qualifications A2 Flyers</b> Listening Parts 1, 3–5 Speaking Parts 1–4 Reading and Writing Parts 1–3, 5, 7

# Components overview

## For students



◀ Class Book



### Class Book

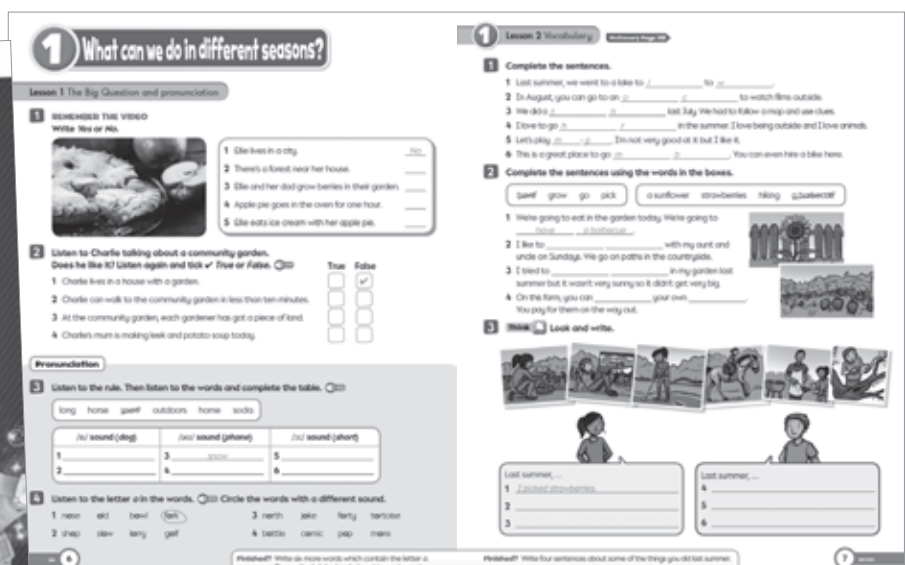
- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 8 units of 10 lessons each providing the core material
- 10 pages of Cambridge English Qualifications external exam material
- 3 Big Projects
- 2 pages of Festival material
- A digital version of the Class Book is also available.

### Activity Book

- 11 pages of activities per core unit
- 10 pages of Cambridge English Qualifications external exam material
- 1 page of Grammar Reference activities per unit
- 2 pages for use with each Big Project
- Follow-up practice for the Festival material
- Online Practice: interactive activities to further practise the language learned
- A comprehensive Dictionary section with definitions for all core vocabulary
- A digital version of the Activity Book is also available.



◀ Activity Book





# For teachers

## Teacher's Pack

### Classroom Presentation Tool



- Class Book and Activity Book on-screen, with the ability to play audio, video and games from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games in every unit

### Teacher's Guide

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources, and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- References to Key Competences
- Audio and video transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, videos, etc.)
- A full syllabus overview
- Wordlist
- Letter to parents

## Teacher's Resource Centre

- Complete access to students' online practice
- Evaluation section with downloadable tests, printable and editable versions: eight unit tests, three term tests, one end-of-year test
- Downloadable evaluation and portfolio materials, including assessment of key competences

## Audio CDs

- Recordings of all the songs, chants, stories and listening activities (also available via the Classroom Presentation Tool)

## Classroom Resource Pack



- *Bright Ideas* wipe-clean poster
- 128 flashcards for presenting the key unit vocabulary (sets 1 and 2)

## Exam Power Pack DVD

- Further practice for Cambridge English Qualifications and Trinity GESE exams



# Using Graded Readers with

# BRIGHT IDEAS

Using graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

Our graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:

- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes
- Oxford Bookworms Library



Convenient bookmark shaped Reading Guides, offer a simple way to **select titles that correspond to each unit of *Bright Ideas***.

**Download the full set of Reading Guides from [www.oup.com/elt/recommendedreaders](http://www.oup.com/elt/recommendedreaders)**

BRIGHT IDEAS Reading Guides 1	BRIGHT IDEAS Reading Guides 2	BRIGHT IDEAS Reading Guides 3	BRIGHT IDEAS Reading Guides 4	BRIGHT IDEAS Reading Guides 5	BRIGHT IDEAS Reading Guides 6
Reading Guides For unit 1 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 2 we recommend...	Reading Guides For unit 4 we recommend...	Reading Guides For unit 6 we recommend...
 <b>Schools</b> Oxford Read and Discover Level 1	 <b>Cities</b> Oxford Read and Discover Level 2	 <b>Sound And Music</b> Oxford Read and Discover Level 3	 <b>Machines That and How</b> Oxford Read and Discover Level 4	 <b>Exploring Our World</b> Oxford Read and Discover Level 5	 <b>Incredible Energy</b> Oxford Read and Discover Level 6
 <b>Monkeys at School</b> Oxford Read and Imagine Level 1	 <b>The Town Mouse and the Country Mouse</b> Classic Tales Level 2	 <b>The New Sound</b> Oxford Read and Imagine Level 3	 <b>A Machine for the Future</b> Oxford Read and Imagine Level 4	 <b>Day of the Dinosaurs</b> Oxford Read and Imagine Level 5	 <b>New York City</b> Oxford Bookworms Library Level Starter
SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>	SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>	SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>	SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>	SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>	SYLLABI & SAMPLES AVAILABLE AT <a href="http://www.oup.com/elt">www.oup.com/elt</a>
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# Supplementary Material

The most trusted materials for learners of English

## Oxford Children's Picture Dictionary

A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.



## Get Ready for ... 2nd edition

Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

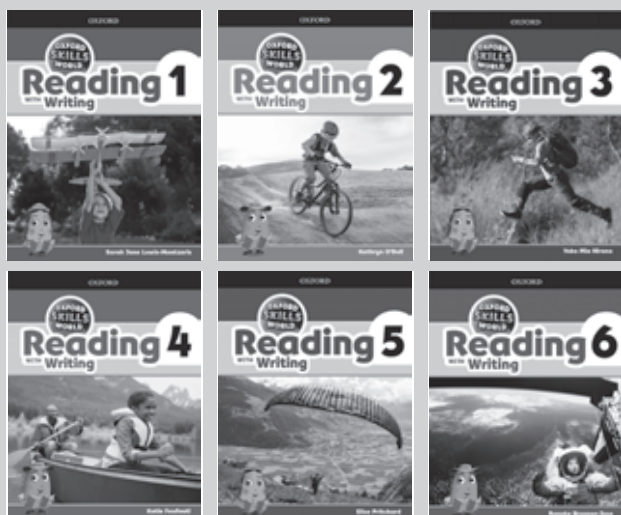
This series supplements any coursebook and is ideal for use in class or self-study at home.



STARTERS, MOVERS, FLYERS

## Oxford Skills World

A six-level, paired skills series for lower primary and upper primary that focuses on developing students' receptive and productive skills.

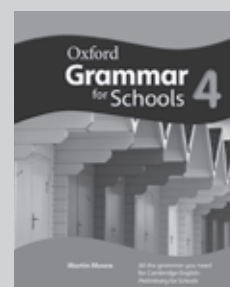


## Oxford Grammar for Schools

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

- Level 1 - Pre A1 Starters
- Level 2 - A1 Movers
- Level 3 - A2 Flyers
- Level 4 - B1 Preliminary for Schools
- Level 5 - B1 Preliminary for Schools



LEVEL 1-5 AVAILABLE

# Oxford Professional Development

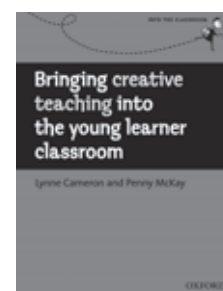
## Oxford Teachers' Academy: Teaching English to Young Learners



Teaching English to Young Learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

## A range of professional development titles to support your teaching.

*Into the Classroom* is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.



# About *Bright Ideas*

*Bright Ideas* is a seven-level course for students learning English from Primary Grade 1 to Primary Grade 6, and also has a Starter level which aims to bridge the gap between pre-school and Primary Grade 1.

The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st century skills.

The context for *Bright Ideas* is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters are inspired to examine questions about the world around them, gather information and find answers, so, too, are students in the *Bright Ideas* classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives.

The syllabus of *Bright Ideas* has been specifically designed to encompass the language and skills requirements of the Cambridge English Qualifications Young Learners and Trinity GESE examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

While the syllabus is fast-paced and comprehensive, lessons are carefully staged, the approach to practice and recycling is thorough, and the methodology is clear and supportive for teachers and students alike. The course allows the students to achieve, and, at the same time, places importance on the fun and enjoyment of learning at primary school. *Bright Ideas* has a fresh, modern look and feel, and takes into consideration the interests, pastimes and penchant for all things digital of children today.

*Bright Ideas* also places a strong emphasis on literacy, with the inclusion of a wide variety of text types. In addition, importance is given to the development of the whole child, through the incorporation of Key Competence aims in the *Bright Ideas* syllabus, as well as rich cultural input, the highlighting of values, cross-curricular content, and opportunities for student-centred, project-based learning.

*Bright Ideas* is full of big questions and ideas! The course's up-to-date suite of learning and teaching materials includes innovative, course-specific video material on the Classroom Presentation Tool, as well as a specialized poster in the Classroom Resource Pack to bring to life the Big Question in every unit.

## What is the *Big Question*?



### Concept

At the beginning of every unit, the Big Question is posted on the fictional *The Big Question* website, which is at the heart of the course. An online community of children then take it in turns to answer this question. This online community is made up of eight main course characters, who contribute regularly throughout Levels 5 and 6 of the course, as well as a range of one-off characters, including children from the wider international community. The child characters post their answers to the Big Question at set points throughout the unit and share something to support their answer.

The home page of *The Big Question* website greets the students in Lesson 1. Here, the new Big Question for the unit is posed, and answer posts from the coming unit are previewed with images and captions. The largest image is the Big Picture which accompanies and illustrates the star post answer for the unit. The Big Picture is linked thematically to the short film which the star post child shares to support their answer to the Big Question. It aims to inspire the students and generate ideas before watching the video.

Lesson 1 also provides an opportunity for the students to start thinking about their own ideas for the Big Question. Their answers are recorded on the Big Question poster. In Levels 5 and 6, students can go a stage further and record their own questions about the topic on the poster. They can revisit these and their answers at the end of the unit.

In Lesson 2, a main course character posts their answer to the Big Question and supports this answer with an illustrated blog post. This blog post presents the first vocabulary set of the unit.

In Lesson 3, two main course characters then engage in an online chat related to the Lesson 2 blog post. The chat room dialogue forms the presentation of the first grammar structure of the unit.

In Lesson 4, another main course character posts their answer to the Big Question, which is supported with images (depicting the second vocabulary set of the unit). This character then plays the website online game *Power Up!* with another main course character. In *Power Up!*, all the main course characters appear as game-playing avatars across the eight units.

Lesson 5 focuses on presentation and practice of the second grammar structure of the unit, and does not include an answer to the Big Question.

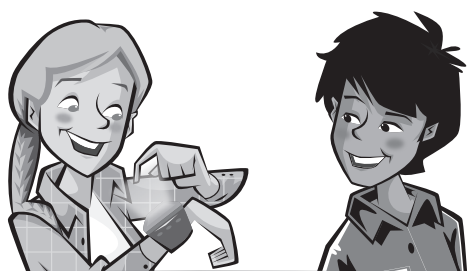
In Lesson 6, a further main course character posts their answer to the Big Question and supports this with a text containing rich and engaging content. This is the basis for the cross-curricular lesson in the unit.

In Lesson 7, a child from the wider international community joins in, posting their answer to the Big Question and supporting it with various types of text. These are linked thematically to a listening text about their country and culture in Lesson 8 in the Activity Book.

In Lesson 9, a main course character posts their own example of the text type covered in Lesson 7. This text provides a model for the students' own writing in the lesson.

In Lesson 10, the students recap all the example answers to the Big Question provided in the unit, and compare these with their own ideas for answers from Lesson 1 on the Big Question poster. They are invited to share their thoughts and opinions about the answers, and to answer the Big Question for themselves. They also are asked to record any further questions which have arisen from the course content that they would like to find out more about.

The message is clear: in *Bright Ideas*, there are many ways to answer a Big Question!



## Characters

The main continuity course characters in *Bright Ideas* Levels 5 and 6 are a group of eight 'real-world' children, who are friends through *The Big Question* website. These are Tomas, Bella, Celia, Jack, Oli, Rami, Fatima and Nancy. Profile photos of these characters appear next to their answer to the Big Question whenever they post.

As well as posting answers to the Big Question, these characters also play an online game on the website called *Power Up!*. To play the game, they all have avatars. The game is the context for the unit stories.

The eight real-world characters and their corresponding avatars are introduced in the Starter Unit of *Bright Ideas* Level 5.

Also part of the online community are the children awarded the star post on the website home page. We see each of these characters only once. They are often the narrators of the star post films on the Lesson 1 Big Question videos and are shown in a profile photo next to their star post answer.

In each Lesson 7, we also meet a different child from another country. The children posting in these lessons also appear only once, and are from countries as far-ranging as Egypt, Australia, Croatia and Ireland. Their home country and culture is the focus of each Lesson 8.

## Joining *The Big Question* online community

*The Big Question* website in the *Bright Ideas* course is a fictional website. However, today's modern educational technology means that students have plenty of opportunities to create and become active members of their own Big Question online community. The course encourages this, and fully supports digital collaborative learning. See the digital collaborative learning section of this introduction for further information.

## Learning with *Bright Ideas*




## 21st century skills

The children in our classrooms today need to develop 21st century skills to help them to succeed in the thriving information age. *Bright Ideas* brings 21st century learning skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.




## Critical thinking

Today's children need to not only gain information, but to fully engage with it, process it and question it. Critical thinking skills help children to do things such as determine facts; classify, order and prioritize information; make predictions and comparisons; reason logically; and solve problems.

*Bright Ideas* encourages students to think deeply and assess information comprehensively. Throughout every unit, questions labelled **Think**  encourage students to apply their own experience and opinions. In addition, questions labelled **Think, pair, share!** allow students the opportunity to firstly reflect quietly and establish their own viewpoint and ideas, before they exchange these with other members of the group.

## Communication


Language is, of course, all about communication. In order to communicate well, students need to be able to listen, speak, read and write effectively. *Bright Ideas* offers students plenty of opportunities to develop these essential four skills. Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit, questions labelled **Communicate**  give students a real purpose for sharing information and ideas. Extensive and intensive reading and listening skills are given emphasis in Lessons 7 and 8. Lesson 9 is a specifically designated writing development lesson with a special focus on key features of specific text types.

The specialized communication skills which students need to develop in order to sit the Cambridge English Qualifications A2 Flyers exam are fully demonstrated and practised in the last section of the Class Book. The exam practice section includes targeted tips, many of which train students to employ useful strategies for effective communication. Furthermore, the *Bright Ideas* Classroom Presentation Tool also promotes online communication and computer literacy, preparing students for the demands of the information age.

## Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Bright Ideas* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class. Throughout the course, the last exercise in Lesson 5 provides supportive collaboration practice.

In addition, the three student-centred projects, and the Community Task at the end of Lesson 9, provide ideal scenarios for student collaboration. To participate in these activities, students need to learn to take turns, listen to others and acknowledge their contributions,

and share credit for good ideas, etc. In Levels 5 and 6, the Big Projects also include specific *Working together* tips to promote effective teamwork. Key opportunities for developing skills of collaboration are highlighted with the **Collaborate**  label.

## Creativity

Creativity is extremely important in a child's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but also to evaluate them and make choices.

*Bright Ideas* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. The course also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the cross-curricular and writing lessons, and termly projects.

Key opportunities for developing creativity are highlighted with the **Create**  label.



## Enquiry-based learning

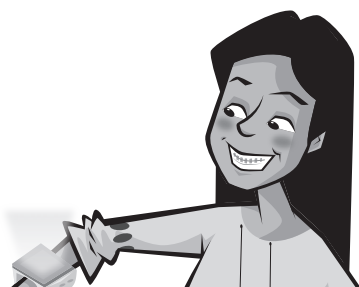
True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world problem or challenge and the teacher acts as a facilitator, guiding the students to identify their own questions, and then to seek information, working together to find solutions.

*Bright Ideas* takes from this approach key elements most appropriate for the ability of students of this level. The course balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' other very real needs, taking into consideration requirements such as a language syllabus matched to external examinations and providing coverage of the Key Competences.

Students are given the freedom to bring to the lesson their own thoughts, opinions and ideas, and are encouraged to build essential skills in communication and collaboration. However, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

*Bright Ideas* supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information and find answers.

The course teaches students to be enquiring and curious by example. Each unit revolves around a Big Question on a specific theme. The Big Question is broad, open-ended and thought-provoking, appealing to children's natural curiosity. Through the series of possible answers to the Big Question, which head up lessons at key points throughout each unit, students learn that one question can have many answers. In Levels 5 and 6 of the course, students are invited not only to assess the example answers and answer the Big Question themselves, but also to ask their own questions. The Big Question poster for these levels includes a section where students' questions can be recorded. In addition, at the end of each unit, students are encouraged to note down anything that has arisen from the course material they have encountered during the unit, which they would like to find out more about.



## Project-based learning

Project-based learning is a style of enquiry-based learning. It is student-centred and hands on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that children typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is also suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. In this way, it is an ideal way to cater for mixed-ability classes, as well as different kinds of learning styles. Project work presents the ideal

opportunity for the development of the 21st century skills of critical thinking, communication, collaboration and creativity. Cross-curricular links, especially with science and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way, facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Bright Ideas* includes three Big Projects – after units 3, 6 and 8 of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop 21st century skills, while at the same time benefiting fully in terms of English-language practice.

Each Big Project in Levels 5 and 6 begins with a lead-in, which introduces the theme and highlights the project aims. The *Getting started* stage then presents example information to generate students' interest and inspire ideas for the coming project. The *Research* stage places the students in the role of fact-finders and inquirers, calling for them to acquire knowledge for their project by finding out information and reporting back to their project group. The *Plan* stage calls on students' skills of collaboration as well as communication to compare ideas, make suggestions and choose the information they will use in their project work. *Working together* tips serve to encourage effective teamwork in this stage.

A common concern amongst EFL teachers is whether or not project work will afford enough language pay off, when lesson time is limited and therefore precious. For this reason, *Bright Ideas* takes care to make sure the students have the language tools necessary to take part in the decision-making and discussion phases of the project. The *English in use* features provide the students with helpful reminders of known language to enable them to fully participate in English in all aspects of the *Plan* stage. Their skills of creativity are then honed in the *Make* stage, where the productive stages of the project are broken down into achievable tasks. Students in the project group also have the option in this stage to choose different roles according to their strengths and interests. In the final *Present* stage, the students develop presentation skills, key to today's classrooms, and also of particular value in developing real-life communication skills. This stage also includes *Presentation* tips regarding organization and delivery, to help them achieve greater success when they present their project work.





## Literacy

In the information age, students have to be able to work effectively with information. Their need to comprehend and interpret written information, as well as communicate successfully in writing themselves, has never been quite so prevalent. The *Bright Ideas* coverage of literacy development is, therefore, wide.

Lesson 7 of each core unit of *Bright Ideas* has the specific aim of teaching literacy skills. Through the culture-based reading texts, the students are exposed to a wide variety of different non-fiction and fiction text types including a poem, an e-flyer, a diary entry, a folktale and a film review. Lesson 9 then focuses in detail on the text type presented in Lesson 7, highlighting the key features and format characteristics of this kind of text. This lesson is devoted to developing the students' own writing skills and includes a *Big Write tip* focusing on a specific writing skill, and guided steps to help students plan and practise writing the text type themselves. As a sense of audience notably increases learners' motivation to write, teachers can choose to extend this writing activity to a Community Task, creating a class project with real aims and a wider reach.

The information age has brought with it new ways to read and write, thus necessitating the need for 21st century technology literacy skills. *Bright Ideas* Level 5 also has provision for developing these skills. Digital texts such as blog posts, chat room dialogues and emails are included in the range of text types exemplified and analysed in the course. By learning to understand how to evaluate today's new information, as well as how to use specific tools to communicate safely and effectively, students can embrace new technology and be inspired to learn.



## Digital collaborative learning

### What is digital collaborative learning?

Digital collaborative learning involves students sharing their work online or working together on group online projects as a means to gain a genuine audience. This can be easily and practically achieved through the use of a class blog, which requires basic technology skills to create and manage, and very little time to maintain.

The scale of digital collaborative learning can vary greatly depending on the reach of the class blog. At one end of the scale, teachers can set up a class blog to bring together individual students and their work within just one class. There is then scope for this class blog to be linked to another class blog within the same school. The reach can be further extended if the blog is linked to class blogs from other schools in the same country. It can, of course, become global if it is linked to other classes across the world.

Setting up a class, inter-class, school or inter-school blog can be simplicity itself, with ready-made templates available to use on the internet, and extensive online advice and support about setting up your blog, maintaining it and getting the most out of it. All this information is also available via online teacher training videos.

### What are the benefits?

The educational benefits of digital collaborative learning are numerous.

**The work that students share is varied.** This can include many different types of writing, as well as other types of production such as artwork, project work and video. This has great value as it increases students' digital literacy and also satisfies several Key Competences, including learn to learn, cultural awareness and expression, and most notably, digital competence.

The stages that this style of learning encompass are also **important to developing 21st century skills**. Students need to use skills of critical thinking and creativity to produce the work they aim to share. Working together or contributing their thoughts and ideas to respond to the work of others develops skills of collaboration and, of course, the class blog provides the perfect platform for real communication.

The genuine audience at the heart of digital collaborative learning can **increase student engagement and motivation immeasurably**. Not only are students aware of this audience when producing their work, but the comment function common to blogs means that they are able to receive real feedback from their peers.

In addition, the class blog can be shared with parents and guardians to further increase students' motivation and to **strengthen the link between school learning and home**.

## Opportunities in *Bright Ideas* 5

As well as the benefits described above, digital collaborative learning is very relevant to the overall methodology and underlying concept of the *Bright Ideas* course. Notably, it provides a means for students to become members of their own *Bright Ideas* online community.

Setting up a class blog means that students in Levels 5 and 6 can post their own answers to the Big Question, just like the course characters. The best opportunity for this is at the end of each unit, where students are asked to write their chosen answer to the Big Question. There is scope to extend this task by asking students to create a blog post with their answer, providing supporting material (such as a picture or photograph, or an audio or video file) to support it. These blog posts can then be uploaded to a class, inter-class, school or inter-school blog, on which students have the ability to comment on each other's posts.

There are also further opportunities for digital collaborative learning in Levels 5 and 6. The Community Task projects at the end of the Lesson 9 Writing lessons can be created digitally and posted. Teachers can also record students singing the unit songs or film the final productive stages of the Big Projects to share via the blog.

There are numerous additional ways in which students in the higher levels of the course can get creative with regard to inter-school blogging. They can share reports of school trips, reviews or write-ups of school sporting events, opinions on topics or issues raised by the course material, poems, raps, jokes and favourite English words, for example. They can make the most of being in touch with students in other parts of the world by asking questions about their country or culture. They can also collaborate on projects, e.g. students in one class write a script or a story for another class to act out, film and send back as a video.

The class blog can also be shared with parents and guardians to further increase students' motivation and to strengthen the link between school learning and home.

The internet is an exciting teaching resource, but it is also an unknown environment which requires judicious use. The following guidelines can help keep students safe online:

- Ensure your school has already communicated an e-safety policy with students and teachers.
- Use child-safe search engines and blogging websites recommended for schools and children, and check out their authenticity carefully.
- Make use of the moderation tools and privacy settings offered by websites.
- Talk to your students about e-safety and warn them against sharing personal details such as addresses and passwords. Establish a set of rules with the class before you begin.
- Carefully monitor students' activity on the computer during the lesson.



## Vocabulary and grammar

*Bright Ideas* is a high-level English course and therefore incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Bright Ideas* Levels 5 and 6 has been specifically designed in line with the syllabus of the Cambridge English Qualifications A2 Flyers examination, so that students are considered prepared to sit the exam by the end of Primary 6.

In *Bright Ideas* Level 5, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. Before new vocabulary is presented in Lesson 2, the students are encouraged to brainstorm words related to the theme that they already know, in order to activate and share their background knowledge. Once the core vocabulary has been presented, they then have the opportunity to compare their own words with the ones presented in context in the blog post. In Lesson 4, students are encouraged to respond on a personal level with the images depicting the new vocabulary, or with the topic of the new vocabulary set, before the words are presented. In both cases, the approach to presenting vocabulary promotes the development of critical-thinking skills.

In addition to the new core vocabulary, new words are also presented in order to facilitate understanding and practice in the cross-curricular lesson of each unit.

Each unit of *Bright Ideas* Level 5 also presents and practises two new core grammatical structures. The first of these core structures is presented through a chat room dialogue in Lesson 3. The second is presented in the context of the story through example sentences in Lesson 5. In both lessons, attention is paid to meaning and usage of the new language. Clear grammar tables also provide a focus on form, and the language within the tables is activated in the first controlled oral practice activity. This then builds to a further speaking activity, which develops communicative skills. Comprehensive reading and writing practice is then provided by the Activity Book. Finally, Grammar Reference pages, complete with further targeted practice, are provided at the end of the Activity Book.

All the vocabulary and grammar from the unit is thoroughly reviewed at the end of each unit via the Lesson 10 review song video and the interactive Big Question review video in the Class Book, as well as via the Lesson 10 review activities in the Activity Book.



As a global course for English in the 21st century, *Bright Ideas* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong communication skills. The Class Book, Classroom Presentation Tool and Activity Book work closely together to develop the four skills.

## Listening

All new language is presented for aural recognition with clear models on the Audio CDs or the Classroom Presentation Tool Class Book and Activity Books on screen. Listening to songs, stories, CLIL and culture texts also helps the students internalize the language and exposes them to native speaker pronunciation. In addition, frequent opportunities for 'real' listening are provided in the Activity Book. These include listening activities to extend the video topic in Lesson 1, to reinforce new language in the Lesson 3 and 5 Grammar lessons, to consolidate content in the Lesson 6 Cross-curricular lesson, and to develop extensive and intensive listening skills in the Lesson 8 culture lesson.

## Speaking

Throughout the course, attention is paid to the development of both accuracy and fluency. Spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization. In each Lesson 10, the interactive Big Question Review video also provides thorough aural and oral practice of all core vocabulary and grammar from each unit in a unique and engaging way.

*Bright Ideas* also allows the students frequent opportunities to draw on the whole of their productive repertoire. Fluency and confidence in speaking are promoted by the possibilities for teacher-led discussions. These can be done via *Think* tasks, the regular *Think, pair, share!* questions, and the *Communicate* activities. The collaborative Big Projects, with their *English in use* features and *Presentation tips*, are also specifically geared towards further developing students' confidence in speaking.

## Reading and Writing

Students learning English at a higher level need to be able to make good progress quickly with regard to reading and writing. *Bright Ideas* takes a systematic approach to these skills to allow this to happen. A model of the written form of new language is always presented for the students to read before they write it themselves. The Classroom Presentation Tool vocabulary and grammar games provide a helpful bridge between the Class Book and the Activity Book in this respect, as the students practise new language in conjunction with the written word as a whole class and with the support of the teacher, before they progress to the more independent reading and then writing activities in the Activity Book.

*Bright Ideas* also prepares students to develop techniques to help them become better readers through the pre-reading tasks in the cross-curricular and literacy lessons (Lessons 6 and 7 of each unit). These help them activate their own background knowledge, make predictions and build expectations for what they are about to read. Students also practise reading a wide variety of different text types, both in the designated literacy lessons, but also in the cross-curricular lessons, with reading texts such as a leaflet, a set of instructions and a timeline.

In the specialized writing skills lesson (Lesson 9 of each unit), students' awareness of the key characteristics of specific text types is raised, before they are shown how to plan and produce an example of each text type themselves. Focused writing practice is also provided in Lesson 8, where the students are trained to plan for a short piece of writing about an aspect of their culture.

In addition to the skills coverage described above, care has been taken to ensure that students preparing for the Cambridge English Qualifications examinations develop the required level of skills competency, as well as familiarity with examination task types. The specific exam preparation and practice lessons at the end of the Class Book and Activity Book for the Cambridge English Qualifications examinations, as well as the external exam materials provided on the Exam Power Pack DVD component are, therefore, provided for this purpose.



## Pronunciation

All new language presented in *Bright Ideas* is provided via the Classroom Presentation Tool so that students have a good model of native speaker pronunciation to follow. In addition, in each Lesson 1 of the Activity Book, *Bright Ideas* Level 5 trains learners in various important aspects of English pronunciation. The students listen to a pronunciation rule, and then have opportunity to identify the pronunciation aspects in focus, distinguish between them and categorize them, before practising them for themselves.



## Stories

The unit stories in *Bright Ideas* add to the rich context of the course and are designed to appeal to today's children with their love of technology and digital games. Each story is set in a different world of an online game called *Power Up!*.

In each story, two of the main course characters from the online community appear as the main story characters in the guise of avatars. Upon arriving in the new world, these characters are set a challenge which they have to win in order to unlock a new world and progress in the game. Their attempts to succeed are invariably hampered by Dr Zeevil, master of tricks and evil technology, and his crew of crooked Z-bots. The avatars must, therefore, choose from a range of power ups at the start of the story to help them to outwit these villains. The power ups are Special skills familiar to

online gaming, for example, Super stretch, Night vision, Anti-gravity, and Shrink and grow. It is up to the avatars to decide when to employ the power ups, and also whether or not to use the mysterious secret power up, in their quest to complete their mission.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second grammar structure in context.

The students' first experience of the story is via the Class Book. Before they listen and read, they are asked pre-reading questions so that they can bring to the story their own ideas and expectations – a key step in developing literacy skills. Checking their ideas to the pre-reading questions gives them a real reason to listen and read the story the first time.

Afterwards, the students enjoy a full animation of the story on the Classroom Presentation Tool, allowing them to immerse themselves in the dynamic English world of *Power Up!*. This time, they are required to listen for specific information in order to complete the follow-up activities in the Activity Book, which check and consolidate their understanding of the story.



## Cross-curricular learning

*Bright Ideas* embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science, art, geography, history and maths. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes. True to the kind of information which children share or find online, the cross-curricular texts in *Bright Ideas* often have a real curiosity factor, as well as educational content.

The cross-curricular content of every Lesson 6 in *Bright Ideas* is delivered through a text shared by the posting child. As well as developing reading skills, students are given the opportunity to reflect and think deeply about the content, bringing their own opinions and ideas to the lesson in the *Think, pair, share!* stage. The follow-up activities then give scope for consolidating and extending what they have learned, for incorporating creative skills, as well as for developing real-life cross-curricular skills, such as learning how to evaluate historical sources and use the scientific method.





## Culture

*Bright Ideas* values intercultural education as an essential part of language learning. It is important for students to understand and reflect on the differences and similarities between their own and other cultures in order to develop Key Competences, in particular cultural awareness and expression, and social and civic competence. The culture lessons throughout the *Bright Ideas* series raise the students' awareness of being part of a global community by helping them to develop an awareness of the people around them and in the wider world, and gain an insight into their culture.

There are regular culture lessons in every unit throughout the *Bright Ideas* course with cultural content delivered via a reading text in Lesson 7 of the Class Book and a listening activity in Lesson 8 of the Activity Book. The follow-up activities in the Activity Book actively engage the students in comparing aspects of the culture presented in the lesson material with ideas and personal experience from their own culture.

In addition to the cultural input in these lessons, further intercultural learning is provided through two Festival units, which are intended to be used at the appropriate times of the year. In *Bright Ideas* Level 5, these centre on New Year and Earth Day. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning.



## External exams

The language and skills practice in *Bright Ideas* has been shaped in line with the requirements of specific external examinations. The series aims to prepare students to enter the Trinity GESE Grade 2 examinations by the end of *Bright Ideas* Level 2, and the Trinity GESE Grade 4 examinations by the end of Level 4.

The series also aims to prepare students for the Cambridge English Qualifications as follows: Pre A1 Starters by the end of *Bright Ideas* Level 2, A1 Movers by the end of *Bright Ideas* Level 4 and A2 Flyers by the end of *Bright Ideas* Level 6.

Targeted practice for all papers of the examinations is provided at the end of the Class Book and Activity Book. Practice papers and further additional exam preparation material is available on the Exam Power Pack DVD.



## Key Competences

The inclusion of the Key Competences in the curriculum is designed to integrate the formal learning specific to each subject area with less formal learning. This helps students to see the relationship between different subjects and to use skills learned in one area in different contexts. The Key Competences encourage the activation of resources that the learner already has. Foreign-language learning contributes directly to the development of competence in linguistic communication as it increases, enriches and complements a student's communicative capacity. When language learning is based on the development of the four communicative skills (speaking, listening, reading and writing), it helps to develop this Key Competence in the same way as the study of a native language.

There are, of course, many ways in which learning a foreign language can develop the other Key Competences, too. The materials in *Bright Ideas* offer many opportunities to do this. These are also clearly highlighted and explained throughout the teaching notes. In addition, activities which specifically encompass the development of a positive attitude towards learning both in and outside the classroom, and the study skills to help learners do this, develop the Key Competence learn to learn.

The three termly projects in the course provide an opportunity for assessment of all the Key Competences. Assessment grids are available for this purpose with the rest of the assessment material in the Teacher's Resource Centre.

The seven Key Competences are described as follows:

**Linguistic competence** encompasses effective communication and expression across the four skills of reading, writing, listening and speaking.

**Social and civic competences** describes the range of social, interpersonal and intercultural skills and behaviours that equip individuals to participate effectively in society.

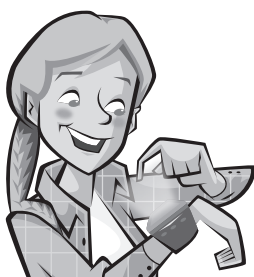
**Learn to learn** encompasses the development of a positive attitude towards learning both inside and outside of the classroom, as well as the study skills to help learners do this.

**Digital competence** involves the confident use of ICT and develops the skills to use IT safely and responsibly.

**Sense of initiative and entrepreneurship** encourages a positive attitude towards problem-solving and develops values such as perseverance and self-esteem.

**Cultural awareness and expression** encourages the creative expression of ideas, experiences and emotions in different ways; for example, through music, performance and craft.

**Mathematical competence and basic competences in science and technology** is the ability to apply mathematical, scientific and technological thinking in order to identify questions and solve problems.



## Values

Students need to understand the importance of values at an early age. Taking an enquiry-based approach means that they are encouraged to think about different situations and the effect that particular behaviour has within those situations. *Bright Ideas* promotes global values throughout the series, in particular, through the *Our Values!* feature in Lesson 7, which provides an opportunity to promote and foster social and civic values, and good citizenship. Support for discussing the values highlighted in the *Our Values!* features and encouraging student awareness and self-reflection are included in the teaching notes for these lessons.



## Mixed-ability classes

Whatever the extent of the differing abilities within a class, it is important to help all children feel part of the group during the English lesson. *Bright Ideas* aims to ensure that all students find success in the classroom. It is key to the overall philosophy of the course that students should have the freedom to offer ideas, share opinions and express themselves without judgement. In addition, cooperation is readily encouraged through activities which build teamwork and class unity. These types of activities are abundant in Level 5 of the course. The *Community Tasks* at the end of each Lesson 9 in the Activity Book are a prime example. In addition, the *Big Projects* provide opportunities for students to choose different roles which reflect their strengths and abilities, as well as specific *Working together* tips to boost the effectiveness of group work. Confident students serve as a support to those who need extra help, and all students learn the value of working together.

The Classroom Presentation Tool, with its wealth of visual support, is also a practical tool for managing mixed-ability classes well, as it provides one clear focus in the classroom: keeping all the class in step together. The Classroom Presentation Tool activities also offer valuable support in terms of clear images showing the meaning of words and phrases, and the opportunity to listen again or replay the game as desired. This means that even students with the lowest level of English can participate. In addition, the truly game-like nature of many of these activities makes them feel familiar, and motivates the students to forget their inhibitions and play along without feeling under pressure, because everybody joins in.

Naturally, in classes where there is a wide range of abilities, there will be times when students' needs will be different. Some students will require extra support for even the basics and others will require reinforcement of what they have learned, while the most able will benefit from extension. This can present a challenge for the teacher. For this reason, *Bright Ideas* offers strategies to help teachers adapt their lessons to meet the needs of individual students. The teaching notes provide regular teaching tips for adapting activities to suit learners' needs. These include suggestions for ways to support lower-level students, as well as ideas for challenging higher-level students.



Since children also work at different speeds, especially when they are writing, an extra *Finished?* activity is also provided at the end of nine out of ten lessons in each of the units in the Activity Book (in Lesson 9, the Community Task works as a replacement for the *Finished?* activity). *Finished?* activities are for fast finishers, so that these students are not left unoccupied should their classmates need more time.



## Multiple intelligences and Bright Ideas

The theory of multiple intelligences, as first developed by American psychologist Howard Gardner, views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as each having a range of eight different 'intelligences' and that we all have these intelligences, but in different strengths and combinations.

These eight intelligences are:

**Verbal-linguistic:** Being good with words and language, reading and writing.

**Logical-mathematical:** Being good with numbers, maths, logical processes, patterns, relationships between things and abstract concepts.

**Visual-spatial:** Being good with pictures, diagrams, maps and visual representations.

**Musical-rhythmic:** Being good with music, noticing sounds and recognizing tunes.

**Bodily-kinaesthetic:** Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.

**Interpersonal:** Being good with other people; being good at communication and social skills.

**Intrapersonal:** Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

**Naturalistic:** Being good at recognizing and understanding aspects of the natural world around us, e.g. animals, birds, plants.

Students each have their own natural talents and multiple ways of learning. For example, some students may respond well to artistic or musical activities, such as painting or singing, while others may be more engaged when movement or logic are involved, such as during dancing activities or number games.

It follows, then, that in order to keep students engaged and involved during language-learning, we need to include a variety of tasks that activate their different intelligences. Although we cannot teach directly to each individual child in our classes all the time, we can provide opportunities for diversity.

In the ELT primary classroom, all eight of Gardner's intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing our students to build on their natural talents, while also encouraging the development of their other abilities.

This is why *Bright Ideas* contains activities, tools and different types of input carefully designed to serve all students by reaching out to their multiple ways of learning. Each lesson in *Bright Ideas* Level 5 has been deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for students with different learning styles or intelligences.

For example, a typical Class Book lesson may start with a warm-up activity or game (verbal-linguistic and bodily-kinaesthetic), followed by a discussion about the topic using the Classroom Presentation Tool or by watching the star post film (visual-spatial). Singing a song (musical-rhythmic) is an integral part of every unit, as are collaborative activities (interpersonal). In the Activity Book, students might consolidate language via matching or sequencing activities (logical-mathematical and visual-spatial), before finishing the lesson with self-evaluation (intrapersonal). In this way, the inherent diversity of the classroom is purposefully catered for in each lesson.

*Bright Ideas* taps into students' natural talents, thus allowing you to provide motivating educational experiences which help develop the confidence and language skills your students need to communicate both with their classmates and with the English-speaking world.



## Special Educational Needs

Special Educational Needs (SEN) is the term used to refer to the requirements of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Note that gifted and talented children are also considered to have SEN as they require specialized, more challenging materials.

Of course, children make progress at different rates and vary widely in how they learn most effectively. Although children with SEN may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the children's academic development as well as their self-esteem. Your daily contact with these children will help you understand what works best for each individual and determine your choice of the most appropriate techniques.

You might be worried about trying to include children with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class. Every day, you probably adapt activities in your lessons to cater for the widely differing needs of your students. Children with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support children with SEN are good, practical techniques which will benefit all the students in your class.

### Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach children with SEN. You do need to want to work with these children and to be prepared to learn from them.

#### Tip 1: Be a role model

Children will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with a particular child, make sure you talk to those children privately about their behaviour, and give praise and rewards to the children who are working well in teams.

#### Tip 2: See the person not the label

It is very important to get to know each child individually and to not label them according to their SEN. If you have children who wear glasses in your class, you do not assume that they have all got the same personality. In the same way, you should not assume that every child with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide, so take time to find out the level of a child's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

#### Tip 3: Avoid judgements of behaviour

Do not label a child as lazy or not trying. Children with SEN are often trying really hard and get criticized unfairly by teachers. They might look as if they are daydreaming in class but their brains might be overloaded with information which they cannot process and they need a short brain break. These children also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many children with SEN and behavioural difficulties only get noticed negatively by the teacher.

#### Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between children to learn from each other and about each other.

#### Tip 5: Teach in a multi-sensory way

Children all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Children with SEN particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

#### Tip 6: Plan ways to adapt your lesson plan

Sometimes, you will need to adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All children should achieve the same main aim, but they may do this in different ways.

#### Tip 7: Work on class management

Clear, consistent classroom management is very important for children with SEN. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

## Tip 8: Work cooperatively with adults and children

Teamwork is the best approach to teaching children with SEN. It is particularly important to work with carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

## Tip 9: Work with children's strengths

Try to find out what the children's strengths and interests are, and include these in your teaching. Children who have problems reading can sometimes be good at drawing and acting instead. Children who find it hard to sit still might be very good at organizing teams and role play. Children who are struggling academically might be very kind and helpful to other children.

## What problems do dyslexic children have?

Dyslexia can manifest itself in a variety of ways, through linguistic problems such as:

- slow reading speed
- difficulties with word recognition and spelling
- a smaller range of vocabulary in their mother tongue.

Dyslexia is also apparent in non-linguistic problems, such as:

- a more limited memory span
- difficulties with handwriting and motor skills
- difficulties with time management.



### Review

In a high-level course with a fast-paced syllabus and very concrete aims for achievement, recycling and review of language are, of course, essential. *Bright Ideas* gives great importance to these aspects of language learning. Systematic recycling of all core language takes place in every unit and the language is revised in a variety of different contexts.

In Lesson 1 of each unit, the narration in the star post film recycles language from previous units and levels of the course. The speaking activities for this lesson, as well as the follow-up practice in the Activity Book, all provide additional review and practice of known language.

Before new vocabulary is presented in Lesson 2, the students are firstly encouraged to brainstorm words they already know in conjunction with the theme, thus reactivating previous knowledge. Similarly, many of the introductory tasks for Lessons 6 and 7 prompt students to firstly recall language they learned earlier in the course. In addition, students have ample opportunity to recycle vocabulary and grammar in the writing tasks in Lesson 9 of each unit.

Throughout the unit, the digital vocabulary and grammar games found on the *Bright Ideas* Classroom Presentation Tool can be replayed to provide fun and motivating review and practice. These include a Review game, which can be accessed through the Lesson 10 page of the Class Book on screen. This last lesson of each unit also includes a unique approach to review in video form. There are two videos, both of which can also be accessed via the *Bright Ideas* Classroom Presentation Tool. The first is a review song, which recycles the vocabulary from the unit. In the second, interactive video, a child presents their own 'vlog' which revises key language from the unit. A teacher-presenter then prompts the students in the class to produce core vocabulary, as well as the two core structures from the unit.

This approach to reviewing the language of the whole unit has the advantage of saving the classroom teacher a great deal of time and energy. The videos include, in one place, all that is needed for a thorough oral review, including plenty of visual support so that the teacher does not need to gather together resource materials. The students can also benefit from the opportunity to listen to native speakers and practise participating in an exchange with a different person, other than their peers and the classroom teacher. Written review of all the language from the unit is then provided in Lesson 10 of the Activity Book.

Opportunities for recycling are also exploited in the three Big Projects at the end of Units 3, 6 and 8.



### Testing and evaluation

Students' progress can be evaluated through formal testing, ongoing assessment and self-assessment. For formal testing, there are eight unit tests, three term tests and one end-of-year test provided in the Teacher's Resource Centre. Together, these cover the target language from the course. All these tests are available as printable or editable documents so that teachers can choose to adapt the material to suit individual students or classes.

Ongoing and self-assessment, evaluation grids and portfolio material are also available online. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for both teachers and parents.

In *Bright Ideas*, provision is also made for assessing the Key Competences in conjunction with the three *Big projects* in the course. Assessment grids for this purpose can be found online.

In addition, practice papers for the Cambridge English Qualifications and Trinity GESE examinations are provided on the Exam Power Pack DVD.



## Parental involvement

*Bright Ideas* acknowledges that the support of parents and family members is a key motivating factor for students of all subjects, and that children will always enjoy sharing what they have learned with their parents or guardians. For this reason, *Bright Ideas* recommends that students are also encouraged to show parents or guardians the work they have completed in their Class Books and Activity Books, as well as inviting them into the classroom to see their work at the end of the *Big Projects*.

As answering the Big Question is central to this course, students may like to involve their family members and ask them for their answers to the question, which they can then feed back to their class. In addition, teachers can set students homework to tell their parents the unit story, sing them a song in English or tell them about life in another country which they have learned about in the culture lesson, for example. Parents can also be informed of the values that students are learning, and be asked to encourage their children to employ them at home, too.



# Tour of a unit

## Lesson 1 The Big Question video and language review

## Class Book

This lesson introduces the Big Question for the unit and provides the first example answer to the question in the form of the star post film on the Big Question video. The film also reviews language from previous units, while the images and captions on the opening pages of the Class Book preview the coming lessons.

The Big Question for the unit is presented here.

The topic of the star post video is introduced and discussed.

The Big Question video includes the star post film and previews images from the unit.

Photographs and texts indicate key unit topics that will provide alternative answers to the Big Question.

This is the story title for the unit.

Students write their answers to the Big Question on the wipe-clean poster.

The Talking Point discussion helps students to interact personally with the topic.


Students watch the Big Question video for specific information.

This checks comprehension of the star post video and models review language.

# 1 What can we do in different seasons?

Lesson 1 The Big Question and pronunciation

**1 REMEMBER THE VIDEO**  
Write Yes or No.



1 Ellie lives in a city. No  
2 There's a forest near her house. \_\_\_\_\_  
3 Ellie and her dad grow berries in their garden. \_\_\_\_\_  
4 Apple pie goes in the oven for one hour. \_\_\_\_\_  
5 Ellie eats ice cream with her apple pie. \_\_\_\_\_

**2 Listen to Charlie talking about a community garden.**  
Does he like it? Listen again and tick ✓ True or False.

	True	False
1 Charlie lives in a house with a garden.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Charlie can walk to the community garden in less than ten minutes.	<input type="checkbox"/>	<input type="checkbox"/>
3 At the community garden, each gardener has got a piece of land.	<input type="checkbox"/>	<input type="checkbox"/>
4 Charlie's mum is making leek and potato soup today.	<input type="checkbox"/>	<input type="checkbox"/>

**Pronunciation**

**3 Listen to the rule. Then listen to the words and complete the table.**

long horse sheep outdoors home socks

/n/ sound (dog)		/æ/ sound (phone)		/ɜ:/ sound (short)	
1 _____	3 snow	5 _____			
2 _____	4 _____	6 _____			

**4 Listen to the letter o in the words.** Circle the words with a different sound.

1 nose	old	bowl	fork	3 north	joke	forty	tortoise
2 shop	slow	lorry	golf	4 bottle	comic	pop	more

**Finished?** Write six more words which contain the letter o. Then write /n/, /æ/ or /ɜ:/ next to each word.

This practises review language.

Students listen to rules and pronunciation, and complete practice activities.

You'll find an activity for fast finishers at the end of almost every lesson.

## Warm up

- Do the warm-up activity in the teaching notes.

## Class Book

- Focus students on the opening pages. Students say what the Big Question is, and think about what they want to find out about the topic.
- Tell students to look at the photographs and texts from the unit, and to answer questions 1 and 2 in Activity 1.
- Tell students to read the star post text and to answer question 3 in Activity 1. Students then read the *Did you know?* text.
- Tell students to look at the Big Picture. Ask the questions provided in the lesson teaching notes to generate interest for the video.

## Video

- Ask students to read the question in Activity 2. Then play the Big Question video. Encourage the children to watch and answer the question.

## Class Book

- Students think about the question in Activity 3 and discuss it with the class as a whole. Encourage students to share their personal thoughts, opinions and experience.

## Big Question Poster

- Encourage the children to start thinking of their own ideas for answers to the Big Question. Write the answers in English on the wipe-clean Big Question poster.

- Display the poster in the classroom. Tell students that they can add more answers to the Big Question poster in following lessons.

## Class Book

- Focus students on the Talking Point feature, which models a question using the prompts provided in Activity 5, and a possible answer. Students work together in pairs or small groups to ask the question using the prompts and to give personalized answers.
- Ask individuals to feed back to the group what they found out about their classmates.

## Video and Activity Book

- Students watch the Big Question video again.
- Ask students to open their Activity Book. Students answer the comprehension questions in Activity 1.
- Students listen to another child talking about their experiences related to the star post theme, then complete Activity 2.
- Students listen to the pronunciation rule and the words. Ask students to practise saying the model language. Then tell them to complete Activity 3.
- Students listen to the recording, then complete Activity 4. Encourage students to practise pronouncing the words themselves.

*NB All answers for the Class Book and Activity Book activities can be displayed via the Classroom Presentation Tool Activity Book on screen, in this lesson and throughout.*



# Tour of a unit

## Lesson 2 Vocabulary

## Class Book

This lesson provides the second example answer to the Big Question for the unit. Ten items of new vocabulary are presented through an illustrated blog posted by a main course character. The vocabulary is then practised through a communication activity thematically linked to the blog, and reading and writing puzzles and activities.

Think activities encourage students to reflect quietly and apply their own experience and opinions, and develop critical-thinking skills.

Students activate known words related to the topic.

The audio is provided on Audio CDs and on the Classroom Presentation tool.

Use the flashcards for extra visual support.

**1 Lesson 2 Vocabulary**

**1 Think** What fun things can people do outside in summer? Copy the table and write two more things for each heading.

Sports	Hobbies	Other activities
play football	collect shells	have a picnic

**2 Listen and read about Nancy's summer activities.** Find the five words in bold in the pictures. Do you do any of the activities which Nancy does?

**Nancy's blog**

In summer, I spend a lot of time with my grandmother. We often **play mini golf** because it's her favourite activity. We sometimes **go hiking** too. One year, we went to a farm and **picked strawberries**. I never **go mountain biking** in the summer. I don't really like bikes. My birthday is in the summer. All my friends come to my party and, sometimes, we **have a barbecue**.

**3 Listen to Nancy's grandmother.** Copy the words and number them in the order you hear them.

**4 Listen and repeat.** Point to the pictures.

**5 Listen and repeat the dialogue.**

**6 Communicate** Make true and false statements about your summer holidays.

I went to an outdoor cinema. I think that's true.

I did a treasure hunt. I don't believe you. False!

**10 Outdoor summer activities**



Flashcards

Classroom Presentation Tool

**10 Look at the flashcards. Say.**

**play mini-golf**

**Find a match. Click snap.**

Player 1: go to an outdoor cinema

Player 2: go to an outdoor cinema

**Snap!**

The first five vocabulary items are presented in a main course character's blog. Students listen, read and identify words they activated.

Students practise lesson vocabulary with a review grammar structure.

The second set of five vocabulary items is presented in a listening activity.

The vocabulary games on the Classroom Presentation Tool give further practice.

## Activity Book

The ten vocabulary items presented in the Class Book are reinforced through reading and writing practice.

This is a personalization activity using the new vocabulary.

An English-English dictionary is provided to develop learner independence and the skill of learn to learn.

**1 Lesson 2 Vocabulary** Dictionary Page 119

**1 Complete the sentences.**


- Last summer, we went to a lake to go hiking to pick strawberries.
- In August, you can go to an outdoor barbecue to watch films outside.
- We did a hike hike last July. We had to follow a map and use clues.
- I love to go hiking hike in the summer. I love being outside and I love animals.
- Let's play go go. I'm not very good at it but I like it.
- This is a great place to go hiking hike. You can even hire a bike here.

**2 Complete the sentences using the words in the boxes.**

barbecued grow go pick a sunflower strawberries hiking a barbecue

- We're going to eat in the garden today. We're going to have a barbecue.
- I like to go hiking with my aunt and uncle on Sundays. We go on paths in the countryside.
- I tried to pick strawberries in my garden last summer but it wasn't very sunny so it didn't get very big.
- On this farm, you can grow sunflowers your own. You pay for them on the way out.

**3 Think Look and write.**



Last summer, ...

- I picked strawberries.
- 
- 

Finished? Write four sentences about some of the things you did last summer.

**7**

**Dictionary**

**A** **adventure** noun a journey or experience that is exciting and often dangerous.

**B** **my wheel** noun a large wheel on a bicycle or a car.

**C** **cable car** noun a transport system consisting of a cable that carries a car or a chairlift up a hill.

**D** **degrees** noun (plural) a unit for measuring temperature.

**E** **rough** adjective not smooth or regular.

**F** **fasten** verb to attach or connect something.

**G** **gorilla** noun a large, powerful primate that lives in the forests of central Africa.

**H** **hang out** phrasal verb to spend time with someone.

**I** **imagine** verb to form a picture or idea in your mind.

**J** **jewellery** noun objects of precious metal or stone that are worn as ornaments.

**K** **keep** verb to have or hold something.

**L** **learn** verb to gain knowledge or skill.

**M** **mountain** noun a large landform that rises above the surrounding land.

**N** **notice** noun a written statement or announcement.

**O** **outdoor** adjective relating to the open air.

**P** **pick** verb to choose or select something.

**Q** **queue** noun a line of people or vehicles waiting for something.

**R** **rough** adjective not smooth or regular.

**S** **sunflower** noun a tall plant with a large, yellow flower.

**T** **take** verb to move something from one place to another.

**U** **use** verb to employ something for a purpose.

**V** **visit** verb to go to a place and see someone or something.

**W** **wheel** noun a circular object that can rotate around a central axis.

**X** **write** verb to put words or marks on a surface.

**Y** **year** noun a period of twelve months.

**Z** **zone** noun a particular area or region.

The dictionary includes all the core vocabulary from Bright Ideas Level 5.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to find who has posted an answer to the Big Question in this lesson, and what their answer is.
- Tell students to complete Activity 1. Then ask them to tell you their ideas and write them on the board.
- Introduce the course character's blog. Students listen and read the blog, then match the words in bold to the pictures. They then answer the question in the rubric, which personalizes the vocabulary.
- Ask students to look at the pictures in Activity 3, or to read the words in Activity 3 and the parts of the pictures in the blog. Students copy the words into their notebooks, then listen to the audio and number the words as they hear them.

- Students then listen and repeat the words in Activity 4, pointing to the pictures as they do so.
- Focus students on the speech bubbles and play the recording of the model dialogue. In Activity 5, students listen and repeat the dialogue.
- In Activity 6, in pairs or small groups, students take turns to ask and answer questions, following the model dialogue and using new vocabulary.

### Classroom Presentation Tool

- Play the vocabulary practice game on the Classroom Presentation Tool to round off the Class Book lesson.

### Activity Book

- Focus students on the Dictionary page reference and explain how to use the Dictionary. This is where students can find the meaning of key vocabulary from the course.
- Students complete the reading and writing activities to practise the ten vocabulary items from the Class Book lesson.

# Tour of a unit

## Lesson 3 Grammar

## Class Book

This lesson presents a new grammar structure through a chat room conversation between two of the main course characters. Students focus on meaning and form, before practising the grammar through a series of activities, including communication activities and personalized practice activities.

The new grammar structure is presented in context in a chat room dialogue.

Two different main course characters chat in each unit.

Students check their comprehension of the dialogue.

Here, the new grammar structure is presented in a table.

Controlled speaking practice is then provided.

Communicative practice is also provided.

Students give personalized responses.

The game on the Classroom Presentation Tool offers further practice.

### Warm up

- Choose a warm-up activity from the teaching notes.

### Class Book

- Focus students on the profile photos in Activity 1, and ask them who is chatting. Then ask students to look at the image above the dialogue. Ask them what they can see. Encourage them to predict what the chat room dialogue might be about.
- Students listen to and read the dialogue. Ask them if their predictions were correct.
- Tell students to read the dialogue again and to complete Activity 2.

- Focus students on the grammar table in Activity 3. Explain that the grammar structure was exemplified in the chat room dialogue. Students read the sentences and the description, then locate the grammar structure in the chat room dialogue.
- Students complete the controlled speaking practice in Activity 4, in pairs or as a class.
- Demonstrate how to ask and answer about the topic in Activity 5 with a student. Then organize students into pairs to complete the task.
- Students personalize the grammar structure in Activity 5.

Students obtain integrated skills practice of the new grammar.

Consolidation of the grammar is provided via a listening activity.

There is a Grammar Reference section at the back of the Activity Book. It consolidates the grammar presented and practised in the Class Book and Activity Book lessons.

**1 Lesson 3 Grammar** Grammar Reference Page 10

**1** Listen and number the pictures in order.

**2** Write the words in order to make questions about Sam. Then write the answers.

1 did Who go with? he  
Who did he go with? He went with his friend Dex and his family.

2 did he Where go?  
Where did he go? He went to the beach.

3 do? What did he  
What did he do? He went to the forest with his dad.

4 What see? he did  
What did he see? He saw some ducks.

5 he did buy? What  
What did he buy? He bought an ice cream.

**3 Think** Read the answers about Emily. Then write the questions.

1 Where did she go? She went to the park.  
2 Who did she go with? She went with her mum and dad.  
3 What did she do? She did a treasure hunt.  
4 What did she see? She saw some ducks.  
5 What did she buy? She bought an ice cream.

**4 Communicate** Change the questions in activity 3 into you questions. Then ask and answer about last summer with your partner.

Where did you go last summer? I went to London.

Finished? Write the dialogue between you and your partner from activity 4.

**1 Lesson 3 Wh- questions with did**

Questions			Affirmative		
What	Where	Who	I	you	we
did	did	did	go?	went	to the beach.
			go with?		with a friend.

Read and circle.

1 What / Where did you go at the weekend?  
I go / went to the beach with my family.

2 What / Where did you do after school?  
I play / played tennis with my friend Amy.

3 Where / Who did she go on holiday?  
She goes / went to the forest with her dad.

4 Who / What did she go to the cinema with?  
She goes / went with her older brother.

**Lesson 5 will / won't**

**Affirmative and negative**

Students activate the grammar in the Grammar Reference table through a practice activity.

Here, students do a guided writing activity in preparation for a freer speaking activity in Activity 4.

Students personalize the grammar in a communicative activity.

## Classroom Presentation Tool

- Play the grammar practice game on the Classroom Presentation Tool to round off the Class Book lesson.

## Activity Book

- Focus students on the Grammar Reference page reference and explain how to use the Grammar Reference. The Reference tables consolidate the grammar presented and practised in the Class Book and Activity Book lessons.
- Play the recording for Activity 1 and ask students to complete the activity.
- Students use the grammar structure to complete Activity 2.

- Focus students on Activity 3. Demonstrate the activity by explaining the example answer before students complete the activity.
- Focus students on the speech bubbles in Activity 4. In pairs or small groups, students take turns to ask and answer questions, following the model dialogue on the page.
- Remind students that they can find the Grammar Reference at the back of the Activity Book and explain that they can use the grammar table there, if they need help at any point.
- The practice activity on the Grammar Reference page can be used at any time after completing Lesson 3.



# Tour of a unit

## Lesson 4 Vocabulary and story

## Class Book

This lesson provides the third example answer to the Big Question for the unit. It presents and practises six items of vocabulary through a series of activities thematically linked to the answer post, and develops all four skills. The lesson includes the *Power Up!* story, and encourages thought and discussion about an aspect of the story.

This activity generates interest for the topic of the lesson and engages students with the new vocabulary on a personal level.

Controlled oral practice of the new vocabulary is always provided.

The story is set in a digital game called *Power Up!*

**1 Lesson 4 Vocabulary and story**

- 1 Think What activities can you do in winter? Make a list.
- 2 Listen, repeat and point.
- 3 Listen and say the winter activities.

**4 BEFORE YOU READ** This is a story about a chase. How can people travel in the snow?

**5 Listen, read and check.**

**6 AFTER YOU READ** Watch the story. Complete the activities.

**Power Up! Winter Wonderland**

**1** What can we do in different seasons? We can do a lot of fun things in winter.

**2** In Wonderland Park

**3** I don't think Time travel will help us. I think Night vision will be useful to catch a criminal.

**4** Oh! Wake up. There's the criminal!

**5** We won't catch him.

**6** I think we'll catch him. These skis are amazing!

**7** Quick! Activate the Night vision. We'll see better.

**8** But suddenly...

**9** Oh, no! That man in the shop was Dr Zeevil!

**10** A sledge! Look at that! It will go really fast.

**11** Yes, it will. And look! We've got help. Let's go sledging.

**12** I think we'll catch him. Nancy! Hold on!

**13** Look! The criminal is one of Dr Zeevil's 7-bots. We caught him... er... her.

**14** Yes, we did. Look! The ski shop is closed. Dr Zeevil escaped...

**15** For now. But I think we'll see him again, Oll.

**SKI SHOP CLOSED**

**CRIMINAL CAUGHT!**

**Winter activities • Story**

Students listen to descriptions of each word or phrase, and say which vocabulary item they belong to.

Students are given a purpose for listening and reading the story the first time.

The story includes examples of vocabulary from this and previous lessons, and review language from previous lessons in the unit. It also puts the grammar for Lesson 5 in context.

There is an animated version of the story on the Classroom Presentation Tool.

*Think, pair, share!* activities enable students to reflect quietly and establish their own ideas, before exchanging these with their classmates. They develop critical-thinking and communication skills.

Complete the activity following the *Think, pair, share!* procedure. Students think of ideas alone for a few minutes. Then organize the class into pairs to compare their ideas. Students then share what they discussed with the class.

**1 Lesson 4 Vocabulary and story** Dictionary Page 105

**1 Think, pair, share!** REMEMBER THE STORY Ask and answer questions about the power ups.

Was the night vision power up useful? Yes, it was because ...

**2 Think** Look and write. Use words in the boxes.

go do make go do make a bird feeder a snowman crafts sledging soup skiing

1 make a snowman 2 3 4 5 6

**3 Read the story again and match.**

1 The criminal a stop working.  
2 Oli decides to b covers the criminal.  
3 The supersonic skis c comes out at night.  
4 Oli and Nancy d take the Z bot away.  
5 The snow from the sledge e buy some skis.  
6 The park guards f see a sledge in the snow.

**4 Collaborate** Which three winter activities from activity 2 are the most popular? Have a class vote.

Finished? Choose three winter activities from activity 2. Write a list of the things you need to do them.

**9** new

New vocabulary presented in the Class Book is reinforced through word- or sentence-based writing activities.

There is a story comprehension activity here.

Students are encouraged to share their ideas about the story through a personalized speaking activity.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson, and what their answer is.
- Use Activity 1 to engage the students in the topic, discussing their ideas.
- In Activity 2, play the recording of the new words. Ask students to look at the new words on the Class Book page, and to listen, repeat and point.
- In Activity 3, students listen to the sentences about the new vocabulary items and say the corresponding words or phrases.
- Focus students on the story title and the first frames. Encourage them to tell you their ideas for the question in Activity 4. Students check their ideas as they listen and read the story.
- Play the recording of the story for the students to listen, read and follow in their Class Book. Then establish the correct answer(s) to the *Before you read* question(s).

### Video

- Tell students to watch the story animation and to listen carefully because they will be asked some more detailed questions afterwards.

### Classroom Presentation Tool

- Play the vocabulary practice game on the Classroom Presentation Tool to round off the Class Book lesson.

### Activity Book

- Focus students on the Dictionary page reference and remind them how to use the Dictionary.
- Complete Activity 1 following the *Think, pair, share!* procedure.
- Students practise the new vocabulary from the lesson by completing Activity 2.
- Students read the story again and complete Activity 3 to consolidate the story.
- Organize students into small groups for Activity 4. Encourage collaboration through discussing the question, responding with their own opinions and then feeding back their ideas to the class.

# Tour of a unit

## Lesson 5 Grammar

## Class Book

This lesson focuses on the new grammar structure presented in context in the Lesson 4 story. Students focus on meaning and form, before practising the grammar through controlled oral practice, a communication activity, and guided reading and writing practice.

The story review highlights the new grammar used in context.

Students focus on the form, meaning and usage of the new grammar.

Students activate the language in the grammar table through a controlled speaking practice activity.

**1 Lesson 5 Grammar**

**1 REMEMBER THE STORY** Match the parts of the sentences.

1 I think	a Time travel will help us.
2 I don't think	b wait until it gets dark.
3 Then we'll	c we'll catch him.
4 I think Night vision	d need some skis.
5 I think we'll	e will be useful.

**2** Read the table. Say something you will do and something you won't do this winter.

I	'll	go skiing.
He		go sledging.
She		make a snowman.
We	won't	make soup.
		make a bird feeder.
		do crafts.
I think		I'll go skiing.
I don't think		we'll win.

We use *will* / *won't* + infinitive to talk about future actions. We often use *I think* and *I don't think* with *will*.

**3** Make sentences.

She'll go skiing at the weekend.

1 She /  / at the weekend.	<input checked="" type="checkbox"/>
2 We /  / on Saturday.	<input type="checkbox"/>
3 She /  / after school today.	<input checked="" type="checkbox"/>
4 I /  / tomorrow evening.	<input type="checkbox"/>

**4 Collaborate** Talk to your class about their ideas for next weekend. Write down their answers.

I think I'll go shopping. I won't go to the cinema.

I think I'll play with my friends. I don't think I'll watch a DVD.

**5 Communicate** What did you discover in activity 4? Talk to your partner.

Julia thinks she'll go shopping. She won't go to the cinema.

Students engage in communicative practice of the new grammar.

The speech bubbles demonstrate the activity.

Practice of the new grammar is provided.

The speech bubble demonstrates the activity. Students are encouraged to share their own knowledge and experience.

### Classroom Presentation Tool

The game on the Classroom Presentation Tool offers further practice.

**Look at the picture. Make the sentence.**

Player 1

Player 2

She won't

make soup.

Check

Next

Start

Show answer

Reset





## Activity Book



Further listening practice and consolidation of the grammar structure presented in the Class Book is provided here.



The Grammar Reference helps to develop learner independence and the skill of learn to learn.



**1 Lesson 5 Grammar** Grammar Reference Page 111

**1 Listen and tick ✓.**

1 a  b 

2 a  b 

3 a  b 

4 a  b 

**2 Write the opposite of the sentences.**




1 I'll go sledding. I won't go sledding.

2 I won't make a snowman. \_\_\_\_\_

3 She'll make a cake. \_\_\_\_\_

4 I don't think we'll finish. \_\_\_\_\_

**3 Look at the chart and tick ✓ or cross X the activities. Then write about your plans.**

	Weather	Activities
Monday		go skiing <input checked="" type="checkbox"/> pick strawberries <input type="checkbox"/>
Tuesday		make a snowman <input type="checkbox"/> have a picnic <input type="checkbox"/>
Wednesday		have a barbecue <input type="checkbox"/> fly a kite <input type="checkbox"/>

1 On Monday, I'll go skiing.  
I won't \_\_\_\_\_

2 On Tuesday, I'll \_\_\_\_\_  
I won't \_\_\_\_\_

3 On Wednesday, I'll \_\_\_\_\_  
I won't \_\_\_\_\_

**4 Think** Look at today's weather. Circle. Then write about what you'll do after school.  
It's snowy / sunny / windy today. I think I'll \_\_\_\_\_  
I won't \_\_\_\_\_

**10** Finished? Think about what you like to do when it's snowy, sunny and windy. Write sentences. Start with: Today, it's \_\_\_\_\_, I'll \_\_\_\_\_

**Affirmative and negative**

	Affirmative	Negative
I	will	won't
You	will	won't
We	will	won't
They	will	won't
He	will	won't
She	will	won't

Read and complete with **if** or **won't**.

1 Everybody is hungry. I \_\_\_\_\_ if \_\_\_\_\_ make some sandwiches.

2 Collum doesn't like football. He \_\_\_\_\_ go to the match.

3 You bought Mum and Dad a lovely present! They \_\_\_\_\_ be very pleased.

4 It's late. We \_\_\_\_\_ watch a DVD.

5 It's raining. Lara \_\_\_\_\_ go for a walk this afternoon.

6 It's a sunny day. I \_\_\_\_\_ wear a T-shirt.

7 Look! It's snowing! I think I \_\_\_\_\_ go sledding later.

8 I don't think Jon \_\_\_\_\_ cook lunch until one o'clock.

**111** one hundred and eleven

There is extra grammar practice for every grammar point.

Reading and writing practice of the grammar structure is provided, including guided, freer and personalization activities.

Students then do a guided freer writing activity.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Review the story by asking students to listen and read the story again in the Class Book, or by playing the story animation again on the Classroom Presentation Tool.
- Focus students on the sentences in Activity 1. Ask them to remember the story and complete the activity.
- Focus students' attention on the grammar table in Activity 2. Explain that the grammar structure was exemplified Activity 1. Ask them to read the sentences in the tables and the description below, and to complete the activity.
- Complete the following one or sometimes up to three activities as a class.
- Ask students to look at the Collaborate activity. Choose students in the class to read aloud the speech bubbles as a model for the activity. Then tell students to talk to other students. Invite students to share their dialogues with the class.

- Organize students into pairs for the Communicate activity, where there is one. Students work in pairs taking turns to give personalized answers. Invite students to share what they discovered with the class.

### Classroom Presentation Tool

- Play the grammar practice game on the Classroom Presentation Tool to round off the Class Book lesson.

### Activity Book

- Focus students on the Grammar Reference page reference and remind them how to use the Grammar Reference.
- Play the recording for students to complete Activity 1.
- Ask students to complete the subsequent grammar practice activities, including the freer writing practice activity.
- The practice activity on the Grammar Reference page can be used at any time after completing Lesson 5.



# Tour of a unit

## Lesson 6 Cross-curricular

## Class Book

This lesson provides the fourth example answer to the Big Question for the unit. It presents content from key areas of the curriculum, including science, art, maths and history, through a reading text. New vocabulary is also highlighted, presented in context and practised. The lesson activities give students an opportunity to consolidate and extend what they have learned, and to develop specific cross-curricular skills.

This pre-reading activity introduces the theme of the lesson and prepares students for reading.

The reading text presents the cross-curricular content in context.

Students practise reading for specific information.

**1 Lesson 6 Cross-curricular**

**1 Think, pair, share!** Look at the pictures in activity 2. Which is the correct order of the stages?

- caterpillar - butterfly - chrysalis - eggs
- butterfly - chrysalis - eggs - caterpillars
- eggs - caterpillar - chrysalis - butterfly
- eggs - butterfly - caterpillar - chrysalis

**2 Listen and read.**

**Butterflies are amazing!**

There are four different stages in a butterfly's life cycle. At each stage, the butterfly looks different. This special process is called *metamorphosis*. *Metamorphosis* means *changing shape*.

**Stage 1**  
First, the female butterfly lays some eggs on a leaf. They're very small.

**Stage 2**  
Caterpillars hatch from the eggs. These caterpillars are long and thin. They eat lots of leaves and flowers, and they grow fast.

**Stage 3**  
The caterpillar stops eating and growing. It makes a chrysalis. The caterpillar is safe inside the chrysalis. It is safe from other insects and bigger animals, as well as from the rain and wind. Inside the chrysalis, the caterpillar starts changing shape. It changes into a butterfly.

**Stage 4**  
The chrysalis opens and the butterfly comes out into the world. It can't fly when it comes out but, soon, its wings start to move and it flies away. The new butterfly looks for its food in flowers. Females find males and the life cycle starts again.

**3 Read and answer.**

- Where do butterflies lay eggs?
- What do caterpillars eat?
- Do caterpillars grow slowly?
- What happens inside the chrysalis?
- What is this change called?
- What do butterflies do when they come out of the chrysalis?

**4 Think, pair, share!** What other animals have different stages and forms in their life cycle?

**5 Learn how to compare the life cycles of two animals.** AB Page 11

Science: learning about life cycles 15

Students are given an opportunity to share their own ideas.

Students develop a specific skill related to the cross-curricular content.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson, and what their answer is.
- Ask students to do the pre-reading activity. Complete the activity following the *Think, pair, share!* procedure.
- Students listen and read the text in Activity 2.
- Students read the text again and answer the comprehension questions in Activity 3.
- Students think of answers to the questions alone for a few minutes. Then organize the class into pairs to compare their answers. Students then share what they discussed with the class.
- Students read Activity 5 and open their Activity Books.

This listening activity consolidates the cross-curricular content and practises key vocabulary from the lesson.

The cross-curricular content from the Class Book is consolidated and extended on this page.

Create activities enable students to offer ideas and express themselves without judgment, and develop creativity, attention, emotional and problem-solving skills.

## 1 Lesson 6 Cross-curricular

### 1 Listen and write the numbers (1-5).

### 2 Think Look and read. Then number the sentences. Listen and check.

a Nymphs come out of the water and walk onto a plant. The nymphs leave their skin and an adult dragonfly comes out.

b The female dragonfly lays eggs on a water plant.

c Nymphs hatch from the eggs. They haven't got any wings. They live in water and eat smaller insects.

### 3 Read the sentences and write B (butterfly) or D (dragonfly).

- They have four stages in their life cycle.
- They have three stages in their life cycle.
- They lay eggs on a plant in water.
- Caterpillars hatch from the eggs.
- They come out of a chrysalis.
- They leave their skin on a plant.

### 4 Create Make a poster about the life cycle of a butterfly or a dragonfly. Find or draw pictures and write sentences to describe each stage.

Finished? What is similar about a butterfly and a dragonfly? Write four sentences.

Carefully staged activities to develop the specific cross-curricular skill for the lesson, including listening, reading, critical-thinking and creative activities.

## Activity Book

- Students practise the cross-curricular and review vocabulary, and consolidate the content of the Class Book lesson.
- The cross-curricular content is extended and students are encouraged to develop their thinking skills.
- Ask students to listen to the recording and complete Activity 1.

- Students complete the subsequent staged practice activities (Activities 2 and 3 and up to 5, depending on the unit).
- Discuss how students will go about the *Create* activity. They can work in pairs or small groups. Encourage students to be creative, and give them the freedom to offer ideas and express themselves without judgment. Invite students to share their work and ideas with the rest of the class when they have finished.

# Tour of a unit

## Lesson 7 Literacy

## Class Book

This lesson provides the fifth example answer to the Big Question for the unit, this time from a child from the wider international community. The lesson develops literacy skills through a specific text type, which introduces the culture theme for both this lesson and the following lesson. Social and civic values are also highlighted in this lesson.

Across the course, students become familiar with a wide variety of text types.

The pre-reading task gives students a real reason to read the text.

This task develops thinking and prediction skills.

**1 Lesson 7 Literacy: a poem**

**1 BEFORE YOU READ** Look at the pictures. What are the two poems about?

**2 Think** Look at the titles of the two poems, and the pictures. What is the weather like?

**3 Listen and read.** Were you right?

Here are two poems. They are both very short poems and they talk about different aspects of winter. They use different poetic techniques to create an impression of winter.

The first poem uses an effective metaphor to talk about snow covering the ground. A metaphor uses unusual words to create a picture of something.

The second poem is called a haiku. A haiku has got 17 syllables divided into three lines. This technique allows the poet to create a quick impression of a winter scene.

**Night falls on the prairie**  
The sun sleeps and the moon rises high,  
A million white feathers fall silently from the sky.  
Our Chief smiles, his face a golden light.  
Stories and dreams around a fire at night.

**Cold winter landscape**  
Cold winter landscape,  
Tiny footprints in the snow.  
A fox looks for food.

**Our Values!**  
Is writing poems a good way to show your feelings? Why (not)?

**4 AFTER YOU READ** Complete the activities. **AB Page 12**

**Lesson 8 Culture: The Navajo Mountain Chant festival** **AB Page 12**

sixteen **16** Lesson 7 Text type: a poem • Lesson 8: Culture

Here, the posting child is introduced.

The post-reading question refers students to the Activity Book, where they complete a range of comprehension tasks related to the text type.

Social and civic values are explained, and good citizenship is promoted.

By reading about other countries, students increase their awareness of cultures around the world.

In these activities, students develop the skill of reading for specific information.

Students complete a personalization activity related to the lesson topic.

**1 Lesson 7 Literacy**

**1 Think** Read the poems on Class Book page 16 again and answer the questions with your ideas.

- 1 Which words in the poems help you understand that it is winter?  
Five
- 2 What do the white feathers in the first poem represent?  
\_\_\_\_\_
- 3 How do the first and second poems make you feel?  
\_\_\_\_\_
- 4 What can you see / hear / smell when you read the poems?  
\_\_\_\_\_
- 5 How was life for a Native North American in winter?  
\_\_\_\_\_
- 6 Who made the footprints in the second poem?  
\_\_\_\_\_

**2 Which ideas can you find in the poems? Tick ✓.**

Night falls on the prairie	Winter landscape
1 It is daytime. <input type="checkbox"/>	1 The poem describes a scene indoors. <input type="checkbox"/>
2 The Chief cares about his people. <input type="checkbox"/>	2 The fox is walking through the snow. <input type="checkbox"/>

**3 Read and listen.** Write the number of the picture next to the line of the poem it matches.

**Native American Summer**

<sup>1</sup> Red eagle high in the sky. 2

<sup>2</sup> Feathers shining in the sun. \_\_\_\_\_

<sup>3</sup> The hunter looks; an arrow flies. \_\_\_\_\_

<sup>4</sup> Eagle glides away. \_\_\_\_\_

**4 Think, pair, share!** Talk about poetry. Ask and answer. Use the prompts.
 

like / read poetry?   why / not?   like / write poetry?   why / not?

Do you like reading poetry?

Yes, I do. I like it because ...

Twelve 12

**Finished?** Which of the poems in your Class Book and Activity Book do you like best? Why? Write three sentences.

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students to remember the Big Question for the unit. Then ask them to check who has posted an answer to the Big Question in this lesson, and what their answer is.
- Students look at the pictures, title and/or text to complete Activity 1.
- Then ask students to do the *Think* task in Activity 2 to give them a purpose for reading.
- Play the recording and encourage students to listen and read the text. Tell them to answer the question related to the *Think* task in Activity 2.

- Focus students on the *Our Values!* box. Use the lesson notes to discuss why the value is important, and how we can practise good social and civic behaviour in our everyday lives.

### Activity Book

- Ask students to read the text on the Class Book page again for detail, before completing the comprehension activities (Activities 1–3).
- Follow the *Think, pair, share!* procedure for the final personalization activity.



# Tour of a unit

## Lesson 8 Culture

## Activity Book

This lesson extends the theme and topic from Lesson 7, focusing on the cultural content and providing the opportunity for students to compare the target culture with their own. The lesson practises listening for gist and for specific information, and includes personalized speaking practice.

**Students listen for gist.**

**Students then listen for specific information.**

**Students think about their own culture in order to complete the activity.**

**Students compare the target culture from this lesson with their own culture.**

**Students share their thoughts and ideas.**

**The culture lesson for each unit is in the Activity Book.**

**Lesson 8 Culture**

**1 Listen and answer.** Which three things does Tadi talk about?  
 painting ☒ eating ☐ dancing ☐ singing ☐

**2 Listen again and complete the notes.**

Festival name: <sup>1</sup> Navajo Mountain Chant  
 Where: <sup>2</sup> \_\_\_\_\_  
 When: <sup>3</sup> \_\_\_\_\_ How long: <sup>4</sup> \_\_\_\_\_  
 Activities: <sup>5</sup> \_\_\_\_\_  
 Who goes: <sup>6</sup> \_\_\_\_\_

**3 Think** Think about a traditional festival in your country. Complete the information.

Festival name: \_\_\_\_\_  
 Where: \_\_\_\_\_  
 When: \_\_\_\_\_ How long: \_\_\_\_\_  
 Activities: \_\_\_\_\_  
 Who goes: \_\_\_\_\_

**4 Think** Make a list of similarities and differences between the Navajo Mountain Chant festival and the festival in your country.

**5 Communicate** Talk about the similarities and differences you found in activity 4. Use *and* and *but*.

The Navajo Mountain Chant festival is very old and the festival in my country is old, too.  
 The Navajo Mountain Chant festival is in winter but my festival is in summer.

**Finished?** Imagine that you were at one of the festivals in activities 2 and 3. Write three things which you enjoyed about it, and why you enjoyed them.

**Lesson 7 Literacy: a poem**

**1 BEFORE YOU READ** Look at the pictures. What are the two poems about?  
**2 Think** Look at the titles of the two poems, and the pictures. What is the weather like?  
**3 Listen and read.** Were you right?

Here are two poems. They are both very short poems and they talk about different aspects of winter. They use different poetic techniques to create an impression of winter.

**The first poem uses an effective metaphor to talk about snow covering the ground. A metaphor uses unusual words to create a picture of something.**

**The second poem is called a haiku. A haiku has got 17 syllables divided into three lines. This technique allows the poet to create a quick impression of a winter scene.**

**Night falls on the prairie**  
 The sun descends and the moon does high,  
 A million white feathers fall gently from the sky.  
 Our Chief smiles, he feels a golden light,  
 Stories and dreams around a fire at night.

**Cold winter landscape**  
 Cold winter landscape,  
 Big footprints in the snow.  
 A fox looks for food.

**Our Values!**  
 Is writing poems a good way to show your feelings? Why/why not?

### Warm up

- Do a warm-up activity from the teaching notes.

### Activity Book

- Ask students to remember the name of the posting child in the previous lesson in the Class Book, and the topic of their text. Explain that they are going to hear about an aspect of the child's culture from another child.
- Ask students to read the gist question in Activity 1. Then play the recording, and encourage them to listen and complete the activity.
- Students listen again to complete the text in Activity 2. Play the recording again, then check students' answers.

- In Activity 3, students think about the same aspect of culture as the target country in their own country. Students complete the notes.
- In Activity 4, students use their notes from Activity 3 to compare the aspect of culture in the two countries: the target country and their own.
- Organize students into small groups for the final *Communicate* task, or make this a whole-class discussion. Encourage students to use the ideas they generated in the Activities 3 and 4, in order to use and develop their communication skills in Activity 5.

This lesson is a carefully staged writing lesson which includes: a short reading text providing a model of a specific text type for the unit; a focus on the features and layout of this particular kind of text; and guided steps to help children to prepare, plan and practise writing the text type for themselves.

**1 Lesson 9 Writing: a poem**

**1** Read the four haikus which Fatima has written. Which season is each one about?

**2** Read the haikus again and answer the questions.

- 1 What does 'brothers' refer to in haiku 1?
- 2 Is the writer inside or outside in haiku 2?
- 3 What does 'whispers' mean in haiku 3?
- 4 Where are the people in haiku 4?

**3** Match the features and the colours in the haikus.

- 1 A line with five syllables
- 2 A line with seven syllables
- 3 A second line with five syllables
- 4 Keywords about nature

**4** Read the Big Write tip. Big Write All Page 16

**Four haikus for four seasons**

**Fatima**

**Haiku 1**  
{ A single gold leaf }  
{ falls silently from the tree }  
{ to meet its brothers. }

**Haiku 2**  
{ Butterflies and birds. }  
{ Trees show us their new green leaves. }  
{ A new world wakes up. }

**Haiku 3**  
{ Snow whispers gently, }  
{ turning the whole world to white, }  
{ hiding our secrets. }

**Haiku 4**  
{ Long days in the sun, }  
{ barbecue smells and music, }  
{ sand between our toes. }

### Warm up

- Do a warm-up activity from the teaching notes.

### Class Book

- Ask students what text type the child has posted, and point out that it is an example of the same text type used in Lesson 7.
- Students read the text for gist, and complete Activity 1.

- Students read the text again for specific information, and complete Activity 2.
- Focus students on the text type features listed in Activity 3, and ask students to match the features with the colour-coded parts of the text.
- Students read Activity 4 and open their Activity Books.

## Activity Book

In the *Big Write tip*, students learn about important features of the lesson text type.

This activity supports students in planning their writing, developing the skill of learn to learn.

*Collaborate* activities require direct communication between students, enhancing listening, speaking and collaboration skills.

**1 Lesson 9 Writing**

### The Big Write

**1 Read and complete the Big Write tip. Use the words in the box.**

**The Big Write tip** keywords: seven poem nature five

A haiku is a kind of <sup>1</sup> poem from Japan. A haiku uses very few words to create a 'picture' for the reader. A haiku must have three lines. The first line is five syllables long, the second line is <sup>2</sup> seven syllables long and the last line is <sup>3</sup> five syllables long. The topic of a haiku is usually about <sup>4</sup> nature.

When you picture a scene in your mind, you will soon think of certain words to describe the main features of the scene. These are the <sup>5</sup> keywords in your description. They are the most important words in any piece of writing, but especially in a haiku. For example: *Trees show us their new green leaves.*

**2 Look and write the correct keywords for the scenes.**

birds sun snow ice ice cream snowman flowers beach lambs

**1** a birds  
b \_\_\_\_\_  
c \_\_\_\_\_

**2** a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

**3** a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

**3 Think** Think about something in nature. Plan a haiku about it.

**4 Create** Write your haiku. Then draw the picture your haiku describes.

**Collaborate**

**Community Task**

Have a poetry reading. Display all your pictures and take turns to read your haiku to your class. The rest of the class says the picture described in the haiku. Then read your haikus in a school assembly.

Students read notes about and examples of a key element of the text type.

Targeted practice to prepare students for writing their own text.

The Community Task is an opportunity to extend the writing task so that it has real aims for the wider community.

Students develop creative writing skills by writing their own text.

## Activity Book

- Ask students to read and complete the *Big Write tip*. They then read the notes about and examples of a key element of the text.
- Students complete Activity 2, which checks their understanding of the element of the text type from Activity 1.
- Students plan their own writing text, individually or in groups. They make notes using the prompts in Activity 3.

- Once students have prepared notes, they can write their own text.
- Develop students' collaborative skills by asking the them to work in groups to complete the Community Task. See the lesson notes for tips and suggestions.

This lesson is the round-up lesson of the unit which reviews the vocabulary and grammar from the unit through a song and the interactive review video. The lesson also encourages reflection and discussion of the unit’s Big Question, and provides opportunity for self-evaluation.

Students listen for gist.

Students watch the video to review the unit.

This activity refers students to the Activity Book, where they complete the review activities and self-evaluation.

Keywords about nature

4 Read the Big Write tip. Big Write AB Page 14

barbecue smells and music, sand between our toes.

Lesson 10

THE BIG QUESTION REVIEW

1 **12 SONG** Listen and answer. 031 Which food do they mention in the song?

2 Watch and answer the questions on the video.

MIA'S IDEAS

Adventure camp!

3 **Think, pair, share!** Look at the Big Question poster. How do your answers compare with the unit answers?

I like Celia's answer about spring.

Yes. Butterflies are beautiful in spring.

And you can see lots of other insects, too.

I know! We've got lots of bees in our garden!

4 Complete the activities and do the self-evaluation. AB Page 16

Lesson 9 Writing • Lesson 10 Unit review 17 seventeen

Students review and compare answers to the Big Question.

Classroom Presentation Tool



Students play the game on the Classroom Presentation Tool to review the unit.

Big Questions poster

UNIT

THE BIG QUESTION POSTER

OUR ANSWERS

OUR QUESTIONS

Students review and compare answers to the Big Question.



## Activity Book

Students review unit vocabulary in the context of the song.

Students play a fun collaborative game to review the unit's language.

### 1 Lesson 10 THE BIG QUESTION REVIEW

#### 1 Listen and complete the song.

##### MY FAVOURITE SEASON

In summer, we'll have a barbecue.  
I'll make some sandwiches for you.  
We'll go to an outdoor cinema.  
We'll try to grow a <sup>1</sup> \_\_\_\_\_.

But spring's my favourite season!  
Don't ask me for a reason.  
All the birds in the sky will sing.  
My favourite season is spring.

Autumn's windy by the sea.  
We'll learn to <sup>2</sup> \_\_\_\_\_ you and me.  
We'll go <sup>3</sup> \_\_\_\_\_ round the coast.  
We'll stop at a café for tea and toast.

Chorus  
And then, in winter, when it snows,  
We'll make a <sup>4</sup> \_\_\_\_\_ with a carrot nose.  
We'll <sup>5</sup> \_\_\_\_\_, we'll have some fun,  
But we won't have a picnic 'cause there's no sun!  
Chorus x 2

#### 2 Read the answers. Then write the questions.

1 Where did you go? I went to the seaside.	4 _____ We played mini-golf.
2 _____ I went with my aunt.	5 _____ We stayed in a hotel.
3 _____ I saw lots of monuments.	6 _____ I bought a new beach ball.

#### 3 Look and complete the sentences. Use the correct form of the words.

1 I <u>think it will rain</u> . (think / it / rain)	2 I <u>think / she / fall</u> . (think / she / fall)	3 I <u>soup</u> . (think / he / eat)
4 I <u>a snowman</u> . (think / they / build)	5 I <u>the bus</u> . (think / he / catch)	6 I <u>sledding</u> . (think / he / go)

#### 4 Play the Snakes and Ladders game.

**Start**

1 What do you call a man made of snow?

2 What's she doing?

3 Say this in the past simple tense: Where do you go?

4 Make this negative: I'll make soup.

5 What's the missing word? I'm ... crafts.

6 Make a past simple tense question using see.

7 Make this affirmative: She won't go home.

8 What's the missing word? We can do a treasure ...

9 What's she doing?

10 Make a past simple question using did.

11 What's she doing?

12 Make a past simple tense question beginning with who and with.

13 Complete the sentence: I don't think ...

14 What's the missing word? Let's ... a barbecue!

15 What are they doing?

16 What's the opposite of indoor?

17 What's the missing word? We can do a treasure ...

18 Say two things you think you'll do this weekend.

19 Make two past tense questions using where and what.

**Finish**

#### 5 Read and tick ✓ or cross X. Self-evaluation

1 I can name outdoor summer activities.	<input type="checkbox"/>
2 I can name winter activities.	<input type="checkbox"/>
3 I can make questions in the past simple tense.	<input type="checkbox"/>
4 I can make sentences with will / won't.	<input type="checkbox"/>
5 I can write a haiku poem.	<input type="checkbox"/>

#### 6 Complete the sentences.

1 My answer to the Big Question is: \_\_\_\_\_

2 I'd like to know more about: \_\_\_\_\_

These activities review core grammar structures from the unit.

Self-evaluation and review activities develop the skill of learn to learn.

## Warm up

- Do a warm-up activity from the teaching notes.

## Video

- Play the Big Question review video, and encourage students to join in when prompted.

## Big Question Poster and Class Book

- Display the Big Question poster with the students' answers from Lesson 1. Focus students on the speech bubbles, which are an example for the activity. Follow the *Think, pair, share!* procedure. Students compare and discuss the unit answers and their answers on the poster.
- Students read Activity 4 and open their Activity Books.

## Activity Book

- Ask students to look at Activity 1. Students either listen to the recording of the song first and then complete the lyrics, or they complete the lyrics and then listen to check their answers. When checking answers, pause the audio to give students time to check each answer.

- Ask students to complete Activities 2 and 3, which review unit grammar.
- Students work together to play a fun board game that reviews the unit's core vocabulary and grammar.
- Students complete the self-evaluation task in Activity 4.
- In Activity 5, students write their own best answer to the Big Question, and make a note of anything from the unit they would like to find out more about.

## Tests

- At the end of a unit, students can do a unit test, as well as the end-of-term or end-of-year test, as appropriate. The tests are available as printable or editable documents, so the material can be adapted to suit individual students or classes.
- Use the evaluation grids and portfolio material to assess students' progress.

# Tour of other lessons

## Big Projects

The Big Projects provide an opportunity for hands-on, student-centred learning, and develop the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. They also present and practise everyday language to ensure students are equipped linguistically for the production stages.

This activity provides an overview of the project.

Students take on the role of researchers and inquirers.

**The Great Outdoors**

**Class Book**

**Getting started**

1 Listen and read. What activities do you think they enjoy doing?

Hello, everybody! This week, we're talking about outdoor activities.

Yes. We love doing all kinds of sports and outdoor hobbies. We want to get other people involved, too!

So we're going to research, plan and present a poster for a new outdoor activity club!

**Research**

4 Work in groups of three. Divide into A, B and C, and do research on your local area. Make notes in your Activity Book.

**A** Open or green spaces in your area. Think about:

- places in town/ the city – parks, play areas, etc.
- places in nature – woods, fields, beaches, etc.

**B** People who live or work in your area. Think about:

- different age groups – children, teenagers, adults.
- what kinds of activities these people like doing.

**C** Popular outdoor activities in your area. Think about:

- activities in different kinds of places.
- how these activities work and who organizes them.

**Activity Book**

**The Great Outdoors**

1 Think. Make notes for activity 4 on Class Book page 39. Look at the table and answer the questions for your area of research.

**A: Places**

- How many open or green spaces are there in your area?
- Which of these places are in the town?
- Which of these places are in nature?

**B: People**

- What kinds of people do you see in your area?
- What different age groups do you see?
- What kinds of activities do different kinds of people like doing?

**C: Activities**

- What kinds of outdoor activities do you see in your area?
- In which different places can you do the activities?
- How do they work and who organizes the activities?

This develops communication and collaboration skills.

In the Activity Book, carefully staged guidance is provided for Class Book Activity 4.

Students are encouraged to plan their work.

A language focus enables students to participate fully in the project work in English.

Students develop collaboration skills.

Students develop creative skills.

Easy-to-follow, manageable steps support students through this productive stage. Students can choose their role according to their interests and ability.

**Plan**

**6 Collaborate** Listen and read. Then discuss and write up your own ideas for the club.

**English in use** Use *Shall we ... ?* or *Should we ... ?* to make suggestions.

**7 Collaborate** Decide on the type of outdoor activity club you want. Complete the concept map in your Activity Book.

**Working together tip!** Listen as well as speak, and respect each other's opinions!

**Make**

**8 Create** Make the poster for your outdoor activity club. Complete the steps below.

**Step 1** Decide what you want your poster to look like. Remember to include all the information from activity 7. Look at the posters in activity 2 for ideas.

**Step 2** Write the poster's heading.

**Step 3** Write what type of club it is. Write the club's activities and decorate with drawings or photos.

**Step 4** Write who can join the club. Write the membership fee. Decorate and add colour to make sure the information is clear.

**Step 5** Write the meeting place. Write the meeting day and times. Add more photos or drawings, if you need to.

**Step 6** Put all the parts of the poster together. Check that you are happy with your poster. Do you need to add or change anything?

**Present**

**9 Collaborate** Present your outdoor activity club to your class. Use your poster to help and answer any questions from your class.

**Presentation tip!** Before you present your club, decide who is going to speak. Will everybody say a part during the presentation?

The *English in use* activity practises the language focus from the Class Book.

Support is provided for a planning activity in the Class Book.

Students evaluate their own performance.

**2 English in use** Write the words in order to make sentences.

1 meetings we school? have after Shall  
*Shall we have meetings after school?*

2 invite the to we ages club? all Should join

3 meeting have first Should here? we our

4 month? Shall we a once or meet twice

**3** See activity 7 on Class Book page 40. Look at the concept map and write the details of your outdoor activity club.

**4 Answer the questions. Self-evaluation**

1 What was the best thing about this project? Why?

2 Were you a good group member? Why (not)?

3 What is your group going to do better next time?

4 What mark are you going to give your group's work? / 10

Students develop presentation skills.

The final stage of the lesson requires presentation skills and real-life communication skills.

## Activity Book



# Tour of other lessons

## Festival lessons

## Class Book

The Festival lessons develop intercultural knowledge. Engaging with the content of these lessons helps students to develop a stronger understanding of the culture behind the language they are learning. These lessons also present and practise vocabulary to support the festival themes, and provide valuable integrated skills practice.

The Festival lessons are to be used at the appropriate time of year.

Students listen and read for gist.

Students listen and read about the festival.

Detailed text comprehension activity.

Students compare the target culture with their own.

**Festival 1**

## New Year

**1 Listen and read.** What countries do you think the pictures a-e are from?

**New Year**

People celebrate New Year all over the world, often with parties, food and fireworks. Each country has its own traditions. Here are just a few!

In China, the New Year festival lasts for 15 days. On the last night, there's a lantern festival with thousands of coloured paper lanterns.

In Scotland, there is an old tradition called first footing. Somebody brings a small gift – often, a biscuit – to a neighbour's house very early on New Year's Day.

In Denmark, people are also up early on New Year's Day. However, instead of bringing a gift to a neighbour, they smash a dish against their neighbour's door! This means that they will be friends.

New Year in New York's Times Square in the USA is exciting! Here, they drop an enormous ball down a tall flag pole at midnight. Everybody cheers and greets the new year together.

New Year in the Philippines is a feast! People cover the table with round foods. They believe that they will bring money.

**2 Match the parts of the sentences. Then say the country.**

1 They drop a giant ball	a which are round.
2 They break	b of celebrations.
3 They eat different foods	c a small gift.
4 They give the person next door	d down a flag pole.
5 They have two weeks	e bowls into pieces.

**3 Think, pair, share!** How do people celebrate New Year in your country? Discuss with your partner.

We invite all the family to dinner. We watch an amazing fireworks display!

**4 Create!** Think about your favourite way to celebrate New Year. Use the prompts below to write your ideas and draw pictures.

twelve o'clock food and drink people traditions

Students are encouraged to share their own ideas and opinions.

Students are encouraged to actively engage with the lesson content in these personalized tasks.

**Festival 2**

## Earth Day

**1 Listen and read.** Match the blue words and the pictures (a-e).

**Earth Day** started in the USA in 1970, after big protests against an oil spill in California in 1969. Now, it is a global festival in almost 200 countries around the world. Thousands of environmental groups choose their own ways to celebrate the festival.

**When is it?** On 22nd April (or on the weekend immediately before or after the 22nd).

**What is it?** A special day when people around the world show their support for a clean and healthy environment.

**Why have it?** To help to protect the environment through activities in the local community.

**What kinds of activities?** Hundreds of activities! Including parties, speakers, competitions, meals and campaigns, such as:

**Buying local food and drink** **Recycling e-waste** **Bike-sharing** **Tree-planting**

A billion environmentally friendly actions. More than 1,000,000,000 individuals, environment groups, businesses and governments have taken environmentally friendly actions for Earth Day.

**2 Read the text again. Complete and say the sentences.**

- The first Earth Day started after an  in the USA.
- More than a  people or groups have taken actions.
- 'Tree-planting' and 'Buying local food and drink' are two .
- The word  means old computers, mobile phones and other electronic rubbish.

**3 Think, pair, share! Ask and answer.**

- Why do you think so many people celebrate Earth Day?
- How do the different campaigns help the Earth?

**4 Create!** Think of an Earth Day campaign for your school and make a poster. Use the prompts below.

poster heading explanation about Earth Day place day and time activities who can take part any other useful information



# Tour of other lessons

## Exam Preparation and Practice A2 Flyers

## Class Book

These lessons develop the language skills students need to take the Cambridge English Qualifications A2 Flyers exam, as well as familiarizing them with the style of questions used in the exams, and helping them to develop effective exam techniques.

The first activity in each lesson prepares students for the exam question type covered in the lesson.


Exam tips train students in useful exam techniques.

Pages dedicated to external exam practice are provided at the back of the Class Book and Activity Book. They prepare students for the Cambridge English Qualifications A2 Flyers exam.

### Class Book

**1 A2 Flyers**

**1 Read. Say picture A or picture B.**




- There's a snowman in the garden.
- They're having a barbecue.
- The cat is sleeping.
- There's a tree in the garden.
- The children are eating.

**2 Read and look at the pictures again. Say True or False.**

- The cat is small in picture A but it's bigger in picture B.
- The children are making a snowman in picture A but they're skiing in picture B.
- It's snowing in picture A but it's raining in picture B.
- There are four birds in picture A but there aren't any birds in picture B.

**3 Work with your partner. Talk about the differences between picture A and picture B.**



**Exam tip!**  
Remember to look at all the details in the pictures before choosing your answers.

one hundred and two 102 Speaking Part 1

### Activity Book

**1 A2 Flyers**


**1 Look at the picture in activity 3. Tick ✓ the things you can see.**

<input checked="" type="checkbox"/> a barbecue	<input type="checkbox"/> a present	<input type="checkbox"/> a treasure map	<input type="checkbox"/> mushrooms
<input type="checkbox"/> decorations	<input type="checkbox"/> a backpack	<input type="checkbox"/> strawberries	<input type="checkbox"/> tomatoes
<input type="checkbox"/> a water bottle	<input type="checkbox"/> a cake	<input type="checkbox"/> a sunflower	<input type="checkbox"/> a butterfly
<input type="checkbox"/> a football	<input type="checkbox"/> chocolate money	<input type="checkbox"/> a bird feeder	<input type="checkbox"/> fire

**2 Say sentences about the picture. Work with a partner.**

They're having a barbecue.

**3 Look at the picture. Listen and match. There's one example.**



one hundred 100 Listening Part 1

Students complete practice exam questions.

The Activity Book page prepares students for the Listening or Reading and Writing parts of the Cambridge English Qualifications A2 Flyers exam.

Further materials to prepare students for the Cambridge English Qualifications A2 Flyers exams are available on the Digital Exam Power Pack.

# Tour of the Classroom Presentation Tool

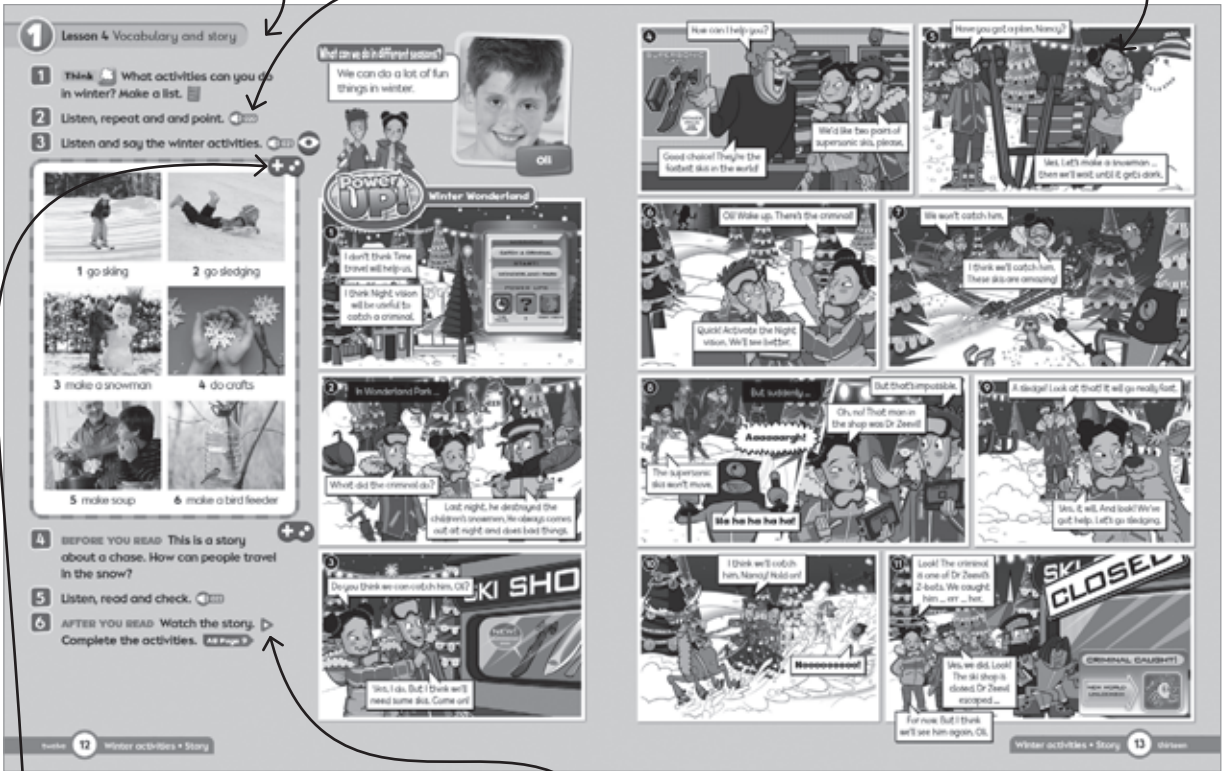
## Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Class Book and Activity Book print materials. It is a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

There are onscreen versions of both the Class Book and Activity Book on the Classroom Presentation Tool.

All audio recordings can be accessed via hotspots.

The unit story animation is found on the Classroom Presentation Tool.



There's a fun game and a flashcard activity to practise vocabulary.

The video material is also easily accessed.

The answers for the activities can be displayed.



Classroom Presentation Tool

# S How do we get to know each other?

Starter

## Lesson 1

### Vocabulary review / The Big Question and pronunciation

#### Lesson Objectives

Introduce the Big Question for the unit.

Review language for talking about hobbies and giving personal information.

Present and practise the pronunciation of large numbers (1,000 to 1,000,000).

#### Language

New: numbers 1,000 to 1,000,000

Review: hobbies, personal information

#### Warm up

Arrange the students in a circle. Hold up a soft ball or beanbag and say *Hello! My name is ... , and I'm from ... . What about you?* Gently throw the ball to a student and ask them to introduce themselves in the same way, then ask about another student and throw the ball to them to continue the game. Repeat until all students have introduced themselves.

#### Class Book page 4

#### 1 Read the answers to the Big Question. Do you agree with them?

- Focus attention on the six profile photos on the page and introduce the course characters. Explain to the students that these six children will appear in every unit. Read out the Big Question and invite a student to read out Bella's answer. Ask pairs of students to read out the dialogues in activity 1. Then read out Jack's answer and show the class the online club profiles. Ask the class what information they think you can find in an online profile. Ask students to say whether or not they agree with Bella and Jack's answers. If you like, you can ask students to think of things they like and act out their own dialogues like the one in the first frame in activity 1.

#### 2 What answers can you think of for the Big Question? Critical Thinking

- Ask students to work in pairs. Encourage them to discuss their own ideas about how we can get to know each other, then invite pairs of students to share their ideas with the class.

#### 3 Read Jack's post and listen to the online club profiles. 001 Then answer the questions.

- Play the recordings of the online club profiles one at a time, pausing after each one to check that students understand all the vocabulary. Then read out the questions and invite students around the class to answer them. Higher-level students can ask and answer the questions in pairs while you observe.

#### ANSWERS

1 Oli 2 Fatima and Nancy 3 Rami 4 Nancy

#### 4 Make more questions like the ones in activity 3. Ask your partner about the profiles. Communication

- Students read the online club profiles again and write their own questions in their notebooks. They then take turns to ask and answer questions with a partner.

#### KEY COMPETENCES Linguistic competence

Making their own questions about a text helps students to understand what they have read, as they need to interpret the information in order to make questions for their partner. This is a useful reading tool, and can be employed with any texts students read.

#### 5 Write your own profile. Creativity

- Students open their Activity Books and complete the activities preparing them to write their own online club profiles.

#### Activity Book pages 2–3

#### 1 Listen to Nancy and Jack's answers to the Big Question, and answer the questions. 002

##### Audio transcript

1

A: Which hobbies or interests does Nancy talk about?

B: People get to know each other by talking to each other. You can get to know people by talking about your hobbies and interests. Sometimes, you find that you both like the same things, for example, the same kind of music, the same kind of clothes or the same kind of films.

2

A: Which personal information does Jack talk about?

C: We get to know each other by talking about personal information – things like how old you are, where you were born and where you live. I live in a big city with a population of three hundred and twenty-five thousand, five hundred and fifty!

#### ANSWERS

1 b, c, f 2 a, b, f

#### 2 Listen and complete the table. 003

- After completing the table, ask students to think of interesting facts about their town or city to tell the class. Alternatively, you can ask students to find out interesting facts about their town or city for homework, and have them tell the class what they learned in the next lesson.

##### Audio transcript

A: Three hundred and twenty-five thousand, five hundred and fifty-six people live in Jack's city.

B: The tallest building in Rami's town is forty-four metres high.

- A:** Fatima's city is famous for its birthday candles. It produces two million, two hundred and eighty thousand candles every year.
- B:** Bella lives in a small village, which is a popular tourist destination. Every year, tourists spend five hundred thousand pounds in the village.
- A:** It rains a lot in Oli's town. Every year, average rainfall is eight hundred and seventy-seven millimetres.
- B:** Nancy lives in a small village. There aren't many people in the winter but, in summer, the population is twenty-three thousand.

#### ANSWERS

2 44 3 2,280,000 4 500,000 5 877 6 23,000

### 3 Read Tomas's and Celia's online club profiles, and answer the questions.

#### ANSWERS

- His hobbies are collecting comics and going on walks with his dad.
- Celia lives (in a town) in the south of England.
- Her favourite subject is science.

### 4 Read Jack's and Bella's online club profiles. Which is the best one? Why? **Critical Thinking**

### 5 Plan your online club profile. Make notes below and write your profile in your notebook.

#### Critical Thinking

#### TIP Mixed-ability Teaching

- Support lower-level students by planning an online club profile as a class. Read out the subheadings and ask students to suggest sentences for each section of the profile. Write the suggested sentences on the board.
- Stretch higher-level students by asking them to think of more information that could be included in their online club profiles (family, favourite school subjects, etc.).

### 6 Stick your profile on the wall. Read other students' profiles. Do you know who they are?

- Students write their profiles again on a sheet of paper but, this time, they shouldn't include their name. Stick their profiles on the classroom wall for the rest of the class to read. Encourage students to guess who wrote each profile.
- Ask students to say what they have learned about their classmates from reading the online club profiles.

### 7 Listen to the rule. Then listen to the numbers and repeat. **004**

#### Audio transcript

When we write big numbers, we use a comma to separate the millions, thousands and hundreds.

When we say big numbers, we can't see the comma, but we can hear it. There is a short pause where the comma is. Listen: one million, two hundred and fifty-four thousand, three hundred.

### 8 Practise saying the numbers in the box. Then write the correct number next to the facts. Listen and check. **005**

#### TIP Extra practice

To provide further practice of numbers 1,000 to 1,000,000, write several numbers on the board. Divide the class into two teams, and invite one student from each team to come to the board. Call out one of the numbers. The first student to touch the correct number on the board wins a point for their team. Repeat the game until all students have had a turn. The team with the most points wins the game.

#### Audio transcript

- The distance from the Earth to the moon is three hundred and seventy thousand three hundred kilometres.
- The distance from the North Pole to the South Pole is twelve thousand, seven hundred and twelve kilometres.
- The number of seconds in a year is thirty-one million, five hundred and thirty-six thousand.
- The number of days between the first of January twenty eleven and the first of January twenty twenty-one is three thousand, six hundred and fifty.
- Three thousand, four hundred and fifty-six times seventy-eight thousand, nine hundred and ten equals two hundred and seventy-two million, seven hundred and twelve thousand, nine hundred and sixty.

#### ANSWERS

2 12,712 3 31,536,000 4 3,650 5 272,712,960

## Lesson 2 Grammar

#### Lesson Objectives

Review grammar structures from previous levels (present continuous, past simple, *going to* tense).

Practise using the revised structures in reading, listening, speaking and writing activities.

Complete a puzzle to find out some children's surnames.

#### Language

Review: present continuous, past simple, *going to* tense

#### Warm up

Review numbers 1,000 to 1,000,000. Divide the class into two teams. Invite students from each team in turn to come to the board. Say a large number for each student to write on the board. Award one point for each correct answer. The team with the most points wins.

#### Class Book **page 5**

#### 1 Listen and read. **006**

- Ask students to identify the text type (an online chat), then ask them how often they chat online and who they chat with. Ask students to think about the differences between chatting online and chatting on the phone, and to say which form of communication they prefer and why.



**2 Read the dialogue again and answer.**

**ANSWERS**

- 1 Tomas and Celia are talking on a chat room.
- 2 Celia is sitting in her room.
- 3 No, Celia's homework was easy.
- 4 She's going to speak to her tomorrow.

**KEY COMPETENCES** Learn to learn

Ask students where they usually do their homework. Invite students to say why they like to do their homework in these places, then ask them to suggest the best conditions for doing homework (e.g. a quiet, comfortable place, with no TV or music on and no interruptions).

**3 Look at the table and answer.** Critical Thinking

- Ask students to look at the table and answer the questions. Check answers as a class. Then ask students to read the online chat in activity 1 again and find examples of each of the tenses. Invite students around the class to read out their example sentences to the class and say which tense is used in each sentence.

**ANSWERS**

- 1 *going to* tense 2 past simple 3 present continuous

**4 Complete the sentences and say. Use the correct tense of the verbs.**

**ANSWERS**

- 2 I spoke to Susan last week.
- 3 We ate spaghetti for lunch and dinner yesterday.
- 4 They're going to have a party next Friday afternoon.
- 5 We're going to play volleyball after school.
- 6 What is Nancy doing right now?

**5 Ask and answer.** Communication

- As an extension, students can think of three more questions to ask their partner, using the tenses in this lesson.

**Activity Book** page 4

**1 Circle the correct option (a, b or c). Then listen and check.** 007

**Audio transcript**

- 1 I'm doing my homework at the moment.
- 2 Last weekend, we went to the beach and had a great time.
- 3 Our teacher gives us homework every Friday.
- 4 I met my friend Joe at football club last year.
- 5 What are you doing now?

**ANSWERS**

- 2 c 3 c 4 a 5 b

**2 Complete the text. Use the correct form of the verbs in brackets.**

**ANSWERS**

- 2 are going 3 're going to have 4 gave 5 'm  
6 are making

**3 Read the speech bubbles. Use the table to help you to find the surnames.** Critical Thinking

- As an extension, students can think of clues for their own surnames and write them on pieces of paper. Collect the clues and read them out to the class to see if the students can guess the correct surnames. You may need to write the students' surnames on the board if students are not familiar with each other's surnames.

**ANSWERS**

- 2 Celia Shine 3 Nancy Carter 4 Jack Halliday

**4 Ask and answer.** Communication

**Grammar Reference Activity Book** page 110

**1 Complete the sentences. Use the present continuous or the past simple form of the verb in brackets.**

**ANSWERS**

- 2 's doing 3 played 4 'm cleaning 5 's speaking  
6 Did / go 7 went 8 Are / having

**2 Complete the sentences.**

**ANSWERS**

- 2 're going 3 'm going 4 's going 5 Is / going  
6 'm going 7 is going 8 Are / going

**Lesson 3**  
**Vocabulary and story**

**Lesson Objectives**

- Present and practise game words vocabulary.
- Develop listening, speaking and reading skills.
- Check and consolidate understanding of the *Training Day* story.

**Language**

- New: game words: *player, power up, unlock, challenge, villain, activate*
- Review: *secret, world, experience, power, dangerous*

**Warm up**

Review the tenses from the previous lesson by having a team quiz game. Divide the class into two teams, and tell each student to write a question using one of the tenses. Students from each team in turn ask their questions to the other team. Award one point for each grammatically correct answer.

**Class Book** pages 6–7

**1 Which of the game words below do you know? Which games do you know them from?** Critical Thinking

- Ask students which computer games they like to play. Then ask them to look at the words and pictures, and answer the questions.

## 2 Listen and say the numbers. 🎧 008

### ANSWERS

challenge 4 activate 6 player 1 villain 5  
power up 2 unlock 3

## 3 Listen and say the game words. 🎧 009

### Audio transcript

- 1 This is a person who plays a game.
- 2 This is something difficult that you try your best to do.
- 3 This is a nasty character in a book, film or game.
- 4 You do this when you open something that was locked.
- 5 You do this to something when you want to turn it on or for it to start being active.
- 6 This is an extra power that can help you in a game.

### ANSWERS

1 player 2 challenge 3 villain 4 unlock  
5 activate 6 power up

### KEY COMPETENCES Digital competence

Playing computer games can teach students useful skills, such as problem-solving skills, creativity, and leadership. Computer games can also give students an interest in a new topic, and encourage interaction and collaboration with others.

## 4 BEFORE YOU READ This story is an introduction to the Power Up! game.

### ANSWERS

- 1 unlock, challenge, villain, power up, activate
- 2 The players feel excited about the game.

## 5 Listen, read and check. 🎧 010

- While you play the recording of the story, encourage students to follow the text in their books. They can use their fingers to follow the lines of the story, or just point to the speakers as they hear the lines.

## 6 AFTER YOU READ Watch the story. ▶

**TIP** Tell the students to watch and listen to the story video carefully because they will complete activities showing their understanding of the story in the Activity Book after watching the video. Play the story video once through, then answer any questions students have before playing the video again.

## Activity Book page 5

### 1 REMEMBER THE STORY In pairs, ask and answer questions. Use the prompts. Critical Thinking

#### SUGGESTED ANSWERS

What challenges are there in the story?

The players have to find a lost dodo, win a medal, rescue an astronaut and swim with a shark to unlock new worlds.

How many locked worlds are there in the story?

There are hundreds of locked worlds.

## 2 Complete the words in the box. Then use the words to complete the text.

### ANSWERS

1 activate, e 2 challenges, b 4 power up, f  
5 unlock, c 6 villain, d

## 3 Read the story again and answer the questions.

### ANSWERS

- 2 Players have to complete a challenge to unlock a new world.
- 3 The villain's name is Dr Zeevil.
- 4 The secret power up which Bella and Jack choose is Flight power.
- 5 They think it was fun and they can't wait to play a real game.
- 6 They think the power ups are going to be a great help.

## 4 Imagine that you are going to design some Power Up! games. Write your ideas for new worlds and power ups below. Collaboration

### TIP Mixed-ability Teaching

- Support lower-level students by brainstorming ideas with the class and writing suggestions on the board. Students can then discuss their favourite ideas in groups of about four before writing their ideas in their books and reporting back to the class.
- Higher-level students can work in pairs to design some Power up! games, then discuss their ideas with another pair before reporting back to the class.

# 1

# What can we do in different seasons?

## Lesson 1

### The Big Question

#### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about the seasons and elicit answers to the Big Question.

Review language for seasons.

Present and practise pronunciation of /ɒ/, /əʊ/ and /ɔː/.

#### Language

Review: *can* for opportunity

#### Warm up

Play *Draw and guess* from the Ideas bank on page 150. Use words related to the seasons e.g. *autumn, summer, spring, sun, wind, leaves, rain, snow, apples, strawberries*.

#### Class Book pages 8–9

##### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What's the season? How do you know? What colours do we see in autumn?* Encourage students to use their imagination, e.g. *Who do you think is picking the apples? What are they using them for?*

#### ANSWERS

- Apples, leaves, grass, a boy picking strawberries, a girl sledging, snow, a butterfly, a Native American.
- Students' own answers
- She eats ice cream with apple pie.

##### 2 Watch the video. What doesn't Ellie do?

#### Video transcript

See page 155.

#### ANSWER

- She doesn't pick leaves from the ground.

##### 3 Think about the Big Question and answer.

#### Critical Thinking

##### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Students discuss the answers they have written on the poster and say which answers they like best, and why.
- Ask students what activities they can think of that they typically do during the different seasons, and what activities they think they are going to find out about in this unit. Encourage students to think of questions they want to learn the answers to. Students can write their questions on the poster, or they can make a list of questions and put it on the wall next to the Big Question poster.

#### SUGGESTED ANSWERS

Play in the leaves and fly a kite in autumn.

Make a snowman and have a snowball fight in winter.

Go swimming and visit the beach in summer.

Go for walks in the countryside to see the new flowers and baby animals, and grow flowers and plants, in spring.

#### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and bring their answers to the next lesson.

##### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

##### 6 Watch the video again. Complete the activities in the Activity Book.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

#### Activity Book page 6

##### 1 REMEMBER THE VIDEO Write Yes or No.

#### ANSWERS

- Yes
- Yes
- No
- Yes

##### 2 Listen to Charlie talking about a community garden. Does he like it? Listen again and tick ✓ True or False. 011

#### Audio transcript

My name is Charlie. I go to the same school as Ellie. I don't have a garden like Ellie's because we live in a flat. But I go to the community garden with my mum. In summer, we go there almost every day.

I really love the community garden, and it only takes five minutes to walk there from home. Everybody gets a small piece of land and you can grow anything you like on it. The other gardeners are really friendly, and everybody shares the fruit and vegetables they grow. You can learn a lot from other gardeners, too.

We always have something from the community garden in our kitchen cupboards. Today, we picked carrots, leeks and potatoes. My dad is going to make my favourite dish: leek and potato soup! Yum!

#### ANSWERS

Yes, he does like it. 2 True 3 True 4 False

##### 3 Listen to the rule. Then listen to the words and complete the table. 012

#### Audio transcript

The letter *o* can be pronounced in different ways. It can be a short *o* sound, like this: *dog*. It can be a long *o* sound, like this: *phone*. It can be a different long 'o' sound, like this: *short*.  
snow outdoors socks long horse home

#### ANSWERS

- socks
- long
- home
- outdoors
- horse

4 Listen to the letter o in the words. 013 Circle the words with a different sound.

ANSWERS

2 slow 3 joke 4 more

## Lesson 2

### Vocabulary

#### Lesson Objectives

Present and practise new vocabulary for outdoor summer activities.

Read and understand a blog about outdoor summer activities.

Talk about your summer holidays.

Develop reading and writing skills.

#### Language

New: outdoor vocabulary: *play mini golf, go hiking, pick strawberries, go mountain biking, have a barbecue, go horse riding, learn to windsurf, do a treasure hunt, grow a sunflower, go to an outdoor cinema*

Review: *I went to an outdoor cinema. I did a treasure hunt.*

#### Warm up

Play *Chain story* from the Ideas bank on page 150. Use the starter sentence *In summer, I go to the beach.*

#### Class Book page 10

1 What fun things can people do outside in summer? Copy the table and write two more things for each heading. **Critical Thinking**

#### TIP Mixed-ability Teaching

- Support lower-level students by dividing them into three groups and asking each group to work together to think of five things for just one column of the table. Then re-form the groups so that at least one student in each group has a list of things for each of the columns. Ask these group members to share their ideas and complete their own table.
- Stretch higher-level students by asking them to think of more things for each column.

#### SUGGESTED ANSWERS

Sports: go swimming, play badminton, play tennis, rollerblade, etc.

Hobbies: pick flowers, go birdwatching

Other activities: go camping, swim in the sea

2 Listen and read about Nancy's summer activities. 014 Find the five words in bold in the pictures. Do you do any of the activities which Nancy does?

ANSWERS

1 have a barbecue 2 pick strawberries  
3 go hiking 4 play mini golf 5 go mountain biking

3 Listen to Nancy's grandmother. 015 Copy the words and number them in the order you hear them.

#### Audio transcript

Hello. I'm Nancy's grandmother. Nancy spends a lot of time with us in summer. We always find nice things to do. Last summer, we went to an outdoor cinema. That was fun! Sometimes, Nancy goes horse riding on the farm nearby, too.

Nancy has got lots of friends here in our village. All the children did a treasure hunt one year. They had lots of fun! We've got a garden, so Nancy helps sometimes. Every year, we like to grow a sunflower – but they never get very big. I don't know why!

This year, we're going to the beach so that Nancy can learn to windsurf. She doesn't know ... it's a surprise. I hope she loves it!

ANSWERS

1 go to an outdoor cinema 2 go horse riding 3 do a treasure hunt 4 grow a sunflower 5 learn to windsurf

4 Listen and repeat. 016 Point to the pictures.

#### Audio transcript

play mini golf pick strawberries go hiking  
go to an outdoor cinema grow a sunflower  
go mountain biking go horse riding learn to windsurf  
have a barbecue do a treasure hunt

5 Listen and repeat the dialogue. 017

- Invite pairs of students to model the dialogue for the class.

6 Make true and false statements about your summer holidays. **Communication**

- Demonstrate the activity. Say one true and one false sentence about your summer holidays, and students use the phrases in the speech bubbles to say if they think the sentences are true or false.
- Put students in pairs to complete the activity.

#### Activity Book page 7

1 Complete the sentences.

ANSWERS

2 outdoor cinema 3 treasure hunt 4 horse riding  
5 mini golf 6 mountain biking

2 Complete the sentences using the words in the boxes.

ANSWERS

2 go hiking 3 grow a sunflower 4 pick / strawberries

3 Look and write. **Critical Thinking**

ANSWERS

2 I played mini golf. 3 I had a barbecue.  
4 I went to an outdoor cinema. 5 I went horse riding.  
6 I did a treasure hunt.



## Lesson 3

### Grammar

#### Lesson Objectives

- Read and understand an online chat.
- Present and practise *Wh-* questions with *did*.
- Develop listening, speaking, reading and writing skills.
- Develop critical-thinking and communication skills.

#### Language

New: *Wh-* questions with *did*: **Where** did you / he / she go?  
**Who** did you / he / she go with? **What** did you / he / she see?  
**What** did you / he / she do?

Review: past simple affirmative sentences and irregular past simple verbs

#### Warm up

Play the *Memory game* from the Ideas bank on page 151 to revise the vocabulary for outdoor summer activities.

#### Class Book page 11

##### 1 Listen and read. 018

- Ask the students to find the emojis in the text and say what they think each emoji represents.
- When the students have listened to and read the text, ask them to say whether Nancy enjoyed her summer holidays.

##### 2 Read again and say the missing words.

#### ANSWERS

1 lake 2 amazing 3 friend 4 horse 5 deer

##### 3 Read the table. Which *Wh-* questions with *did* in the table are in Nancy and Tomas's chat?

#### Critical Thinking

#### TIP Mixed-ability Teaching

- Support lower-level students by displaying on screen the grammar table via the Classroom Presentation Tool and highlighting or pointing out the questions as they are spoken in the recording.
- Stretch higher-level students by asking them to ask and answer the questions about their summer holidays.

#### ANSWERS

Where did you go?  
 Who did you go with?  
 What did you do?  
 What did you see?

##### 4 Choose the correct word and say the sentence.

#### ANSWERS

1 Who 2 What 3 went 4 went 5 played

##### 5 Ask your partner about his / her summer holidays. Communication

## Activity Book page 8

##### 1 Listen and number the pictures in order. 019

#### Audio transcript

- A:** Hi, Sam. Did you have a good weekend?  
**B:** Hi, Emily. Yes, I did, thanks. I had a great day out on Saturday.  
**A:** Where did you go?  
**B:** I went to the mountains.  
**A:** Really? You're lucky! My mum and dad never take me to the mountains.  
**B:** I didn't go with my mum and dad.  
**A:** Oh! Who did you go with?  
**B:** I went with my friend Dex and his family.  
**A:** Cool! What did you do there?  
**B:** We went hiking. We walked for three hours.  
**A:** Wow, Sam! That's a long time! What did you see?  
**B:** We saw a lot of interesting wildlife. At the end of the hike, we saw a deer in the woods.  
**A:** Did you buy anything?  
**B:** No, I didn't buy anything. There weren't any shops!  
**A:** Ha ha! Fantastic! I did something interesting at the weekend, too.  
**B:** Really? What did you do, Emily?

#### ANSWERS

(from left to right) 3, 4, 1, 2

##### 2 Write the words in order to make questions about Sam. Then write the answers.

#### KEY COMPETENCES Learn to learn

By getting students to think about the word order of the questions, they are reinforcing their understanding of the question words and learning to manipulate the grammar themselves.

#### ANSWERS

- Where did he go? He went to the mountains.
- What did he do? He went hiking.
- What did he see? He saw a deer.
- What did he buy? He didn't buy anything.

##### 3 Read the answers about Emily. Then write the questions. Critical Thinking

#### ANSWERS

- Who did she go with?
- What did she do?
- What did she see?
- What did she buy?

##### 4 Change the questions in activity 3 into *you* questions. Then ask and answer about last summer with your partner. Communication

## Grammar Reference Activity Book page 111

#### Read and circle.

#### ANSWERS

- 1 went 2 What / played 3 Where / went
- 4 Who / went

## Lesson 4

### Vocabulary and story

#### Lesson Objectives

Present and practise winter activities vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the *Winter Wonderland* story.

#### Language

New: winter activities: *go skiing, go sledging, make a snowman, do crafts, make soup, make a bird feeder*

New (passive): *will / won't*

#### Warm up

Play *Minute race* from the Ideas bank on page 150. Use the topic of *winter* and accept words students associate with the winter season, e.g. *Christmas, scarf, snow*, etc.

#### Class Book pages 12–13

##### 1 What activities can you do in winter? Make a list.

**Critical Thinking** 

- Ask students to work in pairs and say what activities they can do in winter.

##### 2 Listen, repeat and point. 020

#### ANSWERS

do crafts 4 make a bird feeder 6 go skiing 1  
make soup 5 go sledging 2 make a snowman 3

##### 3 Listen and say the winter activities. 021

#### Audio transcript

When you do this activity, you sit down on something and slide across the snow.

When you do this activity, you use paper, card, glue and lots of other materials.

When you do this activity, you can use onions, carrots, potatoes and other vegetables.

When you do this activity, you help birds which are hungry in the winter.

When you do this activity, you stand up on something and slide across the snow.

When you do this activity, you make a big body and a smaller head. You probably get cold hands!

#### ANSWERS

go sledging do crafts make soup  
make a bird feeder go skiing make a snowman

##### 4 BEFORE YOU READ This is a story about a chase. How can people travel in the snow?

##### 5 Listen, read and check. 022

#### SUGGESTED ANSWERS

skiing, sledging

##### 6 AFTER YOU READ Watch the story. Complete the activities.

- Students watch the story video, then turn to page 9 in their Activity Books to complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. If you like, you can ask students to look through Activities 1 and 3 in the Activity Book before watching the story video so that they know what to look out for.

#### Activity Book page 9

##### 1 REMEMBER THE STORY Ask and answer questions about the power ups. **Critical Thinking**

#### SUGGESTED ANSWERS

Was the night vision power up useful? Yes, it was because it helped them see better.

How many power ups are there? There are three power ups.

Did they use another power up? No, they didn't.

##### 2 Look and write. Use words in the boxes.

#### Critical Thinking

#### ANSWERS

2 go skiing 3 make a bird feeder 4 do crafts  
5 go sledging 6 make soup

##### 3 Read the story again and match.

#### ANSWERS

2 e 3 a 4 f 5 b 6 d

##### 4 Which three winter activities from activity 2 are the most popular? Have a class vote. **Collaboration**

#### KEY COMPETENCES Social and civic competence

In this activity, students carry out a class vote. This encourages students to collaborate and respect the opinions of others.

# Lesson 5

## Grammar

**Lesson Objectives**

Remember the *Winter Wonderland* story.

Present and practise *will / won't*.

Practise winter activities vocabulary.

Develop communication and collaboration skills.

**Language**

New: *will / won't*: I / He / She / We **ll** go sledging. I / He / She / We **won't** make a snowman. I think I **ll** go skiing. I don't think we **ll** win.

Review vocabulary: winter activities

### Warm up

Play *Slow reveal* from the Ideas bank on page 150. Use the winter activities flashcards.

### Class Book page 14

#### 1 REMEMBER THE STORY Match the parts of the sentences.

- Ask students to say what they can remember about the *Winter Wonderland* story from Lesson 4. Ask them what the criminal did and how Oli and Nancy caught him.

#### ANSWERS

1 c 2 a 3 b 4 e 5 d

#### 2 Read the table. Say something you *will do* and something you *won't do* this winter.

**TIP Mixed-ability Teaching**

- Support lower-level students by playing *Repeat if it's true!* Say a sentence using the components of the grammar table and encourage students to repeat the sentence if it's true for them also, or stay quiet if it isn't true for them. If they choose to stay quiet, they should put their fingers on their lips, so you can see they are making a choice and not just remaining passive. In this way, students need to understand the meaning of the sentence, and they have more supported practice of saying sentences following your model.
- Stretch higher-level students by playing the same game described above, but asking students to take on your role and be the teacher.

### 3 Make sentences.

- Explain that students should use *will* if there is a tick and *won't* if there is a cross.

#### ANSWERS

- We won't have a barbecue on Saturday.
- She'll make a snowman after school today.
- I won't do crafts tomorrow evening.

### 4 Talk to your class about their ideas for next weekend. Write down their answers.

**Collaboration**

- Tell students to mingle and talk to other students about their plans for the weekend and to make notes.

#### KEY COMPETENCES Social and civic competence

Students learn to actively listen to their classmates during this activity, which is an important communication and social skill. During feedback, ask students to write down three interesting things they hear and then share their ideas with the class.

### 5 What did you discover in activity 4? Talk to your partner.

**Communication**

### Activity Book page 10

#### 1 Listen and tick ✓. 023

#### Audio transcript

- 1
- A: Mum, there's a craft competition at school. I need to make something for animals in the winter.
- B: That sounds interesting! What will you make?
- A: I think I'll make a bird feeder.
- 2
- B: There's a shoebox in the cupboard. Do you want to use it?
- A: No, that won't work. The bird feeder needs to go outside and it will get wet.
- B: Hmm ... Dad has got an old box. It's made of wood.
- A: Great. I'll use that!
- 3
- B: Do you need paint, too?
- A: Yes, please. I think I'll paint my bird feeder green and then decorate it. That will look nice in the garden.
- B: That sounds lovely!
- 4
- B: Will you start your bird feeder tonight?
- A: No. I won't have time tonight. I've got a lot of homework. I'll make it on Saturday morning. Will you help me?
- B: Yes, of course. I'll enjoy it!

#### ANSWERS

2 b 3 b 4 b

#### 2 Write the opposite of the sentences.

#### ANSWERS

- I'll make a snowman.
- She won't make a cake.
- I think we'll finish.

#### 3 Look at the chart and tick ✓ or cross X the activities. Then write about your plans.

#### ANSWERS

- pick strawberries
- have a picnic / make a snowman
- fly a kite / have a barbecue

#### KEY COMPETENCES Learn to learn

Tell students that we use *will* here for a future plan that is decided at the moment of speaking and that is not a long-term future plan.

### 4 Look at today's weather. Circle. Then write about what you'll do after school.

**Critical Thinking**

- Ask students what the weather is like today and ask a few of them what they'll do after school.

Read and complete with 'll or won't.

**ANSWERS**

2 won't 3 'll 4 won't 5 won't 6 'll 7 'll 8 'll

## Lesson 6

### Cross-curricular

**Lesson Objectives**

Learn about life cycles.

Present and practise words connected to life cycles.

Learn how to compare the life cycles of two animals.

Develop critical-thinking and creative skills.

**Language**

New: life cycles vocabulary: *eggs, caterpillars, chrysalis, butterfly, metamorphosis, life cycle, nymphs*

**Warm up**

Review the *Winter Wonderland* story by playing *What's next?* from the Ideas bank on page 151.

**Class Book** page 15

**1 Look at the pictures in activity 2. Which is the correct order of the stages?** **Critical Thinking**

**ANSWER**

c

**KEY COMPETENCES** Cultural awareness and expression

Ask students in which season we see more butterflies, and if they have ever seen a chrysalis or a caterpillar.

**2 Listen and read.** 024

- Before reading, ask students to look at the text and find the pink words. Ask students to explain these words to the class if they know the meanings. If not, students can use their dictionaries to look them up.

**3 Read and answer.**

**ANSWERS**

- On a leaf / leaves.
- Leaves and flowers.
- No. They grow very fast.
- The caterpillar starts changing shape.
- Metamorphosis.
- They move their wings and fly away to look for food.

**4 What other animals have different stages and forms in their life cycle?** **Critical Thinking**

- Students discuss the question in pairs, then join with another pair to compare answers.

**5 Learn how to compare the life cycles of two animals.**

- Students open their Activity Books at page 11 and complete the activities.

**1 Listen and write the numbers (1–5).** 025

**Audio transcript**

- A new caterpillar hatches from one of the tiny eggs.
- The new butterfly can't fly immediately, but it soon starts moving its wings.
- The female butterfly lays lots of tiny eggs.
- The caterpillar eats leaves and flowers, and it grows quickly.
- Inside the chrysalis, the caterpillar starts changing from a caterpillar into a butterfly.

**ANSWERS**

(from left to right) 2, 5, 1, 3, 4

**2 Look and read. Then number the sentences.**

**Listen and check.** **Critical Thinking** 026

**ANSWERS**

a 3 c 2

**3 Read the sentences and write B (butterfly) or D (dragonfly).**

**ANSWERS**

2 D 3 D 4 B 5 B 6 D

**TIP** Curriculum link

If students are learning about animals in their own language in science at school, encourage them to tell their teacher what they learned about metamorphosis, and the stages of life of a dragonfly and butterfly.

**4 Make a poster about the life cycle of a butterfly or a dragonfly. Find or draw pictures and write sentences to describe each stage.** **Creativity**

- Lower-level students can work in groups to make their poster. Higher-level students can work individually. Invite students to present their posters to the class.



## Lesson 7

### Literacy: a poem

#### Lesson Objectives

Develop literary skills and familiarize students with poetic devices.

Find out about Native American culture.

Raise awareness of the value of expressing feelings and ideas through poems.

Talk about poetry.

#### Language

Review: past simple for narrative; seasons

#### Warm up

Play *Quiz* from the Ideas bank on page 151. Use the texts about butterflies and dragonflies from Lesson 6 for the questions.

#### Class Book page 16

**1 BEFORE YOU READ** Look at the pictures. What are the two poems about?

#### KEY COMPETENCES Cultural awareness and expression

Explain that Native North Americans are the indigenous people who lived in North America before the Europeans arrived in the 15th century.

**2 Look at the titles of the two poems, and the pictures. What is the weather like?** Critical Thinking

**TIP** Write their ideas on the board, but don't tell the students if their ideas are right or wrong at this point. After they have listened and read the text, ask students to come and tick or cross the ideas.

**3 Listen and read.** 027 Were you right?

#### ANSWER

It's cold and snowing.

#### KEY COMPETENCES Learn to learn

Using the pictures and the title of the poems generates interest in the text and encourages students to predict what the text is about. This is a valuable learning tool for students when they are asked to read new texts.

**OUR VALUES!** Focus students on the Our Values! feature. Then ask them why they think poems are a good way to show ideas and feelings. Conduct a classroom discussion and encourage students to think about the importance of being able to express yourself without judgement and having to follow strict writing rules. Talk about whether a poem can be right or wrong, what poems can be about and if writing them helps people find their own voice. Explore the idea that poetry is about the imagination and which senses poetry draws on.

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 12 of the Activity Book.

#### Activity Book page 12

**1 Read the poems on Class Book page 16 again and answer the questions with your ideas.**

#### Critical Thinking

- Make sure the students know that people can interpret poems differently; some of their answers may be different from other students and this is fine.

#### SUGGESTED ANSWERS

- cold, winter, snow
- Snow falling.
- Students' own answers
- Students' own answers
- Life was cold, but they were happy.
- A fox.

**2 Which ideas can you find in the poems? Tick ✓.**

#### ANSWERS

Night falls on the prairie: 2

Winter landscape: 2

**3 Read and listen.** 028 Write the number of the picture next to the line of the poem it matches.

#### ANSWERS

2 d 3 a 4 c

**4 Talk about poetry. Ask and answer. Use the prompts.** Critical Thinking

- Students ask and answer the questions in pairs, then join another pair and ask and answer questions about poetry.

## Lesson 8

### Culture: The Navajo Mountain Chant festival

#### Lesson Objectives

Raise awareness of the Navajo Mountain Chant festival.

Compare a traditional Native American festival and a festival in the students' own country.

Review and practise describing similarities and differences using *and* and *but*.

#### Language

Review: present simple third person singular; activities

#### Warm up

Check how much students can remember about the poems in the previous lesson. Make statements about the poems and have students say *True* or *False*.

- 'A million white feathers' is snow.* (True)
- The people sing songs.* (False)
- The people sit by a fire.* (True)
- A bird is looking for food in Winter landscape.* (False)

## Activity Book page 13

### 1 Listen and answer. 029

- Tell the class that they are going to listen to a conversation about a traditional Native American festival.
- Ask students what they know about Native Americans (*Where do they live? What language do the people speak?, etc.*).
- Then play the recording for students to choose the three things Tadi talks about.

### Audio transcript

**Interviewer:** Where are you from, Tadi?

**Tadi:** I'm Navajo and I live in Arizona.

**Interviewer:** The Navajo are a Native North American tribe – is that right?

**Tadi:** Yes, it is. We're a very old culture. I love our culture, especially the festivals.

**Interviewer:** What's your favourite festival?

**Tadi:** It's the Navajo Mountain Chant. It's a very old festival. It's a nine-day festival.

**Interviewer:** Nine days! That's a lot! When is it?

**Tadi:** It's in spring – at the end of March.

**Interviewer:** Why is the festival in March?

**Tadi:** Because it's the time of year when the bad weather stops and we can start new things. We celebrate the end of winter and the start of spring.

**Interviewer:** What do people do at the festival?

**Tadi:** The festival always starts by making a sand painting.

**Interviewer:** A sand painting? What's that?

**Tadi:** A group of men use coloured sand to make a big picture. The sand is red, blue, yellow and white.

**Interviewer:** What else happens in the festival?

**Tadi:** People dance around a fire. They paint their bodies white and they carry branches of trees.

**Interviewer:** Do they sing, too?

**Tadi:** Yes, they do. There's a traditional song. It's called 'The night chant'.

**Interviewer:** Who goes to the festival?

**Tadi:** The Navajo people go, of course, and there are a lot of visitors, too. We have a great time together.

### ANSWERS

dancing, singing

### 2 Listen again and complete the notes. 030

### ANSWERS

2 Arizona 3 end of March 4 nine days

5 sand / body painting 6 singing 7 dancing

8 the Navajo people and a lot of tourists

### 3 Think about a traditional festival in your country.

Complete the information. **Critical Thinking**

- Before students begin this activity, you might like to get them started by giving them some ideas of your own. You could show students some photographs, leaflets or website images of a festival you have been to in their country. It doesn't matter if the festival is a very small one; it could be something local or organized by the school.

### TIP Mixed-ability Teaching

Group students to do this task, so there is a mixture of higher-level and lower-level students in each group. This promotes peer collaboration.

### 4 Make a list of similarities and differences between the Navajo Mountain Chant festival and the festival in your country. **Critical Thinking**

### 5 Talk about the similarities and differences you found in activity 4. Use *and* and *but*. **Communication**

### KEY COMPETENCES Social and civic competence

Thinking about what we have in common with people from different places and with different cultures helps us to relate to them and appreciate them. Encourage students to discuss the list of differences they have found between their own traditional festival and the Navajo Mountain Chant festival, and to tell you which things they found out about the Navajo Mountain Chant festival that they like the sound of.

## Lesson 9 Writing: a poem

### Lesson Objectives

Recognize features of a haiku.

Learn about and practise writing a haiku.

Practise a specific writing subskill: using keywords.

### Language

New: features of a haiku: *line, syllables, keywords*

### Warm up

Divide the class into two teams. Tell the class you will say an answer and the first team to say the correct question wins a point. Ask a student from each team to come to the front. Say an answer, for example, *I went to Italy*. and ask *What's the question? (Where did you go?)*. The fastest player to respond wins a point for the team. Repeat with different team members and answers.

### Class Book page 17

### 1 Read the four haikus which Fatima has written. Which season is each one about?

### ANSWERS

Haiku 1: autumn Haiku 2: spring Haiku 3: winter

Haiku 4: summer

### 2 Read the haikus again and answer the questions.

### ANSWERS

1 The other leaves.

2 The writer is outside.

3 The sound snow makes when it falls.

4 At the beach.

3 Match the features and the colours in the haikus.

ANSWERS

- 1 A line with five syllables – green
- 2 A line with seven syllables – purple
- 3 A second line with five syllables – red
- 4 Keywords about nature – blue

4 Read the Big Write tip.

- Students turn to the Big Write tip on page 14 of the Activity Book.

Activity Book page 14

1 Read and complete the Big Write tip. Use the words in the box.

ANSWERS

- 2 seven 3 five 4 nature 5 keywords

2 Look and write the correct keywords for the scenes.

ANSWERS

- 1b flowers 1c lambs  
2a snow 2b ice 2c snowman  
3a sun 3b ice cream 3c beach

3 Think about something in nature. Plan a haiku about it.

- Students can discuss their ideas in pairs or groups.

4 Write your haiku. Then draw the picture your haiku describes.

Creativity

KEY COMPETENCES Cultural awareness and expression

Writing poetry and drawing a picture to show what it describes encourages creativity and expression. Display students' haikus around the classroom and ask each student to report back on their favourite.

Community Task Collaboration

- Organize students into groups to do the activity. Then do it again as a class.

**DIGITAL COLLABORATIVE LEARNING** A sense of audience increases students' motivation to write. You can choose to extend the writing activity in this lesson to a Community Task, bringing all students' pieces of writing together to create a class project for a wider audience. See the Digital Collaborative Learning section in the Introduction.

Lesson 10  
The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

Language

Review vocabulary: outdoor summer activities, winter activities

Review grammar: *Wh-* questions with *did, will / won't*

Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 1 with the class.

Class Book page 17

1 Listen and answer. 031 Which food do they mention in the song?

Audio transcript

In summer, we'll have a barbecue.  
I'll make some sardines for you.  
We'll go to an outdoor cinema.  
We'll try to grow a sunflower.  
*But spring's my favourite season!*  
*Don't ask me for a reason.*  
*All the birds in the sky will sing*  
*My favourite season is spring.*  
Autumn's windy by the sea.  
We'll learn to windsurf, you and me.  
We'll go hiking round the coast.  
We'll stop at a café for tea and toast.  
*Chorus*  
And then, in winter, when it snows,  
We'll make a snowman with a carrot nose.  
We'll go sledging, we'll have some fun,  
But we won't have a picnic 'cause there's no sun!  
*Chorus x 2*

ANSWERS

sardines, tea, toast, carrots

2 Watch and answer the questions on the video.

Video transcript

See page 155.

ANSWERS

See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Critical Thinking

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the example answers they most agree with.
- If students have written questions on their poster, they can now see which ones they can answer.

#### 4 Complete the activities and do the self-evaluation.

- Students turn to page 15 of the Activity Book to complete the review activities and self-evaluation.

### Activity Book pages 15–16

#### 1 Listen and complete the song. 🎧 032

##### ANSWERS

- 2 sunflower 3 windsurf 4 hiking 5 snowman  
6 go sledging

#### 2 Read the answers. Then write the questions.

##### ANSWERS

- 2 Who did you go with? 3 What did you see?  
4 What did you do? 5 Where did you stay?  
6 What did you buy?

#### 3 Look and complete the sentences. Use the correct form of the words.

##### ANSWERS

- 2 I don't think she'll fall. 3 I think he'll eat soup.  
4 I don't think they'll build a snowman. 5 I don't think he'll catch the bus. 6 I think he'll go sledging.

#### 4 Play the Snakes and Ladders game.

- Divide students into pairs to play the game. Ensure each pair has a dice and a counter for each player.
- The students roll the dice and move their counters, completing the challenge in the square that they land on. Remind students to go up a ladder or down a snake. The first player to reach 'Finish' is the winner.

#### 5 Read and tick ✓ or cross X.

##### KEY COMPETENCES Learn to learn

Remind students of the importance of reflecting on their own progress. Encourage them to think about what they would like to improve on in the next unit. Discuss ways of improving in certain areas. Also encourage them to take pride in things they have done well.

**TIP** Take time to analyse students' responses to activity 5. Either take in their Activity Books to view their answers in this section, or ask them to copy and complete activity 5 onto a piece of paper and hand it in to you. They could put this into a 'Self-evaluation box' on your desk at the end of the lesson. You can then check whether the students' evaluation of themselves is the same as your evaluation of their work and level, and, as a result of this, make time to talk to individual students about their work or provide more practice.

#### 6 Complete the sentences.

#### Unit 1 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.



# 2

# How do we discover things?

## Lesson 1 The Big Question

### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about discovering things and elicit answers to the Big Question.

Review language from previous levels.

Present and practise pronunciation of /t/ and /ʃ/.

### Language

Review: *there is / there are*; present simple

### Warm up

Play *First letters* from the Ideas bank on page 150 to revise the outdoor summer and winter activities words from Unit 1.

### Class Book pages 18–19

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What can you see? What do people use it for? Where can you see these things?* Encourage students to relate to the pictures themselves, e.g. *Do you like science? Why do you think it is important?*

#### ANSWERS

- The Eden Project, trees, plants, greenhouses, a science room, a new kind of animal / fish, a drawing, a flyer.
- Students' own answers
- He thinks they are amazing.

#### 2 Watch the video and correct the sentences. ▶

#### Video transcript

See page 155.

#### ANSWERS

- Finn loves the Eden Project.
- There are two biomes at the Eden Project.
- The sculpture in the Core Building is called the Seed Sculpture.
- You don't have to take your own food and drink to the Eden Project.

#### 3 Think about the Big Question and answer.

#### Critical Thinking

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Students discuss their answers to the Big Question in pairs, then join with another pair to compare answers. Students write their answers on the poster.
- Ask students what they think they are going to find out about in this unit. Then ask them to think of questions they want to learn the answers to. Students can write their questions on the poster.

5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

#### 6 Watch the video again. ▶ Complete the activities in the Activity Book.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

### Activity Book page 17

#### 1 REMEMBER THE VIDEO Answer the questions.

#### ANSWERS

- A biome is like an enormous indoor garden.
- They used one enormous piece of rock.
- The Wee Man is made out of waste.

#### 2 Listen to Emmeline talking about her visit to the Eden Project. Who did she go with? Listen again and write Yes or No. 033

#### Audio transcript

I just watched Finn's video about the Eden Project in Cornwall. I've been there, too. I went with my mum and dad when we were on holiday last year. I loved it! When we were there, we learned about coffee beans. Did you know that coffee is the most popular drink in the world? People in countries from Algeria to Zaire drink about two billion cups of coffee every day. Yes – two billion! That's a two with nine zeros after it!

Coffee plants can only grow in places which are less than one thousand six hundred kilometres from the equator. More than fifty countries grow coffee. Most of them are in South America or Central America. Thirty per cent of the coffee sold around the world comes from Brazil, and more than five million Brazilian people work in coffee production. Coffee plants have got small, round fruit. Usually, one fruit contains two coffee beans. At first, the fruit are green – but, when they are ripe, they turn red, yellow or purple. This is when people take the beans out of the fruit. Then they dry them and roast them. When they are roasted, you can make coffee with them.

To make one cup of espresso coffee, you need forty-five roasted coffee beans! That's what my dad drinks! I wonder if he knows how much work there is to make his favourite drink!

#### ANSWERS

- She went with her mum and dad.  
2 No 3 No 4 No

#### 3 Listen to the rule. Then listen to the words and complete the table. 034

#### Audio transcript

The letter *t* can be pronounced in different ways. It can be a /t/ sound, like this: *artist*. It can be a /ʃ/, like this: *attention*.  
scientist invention action doctor caterpillar  
intention option skating

### ANSWERS

2 doctor 3 caterpillar 4 skating 5 invention  
6 action 7 intention 8 option

4 Listen to the letter **t** in the words. 035 Circle the words with a different sound.

### ANSWERS

2 collection 3 painting 4 education 5 university  
6 tomatoes

## Lesson 2 Vocabulary

### Lesson Objectives

Present and practise science class vocabulary.  
Read and understand a blog about a Science Club.  
Talk about things you can freeze.  
Develop reading and writing skills.

### Language

New: science class vocabulary: *heat, boil, cool, freeze, measure the temperature, gas, melt, liquid, turn into, solid*  
Review: present continuous; present simple; *You can ...*; past simple

### Warm up

Play *Guess who / what!* from the Ideas bank on page 150. Tell students to think of things they learn about in science and describe them to the class without naming them.

### Class Book page 20

1 What do you do in your science class? Copy the table and write two more words for each heading.

#### Critical Thinking

#### TIP Mixed-ability teaching

- Support lower-level students by asking them to complete the table in pairs. They can then join another pair and compare answers.
- Stretch higher-level students by asking them to think of four extra words for each column.

### SUGGESTED ANSWERS

Experiment verbs: mix, stir, shake, weigh, measure  
Other verbs: smell, cut, cover

2 Listen and read about Jack's science club. 036 Find the five words in bold in the pictures. Do you learn about these things in your science class?

- Ask students what was the last thing they learned in their science class.

### KEY COMPETENCES Mathematical competence

Jack's blog describes experiments to show how water changes form when its temperature changes. Tell students to do their own experiment at home by making ice cubes with water. They can take photographs of the water as a liquid and then when it has turned into ice, and bring their photos to the next lesson. They could time how long it takes the water to form ice.

### ANSWERS

1 cool 2 heat 3 measure the temperature 4 freeze  
5 boil

3 Listen to Nancy. 037 Copy the words and number them in the order you hear them.

### Audio transcript

It's me again: Nancy!

Jack and I did some experiments. First, we put some ice in a glass and left it to melt. The ice turned into water in thirty minutes at room temperature. After that, we heated the water for thirty minutes and it disappeared! It turned into vapour.

Our conclusion is that water can have three different forms. It can be a solid. It can be a liquid. And it can be a gas. It all depends on the temperature.

### ANSWERS

1 melt 2 turn into 3 solid 4 liquid 5 gas

4 Listen and repeat. 038 Point to the pictures.

### Audio transcript

boil cool freeze gas heat liquid measure the temperature melt solid turn into

5 Listen and repeat the dialogue. 039

- Invite pairs of students to model the dialogue for the class.

6 Talk about things you can freeze. Communication

- Divide students into pairs to do the activity. Students talk about different things they can freeze. Do a feedback stage and write students' ideas on the board.

### Activity Book page 18

1 Complete the sentences. Use the words in the box.

### ANSWERS

2 freezes 3 melts 4 solid 5 cool

2 Match the pictures and the sentences in activity 1. Critical Thinking

### ANSWERS

2 c 3 d 4 e 5 a

3 Find and circle. Then complete the text using the words.

### ANSWERS

2 measured 3 temperature 4 turn into 5 liquid  
6 gas

## Lesson 3 Grammar

### Lesson Objectives

Read and understand an online chat.  
Present and practise the zero conditional.  
Develop listening, speaking, reading and writing skills.  
Develop critical-thinking and communication skills.

## Language

New: zero conditional: *If I boil water, it turns into steam. If you freeze water, it turns into ice. If we melt ice, it turns into water. What happens if you / we boil water?*

Review: past simple; transport

### Warm up

Play *Slow reveal* from the Ideas bank on page 150 using the science class flashcards to revise the science class vocabulary.

## Class Book page 21

### 1 Listen and read. 040

- Ask students to identify the characters (Jack and Celia) and the type of text (an online chat).
- Ask students to look at the emojis in the text and say what they think each one represents.

### 2 Read the conversation again. Then answer the questions.

#### ANSWERS

1 It boils. 2 It turns into ice. 3 It melts.

### 3 Read the table. Which zero conditional sentences are in Jack and Celia's chat? Critical Thinking

#### ANSWERS

If you cool water to less than zero degrees Celsius, it freezes.

If you leave ice at room temperature, it melts and turns into liquid.

If you heat water to 100 degrees Celsius, it boils.

If water boils, it turns into vapour.

### 4 Match the parts of the sentences.

#### ANSWERS

1 c 2 a 3 b

### 5 Talk about the pictures. Use the zero conditional.

#### Communication

#### KEY COMPETENCES **Sense of initiative and entrepreneurship**

Students will need to use problem-solving skills to complete activity 5. First, they need to look at the picture and think of the correct word. Then, they need to look at the time and make a sentence using the zero conditional.

#### ANSWERS

If you go by train, it takes 30 minutes.

If you cycle, it takes three hours.

If you walk, it takes eight hours.

## Activity Book page 19

### 1 Write the words in order to make sentences. Then listen and check. 041

#### ANSWERS

2 What happens if the ice doesn't melt?

3 If we go by train, the journey takes 30 minutes.

4 What happens if you plant a seed?

### 2 Complete the sentences. Use the correct form of the verbs. Then match.

#### KEY COMPETENCES **Learn to learn**

By getting students to match the sentence to the pictures, they are reinforcing their understanding of the meaning of the sentences and learning to manipulate the grammar themselves.

#### ANSWERS

2 put / melts, c 3 go / takes, f 4 is / freezes, e

5 cut / stays, a 6 strikes / means, b

### 3 Ask and answer about travel times from the city centre. Communication

### 4 Write about travel times from your home to your school. Use the prompts.

- Ask the students which ways they travel to school and ask a few about their travel times.

## Grammar Reference Activity Book page 112

### Match the parts of the sentences.

#### ANSWERS

2 d 3 b 4 f 5 a 6 e

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise different verbs.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the *Deep Sea Adventure!* story.

### Language

New: verbs: *fancy, dislike, carry on, suggest, imagine, stop*

New (passive): verb + *ing*

### Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, arrange students in a circle and have them say zero conditional sentences in rolling pairs, as follows: *If you freeze water, / it turns into ice. If you go by bus to school, / it takes 20 minutes.* Encourage students to be creative with their answers, where appropriate.

## Class Book pages 22–23

### 1 Look at the pictures. Is there anything you like or don't like? Critical Thinking

- Ask students to work in pairs and say what they like and don't like.

### 2 Listen, repeat and point. 042

#### ANSWERS

Carry on with your game. Dinner is in an hour. 3

Mmm! I fancy a cake! 1 Which one do you suggest for the party? 4 Stop! It's too high! 6 I really

dislike salad! 2 I can imagine going there! It looks so beautiful. 5

**3 Listen and say the verbs.** 043

**Audio transcript**

This verb means that you really want something, for example, something to eat.  
This verbs means that you create an idea or a picture about something in your thoughts.  
This means that you continue to do something.  
This verb means that you really don't like something.  
This verb means that you finish doing something.  
This verbs means that you give somebody an idea about something, for example, about what clothes to wear.

**ANSWERS**

1 fancy 2 imagine 3 carry on 4 dislike 5 stop  
6 suggest

**4 BEFORE YOU READ This story is about a new species of fish called an octofish. What do you think it looks like?**

- Tell students to work in pairs and give them one minute to imagine what the new species looks like.
- Ask the pairs to draw the new fish.

**5 Listen, read and check.** 044

- After students have read the story, ask them to show their drawings of the octofish and compare them to the story pictures.

**6 AFTER YOU READ Watch the story. Complete the activities.**

- Students watch the story video, then turn to page 20 in their Activity Books to complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember what happens in the beginning, middle and end of the story while they are watching.

**Activity Book** page 20

**1 REMEMBER THE STORY Ask and answer questions about the beginning, the middle and the end of the story.** Critical Thinking

**SUGGESTED ANSWERS**

What happens at the beginning of the story? Tomas and Oli choose the Metamorphosis power up. Then they look for the octofish. What happens in the middle of the story? They activate the Metamorphosis power up and they see that the sharks are really photos.  
What happens at the end of the story? They discover that Professor Zol is really Dr Zeevil and the octofish isn't real. They free all the fish in the submarine and activate the secret Balloon maker power up.

**2 Complete the dialogues. Use the verbs in the box. Then match.** Critical Thinking

**ANSWERS**

1 carry on, b 2 dislike, c 3 suggest / fancy, d  
4 imagine, a

**3 Read the story again and tick ✓ True or False.**

**ANSWERS**

2 False 3 False 4 True 5 True 6 False

**4 Invent a new species. Draw it, give it a name and write a description.** Collaboration

**KEY COMPETENCES** Sense of initiative and entrepreneurship

Activity 4 encourages students to use their imagination to predict what the new species looks like. Tell some confident students to describe their new species to the class and to say what it can / can't do. You could display all the drawings around the class and ask students to look at them and report back which they found the most interesting and why.

**Lesson 5 Grammar**

**Lesson Objectives**

Remember the *Deep Sea Adventure!* story.  
Present and practise verb + *ing*.  
Practise the new verbs.  
Develop collaboration and critical-thinking skills.

**Language**

New: verb + *ing*: I / You / We enjoy reading. Do you like going on adventures? Does she like being invisible?  
Review vocabulary: verbs

**Warm up**

Play *Sharkman* from the Ideas bank on page 150. Use the verbs flashcards.

**Class Book** page 24

**1 REMEMBER THE STORY Who is speaking? Complete the phrases from the story using the verbs in the box. Then say Oli or Tomas.**

- Ask students to say what they can remember about the *Deep Sea Adventure!* story from Lesson 4 and what they liked about it.

**ANSWERS**

1 having (Oli) 2 dreaming (Oli) 3 looking (Oli)  
4 freeing (Oli)




2 Read the table. Then make a question to ask a classmate.

3 Say the sentences. Use the correct form of the verb in brackets.

**ANSWERS**

- 1 swimming 2 reading 3 fishing 4 painting  
5 watching 6 doing

4 Complete the sentences. Use the names of five of your classmates and the correct form of the verbs in brackets. 

- Fast finishers can add two more sentences.

**ANSWERS**

- 1 (Name) can imagine being in London.  
2 (Name) dislikes having science homework.  
3 (Name) fancies going to the USA one day.  
4 (Name) suggested doing something interesting last week.  
5 (Name) will carry on studying English all his / her life.

5 Ask your classmates. Are your sentences from activity 4 true or false? **Collaboration**

- Students stand up and mingle to do the activity. When they have finished, ask students to report back on their results.

**Activity Book** page 21

1 Complete the sentences. Use the correct form of the verbs in the box. Then listen and check.  045

**Audio transcript**

- 1 Stop writing on the table! Use paper!  
2 My mum dislikes reading magazines. She prefers books.  
3 Do you fancy going to the cinema tonight?  
4 Can you imagine flying like a bird?  
5 I'll sit here for a moment. You carry on walking.  
6 I suggest doing an experiment for science homework.

**ANSWERS**

- 2 reading 3 going 4 flying 5 walking 6 doing

2 Look at the pictures and complete the sentences.

**ANSWERS**

- 2 cycling 3 running 4 speaking 5 having 6 going

3 Complete the sentences for you. **Critical Thinking**

4 Write your sentences from activity 3 on a piece of paper and give it to your teacher. Then read the sentences your teacher gives to you. Guess who wrote them. **Critical Thinking**

**Grammar Reference Activity Book** page 112

Complete the sentences. Use the correct form of the verbs in brackets.

**ANSWERS**

- 2 watching 3 catching 4 working 5 having  
6 climbing 7 relaxing 8 swimming

## Lesson 6

### Cross-curricular

**Lesson Objectives**

Learn about different artists' materials.

Present and practise words connected to artists' materials.

Learn how to identify different artists' materials.

Make a poster using different artists' materials.

**Language**

New: artists' materials vocabulary: *charcoal, watercolour paints, oil paints, pastels, canvas, palette*

**Warm up**

Review the grammar from the previous lesson. Write *suggest, imagine, dislike, fancy, carry on* and *stop* on a set of blue cards and place the cards in a box. Then write several verbs on a set of green cards, e.g. *have, be, go, do, study, play, eat, live* and place them in another box. Divide the class into two teams. Invite pairs of students from each team in turn to come to the front and pick a card from each box. The students then have to make a correct sentence with the verb + *ing* form.

**Class Book** page 25

1 Which materials can you use to make a work of art? **Critical Thinking**

- Students discuss the question in pairs, then compare ideas with another pair before reporting back.

**SUGGESTED ANSWERS**

charcoal, watercolour paints, oil paints, canvas, palette, pastels, pencils, crayons, paper, rocks, stones, waste, wood

2 Listen and read.  046

- Before reading, ask students to look at the text and find the bold words. Ask students to explain these words to the class if they know the meanings. If not, students can use their dictionaries to look them up.

3 Read and say **charcoal, oil paints, watercolours or pastels**.

**ANSWERS**

- 1 pastels 2 watercolours 3 oil paints 4 charcoal

**TIP** Encourage students to think creatively about other materials we can use to produce art, e.g. wood, sand, cardboard, clay. If they don't know the words in English, repeat them back to them in English.

4 Ask and answer. **Critical Thinking**

- Students discuss the questions in pairs before discussing it as a class.

5 Learn how to identify different artists' materials.

- Students open their Activity Books at page 22 and complete the activities.

## Activity Book page 22

### 1 Listen and write the numbers (1–6). 047

#### Audio transcript

- 1 I'm going use oil paints to paint these beautiful flowers.
- 2 My art teacher likes using soft pastels more than hard pastels.
- 3 Watercolour paints are my favourite kind of paints. I use them to paint pictures of the sea near where I live.
- 4 A canvas is a special material which is used for oil painting.
- 5 You usually need a palette to mix different colours when you are painting with oil paints.
- 6 You can use your fingers to create interesting effects with charcoal.

#### ANSWERS

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

### 2 Look and complete the sentences. Use the words in the box.

#### ANSWERS

- 1 b palette c canvas
- 2 a charcoal b soft c darker
- 3 a watercolour paints b water
- 4 a pastels b chalk c shadows

### 3 Look at the paintings in activity 2. Take turns to describe them. Say what they show and which materials the artist used. Communication

#### TIP Curriculum link

Organize an opportunity for students to use different artists' materials in their art lessons. Encourage students to tell their art teacher what they have learned about different artists' materials, in English, if possible.

### 4 Make a poster about art which you like. Use at least two different artists' materials. Creativity

#### KEY COMPETENCES Cultural awareness and expression

The activity provides students with the opportunity to express themselves creatively and experiment with artists' materials to find which they prefer. Display students' posters around the classroom and ask students to report back which ones they liked best and why.

## Lesson 7

### Literacy: an e-flyer

#### Lesson Objectives

Develop literary skills and familiarize students with an e-flyer.

Find out about some music festivals.

Raise awareness of the value of the importance of festivals.

Talk about which features of a festival are very important and less important to you.

#### Language

Review: outdoor summer activities

## Warm up

Challenge the students to remember what they learned about different artists' materials in Lesson 6. Ask questions about the text on page 25 of the Class Book, e.g. *What material does an artist use to paint on canvas? What material can you use to make a black and white drawing? What materials can you use to make new colours by rubbing them with your fingers?*

## Class Book page 26

### 1 BEFORE YOU READ Look quickly at the e-flyer. Does it make you want to read more? Why (not)?

#### KEY COMPETENCES Sense of initiative and entrepreneurship

This activity encourages students to develop critical-thinking skills. Have a class discussion about the features of the e-flyer which make students want to read more or not. Ask students for suggestions on how the e-flyer could be improved to make it more interesting.

### 2 Ask a question about the festival. Critical Thinking

- Ask students to suggest questions, then tell them to write their questions in their notebooks.

### 3 Listen and read. 048 Does the e-flyer answer your question?

- Ask students to raise their hands if the e-flyer answered their question. Invite students with raised hands to read out their questions, one at a time. The rest of the class looks at the e-flyer and finds the answers.

**TIP** Ask students to think of three more questions about the festival based on the information in the e-flyer. Students can swap questions with a partner, read the text again and write answers to their partners' questions.

#### CULTURE NOTE Festivals in the UK

Summer festivals are a part of British culture. There are hundreds of festivals that take place all over the UK in the summer months. Festivals are usually celebrations of music; however, they also have outdoor activities such as horse riding, watersports, hiking, dance, cycling, yoga and lots more. One of the most famous festivals is the Glastonbury festival, which is held in Somerset, in the south-west of England. Many famous bands perform at Glastonbury and people from all over the world come to see them. For homework, you could ask students to find out about three British festivals and report back to the class.

**OUR VALUES!** Focus students on the Our Values! feature. Ask them what music festivals they know about in their community. Ask students to suggest why it is important to have music festivals. Explore the idea that music brings people together to celebrate something important. Ask students about music festivals they enjoy or would enjoy going to and why they enjoy or would enjoy them.

#### 4 AFTER YOU READ Complete the activities.

- Students complete the activities on page 23 of the Activity Book.

#### Activity Book page 23

##### 1 Read the e-flyer on Class Book page 26 again and tick ✓ the information you can find.

###### ANSWERS

2, 4, 5

##### 2 Correct the sentences.

###### ANSWERS

- The festival is in August.
- It's one of the UK's friendliest festivals.
- Golden Wizards are playing.
- There are music workshops for all ages.
- You can find more information on the website.

##### 3 Complete the email with information about the festival.

###### ANSWERS

- 2 3 3 kids' disco 4 ice cream 5 camping  
6 DJ Sparkly

##### 4 Which features of a festival are very important and which are less important? Why? Ask and answer. Use the prompts. Critical Thinking

- Students use the prompts to ask and answer questions with their partner, then join with another pair and ask and answer questions about the features of a festival they find very or less important.

## Lesson 8

### Culture: talent shows in Ireland

#### Lesson Objectives

- Raise awareness of Irish culture.
- Compare talent shows in Ireland and in the students' own country.
- Review and practise describing similarities and differences using *and* and *but*.

#### Language

Review: present simple third person singular

#### Warm up

Say a sentence relating to the e-flyer in Lesson 7, e.g. *The SummerSoundSongs festival is in London. There's free camping. There's a kids' zone. There are dance workshops for all ages.* Students say if the sentences are true or false.

#### Activity Book page 24

##### 1 Listen and tick ✓ the topics Sally's cousin Shane talks about. 049

- Tell the class that they are going to listen to a conversation about a talent show in Ireland.
- Ask students what they know about Ireland (*Where is it? What language do people speak there? etc.*).

- Then play the recording for students to choose the topics Shane talks about.

#### Audio transcript

Hi. I'm Sally's cousin, Shane, and I live in Ireland. I discovered some of my favourite singers and groups on TV – on talent shows. There are four talent shows on TV at the moment and I watch them all! I watch them with my mum. She loves them, too, but my dad doesn't. He usually takes the dog for a walk when we're watching.

My favourite show is on Saturday nights at eight o'clock. I like the presenter because he's really kind. He says nice things about all the singers and groups – even the bad ones!

At the end of the show, you can send a text message to vote for your favourite act. I always vote. They count the votes and there is a special winner from the public vote. Then the judges on the show vote for their favourites, too.

There are four judges. They don't always agree and, sometimes, they shout at each other. I hate that!

Some winners from past years are famous now. They play concerts all over the world and you can buy their music. I think talent shows are a great way to become famous, but I don't want to go on one. It's too scary!

###### ANSWERS

2, 4, 6

##### 2 Listen again and correct the words in bold. 050

###### ANSWERS

- 2 mum 3 takes the dog for a walk / walks the dog  
4 kind 5 a text message 6 too scary

##### 3 Think about TV talent shows in your country. Complete the information. Critical Thinking

- Elicit ideas for talent shows and write them on the board. Then put students in pairs to complete the information. Ask pairs to share their ideas with the class.

#### TIP Mixed-ability Teaching

Pair lower-level students with higher-level students to do this activity. As you circulate around the class, try to ensure that the higher-level students are giving the lower-level students a chance to answer, and to support and help them.

##### 4 Make a list of similarities and differences between the talent show which Shane watches and the talent show which you watch. Critical Thinking



##### 5 Talk about the similarities and differences you found in activity 4. Use *and* and *but*. Communication

- Students discuss the similarities and differences in pairs, then share their ideas with the class. Ask the rest of the class to say whether they agree or disagree with each similarity and difference.

#### KEY COMPETENCES Cultural awareness and expression

Comparing life in other countries to life in their own country helps students to develop cultural awareness. Ask students to find out more about life in Ireland for homework. Discuss their findings in the next lesson and compare with life in their own country.

## Lesson 9

### Writing: an e-flyer

#### Lesson Objectives

Recognize features of an e-flyer.

Learn about and practise writing an e-flyer.

Practise a specific writing subskill: writing information in note form.

#### Language

New: features of an e-flyer: *title, short pieces of text, practical details, note form*

Review: outdoor summer activities

#### Warm up

Ask students to imagine they are going to the SummerSoundSongs festival. Ask them to suggest questions they would like to ask about the festival (e.g. *Where is it? Who is performing? How much are the tickets? Are there activities for kids? Is camping free? How long is it?*). Divide the class into two teams. Explain that each team takes turns to ask the questions about the festival.

#### Class Book page 27

**1 Read the e-flyer which Rami has posted. Which event is it advertising?**

##### ANSWER

End-of-Year Music Festival

**2 Read the e-flyer and answer the questions.**

##### ANSWERS

1 one day 2 It's free.

**3 Match the features and the colours in the e-flyer.**

##### ANSWERS

- 1 Title of the event – white
- 2 Short pieces of text which give relevant information. – bold black
- 3 Practical details (date, time, place) – purple
- 4 What to do to find out more. – orange
- 5 Information in note form – blue

**4 Read the Big Write tip.**

- Students turn to the Big Write tip on page 25 of the Activity Book.

#### Activity Book page 25

**1 Read and complete the Big Write tip. Use the words in the box.**


##### ANSWERS

- 2 short pieces of text 3 practical details  
4 find out more 5 note form


**2 Write the information in note form.**

##### SUGGESTED ANSWERS

- 2 Fun area with party games. Face painting competition. Win fantastic prizes.
- 3 18th June 5 pm – 10 pm. School playground.

**3 Think of an event you want to advertise. Plan an e-flyer for it.** 

- Students can discuss their ideas in pairs or groups.

**4 Write and design your e-flyer. Make sure it is simple and presents all the facts.** 

#### KEY COMPETENCES Learn to learn

Students can improve their writing skills by reading examples of the text type they need to produce. Tell students to look at the e-flyer in Lesson 7 of the Class Book and think about how it is written.

#### Community Task

- Put all the e-flyers on the walls around the classroom and tell students to mingle and read them. Have a class vote to decide on the events they like best.
- Decide as a class what kind of event they want to have. Organize students into groups to make an e-flyer about it.

**TIP** Discuss with students why it is important to create an e-flyer that people will want to read. Ask them to suggest ways to make their e-flyer attractive and eye-catching.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by setting up a real online blog and asking students to upload their e-flyers to it.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

#### Language

Review vocabulary: science class; verbs

Review grammar: zero conditional; verb + *ing*

#### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 2 with the class.

#### Class Book page 27

**1 Listen and answer.**  051 **Where are the scientists?**

#### Audio transcript

If you cool water to zero degrees,

It gets very cold and begins to freeze.

That's how water turns into ice.

If you put it in your drink, it's really nice!

*Science in the kitchen!*

*Don't stop listening to the scientists in the kitchen.*



*Science in the kitchen!*

*Carry on listening to the scientists in the kitchen.*

If you heat water, it boils and then  
It's a hundred degrees and that is when  
You pour the hot liquid onto some tea  
And then you can have a nice cuppa with me!

*Chorus*

You fancy eating supper – some butter and bread,  
But the butter is solid – it's too hard to spread!  
Leave it to melt! If you want soft butter,  
Take it out of the fridge about an hour before supper.

*Chorus*

#### ANSWER

In the kitchen.

## 2 Watch and answer the questions on the video. ▶

### Video transcript

See page 155.

#### ANSWERS

See Video transcript.

## 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the example answers they most agree with.
- If students wrote questions about the unit in Lesson 1, they can now see which questions they can answer. Alternatively, they can answer their questions for homework.

## 4 Complete the activities and do the self-evaluation.

- Students turn to page 26 of the Activity Book to complete the review activities and self-evaluation.

## Activity Book pages 26–27

### 1 Listen and complete the song. 🎧 052

#### ANSWERS

2 freeze 3 turns into ice 4 Carry on 5 heat / boils  
6 liquid 7 solid 8 melt

### 2 Complete the sentences. Use the correct form of the verbs.

#### ANSWERS

1 turns into 2 go / takes 3 leave / melts 4 rains / use

### 3 Complete the table with the *ing* form of the verbs. Then complete the sentences.

#### ANSWERS

talking, doing, living, eating

2 doing 3 eating 4 living 5 talking

## 4 Copy the grid onto a piece of paper and play the Bee Hive game.

- Divide students into pairs to play the game. Ensure each player has a different coloured pen or pencil.

- Explain that the oldest player should begin. They pick a letter in the beehive to start. They must answer a question (in boxes 1–4) by finding the corresponding number (e.g. if the student picks the letter 'A' to start, they must complete sentence 1 in box 1). If they answer the question correctly, the student 'wins' the letter and colours it in; if they answer incorrectly, their partner can 'steal' the letter themselves if they can answer the question correctly. The first player to connect four letters in a row is the winner.

#### SUGGESTED ANSWERS

Box 1

1 it boils. 5 it melts. 9 it turns into a gas. / it turns into vapour. 13 it freezes. / becomes solid.

Box 2

Students' own answers

Box 3

3 They're turning into photos. 7 It's melting.

11 It's cooling. 15 She's measuring the temperature.

Box 4

4 liquid 8 gas 12 solid 16 liquid

## 5 Read and tick ✓ or cross X.

#### KEY COMPETENCES Learn to learn

Ask students to compare their answers in activity 5 with other students, and find other students who have ticked and crossed the same items. The students can then look back at the unit together and think of questions to ask you to help them to better understand each item.

## 6 Complete the sentences.

### Unit 2 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

# 3

# How do we get around?

## Lesson 1 The Big Question

### Lesson Objectives

- Introduce the Big Question for the unit.
- Activate knowledge about transport and elicit answers to the Big Question.
- Review language for transport.
- Present and practise pronunciation of /ɪ/ and /aɪ/.

### Language

- Review vocabulary: known words for transport
- Review grammar: present simple; past simple

### Warm up

Play *Draw and guess* from the Ideas bank on page 150, drawing forms of transport for students to guess.

### Class Book pages 28–29

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What forms of transport can you see? What do the white markings on the road mean?* Encourage students to relate the pictures to themselves, e.g. *Do you get around by bike? How do you usually get around?*

#### ANSWERS

- A bike wheel, a cycle lane on a road, a photo of a town from the air, a boat, a map and compass, a bridge
- Students' own answers
- He likes the part of his video best that shows people who use a wheelchair to get around.

#### 2 Which forms of transport can you see in the video? Watch and say the missing transport. ▶

#### Video transcript

See page 155

#### ANSWER

cars, motorbikes, wheelchairs

#### 3 Think about the Big Question and answer.

#### Critical Thinking

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Students discuss the answers and say which they like best.
- Students make a list of the forms of transport they would like to learn more about.

#### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

#### 6 Watch the video again. ▶ Complete the activities in the Activity Book.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

### Activity Book page 28

#### 1 REMEMBER THE VIDEO Tick ✓ True or False.

#### ANSWERS

2 True 3 True 4 True

#### 2 Listen to Anita talking about items with wheels. How many items does she mention? Listen again and answer the questions. ▶ 053

#### Audio transcript

I just watched Gerald's video about people getting around on wheels. Lots of people cycle in the UK and most children have a bike when they are growing up – but there are some wheels that Gerald didn't talk about. My favourite wheels are on my skateboard!

I'd like to use my skateboard to go to school but my parents won't let me. They say it's too dangerous and I think they are probably right. There's a lot of traffic. But after school, every day, I go to a skateboard park near my house and I usually stay there for a couple of hours. I'm skateboard crazy!

All of my friends hang out in the skateboard park. Some of them have skateboards like me but others have rollerblades. We do all kinds of tricks and movements. It's great fun and it's good exercise, too.

You have to wear protection when you use a skateboard. I wear a helmet on my head and I always wear special knee pads, elbow pads and wrist pads. That's important because you can easily have an accident and hurt yourself.

Some people enter skateboarding competitions but I don't. I'm not interested in winning prizes. I just like having fun. When I'm not on my skateboard, I'm usually reading skateboard magazines and watching videos of skateboarders on the internet. As I said before, I'm skateboard crazy!

#### ANSWERS

She mentions three items.

- She mentions bikes, skateboards and rollerblades.
- Yes. She thinks it is probably dangerous.
- She wears a helmet on her head and special knee pads, elbow pads and wrist pads.
- She says that she's skateboard crazy!

#### 3 Listen to the rule. Then listen to the words and complete the table. ▶ 054

#### Audio transcript

We can pronounce the letter *i* in two different ways. It can be a short /ɪ/ sound, like this: fridge. It can be a long /aɪ/ sound, like this: bike.

bridge flight film office behind climb

## ANSWERS

/ɪ/ sound: *bridge*, film, office

/aɪ/ sound: flight, behind, climb

4 Listen to the letter *i* in the words. 055 Tick ✓ the correct box.

### Audio transcript

- 1 Can I have some milk?
- 2 Look at that kite!
- 3 Would you like some rice?
- 4 Let's go to the cinema.
- 5 It's a film about a dinosaur.
- 6 What kind of music is this?
- 7 Can you help me with this jigsaw?
- 8 Write it on the board, please.
- 9 She's the director.

## ANSWERS

/ɪ/: 4, 7 /aɪ/: 2, 3, 5, 6, 8, 9

## Lesson 2 Vocabulary

### Lesson Objectives

Present and practise new vocabulary for objects and places.

Read and understand a blog about places in a town.

Ask and answer questions about places in a town.

Develop reading and writing skills.

### Language

New: places vocabulary: *roundabout*, *theatre*, *fountain*, *crossroads*, *zebra crossing*, *traffic lights*, *car park*, *corner*, *police station*, *factory*

Review: prepositions of place: *Where's the (theatre)? It's (opposite) the (park).*

### Warm up

Play *Sharkman* from the Ideas bank on page 150 to revise known words for places in a town.

### Class Book page 30

1 What can you see outside in your area? Copy the table and write two more things for each heading.

#### Critical Thinking

- In pairs, students think of some of the streets or places in their area and think of the objects and places that they can find there.

#### SUGGESTED ANSWERS

Objects: recycling bin, rubbish bin, bench, flowers, street lights, traffic lights, etc.

Places: street, park, garden, shop, bus stop, school, library, etc.

2 Listen and read about Bella's town. 056 Find the five words in bold in the picture. Are any of the places in your area, too?

3 Match the words and the parts of the picture in activity 2. Then copy the words, listen and number them in the order you hear them. 057

### Audio transcript

It's me again – Rami!

You see lots of other places on the way to our school, too. Here are five places. Can you guess what they are from my descriptions?

- 1 This is a place where people make things like cars or clothes.
- 2 This is a place to report a crime.
- 3 This is a place where two streets meet.
- 4 These have got three colours: red, orange and green.
- 5 This is a safe place to leave your car.

## ANSWERS

- 1 factory
- 2 police station
- 3 corner
- 4 traffic lights
- 5 car park

4 Listen and repeat. 058 Point to the places on the map.

### Audio transcript

car park corner crossroads factory fountain  
police station roundabout theatre traffic lights  
zebra crossing

5 Listen and repeat the dialogue. 059

- Invite pairs of students to model the dialogue for the class.

6 Look at the map of Bella's area. Ask and answer.

#### Communication

- Students ask and answer questions about the places in Bella's town. Encourage students to use prepositions of place, as in the example answer.

#### TIP Mixed-ability Teaching

- Support lower-level students by brainstorming prepositions of place before carrying out the speaking activity. Ask students what prepositions of place they can think of and write their answers on the board. Prompt students by placing objects *in / next to / opposite / in front of / behind* other objects and asking *Where's the (book)?*
- Stretch higher-level students by asking them to ask and answer questions about places in their own town or area. If you like, you can ask students to draw a basic map of their town, or an imaginary town, then ask and answer about where different places are on their maps.

### Activity Book page 29

1 Complete the sentences. Use the words in the box.

## ANSWERS

- 2 park
- 3 zebra
- 4 police

**2 Some of the words in the message below are written in code. Crack the code and write the words.** **Critical Thinking**

**KEY COMPETENCES** Mathematical competence and basic competences in science and technology

Cracking codes helps students to apply mathematical thinking to solve problems. Students need to apply logic to break a code. You can give students extra practice in code-breaking by asking them to invent their own codes. They can use numbers, symbols or different letters to represent the letters of the alphabet. Students can then write four mystery words (related to transport or places / objects in a town). They can swap codes and words with a partner, and crack and write each other's words.

**TIP** Mixed-ability Teaching

- Support lower-level students by having them work in pairs to complete this activity. If possible, team lower-level students with higher-level students, and ask the higher-level students to help the lower-level students and give them a chance to find the answers.
- Stretch higher-level students by asking them to use the key to write a mystery message for their partner. Students then swap messages, crack the code and write each other's messages.

**ANSWERS**

2 factory 3 car park 4 police station 5 corner  
6 fountain

**3 Look and write the words.**

**ANSWERS**

2 zebra crossing 3 roundabout 4 fountain 5 theatre  
6 factory

**4 Circle the correct words.**

**ANSWERS**

2 theatre 3 corner 4 fountain

## Lesson 3

### Grammar

**Lesson Objectives**

Read and understand an online chat.

Present and practise language used to ask for and give directions.

Give directions to places on a map.

Write directions from your classroom to the main entrance of the school.

**Language**

New: directions: *Can you tell me where the theatre is?*  
*Go / Walk along King's Road / straight on until you get to the crossroads. Turn left / right at the roundabout. Go / Continue towards the traffic lights / over the bridge.*

Review: places

### Warm up

Play *Find the cards* from the Ideas bank on page 150 to revise vocabulary for places using the places flashcards.

### Class Book page 31

**1 Listen and read.** 060

- Ask students to identify the characters (Oli and Bella) before reading.
- Ask students to quickly look through the text and say what they think Oli and Bella are talking about (directions to the theatre in Bella's town).

**2 Read again and say True or False.**

**ANSWERS**

1 False 2 True 3 False 4 True 5 False

**3 Read the table. Which sentences in the tables are similar to the directions in Oli and Bella's chat?**

- When students have answered the question, ask them to find examples of verbs used for giving directions in the text in activity 1. Ask students to underline the verbs, then read out the sentences with the verbs.

**ANSWERS**

Can you tell me where the theatre is?

Go along King's road towards the traffic lights.

Go past the police station.

Turn left at the crossroads and go straight on.

**4 Say the directions using the words in the box.**

**ANSWERS**

1 along 2 over 3 towards

**5 Look at the map on page 30. Ask for and give directions for the journeys below.** **Communication**

**KEY COMPETENCES** Social and civic competences

Being able to ask for and give directions is a useful skill in any language, and giving students practice in this area in English will help them to develop social competence.

**SUGGESTED ANSWERS**

- 1 To get from the fountain to the factory go towards the car park and turn right. At the crossroads, cross the road. Go across the zebra crossing on King's Road and turn left. At the corner, turn right and walk along Park Lane. The factory is on the right.
- 2 To get from the car park to the theatre, turn right and go straight on down Park Lane. The theatre is opposite the park.
- 3 To get from the school to Queen's Park, go across the zebra crossing in front of the school. Turn right and walk straight on along King's Road until you get to the crossroads. Cross over Park Lane and Queen's Park is on the left.

### Activity Book page 30

**1 Listen to the directions and tick ✓ the correct map (1 or 2).** 061



## Audio transcript

Go straight on and turn right at the crossroads.  
Go towards the traffic lights.  
Turn right, then turn left.

### ANSWER

1

## 2 Circle the correct words.

### ANSWERS

2 tell 3 left 4 over 5 until 6 towards 7 towards  
8 right

## 3 Match the pictures and the directions.

### ANSWERS

2 b 3 a 4 c

## 4 Complete the sentences. Use the words in the box.

### ANSWERS

2 over 3 past / on 4 across

## 5 Write the directions from your classroom to the main entrance of your school.

## Grammar Reference Activity Book page 113

### Complete the sentences. Use the words in the box.

#### ANSWERS

2 on 3 Can / tell 4 past 5 until

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise words for different forms of transport.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the *Around the World in 80 Days* story.

### Language

New: dog sled, double-decker bus, gondola, camel, cable car, rickshaw

New (passive): relative pronouns

Review: present continuous; past simple

### Warm up

Play the Lesson 3 grammar practice game from the Classroom Presentation Tool.

## Class Book pages 32–33

### 1 Make a list of different types of transport. Then sort them into air (A), land (L) and water (W).

#### Critical Thinking

### 2 Listen, repeat and point. 062

#### ANSWERS

double-decker bus 2 cable car 5 camel 4 rickshaw 6 dog sled 1 gondola 3

### 3 Listen and say the transport words. 063

- Ask students whether they have ever used any of the forms of transport in activity 3 and, if so, where they used them and where they went.

### KEY COMPETENCES Social and civic competence

Thinking about and exploring how people live in other countries helps students to develop an appreciation of other cultures and communities. Ask students to say where they think dog sleds, gondolas and camels and cable cars, are used. What problems might people in those countries face because of the location (weather, geography, etc.)? Ask students to suggest other countries where these kinds of transport would be useful, or ask students to talk about modes of transport they may have seen or heard about in other countries.

## Audio transcript

- This form of transport has got two levels. In London, it is red.
- People use this form of transport on water.
- This form of transport can go very high in the mountains.
- This form of transport has got three wheels and a driver.
- This type of transport is a large animal!
- Special animals pull this form of transport.

### ANSWERS

1 double-decker bus 2 gondola 3 cable car  
4 rickshaw 5 camel 6 dog sled

### 4 BEFORE YOU READ This story is about a trip around the world.

### 5 Listen, read and check. 064

### CULTURE NOTE Around the World in 80 Days

*Around the World in Eighty Days* is an adventure novel written by the French author Jules Verne. The novel was first published in 1873, and tells the story of Phileas Fogg and his French assistant Passepartout, who try to travel around the world in 80 days to win a £20,000 bet (£20,000 is equal to about £2 million today). The novel is one of Verne's most famous stories, but Verne wrote about other exciting journeys, too, such as *Journey to the Centre of the Earth*, and *Twenty Thousand Leagues Under the Sea*.

### ANSWERS

- Fatima and Rami
- camel, rickshaw, dog sled, hot-air balloon

### 6 AFTER YOU READ Watch the story. Complete the activities.

- Students watch the story video, then turn to page 31 in their Activity Books to complete the activities.

## Activity Book page 31

### 1 REMEMBER THE STORY Ask and answer questions about the power ups. Critical Thinking

#### SUGGESTED ANSWERS

Was the power up good? Yes, it was. It worked – but it was very strong!

Did they have another power up? No, they didn't.

What did they do as they didn't have another power up? They used the robopops instead.

## 2 Complete the email. Use the words in the box.

### ANSWERS

2 double-decker bus 3 cable car 4 camels  
5 gondola 6 rickshaw

## 3 Read the story again and order the events (1–6).

### ANSWERS

- 2 Phileas tells the Z-bots about his trip.
- 3 Rami activates the wind machine.
- 4 Phileas's prison blows away in the wind.
- 5 Rami and the others go up in a hot-air balloon.
- 6 Phileas Fogg wins a trophy.

## 4 What forms of transport are there where you live? Write a list. Then have a class vote. **Collaboration**



- Students could work in small groups or pairs to do this activity.
- Once they have made their lists, collate ideas on the board for each question. Then have a class vote.

# Lesson 5 Grammar

### Lesson Objectives

Remember the *Around the World in 80 Days* story.  
Present and practise relative pronouns (*who, which, where, whose*).  
Practise making sentences with relative pronouns.  
Play a guessing game in pairs.

### Language

New: relative pronouns: *This is the necklace **which** the thief stole. This is the man **who** they met in Paris. This is the city **where** they met Phileas Fogg. This is the woman **whose** necklace was stolen.*  
Review: transport; travel; everyday objects

### Warm up

Play *Number words* from the Ideas bank on page 150 to revise the transport vocabulary with the transport flashcards.

## Class Book **page 34**

### 1 REMEMBER THE STORY Match the words and the descriptions.

- Ask students to say what they can remember about the *Around the World in 80 Days* story from Lesson 4.

### ANSWERS

1 e 2 a 3 c 4 b 5 d

### 2 Read the table. Which sentences in the story use a relative pronoun?

- Ask students to read the sentences in the table and say which sentence is about a thing, which is about a person, which is about a place and which is about possession. Then have students complete the activity.

### ANSWERS

Is Phileas Fogg the man who travelled around the world in 80 days?

Whose idea was this?

It's the hot-air balloon which is going to take us to London and win the challenge.

**TIP** If necessary, point out to students that *whose* is used for possessions themselves (scarves, keys, etc.), but also where the concept of possession or belonging is implied (brothers, sisters, etc.).

## 3 Choose the correct words.

### ANSWERS

1 where 2 who 3 which 4 whose 5 which

## 4 Join the sentences together and say.

- Prompt students to look at the table in activity 2 again to help them complete the activity. Select students to read the completed sentences out loud to the class. Alternatively, ask students to take turns reading the sentences in pairs.

### ANSWERS

- 1 This is the man who found your bag.
- 2 This is the shop where I bought the scarf.
- 3 This is the gondola which I used.
- 4 This is the man whose friend lost the keys.

## 5 Talk to your class. Make and ask questions using the prompts and a relative pronoun. **Collaboration**

- Students write questions, then move around the class asking their questions and answering their classmates' questions. When they have found someone for each of their questions, they can return to their desk.

### SUGGESTED ANSWERS

- 1 Do you know a boy who plays a sport?
- 2 Do you know a girl who has got a horse?
- 3 Do you know a boy whose family lives in a quiet area?
- 4 Do you know a girl whose brother or sister is older than them?

## 6 What did you discover in activity 5? Ask and answer. Use relative pronouns. **Communication**

- Students work in pairs, asking and answering questions about their findings in activity 5.

## Activity Book **page 32**

### 1 Match the parts of the sentences. Then listen and check. 065

### ANSWERS

2 c 3 d 4 a 5 f 6 e

## 2 Circle the correct words.

### ANSWERS

2 where 3 who 4 whose 5 who 6 which

## 3 Complete the puzzle. **Critical Thinking**

### ANSWERS

2 doctor 4 singer 5 car park 7 thief  
8 police station

**4 Take turns to choose one of the words in the box. Make a definition for the word for your partner to guess. Use sentences with *which, who, where* or *whose*.** **Communication**

**TIP Mixed-ability Teaching**

- Support lower-level students by reading out the words in the box, one at a time, and asking them to say which relative pronoun(s) could go with each word. Students can then work in pairs to make a definition for one of the words.
- Stretch higher-level students by asking them to write definitions for four new words from Units 1–3. They should write one sentence with each of the relative pronouns (*who, which, where* and *whose*).

**Grammar Reference Activity Book** **page 113**

**Circle the correct answer (a, b or c).**

**ANSWERS**

2 b 3 a 4 c 5 b 6 a

## Lesson 6

### Cross-curricular

**Lesson Objectives**

- Learn about how to identify parts of a map.
- Present and practise words connected to maps.
- Make and play a map game.

**Language**

- New: map vocabulary: *contour lines, symbols, grid coordinates, scale, compass rose, key*
- Review: places

**Warm up**

Revise the grammar from the previous lesson by dividing the class into two teams and writing pairs of sentences on the board for students from each team in turn to join together using relative pronouns (e.g. *This is the park. I play football here.* / *This is the girl. I met her yesterday.* / *This is the jacket. I bought last week.*).

**Class Book** **page 35**

**1 When do we use maps? What kind of information appears on a map?** **Critical Thinking**

- Ask students to look at the map and say whether they know what any of the features are.

**2 Listen and read.** **066**

**3 Look at the map. Read and answer.**

**ANSWERS**

1 The hotel is north-west. 2 4H 3 The school. 4 3I  
5 A dashed red line. 6 900 metres

**4 Ask and answer.** **Critical Thinking**

- Ask students to think of other suggestions for symbols for the items on the map.

**5 Learn how to read a map.**

- Students open their Activity Books at page 33 and complete the activities.

**Activity Book** **page 33**

**1 Listen to the definitions and write the numbers.** **067**

**Audio transcript**

- 1 These are small pictures on a map. They represent real things.
- 2 These are letters and numbers that show an exact location on a map. For example, 4E.
- 3 This part tells us how a distance shown on a map represents a real distance.
- 4 This tells us the meaning of the small pictures used on a map.
- 5 These tell us how high or low the land on a map is.
- 6 This shows us which part of a map is 'up', or north.

**ANSWERS**

2 grid coordinates 3 scale 4 key 5 contour lines  
6 compass rose

**2 Learn how to read a map. Look at the map and answer the questions.**

**KEY COMPETENCES Mathematical competence and basic competences in science and technology**

Learning how to use (and draw) a map helps students to develop mathematical competence. Students need to use grid coordinates to find places on the map. They need to think about distance and the map scale when drawing a map.

**ANSWERS**

1b footpath 1c bus stop  
2 c 3 a 4 a

**3 Look at the map. Ask and answer about the places below.** **Communication**

- Have a pair of students read out the example exchange, and ask students to find the symbol on the map.

**4 Listen to the instructions and make a map game.** **068** **Creativity**

- Hand out sheets of paper to students and make sure they have rulers, pencils and coloured pens.
- Play the recording, pausing after each item for students to draw their maps.
- Students then play a map game in pairs. They take turns to ask their partner where one of the places on their map is. Their partner gives them the grid reference. The first student draws the symbol on their own map.

**Audio transcript**

- 1 Draw a large square on a piece of paper.
- 2 Use a ruler to divide the square into grids. Make five columns and five rows. You need to draw FOUR lines down and FOUR lines across.
- 3 Write numbers along the left side of the square. Write one number next to each row. Start at the bottom. Write the numbers one to five.

- 4 Write letters across the bottom of the square. Write one letter under each column. Start on the left. Write the letters A to E. Check your grid. Have you got twenty-five squares? Now you are going to draw symbols in the squares. Don't show your paper to anyone! You can choose the squares yourself. Draw the symbol for a hospital. Draw the symbol for a tourist office. Draw the symbol for a museum. Draw the symbol for a picnic area. Draw the symbol for a bus stop. Draw the symbol for a hotel. Draw the symbol for a school. Draw the symbol for a car park. Draw the symbol for a fire station. Now it's time to play the game. Your teacher will tell you how to play.

#### **TIP Curriculum link**

Organize the opportunity for students to study maps in their geography lessons. Encourage students to tell their geography teacher what they have learned about maps, in English if possible.

## Lesson 7

### Literacy: an information leaflet

#### **Lesson Objectives**

Develop literacy skills and familiarize students with an information leaflet.

Find out about the Hanging Bridge of Vizcaya.

Raise awareness of the importance of connecting towns and communities.

Write about the Hanging Bridge of Vizcaya.

#### **Language**

New: transporter bridge, basket, link (v), monument, industrial heritage, operate

Review: transport; places

#### **Warm up**

Challenge the students to remember what they learned about maps in Lesson 6. Draw a map grid on the board, with grid coordinates. Divide the class into two teams. Invite students from each team in turn to come to the board. Say the name of a place or object, and a grid coordinate (e.g. *The school in A5*). The students draw the correct symbol in the correct square.

#### **Class Book** page 36

#### **1 BEFORE YOU READ** Look at the photos and read the heading. What is the leaflet about?

- Ask students to say why they think the bridge is important and what information they think they will read in the leaflet.

#### **ANSWER**

The leaflet is about the Hanging Bridge of Vizcaya.

#### **2 How do you think the bridge works?** Critical Thinking

- Ask students to look at the photo and say how they think people get across the bridge. Ask questions to prompt students if necessary, e.g. *Can people walk / drive across the bridge? How do cars get across?*

#### **3 Listen and read.** 069 Was your answer to activity 2 correct?

#### **CULTURE NOTE Vizcaya**

Vizcaya, or Biscay, is a province of Spain. It is located in the north of Spain, just south of the Bay of Biscay in the Atlantic Ocean. Vizcaya is an important province because there is a lot of industry there. Vizcaya has both cities and rural areas. It has 150 kilometres of coastline, with beaches, cliffs and fishing villages. The capital city of Vizcaya is Bilbao, which is famous for its wonderful, modern architecture.

#### **OUR VALUES!** Focus students on the Our Values! feature.

Have a class discussion about why we need to connect towns and communities, and how we could connect towns and communities more. Ask students to think of examples of ways in which towns are connected (by bridges, railways, roads, bus services, ferries, etc.), and to suggest ways in which people in towns and communities could be brought together (by special events such as concerts, plays, festivals, etc.).

#### **SUGGESTED ANSWERS**

Because people need to travel to different places. / Because it makes people feel closer or more connected to each other. / We can organize events that people from different towns and communities can do together. / We can provide buses, trains and good roads.

#### **KEY COMPETENCES Social and civic competence**

Thinking of ways to improve a community-wide situation helps students to develop a social conscience. Encourage students to develop their ideas on how to connect towns and communities further. For homework, ask them to plan and write a leaflet about their favourite idea.

#### **4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 34 of the Activity Book.

#### **Activity Book** page 34

#### **1 Read the information leaflet on Class Book page 36 again and complete the sentences.**

#### **Critical Thinking**

#### **ANSWERS**

2 gondola 3 lift 4 transporter 5 eight

#### **2 Match the sentences and the numbers.**

#### **ANSWERS**

2 b 3 a 4 d

#### **3 Answer the questions.**

#### **ANSWERS**

- Most people use the bridge to go to work.
- They can take a lift up to the top of the bridge and walk across a path to the other side.
- Because UNESCO believes that the bridge is both beautiful and useful.



#### 4 Ask and answer. Then write your answers.

##### Critical Thinking

- Students discuss the questions in pairs, then join with another pair and compare answers. Students then write answers to the questions on their own.

## Lesson 8

### Culture: unusual transport in Egypt

#### Lesson Objectives

Raise awareness of unusual transport in Egypt.

Compare felucca boats with a form of transport in your own country.

Review and practise describing similarities and differences using *also* and *however*.

#### Language

New: boats vocabulary: *felucca, motor, sail, table, cushions, seating area*

Review: transport; materials

#### Warm up

Ask students what they can remember about the Hanging Bridge of Vizcaya. Describe another famous monument to the class without naming the monument. The first student to guess the monument describes another monument for the class to guess.

#### Activity Book page 35

##### 1 Listen and tick ✓ the boat that Hanif is describing. 070

- Ask students to say what kinds of boats they can see in activity 1 (a rowing boat, a cruise ship, a sailing boat, a motor boat). Then play the recording for the students to complete the activity.

#### Audio transcript

**Hanif:** I'm going to tell you about an unusual form of transport in my country, Egypt. It's a very special type of boat, called a felucca. You only see these boats on the River Nile. They're typical here, and they've been around for thousands of years. Yes, that's right ... for thousands of years! Feluccas have got a very simple design. They are usually made of wood, and they've got one big sail. Feluccas haven't got a motor. They depend on the wind to help them move. But this isn't a problem. There's always a gentle wind to push the boats down the river.

Most feluccas have a small table in the middle and then a seating area around the outside, with comfortable cushions to sit on. A captain always sails the boat, and tourists sit and enjoy the views. Short trips last for a couple of hours, but some people go on longer trips for a few days. They eat and sleep on the boat. It's a real adventure.

These days, there are other modern boats here, of course. The River Nile is an important waterway for taking all kinds of products long distances. There are also bigger, more comfortable cruise ships for tourists. But I prefer a felucca. It's

an important part of Egyptian history and tradition – and it's great fun!

#### ANSWER

3

##### 2 Listen again and complete the notes. 071

#### ANSWERS

2 on the River Nile 3 wood 4 one big sail 5 motor

##### 3 Think about an unusual form of transport in your country. Complete the information. Critical Thinking

##### 4 Make a list of similarities and differences between the felucca in activity 1 and the form of transport in your country. Critical Thinking

- Students think about the felucca again and make notes like the ones in activity 3 in their notebooks. Students then list the similarities and differences between the felucca and their chosen form of transport.

##### 5 Talk about the similarities and differences you found in activity 4. Use *also* and *however*.

#### Communication

#### KEY COMPETENCES Social and civic competence

Ask students to find out more about transport in Egypt for homework, and to write sentences about the similarities and differences between transport in Egypt and transport in their own country, using *also* and *however*.

## Lesson 9

### Writing: an information leaflet

#### Lesson Objectives

Recognize features of an information leaflet.

Learn about and practise writing an information leaflet.

Practise a specific writing subskill: writing persuasive sentences.

#### Language

Review vocabulary: places; transport

#### Warm up

Play *Minute race* from the Ideas bank on page 150 to revise vocabulary for places. Repeat the game to revise vocabulary for forms of transport.

#### Class Book page 37

##### 1 Read the leaflet from Celia's trip. Would you like to visit this museum? Why (not)?

##### 2 Read the leaflet again and answer the questions.

#### ANSWERS

1 £17

2 You'll see historic vehicles and signs across, around and under the city.

### 3 Match the features and the colours used in the leaflet.

- When students have completed the activity, ask them to read the leaflet for two minutes and try to remember as much information as possible. Then divide the class into two teams and ask questions about the museum to students from each team in turn.

#### ANSWERS

- Main heading – blue
- Subheadings – green
- Important facts – pink
- Short pieces of text describing important features – orange
- Maps and other images – purple

### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 36 of the Activity Book.

## Activity Book page 36

### 1 Read and complete the Big Write tip. Use the words in the box.

#### ANSWERS

- 2 subheadings 3 text 4 facts 5 images

### 2 Look at the table and write your own persuasive sentences.

#### SUGGESTED ANSWERS

- Why not visit the historic city centre? / Discover the historic city centre! / You'll enjoy the historic city centre! / Visit the historic city centre – you'll love it!
- Why not visit the souvenir shops? / Discover the souvenir shops! / You'll enjoy the souvenir shops! / Visit our souvenir shops – you'll love them!

### 3 What place or event would you enjoy? Plan an information leaflet about it. Critical Thinking

### 4 Write your information leaflet. Remember to use colourful text and images. Collaboration

- Students can draw pictures to illustrate their leaflets, or find photos online, print them, and cut them out to stick them on their leaflet. Invite students to present their leaflets to the class, then have a class vote to decide on the best place or event.

## Community Task Collaboration

- Organize students into groups to make lists of places where you can find information leaflets. Then assign places for each of the students to visit and collect leaflets for homework.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by setting up a 'Places We Love' page on the class blog. Students can add information about places they love to visit or want to visit for the rest of the class / school to read.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

#### Language

Review vocabulary: places in a town, transport

Review grammar: directions; relative pronouns

### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 4 with the class.

## Class Book page 37

### 1 Listen and answer. 072 What happens at quarter past two?

#### Audio transcript

*Where's the theatre?*

*Do you know the way?*

*I think I'm lost!*

*I'm going to miss the play!*

Go along the street to the traffic lights,

Turn left at the corner and then turn right.

There's a roundabout there and a bus stop, too.

A double-decker bus leaves at quarter past two.

*Chorus*

Take the bus to the crossroads – you won't be late.

Walk past the car park and the factory gate.

You'll see a zebra crossing – it's black and white.

Go across the road and the theatre's on the right!

*There's the theatre!*

*I think I've found the way.*

*Now I'm not lost,*

*I'm going to love this play!*

#### ANSWER

A double-decker bus leaves the bus stop at quarter past two.

### 2 Watch and answer the questions on the video. 073

#### Video transcript

See page 155.

#### ANSWERS

See Video transcript.

### 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Ask students to tell you about the places and the forms of transport which they have learned about in this unit.
- Ask which lesson they found the most interesting and why.

#### 4 Complete the activities and do the self-evaluation.

- Students turn to page 37 of the Activity Book to complete the review activities and self-evaluation.

### Activity Book pages 37–38

#### 1 Listen and circle the correct words. 🎧 073

##### ANSWERS

1 along 2 corner 3 roundabout 4 past 5 road

#### 2 Write the words in order to make sentences. Then match.

##### ANSWERS

- 2 Can you tell me where the school is? a  
3 Go over the bridge on King's Road. b  
4 Go straight on and then turn right. c

#### 3 Circle the correct option (a or b). Then match.

##### ANSWERS

2 b, d 3 b, b 4 b, a

#### 4 Play the Zig-zag game.

- Divide students into pairs to play the game. Ensure each pair has a dice and a counter for each player.
- The students roll the dice and move their counters, completing the challenge in the square that they land on. The first player to reach 'Finish' is the winner.

##### KEY COMPETENCES Learn to learn

Playing a board game as a means of reviewing the unit language helps students to reinforce the new grammar and vocabulary. Students practise making sentences with the new grammar structures and understanding the meaning of vocabulary. You could ask students to design their own board games for homework. They can play their games the following week in order to reinforce the language.

#### 5 Read and tick ✓ or cross X.

#### 6 Complete the sentences.

#### Unit 3 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

#### End of Term Test

Students are now ready to complete the first End of Term test. the Teacher's Resource Centre.

## The Great Outdoors

### Lesson Objectives

Research outdoor activities clubs in your area.

Work as a group to plan an outdoor activities club.

Make and present a poster for an outdoor activities club.

Develop collaboration, communication and creativity skills.

### Language

New: English in use: linking words: e.g. *There aren't any woods in our area **but** there is a field near the school;*  
 suggestions: *Shall we ... ? Should we ... ? Should we meet two days a week, or three?*

### Warm up

Play *Minute Race* from the Ideas bank on page 150 to revise vocabulary for outdoor activities.

### Class Book pages 38–41

#### 1 Listen and read. 074 What activities do you think they enjoy doing?

- Tell students that they are going to do a project about outdoor activities.
- Before students start work on the activities, ask them to say what outdoor activities they do and where / when they do them.
- Play the recording, then tell the class that they are going to look at some posters for outdoor activities clubs.

#### SUGGESTED ANSWERS

They enjoy sports and all kinds of outdoor activities.  
 They like taking photos, going hiking, going to the park and playing football.

#### 2 Listen and read. 075 Say the missing words.

##### ANSWERS

- 1 First
- 2 park gate
- 3 park
- 4 countryside
- 5 running
- 6 £2.50

#### 3 Answer the questions. Critical Thinking

- Students discuss the questions in pairs, then join up with another pair to compare answers. Invite students to tell the class their answers.

**TIP** If there aren't any outdoor activities clubs in your school, ask students to think about other outdoor activities clubs they know about and ask and answer about those clubs instead.

#### 4 Work in groups of three. Divide into A, B and C, and do research on your local area. Make notes in your Activity Book.

- Divide the class into groups of three. Try to include at least one higher-level student in each group and make sure everyone knows they all have to contribute equally to the task.
- Assign a letter (A, B or C) to each student in each group, or have students choose their own letters.
- Students use their own knowledge, or look on the internet or in brochures / leaflets to find out information about their local area. They make notes about their findings in activity 1 on page 39 of their Activity Books.

**TIP** If possible, bring some brochures or leaflets / flyers about outdoor activities clubs to class for students to look at. Alternatively, you could do some research online and find some useful websites for students to look at. Suggest keywords for students to search for online to help them find the websites themselves.

#### KEY COMPETENCES **Digital competence**

Learning how to search effectively for information online is an invaluable skill. Show students how to narrow down their online searches by including useful keywords in their search, e.g. outdoor activities clubs+[name of town].

#### 5 Tell your group your information. Listen to other classmates' information and complete the notes in your Activity Book. Collaboration

- Bring students' attention to the English in use box. Tell them to try to use linking words when they report their findings to their group.
- Students then tell the other members of their group what they found out in activity 4. The students make notes in activity 1 on page 39 of their Activity Books about the information their other group members give them.
- Move around the class listening to students reporting their findings. Make sure they are using linking words where possible.

#### 6 Listen and read. 076 Then discuss and write up your own ideas for the club. Collaboration

- Read out the English in use box and tell students to try to use *Shall we / Should we ... ?* when they make suggestions.
- Students then discuss their ideas for an outdoor activity club in their groups.
- Move round the class and monitor the activity, prompting students with ideas if necessary and making sure they are using the correct structures.

**TIP** Don't forget to bring students' attention to the Working together tip! As you monitor the activity, you may need to remind students not to talk over each other!



## 7 Decide on the type of outdoor activity club you want. Complete the concept map in your Activity Book. **Collaboration**

- Read out the phrases at the top of the activity and tell students that they need to agree on all these points.
- Students discuss the points in their groups and decide on the details of their outdoor activities club.
- Students turn to activity 3 on page 40 of their Activity Books and complete the concept map with information about their club.

## 8 Make the poster for your outdoor activity club. Complete the steps below. **Creativity**

- Read through the steps with the class and make sure all students are confident about what they need to do.
- Students can decide who is going to work on each step before making their poster.
- Students can display their posters on the classroom wall.

**TIP** Fast finishers can make a banner for the display, with a heading and illustrations.

## 9 Present your outdoor activity club to your class. Use your poster to help and answer any questions from your class. **Collaboration**

- Students prepare their presentation in their groups, deciding who is going to speak and what each speaker is going to say. They can practise their presentation before giving it to the class.
- You could set a time limit for each presentation if you feel it is necessary.
- Encourage other students in the class to ask questions about each of the outdoor activities clubs.

**TIP** If you like, you can video the presentations so that students can watch themselves later and evaluate their performance. Ask students to say what they liked about their performance and what they want to do differently next time.

### **KEY COMPETENCES** Sense of initiative and entrepreneurship

When students can work together effectively and volunteer for roles (rather than being selected by the teacher), it can greatly increase their desire to succeed. Taking responsibility for their own part of a presentation and what they say as an individual helps develop their confidence and self-esteem. Presenting as part of a team offers valuable experience in positive peer collaboration.

## Activity Book **pages 39–40**

### 1 Make notes for activity 4 on Class Book page 39. Look at the table and answer the questions for your area of research. **Critical Thinking**

- Students complete the box corresponding to their assigned letter (A, B or C) when completing activity 4 on page 39 of the Class Book. Ensure they understand that they complete the remaining boxes when completing activity 5 on page 39 of the Class Book.

### 2 English in use. Write the words in order to make sentences.

- Refer students to the English in use box on page 40 of the Class Book to help them complete this activity.

#### **ANSWERS**

- 2 Should we invite all ages to join the club?
- 3 Should we have our first meeting here?
- 4 Shall we meet once or twice a month?

### 3 See activity 7 on Class Book page 40. Look at the concept map and write the details of your outdoor activity club.

- When students have completed their concept maps, they are ready to make their posters. Students turn to activity 8 on page 41 of their Class Books.

### 4 Answer the questions.

- Encourage students to answer the questions honestly, so that they can improve their collaboration skills in future activities.

**TIP** Ask students to say what they think they brought to their group, and what the other members of their group brought to the group. Tell each of the students what you thought they were good at, and encourage other students in the class to do the same. Encourage students to recognize and focus on their strengths.

# 4

# What's exciting about exploring?

## Lesson 1

## The Big Question

### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about exploring and elicit answers to the Big Question.

Review language from previous units.

Present and practise pronunciation of the different sounds of third person -s: /z/, /s/ and /ɪz/.

### Language

Review: *there are*; present simple

### Warm up

Play *Bingo!* from the Ideas bank on page 150. Use the places flashcards from Unit 3.

### Class Book pages 42–43

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What country do you think it is? Why? Have you ever been there? Would you like to visit? Why? / Why not?* Encourage students to use their imagination, e.g. *What kind of outdoor activities can you do here?*

#### ANSWERS

- A city by the sea, a stadium, a mountain, a person diving, a peacock, a planet, a drawing of an eel / snake.
- Students' own answers
- By cable car.

#### 2 In what order do these things appear in the video? Watch and say (1–4).

#### Video transcript

See page 155.

#### ANSWER

- The mountain.
- The beach.
- Some shops.
- A statue of Nelson Mandela.

#### 3 Think about the Big Question and answer.

#### Critical Thinking

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster.

#### Critical Thinking

- Students discuss the answers and say which they like best.
- Students make a list of places they would like to explore and share them with the class.

#### SUGGESTED ANSWER

When you explore, you have new experiences, see new things, learn something new and meet new people.

#### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question and to bring their answers to the next lesson.

#### 5 Look at the Talking Point. Then ask and answer with your partner.

#### Collaboration

#### 6 Watch the video again. Complete the activities.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

### Activity Book page 41

#### 1 REMEMBER THE VIDEO Tick ✓ True or False.

#### ANSWERS

- False
- False
- True
- True

#### 2 Listen to Charlotte talking about her town.

Which country does she live in? Then listen again and circle the correct words.

077

#### Audio transcript

Hi! I'm Charlotte. I don't live in a big city like Junior. I live in a small town on the south-west coast of France. It's called Biarritz. It's quite near the border between Spain and France. There are lots of beautiful beaches here. Tourists come from all over the world to visit them. It's one of the best places in Europe for surfing and you see people in the sea with surfboards all year round! In summer, there are lots of surf schools for people who want to learn or improve. The Pyrenees Mountains are very close and you can get there by car or bus. The views from the mountains are spectacular. There are lots of caves to visit and explore in this part of the Pyrenees.

In winter, we go skiing. There are lots of ski resorts nearby. So, in this small town, there is a lots to explore and lots to do. I'm very lucky to live here!

#### ANSWERS

She lives in France.

- at all times of the year
- surfing
- road
- likes

#### 3 Listen to the rule. Then listen to the words and complete the table.

078

#### Audio transcript

We can pronounce the s at the end of a present simple verb in the third person in three different ways. Listen:

/z/ – *explores*; /s/ – *looks*; and /ɪz/ – *catches*.

travels climbs walks uses washes makes

#### ANSWERS

- climbs
- walks
- makes
- uses
- washes

4 Circle the correct symbols. Then listen and check. 🎧 079

**ANSWERS**

2 /s/ 3 /ɪz/ 4 /s/ 5 /ɪz/ 6 /z/

## Lesson 2

### Vocabulary

**Lesson Objectives**

Present and practise new vocabulary for geographical features.

Read and understand a blog about places in South America.

Ask and answer questions about what things you want or don't want to do.

Develop reading and writing skills.

**Language**

New: geographical features: *explore a jungle, walk under a waterfall, canoe on a river, explore a cave, dive near a coral reef, climb a cliff, explore an island, walk on the moon, climb a volcano, trek across a desert*

Review: *Do you want to walk under a waterfall? Yes, I do. / No, I don't.*

**Warm up**

Play *Sharkman* from the Ideas bank on page 150. Use the words *mountain, canoe, beach, surf, wave*.

**Class Book** page 44

1 What kind of things do explorers do? Copy the table and write two more things for each heading.

**Critical Thinking** 🧠

**TIP** Mixed-ability Teaching

- Support lower-level students by asking them to complete the task in pairs. They can then join another pair and compare answers.
- Stretch higher-level students by asking them to think of two extra things for each heading.

**SUGGESTED ANSWERS**

On land: climb mountains, climb volcanoes, walk in the jungle

In water: dive under water, canoe up rivers

In the air: travel in light aircraft, explore space

2 Listen and read about a programme Tomas watched. 🎧 080 Match the words in bold with the pictures. Which of the activities look the most exciting?

- Ask students if they have done any of the activities in Tomas's blog. Ask students which activities they would like to try.

**KEY COMPETENCES** Learn to learn

By matching the words in the text to the pictures, students are learning the meaning of the words and the visual clues will help to reinforce the new vocabulary.

**ANSWERS**

1 explore a jungle 2 walk under a waterfall 3 canoe on a river 4 explore a cave 5 dive near a coral reef

3 Listen to Tomas's mum. 🎧 081 Copy the words and number them in the order you hear them.

**Audio transcript**

I think Tomas wants to be an explorer. He loves adventure! Last summer, at the beach, he explored an island nearby with his dad. They also climbed a cliff.

Tomas's bedroom wall is covered with photos of explorers! He's got one photo of some explorers climbing a volcano and, in another photo, there's an astronaut walking on the moon. That's exciting!

I don't want to be an explorer ... but trekking across a desert sounds fun ... maybe on a camel.

**ANSWERS**

climb a cliff 2 explore an island 1 walk on the moon 4 climb a volcano 3 trek across a desert 5

4 Listen and repeat. 🎧 082 Point to the activities.

**Audio transcript**

climb a cliff climb a volcano trek across a desert  
explore a cave explore a jungle explore an island  
canoe on a river walk under a waterfall  
walk on the moon dive near a coral reef

5 Listen and repeat the dialogue. 🎧 083

- Invite pairs of students to model the dialogue for the class.

6 Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer. **Communication**

- Put students in pairs to do the activity. Students talk about the different activities. Do a feedback stage and write students' ideas on the board.

**Activity Book** page 42

1 Write the letters in order to complete the sentences. Then match.

**ANSWERS**

2 explore a jungle, a 3 canoe on a river, b  
4 dive near a coral reef, d

2 Complete the sentences with *climb, walk or explore*. Then circle the correct words. **Critical Thinking**

**ANSWERS**

2 boat / explore 3 climb / high 4 by spaceship / walk 5 explore / paintings 6 river / walk

3 Read Jana's comment on Tomas's blog. Correct the words in bold.

**ANSWERS**

2 island 3 desert 4 cliff 5 cave

4 Which places can people explore in your area? Write three sentences using *on foot*, *on a bike* and *by car*. 📖

## Lesson 3 Grammar

### Lesson Objectives

- Read and understand an online chat.
- Present and practise the present perfect third person singular affirmative and negative.
- Develop listening, speaking, reading and writing skills.
- Develop communication skills.

### Language

New: present perfect third person singular affirmative and negative: *He's dived near a coral reef. She hasn't climbed a cliff.*

### Warm up

Play *First letters* from the Ideas bank on page 150 to revise the new geographical features vocabulary from the previous lesson.

### Class Book page 45

#### 1 Listen and read. 🎧 084

- Ask students to identify the characters (Tomas and Celia) and the type of text (an online chat) before reading.
- Ask students to look at the emojis in the text and say what they think each one represents.

#### 2 Read again and say *True or False*.

##### ANSWERS

1 False 2 False 3 True 4 False

#### 3 Read the table. Which present perfect sentences appear in Tomas and Celia's chat?

##### ANSWERS

She's trekked across a desert in Australia.  
And she's dived near a coral reef there, too.  
We've studied that at school.  
She's explored all kinds of amazing places all over the world.  
She's travelled everywhere.  
She hasn't walked on the moon.

#### 4 Say the sentences. Use the correct form of the verb in brackets.

##### ANSWERS

1 dived 2 walked 3 climbed 4 explored

#### 5 Talk about the pictures. Use the present perfect.

##### Communication

- Divide students into pairs and ask them to talk about the pictures.

6 Tell your partner about some activities you have done.

### KEY COMPETENCES Learn to learn

Personalizing the language in this way helps students to remember and understand the new grammar structure. You could ask students to write sentences about what their partner has done and then read them out during whole-class feedback.

### Activity Book page 43

#### 1 Listen and tick ✓ or cross X what Uncle Dave has done. 🎧 085

##### Audio transcript

- A: I saw a great programme about explorers last night.  
B: Really? My Uncle Dave is an explorer ... and my aunt ...  
A: Your uncle's an explorer?  
B: Yes, he's climbed a mountain in North America ... and my aunt ...  
A: Wow! He's climbed a mountain! What about a volcano?  
B: Pardon?  
A: Has he climbed a volcano?  
B: No, he hasn't climbed a volcano. But he's going to climb a volcano soon. It's on a small island near the USA. But my aunt has ...  
A: Wow! So has he explored an island before?  
B: Yes, he has! He's explored a lot of islands. And my aunt has ...  
A: And a jungle?  
B: Pardon?  
A: Has your uncle explored a jungle?  
B: No, he hasn't explored a jungle, but he wants to. He's visited a lot of interesting places. Last year, he walked under a waterfall in Africa.  
A: And has he walked on the moon?  
B: No, he hasn't walked on the moon ... but my Aunt Sarah has!  
A: Your aunt has walked on the moon! Why didn't you tell me?!

##### ANSWERS

2 X 3 ✓ 4 X 5 X 6 ✓

#### 2 Complete the sentences about Uncle Dave. Use the present perfect form of the verb in brackets.

##### ANSWERS

2 hasn't climbed 3 's explored 4 hasn't walked

#### 3 Write sentences about Aunt Sarah.

##### ANSWERS

- She's explored a cave.
- She's walked on the moon.
- She hasn't climbed a cliff.
- She hasn't climbed a volcano.
- She hasn't canoed on a river.



4 Ask and answer. Talk about people you know. Use the prompts. **Communication**

## Grammar Reference Activity Book page 114

Read and circle.

### ANSWERS

2 haven't 3 hasn't 4 have

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise words for different birds.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the *Out of the Forest* story.

### Language

New: birds: *swan, eagle, hummingbird, peacock, parrot, vulture*

New (passive): *as ... as*

### Warm up

Play *Minute race* from the Ideas bank on page 150 to revise geographical features.

## Class Book pages 46–47

### 1 What names of birds do you know? Make a list.

#### Critical Thinking

- Ask students to work in pairs and say what birds they know.

### 2 Listen, repeat and point. 086

#### ANSWERS

peacock 4 swan 1 parrot 5 eagle 2 vulture 6 hummingbird 3

### 3 Listen and say the names of the birds. 087

- Ask students where they think they can see these types of birds.

### Audio transcript

- This is a large, white bird which often lives on rivers. The baby birds are grey.
- This is a large bird with a big tail. The male bird's tail is very colourful and opens in a big arc.
- This bird hasn't got any feathers on its head or neck. It eats dead animals in the wild.
- This is a brightly coloured bird. It is very good at copying human words and it can live until it is a hundred years old.
- This is the smallest bird in the world. Its wings can move up to two hundred times per second!
- This is a large, powerful bird of prey. It builds its nest at the top of high cliffs.

#### ANSWERS

1 swan 2 peacock 3 vulture 4 parrot  
5 hummingbird 6 eagle

## 4 BEFORE YOU READ This is a story about being lost in a forest.

- Students work in pairs. Give them one minute to think of answers to the question.

**TIP** In activity 4, students are being prepared for the topic of the story. Tell them to listen and read the story to compare their ideas. This will give them a purpose – and therefore increased motivation – for reading and listening to the story for the first time.

### 5 Listen, read and check. 088

## 6 AFTER YOU READ Watch the story. Complete the activities.

- Students watch the story video, then turn to page 44 in their Activity Books to complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to listen carefully to the beginning, middle and ending of the story.

## Activity Book page 44

### 1 REMEMBER THE STORY Ask and answer questions about the beginning, the middle and the end of the story. **Critical Thinking**

#### KEY COMPETENCES Learn to learn

Thinking about the beginning, middle and ending of the story helps students to develop awareness of how stories are constructed. As an extension, you could ask students to work in groups and write one or two sentences for each part of the story, e.g. the beginning, middle and end. Then ask a few confident students to read out their sentences for the class.

#### SUGGESTED ANSWERS

What happens at the beginning of the story? Tomas and Bella get lost in the forest. Bella activates the power up to talk to the animals.

What happens in the middle of the story? Tomas and Bella try to follow a rabbit. They also try to speak to a parrot. They find an eagle with a broken wing.

What happens at the end of the story? They help the eagle. The eagle can fly again and helps them to find their way.

### 2 Complete the words. Then use the words to label the pictures. **Critical Thinking**


#### ANSWERS

2 vulture, f 3 peacock, d 4 eagle, b  
5 hummingbird, c 6 parrot, e

### 3 Read the story again and circle the correct option (a or b).

#### ANSWERS

2 a 3 a 4 a 5 b 6 a

4 What can you do to help birds in your area? Write a list of ideas.  Then have a class vote to choose the best one. **Collaboration**

#### KEY COMPETENCES Social and civic competence

Thinking about ways to help wildlife encourages students to see how their actions can have an impact on their natural environment. As an extension activity, ask students to do one of the ideas on their list and bring in evidence the following week, either in the form of photos or pictures.

## Lesson 5 Grammar

### Lesson Objectives

Remember the *Out of the Forest* story.

Present and practise *as ... as*.

Practise birds vocabulary.

Develop communication, collaboration and critical-thinking skills.

### Language

New: *as ... as*: A swan is **as big as** an eagle. A parrot is **as noisy as** an eagle. A peacock isn't **as ugly as** a vulture.

Review vocabulary: birds

### Warm up

Play *Pass the flashcards* from the Ideas bank on page 151 to revise the birds vocabulary. Use the birds flashcards.

### Class Book page 48

#### 1 REMEMBER THE STORY Say the missing adjectives.

- Ask students to say what they can remember about the *Out of the Forest* story from Lesson 4 and what they liked about it.

#### ANSWERS

1 beautiful 2 dangerous 3 dangerous 4 big  
5 slow

#### 2 Look and make true sentences.

#### 3 Make sentences and match them to the pictures.

- Point to the pictures and ask students what they can see before asking students to complete the activity.
- Select confident students to read out the completed sentences and say which pictures they match.

#### ANSWERS

1 He's as tall as his brother. f  
2 She isn't as clever as her sister. e  
3 The bird's as small as the mouse. c  
4 The parrot isn't as big as the eagle. a  
5 This room isn't as noisy as the other room. d  
6 My teacher isn't as old as my dad. b

4 Talk to your partner. Compare yourselves using the adjectives. Make notes. **Communication** 

- Check the students know the vocabulary in the box and teach any unknown adjectives.

#### 5 What did you discover in activity 4? Talk to your class. **Collaboration**

### Activity Book page 45

#### 1 Listen and tick ✓ the correct picture. 089

#### Audio transcript

A: What are you doing, Chloe?

B: I'm watching the birds in the garden ... I'm looking at a bird in the tree over there.

A: I can't see it. What does it look like?

B: Well, it's small, but it isn't as small as a hummingbird.

A: Is it colourful?

B: No, it isn't colourful.

A: Is it ugly?

B: No, it isn't ugly at all. It's beautiful! I think it's as beautiful as a swan.

#### ANSWER

3

#### 2 Write the words in order to make sentences.

#### ANSWERS

2 It's as ugly as a vulture.

3 It isn't as beautiful as a peacock.

4 It isn't as small as a hummingbird.

#### 3 Complete the second sentence so that it means the same as the first. **Critical Thinking**

2 isn't as small as a mouse 3 isn't as fast as a fox

4 isn't as tall as me 5 aren't as clever as dolphins

6 aren't as funny as my jokes

#### KEY COMPETENCES Learn to learn

This type of activity helps to reinforce students' understanding of the meaning and context of the grammar structure.

4 Think of an animal. Make sentences about it using (*not*) *as ... as*.  Then ask and answer. Can your partner guess the animal? **Communication**

**TIP** To challenge more confident students, ask them to cover their sentences when they tell their partner about their animal rather than reading out their sentences.

### Grammar Reference Activity Book page 114

#### Complete the sentences.

#### ANSWERS

2 'm not as old as 3 isn't as colourful as 4 's as big as

5 isn't as heavy as 6 's as funny as

# Lesson 6

## Cross-curricular

**Lesson Objectives**

Learn about the exploration of Saturn.

Present and practise words connected to the exploration of Saturn.

Learn about the history of space exploration.

Develop critical-thinking skills.

**Language**

New: the exploration of Saturn: *telescope, spacecraft, solar system, explode, rings*

### Warm up

Revise the grammar from the previous lesson. Divide the class into two teams. Make wordcards with different adjectives, e.g. *tall, large, colourful, funny, beautiful, heavy* and place them in a box. Explain that each team has to pick an adjective from the box and then write a sentence using the structure *as + adjective + as* on the board. Invite two members from each team in turn to pick an adjective and write a sentence.

### Class Book page 49

#### 1 BEFORE YOU READ Look at the photos. Do you know anything about Saturn?

- Students discuss the question in pairs, then compare ideas with another pair before reporting back.

**CULTURE NOTE Did you know?**

In 1957, the Soviet Union made the first small step into space by launching a small satellite, called Sputnik. The Space Age had begun.

**KEY COMPETENCES Cultural awareness and expression**

Ask students if they have a telescope or have ever looked at the stars and the planets through a telescope. Ask them what they saw.

#### 2 Look at the timeline and read. Check your answers.

- Before reading, ask students to look at the text and find the bold words. Ask students what they think the words in bolds refer to.

#### 3 Read again and say *True or False*.

**ANSWERS**  
1 False 2 True 3 False 4 False 5 False

#### 4 Ask and answer. Critical Thinking

- Brainstorm planets with the class and write the names on the board.
- Divide the class into groups of four to share their knowledge and try to come up with one thing they know about each planet.

#### 5 Learn about the history of space exploration.

- Students open their Activity Books on page 46 and complete the activities.

### Activity Book page 46

#### 1 Listen and complete the sentences. 090

##### Audio transcript

**A:** What are you reading?  
**B:** It's a book about space exploration. It's great! I'm just reading about the sixth planet from the Sun.  
**A:** Which is the sixth planet from the Sun?  
**B:** It's Saturn. A lot of scientists are interested in Saturn. I'm reading about one historical scientist now.  
**A:** Who?  
**B:** Galileo. He was Italian. He lived hundreds of years ago.  
**A:** How did he look at the planets?  
**B:** He used a telescope. In fact, Galileo invented a telescope.  
**A:** Wow! What are those pictures?  
**B:** They are spacecraft. Look! This one was first to visit Saturn. It's called *Pioneer*.  
**A:** *Pioneer*. That's a good name for a spacecraft.  
**B:** Yes. Other spacecraft are famous, too. *Voyager One* went into space and sent data to the Earth.  
**A:** And which spacecraft is that?  
**B:** Oh, that's *Huygens*. *Huygens* explored Titan.  
**A:** And that one?  
**B:** That's the spacecraft *Cassini*. It collected important data about Saturn.

**ANSWERS**  
2 telescope 3 first 4 Earth 5 explored 6 Saturn

#### 2 Read the events in the timeline and match them to the photos. Critical Thinking

**ANSWERS**  
1 f 2 a 3 g 5 d 6 c 7 e

**KEY COMPETENCES Learn to learn**

Explain to students that timelines are a good way to record events in order, and are an effective memory aid for facts.

#### 3 List six important events in your life.

- Discuss with students what the important events in their life are before they do the activity, e.g. *starting school, going on holiday for the first time*, etc.

#### 4 Make a timeline of the events in your life from activity 3. Creativity

**TIP Curriculum link**

If students are learning about explorers in history in their own language at school, encourage them to tell their teacher what they learned about the exploration of Saturn.

# Lesson 7

## Literacy: a diary entry

**Lesson Objectives**

Develop literary skills and familiarize students with a diary.

Find out about an explorer's discoveries.

Raise awareness of the value of taking an interest in the natural world.

Talk about keeping a diary.

**Language**

Review: geographical features

**Warm up**  
Play *Quiz* from the Ideas bank on page 151. Use the text about Saturn from Lesson 6.

### Class Book page 50

**1 BEFORE YOU READ** Look at the dates of the explorer's diary entries. Why are the pictures drawings and not photos?

**ANSWER**  
The diary dates are from the 1800s, so the explorer didn't have a camera at that time.

**2 What do you think the explorer discovered?**

**Critical Thinking**  
• Ask students to discuss the question in pairs and then share their ideas with the class.

**3 Listen and read.** 091 Does the diary agree with your answer?

- Tell the students to read the text quickly looking for keywords and phrases to find their answers.
- Ask a few students to share any questions they found out answers to.

**KEY COMPETENCES** Learn to learn

Activity 3 is developing the skill of scanning, as the students are looking for specific keywords and phrases to answer their questions. Once the keywords are found, they read in more detail to answer the questions in full.

**OUR VALUES!** Focus students on the Our Values! feature. Then ask them why we should take an interest in the natural world around us. Conduct a classroom discussion and encourage students to think about the importance of the natural world. Ask them to think why it is good to be outside in nature exploring, instead of playing video games or watching TV.

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 47 of the Activity Book.

### Activity Book page 47

**1** Read the diary entries on Class Book page 50 again and match.

**ANSWERS**  
2 e 3 a 4 c 5 b

**2** What does the adjective refer to? Circle the correct option (a, b or c).

- Tell the students to scan the diary text and underline the adjectives in the text first.

**ANSWERS**  
2 a 3 b 4 c 5 c 6 c

**3** Answer the questions.

**ANSWERS**  
2 The writer spoke Spanish and English.  
3 The explorers found electric eels in the river.  
4 Humboldt nearly died when he had an electric shock.  
5 The writer climbed the Chimborazo volcano with Humboldt.  
6 The writer felt scared at the top.

**4** Talk about keeping a diary. Ask and answer. Use the prompts below. **Critical Thinking**

- Students use the prompts to ask and answer, then join with another pair and ask and answer.

# Lesson 8

## Culture: a trip to Venezuela

**Lesson Objectives**

Raise awareness of Angel Falls in Venezuela.

Compare a trip to Angel Falls in Venezuela and a trip the students went on in their own country.

Review and practise describing similarities and differences using *however* and *also*.

**Language**

Review: geographical features, explorer activities

**Warm up**  
Play *Who did it?* from the Ideas bank on page 151. Use the diary entries from Lesson 7.

### Activity Book page 48

**1** Listen and tick ✓ Yes or No. 092

**Audio transcript**  
**Woman:** Hi, Camila. Did you have a good trip with your dad?  
**Camila:** Yes! It was great! I love exploring my country. There's so much to see in Venezuela. On this trip, we went to Angel Falls.  
**Woman:** Wow! Tell me about it!  
**Camila:** Well, it's in the middle of the jungle.  
**Woman:** How did you get there?  
**Camila:** First, we travelled in a canoe ... for six hours.  
**Woman:** Six hours! That's a long time.  
**Camila:** We saw a lot of animals on the river.



**Woman:** What did you see?

**Camila:** We saw some fish – they were piranhas! And we saw some enormous snakes in the trees near the river.

**Woman:** Were you scared?

**Camila:** Yes! But then we got out of the canoes and we walked through the jungle. We were like explorers. We saw some beautiful flowers, and some parrots, too – and some tiny frogs.

**Woman:** Fantastic!

**Camila:** But then we saw the waterfall. It's the highest waterfall in the world!

**Woman:** Wow! How high is it?

**Camila:** About 900 metres. It's too big.

**Woman:** 900 metres high! Can you walk under the waterfall?

**Camila:** No, you can't. But we swam in the river.

**Woman:** Did you sleep in the jungle?

**Camila:** Yes, we camped by the waterfall for one night. It was fantastic.

**Woman:** You're lucky. I'd love to see Angel Falls.

#### ANSWER

No

### 2 Listen again and order the sentences (1–6). 093

- Ask the students to work in pairs to see if they can order the sentences before you play the recording.

#### ANSWERS

2 f 3 a 4 c 5 e 6 b

### 3 Think about a trip you went on in your country. Complete the information. Critical Thinking

- Tell students about a trip you have been on first and show them how to complete the information about it. Then tell students to complete the information about a trip they have been on.

### 4 Make a list of similarities and differences between Camilla's trip and your trip. Critical Thinking

### 5 Talk about the similarities and differences you found in activity 4. Use *however* and *also*.

#### Communication

- Students discuss the similarities and differences in pairs, then share their ideas with the class. Ask the rest of the class to say whether they agree or disagree with each similarity and difference.

#### KEY COMPETENCES Cultural awareness and expression

Comparing geographical features in other countries with features in their own country helps students to develop cultural awareness. Ask students to find out more about more interesting geographical features around the world for homework. Discuss their findings in the next lesson and ask students to say which things are similar / different in their own country.

## Lesson 9

### Writing: a diary entry

#### Lesson Objectives

Recognize features of a diary entry.

Learn about and practise writing a diary entry.

Practise a specific writing subskill: using linking words.

#### Language

New: features of a diary entry: *first person, informal expressions, linking words*

#### Warm up

Play *Guess who / what?* from the Ideas bank on page 150 to revise the geographical features and birds vocabulary.

### Class Book page 51

#### 1 Read Oli's diary entries. Where did Oli go?

#### ANSWER

An Adventure Park.

#### 2 Read the diary entries again and answer the questions.

#### ANSWERS

- A forest and an island.
- 6th August, because they explored an island by boat and he loves boats.

#### 3 Match the features and the colours used in the diary.

**TIP** When students have completed the activity, ask them different questions about the features, e.g. *When did Oli's trip start? Who is 'We' in the entry? How does Oli connect two ideas in his writing? What adjectives does Oli use to show he enjoyed an experience?*

#### ANSWERS

- The date – red
- First person subject pronouns – blue
- Verbs in the past tense – green
- Linking words – orange
- Adjectives to describe events and feelings – purple

#### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 49 of the Activity Book.

### Activity Book page 49

#### 1 Read and complete the Big Write tip. Use the words in the box.

#### ANSWERS

2 first 3 past 4 adjectives 5 linking

#### 2 Complete the sentences. Use the linking words from activity 1.

#### ANSWERS

2 because 3 finally 4 after that 5 and 6 then

3 Think about the past three days. Plan diary entries about them. 

4 Write your diary entries. Then illustrate them.

**Creativity** 

**KEY COMPETENCES** Cultural awareness and expression

Writing a diary allows students to express their emotions. Illustration adds a further element of self-expression.

**Community Task** **Collaboration**

- Organize students into groups to do the activity. For homework, ask students to keep a diary for a week and then bring it into class to share.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by setting up a blog and asking students to upload their diary entries to it if they feel comfortable doing so.

## Lesson 10

### The Big Question Review

**Lesson Objectives**

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

**Language**

Review vocabulary: geographical features, birds

Review grammar: present perfect third person singular affirmative and negative; *as ... as*

#### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to review the vocabulary from Unit 4.

#### Class Book page 51

1 Listen and answer.  094 Where is the eagle's nest?

#### Audio transcript

*I want to be an explorer.*

*That's what I want to be.*

*Exploring here, exploring there.*

*I'll be as brave as I can be.*

*I'll climb a cliff to find an eagle's nest.*

*It might be hard but I'll do my best.*

*I'll fly in a rocket and walk on the moon.*

*But if I don't like it there, I'll come back soon!*

*Chorus*

*I'll trek across the desert with a friend,*

*But I don't know if we'll get to the end.*

*I'll climb a volcano right to the top,*

*But, if it erupts, I'll just have to stop.*

*Chorus*

**ANSWER**

At the top of a cliff.

2 Watch and answer the questions on the video. 

#### Video transcript

See page 155.

**ANSWERS**

See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

**Critical Thinking**

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the unit answers they most agree with.
- If students have written questions on their poster, they can now see which ones they can answer.

4 Complete the activities and do the self-evaluation.

- Students turn to page 50 of the Activity Book to complete the review activities and self-evaluation.

#### Activity Book pages 50–51

1 Listen and complete the song.  095 Use the words in the box.

**ANSWERS**

2 eagle 3 walk 4 moon 5 trek 6 desert 7 climb  
8 volcano

2 Write sentences. Use the present perfect tense.

**ANSWERS**

- Mum's walked under a waterfall.
- My brother hasn't seen a peacock.
- She's dived near a coral reef.
- He hasn't written a diary entry.

3 Look at the pictures and write sentences. Use the adjectives and (not) *as ... as*.

**ANSWERS**

- A vulture isn't as beautiful as a peacock.
- A bike isn't as fast as a car.
- A swan isn't as small as a hummingbird.
- A parrot isn't as clever as a dolphin.
- Pete isn't as tall as Tom.

**KEY COMPETENCES** Sense of initiative and entrepreneurship

Activity 3 requires students to use their problem-solving and logical-reasoning skills by using the visual clues provided in the picture and the adjective to compare the two things.

4 Play the Spiral game.

- Divide students into pairs to play the game. Ensure each pair has a spinner and a counter for each player.
- The students spin the spinner and move their counters, completing the correspondingly numbered challenge in the box for the square that they land on. The first player to reach 'End' is the winner.

### ANSWERS

1 Hummingbird. 2 Climb a mountain. 3 Peacock.  
4 He has explored an island. 5 Trek across a desert.  
6 Climb a volcano. 7 Walk under a waterfall.  
8 Dad hasn't canoed on a river. 9 They have  
trekked across the desert. 10 It's as noisy as a  
parrot. 11 Canoe on a river. 12 It isn't as small as a  
hummingbird. 13 Walk on the moon. 14 Dive near a  
coral reef. 15 Vulture. 16 Mum hasn't walked on the  
moon. 17 Explore an island. 18 Amy is as tall as her  
sister.

**5 Read and tick ✓ or cross X.**

**6 Complete the sentences.**

#### KEY COMPETENCES Learn to learn

Ask students to tell you their answers to question 2 in activity 6. Ask students how they think they could find out more about these topics. Students can then find out more about their chosen topics for homework and tell the class what they have learned in the next lesson.

### Unit 4 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

# 5

# How can we help at home?

## Lesson 1

## The Big Question

### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about helping at home and elicit answers to the Big Question.

Review language from previous units.

Present and practise the pronunciation of /i:/ and /e/.

### Language

New: *chore, spend time*

Review: *can; food*

### Warm up

Play *Draw and guess* from the Ideas bank on page 150 to revise the geographical features vocabulary from Unit 4.

### Class Book pages 52–53

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *Where is it? What is the person doing?* Encourage students to use their imagination, e.g. *Who / Why do you think he is helping? What do you think he is cooking?*

#### ANSWERS

- A dessert, a child washing dishes, a boy mowing a lawn, a pie chart, a painting of people pushing a cart full of hats.
- Students' own answers
- Abby and her little brother help to cook.

#### 2 Watch the video. ▶ Which of these foods are mentioned?

#### Video transcript

See page 155.

#### ANSWERS

1, 2, 4, 7, 9, 10

#### 3 Think about the Big Question and answer.

#### Critical Thinking

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Ask students to discuss the answers and say which they like better. Ask students to make a list of ways they can help out at home.

#### SUGGESTED ANSWERS

We can clean the bathroom.

We can mow the lawn.

We can wash the dishes.

#### TIP More Big Answers

Ask students to find out how their family and friends would answer the Big Question, and to bring their answers to the next lesson.

#### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

#### 6 Watch the video again. ▶ Complete the activities in the Activity Book.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

### Activity Book page 52

#### 1 REMEMBER THE VIDEO Read and correct the sentences. ▶

#### ANSWERS

- Marcus's dad is cooking the chicken.
- Abby has got some spinach from the garden.
- Trifle is a traditional English dessert.
- Grandma usually comes for lunch on Sunday.

#### 2 Listen to Chloe talking about a family meal. Who is Chloe? Listen again and circle the correct answer. ▶ 096

#### Audio transcript

Hi! I'm Chloe. I'm Abby and Marcus's cousin. Sometimes, Abby and Marcus come to our house for dinner with their mum, dad and grandma. Of course, their grandma is my grandma, too! Grandma is their mum's mum and my mum's mum – so their mum and my mum are sisters! The last time everyone came for dinner, we had lasagne. I love Italian food! You make lasagne with pasta, a meat sauce and a white sauce – and then you put cheese on top. Mum made the lasagne and some garlic bread – yum! I made a salad with lots of lettuce, tomatoes and cucumber. Mum didn't have to make dessert. Grandma brought her famous apple pie! We all ate it with some cream. Mmm – it was really delicious! We all had a great time!

#### ANSWERS

Chloe is Abby and Marcus's cousin.  
2 the same 3 an Italian 4 lasagne, garlic bread and salad 5 Grandma

#### 3 Listen to the rule. Then listen to the words and complete the table. ▶ 097

#### Audio transcript

The letters *ea* can represent the sound /i:/, as in *teacher* and *reach*. They can also represent the sound /e/, as in *weather* and *feather*.

clean ready weather jeans heavy season

#### ANSWERS

2 jeans 3 season 4 ready 5 weather 6 heavy



**4 Read the words. Do they have /i:/ or /e/ sounds? Choose and circle. Then listen and check.** 098

**ANSWERS**

2 /e/ 3 /e/ 4 /e/ 5 /i:/ 6 /i:/ 7 /e/ 8 /e/  
9 /e/ 10 /i:/ 11 /i:/ 12 /i:/

# Lesson 2 Vocabulary

**Lesson Objectives**

- Present and practise new vocabulary for indoor chores.
- Read and understand a blog about doing chores at home.
- Ask and answer questions about the chores you do at home.
- Develop reading and writing skills.

**Language**

New: indoor chores: *make my bed, feed my pet, put away the shopping, lay the table, tidy my room, take out the rubbish, wash up, load the dishwasher, clean my shoes, vacuum the floor*

Review: *I feed my pet. He / She feeds my pet. How often do you wash up? I sometimes wash up. / I never wash up!*

**Warm up**

Play *Sharkman* from the Ideas bank on page 150. Use the words *spinach, cream, potatoes*.

**Class Book** page 54

**1 What chores do you and your family do at home? Copy the table and write two more chores for each heading.** **Critical Thinking**

**TIP Mixed-ability Teaching**

- Support lower-level students by asking them to complete the task in pairs. They can then join another pair and compare answers.
- Stretch higher-level students by asking them to think of two extra chores for each heading.

**SUGGESTED ANSWERS**

In the kitchen: load the dishwasher, unload the dishwasher, do / dry the dishes, put shopping away, take the rubbish out

In the bedroom: make your bed, change the sheets, vacuum the floor, tidy your room

In other parts of the house: vacuum, dust, wash clothes, hang out clothes, water plants, iron clothes

**2 Listen and read about Fatima's chores.** 099  
**Find the five phrases in bold in the pictures. Do you do any of these chores?**

- Before reading, ask students to look at the pictures and name as many chores as they can.

**ANSWERS**

make my bed 2 feed my pet 3 put away the shopping 1 lay the table 5 tidy my room 4

**3 Listen to Fatima's brother.** 100 **Copy the words and number them in the order you hear them.**

**Audio transcript**

Hi! I'm Fatima's brother, Adjo. Fatima and I have lots of chores at home. Some things – like washing up – are OK. We take turns to do that. I always load the dishwasher after dinner, too. That's easy! I also vacuum the floor. I enjoy it – so I always do it when Mum asks me to! But I don't like all of my chores. Cleaning my shoes is horrible! They get really dirty when I play outdoors. And the worst chore? That's easy. Taking out the rubbish. I hate it!

**ANSWERS**

1 wash up 2 load the dishwasher 3 vacuum the floor  
4 clean my shoes 5 take out the rubbish

**4 Listen and repeat.** 101 **Point to the pictures.**

**Audio transcript**

make my bed wash up vacuum the floor  
feed my pet clean my shoes tidy my room  
put away the shopping lay the table  
take out the rubbish load the dishwasher

**5 Listen and repeat the dialogue.** 102

- Invite pairs of students to model the dialogue for the class.

**6 Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer.** **Communication**

- Divide students into pairs to do the activity. Students talk about the different chores they do. Do a feedback stage and write students' ideas on the board.

**Activity Book** page 53

**1 Match the parts of the sentences.**

**ANSWERS**

2 d 3 a 4 c

**2 Look and complete the chores. Then number the photos.** **Critical Thinking**

- Ask the students to close their Class Books before they do this activity to prevent them copying the missing verbs rather than using the code.

**KEY COMPETENCES Learn to learn**

Using a code to work out each letter reinforces the spelling of the indoor chores.

**ANSWERS**

2 lay 3 make 4 feed 5 vacuum 6 tidy 7 clean  
8 wash 9 put away 10 take out

**3 Complete the questions. Then write your answers.**

- Once students have answered the questions in activity 3, encourage them to share their answers with a partner.

**ANSWERS**

2 make your bed 3 feed your pet

## Lesson 3

### Grammar

#### Lesson Objectives

Read and understand an online chat.

Present and practise present perfect questions and short answers.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

#### Language

New: present perfect questions and short answers: *Have you tidied the room? Yes, I / we have. No, I / we haven't. Has he / she fed the pet? Yes, he / she has. No, he / she hasn't.*

#### Warm up

Play *Mime the word* from the Ideas bank on page 150 to revise the indoor chores vocabulary from the previous lesson.

#### Class Book page 55

##### 1 Listen and read. 103

- Ask students to identify the characters (Fatima and Rami) before reading.
- Ask students to quickly look through the text and say whose birthday it is.

##### 2 Read again and answer the questions.

###### ANSWERS

- Because she's been busy doing chores.
- He's made his bed, tidied his room and vacuumed the floors.
- A cake, sandwiches, salad and jelly.
- Rami.

##### 3 Read the table. Which present perfect questions and short answers are in Rami and Fatima's chat?

###### Critical Thinking

###### ANSWERS

Have you finished your homework? No, I haven't.  
Have you tidied your room, too? Yes, I have.  
Have you made any other food? Yes, we have.

##### 4 Make questions and answers.

###### ANSWERS

- Have you fed your pet? Yes, I have.
- Have you put away the shopping? No, I haven't.
- Have you cleaned your shoes? Yes, I have.
- Have you loaded the dishwasher? No, I haven't.

##### 5 Ask and answer. Communication

**TIP** Fast finishers can take turns secretly choosing one of the activities. Their partner then asks them questions to find out which activity they have chosen, e.g. *Have you vacuumed the floor? No, I haven't. Have you made your bed? Yes, I have.*

## 6 Ask and answer about what you have done today. Communication

#### KEY COMPETENCES Social and civic competence

In this lesson, students will have thought about chores, and how they can help out more at home and take responsibility for doing chores. Ask students to make a list of chores they don't usually do and encourage them to try and help with these chores at home. The following week, they can say which ones they helped with.

#### Activity Book page 54

##### 1 Listen and tick ✓. 104

#### Audio transcript

**Dan:** Hi, Dad.

**Dad:** Hello, Dan. Hello, Rosie. Where's Mum?

**Dan:** She's in bed. She isn't feeling well.

**Dad:** Oh, dear!

**Rosie:** So we've been busy. We've tidied the house.

**Dad:** Yes. It looks great!

**Rosie:** Thanks, Dad!

**Dad:** Have you taken out the rubbish?

**Rosie:** Yes, I have.

**Dad:** That's great. The kitchen is really tidy. Have you loaded the dishwasher?

**Rosie:** No, I haven't. Dan tidied the kitchen.

**Dad:** Thanks, Dan.

**Dan:** That's OK. I've loaded the dishwasher ... and I've washed up. Oh, and I've laid the table for dinner.

**Dad:** Mum will be really pleased. Don't forget that it's school tomorrow. Have you cleaned your shoes?

**Dan:** No, I haven't.

**Rosie:** I haven't cleaned my shoes either. Oh, dear!

**Dad:** Don't worry. You've got time to clean them before dinner.

**Rosie:** OK, Dad. Good idea!

**Dad:** And talking about dinner, has Anybody fed the pets?

**Rosie:** Yes! I've already fed the pets, Dad. Don't worry!

###### ANSWERS

**Rosie:** take out the rubbish, feed your pet

**Dan:** load the dishwasher, wash up, lay the table

##### 2 Complete the questions and answers.

###### ANSWERS

- Have you cleaned / No, I haven't.
- Have you loaded / Yes, I have.
- Have you fed / No, we haven't.

##### 3 Look at the two lists of chores. Write questions and answers.

###### ANSWERS

- Has Jake made the bed? Yes, he has.
- Has Jess tidied her room? Yes, she has.
- Has Jake put away the shopping? Yes, he has.

4 What chores has your partner done this week?  
Ask and answer. Use the prompts. **Communication**

## Grammar Reference Activity Book page 115

Complete the sentences. Then write short answers.

### ANSWERS

- 2 taken / No, she hasn't. 3 fed / Yes, they have.  
4 made / Yes, he has. 5 done / Yes, I have.

## Lesson 4 Vocabulary and story

### Lesson Objectives

Present and practise outdoor chores vocabulary.  
Develop listening, speaking and reading skills.  
Check and consolidate understanding of the *Fairy Tale Land* story.

### Language

New: outdoor chores: *water the plants, wash the car, sweep the patio, cut the grass, wash the windows, hang out the clothes*

New (passive): present perfect affirmative and negative

### Warm up

Play *Noughts and crosses* from the Ideas bank on page 150.  
Use the indoor chores flashcards.

## Class Book pages 56–57

### 1 Which chores are easier when somebody helps? Make a list. **Critical Thinking**

- Ask students to work in pairs and say what chores are easier with help.
- If the students come up with any of the chores in activity 3 in their own language, say the chore in English.

### 2 Listen, repeat and point. **105**

#### ANSWERS

wash the car 2 cut the grass 4 hang out the clothes 6 water the plants 1 sweep the patio 3 wash the windows 5

### 3 Listen and say the outdoor chores. **106**

#### Audio transcript

- If you don't do this every week, they won't survive. They'll die.
- That's better. Now I can look outside and see the garden!
- It's windy, so they'll dry quickly.
- It's a big job because there are lots of leaves.
- Do the windows and doors first. Leave the wheels until last.
- The garden looks much better when it's short! But it's a noisy chore!

#### ANSWERS

- water the plants 2 wash the windows
- hang out the clothes 4 sweep the patio
- wash the car 6 cut the grass

### 4 BEFORE YOU READ This is a story about a fairy tale land.

- Tell the students to work in pairs and give them one minute to think of answers to the question.

### 5 Listen, read and check. **107**

### 6 AFTER YOU READ Watch the story. **108** Complete the activities.

- Students watch the story video, then turn to page 55 in their Activity Books to complete the activities.

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards.

## Activity Book page 55

### 1 REMEMBER THE STORY In pairs, ask and answer questions about the power ups. **Critical Thinking**

#### SUGGESTED ANSWERS

Do you think the power up was useful? Yes, I do. It was perfect because the challenge was impossible without the power up.

What was the name of the power up? Character animator. What happened when the power up was activated? Some story book characters were animated.

Did Jack and Bella use the power up again? Yes, they did.

### 2 Complete the words. Then match the chores to the pictures. There is one extra picture. **Critical Thinking**

#### ANSWERS

- water the plants, d 2 wash the car, e 3 wash the windows, g 4 sweep the patio, f 5 cut the grass, a 6 hang out the clothes, c

### 3 Read the story again and answer the questions.

#### ANSWERS

- Jack is scared because George is a giant.
- The first chore on the list is sweep the patio.
- The story book characters help the avatars to do the chores.
- Because George hasn't got any friends.
- He's happy, because he has a friend.

### 4 Design a book cover for the story *Fairy Tale Land*. Think about pictures and text. Show the class your design and explain your ideas. Then have a class vote for the best design. **Collaboration**

#### KEY COMPETENCES Cultural awareness and expression

Designing a book cover gives students the opportunity to think creatively and express themselves through drawing and design. It also allows them to interpret and sum up the events in the story.

# Lesson 5

## Grammar

### Lesson Objectives

Remember the *Fairy Tale Land* story.

Present and practise present perfect affirmative and negative.

Practise outdoor chores vocabulary.

Develop collaboration and critical-thinking skills.

### Language

New: present perfect affirmative and negative: *I've / We've watered the plants. I / We haven't washed the car.*

Review vocabulary: outdoor chores

### Warm up

Play *Slow reveal* from the Ideas bank on page 150 to revise outdoor chores. Use the outdoor chores flashcards.

### Class Book page 58

#### 1 REMEMBER THE STORY Match the speech bubbles and the characters.

- Ask students to say what they can remember about the *Fairy Tale Land* story from Lesson 4 and what they liked about it.

#### ANSWERS

1 c 2 a 3 b 4 d

#### 2 Look and review. Make three true sentences about yourself.

**TIP** To check students understand the difference between the present perfect and the past simple, ask students what tense we use for a past action that is finished and happened a long time ago.

#### 3 Look at the list. Say what you've done and what you haven't done.

#### 4 Find three other pupils who have or haven't done the same things as you today. Then tell your group. Collaboration

- Give students a couple of minutes thinking time to remember the things they have done today. Tell them they can come up with additional chores to those in the box.
- Ask students to mingle and give them a time limit to speak to as many students as possible to compare chores.

#### 5 What did you discover in activity 4? Talk to your partner. Take notes. Communication

### Activity Book page 56

#### 1 Listen and circle the things which Bella has done. 108

#### Audio transcript

**Dad:** Hey, Bella! Have you watered the plants?

**Bella:** Yes, I have.

**Dad:** And have you washed the car?

**Bella:** No, I haven't. That's a big job! Jake will help me later.

**Dad:** OK. Have you swept the patio?

**Bella:** Yes, I have. Mum helped me.

**Dad:** What about the wet washing? Have you hung out the clothes?

**Bella:** Yes, I have. That's one of my favourite chores!

**Dad:** And have you washed the windows?

**Bella:** No, I haven't. I need help for that, too!

**Dad:** OK. I'll help you later. Have you made your bed?

**Bella:** Yes, I have! And I've laid the table for lunch.

**Dad:** Great. Have you washed the dishes from breakfast?

**Bella:** No, I haven't! Jake washed the dishes. But I have fed the fish.

**Dad:** Good! Oh ... and one last question ... have you taken out the rubbish?

**Bella:** No, I haven't – but don't worry, Dad. I've got plenty of time to finish my chores!

#### ANSWERS

3, 4, 6, 7, 9

#### 2 Complete the sentences. Use the present perfect form of the verbs in the box.

#### ANSWERS

- 2 's swept / patio 3 haven't washed / car  
4 've cut / grass 5 haven't watered / plants  
6 hasn't hung out / clothes

#### 3 Tick or cross for you. Then write sentences.

#### Critical Thinking

#### KEY COMPETENCES Learn to learn

In this activity, students have to actively use the grammar they have learned to write the sentences with the correct past participles of the given verbs in both positive and negative sentences. Encourage students to use a dictionary to check the spelling of the past participles.

#### 4 Write a list of chores you have done this week and a list of chores you haven't done. Then tell your partner. Critical Thinking

#### TIP Mixed-ability Teaching

To challenge more confident students, ask them to cover their sentences when they talk to their partner rather than reading them out.

### Grammar Reference Activity Book page 115

#### Write the sentences.

#### ANSWERS

- 2 You've cut the grass. 3 We've washed the car.  
4 He hasn't hung out the clothes. 5 They haven't eaten dinner yet.



# Lesson 6 Cross-curricular

**Lesson Objectives**

Learn about using a pie and a bar chart.  
Create and interpret pie and bar charts.  
Develop the skill of reading charts and extracting information.  
Present survey findings in a bar chart.

**Language**

New: pie and bar chart vocabulary: *survey, tally chart, pie chart, bar chart, title, segment, key, label, results*  
Review: adverbs of frequency; indoor and outdoor chores

## Warm up

Play *Bingo!* from the Ideas bank on page 150. Write ten irregular verbs in the infinitive on the board and ask the students to choose six and write them. Call out the past participles.

## Class Book

**1 Read and answer. How many children have answered Nancy’s survey questions?**

**ANSWER**  
12

**KEY COMPETENCES** Mathematical competence and basic competences in science and technology

In this lesson, students are learning how to read, interpret and present charts with a cross-curricular link to maths. Students who are less confident in maths may need extra support, so you could make sure there are confident maths students working with less confident ones.

## 2 Listen and read.

- Before reading, ask students to look through the text and underline any new words. After reading, ask students whether they can guess the meanings of the words they underlined from their context.

## 3 Read and look at the charts. Answer.

**ANSWERS**  
1 4 2 3 3 orange 4 orange 5 4

**4 Which chart shows the results of the survey better? Why?** **Critical Thinking**

**TIP** Ask the students if they all answered the question in activity 4 in the same way. Explain that people respond differently to visuals and, therefore, some will consider pie charts easier to read than bar charts and vice versa. Bar charts can present more information on one chart, e.g. to represent the information from the bar chart you would need four pie charts. However, the pie chart can be simpler to interpret.

## 5 Learn how to make different kinds of charts.

- Students open their Activity Books on page 57 and complete the activities.

## Activity Book

**1 Listen and label the parts of the diagram (1, 2, 3, 4, and 5).** **110**

### Audio transcript

- This is a key to show what each colour represents.
- This is a bar chart.
- This is a tally chart where you keep a score of the answers.
- These are results from the survey, presented in two different ways.
- This is a pie chart.

### ANSWERS

- bottom-left
- top-left
- bottom-middle
- top-right

**2 Read the instructions and complete the charts in activity 1.** **Critical Thinking**

### ANSWERS

- take out the rubbish
- orange = always; blue = sometimes
- hang out the washing; 4; vacuum the floor; 9

**3 Work in groups of six to eight children. Choose four chores and ask people in your group how often they do them. Complete the tally chart.**

### Collaboration

- Divide the class into groups of six to eight students. Tell students to use the tally chart in activity 1 as an example.

**4 Make a bar chart to show the answers to your survey in activity 3. Remember to include a title and a key for your bar chart.** **Creativity**

### TIP Curriculum link

If students are learning about graphs and charts in maths in their own language at school, encourage them to show their teacher the bar chart they made, explaining the process and the results.

# Lesson 7 Literacy: a folktale

**Lesson Objectives**

Develop literary skills and familiarize students with a folktale.  
Find out about the message of a folktale.  
Raise awareness of the value of thinking before you act.  
Ask and answer questions about a folktale.

**Language**

Review: past simple for narrative

## Warm up

Play *First letters* from the Ideas bank on page 150 to revise the pie chart and bar chart words from Lesson 6.

## Class Book page 60

### 1 BEFORE YOU READ Look at the pictures. Who is the story about?

#### ANSWER

a hat seller

### 2 Why do you think the man is crying? Critical Thinking

- Ask students to discuss the question in pairs and then share their ideas with the class.

### 3 Read, listen and check your ideas. 111

#### ANSWER

He's crying because the monkeys took his hats.

#### KEY COMPETENCES Learn to learn

Activities 1 and 2 give students motivation and a reason to read the text. As readers, we naturally have questions or an idea of what we expect to come up in the text before we read, which helps us to engage with it.

#### OUR VALUES! Focus students on the Our Values! feature.

Ask students why it's important to think about the results of an action before doing something. Conduct a classroom discussion and encourage them to think about how our actions may create problems for us, affect other people or be harmful to us. Ask them to think about any situations they have been in where they or someone else didn't think about their actions first, and what the result was.

### 4 AFTER YOU READ Complete the activities.

- Students complete the activities on page 58 of the Activity Book.

## Activity Book page 58

### 1 Read the folktale on Class Book page 60 again and tick ✓ or cross X. Critical Thinking

#### ANSWERS

2 ✓ 3 ✓ 4 X 5 ✓ 6 X

### 2 What happened in the folktale? Complete the sentences in your own words.

#### SUGGESTED ANSWERS

- all the hats fell out onto the road
- picked up the hats and put them on
- picked up a stick and waved it at them
- watched
- started to cry
- took off his hat and he threw it into the cart
- took of their hats and threw them into the cart

### 3 Folktales always teach us a lesson. Tick ✓ the lesson of this folktale. Critical Thinking

#### ANSWER

3

**TIP** Allow students to choose the lesson without giving the answer. Ask them to justify the reasons for their choices, using the text to back up their ideas. Ask students why number 3 is correct and what parts of the story highlight the message. To personalize the topic of folktales, ask students if they know any from their country and what the message of the tale is.

### 4 Ask and answer about the folktale. Use the prompts. Critical Thinking

- Students use the prompts to ask and answer, then join another pair and ask and answer.

## Lesson 8 Culture: Family chores

### Lesson Objectives

Raise awareness of chores in different cultures.

Compare chores in a different family to chores in students' own family.

Review and practise describing similarities and differences using *and* and *but*.

### Language

Review: present simple for habits; indoor and outdoor chores

### Warm up

Play *Who did it?* from the Ideas bank on page on page 151. Use the folktale from Lesson 7.

## Activity Book page 59

### 1 Listen to Divit. 112 Then answer the question.

#### Audio transcript

**Man:** How do you help at home, Divit?

**Divit:** Well, I haven't got a lot of time to do chores at home.

**Man:** Really? Why not?

**Divit:** I have homework every day and then I have football practice three days a week.

**Man:** I see.

**Divit:** And I spend a lot of my time studying.

**Man:** That's good. But do you ever help in the house?

**Divit:** I love cooking, and I sometimes help my mum in the kitchen.

**Man:** What can you cook?

**Divit:** A lot of things. I like making chapatti – that's a kind of Indian bread. And I help my mum to make curries.

**Man:** Do you have lunch at home?

**Divit:** My mum and my sister Meena and I do. But my dad has lunch at work. I take him his tiffin every day.

**Man:** Tiffin? What's tiffin?

**Divit:** It's a snack. I help my mum make it. Then she puts it in a special box, a tiffin box. I take it to his office.

**Man:** That's interesting. Does Meena go, too?

**Divit:** No, she doesn't. She does other chores.

**Man:** What chores does your sister have to do?

**Divit:** She lays the table and she also washes up after lunch. Every day, she has to sweep the patio and tidy the house.

**Man:** I see. Does your sister have homework every day, too?

**Divit:** Yes, she does.

**Man:** And does she study a lot, too?

**Divit:** Yes, she does. But she's cleverer than me. She's got more time! And I often help her to tidy the house.

**Man:** Oh, I see.

#### ANSWER

His sister Meena.

### 2 Listen again. 113 Answer the questions. Write D (Divit), M (Meena) or DM (Divit and Meena).

#### ANSWERS

2 D 3 D 4 M 5 M 6 M 7 DM 8 DM

### 3 Complete the mind map for Divit. Use the phrases in the box. Then make a mind map about chores in your family. Critical Thinking

#### ANSWERS

What can Divit cook? chapatti, curries

What chores does Divit's sister do? lay the table, sweep the patio, tidy the house, wash up after lunch

What chores does Divit do? takes his dad's snack to his office, tidy the house

**TIP** Ask students why mind maps are useful to record and organize information, and if they can remember another method of recording information that they learned about in Unit 5 (a tally chart).

### 4 Make a list of similarities and differences between Divit's mind map and your mind map. Critical Thinking

### 5 Talk about the similarities and differences you found in activity 4. Use *and*, *too* and *but*. Communication

- Students discuss the similarities and differences in pairs, then share their ideas with the class. Ask the rest of the class to say whether they agree or disagree with each similarity and difference.

#### KEY COMPETENCES Cultural awareness and expression

Comparing the division of household chores in other countries with household chores in their own country helps students to develop cultural awareness. Ask students to find out about household chores in other countries. Discuss their findings in the next lesson and ask students to say which things are similar / different in their own country.

## Lesson 9 Writing: a folktale

### Lesson Objectives

Recognize features of a folktale.

Learn about and practise writing a folktale.

Practise a specific writing subskill: using linking words.

### Language

Review: features of a folktale: *inverted commas*, *time expressions*, *linking words*

### Warm up

Play *Guess who / what!* from the Ideas bank on page 150 to revise the indoor and outdoor chores vocabulary.

### Class Book page 61

#### 1 Celia's grandma told her a folktale, and Celia wrote it down. What can we learn from it?

#### ANSWER

We can learn not to tell lies.

#### 2 Read the story again and answer the questions.

#### ANSWERS

1 Because he was bored. 2 They didn't believe the boy.

#### 3 Match the features and the colours used in the folktale.

#### ANSWERS

- The title – red
- An expression which means 'this is the beginning of the story' – blue
- Inverted commas – green
- Time expressions – purple
- Verbs in the past tense – orange

**TIP** When students have completed the activity, ask them different questions about the folktale, e.g. *What was the boy's job? What did he do for fun? What did the villagers do when they first heard the boy? What happened to the sheep at the end of the story?*

#### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 60 of the Activity Book.

### Activity Book page 60

#### 1 Read and complete the Big Write tip. Use the words in the box.

#### ANSWERS

2 once 3 tense 4 inverted 5 Time

#### 2 Complete the sentences. Use linking words from activity 1.

#### ANSWERS

2 so 3 but 4 Suddenly

### 3 Think about a folktale you know. Plan how to write it.

- Students can discuss their ideas in pairs or groups.

### 4 Write your folktale. Add some illustrations.

**Creativity**

### Community Task **Collaboration**

- Organize the students into groups to do the activity.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by asking students to upload their folktales to the school blog.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

#### Language

Review vocabulary: indoor chores, outdoor chores

Review grammar: present perfect questions and short answers; present perfect affirmative and negative

#### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to review the vocabulary from Unit 5 with the class.

### Class Book **page 61**

#### 1 Listen and answer. 114 Which chores can you hear in the song?

##### Audio transcript

Have you washed the bedroom windows?

Have you swept the floors?

Have you put away the shopping?

Have you done your chores?

*I'll do it in a minute!*

*You know I'll do my chores.*

*Just let me lie here on the sofa*

*For half an hour more!*

Have you laid the kitchen table?

Have you made your bed?

Have you taken out the rubbish

Or done anything I said?

*Chorus*

Have you cut the grass, I wonder?

Have you fed your pet?

Have you hung out any clothes?

Or are they still wet?

*Chorus*

##### ANSWERS

wash the bedroom windows, sweep the floors, put away the shopping, lay the kitchen table, make your bed, take

out the rubbish, cut the grass, feed your pet, hang out the clothes

#### 2 Watch and answer the questions on the video.

##### Video transcript

See page 155.

##### ANSWERS

See Video transcript.

#### 3 Look at the Big Question poster. How do your answers compare with the unit answers?

##### Critical Thinking

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the example answers they most agree with.
- If students have written questions on their poster, they can now see which ones they can answer.

#### 4 Complete the activities and do the self-evaluation.

- Students turn to page 61 of the Activity Book to complete the review activities and self-evaluation.

### Activity Book **pages 61–62**

#### 1 Complete the song with the correct form of the verbs in brackets. Then listen and check. 115

##### ANSWERS

swept, put, done, laid, made, taken, done, cut, fed, hung

#### 2 Complete the sentences. Use the words in brackets and the correct form of *have*.

##### ANSWERS

2 I have 3 Has she 4 she has 5 Have you  
6 I haven't 7 Has he 8 he hasn't

#### 3 Complete the sentences.

##### ANSWERS

2 He's taken out the rubbish. 3 She hasn't washed the windows. 4 He hasn't washed the car. 5 She's swept the patio. 6 He hasn't vacuumed the floor.

#### 4 Copy the words and cut out cards. Play the Matching Pairs game.

- Divide students into groups of four to play the game.
- Students copy the two sets of words onto two sets of different coloured cards. They then place the two sets of cards face-down in two rows (in a mixed-up order).
- The oldest player starts by choosing one card from each row. They show these cards to the group. If they make a matching pair (e.g. *make / my bed*), that student wins the pair and has another go. If they aren't a matching pair, the student places the cards face-down back in the same place, and the next student takes a turn. The winner is the student with the most matching pairs at the end of the game.

##### ANSWERS

make my bed, tidy my room, hang out the clothes, cut the grass, feed my pet, load the dishwasher, water the plants,



vacuum the floor, lay the table, wash up, put away the shopping, take out the rubbish, sweep the patio

**KEY COMPETENCES** Learn to learn

Learning these collocations will help students to remember the vocabulary. As an extra revision tool, tell students to record the vocabulary in their notebook and to write the verbs in a different colour. This will help them to memorize the household chores as phrases.

**5 Read and tick ✓ or cross X.**

**KEY COMPETENCES** Learn to learn

Ask students to tell you which items in activity 5 they feel most confident about and which they feel least confident about. Students can grade the items from 1 (most confident) to 5 (least confident). Arrange students into groups according to which items they feel least confident about. Ask students to discuss their concerns together and encourage them to ask you to explain things they don't understand.

**6 Complete the sentences.**

**Unit 5 Test**

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

# 6

# What possessions are important to you?

## Lesson 1 The Big Question

### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about possessions and elicit answers to the Big Question.

Review language for possessions.

Present and practise spelling words with *f* or *ph*.

### Language

Review vocabulary: possessions

Review grammar: present simple; past simple

### Warm up

Describe your favourite possession to the class, e.g. *It's small and it's made of metal. It's a gold circle with a beautiful blue stone on it. I wear it every day. It's a piece of jewellery.* The first student to guess the possession can take a turn to describe his / her favourite possession for the class to guess.

### Class Book pages 62–63

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What items can you see? What is each item made of?* Encourage students to relate the pictures to themselves, e.g. *Do you like getting / giving presents? What's your favourite kind of present?*

#### ANSWERS

- Somebody handing somebody else a gift, some silverwear / cutlery / knives, forks and spoons, some brightly coloured hats, a vase, a harbour / boats.
- Students' own answers
- She likes getting handmade presents because she knows that somebody has spent a lot of time making them.

#### 2 Watch the video. ▶ Which handmade items can you see?

#### Video transcript

See page 155.

#### ANSWERS

bracelet, jewellery, pottery, sculptures, pictures, furniture, spoons

#### 3 Think about the Big Question and answer.

#### Critical Thinking

#### SUGGESTED ANSWER

'Possession' means something which you own. /

'Possession' means something which belongs to you.

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. **Critical Thinking**

- Students make a list of their five most important possessions and compare their lists in their groups.
- Students discuss the answers they have written on the poster and say which answers they like best, and why.
- Ask students what possessions they use every day.

#### 5 Look at the Talking Point. Then ask and answer with your partner. **Collaboration**

#### 6 Watch the video again. ▶ Complete the activities.

- Play the video again on the Classroom Presentation Tool for students to complete the activities in the Activity Book.

### Activity Book page 63

#### 1 REMEMBER THE VIDEO Complete the text. Use the names in the box. There is one extra name.

#### ANSWERS

2 Emily 3 Anna 4 Finn 5 Simon

#### 2 Listen to Simon talking about sculptures. Who is Simon? Listen again and write Yes or No. 116

#### Audio transcript

**Simon:** In Ida's video, you can see all sorts of arts and crafts. I'm in the video, too – I'm the person making a sculpture from stone. As Ida says, I make sculptures to sell and I'm a teacher, too.

Some people think that sculptures are difficult but, really, anybody can do them. You just need to be patient. You also need to practise a lot and to learn how to use the tools. I teach children, teenagers and adults. It's really good fun! The best thing is seeing how you start off with a big piece of stone – and how, bit by bit, it changes into something beautiful.

One of my favourite sculptures was done by a fifteen-year-old girl called Becky. She loved horses, and she used to paint them and take photographs of them. Then, one day, she decided to make a sculpture of a horse. At first, she was afraid of making mistakes but then she just did it ... and it was amazing! It looked real! She took it to the craft fair to show people but she didn't want to sell it.

One craft I'd like to try is making furniture from wood. I once made a small table when I was at school but it wasn't very good. The good thing about making furniture is that it's useful! Sculptures can be beautiful but they aren't usually useful. If you make a wooden bed, you can sleep in it!

#### ANSWERS

Simon is a teacher.

2 No 3 No 4 No 5 Yes

**3 Listen to the rule. Then listen to the words and complete the table.** 🎧 117

**Audio transcript**

The letter *f* can represent the sound /f/, as in *fish* and *food*.  
The letters *ph* can also represent the sound /f/, as in *photo* and *trophy*.

fridge telephone floral nephew flight pharmacy  
alphabet knife

**ANSWERS**

2 floral 3 flight 4 knife 5 telephone 6 nephew  
7 pharmacy 8 alphabet

**4 Complete the words. Then listen to the spelling and check.** 🎧 118

**ANSWERS**

2 phrase 3 dolphin 4 thief 5 photocopy 6 friend  
7 film 8 physics 9 half

## Lesson 2 Vocabulary

**Lesson Objectives**

Present and practise new vocabulary for family heirlooms.

Read and understand a blog about family heirlooms.

Ask and answer questions about family heirlooms.

Develop reading and writing skills.

**Language**

New: family heirlooms: *oil painting, vase, rings, cutlery, earrings, medals, photo album, lamp, trophies, jewellery box*

Review: *There is / There are; prepositions of place*

**Warm up**

Play *Draw and guess* from the Ideas bank on page 150 to revise known words for possessions.

**Class Book** page 64

**1 What kinds of things have you got in your home? Copy the table and write two more words for each heading.** **Critical Thinking** 📝

**TIP Mixed-ability Teaching**

- Support lower-level students by having them work in pairs to complete this activity. They can then join another pair and compare answers.
- Stretch higher-level students by asking them to write as many words as possible for each heading.

**SUGGESTED ANSWERS**

Living room: sofa, armchair, television, radio, coffee table, rug, pictures

Kitchen: freezer, cooker, microwave, table, chairs, plates, cups

Bedroom: drawers, wardrobe, curtains, chair, desk, books, toys

Other rooms: toilet, shower, washing machine, tumble dryer

**2 Listen and read about Rami's home.** 🎧 119  
**Find the five words in bold in the picture. Have you got any of these things in your home?**

- Before reading, ask students to look at the picture in activity 2 and name as many of the possessions as they can.

**3 Match the words and the parts of the picture in activity 2. Then copy the words, listen and number them in the order you hear them.** 📝 🎧 120

**Audio transcript**

Hello, everybody. I'm Rami's mum.

There are other old things in our house, too. There's an oil painting that somebody famous in my family painted! And this is my great-aunt's jewellery box, with her rings and earrings in it. The box on the bottom shelf contains some old silver cutlery. It came from my father's side of the family. I love everything in this room

**ANSWERS**

(ordered left to right)

3 oil painting 2 jewellery box 5 rings 4 earrings  
1 cutlery

**4 Listen and repeat.** 🎧 121 **Point to the objects in the picture in activity 2.**

**Audio transcript**

earrings jewellery box lamp medal  
oil painting photo album ring cutlery trophy vase

**5 Listen and repeat the dialogue.** 🎧 122

- Invite pairs of students to model the dialogue for the class.

**6 Look at your table from activity 1 and the objects in the picture. Ask and answer.** **Communication**

- Students ask and answer questions about their own family heirlooms. If students don't have any family heirlooms, encourage them to talk about imaginary heirlooms.

**Activity Book** page 64

**1 Look at the picture and complete the text. Use the words in the box.**

**ANSWERS**

2 photo album 3 jewellery box 4 ring 5 trophies  
6 vase 7 medals 8 lamp

**2 Write a text about the picture. Use the text in activity 1 as a model and the words in the box.**

**Critical Thinking**

**SUGGESTED ANSWER**

There's an oil painting on the wall next to the window. On the coffee table, there are some earrings on the right and there's a lamp on the left.

On the top shelf, there's a vase. On the middle shelf, there are some books. On the bottom shelf, there's a jewellery box. There's a necklace in the jewellery box.

### 3 Match the parts of the words. Then find the pictures and write the numbers.

#### KEY COMPETENCES Sense of initiative and entrepreneurship

The cognitive aspect of this activity develops students problem-solving skills. By matching the two parts of the words, students learn to spell the new vocabulary, and the visual clues help to reinforce the meaning of the new words.

#### ANSWERS

b 4 and 9 c 5 and 11 d 2 and 12 e 3 and 10  
f 7 and 8

## Lesson 3 Grammar

### Lesson Objectives

Read and understand an online chat.

Present and practise using object pronouns.

Ask and answer questions about a picture using object pronouns.

Write sentences using object pronouns.

### Language

New: direct and indirect object pronouns: *We can take **it** to the recycling centre. She put **them** on the shelf. I'll ask **him** tomorrow. I gave **her** the photos. She gave **me / you / him / her / us / them** the book. She gave **it / them to me / you / him / her / us / them**.*

Review vocabulary: possessions; family heirlooms

### Warm up

Play *Noughts and crosses* from the Ideas bank on page 150 using the family heirlooms flashcards to revise family heirloom vocabulary.

### Class Book page 65

#### 1 Listen and read. 123

- Ask students to identify the characters (Jack and Rami) before reading.
- Ask students to quickly look through the text and say what Rami is going to do (tidy the spare room).

#### 2 Read again and say **True or False**.

#### ANSWERS

1 False 2 False 3 True 4 False

#### 3 Read the table. Which sentences with object pronouns are in Rami and Jack's chat? Critical Thinking

- Ask students to find examples of object pronouns in the text in activity 1 and underline them.
- Then ask students to read out the sentences and say who / what each object pronoun refers to.

#### ANSWERS

OK, but it will be hard.

He painted them when he was young.

I'd like to see them!

I'm going to throw it away.

We can take it to the recycling centre.

I gave her all the family photos to organize.

I'll ask him to come along.

#### 4 Replace the underlined words. Use the object pronouns in brackets.

#### ANSWERS

1 him 2 it 3 them 4 her 5 it

#### 5 Look at the picture. Ask and answer questions about the picture using the words in the box.

#### Communication

- Ask a pair of confident students to model the example exchange for the class, then ask students to find the object pronoun in the answer (*him*).
- Ask another pair of students to model another exchange using a plural noun (e.g. *those books*).
- Ask students to say which object pronoun was in the answer (e.g. *them*). Students then ask and answer about the picture in pairs.

### Activity Book page 65

#### 1 Read the dialogues and circle the correct words. Then listen and check. 124

#### ANSWER

2 her 3 it 4 him

#### 2 Complete the sentences. Use the object pronouns in the box.

#### ANSWERS

2 them 3 it 4 him 5 her 6 them

#### 3 Write the correct object pronouns in the sentences.

#### ANSWERS

2 it 3 them 4 it 5 it 6 them

#### 4 Complete the sentences so they are true for you. Then rewrite them using an object pronoun.

### Grammar Reference Activity Book page 116

#### Rewrite the sentences. Replace the underlined words with a direct or an indirect pronoun.

#### ANSWERS

2 I've had it for three years.

3 She spoke to him this morning.

4 I sent them by post.

5 She gave this picture to us.

6 They are in the supermarket.



# Lesson 4

## Vocabulary and story

**Lesson Objectives**

Present and practise adjectives for describing clothes.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the *Lost in the Labyrinth* story.

**Language**

New: clothes adjectives: *bright, floral, striped, spotted, checked, ripped*

New (passive): *look / sound / feel like*

Review: present continuous; *will*

### Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool.

### Class Book pages 66–67

#### 1 What are your favourite clothes? How can you describe them? Critical Thinking

- Encourage students to think about colour, style, size, age, material, etc. to describe their favourite clothes.

#### 2 Listen, repeat and point. 125

##### ANSWERS

spotted 4    bright 1    ripped 6    floral 2    striped 3    checked 5

#### 3 Listen and say the adjectives. 126

- Describe someone in the classroom, e.g. *She's wearing a striped T-shirt and a bright top.* The first student to guess who you are describing can describe another student.

### Audio transcript

Those flowers look really nice on that top.  
Your jeans look old with that, not new!  
Mum's skirt is white with lots of small, red circles.  
Wow! You need sunglasses to look at this T-shirt!  
On my dad's shirt, there are straight lines that go up and down.  
On my mum's top, the blue and white lines go up and down and the red and yellow lines go across.

##### ANSWERS

1 floral    2 ripped    3 spotted    4 bright    5 striped    6 checked

#### 4 BEFORE YOU READ This story is about a lost bird in a labyrinth.

**CULTURE NOTE** **The labyrinth**

In Greek mythology, the labyrinth was a structure designed and built by Daedalus for King Minos of Crete at Knossos. According to the story, the labyrinth was so difficult to get out of that even Daedalus had trouble escaping from it after he had built it. The labyrinth was a safe place to keep the dangerous Minotaur (a creature with the head of a bull and the body of a man). Eventually, the hero Theseus went into the labyrinth and killed the Minotaur.

#### 5 Listen, read and check. 127

##### SUGGESTED ANSWER

Because it's in a labyrinth and there are Z-bots with dodo disguises.

#### 6 AFTER YOU READ Watch the story. 128

##### Complete the activities.

- Students watch the story video, then turn to page 66 of their Activity Books to complete the activities.

### Activity Book page 66

#### 1 REMEMBER THE STORY Ask and answer questions about the beginning, the middle and the end of the story. Critical Thinking

##### SUGGESTED ANSWERS

What happens at the beginning of the story? Celia and Fatima are in a labyrinth at the beginning of the story.  
What happens in the middle of the story? They look for Didi the dodo. / They stop a Z-bot with the Ice stunner power up.  
What happens at the end of the story? They use the Anti-gravity power up to escape. / They find Didi and return her to her owner.

#### 2 Read and colour. Then look, read and write.

##### Critical Thinking

##### ANSWERS

2 checked    3 spotted    4 ripped    5 bright    6 floral

#### 3 Read the story again and write *True* or *False*.

##### ANSWERS

2 True    3 False    4 True    5 False    6 True

#### 4 Answer the questions.

##### ANSWERS

- The dodo's name is Didi.
- The dodo is wearing a spotted scarf.
- The labyrinth trick is the 'right hand rule'.
- Dr Zeevil changes the labyrinth.
- They use the Anti-gravity power up to escape.

#### 5 Imagine that this story is made into a film. Design a poster to advertise the film. Include information about the story and some pictures.

##### Collaboration

- Students can work in pairs or small groups to design their poster. Hand out sheets of paper to each pair or group and make sure students have coloured pens / pencils. Tell students to include the title of the film, the names of the actors and a short description of what happens in the film. They must draw pictures to illustrate their posters. Students can present their posters to the class, then display the posters on the classroom wall.

##### KEY COMPETENCES Cultural awareness and expression

Expressing their ideas through artwork allows students to develop skills in cultural expression. Students can show their interpretation of the story and their favourite events and characters through their posters. Encourage groups of students to discuss and decide on the most important scenes to use to illustrate their posters, and what these illustrations will tell people about the story.

## Lesson 5

### Grammar

#### Lesson Objectives

Remember the *Lost in the Labyrinth* story.

Present and practise describing things with *look / sound / feel / smell / taste like*.

Play a guessing game using *look / sound / feel / smell / taste like*.

Write about what different things look / sound / feel / smell / taste like.

#### Language

New: *look / sound / feel / smell / taste like*; What does it **look like**? It **smells** sweet.

Review: adjectives; everyday objects

#### Warm up

Review the adjectives for describing clothes from the previous lesson, as well as any other adjectives students know. Play *Minute race* from the Ideas bank on page 150.

#### Class Book page 68

##### 1 REMEMBER THE STORY Who is speaking? Say the missing word or words.

- Ask students to say what they can remember about the *Lost in the Labyrinth* story from Lesson 4. Ask them to say how they felt when they watched the story.

#### ANSWERS

- sounds (Fatima)
- sounds like (Celia)
- sounds like (Celia)
- sounds (Celia)
- look (Celia)

##### 2 Read the table. What does a kitten feel like? What does it sound like? Critical Thinking

- Ask students to read the question and answers in the table and say which words relate to our sense of sight / sound / touch / smell / taste. Then discuss as a class what a kitten feels and sounds like.

##### 3 Ask and answer. Communication

- Tell students that there are no right or wrong answers to this activity. They should give their own ideas using *look / sound / feel / smell / taste like*.

#### ANSWERS

- What does it feel like?
- What does it look like?
- What does it taste like?
- What does it sound like?
- What does it feel like?
- What does it smell like?

#### 4 Play a guessing game with your partner. Use the words in the box. Communication

**TIP** If you like, you can bring a variety of objects or foods to the lesson for students to look at / feel / smell / taste and describe to the rest of the class. Select items with different textures, appearances, smells, etc. Play a guessing game by blindfolding students and having them feel / smell / taste different objects or foods. Ask students to describe the items using *It feels / smells / tastes (like) ...*. Students can then guess what the object or food is.

#### SUGGESTED ANSWERS

It looks like a ball, but it feels like rubber. (balloon)

It tastes sweet and cold. (lemonade)

It looks like a necklace, but it is smaller. (bracelet)

It looks like a stone, but smells like the sea. (shell)

It smells delicious, but it doesn't always look nice. It tastes hot and delicious. (curry)

It sounds like a bird. (flute)

##### 5 Write descriptions like those in activity 4 about objects in the classroom. Then read another group's descriptions. Which group can guess the most objects? Collaboration

- Students work in groups of three or four to write descriptions of objects. Ask students to use as many of the verbs (*look, sound, feel, smell, taste*) as they can to describe the objects.

#### Activity Book page 67

##### 1 Listen to the dialogues and number the pictures (1–5). 128

#### Audio transcript

- A: What does it look like?  
B: It looks like a boat.
- A: What does it sound like?  
B: It sounds like a bird.
- A: What does it feel like?  
B: It feels soft.
- A: What does it taste like?  
B: It tastes really nice.
- A: What does it smell like?  
B: It smells like there's a fire.

#### ANSWERS

2 a 3 d 4 b 5 c

##### 2 Complete the sentences. Use *like* or use a dash (–), if *like* is not needed.

#### ANSWERS

2 like 3 like 4 – 5 like 6 –

##### 3 Complete the sentences. Critical Thinking

#### ANSWERS

2 looks like 3 does / smell 4 smells like  
5 does / taste 6 tastes 7 does / feel 8 feels  
9 does / sound 10 sounds like

#### 4 Answer the questions. **Critical Thinking**

##### **SUGGESTED ANSWERS**

- 1 I think tomato soup tastes like tomatoes.
- 2 I think techno music sounds like a car alarm.
- 3 I think a new T-shirt feels like soft cotton.
- 4 I think sea smells like salty fish.
- 5 I think the Earth looks like a blue ball from space.

### Grammar Reference Activity Book page 116

Complete the sentences. Use the words in the box.

##### **ANSWERS**

- 2 tastes 3 feels 4 smell 5 sound 6 like

## Lesson 6 Cross-curricular

### Lesson Objectives

- Learn about how historians study the past.
- Present and practise words connected to studying history.
- Learn how to evaluate sources.
- Write about what historians can learn from different sources.

### Language

New: *primary source, secondary source, artefacts, encyclopaedias, archives, historical film, accurate, journals, text books, architecture*

### Warm up

Review the grammar from the previous lesson by writing the names of various objects, foods or animals on slips of paper and putting them into a small bag. Invite a student to take a slip of paper from the bag and describe the object / food / animal on the paper using *look / sound / smell / feel / taste like* ... The first student to guess what is being described can take a slip of paper and describe the next item.

### Class Book page 69

#### 1 Where do you think historians find information?

##### **Critical Thinking**

- Students discuss the question in pairs, then compare ideas with another pair before reporting back to the class.

##### **SUGGESTED ANSWER**

From reading letters and diaries, from finding objects in the ground, from looking at ruins of old buildings.

#### 2 Listen and read. **129**

- Before reading, ask students to look through the text and underline any new words. After reading, ask students whether they can guess the meanings of the words they underlined from their context.

#### 3 Read and say if the following activities involve a primary source or a secondary source.

##### **ANSWERS**

- 1 secondary source 2 primary source  
3 primary source 4 secondary source  
5 primary source 6 primary source

#### 4 Ask and answer. **Critical Thinking**

- Ask students to say whether or not they find history interesting and what periods in history they would like to know more about.

##### **ANSWERS**

- 1 Possible answers include: patience, logical thinking, curiosity, decision-making, etc.
- 2 Students' own answers

#### 5 Learn how to evaluate sources.

- Students open their Activity Books on page 68 and complete the activities.

### Activity Book page 68

#### 1 Listen and complete the sentences. **130**

##### **ANSWERS**

- 2 primary source 3 artefact 4 secondary source  
5 archives 6 historical film

#### 2 Talk about the historical sources with your partner. Use *primary* and *secondary*. **Communication**

- Ask students to say what each source is (a letter / photograph, etc.), then say whether each source is a primary or secondary source, and why.

##### **ANSWERS**

- 1 letter from King Henry / primary source
- 2 old photograph of people, e.g. grandparents / primary source
- 3 poster of Cleopatra film or exhibition / secondary source
- 4 book about the Romans / secondary source
- 5 old artefact / primary source

#### 3 Think of a historical event from your country. In pairs, write two places where you can find primary or secondary sources about the event. Then write two primary sources and two secondary sources which historians could use in their research.

##### **Critical Thinking**

#### **KEY COMPETENCES** Sense of initiative and entrepreneurship

Thinking about how to find out more about a topic or event helps students to develop a sense of initiative and entrepreneurship. You can encourage this by having students find out more about their chosen historical events for homework. They can learn more by visiting a museum, taking a book out of a library or looking online.

#### 4 What kind of information can a historian get from the sources? Write your ideas. **Critical Thinking**

##### **SUGGESTED ANSWERS**

- 1 They can find out more about life at the time, including what people did every day and what events took place. A diary is a primary source of information, so would be very useful to a historian.
- 2 They can find out what the town looked like, what buildings existed, how people travelled and what people wore. Photos are a primary source of information.

**TIP Curriculum link**

Organize an opportunity for students to talk about primary and secondary sources in their history lessons. Encourage students to tell their history teacher examples of primary and secondary sources, in English, if possible.

## Lesson 7

### Literacy: a journal entry

**Lesson Objectives**

Develop literacy skills and familiarize students with a journal entry.

Read and understand a journal entry about a holiday.

Raise awareness of the importance of souvenirs.

Talk about a holiday you enjoyed.

**Language**

New: *journal, aquatic centre, souvenirs, mug*

**Warm up**

Challenge students to remember what they learned about primary and secondary sources in Lesson 6. Draw a table on the board, with two columns headed *primary* and *secondary*. Ask students to suggest items for each column, and to say what historians can learn from each source.

**Class Book** page 70**1 BEFORE YOU READ** Look at the pictures. What do you think Anna did on her holiday?

- Students look at the pictures and discuss the question in pairs before sharing their thoughts with the class.

**2 What kind of souvenirs might Anna buy to remind her of her holiday?** Critical Thinking

- Ask students to say what a souvenir is and then ask them to say what souvenirs they have brought back from holidays or been given by other people who have been on holiday. Then ask students to suggest what souvenirs Anna might buy.

**SUGGESTED ANSWERS**

postcard, key ring, pen, notebook, toy, etc.

**3 Listen and read.** 131 Does Anna's journal mention any of the souvenirs that you thought of?**CULTURE NOTE** Helen's Bay

Helen's Bay is a small village on the northern coast of Northern Ireland. It has a population of about 1,360. The village has a railway station and a golf course. It has two beaches and plenty of places for tourists to stay. There is also an old coastal defence fort from World War II in the village. There is a military museum there, and there are sometimes historical re-enactments. Helen's Bay is a popular place for holidays because of its long coastline and beautiful scenery.

**OUR VALUES!** Focus students on the Our Values! feature.

Have a class discussion about these questions. Ask students if they think it is important to bring souvenirs back from holidays. Ask if they have brought back any souvenirs from their holidays, and ask what they are and how it makes them feel to look at them. Ask if souvenirs help them to remember their holidays and ask students to explain how. If some students don't usually like to bring back souvenirs, ask them why and how they remember their holidays. Ask if souvenirs also teach us about the culture of the place we have visited and why it might be important to learn about other cultures.

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 69 of the Activity Book.

**Activity Book** page 69**1 Read the journal entry on Class Book page 70 again and complete the sentences.****ANSWERS**

- her mum, dad and her friend Layla
- went to the beach, swam in the sea and had picnics
- sat in the garden, watched boats, played board games, watched films, had a barbecue
- went to an aquatic centre, had lunch and went shopping
- a ticket, a shell and a pink rock

**2 Read the journal entry and circle the correct words.****ANSWERS**

- 2 good 3 on the beach 4 great 5 fun 6 free

**3 Complete the phrases. Use the verbs below. Then tick ✓ the activities Anna did on her holiday.****ANSWERS**

- 2 swim 3 take ✓ 4 stay 5 catch  
6 find ✓ 7 buy ✓ 8 have ✓

**4 Talk about a holiday you enjoyed. Ask and answer. Use the prompts.** Critical Thinking

- Students ask and answer the questions in pairs, then join another pair and ask and answer about each other's holidays. Students can then tell the class about their holidays.

## Lesson 8

### Culture: holidays in the UK

**Lesson Objectives**

Raise awareness of holidays in the UK.

Compare the holiday in London with a holiday you went on.

Review and practise describing similarities and differences between holidays using the past tenses of regular verbs.



## Language

Review vocabulary: travel, transport, holidays

Review grammar: past simple (regular verbs)

### Warm up

Ask students what they can remember about Anna's holiday. Divide the class into two teams. Say true or false sentences about Anna's holiday to students from each team in turn. The students say *True* or *False*. Award one point for each correct answer, and award extra points if students can correct the false sentences.

## Activity Book page 70

### 1 Listen and complete the sentence. 132 Write Tobias or Layla.

- Tell the class that they are going to listen to Tobias and Layla talking about holidays. Play the recording for students to complete the sentence, then ask students who went on holiday to London (Layla) and what they can remember about Layla's holiday from the recording.

### Audio transcript

- A:** What's the best holiday you've ever been on, Layla?
- B:** Well, I haven't been on as many holidays as you because we don't go on holiday every year. But a couple of years ago, I went to London with my parents – and that was great!
- A:** How did you travel?
- B:** We went by train. Then we got a taxi from the train station to the hotel.
- A:** How long did you stay for?
- B:** We stayed for a week. There's so much to see and do in London!
- A:** What did you do?
- B:** Well, every day, we went sightseeing in the morning and we visited a museum or a park in the afternoon. My favourite place was the Natural History Museum. They've got a life-size model of a dinosaur there!
- A:** Sounds interesting! What about the evenings? What did you do?
- B:** Well, we always had dinner early in the hotel and then we went out again. Some nights, we went to the theatre or to a concert. We saw one concert in Hyde Park. It was amazing!
- A:** In Hyde Park? Outside?! What was the weather like? Was it good?
- B:** Yes, it was fine! It didn't rain once.
- A:** Did you bring back any souvenirs?
- B:** Yes, of course! I kept all my tickets from the museums and theatres. And I bought a notebook and pencil in the Natural History Museum. Look!
- A:** Oh, nice! Is that a double-decker bus?
- B:** Yes! It's a London bus.
- A:** Fantastic!

### ANSWER

Tobias / his

### 2 Listen again and complete the notes. 133

### ANSWERS

- 2 her parents 3 train 4 a hotel 5 a week  
6 went sightseeing and visited museums or parks

- 7 had dinner at their hotel and went to the theatre or concerts 8 some souvenirs

### 3 Think about a holiday you went on. Complete the information. Critical Thinking

**TIP** Don't worry if students can't remember a holiday they went on; they can write notes about an imaginary holiday, or their dream holiday instead.

### 4 Make a list of similarities and differences between Layla's holiday and your holiday.

### Critical Thinking

- Encourage students to draw a table in their notebooks, with a column for similarities and a column for differences between the two holidays. They then look at the notes in activities 2 and 3 and complete the table.

### 5 Talk about the similarities and differences you found in activity 4. Use the past tenses of some of the verbs: *go, travel, see, bring, stay, visit, play*. Communication

- Students discuss the similarities and differences in pairs, using the past forms of as many of the verbs as possible. Invite students to tell the class about the similarities and differences between their holiday and Layla's.

## Lesson 9 Writing: a journal entry

### Lesson Objectives

Recognize features of a journal entry.

Learn about and practise writing a journal entry.

Practise a specific writing subskill: writing the past tense of irregular verbs.

### Language

New: expressive language for descriptions

Review: holidays and travel vocabulary; past simple (irregular verbs)

### Warm up

Play *Categories* from the Ideas bank on page 150 to revise holiday vocabulary. Use the headings *Activities, Souvenirs, Places*.

## Class Book page 71

### 1 Read the entry from Tomas's journal. Do you think he's enjoying the summer camp? Why (not)?

### SUGGESTED ANSWERS

Yes.

Because it's beautiful there, he is learning new things and he is having fun with his friends.

### 2 Read again and answer the questions.

### ANSWERS

- 1 He's been there for four days.  
2 He learned how to use an app to make his photos better.

### 3 Match the features and the colours in the journal entry.

- Ask students questions about features of the journal entry, e.g. *When did Tomas write his journal entry? What was his day like? How does he describe the view? What past tense verbs does he use? How does he feel about the next day?*

#### ANSWERS

- 1 A hope or feeling about the next day – pink
- 2 Descriptions which use expressive language – blue
- 3 A first-line summary – green
- 4 Verbs in the past tense – purple
- 5 The date – yellow

### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 71 of the Activity Book.

## Activity Book page 71

### 1 Read and complete the Big Write tip. Use the words in the box.

#### ANSWERS

- 2 summary 3 Descriptions 4 feeling 5 past

### 2 Write the past tense of the irregular verbs.

#### ANSWERS

- 2 made 3 bought 4 found 5 told 6 said 7 went  
8 caught

### 3 Plan a journal entry about a special day in your life. Critical Thinking

- Tell students that their journal entry could be about a day during a holiday, a birthday or any other special day.

### 4 Write your journal entry. Remember to use expressive words to describe events. Creativity

- Ask students to suggest as many expressive words as possible.

### Community Task Collaboration

- Discuss ideas for the journal with the class. Decide what kind of things they are going to write about in their journal and how often they are going to write journal entries. Make a rota to show who will write each journal entry and remind students to check it to see when it is their turn to write a journal entry.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task, by setting up an online class journal. Students can upload their journal entries for the rest of the class / school to read. See the Digital Collaborative Learning section in the Introduction.

## Lesson 10 The Big Question Review

### Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

### Language

Review vocabulary: family heirlooms, clothes adjectives

Review grammar: direct and indirect object pronouns;  
*look / sound / feel / smell / taste like*

### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to review the language from Unit 6 with the class.

## Class Book page 71

### 1 Listen and answer. 134 How many photo albums has the singer got in the house?

#### Audio transcript

*In my house, there are lots of rooms,  
But they're all full of family heirlooms.*

There is silver cutlery,  
A big box of jewellery,  
With things of every shape and size.  
There are golden earrings.  
And pretty oil paintings.  
Don't forget our striped and spotted ties.

*Chorus*

There are medals and trophies.  
There are photographs of horses.  
There must be fifty photo albums there!  
There are vases, there are lamps,  
There are coins and there are stamps.  
There are family heirlooms hidden everywhere.

*Chorus (x2)*

#### ANSWER

The singer has got 50 photo albums in the house.

### 2 Watch and answer the questions on the video. 135

#### Video transcript

See page 155.

#### ANSWERS

See Video transcript.

### 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Ask students to tell you about the possessions and other objects which they have learned about.
- Ask students which lesson they enjoyed most and why.

#### 4 Complete the activities and do the self-evaluation.

- Students turn to page 72 of the Activity Book to complete the review activities and self-evaluation.

### Activity Book pages 72–73

#### 1 Listen and complete the song. 135

##### ANSWERS

2 jewellery 3 paintings 4 there 5 stamps

#### 2 Complete the sentences.

##### ANSWERS

1 it 2 photos / them 3 Joe / him 4 letter / it  
5 Sue / her 6 music / it

#### 3 Match the parts of the sentences.

##### ANSWERS

2 c 3 e 4 d 5 a

#### 4 Play the Scarf game. Get to the end of the scarf!

- Divide students into pairs to play the game. Ensure each pair has a spinner and a counter for each player.
- Students spin the spinner and move their counters, completing the challenge in the square that they land on. The first player to reach 'Finish' at the end of the scarf is the winner.

#### 5 Read and tick ✓ or cross X.

#### 6 Complete the sentences.

##### KEY COMPETENCES Learn to learn

Ask students to tell you their answers to questions 1 and 2 in activity 6. Ask them how they think they could find out more about these topics. Students can then find out more about their chosen topics for homework and tell the class what they have learned in the next lesson.

### Unit 6 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

### End of Term Test

Students are now ready to complete the second End of Term test. See the Teacher's Resource Centre.

## Reuse and Recycle

### Lesson Objectives

Research waste and recycling in your school.

Work as a group to plan an information leaflet about school waste.

Make and present an information leaflet.

Develop collaboration, communication and creativity skills.

### Language

New: English in use: *What about ... ? / How about ... ?*

**What about** recycling your old shoes?

### Warm up

Play *Categories* from the Ideas bank on page 150 to revise vocabulary for food containers, technology and materials.

### Class Book pages 72–75

#### 1 Listen and read. 136 Why do people reuse and recycle old things?

- Tell students that they are going to do a project about waste and recycling.
- Ask students what things they throw away and what they recycle. Write their suggestions on the board.
- Ask students to say what each of the things on the board is made of. Ask them whether they think any of the things they throw away could be reused or recycled.

#### 2 Listen and read the facts. 137 Write the missing numbers.

- Play the recording for students to complete the facts with the missing numbers.
- Ask students around the class to say which facts they found surprising.

### Audio transcript

**A:** What are you doing, Pam?

**B:** Hi, Steve. I'm doing a project about recycling. I've just found some really interesting facts.

**A:** Oh, yes? What kind of facts?

**B:** Well, did you know that nearly 60 per cent of the rubbish in our bins could be recycled?

**A:** Wow! That's bad. I thought we were good at recycling in the UK.

**B:** We are getting better but we need to do more. The thing is, recycling is a great way to save energy. Listen to this ... One recycled glass bottle would save enough energy to power your computer for 25 minutes.

**A:** No way!

**B:** Yes. Every single bottle makes a difference. It's the same with metal cans. Just one recycled can would save enough energy to run a TV for three hours.

**A:** One metal can?! And what about plastic bottles? I always recycle mine. How much energy would a plastic bottle save?

**B:** It would save enough to power a light bulb for three hours.

**A:** That's a lot of energy! And did you find out anything interesting about recycling paper? We've got a box in the garage for paper. My dad takes it to the recycling container once a month.

**B:** That's good. They did a study to see how much energy you need to make new paper and how much energy you need to make recycled paper.

**A:** What did they find out?

**B:** They found out that you need 70 per cent less energy to make recycled paper.

**A:** Wow! Everybody should recycle more. I don't understand why some people don't do it.

**B:** Ah, well ... I read an article about that. It said that if it was easier to recycle, nine out of ten people would recycle more. People want more recycling containers near their homes.

**A:** Yes, that's a good point. Maybe we could start a campaign ...

### ANSWERS

1 60 2 25 3 3 4 3 5 70 6 9

#### 3 Look at the charts. Ask and answer. Communication

- Ask students to say what kinds of charts they can see (a pie chart and a bar graph).
- Allow students time to look at the charts, then ask and answer the questions in pairs.

### ANSWERS

1 The charts show the results of surveys about recycling.

2 Both charts show how many people recycle different materials.

3 Possible answers include: Bar chart B is the easiest to understand because the numbers are written on the bars.

4 Possible answers include: Pie chart A is the most difficult to understand because the numbers are written as percentages.

#### 4 Work in groups of three. Divide into A, B and C, and do a class survey. Make notes in your Activity Book.

- Divide the class into groups of three, with at least one higher-level student in each group.
- Ask students to choose a letter (A, B or C), then get them to draw tables on sheets of paper and write the things they want to find out about in the first column.
- Bring students' attention to the Surveys tip! and tell students to move around the class, asking their questions and keeping a tally.
- Students make notes about their findings in activity 1 on page 74 of their Activity Books.

### KEY COMPETENCES **Sense of initiative and entrepreneurship**

Planning a project and carrying out research to find the information they need encourages a positive attitude towards problem-solving. By participating in all the stages that go into creating a piece of writing of their own, students have to think ahead, anticipate problems or obstacles and overcome them. They develop the ability to plan and manage projects in order to achieve objectives and take responsibility for the final result.

#### 5 Write up the information from your research in activity 4. Draw charts and write sentences.

- Students use their notes in activity 1 of their Activity Books to write about their class. They can draw pie charts or bar graphs like the ones in activity 3 of the Class Book to show their findings, and write sentences explaining what they learned from their research.

#### 6 Tell your group your survey results. Listen to others classmates' information and complete the notes in your Activity Book.

- Using their charts and sentences from activity 5, encourage students to tell the other members of their group what they learned from their research.
- Students use the information to complete the remaining sections of the table on page 74 of their Activity Books.

#### 7 Look at page 36 in your Class Book to see the features of an information leaflet. Match and say the parts of the sentences.

- Students look back at the information leaflet in Unit 3 to remind themselves of the different features of an information leaflet.

#### ANSWERS

1 d 2 e 3 a 4 c 5 b

#### 8 Listen and match speakers A–E with steps 1–5.

##### Audio transcript

##### Speaker A:

We can use a bar chart to present this information.

##### Speaker B:

Let's call this section 'Our recycling habits'.

##### Speaker C:

I think we should add some information about why it is important to recycle.

##### Speaker D:

It's better to put the survey results at the top of the leaflet.

##### Speaker E:

We could use a different colour for each material.

#### ANSWERS

1 C 2 D 3 A 4 E 5 B

#### 9 Decide on and plan your school waste leaflet. Complete steps 1–3 from activity 8. Make notes in your Activity Book.

- Read out the English in use box and tell the students to try to use *What about / How about ... ?* when they make suggestions.

- Students discuss their ideas for their information leaflet in their groups and agree on what to include.

#### 10 Make your information leaflet. Complete all the steps below.

- Make sure all students are confident about what they need to do. Students can assign tasks to each member of their group, or each work on a section of their information leaflet.

#### 11 Present your information leaflet. Then answer any questions from your class.

- Students decide who is going to speak and what each speaker is going to say, then practise their presentation.
- Encourage students to listen carefully to the other presentations and to ask questions.

### Activity Book pages 74–75

#### 1 Make notes for activity 4 on Class Book page 73. Look at the table and answer the questions for your area of research.

- Students complete the box corresponding to their assigned letter (A, B or C) when completing activity 4 on page 73 of the Class Book. They complete the remaining boxes when completing activity 6 on page 73 of the Class Book.

#### 2 See activity 9 on Class Book page 74. Decide on and plan your school waste leaflet. Make notes.

- Students make notes in this activity to help them plan their leaflets.

#### 3 English in use. Write complete sentences.

##### ANSWERS

2 How about using different coloured pens?

3 What about putting a few pictures at the top?

4 How about presenting the survey results in a table?

#### 4 Answer the questions.

- Discuss the questions with the class before students write their answers. Find out what stages of the project students felt happy / unhappy about and provide support in these areas in future lessons, if necessary.



# 7

# What's a great day out?

## Lesson 1

## The Big Question

### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about days out and elicit answers to the Big Question.

Review language for activities and places.

Present and practise pronunciation of /ʌ/ and /u:/.

### Language

Review vocabulary: known words for activities and places

Review grammar: present simple

### Warm up

Play *Draw and guess* from the Ideas bank on page 150 to revise places vocabulary from Unit 3.

### Class Book pages 76–77

#### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *Where is it? What are they doing? What are they looking at?* Encourage students to use their imagination, e.g. *Where do you think they are from? What season do you think it is?*

#### ANSWERS

- A family at the beach, a boy and girl on an amusement park ride, an amusement park, an experiment with oil and vinegar, a group of people rafting.
- Students' own answers
- Amelia's dog Mac loves jumping in the sea.

#### 2 Watch the video and say *True or False*.

#### Video transcript

See page 155.

#### ANSWERS

- 1 True 2 True 3 False 4 True

#### 3 Think about the Big Question and answer.

##### Critical Thinking

#### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Ask students to discuss their answers and say which they like best.
- Students make a list of great days out in their area.

#### TIP More Big Answers

Students ask how their family and friends would answer the Big Question for the next lesson.

#### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

#### 6 Watch the video again. Complete the activities in the Activity Book.

- Play the video again on the Classroom Presentation Tool for the students to complete the activities in the Activity Book.

### Activity Book page 76

#### 1 REMEMBER THE VIDEO Tick ✓ *True or False*.

##### ANSWERS

- 2 False 3 True 4 False 5 True

#### 2 Listen to Anton talking about rubbish. Which mountain does he talk about? Then listen again and answer the questions. 139

#### Audio transcript

Hi! I'm Anton. I really enjoyed Amelia's video about beach cleaning. These days, rubbish is a big problem all around the world. You can even find rubbish on mountains! In 2017, there was a huge clean-up operation on Mount Everest in the Himalayas in Nepal.

Every year, hundreds of people go to Mount Everest. They love trying to climb the Earth's highest mountain. It reaches 8,850 metres above sea level – so it is a big challenge!

In the past, climbers have left a lot of rubbish on Mount Everest when they climb it. In fact, there is so much rubbish there that some people have called Mount Everest 'the highest rubbish dump' in the world. You can find all sorts of things, including camping equipment – such as tents – and climbing equipment, abandoned on the slopes.

Nobody knows exactly how much rubbish there is on Mount Everest. But, now, climbers are trying to solve the problem. In the 2017 operation, clean-up organizers gave climbers ten bags each. Each bag could hold 80 kilograms of rubbish. The climbers filled the bags and left them at Camp Two, 6,400 metres above sea level, for helicopters to take the rubbish off the mountain. There is still a lot of work to do but, hopefully, this operation will make a big difference to a very special place.

##### ANSWERS

Mount Everest

- The Earth's highest mountain is 8,850 metres above sea level.
- Because in the past, climbers left their rubbish on the mountain.
- They can hold 80 kg of rubbish.

**3 Listen to the rule. Then listen to the words and complete the table.** 140

**Audio transcript**

The letter *u* can represent the short /ʌ/ sound, as in *run* and *mug*. It can also represent the long /u:/ sound, as in *mute* and *human*.

fun museum use brush butterfly July cup  
music student umbrella

**ANSWERS**

2 brush 3 butterfly 4 cup 5 umbrella 6 museum  
7 use 8 July 9 music 10 student

**4 Listen to the letter *u* in the words and circle the word which is different.** 141

**ANSWERS**

2 much 3 June 4 hungry

## Lesson 2 Vocabulary

**Lesson Objectives**

- Practise new vocabulary for activities for a day out.
- Read and understand a blog about things to do.
- Ask and answer about activities you did in the past.
- Develop reading and writing skills.

**Language**

New: activities for a day out: *go rafting, go to a museum, go to the theatre, watch a basketball match, go bowling, visit an aquarium, visit a TV studio, see a parade, go to a funfair, visit a lighthouse*

Review: past simple questions and short answers

**Warm up**

Play *Minute race* from the Ideas bank on page 150 to revise known words for activities for a day out.

**Class Book** page 78

**1 What activities can you do in your area? Copy the table and write two more activities for each heading.** **Critical Thinking**

**TIP Mixed-ability Teaching**

- Support lower-level students by asking them to complete the task in pairs.
- Stretch higher-level students by asking them to think of two extra words for each heading.

**2 Listen and read about five activities you can do in Celia's area.** 142 **Find the five words in bold in the pictures. Which of the activities do you like best?**

- Before reading, ask students to look at the pictures and name as many activities as they can.

**ANSWERS**

1 go bowling 2 go to the theatre 3 watch a basketball match 4 go rafting 5 go to a museum

**3 Listen to Celia's friend.** 143 **Copy the words and number them in the order you hear them.**

**Audio transcript**

Hi there! I'm Leo, Celia's friend!

I live in a town near the beach and there's always something to do for a great day out. You can visit a lighthouse ... but you have to climb lots of steps! In summer, you can go to a funfair. I think that's my favourite activity! On a rainy day, you can visit an aquarium and see all kinds of sea creatures ... even a shark! There's also a fantastic carnival in my town where you can see a parade. Oh, and I nearly forgot! You can visit a TV studio in my town, too. That really is special!

**ANSWERS**

1 visit a lighthouse 2 go to a funfair 3 visit an aquarium 4 see a parade 5 visit a TV studio

**4 Listen and repeat.** 144 **Point to the pictures.**

**Audio transcript**

go rafting go to the theatre watch a basketball match  
go to a museum visit an aquarium visit a TV studio  
see a parade go to a funfair visit a lighthouse  
go bowling

**5 Listen and repeat the dialogue.** 145

- Invite pairs of students to model the dialogue for the class.

**6 Look at your table in activity 1 and the activities in activities 2 and 3. Ask and answer.** **Communication**

- Do a feedback stage and write students' ideas on the board.

**Activity Book** page 77

**1 Complete the words. Then complete the tables with the activities.** **Critical Thinking**

- Ask the students to close their Class Books before they do this activity to see if they can remember the vocabulary.

**KEY COMPETENCES Learn to learn**

Categorizing the activities into indoor and outdoor activities reinforces their understanding of the vocabulary and will help them to remember the new words.

**ANSWERS**

2 theatre 3 parade 4 studio 5 aquarium  
6 bowling 7 rafting 8 lighthouse 9 museum  
10 funfair

Indoor activities: go to the theatre, visit a TV studio, visit an aquarium, go bowling, go to a museum

Outdoor activities: see a parade, go rafting, visit a lighthouse, go to a funfair

**2 Read and write the questions.**

**ANSWERS**

2 go to a funfair 3 watch a basketball match

**3 Write a dialogue. Use activity 2 as a model.**

**Critical Thinking**

**ANSWERS**

2 No, I didn't. 3 Did you go to the aquarium?  
4 Yes, I did. 5 Did you go rafting? 6 No, I didn't.

## Lesson 3

### Grammar

#### Lesson Objectives

Read and understand an online chat.

Present and practise *Have you ever ...?* + past simple.

Ask and answer *Have you ever ...?* questions with a partner.

Write and answer *Have you ever ...?* questions.

#### Language

New: *Have you ever ...?* + past simple

Review: regular and irregular past participles; activities for a day out

#### Warm up

Play *Memory game* from the Ideas bank on page 151 to revise the activities for a day out vocabulary.

#### Class Book page 79

##### 1 Listen and read. 146

- Ask students to identify the characters before reading (Celia and Oli).
- Ask students to quickly look through the text and say what Celia is doing today (watching a basketball match).

##### 2 Read the conversation again. Then say the missing person.

###### ANSWERS

1 her sister 2 Celia 3 Oli 4 Oli's brother

##### 3 Read the table. Which questions with *Have you ever ...?* are in Celia and Oli's chat? Critical Thinking

###### ANSWERS

Have you ever watched a basketball match?  
Have you ever seen him score any points?

##### 4 Say the questions and answers. Use the correct form of the verbs in brackets.

**TIP** Encourage students to notice that the answers in the past simple give a definite time in the past.

###### ANSWERS

1 been / have 2 go 3 seen / haven't 4 see  
5 watched / have 6 watch 7 spoken 8 speak

##### 5 Ask and answer with your partner. Communication

#### Activity Book page 78

##### 1 Listen and circle. 147

#### Audio transcript

**A:** Hi, Flo. I'm doing a survey about days out for the school website. Can I ask you some questions?

**B:** Hi, Leo. Yes, of course.

**A:** OK, first question ... Have you ever been to the theatre?

**B:** Yes, I have. I went last year with my mum and dad. I really enjoyed it.

**A:** What did you see?

**B:** I saw *Sleeping Beauty*. It's one of my favourite stories.

**A:** Great! And do you like sport?

**B:** Yes, I do.

**A:** Have you ever watched a basketball match?

**B:** No, I haven't. I've never watched a basketball match. But I've been to a tennis match.

**A:** Really? When?

**B:** Erm ... In 2016 ... Yes! I went in 2016 with my grandma.

**A:** Great! ... Thank you. OK ... next question ... Have you ever seen a parade?

**B:** A parade?

**A:** That's right?

**B:** No, I haven't. I've never seen a parade. But I'd like to.

**A:** Me, too! My cousin saw a big parade in London. He said it was really interesting. And ... Have you ever visited a lighthouse?

**B:** Oh, yes, I have. I went to a lighthouse last month with my mum and dad!

**A:** Really?

**B:** Yes, we went there with my cousins. They live near the sea!

**A:** Fantastic! Last question now ... You said that you like sport. Have you ever been bowling?

**B:** Actually, yes! I went for my birthday on Sunday!

**A:** Great! Of course, I knew that because I went, too! Well, we've finished the questions now. Thanks for helping, Flo.

**B:** No problem, Leo. Now I'd like to ask you some questions for the school magazine.

###### ANSWERS

2 never 3 never 4 last month 5 on Sunday

##### 2 Complete the questions. Then match the questions and the answers.

###### KEY COMPETENCES Learn to learn

This activity, where students are required to use the grammar to make questions and match them appropriately to the answers, develops students' understanding of the meaning and form of the grammar point.

###### ANSWERS

2 Have you ever watched a basketball match?, c 3 Have you ever seen a parade?, d 4 Have you ever visited a lighthouse?, a 5 Have you ever been bowling?, e

##### 3 Write questions. Then write answers that are true for you.

###### ANSWERS

2 Have you ever visited a TV studio? 3 Have you ever been rafting? 4 Have you ever been to a museum?

##### 4 Ask and answer. Use the prompts below.

###### Communication

#### Grammar Reference Activity Book page 117

##### Circle the correct words.

###### ANSWERS

1 went 2 seen / seen 3 visited / visited  
4 been / been

## Lesson 4

### Vocabulary and story

#### Lesson Objectives

Present and practise words for funfair attractions.  
Develop listening, speaking and reading skills.  
Check and consolidate understanding of the *Funfair Adventure* story.

#### Language

New: funfair attractions: *big wheel, roller coaster, bumper cars, merry-go-round, bungee trampoline, fun house*

#### Warm up

Play *Bingo!* from the Ideas bank on page 150. Use the activities for a day out flashcards.

#### Class Book pages 80–81

##### 1 What attractions can you see at a funfair?

Make a list. **Critical Thinking**

##### 2 Listen, repeat and point. 148

#### ANSWERS

merry-go-round 4 fun house 6 big wheel 1  
bungee trampoline 5 bumper cars 3 roller coaster 2

##### 3 Listen and say the funfair attraction. 149

#### Audio transcript

- 1 These are small, electric cars which you can bump into each other as you drive them.
- 2 This is a building which has got false floors, walls which move and strange mirrors.
- 3 This has got model horses, cars or other objects which you sit on. It goes round in circles whilst music plays.
- 4 This is a kind of railway ride which goes very high, and which has got lots of turns. It goes very fast downhill.
- 5 This is a special frame for jumping really high. You have to wear a special elastic safety belt.
- 6 This is a giant wheel with special cars for people to sit in on the outside. It goes round in a big circle.

#### ANSWERS

1 bumper cars 2 fun house 3 merry-go-round  
4 roller coaster 5 bungee trampoline 6 big wheel

##### 4 BEFORE YOU READ This is a story about some dangers at a funfair.

##### 5 Listen, read and check. 150

#### SUGGESTED ANSWERS

The bumper cars crash into each other.  
The merry-go-round goes too fast.  
The big wheel stops.

##### 6 AFTER YOU READ Watch the story. Complete the activities.

**TIP** Before students watch the story video, give them a reason to watch by asking them to remember how many funfair attractions they see.

## Activity Book page 79

##### 1 REMEMBER THE STORY In pairs, ask and answer questions about the beginning, the middle and the end. **Critical Thinking**

#### SUGGESTED ANSWERS

What happens at the beginning of the story? Celia and Fatima go on the bumper cars.  
What happens in the middle of the story? They go on the big wheel.  
What happens at the end of the story? They use the Super stick power up to stick in their seats on the roller coaster. / They survive the funfair.

##### 2 The words in bold are in the wrong sentences. Write them in the correct sentences. **Critical Thinking**

#### ANSWERS

2 bumper 3 round 4 fun 5 bungee 6 wheel

##### 3 Read the story again. Then order the events (1–6).

#### ANSWERS

2 a 3 f 4 b 5 e 6 c

##### 4 Design a funfair in your group. Decide which attractions you want and draw a plan. Think of a name for your funfair. Show the class and explain your ideas. **Collaboration**

- Once students have designed their funfair, ask them to present their ideas to the class. Then have a class vote on the best funfair.

## Lesson 5

### Grammar

#### Lesson Objectives

Remember the *Funfair Adventure* story.  
Present and practise making and replying to suggestions.  
Practise making and replying to suggestions with a partner.  
Play a game by making and replying to suggestions.

#### Language

New: making and replying to suggestions: *Let's go on the bumper cars! Why don't we go on the merry-go-round? How about going on the roller coaster? What about going on the big wheel?*

Review: funfair attractions

#### Warm up

Play *Slow reveal* from the Ideas bank on page 150. Use the funfair attractions flashcards.

#### Class Book page 82

##### 1 REMEMBER THE STORY Match parts of the sentences. Then say who said each sentence.

- Ask students to say what they can remember about the *Funfair Adventure* story from Lesson 4 and what they liked about it.

### ANSWERS

1 d (Rami) 2 c (Rami) 3 a (Rami) 4 b (Rami)

### 2 Look at the table and make a suggestion for a friend. **Critical Thinking**

- Ask students to work in pairs and make suggestions.

### 3 Choose the correct option.

#### ANSWERS

1 go 2 have 3 going 4 watch 5 What 6 take

### 4 Ask and answer with your partner. **Communication**

- Model the first dialogue with a confident student, then ask students to work in pairs and take turns to make suggestions and reply. Ask pairs to perform their dialogues for the class.

### 5 Copy the diary page for next week. Find five people to do a different activity with on each day. When you find somebody, write the activity and the person's name in the space. **Collaboration**

- After students have copied the diary page into their notebooks, tell them to mingle and make suggestions to different students.
- When students have found five students to do a different activity with for each day in their diary page, ask them to report back to the class.

## Activity Book **page 80**

### 1 Listen and tick which funfair attraction they go on. ① 151

#### Audio transcript

A: This funfair is amazing!

B: Yes ... there's so much to do! But we haven't got much time!

A: How about going to the fun house?

B: It's too sunny to go inside the fun house. ... What about going on the big wheel?

A: Good idea! Oh ... but look. There's a really long queue.

B: Mmm ... that's too many people! OK, let's go on the roller coaster.

A: I don't know ... I'm a bit scared of the roller coaster. It's too high and it's too fast.

B: Oh ... OK, then. How about going on the merry-go-round?

A: Perfect! Let's go!

B: This is fun!

#### ANSWER

4

### 2 Complete the sentences. Use the words in the box.

#### ANSWERS

2 going 3 about 4 Let's 5 How 6 don't

### 3 You're at the park with a friend. Follow and make suggestions.

2 Why don't we play tennis? 3 What about going on the bungee trampoline? 4 Let's watch a basketball match.

### KEY COMPETENCES **Learn to learn**

These activities get the students to practise the form of verbs. Recognizing patterns in English grammar helps students to remember the form of the new grammar point.

### 4 Follow the rules and play *Alphabet Picnic*.

#### Collaboration

- Check comprehension of the rules. Students then play the game in groups of three or four.

## Grammar Reference Activity Book **page 117**

### Complete the suggestions.

#### ANSWERS

2 see 3 buy 4 about playing 5 about having  
6 Why / eat

## Lesson 6 Cross-curricular

### Lesson Objectives

Explore density.

Present and practise words connected to an experiment.

Follow instructions and do an experiment.

Analyse the results of an experiment to understand density.

### Language

New: density experiment vocabulary: *density, bubbles, bicarbonate of soda, vinegar, escape, floats, sinks, dense*

Review: imperatives

### Warm up

Play a game to review the grammar from the previous lesson. Use the flashcards for activities for a day out and funfair attractions. Invite two members from each of two teams in turn to pick a flashcard from a box and make a suggestion and reply, e.g. *How about going on the bumper cars? That's a good idea.* Teams get points for grammatically correct sentences. The next team has to use a different expression, e.g. *Why don't we go on the merry-go-round!*

## Class Book **page 83**

### 1 Look. How many things do you need to do the experiment? How many steps are there in the experiment?

#### ANSWERS

five things six steps

### KEY COMPETENCES **Mathematical competence and basic competences in science and technology**

In this lesson, students are learning how to explore density and, through a scientific experiment, compare the density of various liquids. By doing the experiments in the class, students will have the opportunity to explore and witness density for themselves.



## 2 Read and listen. 152 Then answer.

### ANSWERS

1 red 2 the oil 3 in the vinegar 4 up 5 down  
6 vinegar

## 3 Can you order the items from the most dense to the least dense? How can you check your ideas?

### Critical Thinking

#### KEY COMPETENCES Mathematical competence and basic competences in science and technology

Here, students are asked to make educated guesses based on information they have and their experience. Personalize this by asking them to think about what happens when they use the things at home, e.g. *What do they eat with honey?* and *How thick it is when they've eaten it at home?*

### ANSWERS

honey, vegetable oil, water

Suggested answer: Pour them all into a glass jar.

## 4 Learn how to make a density tower.

- Students open their Activity Books on page 81 and complete the activities.

## Activity Book page 81

## 1 Listen and complete the sentences. 153 Use the words in the box. Then write the numbers.

### ANSWERS

2 make 3 escapes 4 sinks  
(bottom left) 2; (top right) 3; (bottom right) 4

## 2 Look, read and circle the correct words. Then listen and check your answers. 154

### ANSWERS

2 water 3 vegetable oil

## 3 Order the liquids from the most dense to the least dense. Take turns to make suggestions.

### Communication

- Divide students into groups of four. Model the sample dialogue.
- Ask groups to share their ideas with the class.

### SUGGESTED ANSWER

shower gel, mayonnaise / tomato ketchup, vinegar, orange juice, black coffee

#### TIP Curriculum link

If students are learning about density in their own language at school, encourage them to describe the experiment in this lesson to their teacher.

## Lesson 7

### Literacy: adverts

#### Lesson Objectives

Develop literacy skills and familiarize students with adverts.

Read and understand an advert.

Raise awareness of the importance of learning by trying new things.

Talk about preferences.

#### Language

New: *Croatia, wetsuit, helmet, life jacket, deep, booking, underground, stalactites, stalagmites*

Review: present simple; activities for a day out

## Warm up

Play *First letters* from the Ideas bank on page 150 to revise the density experiment vocabulary from Lesson 6.

## Class Book page 84

## 1 BEFORE YOU READ Look at the photos. What are the adverts for?

- Ask students where they see adverts, e.g. in magazines, newspapers and TV, and what their purpose is, e.g. to get people to buy something and to inform.

### ANSWERS

Rafting in Croatia. A guided tour of a cave in Croatia.

## 2 What information do you need from an advert?

### Critical Thinking

- Ask students to discuss the question in pairs and then share their ideas with the class.

### SUGGESTED ANSWER

A name and description of the product; important information, e.g. times, prices, equipment; where you can find out more.

**TIP** If possible, bring a selection of adverts from magazines and newspapers to the class to show students and ask them what each advert is for and what it says.

## 3 Listen and read. 155 Do the adverts give you the information you need?

### ANSWER

Yes, they do.

**OUR VALUES!** Focus students on the Our Values! feature. Then ask them why it's important to try new things and how it helps their learning. Conduct a classroom discussion and encourage students to think about the new tasks they are asked to do in English and other subjects, and how their learning would be affected if they just gave up because it was too difficult.

## 4 AFTER YOU READ Complete the activities.

- Students complete the activities on page 82 of the Activity Book.

1 Read the adverts on Class Book page 84 again.  
Write **Yes** or **No**. **Critical Thinking**

**ANSWERS**

2 Yes 3 No 4 Yes 5 No 6 Yes

**TIP** Ask students to give you examples of the positive adjectives in the adverts (*exciting, great, amazing, fantastic, beautiful*) and elicit a few more examples of positive adjectives they know, e.g. *brilliant, awesome, wonderful*.

2 Read the adverts again and answer the questions.

**ANSWERS**

- 2 Sometimes it is green and quiet and at other times it becomes white water.
- 3 In the break, you can have a snack, swim in the river near a waterfall and dive off high rocks into a deep pool.
- 4 It is the biggest cave.
- 5 It is full of fantastic rock formations. There are green stalactites and stalagmites and there are two bridges made of rock.
- 6 You should wear warm clothes and strong shoes.

3 Read the reviews of the trips from the adverts.  
Which advert are they for? Write **R** (Rafting) or **C** (Cave Park).

**TIP** Ask students to tell you where they found clues which helped them to match the reviews to the adverts.

**ANSWERS**

2 R 3 C 4 R

4 Talk about the two trips. Ask and answer. Use the prompts. **Critical Thinking**

- Students use the prompts to ask and answer, then join another pair and ask and answer.

## Lesson 8

### Culture: a tourist attraction in Croatia

**Lesson Objectives**

- Raise awareness of a tourist attraction in Croatia.
- Compare the tourist attraction in Croatia with a tourist attraction in your own country.
- Review and practise describing similarities and differences using *too* and *however*.

**Language**

Review: present perfect; past simple; activities for a day out

**Warm up**

Play *Noughts and crosses* from the Ideas bank on page 150.  
Use the flashcards for activities for a day out and funfair attractions.

1 Listen to Alenka talking to her grandma. 156  
Which activities did Alenka do in the park?

**Audio transcript**

**Grandma:** Hello, Alenka! Was your school trip fun?

**Alenka:** Yes, it was good, thanks! We went to the Grabovac Cave Park. Have you ever been there, Grandma?

**Grandma:** Let me think. Oh, yes – I have. I went there a long time ago. Did you visit the biggest cave – the Samograd cave?

**Alenka:** Yes, we did. We went there first. It was very big!

**Grandma:** Did you see the green stalagmites and stalactites?

**Alenka:** Yes, I did. And there were some beautiful white rocks, too. They were my favourite.

**Grandma:** Yes, I remember. They're very beautiful. What else did you do?

**Alenka:** After the tour of the cave, we went hiking with our teacher.

**Grandma:** Was that fun?

**Alenka:** Yes, it was. Our teacher knows a lot about nature. She showed us some rare flowers. They were really interesting, and we saw some birds, too. I learned a lot. Do you know that there are bears and wolves in the park, too?

**Grandma:** Did you see any bears?

**Alenka:** No, we didn't! I'm scared of bears.

**Grandma:** And I think the bears are scared of you! Where did you have lunch?

**Alenka:** We had a picnic lunch. Mum made it for me.

**Grandma:** What did you do after lunch?

**Alenka:** Well, there were two choices: some children went rafting on the river, and some children went mountain biking. I went rafting.

**Grandma:** Great!

**Alenka:** I loved it. We had a brilliant day out!

**ANSWER**

1, 2 and 3

2 Listen again and write **True** or **False**. 157

- Ask students to read the sentences before you play the recording to see if they can answer any from memory.

**ANSWERS**

2 True 3 True 4 True 5 False 6 False

3 Choose a tourist attraction from your country.  
Complete the information. **Critical Thinking**

**KEY COMPETENCES** Cultural awareness and expression

Here, students think about their own culture and heritage. Prompt students to think about cultural attractions in their own country, e.g. museums, and ask them what they know about them..

- Brainstorm the tourist attractions from the students' country and make a list on the board.
- Ask students to choose the one they know most about. They can make up information, if they don't know it.

#### 4 Make a list of similarities and differences between Grabovacă Cave Park and your tourist attraction. **Critical Thinking**

- Ask students to draw a table with two columns in their notebooks. They can look back at their notes in activity 3 to complete the table.

#### 5 Talk about the similarities and differences you found in activity 4. Use *too* and *however*. **Communication**

- Students discuss their ideas in pairs, then with the class.

## Lesson 9

### Writing: an advert

#### Lesson Objectives

- Recognize features of an advert.
- Learn about and practise writing an advert.
- Practise a specific writing subskill: key information.

#### Language

Review: past simple for narrative

#### Warm up

Play *Guess who / what?* from the Ideas bank on page 150 to revise the activities for a day out vocabulary.

#### Class Book page 85

#### 1 Oli has an idea for an end-of-term trip. Read the advert he has posted. Would you like to go on the trip? Why (not)?

#### 2 Read the advert again and answer the questions.

##### ANSWERS

- three (boat ride, canoeing, water games)
- return bus fare, entry to park, lunch

#### 3 Match the features with the colours used in the advert.

##### ANSWERS

- The heading – white
- Images such as photos or illustrations – blue
- Persuasive language – red
- Key information in note form – green
- Bold text – black

**TIP** When students have completed the activity, ask them different questions about the features, e.g. *When is the trip planned for? Where is the trip?*

#### 4 Read the Big Write tip.

- Students turn to the Big Write tip on page 84 of the Activity Book.

#### Activity Book page 84

#### 1 Read and complete the Big Write tip. Use the words in the box.

##### ANSWERS

- 2 persuasive 3 images 4 bold 5 key

#### 2 Write the key information from the advert so that it is easy to read.

- Ask students to work in pairs and write the key information from the advert in note form. Ask pairs to compare their information when they have finished.

#### 3 Think of a product you want to sell. Plan an advert for the product.

#### 4 Write your advert. Think about the design. Is everything clear and will people want to buy the product? **Critical Thinking**

- Students can draw pictures to illustrate their adverts, or find photos online, print them, and stick them on their advert. Invite students to present their adverts to the class, then have a class vote on the best advert.

#### KEY COMPETENCES Digital competence

Ask students to produce their adverts using a computer. They can experiment with different font styles and sizes. They can also find and insert photos in their adverts.

#### Community Task **Collaboration**

- In the next lesson, encourage students to report back to the class on the adverts they watched at home.

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by setting up an online class advertisement space. Students upload adverts for the rest of the class / school to read.

## Lesson 10

### The Big Question Review

#### Lesson Objectives

- Review and practise all vocabulary and grammar from the unit.
- Answer the Big Question.
- Self-evaluate progress.

#### Language

- Review vocabulary: activities for a day out, funfair attractions
- Review grammar: *Have you ever ...?* + past simple; making and replying to suggestions

#### Warm up

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 7 with the class.

#### Class Book page 85

#### 1 Listen and answer. 158 What funfair attractions can you hear?

#### Audio transcript

Going to the theatre's a good idea.  
I'd like to go there once a year.  
I'll visit a lighthouse and a museum, too.

I'll visit the aquarium in the zoo.  
 But when the funfair is in town,  
 The big wheel and the merry-go-round,  
 There's nowhere I'd rather be.  
 How about it? Come with me!  
*Let's go to the funfair!*  
*We'll have lots of fun there.*  
*Come on! How about it?*  
*Everybody sing and shout it!*  
 Seeing a parade is very nice.  
 I don't mind it once or twice.  
 But have you seen the funfair poster,  
 With bumper cars and the roller coaster?  
*Chorus*

#### ANSWER

big wheel, merry-go-round, bumper cars, roller coaster

## 2 Watch and answer the questions on the video. ▶

### Video transcript

See page 155.

#### ANSWERS

See video transcript.

## 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Students compare their own answers on the poster with the example answers in the unit, and choose which of the example answers they most agree with.
- If students have written questions on their poster, they can now see which ones they can answer.

## 4 Complete the activities and do the self-evaluation.

- Students turn to page 85 of the Activity Book to complete the review activities and self-evaluation.

## Activity Book pages 85–86

### 1 Listen and complete the song. 🎧 159

#### ANSWERS

2 aquarium 3 funfair 4 big wheel  
 5 merry-go-round 6 parade 7 bumper cars  
 8 roller coaster

### 2 Complete the dialogue.

#### ANSWERS

2 have 3 ever 4 I haven't 5 played

### 3 Write the words in order to make sentences.

#### ANSWERS

2 How about going on the big wheel?  
 3 Let's go to the aquarium!  
 4 What about watching a DVD?  
 5 Why don't we have chicken salad for dinner?

### 4 Play the Big Wheel game.

- Divide students into pairs to play the game. Ensure each pair has two counters, a coin and a dice.
- Students roll the dice and move their counters. When they land on the square, they look at the image in the

square and flip the coin. If the coin lands on heads, they must make a suggestion using the image in the square; if the coin lands on tails, they must ask a *Have you ever ...?* question using the image in the square.

- If they complete the challenge correctly, they can stay where they are; if they answer incorrectly, they must move back to their original spot and play moves to the next player. The first player to reach 'Finish' is the winner.

## 5 Read and tick ✓ or cross X.

## 6 Complete the sentences.

### Unit 7 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

# 8

## How do we experience other cultures?

### Lesson 1

### The Big Question

#### Lesson Objectives

Introduce the Big Question for the unit.

Activate knowledge about other cultures and elicit answers to the Big Question.

Present and practise pronouncing /k/ and /s/.

#### Language

Review: present simple passive; past simple

#### Warm up

Play *Minute race* from the Ideas bank on page 150 to revise English words for countries.

#### Class Book pages 86–87

##### 1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What country is this photo from? What are the people wearing / doing? What (foods) can you see?*

#### ANSWERS

- Some statues in a parade, fruit, a girl singing, Egyptian coffins, a dog.
- Students' own answers
- She likes that the festival is colourful and the celebrations last for days.

##### 2 Which things are important in the Diwali festival? Watch the video and say the missing things. ▶

#### Video transcript

See page 155.

#### ANSWERS

Indian food (and special Indian sweets), dancing, fireworks.

##### 3 Think about the Big Question and answer.

#### Critical Thinking

##### 4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Critical Thinking

- Students discuss their answers to the Big Question as a class before they write their answers on the poster.
- Ask students to say what festivals and foods from other countries they know about.
- Ask students to make a list of things from other cultures which they would like to learn more about.

##### 5 Look at the Talking Point. Then ask and answer with your partner. Collaboration

##### 6 Watch the video again. ▶ Complete the activities.

- Play the video again on the Classroom Presentation Tool for the students to complete the activities in the Activity Book.

#### Activity Book page 87

##### 1 REMEMBER THE VIDEO Read and order the sentences (1–6).

#### ANSWERS

- There are lots of Indian shops and restaurants in Leicester.
- Diwali is celebrated in Belgrave Road.
- People wear colourful clothes at Diwali.
- The music and dancing are popular.
- At the end of the festival, the lights come on.

##### 2 Listen to Seth talking about a music festival. Where was it? Listen and answer the questions. ▶ 160

#### Audio transcript

**Seth:** I went to an international music festival in London last week. It was really good! I usually go with my family but, this year, I met some school friends there, too. We had a great time!

One of the best things about the festival was the food. It was delicious! I had great fun dancing, too. I love dancing because it's fun and it's good exercise.

Of course, the other thing I liked about the festival was the music! There were musicians from all around the world. I can't say which group was the best because they were all fantastic! The Mexicans wore the best hats, though! They were really colourful.

I loved the variety of the other musicians, too. Each group was so different from the last. Yes, it was definitely the best festival I've ever been to!

#### ANSWERS

The music festival was in London.

- He likes dancing because it's fun and it's good exercise.
- He can't choose a best group because they were all fantastic.
- He liked their colourful hats.

##### 3 Listen to the rule. Then listen to the words and complete the table. ▶ 161

#### Audio transcript

We can pronounce the letter c in two different ways. Listen: /k/ – *cake, cold*; and /s/ – *century, France*.  
colourful celebration cultures centre difficult  
place dance actor

#### ANSWERS

- cultures
- difficult
- actor
- celebration
- centre
- place
- dance



4 Circle the words with a different sound. Then listen and check. 162

**ANSWERS**

2 cycle 3 rice 4 clothes

# Lesson 2 Vocabulary

**Lesson Objectives**

Present and practise new vocabulary for food from around the world.

Read and understand a blog about food from around the world.

Ask and answer questions about what food you like / don't like.

Develop reading and writing skills.

**Language**

New: food from around the world: *couscous, spices, black pepper, garlic, chilli peppers, papaya, aubergine, coconut, mango, spaghetti*

Review: *I (really) like / love / don't really like; past simple*

**Warm up**

Play *Sharkman* from the Ideas bank on page 150 to revise known words for foods.

**Class Book** page 88

1 What kind of food does your family buy? Copy the table and write two more foods for each heading. **Critical Thinking**

**SUGGESTED ANSWERS**

Fruit / Vegetables: apples, onions, carrots, etc.

Meat / Fish: lamb, chicken, salmon, cod, etc.

Dairy products: cheese, milk, eggs, cream, etc.

Other: rice, sugar, tea, coffee, etc.

2 Listen and read about Oli's family's shopping.

163 Find the five words in bold in the picture. Does your family buy any of the food which Oli's family buys?

**ANSWERS**

1 black pepper 2 garlic 3 couscous 4 chilli peppers 5 spices

3 Listen to Oli's friend. 164 Copy the words and number them in the order you hear them.

**Audio transcript**

Hi! I'm Eleanor, Oli's friend from school.

I went to the supermarket with my mum this morning and she bought five of my favourite things. She bought an aubergine and spaghetti from Italy (I love pasta!). And she bought some exotic fruit from the Caribbean: a papaya, a mango and a coconut. We're so lucky that we can buy food from all over the world.

**ANSWERS**

1 aubergine 2 spaghetti 3 papaya 4 mango 5 coconut

4 Listen and repeat. 165 Point to the pictures.

**Audio transcript**

aubergine black pepper chilli pepper coconut  
couscous garlic mango papaya spaghetti spices

**KEY COMPETENCES Cultural awareness**

Learning about foods from around the world helps students to develop awareness of other cultures. Ask students what other foods from around the world they can think of.

5 Listen and repeat the dialogue. 166

- Invite pairs of students to model the dialogue for the class.

6 Look at your table from activity 1. Ask and answer. **Communication**

- Ask students to suggest phrases we can use to talk about likes and dislikes (e.g. *love, like, don't like, hate*). Ask students to say example sentences using each of the phrases and foods from the text in activity 2. Students can then ask and answer questions about the foods in their tables from activity 1.

**Activity Book** page 88

1 Complete the crossword.

**TIP Mixed-ability Teaching**

- Support lower-level students by copying the crossword grid onto the board. Read out the clues, one at a time, and ask students to say the correct foods.
- Stretch higher-level students by having them complete the crossword on their own, then compare answers with a partner.

**ANSWERS**

Across: 2 couscous 3 garlic 4 mango

Down: 5 spices 6 aubergine 7 coconut 8 spaghetti

2 Look at the table and write sentences.

**ANSWERS**

2 Katy doesn't mind garlic.  
3 Katy isn't fond of couscous.  
4 George likes spaghetti.  
5 George doesn't mind mangoes.  
6 George isn't fond of chilli peppers.

3 Circle the correct words. Then match.

**ANSWERS**

2 Papayas, 5 3 spices, 1 4 Aubergines, 6  
5 chilli peppers, 2 6 garlic, 3

4 Complete the sentences for you. Use the food words from activity 1 to activity 3.

## Lesson 3

### Grammar

#### Lesson Objectives

Read and understand an online chat.

Present and practise using *too much*, *too many* and *(not) enough*.

Talk about food using *too much*, *too many* and *(not) enough*.

Write sentences using *too much*, *too many* and *(not) enough*.

#### Language

New: *too much*, *too many*, *(not) enough*: There's **too much** oil in the salad. There are **too many** spices in the dish. There's **(not) enough** black pepper in this soup.

Review vocabulary: food

Review grammar: past simple; *made from*

#### Warm up

Play *Memory game* from the Ideas bank on page 151 to revise food vocabulary using the food from around the world flashcards.

#### Class Book page 89

##### 1 Listen and read. 167

- Ask students to identify the characters (Nancy and Fatima) before reading.
- Ask students to quickly look through the text and say what foods are mentioned in the text (couscous, spices, salad, oil, garlic, mango, yoghurt).

##### 2 Read the conversation again. Then say **True** or **False**.

#### ANSWERS

1 False 2 True 3 True 4 True 5 False

##### 3 Look and learn. Find examples of **too much** and **too many** in Nancy and Fatima's chat. Critical Thinking

- Make sure students understand that the phrases *too much* and *too many* mean that there is more of something than we need or want, and the phrase *not enough* means that there is less of something than we need. The phrase *enough* means that there is the right amount.

**TIP** When students have found the examples in activity 1, ask them to say whether the nouns in the sentences are countable or uncountable.

#### ANSWERS

There were too many spices in it for me.  
There was too much oil in it.  
And too much garlic.

##### 4 Complete the sentences. Use **too much** or **too many**.

- Students find the food words in the sentences and say whether each food noun is countable or uncountable.
- Students then complete the sentences and practise saying them in pairs.

#### ANSWERS

1 too many 2 too much 3 too much 4 too many

##### 5 Talk about the pictures. Use **enough** or **not enough**. Communication

#### ANSWERS

- There is enough juice.
- There isn't enough juice.
- There are enough apples.
- There aren't enough apples.

#### Activity Book page 89

##### 1 Listen and write the numbers (1–3). 168

#### Audio transcript

- There's too much spaghetti on the plate.
- There's enough spaghetti on the plate.
- There isn't enough spaghetti on the plate.

#### ANSWERS

2 c 3 a

##### 2 Complete the sentences. Use **too much** or **too many**.

#### ANSWERS

2 too many 3 too much

##### 3 Who can make a cake? Read the information, and complete the sentences. Critical Thinking

- Students read the list of ingredients, then look at what each person has got, to find out who has enough of each ingredient to make a cake.

#### ANSWERS

- b enough c enough d enough
- a enough b enough  
c enough d enough
- a enough b enough  
c enough d enough
- a Ariana / Tom b Tom / Ariana

##### 4 Complete the sentences. Then tell your partner.

#### Communication

- Students complete the sentences with their own ideas, then compare answers with a partner.

#### Grammar Reference Activity Book page 118

##### Complete the sentences. Use **much**, **many** or **enough**.

#### ANSWERS

2 enough 3 many 4 much 5 enough 6 much  
7 much 8 many

## Lesson 4

### Vocabulary and story

#### Lesson Objectives

Present and practise words for international activities.  
Develop listening, speaking and reading skills.  
Check and consolidate understanding of *The Robot Games* story.

#### Language

New: international activities: *go surfing, practise yoga, practise tai chi, practise pilates, do crosswords, sing karaoke*  
New (passive): tag questions  
Review: past simple; present continuous; present perfect

#### Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, revise *too much, too many* and *(not) enough* by playing a game. Divide the class into two teams. Write a countable or uncountable noun and *too much / too many* or *(not) enough* on the board for students from each team in turn. The students make a sentence using the words on the board. Award one point for each correct sentence. The team with the most points wins.

#### Class Book pages 90–91

##### 1 What's your favourite activity? Why do you like it? Critical Thinking

- Ask students to tell the class more about their favourite activity, e.g. where and when they do it, what equipment they need to do it, how to do it, etc.

##### 2 Listen, repeat and point. 169

#### ANSWERS

practise tai chi 3 sing karaoke 6 go surfing 1  
do crosswords 5 practise pilates 4 practise yoga 2

##### 3 Listen and say the activities. 170

#### Audio transcript

- A:** Hold the elastic band and ... pull ... then release ... pull ... and release.  
**B:** First, choose a song. Then stand here, look at the words on the screen ... and sing.  
**A:** One across. An Australian animal which jumps. Eight letters, starting with a 'K'.  
**B:** Bend one leg ... now stretch the other leg ... face forwards ... Now stretch your arms out very slowly ...  
**A:** Wait for a wave, then when the wave comes, jump up onto the board and ride the wave. Try to keep your balance...  
**B:** Breathe in ... one, two, three ... and breathe out ... one, two, three.

#### ANSWERS

practise pilates sing karaoke do crosswords  
practise yoga go surfing practise tai chi

#### 4 BEFORE YOU READ This story is about the Robot Games.

#### CULTURE NOTE Robots

The first electronic autonomous robots were created by William Grey Walter in Bristol, England in 1948. In 1954, George Devol invented the first digital and programmable robot. He called it the Unimate. Devol sold his robot to General Motors in 1961. It was used to lift pieces of hot metal from machines in a car factory. Today, robots do many jobs which humans don't want to do, or can't do. They are used in factories, on farms, in hospitals, in the military, and in space.

##### 5 Listen, read and check. 171

#### ANSWER

1 sing karaoke, go surfing, practise yoga, do crosswords

##### 6 AFTER YOU READ Watch the story. ▶ Complete the activities.

- Students watch the story video, then turn to page 90 in their Activity Books to complete the activities.

#### Activity Book page 90

##### 1 REMEMBER THE STORY Discuss how the characters used their power ups during the story.

#### Critical Thinking

#### SUGGESTED ANSWERS

Jack chose the correct power up for his event. That's true. The Wave generator helped the event to go ahead, and Jack is good at surfing.  
Do you think that they were right to try the secret power up? Yes ... because ... / No ... because ...  
Why didn't the Anti-gravity power up help them? Because it couldn't stop Dr Zeevil's super-magnet.

##### 2 Complete the activities.

#### ANSWERS

2 surfing 3 crosswords 4 pilates 5 tai chi  
6 karaoke

##### 3 Read the story again and answer the questions.

#### ANSWERS

- It breaks and the words become jumbled.
- Because there aren't any waves.
- Dr Zeevil's voice sounds grumpy.
- Because robots need to relax.
- Dr Zeevil steals them using a super-magnet.

##### 4 Are games like the ones in the story a good idea? Why (not)? Share your ideas with your group. Then have a class vote to choose the best idea. Collaboration

#### KEY COMPETENCES Social and civic competence

Sharing ideas with a group and having a class vote helps students to develop skills that enable them to interact with other people effectively. Not only do they gain confidence in expressing their own opinions, but they also learn to listen to and respect the views of others, and to accept a majority vote.

## Lesson 5 Grammar

### Lesson Objectives

Remember *The Robot Games* story.

Present and practise tag questions.

Make and play a guessing game using tag questions.

Write sentences using tag questions.

### Language

New: tag questions: *Karaoke is from Japan, **isn't it**?*  
*You can sing, **can't you**?* *They are Z-bots, **aren't they**?*  
*You've got a medal, **haven't you**?*

Review: international activities, countries and nationalities vocabulary

### Warm up

Play *Pass the flashcards* from the Ideas bank on page 151 to revise the activities from the previous lesson. Use the international activities flashcards and a song from a previous unit.

### Class Book page 92

#### 1 REMEMBER THE STORY Who is speaking? Say the missing words.

- Ask students to say what they can remember about *The Robots Games* story from Lesson 4.

#### ANSWERS

- 1 aren't (Celia) 2 can't (Jack) 3 can't (Celia)  
 4 aren't (Jack)

#### 2 Read the table. When do you use the affirmative form of the verb? When do you use the negative form of the verb?

- Ask a confident student to read out a question from the table and ask if the question is affirmative or negative. Elicit that we use affirmative tag questions when the verb is negative and negative tag questions when the verb in the sentence is positive.

#### 3 Complete the tag questions. Communication

- Students write the correct tag questions, then ask and answer the questions in pairs.

#### ANSWERS

- 1 isn't it 2 aren't you 3 can't she / he 4 haven't you  
 5 isn't it

#### 4 Look at the pictures. Ask and answer.

- Divide students into pairs to do the activity. Ask two confident students to model the dialogue.

#### SUGGESTED ANSWERS

- 2 They're apples, aren't they? Yes, they are.  
 3 It's a medal, isn't it? Yes, it is.  
 4 It's a trophy, isn't it? Yes, it is.  
 5 It's a dog, isn't it? Yes, it is.  
 6 It's a hat, isn't it? Yes, it is.

#### 5 Complete the sentences below on a piece of paper. Don't show them to anybody.

- Divide the class into groups of five or six.
- Hand out a piece of paper to each student. Tell them to use the prompts to write three sentences about themselves on their pieces of paper, without letting anyone else see.
- Collect all the pieces of paper from each group. Keep each group's pieces of paper separate.

#### 6 Read the piece of paper from your teacher. Ask and answer questions in your group. Find the right person. Collaboration

- Hand out the pieces of paper from activity 5 to different students in each group. Students should each have a piece of paper with sentences written by another student in their group.
- Students read out the sentences and ask questions to the other students in their group to find out who wrote the sentences on their piece of paper.

#### TIP Mixed-ability Teaching

- Support lower-level students by dividing the class into smaller groups (of three or four), so that they have to ask fewer questions to find out who wrote the sentences on their piece of paper.
- Stretch higher-level students by making this a whole class activity. Students mingle, asking questions to find out who wrote the sentences on their piece of paper.

### Activity Book page 91

#### 1 Match and say. Then listen and check. 172

#### ANSWERS

- 2 a 3 c 4 b 5 e 6 d

#### 2 Read and complete the sentences. Then listen and check. 173

#### ANSWERS

- 2 can't 3 are 4 is 5 haven't 6 can

#### 3 Look at the pictures and complete the dialogues.

#### ANSWERS

- 2 a can b can't c can't  
 3 a has / 's b hasn't she c has  
 4 a 's / isn't b isn't / is c isn't

#### 4 Complete the sentences with your own ideas, and add a tag question. Then ask and answer.

#### Communication

- Tell students to write questions for their partner. Students then ask and answer the questions in pairs.

### Grammar Reference Activity Book page 118

#### Complete the sentences.

#### ANSWERS

- 2 can 3 isn't 4 have 5 isn't 6 can't 7 can 8 are

# Lesson 6 Cross-curricular

## Lesson Objectives

- Learn about understanding ancient processes and codes.
- Present and practise words connected to Ancient Egypt.
- Learn how to write in hieroglyphics.
- Invent your own code.

## Language

- New: Ancient Egypt vocabulary: *mummification, linen, sarcophagus, pyramid, hieroglyphics, papyrus, scribes*
- Review: past simple

## Warm up

Review the grammar from the previous lesson. Divide the class into two teams. Write a simple sentence on the board for students from each team in turn (e.g. *I'm from the UK. / I can dance. / I've got a bike. / Pizza is delicious.*). The students form a sentence using a tag question (e.g. *You're from the UK, aren't you? / You can dance, can't you? / You've got a bike, haven't you? / Pizza is delicious, isn't it?*).

## Class Book

### 1 What kind of things can you see in history museums?

**Critical Thinking**

- Students discuss the question in pairs, then compare ideas with another pair.

#### SUGGESTED ANSWERS

Old things, things from the past, art, sculpture, jewellery, pottery.

### 2 Listen and read.



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- After reading, ask students to read the text again, and find the pink words, then invite them to tell the class what each of the pink words means.

### 3 Read again and answer *True or False*.

#### ANSWERS

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

### 4 Ask and answer.

**Critical Thinking**

- Students discuss the questions in pairs, then join another pair to compare answers.

#### SUGGESTED ANSWERS

- We can learn about how people lived in the past. / We can learn what people looked like, and what clothes and jewellery they wore.
- Yes. It is interesting. / Yes. It helps us to understand where we came from. / No. It is not important for living now.

### 5 Learn to write in hieroglyphics.

- Students open their Activity Books to page 92 and complete the activities.

## Activity Book

page 92

### 1 Listen and order the pictures (1–8).



175

Then draw the last picture.

### Audio transcript

The process of snake mummification

- A:** First, they washed the body.  
**B:** Then they took out all of the organs – except the heart.  
**A:** After that, they used salt to dry the body for fifty days.  
**B:** When the body was dry, they filled the empty body with linen.  
**A:** Then they covered the outside of the body with lots of linen.  
**B:** After that, they put a mask on some mummies.  
**A:** Then they put the mummy inside a sarcophagus.  
**B:** Finally, they put the sarcophagus inside a pyramid.

#### ANSWERS

1 g 2 e 3 c 4 a 5 f 6 b 7 d

### 2 Talk about the process of mummification with your partner. Use the pictures in activity 1 and the words below.

**Communication**

### 3 Use the hieroglyphic code to write the message.

#### Critical Thinking

- Point to the table and explain that each symbol represents a letter.
- Students then look at the message in hieroglyphics and use the code to write the message in English.

#### ANSWER

The most famous mummy was Tutankhamun.

### 4 Write your name in hieroglyphics.

### 5 Invent your own code. First, write the alphabet. Then create a symbol for each letter.

**Creativity**



#### KEY COMPETENCES Mathematical competence, and basic competences in science and technology

Inventing a code activates the crucial skills of critical thinking and problem-solving with the end aim of establishing effective communication. Mathematical competence is developed as students think about which symbols to use to represent the letters of the alphabet, and create a key for their code by organizing the letters and symbols in a table.

#### TIP Curriculum link

Organize an opportunity for students to learn more about Ancient Egypt in their history lessons. Encourage students to tell their history teacher what they have learned about Ancient Egypt.



# Lesson 7

## Literacy: a film review

**Lesson Objectives**

Develop literacy skills and familiarize students with a film review.

Read and understand a film review.

Raise awareness of the importance of our relationships with animals.

Talk about a film, and why film reviews are useful.

**Language**

Review: *film, comedy-drama, actor, characters, prize, adventures, normal*

**Warm up**  
Play *Draw and guess* from the Ideas bank on page 150 to revise words related to Ancient Egypt from Lesson 6.

**Class Book** page 94

**1 BEFORE YOU READ** Look at the film poster.  
**What do you think the film is about?**

- Invite students to say what they think the film is about and what kind of film they think it is (adventure, comedy, sci-fi, historical, etc.).

**SUGGESTED ANSWER**  
It's about a film about a dog. / It's about the story of a dog's life.

**2 Ask a question about the film.** Critical Thinking

- Ask students to think of a question about the film (e.g. *Who are the main characters? Where is the film from? Where / When does the story take place?*). Write students' questions on the board.

**3 Listen and read.** 176 Does the film review answer your question?

**CULTURE NOTE** **Red Dog**

*Red Dog* is based on a true story from the novel *Red Dog* by Louis de Bernières. At the 2011 Inside Film Awards, *Red Dog* was nominated in nine categories and won seven, including best feature film. The film was also nominated for seven AACTA Awards and won the award for Best Film. The film was released in cinemas on 4 August 2011.

**OUR VALUES!** Focus students on the Our Values! feature. Ask the question and encourage students to share and discuss their thoughts with the class.

**SUGGESTED ANSWERS**

We can learn that ... animals have needs, just like humans. / ... animals are very important in the world and they don't damage it. / ... it is important to enjoy each moment. / ... pets teach people to be responsible because they have to look after their pets properly.

**KEY COMPETENCES** **Social and civic competence**

Animals play a large part in many societies, not only as pets but also as working animals, such as guide dogs for the blind and hearing dogs for the deaf – not to mention police dogs and sniffer dogs. Thinking about the importance of animals helps students to develop respect for animals. Ask students to say why it is important to take care of animals and to treat them with respect.

**4 AFTER YOU READ** Complete the activities.

- Students complete the activities on page 93 of the Activity Book.

**Activity Book** page 93

**1 Read the film review on Class Book page 94 again and tick ✓ the best summary.**

- Tell students that all of the summaries relate to the film review, but only one is the best summary of the review. Ask students to give reasons for their choices of summary.

**ANSWER**  
3

**2 Complete the fact file with information from the film review.**

**ANSWERS**

2 comedy-drama  
3 2011 / Australia  
4 Jack Collins / Red Dog  
5 Noah Taylor / Koko  
6 Best Dog in a Foreign film  
7 A good film for people who love animals, especially dogs.  
8 ... watching with your family or with friends.

**3 Read the film review again and answer the questions.**

**ANSWERS**

2 a walking b car c bus d ship  
3 the 1970s  
4 Best Dog in a Foreign Film  
5 both

**4 Talk about a film you like. Ask and answer the questions.** Critical Thinking

- Students ask and answer the questions in pairs, then join another pair and compare answers and opinions.

# Lesson 8

## Culture: everyday life in Australia

**Lesson Objectives**

Raise awareness of everyday life in Australia.

Complete a set of notes about everyday life in Australia.

Compare everyday life in Australia with everyday life in your country.

Review and practise describing similarities and differences using *and* and *but*.

**Language**

Review vocabulary: daily routine and free-time activities

Review grammar: past simple

### Warm up

Ask students what they can remember about the film review in Lesson 7. Play a game of *True or false?* from the Ideas bank on page 151, using true or false sentences about the information in the film review.

### Activity Book page 94

#### 1 Listen and answer the questions. 177

- Play the recording for the students to answer the questions.
- Invite pairs of students to read out the questions and answers for the rest of the class to check their answers.

### Audio transcript

**Marleene:** Hi! I'm Marleene, Suzie's Australian cousin! I love *Red Dog*, too. It's my favourite film – and not just because it's Australian! I watch films from lots of other countries, too. You can learn such a lot about other people and the way they live!

I live in Queensland, in Central Australia. My parents are farmers, like lots of other people around here. We've got nearly 200 cows and we grow some cereal, too.

I get up early in the mornings to help. First, I have breakfast – toast, butter and jam. Then I go outside. My job is to feed the chickens. It's OK, I suppose. Each chicken is different and has its own name. I named them! We start school early, at eight. School is about forty minutes away so a school bus picks us up and brings us home every day.

I spend my free time doing hobbies – all kinds of sport. I love tennis best but I'm not very good at it. I only started playing last year so I need more practice.

I spend time with my friends at the weekend. Sometimes, we meet up in the park and do sport, or just sit and chat. Other times, my best friend Kylie comes over to our house to watch a film or play. The weekends are over too quickly!

#### ANSWERS

- 1 Yes. She says that she loves *Red Dog* and 'not just because it's Australian'. This shows that she likes living in Australia.
- 2 She feeds the chickens.

#### 2 Listen again and complete the notes. 178

**KEY COMPETENCES** Cultural awareness

Learning about everyday life in other countries helps students to develop cultural awareness. If you have arranged for students to have pen pals in English-speaking countries, you can ask them to write to their pen pals and find out about everyday life in their pen pals' countries.

#### ANSWERS

- 2 farmers 3 early in the mornings 4 butter and jam  
5 the chickens 6 eight o'clock 7 bus 8 sport  
9 friends 10 a film

#### 3 Think about everyday life in your country. Answer the questions.

#### 4 Make a list of similarities and differences between everyday life in Australia and everyday life in your country. Critical Thinking

#### 5 Talk about the similarities and differences you found in activity 4. Use *and* and *but*. Communication

# Lesson 9

## Writing: a film review

**Lesson Objectives**

Recognize features of a film review.

Practise expressing opinions about films.

Learn about and practise writing a film review.

Identify phrases for the introduction, descriptions of settings and descriptions of characters in a film review.

**Language**

Review: *introduction, setting, characters, animation*

### Warm up

Ask students to name their favourite films. Ask students to say what kind of film it is, who the main characters are and what the setting is.

### Class Book page 95

#### 1 Read Nancy's film review. Would you like to see *Brave*? Why (not)?

#### 2 Read again and answer the questions.

#### ANSWERS

- 1 Merida is King Fergus's and Queen Ellinor's daughter.
- 2 The writer says that the bear, Mor'du, is too scary for young children and that the film is quite long.

**3 Match the features and the colours in the film review.**

**ANSWERS**

- 1 A description of the plot, the setting and main characters – blue
- 2 Who will like the film, and why – yellow
- 3 An introduction with a short description of what kind of film it is and what it is about – green
- 4 The positive and negative things about the film – pink

**4 Read the Big Write tip.**

- Students turn to the Big Write tip on page 95 of the Activity Book.

**Activity Book** page 95

**1 Read and complete the Big Write tip. Use the words in the box.**

**ANSWERS**

- 2 description 3 positive 4 negative 5 who

**2 Complete the table. Use the words and phrases in the box.**

**ANSWERS**

- 2 comedy 3 Mars 4 a city  
5 the funny one 6 the hero

**3 Plan a film review about a film you enjoyed.**

**Critical Thinking**

**4 Write your film review. Remember to include the name of the film!**

**TIP** If you like, you can invite students to read out their completed film reviews to the class, then have a class vote on the film students like best / most want to see.

**Community Task** Collaboration

- Discuss ideas for the film review club with the class. Students could file the cards in a binder or shoe box, with dividers marking sections for different kinds of films (comedies, action films, fantasy films, etc.).

**DIGITAL COLLABORATIVE LEARNING** Extend the writing task in activity 4 and the Community Task by setting up a film reviews section on the class blog. Students can upload reviews for the rest of the class / school to read.

# **Lesson 10**

## **The Big Question Review**

**Lesson Objectives**

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Self-evaluate progress.

**Language**

Review vocabulary: food from around the world, international activities

Review grammar: *too much, too many, (not) enough*; tag questions

**Warm up**

Play the *Review* game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on pages 150–151 to revise the language from Unit 8 with the class.

**Class Book** page 95

**1 Listen and answer. 179 Which countries can you hear?**

**Audio transcript**

*I've got good friends everywhere,  
Good friends from here and there,  
Good friends all over the world,  
International boys and girls.  
My Chinese friend is called Su Li.  
She eats tofu and drinks green tea.  
She loves crosswords and tai chi.  
She's so cool, isn't she?*

*Chorus*

Another friend is Japanese.  
He loves anything with cheese,  
He practises yoga and pilates.  
He loves karaoke and climbing trees.

*Chorus*

My Australian friend – her name is Jean  
Loves couscous with aubergine.  
She likes brown bread with margarine.  
But she eats too much ice cream.

*Chorus*

**ANSWERS**

China, Japan, Australia

**2 Watch and answer the questions on the video.**

**Video transcript**

See page 155.

**ANSWERS**

See Video transcript.

### 3 Look at the Big Question poster. How do your answers compare with the unit answers?

#### Critical Thinking

- Ask students to tell you what they have learned about other cultures in this unit.
- Ask students to say what / how we can learn about other cultures from films, food, history museums and activities.

### 4 Complete the activities and do the self-evaluation.

- Students turn to page 96 of the Activity Book to complete the review activities and self-evaluation.

## Activity Book pages 96–97

### 1 Listen and complete the song. 180

#### ANSWERS

2 chi 3 isn't 4 cheese 5 pilates  
6 aubergine 7 much

### 2 Circle the correct answer (a or b).

#### ANSWERS

2 b 3 a 4 a 5 a 6 b

### 3 Complete the sentences. Use tag questions.

#### ANSWERS

2 can they 3 have we 4 can't you 5 is it 6 aren't they

### 4 Play the Mangoes and Chilli Peppers game.

- Divide students into pairs to play the game. Ensure each pair has a spinner and a counter for each player.
- Students spin the spinner and move their counters, completing the correspondingly numbered challenge in the box for the square that they land on. If they land on a mango, they move forward two spaces; if they land on a chilli pepper, they must go back two spaces. The first player to reach 'Finish' is the winner.

### 5 Read and tick ✓ or cross X.

#### KEY COMPETENCES Learn to learn

Ask students to identify which area in activity 5 they most need extra practice in. Ask students to suggest ways in which they could get some extra practice in this area.

### 6 Complete the sentences.

#### Unit 8 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

#### End of Term Test

Students are now ready to do the last End of Term test. See the Teacher's Resource Centre.

#### End of Year Test

Students are now ready to complete the End of Year test. See the Teacher's Resource Centre.

## Planning a Trip!

### Lesson Objectives

- Research capital cities in other countries.
- Work as a group to plan a project board for a school trip.
- Make and present a project board for a school trip.
- Develop collaboration, communication and creativity skills.

### Language

New: English in use: *What ... next? What else ... ?*

### Warm up

Divide the class into two teams. Give each team a globe or a world map, showing the capital cities of countries. Call out the name of a capital city. The first team to call out the correct country wins a point for their team. Alternatively, you can call out the names of countries and have students call out the capital cities.

### Class Book pages 96–99

#### 1 Listen and read. 181 What's great about going on a trip?

- Tell students that they are going to do a project about a class trip.
- Ask students to say what places they would like to visit and what they would like to do / see in each place.
- Play the recording, then elicit answers to the question from students around the class.

#### 2 Listen and decide which capital city these pupils are planning a trip to. 182

- Ask students to say what they know about each of the cities in the photos.
- Play the recording for the students to choose the correct city.
- Ask students if they would like to visit Cairo, and if so, what they would like to see and do there.

### Audio transcript

- A:** There are so many cities, it's hard to choose one!  
**B:** I know! There are some great cities all over the world.  
**C:** Europe has got some old and interesting cities. For example, Madrid has got lots of museums.  
**D:** That's the capital of Spain, isn't it?  
**C:** Yes, it is. It's really popular with tourists.  
**B:** My dad said Warsaw is a really interesting place.  
**A:** Is that in Poland?  
**B:** Yes. It's the capital. You can visit the old Royal Castle; it's a museum now.  
**A:** That sounds good. If you like history, Ankara has got some important old monuments.  
**C:** Where's Ankara?  
**A:** In Turkey. It's a really interesting place because Turkey is partly in Europe and partly in Asia.

- D:** They all sound good. What about somewhere on a different continent, though? Like ... Brasília!  
**C:** Brasília?! That must be the capital of Brazil ... right?  
**D:** Yes, that's right. I read about it on the internet. It's a really modern city. It's built in the shape of a plane!  
**A:** It sounds interesting ... but I think somewhere old is better, with really ancient history.  
**B:** What about Cairo, then?  
**A:** Oh, yes! The capital of Egypt! It's got museums with mummies in them ...  
**B:** And the pyramids are near the city! They're thousands of years old!

**All children together:** Yes! That sounds great! Let's go there ...

### ANSWER

d Cairo

#### 3 What can tourists do when they come to the capital city of your country? Critical Thinking

- Students discuss the questions in pairs. Ask students to think of as many ideas for each question as they can.
- Students then join another pair to compare answers.
- Invite students to share and discuss their answers with the class.

### SUGGESTED ANSWERS

- bus, train, metro, bike, taxi, car, on foot (walking)
- Students' own answers
- Students' own answers
- postcards, pens, mugs, hats, scarves, etc.

#### 4 Work in groups of three. Choose a capital city in another country. Then divide into A, B and C, and do your research. Make notes in your Activity Book.

- Divide the class into groups of three, with at least one higher-level student in each group to support and help the lower-level student(s).
- Students should agree on a capital city to find out about, then choose a letter (A, B or C).
- Students look on the internet or in brochures / leaflets to find out the relevant information about their chosen capital city.
- Students make notes about their findings in activity 1 on page 98 of their Activity Books.

### KEY COMPETENCES **Social and civic competence**

Having to make decisions as a group and assign roles or tasks to the members of their group helps students to develop key collaboration and communication skills, as they analyse, argue and, eventually, agree – even if one member has to make a compromise. Active participation in group work gives students a sense of achievement and boosts self-esteem. Encourage students to make reasoned arguments for their opinions and choices, and to treat other members of their group kindly and fairly.



**5 Tell your group your information. Listen to the other classmates' information and complete the table in your Activity Book.** **Collaboration**

- Students share the information they discovered in activity 4 with the other members of their group.
- Make sure the students understand that they need to make notes about the information their other group members give them in the remaining sections of activity 1 on page 98 of their Activity Books.

**6 Choose your favourite things to do and places to eat. Plan your class trip in detail.** **Collaboration**

- Bring students' attention to the English in use box and tell them to try to use *What ... next?* and *What else ... ?* when they want to ask for more information about things to do on their trip.
- Students should then discuss possible activities for their class trip in their groups and try to agree on what they want to do.
- Move round the class and monitor the activity, prompting students, if necessary.

**7 Plan a project board to present your trip. Use the steps below. Draw your plan and make notes in your Activity Book.** **Collaboration**

- Read out the project board tip and make sure students understand what they are going to produce.
- Read out the four prompts in boxes and give students time to discuss their ideas in their groups.
- When students have agreed on what they want their project board to look like, they can draw a plan of their project board and make notes about it in activity 3 on page 99 of their Activity Books.

**8 Make a project board to show your plan. Complete all the steps below.** **Creativity**

- Read through the steps with the class and make sure all students are confident about what they need to do.
- Students can assign tasks to each member of their group, or each work on a section of their project board.

**9 Present your plans for the trip to your class. Use your project board. Then answer any questions from your class.** **Collaboration**

- Students prepare and practise their presentation in their groups.
- Encourage students to listen carefully to all the presentations and ask questions.
- If you like, you can have a class vote on the best plan for a class trip.

**Activity Book** **pages 98–99**

**1 Make notes for activity 4 on Class Book page 97. Look at the table and answer the questions for your area of research.** **Critical Thinking**

- Students complete the box corresponding to their assigned letter (A, B or C) when completing activity 4 on page 97 of the Class Book. Ensure students understand that they complete the remaining boxes when completing activity 5 on page 97 of the Class Book.

**2 English in use. Match the parts of the questions.**

- Refer students to the English in use box on page 98 of the Class Book to help them complete this activity.

**ANSWERS**

2 a 3 c 4 d 5 b

**3 See activity 7 on Class Book page 98. Draw a plan for your project board and make notes. Remember to think about the elements below.** **Collaboration**

- Once groups of students have agreed on the features and layout of their project board, they can use this space to plan it.
- When students have completed their notes, they are ready to make their project boards. Ask students to turn to activity 8 on page 99 of their Class Books.

**KEY COMPETENCES** **Learn to learn**

It's important for students to understand how useful it is to plan clearly in order to produce a better final piece of work. Students have practised planning pieces of writing, but to see planning applied to a more artistic piece of work is very useful for visual learners, who will find it more meaningful to relate their plans to something other than a piece of writing. Remind students that planning is important for any project (writing an essay, painting a picture, cooking a meal, etc.).

**4 Answer the questions.**

- Discuss the questions as a class before students write their answers. Ask students how they think they have become a better group member since completing Big Projects 1 and 2.

New Year

**Lesson Objectives**

Learn about New Year’s celebrations around the world.

Carry out a reading comprehension task.

Talk about New Year’s celebrations in your country.

Write about your ideal New Year’s celebrations.

**Language**

New: *traditions, lantern, first footing, smash a dish, flag pole, feast*

Warm up

Play *Guess what!* from the Ideas bank on page 150 to review festivals that students celebrate in their country or have learned about in previous courses.

Class Book page 100

**1 Listen and read.**

183 What countries do you think the pictures a–e are from?

- Tell students that they are going to learn about New Year’s celebrations around the world.
- Ask students if they know about any New Year’s traditions from other countries. If so, encourage them to share what they know with the class.
- Read out the question, then play the recording for students to listen and follow the text in their books.
- Ask students which country they think each photo was taken in, and ask them to read out sentences from the text which helped them to decide on their answers.

**ANSWERS**

a Denmark   b The Philippines   c China   d Scotland  
e the USA

**2 Match the parts of the sentences. Then say the country.**

**TIP Mixed-ability Teaching**

- Support lower-level students by running through the vocabulary in pink as a class. Ask students to complete the activity in pairs.
- Stretch higher-level students by asking them to write a short quiz about the New Year’s traditions in the text, then take turns to ask and answer with their partner (e.g. A: *Where do people celebrate with paper lanterns?* B: *In China! Where do people ... ?*).

**ANSWERS**

1 d (the USA)   2 e (Denmark)   3 a (the Philippines)  
4 c (Scotland)   5 b (China)

3 How do people celebrate New Year in your country? Discuss with your partner. Critical Thinking

**TIP**

Before students begin this task, you might like to give them some ideas of your own, using pictures or photos. It doesn’t matter if it’s something organized by a major city, a town or a small village.

- Divide students into pairs to discuss the question.
- When they have finished, ask students to join another pair to compare answers.
- Invite students to share and discuss their answers with the class.

4 Think about your favourite way to celebrate New Year. Use the prompts below to write your ideas and draw pictures. Creativity

- Divide the class into groups to discuss their ideas. Ask students to think about each of the prompts and decide on their perfect New Year’s celebrations.
- Students then work by themselves to write about their favourite way to celebrate New Year. If you prefer, ask students to do their writing on sheets of paper (rather than in their notebook) and illustrate their writing with photos or pictures.
- Students’ celebration plans could then be used to make a display on the classroom wall.

**KEY COMPETENCES**

**Social and civic competence**

At this age, students are keenly aware of differences as they start to lose the inhibitions of early childhood. Encouraging students to learn about traditions in other countries helps to develop an important aspect of understanding other cultures and peoples. As students learn that life in other countries can be different, and that other people have different backgrounds and customs, they are laying crucial foundations for tolerance and positive curiosity that promotes a healthy interest in other societies. Ask students what other countries they have visited and which things they found were the same as / different to things in their own country.

**TIP**

As an optional activity, you could ask students to design and write an invitation to their ideal New Year’s party. They should include details about where and when the party is, activities and events at the party, and what people should wear or bring to the party. Students can then present their invitations to the class and tell the class about their New Year’s party. If you like, you can have a class vote to decide on the party students most want to go to.

## Earth Day

**Lesson Objectives**

Learn about Earth Day.

Do a reading comprehension task.

Talk about Earth Day and how it helps the planet.

Make a poster for an Earth Day campaign.

**Language**

New: *protests, oil spill, activities, campaigns, e-waste*

### Warm up

Play *Sharkman* from the Ideas bank on page 150 to revise vocabulary related to the environment (e.g. *waste, recycle, environment, energy, wildlife*, etc.).

Class Book

page 101

### 1 Listen and read. 184 Match the blue words and the pictures (a–e).

- Ask students if they have heard of Earth Day.
- Tell students that they are going read an article about Earth Day to find out more about the festival. Then play the recording for students to listen and follow the text in their books.
- Bring students’ attention to the blue words and ask them to match them to the pictures.
- Ask students how they try to help the Earth, and what other things they could do. Elicit as many ideas as possible and write them on the board. Ask students to explain to the class why each of the ideas on the board is important.

ANSWERS

a protests   b oil spill   c activities   d campaigns  
e e-waste

### 2 Read the text again. Complete and say the sentences.

ANSWERS

1 oil spill   2 billion   3 campaigns   4 e-waste

### 3 Ask and answer. Critical Thinking

- Put students in pairs to discuss the questions. Encourage them to think of as many ideas as possible for each question.
- Students then join another pair to compare answers.
- Invite students to share and discuss their answers with the class.

ANSWERS

- Students’ own answers
- Suggested answers:  
Buying local food and drink reduces ‘air miles’ – the distance that food has to be transported to shops. This means that less fuel is wasted.  
Recycling e-waste means that products aren’t dumped in landfill, so the land doesn’t get full of rubbish that won’t degrade.  
Bike-sharing means that not everybody has to buy a bike. / Bike-sharing means that people don’t use cars.  
Tree-planting is good because trees help to reduce pollution by absorbing chemicals into their leaves and trunks. Trees help to reduce global warming by absorbing carbon from carbon dioxide and releasing oxygen into the air.

### 4 Think of an Earth Day campaign for your school and make a poster. Use the prompts below. Creativity

**KEY COMPETENCES**

**Social and civic competence**

This kind of activity activates students’ creativity but also aims to engage social and civic awareness, as they consider the planet and how we all depend on it for life. Ask students to say what environmental problems they know about and what they do (or could do) to help solve these problems.

- Discuss ideas for the Earth Day campaign as a class before students work on their posters. Elicit ideas for activities and ways in which students can take part.

**TIP**

**Mixed-ability Teaching**

- Support lower-level students by having them work in groups to produce their posters.
- Stretch higher-level students by asking them to find out more information about Earth Day to include on their posters. Students can make their posters on their own.

## Cambridge English Qualifications A2 Flyers

### Unit 1

#### Lesson Objectives

Develop speaking and listening skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

#### Language

Review vocabulary: winter activities, outdoor summer activities, food, party things, insects

Review grammar: present continuous; present simple; *there is / there are*

#### Warm up

Play *Quiz* from the Ideas bank on page 151. Divide the class into two teams and ask each team to write five questions about Unit 1 for the other team to answer.

#### Class Book page 102

##### 1 Read. Say Picture A or Picture B.

#### ANSWERS

1 A 2 B 3 B 4 A 5 B

**EXAM TIP** Focus students on the Exam tip! for this lesson. Ask them why they think looking at the details in the picture first might help them. Explain that familiarizing ourselves with the vocabulary we are likely to see will make it easier for us to understand what we read.

##### 2 Read and look at the pictures again. Say True or False.

#### ANSWERS

1 True 2 False 3 False 4 True

##### 3 Work with your partner. Talk about the differences between picture A and picture B.

#### SUGGESTED ANSWERS

It's cold in picture A but it isn't in picture B.  
This boy is wearing an orange hat in picture A but he's wearing a green cap in picture B.  
This girl is throwing snowballs in picture A but she's running in picture B.  
This boy is cold in picture A but he's hot in picture B.  
This girl is wearing a pink hat in picture A but she isn't wearing one in picture B.  
This girl is skiing in picture A but she's playing mini golf in picture B.  
This woman is going hiking in picture A but she's taking a photo in picture B.  
This man is angry in picture A but he's happy in picture B.

There aren't any leaves on the ground in picture A but there are leaves on the ground in picture B.

There are some ducks in picture A but there aren't any ducks in picture B.

#### Activity Book page 100

##### 1 Look at the picture in activity 3. Tick ✓ the things you can see.

#### ANSWERS

a treasure map, decorations, a backpack, strawberries, a water bottle, a sunflower, fire

##### 2 Say sentences about the picture. Work with a partner.

#### SUGGESTED ANSWERS

He is very thirsty.  
This girl is growing a sunflower.  
This man is making a fire.  
This boy is getting some food ready.  
This woman is making decorations.  
This girl is picking strawberries.  
This girl is hanging decorations.  
They are doing a treasure hunt.

##### 3 Look at the picture. 185 Listen and match. There's one example.

#### Audio transcript

- A:** Look! This is my family in the garden.  
**B:** Are your cousins there?  
**A:** Yes! Look! That's my oldest cousin. He went hiking this morning. He's got a backpack. He's called Dan.  
**B:** Where did he go?  
**A:** He climbed a small mountain near our house.  
**B:** Dan is very thirsty!  
**A:** Yes, he is!  
**C:** Can you see the line? This is an example. Now you listen and draw lines.
- 1 B:** Who is that girl over there? The one with red trousers and T-shirt.  
**A:** Her name is May. She's five years old. She's my sister.  
**B:** What's she doing?  
**A:** She's growing a sunflower. I think the sunflower will be bigger than May soon!
- 2 B:** Is your grandpa making a fire?  
**A:** Yes, that's right. We're having a barbecue later.  
**B:** Who is that next to him – the boy with the blue cap?  
**A:** That's my cousin. He's called Alex. He's getting some food ready.  
**B:** Will he help your grandpa cook?  
**A:** Yes, he will. He likes cooking.
- 3 A:** Look! Can you see the woman with brown hair and glasses? That's my aunt. She's called Sue. I call her Aunt Sue.  
**B:** Oh yes. She's doing crafts.  
**A:** Yes! She's making decorations for the garden.  
**B:** They're very nice. I like all the different colours.

- 4 **B:** Who is that little girl with curly brown hair? She's wearing a green T-shirt and blue trousers.  
**A:** That's my little cousin. She's called Ann.  
**B:** She's picking a lot of strawberries!  
**A:** Yes, she loves strawberries!
- 5 **B:** What are those children doing?  
**A:** They're doing a treasure hunt. They've got a map. The map shows where the chocolate money is.  
**B:** Who made the treasure map?  
**A:** My uncle Tony made the treasure map. Look! That's Tony. He's wearing black trousers and a blue T-shirt.

#### ANSWERS

- 1 May is growing a sunflower.
- 2 Alex is getting some food ready.
- 3 Sue is doing crafts.
- 4 Ann is picking strawberries.
- 5 Tony is wearing a blue T-shirt.

## Unit 2

### Lesson Objectives

Develop speaking and reading and writing language skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: science class, activities for different seasons, types of films

Review grammar: zero conditional

### Warm up

Play *First letters* from the Ideas bank on page 150 to revise science class vocabulary and the zero conditional. Place the science class flashcards in a box. Divide the class into two teams. Invite team members in turn to pick a flashcard from the box. The team then has to make half of a zero conditional sentence with the verb, e.g. *If you heat water, ...*. The other team has to complete the sentence.

### Class Book page 103

#### 1 Match the questions and answers.

**TEACHING TIP** To check answers, ask pairs of students to take turns to read out the questions and matching answers.

#### ANSWERS

1 D 2 B 3 E 4 A 5 C

**2 Student A: Look at the questions in activity 1. Ask your partner about a science lesson. Student B: Look at the information in the table below. Answer your partner's questions.**

- Student A uses the questions from activity 1 to ask Student B. For more confident students, you could ask them to cover the questions in activity 1. Student B answers the questions using the information in the table.

#### ANSWERS

- 1 The lesson is in room 20B.
- 2 The lesson is on Thursday.
- 3 The lesson is at 1.30 pm.
- 4 The experiment is about freezing water.
- 5 If you cool water to zero degrees Celsius, it freezes.

**3 Student B: Look at the questions in activity 1. Ask your partner about a science lesson.**

**Student A: Look at the information in the table below. Answer your partner's questions.**

- Students switch roles, with Student A now referring to the table in activity 3 to answer Student B's questions from activity 1.

#### ANSWERS

- 1 The lesson is in room 15C.
- 2 The lesson is on Tuesday.
- 3 The lesson is at 11.45 am.
- 4 The experiment is about melting snow.
- 5 If it is above zero degrees Celsius, snow melts.

### Activity Book page 101

#### 1 Unscramble the words.

##### KEY COMPETENCES Learn to learn

The cognitive aspect of the activity develops students' problem-solving skills. The activity encourages students to think about and learn the spelling of the vocabulary items. Check answers by asking students to spell out the words while you write them on the board.

#### ANSWERS

- 2 go hiking 3 do crafts 4 float 5 musical
- 6 grow a sunflower 7 drama 8 comedy 9 boil

#### 2 Write the words from activity 1 in the table.

- Draw the table from activity 2 on the board and invite students to come and write the words in the correct column.

##### KEY COMPETENCES Learn to learn

Categorizing is an excellent way for students to learn and understand the meaning of vocabulary. Encourage students to keep a record of sets of vocabulary by categorizing them in this way.

#### ANSWERS

- 2 float 3 boil 4 go hiking 5 do crafts
- 6 grow a sunflower 7 musical 8 drama 9 comedy

#### 3 Look and read. Choose the correct words and write them on the lines. There's one example.

**TIP** With books closed, read out the definitions in activity 3 and ask students to suggest suitable responses. Then tell students to open their books and complete the activity.

#### ANSWERS

- 2 a cartoon 3 a sunflower 4 strawberries
- 5 a musical 6 an outdoor cinema 7 a comedy
- 8 ice 9 temperature 10 a treasure hunt



## Unit 3

### Lesson Objectives

Develop speaking and reading and writing language skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: personal details, transport, free-time activities, places, telling the time

Review grammar: directions; *Wh-* questions

### Warm up

Revise personal details and *Wh-* questions. Start by writing answers to questions about yourself on the board, e.g. your name, the city you are from, where you live, how many brothers and sisters you have. Ask students to say what the questions are. Then sit in a circle. Start by asking a question, e.g. *What's your name?* The student answers and then makes up another question to ask the student next to them and so on, moving around the circle. Students can't ask the same question as the student before them.

### Class Book page 104

#### 1 Write the missing questions. Then ask and answer.

##### KEY COMPETENCES Linguistic competence

Students get more practice answering questions than asking them, so forming questions challenges them to activate the language they have learned. It also prepares them for conversations in English, and provides them with useful tools for finding out information.

**TIP** Before doing the activity, make sure students understand that there could be more than one possible question for each answer.

##### ANSWERS

- 1 What's your name? / What are you called?
- 2 Where are you from? / Where do you come from?
- 3 Where do you live?
- 4 Have you got any brothers or sisters?
- 5 What are their names? / What are they called?
- 6 Is the school on London Street? / Where is the school? / Is there a school in your town?

#### 2 Put the words in the correct order and write the questions. Then ask and answer.

##### ANSWERS

- 1 What's your favourite subject?
- 2 What's your best subject?
- 3 What's your favourite form of transport?
- 4 What food don't you like?
- 5 What kind of music do you like?
- 6 What sports do you do?
- 7 What do you like doing in your free time?
- 8 Have you got a bicycle?

### 3 Talk about daily routines, and the places you live and go to school. Ask and answer. Use the tables.

**TIP** Tell students to think of any other questions they could ask, and add them to the tables before they ask and answer the questions with a partner.

### Activity Book page 102

#### 1 Look at the picture and answer the questions.

##### ANSWERS

- 1 London.
- 2 Boat, car / taxi, (double-decker) bus.
- 3 The girl is looking at the boat / river / bridge. The boy is looking at the girl. / They're standing next to the river.
- 4 There's a bridge, a statue / monument, the Houses of Parliament and Big Ben.

#### 2 Look at the pictures again and read the story. Choose the best title.

**TIP** Tell students to look at the pictures carefully as this can help them predict what the text will be about. Tell students to read the text quickly for gist before they look at the answer options. This will make it easier to choose the correct answer. If they find words they don't know, they can get an idea of new words by reading the words / sentences surrounding them and the whole paragraph.

##### ANSWER

- 2 A Great School Trip

#### 3 Write some words to complete the sentences about the story. You can use one, two, three or four words.

##### KEY COMPETENCES Learn to learn

Gap-fill exercises help students to develop reading comprehension skills. Tell students to read the gapped sentences carefully, and to think about the missing words and the words surrounding the gaps, to help them to choose the best answer.

##### ANSWERS

- 2 are / 're learning
- 3 half past nine
- 4 sandwiches and (bottles of) water
- 5 Trafalgar Square
- 6 we got lost
- 7 our mums and dads

## Unit 4

### Lesson Objectives

Develop speaking and listening skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: geographical features, birds

Review grammar: present perfect affirmative and negative; present simple; past simple; verb + *ing*

## Warm up

Play *What's missing?* from the Ideas bank on page 151. Use the geographical features and birds flashcards. Also play a quick game to revise the present perfect. Divide the class into two teams. Say a verb for each team in turn. Each team has to make up an affirmative or negative present perfect sentence with the verb. Ensure students use the third person singular form.

## Class Book page 105

### 1 Match the sentences and the pictures.

**TEACHING TIP** Show the Class Book page on the screen using the Classroom Presentation Tool. Elicit what students can see in the pictures before asking them to do the activity.

#### ANSWERS

1 B 2 A 3 D 4 E 5 C

### 2 Use the words to describe picture E in activity 1.

**EXAM TIP** Focus students' attention on the Exam tip! Ask students why they need to think about the order of events to describe the picture. Elicit what tense students will use to describe the picture (present perfect / past simple). Encourage students to put the pictures in the order they happened and describe what happens in each picture.

#### SUGGESTED ANSWERS

Mary and Jim found a box in a cave.  
They (have) opened the box.  
They were amazed.  
There was some treasure inside the box.  
Mary found a beautiful bracelet.

### 3 Read the first part of the story. Then use the pictures to continue the story. Work with a partner.

**TIP** Show the Class Book page onscreen using the Classroom Presentation Tool. Tell students to look at the pictures and say what they think is happening in each picture before doing the activity in pairs. Invite pairs of students to say what happened in the story.

#### SUGGESTED ANSWERS

Vicky, Dad, Jack and Fred are canoeing on the river.  
Vicky and Jack are exploring the island. Fred has opened the picnic box. Dad isn't looking at him.  
Fred is giving the sandwiches to the ducks. Dad is angry.  
The ducks have eaten two sandwiches. Vicky and Jack are hungry.

## Activity Book page 103

### 1 Unscramble the words.

#### ANSWERS

2 river 3 island 4 moon 5 coral reef 6 desert  
7 volcano 8 waterfall

### 2 Look at the pictures in activity 3. Write the letter next to each of the words in activity 1.

#### ANSWERS

2 G 3 F 4 B 5 C 6 D 7 E 8 H

### 3 Mrs Green is talking to Kim about the people in her family and their holidays. Which holiday did each person have? Listen and write a letter in each box. 186 There's one example.

**TIP** Tell students to look carefully at the pictures before they listen. Explain that this will help them to predict the words that they will hear and will make it easier for them to understand the dialogues when they listen.

#### Audio transcript

**A:** Hello, Mrs Green.

**B:** Hello, Kim. Oh, I had a lovely day today! I went to a picnic with all my family. Everybody talked about their holidays. It was very interesting. My parents went to Venezuela last month. They saw beautiful hummingbirds and parrots. They also walked under a waterfall!

**C:** Can you see the letter H? Now you listen and write a letter in each box.

**A:** Your parents sound great! And did you go on holiday?

**B:** Yes, we did. We went to Australia. The children loved it. My son especially loved the diving. He dived near a coral reef every day. He really likes diving and discovering new fish and plants.

**A:** Wow. That sounds great!

**B:** Yes, we all had a wonderful time. And my daughter went away again!

**A:** Oh, yes – Jessica! How old is she now?

**B:** She's 14 years old now. She went on a school trip to Scotland. They took a boat to a small island and camped there. They explored the island for three days.

**A:** How fun! The people in your family have very interesting holidays!

**B:** Yes! My uncle had a very interesting trip to Namibia, in Africa. He's an explorer and he trekked across the desert. He saw camels and a lot of desert animals.

**A:** An explorer! Wow! Have you got any brothers or sisters?

**B:** I've got a brother.

**A:** Did he go on holiday?

**B:** No, he didn't. But he's a very good climber. He often climbs mountains. He climbed a cliff last weekend and he watched lots of birds at the top. He saw an eagle!

**A:** How interesting!

**B:** I saw my cousin at the picnic, too. She went to Italy and climbed a volcano.

**A:** Really?

**B:** Yes, but she didn't like it. She said it wasn't as fun as swimming in the sea and eating pizza!

**A:** Ha! I like eating pizza, too!

#### ANSWERS

2 C 3 F 4 D 5 A 6 E

## Unit 5

### Lesson Objectives

Develop speaking and reading and writing language skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: indoor and outdoor chores

Review grammar: *there is / there are*; present perfect questions and short answers; present perfect affirmative and negative; past simple; present continuous; *going to*; *as ... as*

### Warm up

Play *Quiz* from the Ideas bank on page 151. Divide students into two teams and ask each team to write five present perfect questions about Unit 5 for the other team to answer.

## Class Book page 106

### 1 Listen. 187 Choose picture A or B.

#### Audio transcript

- 1 The woman is putting away the shopping in this picture.
- 2 The girl is happy in this picture.
- 3 The man is going to read a newspaper in this picture.
- 4 There aren't any plants near the window in this picture.

#### ANSWERS

1 A 2 B 3 B 4 B

### 2 Read and look at the pictures again. Say *True* or *False*.

#### ANSWERS

1 False 2 True 3 True 4 False 5 False

### 3 Work with your partner. Talk about the differences between picture A and picture B.

#### SUGGESTED ANSWERS

It's sunny in picture A, but it's cloudy in picture B.  
The boys are washing the car in picture A, but they've finished in picture B.  
The car in picture A isn't as big as the car in picture B.  
The girls are going to water the plants in picture A, but they're going to feed the birds in picture B.  
The man is cutting the grass in picture A, but he's sweeping the patio in picture B.  
The man is hot in picture A, but he's happy in picture B.  
The woman has got some sandwiches in picture A, but she's got some biscuits in picture B.  
The small boy is riding a bike in picture A, but he's going to fly a kite in picture B.  
There are some rabbits in picture A, but there aren't any rabbits in picture B.  
There aren't any birds in picture A, but there are some birds in picture B.

## Activity Book page 104

### 1 Label the pictures.

#### KEY COMPETENCES Learn to learn

Labelling pictures helps to reinforce vocabulary. You could tell students to record vocabulary at home and draw a picture next to each word to help them remember the meaning.

#### ANSWERS

2 tired 3 rabbit 4 Saturday 5 apple juice  
6 hungry 7 mountain biking 8 surprised

### 2 Look at the words in activity 1. Are they nouns or adjectives? Write *N* (noun) or *A* (adjective) next to the words.

#### ANSWERS

2 A 3 N 4 N 5 N 6 A 7 N 8 A

### 3 Read the story. Write the correct word next to numbers 1–6. There's one example.

- Ask students to read through the text first and write *N* for noun or *A* for adjective next to the gaps before they choose the words from the box.

#### ANSWERS

2 mountain biking 3 surprised 4 dishwasher  
5 apple juice 6 hungry

### 4 Now choose the best name for the story. Tick ✓ one box.

#### ANSWER

Why I Got Up Early One Day

## Unit 6

### Lesson Objectives

Develop speaking and listening skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: family heirlooms, clothes adjectives, weather, likes and dislikes

Review grammar: direct and indirect pronouns; past simple; adjectives; comparatives and superlatives; question words; relative pronouns, *sound / feel / look (like)*, verb + *ing*

### Warm up

Play *Quick fire!* from the Ideas bank on page 151. Ask students to think of their favourite things. Tell them to answer you as quickly as possible when you address them. Move to random students around the class and say *Favourite food / clothes / sport / subject / animal / colour / possession*, etc.

## Class Book page 107

### 1 Say one thing to your partner about each of the topics.

**TIP** Tell students that the topics in activity 1 usually come up in speaking exams, so they need to get a lot of practice talking about them.

### 2 Look and read. Which topic from activity 1 are they talking about?

#### ANSWERS

1 birthdays 2 family and friends 3 work 4 school  
5 the weather 6 sports

### 3 Look at the questions about the topics in activity 1. Write one more question for each topic. Then ask and answer.

**EXAM TIP** Read out the Exam tip! before doing activity 3. Tell students to try to think of as many different kinds of questions as possible (e.g. using *Have you got / Do you like / What's your favourite / Do you prefer / What kind of ... do you like?*).

## Activity Book page 105

### 1 Listen. 188 Then answer the questions.

#### Audio transcript

**A:** That's a nice jewellery box. Did you get it in the antiques shop opposite the newsagent's?

**B:** No. I didn't go there.

**A:** Did you get it in the one next to the police station?

**B:** I went to that one but they didn't have anything that I liked.

**A:** So where did you buy the jewellery box?

**B:** There's a fantastic new antiques shop behind the supermarket. I bought it there.

#### ANSWERS

2 She bought it from an antiques shop.  
3 They talk about three kinds of shops.  
4 She thinks it's fantastic.

### 2 Listen again and tick ✓ the correct answer (A, B or C). 189

#### ANSWERS

1 B 2 A

**TIP** Remind students that they may hear all three pieces of information in the exam, so they need to listen carefully to make sure they choose the piece of information that correctly answers the question.

### 3 Listen and tick ✓ the box. 190 There's one example.

**TIP** Tell students to look at all the pictures before listening to the recording, and think about what each picture shows and what information each picture gives them. This will help them to listen for the correct answer.

## Audio transcript

- 1 **A:** Is that your coat there? The striped one?  
**B:** No. Mine is the one next to the spotted coat.  
**A:** The blue one, you mean?  
**B:** Yes. Can you pass it to me, please?
- 2 **A:** I've almost finished my football card collection.  
**B:** How many cards do you need to finish it?  
**A:** There are 26 cards in the whole collection and I've got 24.  
**B:** So you need two more.
- 3 **A:** Why don't you buy this photo album for your dad's birthday?  
**B:** How much is it? I've only got 8 euros.  
**A:** Well ... it says 10 euros on the ticket, but it says here that there's 25 per cent off everything in this section.  
**B:** Yes, you're right. Look! This other ticket says 7 euros 50.
- 4 **A:** Shall I put this trophy on the coffee table?  
**B:** No. Put it on the shelf, please.  
**A:** Which shelf shall I put it on – the top one, the middle one or the bottom one?  
**B:** The top and bottom shelves are full, so put it on the middle one, please.
- 5 **A:** I don't know what to wear to Sara's party.  
**B:** Why don't you wear your floral dress?  
**A:** It doesn't go with my shoes. I want to wear my new shoes, you see.  
**B:** Well, what about wearing your striped skirt?  
**A:** Yes. Good idea! Should I wear a striped T-shirt, too?  
**B:** No. Wear your blue T-shirt with it.

#### ANSWERS

2 C 3 B 4 B 5 A

## Unit 7

### Lesson Objectives

Develop speaking and reading and writing language skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: activities for a day out, funfair attractions

Review grammar: *Wh-* questions with *did*; *Have you ever ...?* + past simple; past simple; making and replying to suggestions

### Warm up

Play *Think fast!* from the Ideas bank on page 151 to review activities for a day out and funfair attractions.

## Class Book page 108

### 1 Listen. 191 Circle the picture they don't talk about.

**TIP** Elicit what is happening in each picture before students listen to the recording to check they know all the vocabulary. Tell students to make sure they circle the picture that they DON'T hear the people talk about.

### Audio transcript

- A:** Do you ever go on a day out with your family?  
**B:** Yes, I do.  
**A:** Where do you go?  
**B:** We sometimes go to a museum.  
**A:** That's interesting. Have you ever been to the Science Museum in London?  
**B:** Yes, I have.  
**A:** Did you like it?  
**B:** Yes, I did. It was fun.  
**A:** What other things do you do at weekends?  
**B:** I sometimes watch a basketball match.  
**A:** Fun! Who do you go with?  
**B:** I go with my uncle. He loves basketball.  
**A:** Does he play basketball?  
**B:** Not now! But he played when he was younger.  
**A:** What else do you do with your family?  
**B:** I sometimes go bowling with my sister and my cousins.  
**A:** That's fun. I love bowling.  
**B:** Yes, it's great – but it's expensive.  
**A:** Yes, it is. How often do you go?  
**B:** Not very often. About two or three times a year.  
**A:** Do you ever do anything outside?  
**B:** My mum loves sport. We sometimes go rafting.  
**A:** Where do you go rafting?  
**B:** On the river near here.  
**A:** I've never been rafting. Is it fun?  
**B:** Yes, it is. But it's wet and cold, too.  
**A:** Do you ever have a day out with your school?  
**B:** Yes, we go out once a term.  
**A:** Where did you go this term?  
**B:** We visited a TV studio. It was very interesting!  
**A:** Did you see any actors?  
**B:** Yes, we did. We saw some actors from my favourite programme.

### ANSWER

5

### 2 Read. Are the boy's answers good? How can they be better?

**TIP** In this activity, students have to analyse the boy's responses in the interview and offer ideas for improvement, so it's important not to give them your opinion until they have had a chance to discuss the question. This is helping them to develop their social and interpersonal skills, by making them aware and giving them the tools to conduct a conversation effectively.

### ANSWERS

Yes.

The boy could lengthen some of his answers to avoid the examiner having to keep prompting with questions, e.g. he could explain why he likes the bumper cars best.

### 3 Work with a partner to ask and answer the questions from activity 2. Use your own answers.

**TIP** You could divide the class into groups of three and nominate one of them as the listener, one as the examiner and one as the student. The student and examiner have a conversation, and the listener makes a note about the student's answers and ways they could improve, if necessary. They then swap roles and repeat the activity.

**EXAM TIP** Focus student's attention on the Exam tip! Read out the expression that students can use if they don't hear the question and encourage students to use this if they haven't understood the question, or haven't heard it well.

### Activity Book page 106

#### 1 Look at the picture in activity 3 and answer the questions.

#### ANSWER

2 They are in a town.

#### 2 Write answers to the questions for you. Then ask and answer with a partner.

- Encourage students to write more than just short answers. They should lengthen their answers to avoid their partner having to prompt with more questions.

#### 3 Read the conversation and choose the best answer. Write a letter for each answer.

#### ANSWERS

1 E 2 F 3 A 4 D 5 C

## Unit 8

### Lesson Objectives

Develop speaking and listening skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: food from around the world, countries, family heirlooms

Review grammar: questions words; present perfect; past simple; present continuous

### Warm up

Play *Guess what!* from the Ideas bank on page 150 to revise using question words. Tell students to think of a place, activity, food or object from Unit 8. The rest of the class asks questions to try to guess what it is by asking questions.

### Class Book page 109

#### 1 Match the parts of the sentences.

#### ANSWERS

1 D 2 A 3 C 4 E 5 B



**2 Student A: Look at the questions in activity 1. Ask your partner about an exhibition.**

**Student B: Look at the information in the table below. Answer your partner's questions.**

**ANSWERS**

- 2 Where does the exhibition take place? It takes place at the Green Street Art Gallery.
- 3 When does the exhibition start? It starts on 13th March.
- 4 How much does it cost to get in? It costs 4 euros to get in.
- 5 What can you see at the exhibition? You can see maps, books, pictures and coins.

**3 Student B: Look at the questions in activity 1. Ask your partner about an exhibition.**

**Student A: Look at the information in the table below. Answer your partner's questions.**

**ANSWERS**

- 1 What's the name of the exhibition? It's called the Ancient Greece Exhibition.
- 2 Where does the exhibition take place? It takes place at The Central Exhibition Rooms.
- 3 When does the exhibition start? It starts in January.
- 4 How much does it cost to get in? It costs 6 euros to get in or 2 euros for students.
- 5 What can you see at the exhibition? You can see furniture, everyday objects and how people lived in Ancient Greece.

**Activity Book** page 107

**1 Listen and tick ✓. 192**

**Audio transcript**

- 1 **A:** Hello, Mrs Mills. Have you been to the supermarket?  
**B:** Yes, I have.  
**A:** Did you get any cheese?  
**B:** Yes, I did. And I got some milk and some bread.  
**A:** Did you get anything else?  
**B:** Yes. I got two apples.
- 2 **A:** Hi, John. Have you been to the supermarket?  
**B:** Yes, I have.  
**A:** Did you get any cheese?  
**B:** Yes, I did. And I got some eggs and some bread.  
**A:** Did you get anything else?  
**B:** Yes. I got three apples.
- 3 **A:** Hi, Anne. Have you been to the supermarket?  
**B:** Yes, I have.  
**A:** Did you get any cheese?  
**B:** No, I didn't. But I got some milk and eggs.  
**A:** Did you get anything else?  
**B:** Yes, I got three apples.

**ANSWER**

B

**2 Listen and match the people and the places.**

**193 There are two extra countries.**

**Audio transcript**

- A:** What are these photos?  
**B:** They're photos of my friends on holiday this summer.  
**A:** Oh, great! Who's that?

**B:** That's Dan. It's a photo of him in Ireland. He spent the summer with a family in Dublin, in Ireland.

**A:** This one looks as if it's in China.

**B:** Yes, it's Mark. He went to visit the Great Wall of China. He sent me lots of photos.

**A:** And where's this?

**B:** This is Spain. It's Susan on the beach. She wanted to go to the north but, in the end, she went to the south because the holidays are cheaper there – and the weather is better.

**ANSWERS**

2 D 3 E

**3 Listen and tick ✓ the box. 194**

**Audio transcript**

- 1 **A:** What would you like for dinner, Peter?  
**B:** Can we have pizza? It's my favourite.  
**A:** No, we're having pizza tomorrow.  
**B:** How about making spaghetti with tomato sauce?  
**A:** Yes. That's a good idea.
- 2 **A:** What would you like from the menu, Sophie?  
**B:** I'd like the burger, please.  
**C:** I'm sorry but we don't have any burgers today.  
**B:** Oh, dear. I really wanted one.  
**C:** Today's special is a chicken curry with rice. It's very nice.  
**B:** Is it very spicy?  
**C:** No, there aren't too many spices in it.  
**B:** OK. I'll have that, thank you.
- 3 **A:** What do you need for your cooking class tomorrow, Jim?  
**B:** Let me see ... I need two aubergines, garlic, and black pepper.  
**A:** That doesn't sound like much. What are you having it with?  
**B:** Oh, we need pasta as well.  
**A:** We've got spaghetti. Is that OK?  
**B:** Yes, that's fine.
- 4 **A:** What flavour ice cream would you like, Amelia?  
**B:** Well, I like coconut ... but my favourite is papaya. Can I have that?  
**C:** I'm sorry, but we haven't got any papaya ice cream. We've got mango ice cream. It's very nice.  
**B:** I'll try that, then. Yum! I love ice cream!

**ANSWERS**

2 C 3 C 4 C

## Extra 1

### Lesson Objectives

Develop speaking and listening skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: outdoor activities, indoor and outdoor chores, food

Review grammar: *can* for ability; present continuous

### Warm up

Play *Categories* from the Ideas bank on page 150. Draw columns on the board for outdoor activities, indoor chores, outdoor chores, and food. Ask students to copy the words onto a piece of paper. Divide students into two teams. Each team has to write words for each category. The team to have the most words after two minutes can come to the board to write the words. Award points for correctly spelled words.

## Class Book page 110

### 1 Listen and say the numbers. 195

**TIP** Tell students to look at the pictures before they listen and say what is happening in each picture. Explain that predicting what they are going to hear will make it easier to understand and identify the correct picture as they listen.

### Audio transcript

Oliver is helping his mum to tidy up after dinner. He is picking up the glasses and loading the dishwasher. Mum is putting the glasses in the dishwasher. Her ring is falling into the dishwasher. Oliver is taking out the rubbish. Mum is pointing to her hand. She isn't wearing her ring. Oliver and Mum are looking for the ring. Oliver is looking in the cupboards and Mum is looking on the floor. Oliver is taking a glass out of the dishwasher. Mum's ring is in it.

#### ANSWERS

1, 5, 4, 3, 2

### 2 Match the sentences to the pictures in activity 1.

#### ANSWERS

A 4 B 1 C 2 D 5 E 3

### 3 Read the first part of the story. Use the pictures to continue the story. Work with a partner.

#### SUGGESTED ANSWERS

They're rafting on the river. Dad is fishing. There's a waterfall.

They're rafting on the waterfall. Two fish are jumping into the boat.

Frank and Sophie have got some fish.

They're having a barbecue. Dad is cooking the fish.

## Activity Book page 108

### 1 Look at the picture in activity 3. Tick ✓ the things you can see.

#### ANSWER

plates, rubbish, eggs, a vase, a vacuum cleaner, shopping, a table, glasses

### 2 Look at the picture in activity 3 again. Read the sentences and write *True* or *False*.

#### ANSWERS

2 True 3 False 4 True 5 False 6 False

### 3 Listen, colour and write. 196 There's one example.

#### Audio transcript

**A:** Look at the picture of me and my brothers and sisters. We are helping at home.

**B:** Yes. You're all working hard! Do you want to colour the picture?

**A:** Yes, please. What shall I colour first?

**B:** Can you colour the kitchen door blue?

**A:** OK. I'm colouring the kitchen door blue.

**C:** Can you see the blue kitchen door? This is an example. Now you colour and write.

**1 A:** Who's that boy unloading the dishwasher?

**B:** That's Frank.

**A:** Can you colour the biggest plate which he is holding red?

**B:** I'm colouring the biggest plate red.

**2 A:** That girl is putting away the shopping.

**B:** Yes. That's Sophia. Can I colour the eggs?

**A:** Yes. Colour the box of eggs green.

**B:** OK. I'm colouring the box of eggs green.

**3 A:** Who's the girl taking out the rubbish?

**B:** That's Helen.

**A:** Can you colour the rubbish bag yellow?

**B:** OK. I'm colouring the rubbish yellow.

**4 B:** Look! Matt is feeding his pet.

**A:** Yes, what is it called?

**B:** Its name is Spot.

**A:** Can you write SPOT (S-P-O-T) on the dog's bowl?

**B:** Yes. I'm doing that now.

**5 A:** Now, would you like to colour something else?

**B:** Yes, please. What shall I colour?

**A:** Can you see the girl vacuuming the floor in the dining room?

**B:** Yes, that's Emma. She's wearing a floral dress.

**A:** That's right. Colour the flowers on her dress purple.

**B:** OK, I'm colouring the flowers.

**A:** Your picture looks good now.

**B:** Yes, it does!

#### ANSWERS

The biggest plate is red. The box of eggs is green.

The rubbish bag is yellow. The dog's bowl has 'Spot' on it. The flowers on the girl's dress are purple.

## Extra 2

### Lesson Objectives

Develop speaking and reading and writing language skills, and exam techniques, to prepare students for the Cambridge English: Flyers exam.

Familiarize students with the style of questions for this exam.

### Language

Review vocabulary: outdoor summer activities, activities for a day out, funfair attractions, places in a town

Review grammar: present continuous; *going to*

### Warm up

Play *Bingo!* from the Ideas bank on page 150 to revise the vocabulary for activities for a day out and funfair attractions, using those flashcard sets.

## Class Book page 111

### 1 Match the questions and answers about a great day out.



#### ANSWERS

1 D 2 B 3 A 4 E 5 C

### 2 Student A: Look at the questions in activity 1.

Ask your partner about a great day out.

Student B: Look at the information below.

Answer your partner's questions.

#### ANSWERS

- 1 Where are they going? They're going to a TV studio.
- 2 Where are they meeting? They're meeting at the roundabout by the factory.
- 3 What time are they meeting? They're meeting at 3.30 pm.
- 4 What are they going to do? They're going to explore an island.
- 5 What can they buy in the shop? They can buy a photo album.

### 3 Student B: Look at the questions in activity 1. Ask your partner about a great day out.

Student A: Look at the information below.

Answer your partner's questions.

#### ANSWERS

- 1 Where are they going? They're going to a lighthouse.
- 2 Where are they meeting? They're meeting at the traffic lights on Sea View Street.
- 3 What time are they meeting? They're meeting at 9.00 am (on Friday).
- 4 What are they going to do? They're going to climb to the top of the lighthouse.
- 5 What can they buy in the shop? They can buy a lamp that looks like the lighthouse.

## Activity Book page 109

### 1 Listen to the story and number the pictures. 197

**TIP** Tell students to look at the pictures carefully and make notes about what they see before they listen. This will help them while they listen.

### Audio transcript

- 1 **A:** Look, Robert! There's a roller coaster. Why don't we go on it?  
**B:** No, thanks. I don't like roller coasters.
- 2 **A:** OK, well I'm going to go on the roller coaster. I love roller coasters!  
**B:** I'll wait here and have something to eat.
- 3 **B:** Did you enjoy the roller coaster?  
**A:** Well ...  
**B:** Would you like some of my sweets? There are too many in this bag.  
**A:** No, thanks. I don't feel very well. I'm never going on a roller coaster again!

#### ANSWERS

1 A 2 B 3 C

### 2 Look at the pictures in activity 1, and read and write.

#### ANSWERS

- 1 the roller coaster 2 doesn't want  
3 Sarah is feeling excited. 4 Robert is eating sweets.  
5 Suggested answer: Sarah doesn't feel well.  
6 Suggested answer: Robert has got too many sweets.

### 3 Look at the three pictures. Write about the story. Write 20 or more words.

**TIP** Tell students to plan what they are going to write before they begin as this will help them organize their ideas. They can make short notes about the beginning, middle and end of the story.

#### SUGGESTED ANSWERS

Two people are diving near a coral reef. The girl is looking at a beautiful shell. The boy wants to touch the shell but there is an angry fish. They are surprised.

## Vocabulary games

### Simon says

Tell students that they should all obey you if you first say the words *Simon says*. They are out of the game if they follow an order that doesn't begin with *Simon says*, or if they fail to do what Simon says. Begin by saying, e.g. *Simon says, touch your nose*. Make sure everybody is miming the action. Continue giving orders. Mix it up and say, e.g. *Shake your head*, without the preface *Simon says*. Call out those students who mimed the action. Play until one student is left, who is the winner.

### Mime the word

Divide the class into two teams. Give the class a topic (e.g. indoor chores). Invite students from each team in turn to mime a word related to the topic for their team to guess. If their team can't guess the word, the other team can guess the answer. Award one point for each correct word. The team with the most points wins.

### Listen and draw

Describe an animal / a person / an object to the class and tell them to draw what you are describing. See how accurately the students draw what you are describing. In a stronger class, invite a student to describe something to the class.

### Chain story

Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *In the winter, I go skiing*. Invite a student to add an item to the sentence (or a sentence to the story), e.g. *In the winter, I go skiing and do crafts*. Repeat around the class. If a student can't remember the items list, they have to sit down. The last student standing is the winner.

### Draw and guess

Divide the class into two teams. Start drawing a known item on the board. Students from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

### Sharkman

Draw a set of six steps leading into the sea with a stick man at the top of the steps and a shark's fin in the sea. Think of a word to elicit. Write lines for each of the letters in the word. Students call out letters they think are in the word. If a letter is correct, write it in the correct place(s) in the word. If not, move the stick man down a step. Students must finish the word before he reaches the sea .... and the shark!

### Jumbled words

Write words on the board with the letters in the wrong order. Students shout out the correct words as quickly as they can.

### First letters

Tell students to think of a vocabulary item from the Class Book, and say what letter it starts with. Their partners, or the rest of the class, guess the object.

e.g. *The first letter is C.*

*Is it 'crossroads'? No, it isn't.*

*Is it 'car park'? Yes, it is!*

### Guess who / what!

Ask students to think of a famous person, animal or item and describe him / her / it to the class. The student who correctly guesses the person or item then takes a turn to describe a new person or item: e.g. *He's a star. He's English. He's in the 'Harry Potter' films. (He's Daniel Radcliffe!)*

### Categories

Write headings for three different vocabulary sets on the board. Ask students to say words for each heading, or come to the board and write words under the headings. You can play this as a game in two teams, inviting students from each team in turn to say or write a word for one of the headings.

### Minute race

Seat students in a circle. Set a timer for one minute. Call out a vocabulary set, e.g. food from around the world. Students take turns calling out words / phrases around the circle for food from around the world. They have to try and get all the way around the circle before the minute is up. Alternatively, in a large class, students can try to say as many words as they can in one minute. Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.

## Flashcard games

### Bingo!

Show a set of flashcards and ask students to say the words. Ask students to write six of the words in their notebooks or on a piece of paper. Call out the words or show the flashcards in a random order. When a student hears or sees a word on their list, they cross it out. The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words.

### Slow reveal

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask students. *What is it?* Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What is it?* and to allow the class to offer their ideas.

### Find the cards

Stick a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

### Number words

Stick a set of flashcards on the board. Write a number under each one. Say the word for one of a flashcard and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

### Noughts and crosses

Play a game of noughts and crosses using a set of flashcards. Divide the class into two teams. Assign noughts to one team and crosses to the other team. Draw a 3x3 grid on the board and stick a flashcard in each square. Students from each

team in turn say the word for one of the flashcards and draw a nought or cross in the cell. The first team to get three in a row wins. You could also ask students to spell the words.

### Pass the flashcards

Arrange students in a circle. Hand out flashcards. Play a song from the course. Students pass the flashcards around the circle. Stop the music at random points. Students hold up the flashcards they have and say the correct words. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard holds it up.

### Stop the cards

Show a set of flashcards one after the other, fairly fast, saying one word as you go. Students call 'stop' when the word and the picture match.

### What's missing?

Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. Students open their eyes and say which flashcards are missing.

### Memory game

Stick six or eight flashcards on the board. Point to the flashcards and ask students to say the words. Tell students to look at the flashcards for about 20 seconds. Then tell them to close their eyes. Remove the flashcards. Tell students to open their eyes. Ask students which flashcards were on the board. To play this game in two teams, ask students from each team in turn to say the word for one of the flashcards. Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

### Odd one out

Choose three flashcards from one vocabulary set, and one flashcard from a different vocabulary set. Stick them on the board. Students have to say which flashcard does not belong with the others. You can play this game in two teams, showing sets of flashcards to each team in turn. Award one point for each correct answer. The team with the most points wins.

### What's the question?

Divide the class into two teams. Ask one student from each team to come to the front. Say an answer to a question, e.g. *I went to the beach.*, and ask, *What's the question?* The fastest player to respond wins a point for their team. Repeat with different students from the two teams.

## Grammar games

### Sentence scramble

Divide the class into teams of four and write a scrambled sentence on the board for the teams to rearrange all the words into a correct sentence. The first team to write the correct sentence wins a point.

## Speaking games

### Quick fire!

Tell students you are going to give them a category and they must give you an associated word when you point at them. Point at random individuals and say a category. Students must respond with a relevant word as quickly as possible.

## Shouting dictation

Get students to stand in two lines, facing each other. The lines should be a good distance apart (at least 3 metres). The person they face is their shouting dictation partner. One line of students has a text and the line facing them has a pen and paper. Give students a time limit to dictate the passage to their partner. Their partner must spell everything correctly and accurately record the punctuation, etc. Students will need to shout to hear each other. If you like, you can also play a song from the course to make it more difficult for students to hear, so that they have to shout even louder.

### Think fast!

Ask students a generic question, such as *What family heirlooms do you know?* Students give as many answers as they can in 30 seconds.

### Two truths and a lie

Students write down three sentences on a topic relevant to themselves. Two sentences should be true and one should be false. Students read the sentences out to the class and the rest of the pupils ask questions to uncover the lie.

### Yes / No

Demonstrate the game with a volunteer. Ask them *yes / no* questions and tell them they must not answer with *yes* or *no*. Divide students in pairs to play independently. When a student loses, he or she is out and the winning partner is paired with another winning partner to create a tournament.

## Reading games

### Who said it / Who did it?

Say sentences from, or ask questions about actions in, a story. Or write them on the board. Students look at the story and call out the name of the character(s) responsible. To play this game in two teams, say sentences or ask questions to students from each team in turn. One point is given for each correct answer.

### What's next?

Say sentences from a story, or write them on the board. Ask students to look at the story in their Class Books and call out the sentence that comes next.

### True or false?

Divide the class into two teams. Say true or false sentences about a text to students from each team in turn. Students respond with *True* or *False*. Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

### Quiz

Divide the class into two teams. Ask questions about a story or text to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

### Who is it?

Describe a character from the story for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.



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# Letter to parents

Dear Parents,

This year, your child will be learning English using *Bright Ideas* Level 5. The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st century skills.

Your support and encouragement are important to your child's success. *Bright Ideas 5* recognizes this and provides different ways in which you can be actively involved in your child's learning, even if you don't speak English.

At the core of *Bright Ideas* is a fictional website and its online community of child characters. The characters are at the core of a modern, fun presentation of topics which students can relate to through their own studies and daily lives. Lively and motivating videos, real-life texts, interactive games, exciting stories, and entertaining songs make *Bright Ideas* a fascinating window onto the English-speaking world. The course will enrich your child's learning of English and other school subjects, and improve their understanding of a range of topics, world cultures and important values. *What you can do:* Encourage your child to sing you the songs they learn in class, ask them to tell you about the stories, blogs and online chats they have read, and invite them to tell you what topics they have learned about in *Bright Ideas 5*. Try to look at their work regularly and get them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

*Bright Ideas 5* has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. *What you can do:* Get involved by reading or listening to the unit texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of *Bright Ideas 5* presents aspects of life in other countries for students to read about and compare to their own lives. *What you can do:* Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of *Bright Ideas 5*, students have the opportunity to carry out a Community Task, which enables them to take the language they have learned in the unit and use it not only in the classroom, but in the wider community, too. *What you can do:* Ask your child to tell you about what they are doing in each unit's Community Task, and take part in activities so that you can witness how your child is progressing in English and contribute to their learning process.

In addition to the video, audio and printed material they will encounter in the *Bright Ideas* course, you can help to expose your child to the English language by finding English films to watch or English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Finally, encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.  
Welcome to our community of learners!

Yours sincerely,

---

Class Teacher

## Unit 1, Lesson 1

Hi, I'm Ellie. I'm twelve years old.

What can we do in different seasons? We can make apple pie in autumn!

Autumn is my favourite season. I live in the countryside and everything looks beautiful.

There's a forest near my house. In autumn, the leaves on the trees are red, orange or brown and there are leaves all over the ground.

The animals are preparing for winter.

My dad and I grow a lot of fruit and vegetables in our garden.

There are potatoes, carrots and apples – lots of apples!

Every autumn, I pick apples with my dad and we make an apple pie.

We put the apples in a bowl and find the other things we need for the pie.

We make the pastry with butter, eggs, flour and sugar.

Then we wash the apples and cut them up.

We roll out the pastry and put it in a big dish.

Then we put the pie in the oven. Forty-five minutes later, we can take it out.

We need to wait to eat the pie because it's hot!

When it's cool, we can eat it. I always have my apple pie with ice cream!

It's delicious!

I like autumn a lot.

I like seeing the different colours and the leaves on the ground.

But my favourite thing is apple pie!

## Unit 1, Lesson 10

**Mia:** Hello, I'm Mia. Welcome to my vlog!

School term started two weeks ago, but I can still remember my summer holidays – I had a GREAT time!

I went to an adventure camp in Wales. Wales is a country in the west of the United Kingdom.

I went with my older brother Tom. We did lots of different activities – I went horse riding and mountain biking. Tom learned to windsurf on a lake. I took lots of photos of him – look, this one is my favourite – he was pretty good by the end of the week.

There were lots of other children at the camp, and in the evenings we had a barbecue or watched a film at the outdoor cinema. I made lots of new friends.

It is 11 weeks until the next school holiday in December. I think I will stay at home and do some crafts – I'm good at doing crafts – I'll make Christmas decorations and home-made cards. I hope it snows and then we'll go sledging and make a snowman – I love snow!

**Teacher presenter:** Mia's video was very interesting. Here are some questions about it.

Where did Mia go on holiday?

She went to an adventure camp in Wales.

Who did she go with?

She went with her older brother, Tom.

What two activities did Mia do in the day?

She went horse riding and mountain biking.

What did Tom do?

He learned to windsurf on the lake.

What will Mia do in the snow?

She'll go sledging and make a snowman.

What did you do in the last summer holidays?

Really? That's very interesting!

## Unit 2, Lesson 1

My name is Finn and I'm twelve years old. I live in Cornwall, in the UK.

Near where I live, there's an amazing place called the Eden Project. I love it!

The Eden Project has got two huge biomes: the Mediterranean Biome and the Rainforest Biome. A biome is like an enormous indoor garden.

Here is the Mediterranean Biome, where you can discover all the different types of plants that grow in the Mediterranean, ...

... South Africa ...

... and California. There are more than a thousand plants in the biome, ...

... from colourful flowers ...

... to fruit trees.

In the 'Core building' in the Eden Project, you can see one of the biggest sculptures ever made. It's called the 'Seed sculpture'.

You can find out how they made it out of one enormous piece of rock.

There are lots of interactive exhibits at the Eden Project. They're fun! You can turn the handle of the giant Nutcracker – just to crack open one little nut!

In fact, there is so much to discover here that you can come back again and again!

You can find out how medicines come from plants.

You can look for local wildlife in the outdoor gardens.

And you can be amazed at the giant sculptures, like the Wee Man, which people made out of waste!

And when you need something to eat or drink, you can choose from different cafes! Yum!

## Unit 2, Lesson 10

**Ben:** Hello! I'm Ben. Welcome to my vlog.

This is my first vlog – I hope you like it!

Today I'm going to talk about my favourite thing in the world, EVER ...

Chocolate!

Now obviously chocolate is delicious as a solid bar ...

but did you know that you can heat, cool and melt chocolate?

If you heat chocolate in a bowl, it melts and turns into a liquid.

Now, look at this. Put a strawberry in the melted chocolate. Then if you put it in the fridge, the chocolate becomes solid again. And it is very, very delicious! If you fancy making chocolate strawberries, I suggest making lots! My family love them!

Be careful when you heat your chocolate – do it slowly and don't boil it. If it gets too hot it becomes a mess.

But ... do you know when you can have very hot chocolate? When it's a cup of hot chocolate! Boil some milk in a pan and add some cocoa powder, stir, and then drink!

I enjoy eating AND drinking chocolate! Do you? See you next time!

**Teacher presenter:** Ben's video was very interesting. Here are some questions about it.

What happens if you heat chocolate?

It melts and turns into a liquid.

What happens to the chocolate if you put it in the fridge? It becomes solid.

What does Ben suggest?

He suggests making lots of chocolate strawberries.

What does Ben say about heating chocolate?

Do it slowly and don't boil it.

What does Ben enjoy?

He enjoys eating and drinking chocolate!

Do you like chocolate? What's your favourite chocolate product?

Mmm, sounds delicious!

### Unit 3, Lesson 1

Hi! I'm Gerald and I've just got a new bike! It's my favourite way to get around.

There are lots of kinds of transport and most of them have wheels.

A lot of children ride bikes because they're young and they can't drive cars or ride motorbikes.

But now a lot of adults cycle, too.

In cities all over the world, there are cycle 'schemes' which allow people to take a bike from one part of a city to another.

Cycling is really popular because it's cheaper than driving and it's a lot better for the environment, too.

In the UK, around 5 million people cycle every week. And around 760,000 people cycle every day to get to work or school.

Cycling is a lot more popular now than in the past – but most people still drive.

In fact, in the UK almost 17 million people take a car or a van to work!

Cars are faster than bikes and they're a lot more comfortable when it's cold and it's raining outside!

But because there are lots of cars, there's a lot of traffic.

Bicycles and cars are very helpful but I think one of the most important inventions with wheels is the wheelchair.

This is my friend Toby. He can't walk but he has a wheelchair so he can get around.

Lots of people have got wheelchairs. They use them at home and they use them outside. They use them for sport, too!

There are lots of different ways to get around and most of them have wheels. My favourite way to get around is my bike!

### Unit 3, Lesson 10

**Mia:** Hello again!

I went into Greenbridge yesterday (that's the town where I live) to buy a present for my mum. She loves books by J.R.R. Tolkien – he's the author who wrote the Hobbit.

I took my younger cousin – Lizzy with me. She's 6 years old and she did a project at school about road safety last week. So she was really good – she crossed the road at the zebra crossing.

I made a map of my town so I can show you where we went. We walked along the High Street and turned right into Brown Street where the book shop is. We walked past the florists where my aunty works, over the bridge and down the hill towards the book shop.

We bought the book and then Lizzy said she was hungry so we went to the café on the corner and had fish and chips. Yum!

After that we were quite tired so we took the bus home – Lizzy was so excited because it was a double decker bus. It was a great day!

**Teacher presenter:** Mia's video was very interesting. Here are some questions about it.

Who is J. R. R. Tolkien?

He's the author who wrote The Hobbit.

What did Lizzy do at the zebra crossing?

She crossed the road at the zebra crossing .

What does Mia say about the florists?

It's the place where her aunty works.

Where did they walk after the florists?

They walked over the bridge and down the hill towards the book shop.

How did they get home?

They took a double decker bus home.

Is there a book shop in your town? What other shops or places to visit are there?

Oh! That's interesting!

### Unit 4, Lesson 1

My name's Junior. I'm eleven.

What's exciting about exploring? You can explore your own city!

I'm lucky because I live in Cape Town in South Africa.

It's a beautiful city and there's always something exciting to see or do.

So ... what are we going to do today? Let's explore!

To see fantastic views of Cape Town, you have to go to the top of Table Mountain, and it's more than 1,000 metres high! Visitors from all over the world come here.

But don't worry! You don't have to walk to the top because you can go on a cable car! Cable cars are great fun!



People don't live on Table Mountain, but baboons do! There are a lot of baboons here. Visitors have to be careful because baboons can be dangerous!

Cape Town is also famous for its beautiful beaches.

I love going to the beach. I go to the beach with my family and friends every weekend.

We often go surfing. Surfing isn't always easy. You need to practise a lot. You have to choose a strong wave!

We walk along the beach and we often feed the sea lions, too. It's a lot of fun! Sea lions are beautiful.

I sometimes go to the Victoria and Alfred waterfront, too – but I don't go with my friends. I go with my family. There are lots of shops and restaurants here.

There's a famous statue here, too. It's of Nelson Mandela. He was the President of South Africa and he's famous all over the world.

Cape Town is a fantastic city and a great place to explore! I think I'm very lucky to live here.

## Unit 4, Lesson 10

**Ben:** Hi again, welcome back to my vlog!

Look what I've got! A book about explorers!

Did you know that, in the 1860's, a woman called Florence Baker explored the River Nile and discovered its source? That was over one hundred and fifty years ago!

My uncle Alfie is an explorer. He's been all over the world and had lots of adventures. And he's been to the River Nile in Egypt – just like Florence Baker. He hasn't canoed on the Nile but he has taken a boat from Cairo to Aswan .

I think Egyptian history is really interesting. On November 4th 1922 an explorer called Howard Carter discovered the tomb of Tutankhamun in Luxor in Egypt.

My uncle Alfie hasn't explored a tomb but he has trekked across the Sinai desert in Egypt – and he's ridden a camel!

I want to go to Egypt and explore the Pyramids and maybe even dive near a coral reef - I'd like to swim with a shark!

I think sharks are amazing. They're not as clever as dolphins but they're faster than dolphins.

I hope my uncle Alfie will take me on his next adventure! We might see sharks AND dolphins.

**Teacher presenter:** Ben's video was very interesting. Here are some questions about it.

Which river has uncle Alfie been to?

He's been to the River Nile.

Which desert has Alfie trekked across?

He's trekked across the Sinai desert.

Which animal has Alfie ridden?

He's ridden a camel.

What does Ben want to do in Egypt?

He wants to explore the Pyramids and dive near a coral reef.

What does Ben say about sharks compared to dolphins?

Sharks aren't as clever as dolphins, but they're faster than dolphins.

Which explorers do you know about?

I see, that's very interesting!

## Unit 5, Lesson 1

My name is Abby. This is my dad and my little brother Marcus.

How can we help at home? We can cook a meal!

Dad likes cooking and, today, Marcus is helping him in the kitchen. They're making Sunday lunch.

Sunday lunch is the biggest meal of the week. Today, we're having chicken, potatoes, leeks, carrots and cauliflower.

My dad is cooking the chicken and Marcus is preparing the vegetables. First, he washes them and then he cuts them.

Marcus really likes potatoes, carrots and cauliflower – but he doesn't like leeks!

Here I am! I've brought some spinach from the garden.

Spinach is very good for you because it's full of vitamins.

When everything is ready, we wait for it to cook!

Every Sunday, Mum and I make a trifle.

Trifle is a traditional English dessert.

It's got cake, jelly, custard, cream and fruit.

You can use lots of different fruit in a trifle but, today, we're making it with strawberries – my favourite!

Sunday lunch is almost ready and there's the doorbell. It's Grandma!

Grandma usually comes for Sunday lunch and she often brings something with her. Today, she's got some leeks!

Everybody is here and now it's time to eat.

Dad serves the chicken. Marcus always has potatoes and vegetables, too.

But look! He isn't eating any leeks!

When we finish, it's time for dessert. We're eating our delicious trifle! Yum!

Making Sunday lunch is fun! And it's a great way to help at home!

## Unit 5, Lesson 10

**Mia:** Hello again, welcome back! I'm Mia.

I've had a very busy day. I've taken out the rubbish, washed up and I've tidied my room – can you tell?

But there is one thing I haven't done – I haven't watered my plant – in fact I haven't watered it for days. Oops! I'll do that next.

There's a reason why I did all my chores early in the morning. And it's because this afternoon .... something exciting happened ....

We brought home our new puppy. She's 9 weeks old. We've called her Lola!

My mum bought a new bed for her and I've made her a toy. Look, I made it myself – I like doing crafts.

I haven't fed her yet – she'll have her dinner at 5 o'clock - in an hour.

And I haven't taken her for a walk – she's too young to go for a walk. She can have her first walk when she is about 12 weeks old.

I can hear her - right, I'm going to go and play with her again – see you later.

**Teacher presenter:** Mia's video was very interesting. Here are some questions about it.

What 3 things has Mia done today?

She's taken out the rubbish, washed up and tidied her room.

Has she watered her plant?

No, she hasn't.

What has Mia made for her puppy?

She's made a toy.

Has she fed the puppy?

No she hasn't.  
Has she taken her for a walk?  
No, she hasn't.  
What chores have you done this week?  
Right! Good for you!

## Unit 6, Lesson 1

Hi, I'm Ida. It was my birthday yesterday.  
I got a lot of different presents. Some were big and expensive, but this bracelet was my favourite.  
It didn't cost a lot of money but I think it's special because it's handmade.  
This is my Auntie Emily. She made my bracelet.  
She makes all kinds of jewellery and she sells it at craft fairs, like this.  
Many people go to these kinds of fairs, where they can learn to make a lot of different things!  
This is Anna. She makes pottery.  
She creates bowls, plates and cups from clay and then she sells them all over the country.  
This is auntie Emily's friend Finn. He uses clay too, but he doesn't make plates or bowls, he makes sculptures.  
Today, he's making a rhinoceros. It isn't easy and it takes a long time to make, but in the end it looks amazing.  
Tony is somebody who makes sculptures too.  
But he doesn't make things out of clay, he makes things out of stone. Today he's making a big sculpture.  
Tony's also a teacher. He helps people make their own sculptures – everybody can do it. This boy's making a special star!  
You can find all kinds of weird and wonderful things at craft fairs. Some people paint pictures, some people make furniture and some people even make spoons!  
But the best thing is that they're all handmade.

## Unit 6, Lesson 10

**Mia:** Hello again, welcome back to my vlog.  
I've been doing crafts this week – look!  
Yesterday I decorated a jewellery box.  
I took an old box and then I carefully glued shells onto the outside. I collected lots of shells on the beach.  
Some of the shells feel smooth and some feel bumpy. They smell like the sea.  
Inside my jewellery box I keep some earrings and some rings.  
Tomorrow I'm going to make a cushion cover. Mum and I visited a shop which sells different materials. We chose lots of them.  
I like this one because it's bright and it's checked. But this one feels so soft. I can't decide. Maybe I should make two, then I could give one to my mum!  
My grandma gave me this cushion. She made it from lots of different materials. I love it because it smells nice, and I like the floral material.  
See you next time! Bye!  
**Teacher presenter:** Mia's video was very interesting. Here are some questions about it.  
What did Mia decorate yesterday?

She decorated a jewellery box.  
What do the shells smell like?  
They smell like the sea.  
What does she keep inside her jewellery box?  
She keeps some earrings and some rings.  
Why does she like the first piece of material?  
Because it's bright colours and it's checked.  
Who made the floral cushion for her?  
Her grandma made it.  
Have you ever made or decorated anything? What was it?  
Really? How nice!

## Unit 7, Lesson 1

Hi! My name's Amelia. I'm twelve years old. I live near the coast, in Dorset, in the UK.  
What's a great day out? A trip to the beach is a great day out! Especially a trip to the beach ... with a difference – doing beach cleaning!  
Last Sunday afternoon, my family and I went beach cleaning at Kimmeridge Bay, near where we live.  
Kimmeridge Bay is a fantastic place! The sea is very clean and has really good waves. Surfers and kayakers enjoy going there .  
It's also good for snorkelling. There's lots to see under water.  
Unfortunately, the beach has got a litter problem. In the UK, there's twice as much litter on beaches now compared to 20 years ago.  
And plastic on beaches – like tiny plastic beads and plastic bottles –has increased by 180 per cent!  
Litter is very dangerous for sea animals. It can injure or kill them. Experts think that a million seabirds die because of litter every year .  
Anyway ... when everybody arrived, the organizers explained what we had to do.  
We had a part of the beach to work in and plastic bags to put the litter in.  
We all worked very hard ...  
... but we talked and had fun, too.  
And some people liked standing in the sea when they got hot !  
We collected a lot of rubbish! In one afternoon, we found 800 plastic bottles. Later, the organizers took them to the recycling centre.  
We were all tired but we did a great job! Now, the beach is nice and clean again.  
Now that's what I call a great day out!

## Unit 7, Lesson 10

**Ben:** Hello again everybody!  
Have you ever been to a funfair? I've been to a few but last week I went to a really good one.  
There was a big big wheel, and a really scary roller coaster. But my favourite ride was the bumper cars – I'm good at driving!  
My mum said 'Let's go to the fun house and see the clowns' but I don't like clowns so I said NO!  
After the fair we wanted to go somewhere quiet so I said 'Why don't we visit the aquarium again?' and Mum agreed.

I've already told you, I love sharks ... and there are three different kinds of sharks at the aquarium. Have you ever seen a shark?

We've been to this aquarium many times before, I think we went five times last year!

I bought this T-shirt – it's all the names of different sharks put together in the shape of a shark – it's very clever!

Have you ever been to an aquarium? Why don't you go? You might see a shark!

**Teacher presenter:** Ben's video was very interesting. Here are some questions about it.

What is the first question Ben asks?

Have you ever been to a funfair?

When did Ben go to a really good funfair?

He went to a really good one last week.

What was his favourite ride at the funfair?

His favourite ride was the bumper cars.

What did they visit after the funfair?

They visited the aquarium.

What question does Ben ask?

Have you ever seen a shark?

Have you ever been to a funfair or seen a shark?

Wow, how wonderful!

## Unit 8, Lesson 1

Hi! My name is Amandeep and I'm from Leicester in the UK.

My mum's from India and my Dad's parents – my grandparents – are from India, too.

There are lots of people in Leicester who are Indian or British Indian.

Indian culture is an important part of life here, and there are lots of Indian shops and restaurants.

The city celebrates Indian festivals, too, and the biggest is Diwali.

This is Belgrave Road. Every autumn, Diwali is celebrated here.

Diwali is a Hindu festival. Hinduism is the most popular religion in India. It's one of the oldest religions in the world and around fifteen per cent of people in Leicester are Hindu.

Today, Leicester's Diwali festival is one of the biggest Diwali festivals outside India. But it isn't just a Hindu festival. It's a celebration of Indian culture.

Over 35,000 people come here every year. They come from all kinds of backgrounds and they want to experience Indian culture.

They eat Indian food and special Indian sweets, which are all very colourful.

Colour is very important and a lot of people make 'rangoli' – a type of Indian art.

They wear colourful clothes, too. Dressing up is a big part of Diwali.

In the evening, people come to Belgrave Road to listen to Indian music and enjoy Indian dancing.

At the end of the evening, the lights are turned on and everybody watches the fireworks. This is the most important part of the day. After all, 'Diwali' means 'the festival of lights'.

It's a huge party and it's a great way to experience Indian culture!

## Unit 8, Lesson 10

**Ben:** Hi again, welcome back to my vlog!

Well you already know what my favourite food in the world is, don't you – yes it's CHOCOLATE!

But, I also eat other things.

Last week I went to a Thai restaurant with my dad. He's been to Thailand twice – he went surfing and learned Tai Chi when he was there. And he loves the food so we often go to our local Thai restaurant. He took a photo of his food – look. Dad ordered a fish and coconut curry. I tried a spoonful of it but it was too hot for me, there were too many chillies and there wasn't enough coconut to cool it down!

I ordered a papaya and couscous salad. It didn't have too much garlic in it, it was delicious. And for dessert I had a mango ice cream.

Ooh, I've just had an idea – mango and chocolate ice cream, that would be fantastic, wouldn't it? I'm going to make some for dinner tonight!

Okay, wish me luck with my ice cream experiment. Bye!

**Teacher presenter:** Ben's video was very interesting. Here are some questions about it.

What did Ben's dad do in Thailand?

He went surfing and learned Tai Chi.

What did Ben say about the fish curry?

There were too many chillies and there wasn't enough coconut.

What did Ben order?

He ordered a papaya and couscous salad.

Did his salad have too much garlic in it?

No, it didn't. It was delicious.

What does Ben say about his idea for chocolate and mango ice cream?

It would be fantastic, wouldn't it?

What do you think, would mango and chocolate ice cream be fantastic? What would be your idea for a new ice cream?

Oh, that sounds delicious!

