OXFORD

BRIGHT IDEAS

Teacher's Pack 6

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Centre

BRIGHT IDEAS

Teacher's Guide 6

Syllabus	2
Components overview	6
Further resources	8
About *Bright Ideas*	10
Tour of a unit and other lessons	24
Starter Unit	48
Unit 1	51
Unit 2	60
Unit 3	69
The Big Project 1	78
Unit 4	81
Unit 5	90
Unit 6	99
The Big Project 2	108
Unit 7	111
Unit 8	120
The Big Project 3	130
Festivals	133
Exam Preparation and Practice	135
Ideas bank	145
Wordlist	148
Letter to parents	152
Video transcripts	153

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
S Starter **How do we remember our holidays?** Page 48	**Core:** Game verbs: *complete, give up, cheat, choose, lose, win*	**Comparative and superlative adverbs** *more quietly, the most quietly, better, the best*			
1 **How do we learn things?** Page 51	**Core:** Education: *certificate, test, essay, timetable, dictionary, textbook, course project, experiment, head teacher, exam* Online activities *go online, visit a website, download a document, click on an icon, search the internet, type in a password* **Other:** *First, Then, Next, Finally*	**Present continuous for future plans** *I'm (not) studying on Friday. What are you doing at five o'clock?* **Indefinite pronouns** *There is somebody in the room.* *There isn't anywhere to hide.* *Is there anything on the table?*	**PE:** learning the rules of a game **Culture:** day trips in the UK **Values:** protecting historic buildings and monuments	**Reading:** a school blog post **Writing:** (AB page 14) *The Big Write*: a blog post **Writing tip:** structure of a blog post **Listening:** identifying details about somebody's plans for the week **Speaking:** talking about school activities; describing people and places; talking about a trip	/k/ and /s/ sound /k/ *coat* /s/ *city* (AB page 6)
2 **What do we find entertaining?** Page 60	**Core:** Fun places: *skating rink, basketball courts, snack bar, photo booth, riding school, BMX track, bowling alley, adventure park, planetarium, indoor skydiving centre* TV programmes: *nature documentary, chat show, quiz show, talent show, reality TV show, drama series* **Other:** *frames, continuous, illusion, animation, storyboard, sequence*	**Present perfect with *How long … ?, for* and *since*** *I've been online for 20 minutes.* *How long have you lived there?* *I've lived here since I was seven.* **Present perfect with *just*** *I've just seen my favourite actor*	**Art:** stop-motion animation **Culture:** food in Italy **Values:** being honest when writing a review	**Reading:** A review **Writing:** (AB page 25) *The Big Write*: a review of a fun place **Writing tip:** giving information and opinions in reviews **Listening:** listening to someone talk about food in Italy **Speaking:** talking about what you did last weekend and what you would like to do for your birthday	Linked words (AB page 17)

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	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
3 **Why do we have hobbies?** Page 69	**Core:** Leisure activities and hobbies: *make collages, do street dancing, do aquarobics, go go-karting, grow bonsais, decorate cakes, make jewellery, study astronomy, go caving, do parkour* Things to collect: *key rings, fossils, football cards, fridge magnets, autographs, comics* **Other:** *warm-up, cool-down, muscles, oxygen, heart rate, joints, blood, stretch*	**Present perfect v past simple** *I've / He's / She's had a telescope for three weeks.* *I / He / She bought a go-kart last week.* **Present perfect with *yet* and *already*** *I have already caught the thief.* *They haven't found the comic yet.* *Have you caught the thief yet?*	**Science:** the effect of warm-up and cool-down exercises on the body **Culture:** after-school clubs in New Zealand **Values:** the importance of making everyone feel welcome	**Reading:** a blog about free-time activities **Writing:** (AB page 36) *The Big Write:* a notice Big write tip: making a notice clear and quick to read **Listening:** listening to someone talking about after-school clubs in New Zealand **Speaking:** talking about what hobbies you would and wouldn't like to try	Rising and falling intonation (AB page 28)
The Big Project 1 Page 78	Design a Visitor Website **Making conclusions** *In that case, I think we should …* **Describing positions** *in the background / at the top / on the left*				
4 **How does nature affect us?** Page 81	**Core:** natural disasters: *tsunami, heatwave, volcanic eruption, snowfall, earthquake, flood, lightning, hurricane, avalanche, thunderstorm* environments: *rainforest, coast, woodland, the Arctic, desert, river bank* **Other:** *copied, invented, inspired, designed, features*	**Past continuous + past simple** *I was sitting on the bus when it happened.* **Linking words** *and, but, because, when, before, after, or, so*	**Science:** ideas from nature **Culture:** animals in Ottawa **Values:** why and how we should protect endangered species	**Reading:** a project on natural disasters **Writing:** (AB page 49) *The Big Write:* an information text **Writing tip:** structure of an information text **Listening:** listening to someone talking about places to see animals in Ottawa **Speaking:** talking about experiences of natural disasters	Falling intonation when giving short answers (AB page 41)

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	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
5 **How are things made?** Page 90	**Core:** materials: *china, metal, cardboard, plastic, silk, leather, glass, cotton, concrete, rubber* containers: *water bottles, kitchen rolls, egg cartons, bottle tops, jam jars, yoghurt tubs* **Other:** *galleries, curator, displays, exhibition, exhibit*	**Questions and answers with *made of*** *What is this cup made of? It is made of china.* **The present passive** *The child is saved by Oli. Is rice grown in China?*	**Art:** making recycled art **Culture:** a story from Canada **Values:** telling the truth	**Reading:** a short story **Writing:** (AB page 76) *The Big Write:* a short story **Writing tip:** sections of a short story **Listening:** understanding a book review **Speaking:** describing what things are made of	Homophones (AB page 52)
6 **What can we predict about the future?** Page 99	**Core:** technology: *3D printer, batteries, drone, microchip, robot, smartwatch, smartphone, virtual reality headset, tablet, wearable technology* phrasal verbs; *come across, find out, watch out, look for, look up, turn up* **Other:** *non-renewable, renewable, solar, tidal, geothermal, nuclear, uranium, turbine*	***will /won't*** *I'll wear mobile phones like gloves. We won't have microchips in our clothes.* **modals verbs for speculation** *must, might, may, can't* *I must be in the Jurassic Period.* *I might (not) become famous.*	**Science:** non-renewable and renewable forms of energy **Culture:** a theatre performance **Values:** considering what's important for a happy future	**Reading:** a play script **Writing:** (AB page 71) *The Big Write:* a play script **Writing tip:** features of a play script **Listening:** understanding somebody's opinions about the future **Speaking:** talking about technology speculating about the present and future	How to say different years (AB page 63)
The Big Project 2 Page 108	A Time Capsule **Asking someone to explain or repeat** *Sorry, could you say that again?* **Use of 'to' to explain purpose** *We can put in an advert to show people what smart phones are like.* **Phrases to encourage and compliment** *I really like your idea for …*				

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	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
7 **What do you want to do when you grow up?** Page 111	**Core:** professions: *businesswoman, coastguard, detective, engineer, factory worker, journalist, mechanic, pilot, scientist, surgeon* space: *space, solar system, astronaut, spacesuit, rocket, planet* **Other:** *experiments, materials, conclusions, hypothesis, stem, peel, sink, float*	**subordinate clauses** *I (don't) think (that) I'm going to be an engineer.* *I hope / know (that) it isn't going to rain.* **first conditional** *If you pass all your exams, you'll be a pilot.* *If we don't catch the 5 pm bus, we won't arrive on time.*	**Science:** the scientific method **Culture:** a famous person from Pakistan **Values:** advantages and disadvantages of being famous	**Reading:** an article about a famous couple **Writing:** (AB page 84): an article **Writing tip:** structure of an article **Listening:** understanding a science experiment; identifying biographical information **Speaking:** talking about what job you'd like to do	Stress in three syllable words (AB page 76)
8 **What makes us succeed?** Page 120	**Core:** challenges vocabulary: *audition for a part, learn to scuba-dive, sing a solo, perform on stage, speak a foreign language, join a club, do a presentation, take an exam, enter a competition, try a new activity* adjectives: *dangerous, safe, crowded, deep, loud, quiet* **Other:** *Stone Age, underground, furniture, tools, bones, ancestors, artefacts*	**verb + *-ing* and verb + infinitive** *I suggest walking home.* *Charlie suggested entering the school triathlon.* *I offered to help you.*	**Citizenship:** archealogoly **Culture:** a special kind of school **Values:** how to include people and make them feel happy	**Reading:** a blog about taking on a new challenge an article about a Stone Age settlement **Writing:** (AB page 95) *The Big Write:* an information brochure **Writing tip:** style to use when writing an information brochure **Listening:** understanding someone talking about a different kind of school **Speaking:** talking about what you're good at; discussing how to improve a park	stress patterns in compound words (AB page 87)
The Big Project 3 Page 130	A Radio Advert **Agreeing and disagreeing** *I'm not so sure. Perhaps … would be better.* **Suggestions and offers** *Shall I try out some sound effects?*				
Festival 1 Page 133	Christmas **Vocbulary** *Christmas puddings, cinnamon, cloves, nutmeg, icing, mince pies*				
Festival 2 Page 134	Carnival **Vocabulary** *bunting, floats, marching bands, carnival queen,stalls, funfair*				
Exam Preparation and Practice Page 135	**Cambridge English Qualifications** **A2 Flyers** Listening Parts 1, 3–5 Speaking Parts 1–5 Reading and Writing Parts 1–3, 5, 7				

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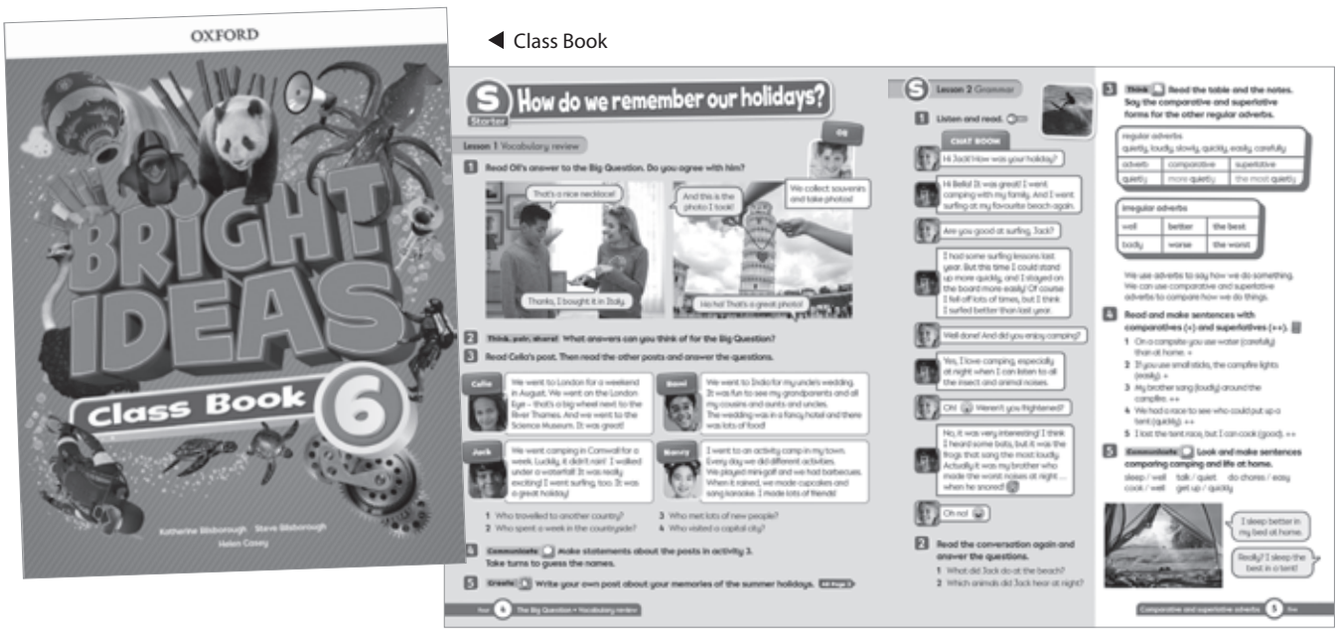
Components overview

For students



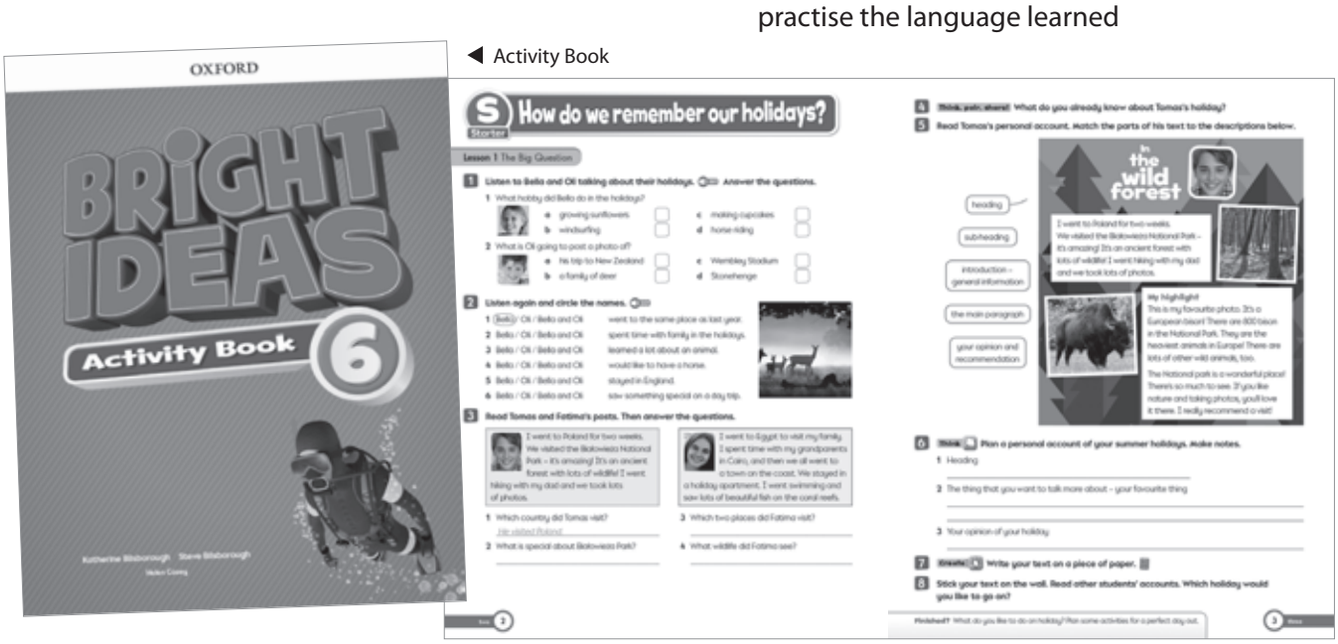
◀ Class Book

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
- 2 pages for use with each Big Project
- Follow-up practice for the Festival material
- 8 Grammar Reference pages
- A comprehensive Dictionary section with definitions for all core vocabulary
- A digital version of the Activity Book is also available.
- Online Practice: interactive activities to further practise the language learned



◀ Activity Book

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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

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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

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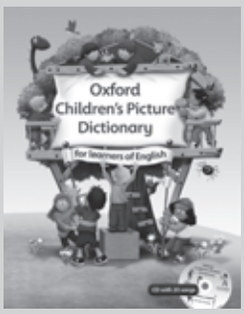
Supplementary Material

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

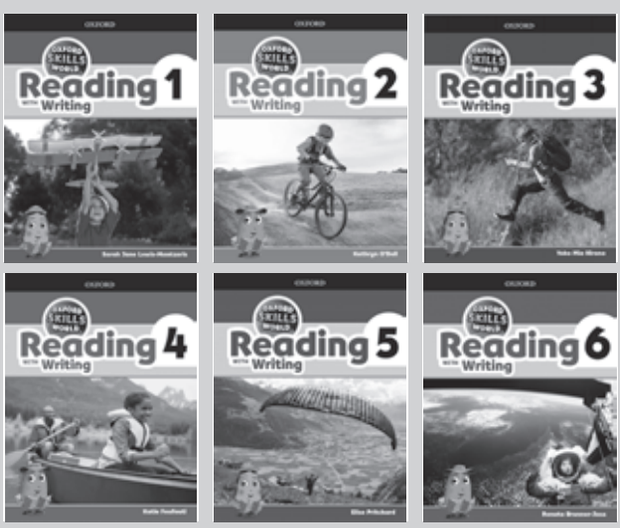
Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

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.

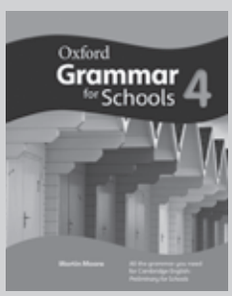


Oxford Grammar for Schools

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

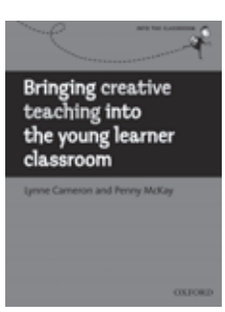
Oxford Professional Development

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.



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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.

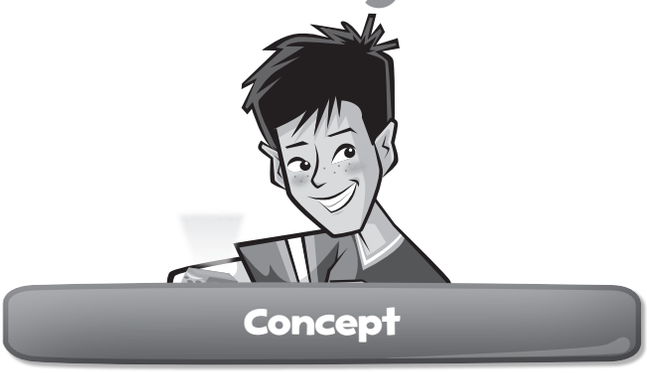
The syllabus of *Bright Ideas* has been specifically designed to encompass the language and skills requirements of the Cambridge English Qualifications and Trinity GESE examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

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*?



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 photo which accompanies and illustrates the star post answer for the unit. The star post 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 and revisited 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 a blogpost illustrated with pictures or photos (depicting the first vocabulary set of the unit). This same child also engages in an online chat related to their post (with another member of the community) in Lesson 3. The chat box dialogue forms the presentation of the first grammar structure of the unit.

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In Lesson 4, another main course character posts their answer to the Big Question, again supporting this answer with images (depicting the second vocabulary set of the unit). This child also invites another main course character to play the website online game *Power Up!*, in which all the continuity characters appear as game-playing avatars across the eight units.

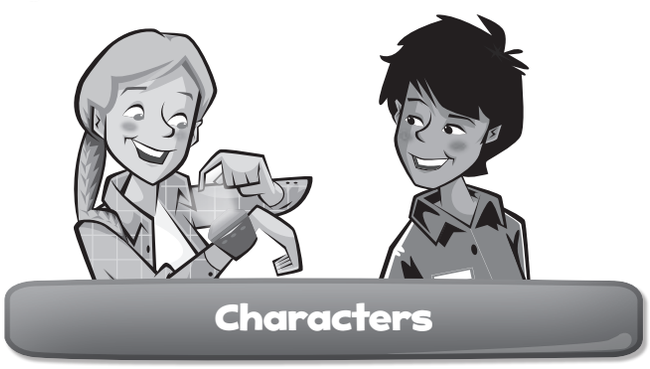
Lesson 5 focuses on presentation and practice of the second grammar structure of the unit, and does not include an answer to the Big Question.

In Lesson 6, a different 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 which have relevance to their country and culture.

In Lesson 10, the students recap all the example answers to the Big Question provided by the unit, and compare these with their ideas for answers from Lesson 1 on the Big Question poster. They have an opportunity to reflect on the answers and choose the one they feel best answers the question for them. They can also now add to their list or expand upon their earlier answers, using the content and language they have learned.

The message is clear: there are many ways to answer a Big Question!



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 Oli, Tomas, Celia, Nancy, Rami, Jack, Fatima and Bella. 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 Italy, New Zealand, Canada, the USA, and Asia.

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 plentiful 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*

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.

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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 plentiful 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. And 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 A2 Flyers Speaking exam are fully demonstrated and practised in the last section of the course 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 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. 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 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.

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 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.

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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 inquiring 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 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 about 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 facilitate 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 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.

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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 blog post, a review, a notice, a play script, a short story, an information text, an article and an information brochure.

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 6 also has provision for developing these skills. Digital texts such as blog posts and chat room dialogues 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 create effective communication, 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

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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.

Opportunities in *Bright Ideas* 6

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 which example answer post was their favourite and encouraged to answer the question for themselves. Teachers can assist the students to write their answer as a real post in English and upload it 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.
- Monitor students' activity on the computer during the lesson.

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 exams, so that students are considered prepared to sit the exam by the end of Primary 6.

In *Bright Ideas* Level 6, 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, the students are encouraged to brainstorm words related to the theme that they already know, in order to activate and share their background knowledge. In some units, once the core vocabulary has been presented, they then have the opportunity to compare their own words with the ones provided. This 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 6 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.

Bright Ideas 6 also offers scope for grammar extension in the Grammar Reference sections provided for each unit on pages 110–117 of the Activity Book. These pages also contain clear, concise grammar reference tables, giving students an easy way to review the structures they have learned.

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.

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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 via the Classroom Presentation Tool Class Book and Activity Book on-screen. Listening to songs, stories, 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 to consolidate new grammar in the Activity Book, and in the extensive and intensive listening practice 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 collaborative Big Projects. In addition, there are numerous contexts which children can easily relate to, and suggestions for teacher-led discussions provided in the teaching notes.

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, and also in the cross-curricular lessons, which contain a variety of text types about a range of topics, from science experiments to instructions for a team sport.

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.

In addition to the skills coverage described above, care has been taken to ensure that students preparing for the Cambridge English Qualifications 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, as well as the external exam materials provided on the Exam Power Pack DVD component, are provided for this purpose.

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 6 trains learners in various important aspects of English pronunciation, including word stress, intonation and sound-spelling relationships. The students listen to the pronunciation rule and then have opportunity to identify these aspects, distinguish between them and categorize them, before practising them for themselves.

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Stories

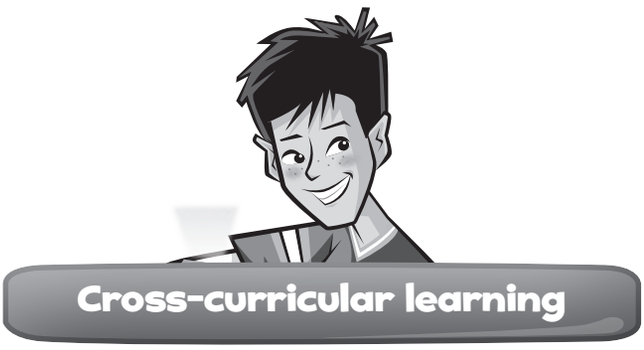
The unit stories in *Bright Ideas* add to the rich context of the course and are designed to appeal to today's children with their love of technology and digital games. Each story is set in a different world of an online game called *Power Up!*. The world relates to the topic of the unit each time. The stories incorporate popular features familiar to online gaming, such as collecting points, competing against the clock and unlocking items such as power ups.

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, flight power, super speed, night vision, camouflage, anti-gravity, and the ability to 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 student's first experience of the story is via the Class Book. Before they listen and read, they are asked a pre-reading question 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 question gives them a real reason to listen and read the story the first time.

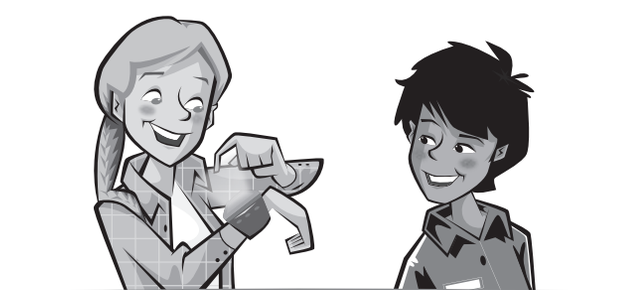
Afterwards, the students enjoy a full animation of the story on the Classroom Presentation Tool allowing them to immerse themselves in the English world of *Power Up!*. This time, they are required to listen for specific information in order to complete the follow-up activities in the Activity Book, 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, PE, history and geography. 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 an element of fun and a 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 explain the rules of a game.



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.

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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 lessons, which are intended to be used at the appropriate times of the year. In *Bright Ideas* Level 6 these centre on Christmas and Carnival. 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 examinations 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 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.

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 competence 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.

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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, co-operation is readily encouraged through activities which build teamwork and class unity. The *Big Projects*, in particular, provide opportunities for students to choose different roles which reflect their strengths and abilities, as well as their interests. 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 most Activity Book lesson pages. This is 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.

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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 6 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 (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.

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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 classes, you do not assume that they have all got the same personality. In the same way, you should not assume 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 like 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

You will need to sometimes 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 co-operatively 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.

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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. The students can benefit from the opportunity to listen to a native speaker and practise participating in an exchange with a different person, other than their peers and the classroom teacher. At the same time, the activities used in the video provide a model and suggestions for teachers preferring to have the option to lead their own review lesson.

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 exams are provided on the Exam Power Pack DVD.

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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.

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Tour of a unit

Lesson 1 The Big Question video and language review

Class Book

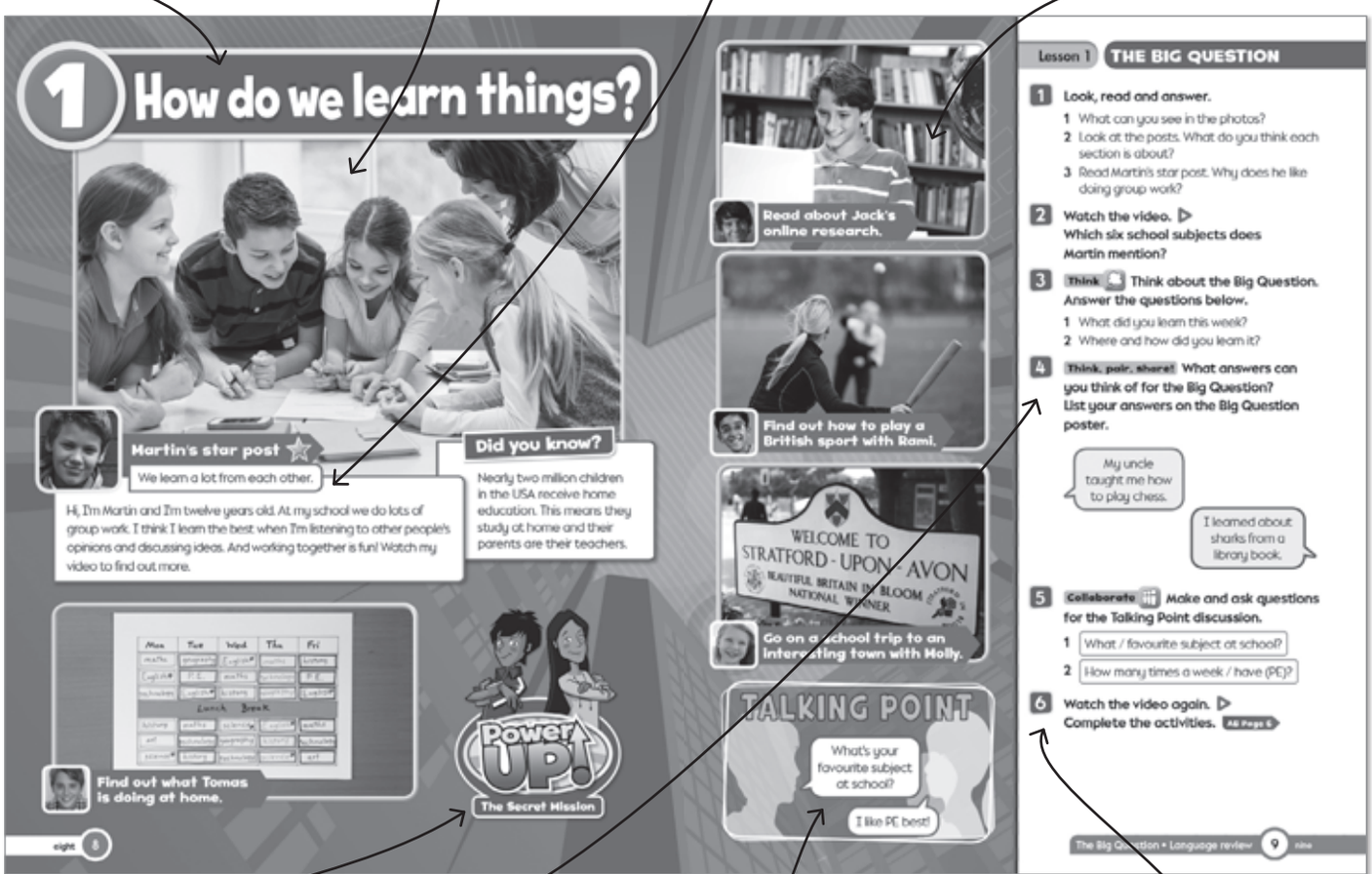
This lesson introduces the Big Question for the unit and provides the first example answer to the question in the form of the Star Post film on the Big Question video. The film also reviews language from previous units, while the images and captions on the opening pages of the Class Book preview the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

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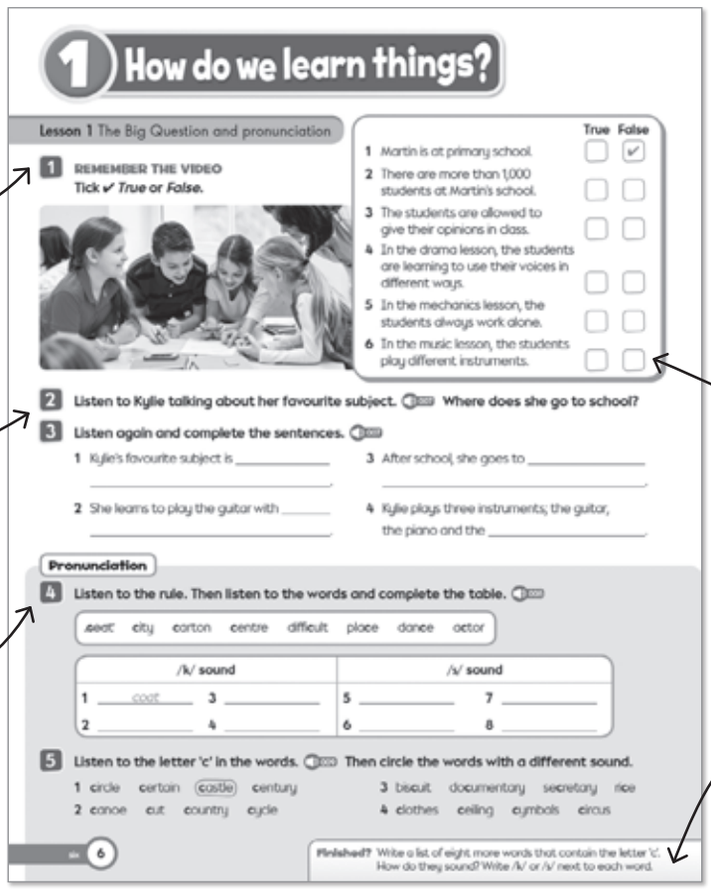
Activity Book

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

Students complete a real listening task based on the star post theme.

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



1 How do we learn things?

Lesson 1 The Big Question and pronunciation

1 REMEMBER THE VIDEO
Tick ✓ *True* or *False*.

	True	False
1 Martin is at primary school.		✓
2 There are more than 1,000 students at Martin's school.		
3 The students are allowed to give their opinions in class.		
4 In the drama lesson, the students are learning to use their voices in different ways.		
5 In the mechanics lesson, the students always work alone.		
6 In the music lesson, the students play different instruments.		

2 Listen to Kylie talking about her favourite subject. Where does she go to school?

3 Listen again and complete the sentences.

1 Kylie's favourite subject is _____.
2 She learns to play the guitar with _____.
3 After school, she goes to _____.
4 Kylie plays three instruments; the guitar, the piano and the _____.

Pronunciation

4 Listen to the rule. Then listen to the words and complete the table.

seat city carton centre difficult place dance actor

/k/ sound		/s/ sound	
1 coat	3	5	7
2	4	6	8

5 Listen to the letter 'c' in the words. Then circle the words with a different sound.

1 circle certain castle century
2 canoe cut country cycle
3 biscuit documentary secretary rice
4 clothes ceiling cymbals circus

6

Finished? Write a list of eight more words that contain the letter 'c'. How do they sound? Write /k/ or /s/ next to each word.

This practises review language.

You'll find an activity for fast finishers at the end of lessons 1–8.

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 questions in Activity 3 and discuss them 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 one of the questions using the prompts provided in Activity 5, and a possible answer. Students work together in pairs or small groups to ask the questions 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 Activities 2 and 3.
- Students listen to the pronunciation rule and the words. Ask students to practise saying the model language. Then tell them to complete Activity 4.
- Students listen to the recording, then complete Activity 5. 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 books on-screen, in this lesson and throughout.

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Tour of a unit

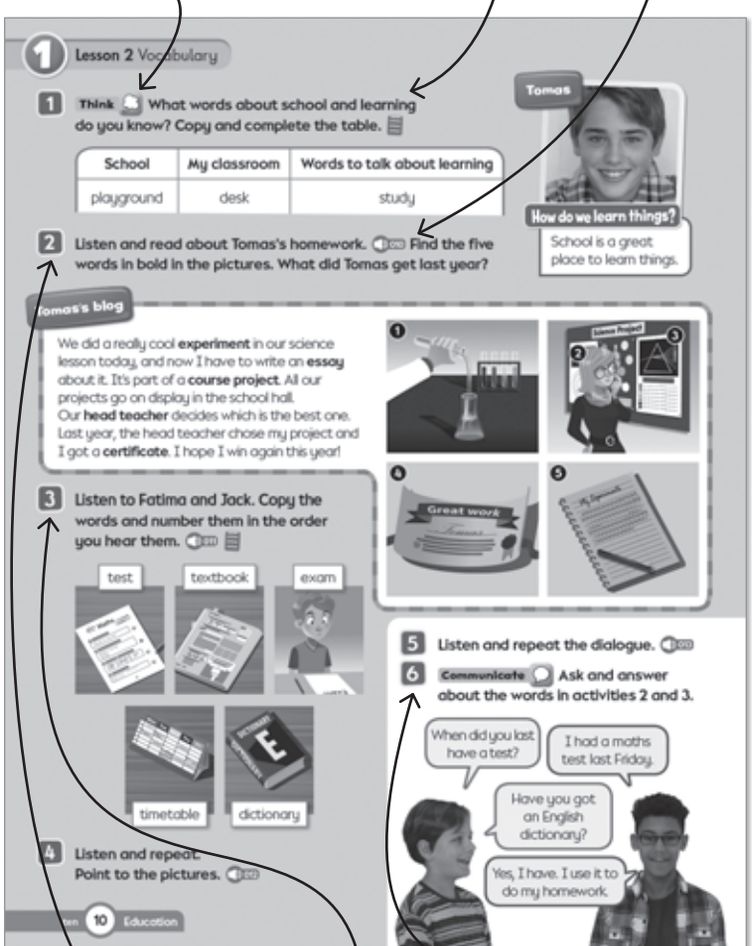
Lesson 2 Vocabulary — Class Book

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.

◀ Flashcards

Classroom Presentation Tool ▼

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

The rest of the first set of vocabulary items is presented in a listening activity.

Students practise lesson vocabulary with a review grammar structure.

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

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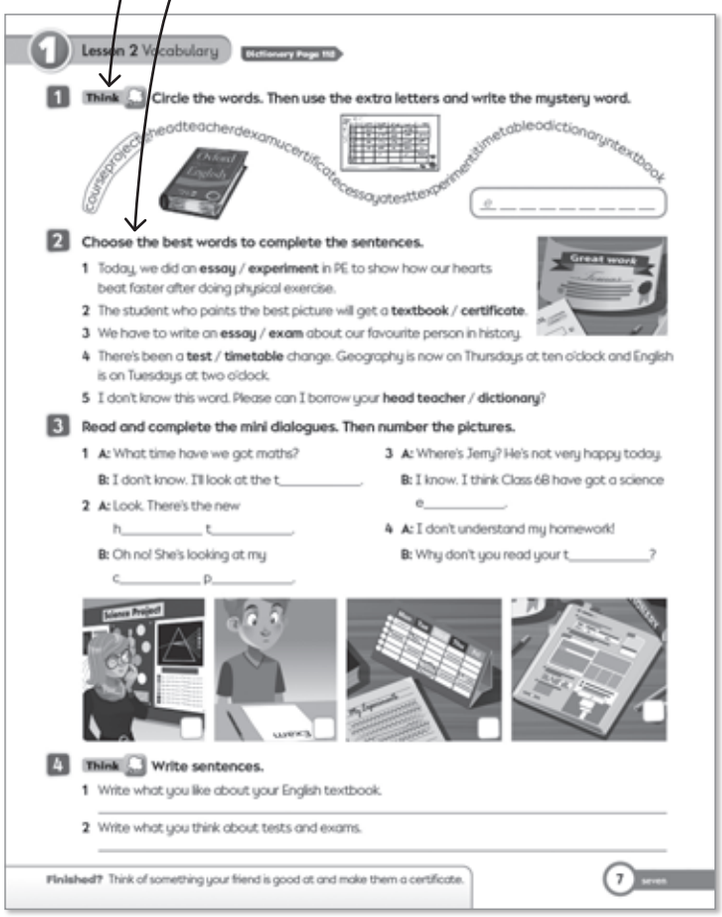
Activity Book

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


Lesson 2 Vocabulary

1 Think Circle the words. Then use the extra letters and write the mystery word.

courseprojectheadteacherdexamucertificatecessayatestexperimentstimetableodictionarytextbook

2 Choose the best words to complete the sentences.

1 Today, we did an **essay** / **experiment** in PE to show how our hearts beat faster after doing physical exercise.
2 The student who paints the best picture will get a **textbook** / **certificate**.
3 We have to write an **essay** / **exam** about our favourite person in history.
4 There's been a **test** / **timetable** change. Geography is now on Thursdays at ten o'clock and English is on Tuesdays at two o'clock.
5 I don't know this word. Please can I borrow your **head teacher** / **dictionary**?

3 Read and complete the mini dialogues. Then number the pictures.

1 A: What time have we got maths?
B: I don't know. I'll look at the t_____.
2 A: Look. There's the new h_____ t_____.
B: Oh no! She's looking at my c_____ p_____.
3 A: Where's Jerry? He's not very happy today.
B: I know. I think Class 6B have got a science e_____.
4 A: I don't understand my homework!
B: Why don't you read your t_____?

4 Think Write sentences.

1 Write what you like about your English textbook.
2 Write what you think about tests and exams.

Finished? Think of something your friend is good at and make them a certificate.

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

Dictionary

The dictionary includes all the core vocabulary from *Bright Ideas* Level 6.

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. They identify the bold words in the text and match them to the pictures. They then answer the question in the rubric.
- As a class, students listen to the recording which introduces the rest of the first set of vocabulary for the unit and they answer the questions in activity 3.
- Students listen to the words and point to the pictures in activity 4.
- 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.

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Tour of a unit

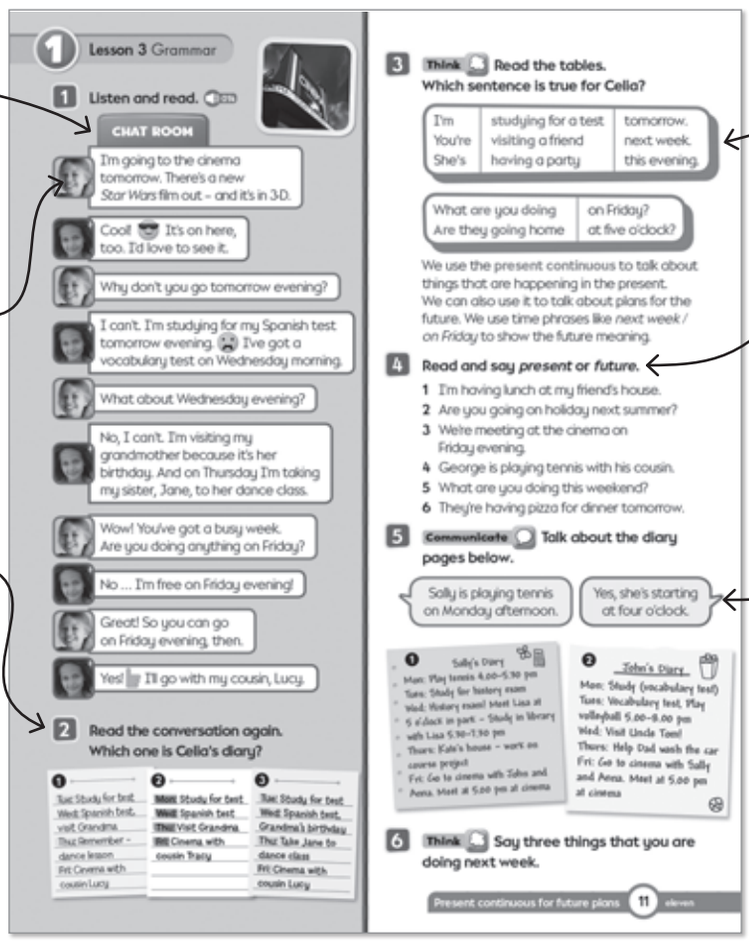
Lesson 3 Grammar **Class Book**

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.


1 Lesson 3 Grammar

1 Listen and read.

CHAT ROOM

I'm going to the cinema tomorrow. There's a new *Star Wars* film out – and it's in 3-D.

Cool! It's on here, too. I'd love to see it.

Why don't you go tomorrow evening?

I can't. I'm studying for my Spanish test tomorrow evening. I've got a vocabulary test on Wednesday morning.

What about Wednesday evening?

No, I can't. I'm visiting my grandmother because it's her birthday. And on Thursday I'm taking my sister, Jane, to her dance class.

Wow! You've got a busy week. Are you doing anything on Friday?

No ... I'm free on Friday evening!

Great! So you can go on Friday evening, then.

Yes! I'll go with my cousin, Lucy.

2 Read the conversation again. Which one is Celia's diary?

3 Think Read the tables. Which sentence is true for Celia?

I'm You're She's	studying for a test visiting a friend having a party	tomorrow. next week. this evening.

What are you doing Are they going home	on Friday? at five o'clock?

We use the present continuous to talk about things that are happening in the present. We can also use it to talk about plans for the future. We use time phrases like *next week / on Friday* to show the future meaning.

4 Read and say *present* or *future*.

1 I'm having lunch at my friend's house.
2 Are you going on holiday next summer?
3 We're meeting at the cinema on Friday evening.
4 George is playing tennis with his cousin.
5 What are you doing this weekend?
6 They're having pizza for dinner tomorrow.

5 Communicate Talk about the diary pages below.

Sally is playing tennis on Monday afternoon.

Yes, she's starting at four o'clock.

6 Think Say three things that you are doing next week.

Present continuous for future plans 11 eleven

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

Controlled speaking practice is then provided.

Communicative practice is also provided.

Classroom Presentation Tool

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 answer the questions in Activity 2.
- Focus students on the grammar tables in Activity 3. Explain that the grammar structure was exemplified in the chat room dialogue. Students read the rubric and the table. They answer the gist question in the rubric and then read the grammar description.
- Students complete the controlled speaking practice in Activity 4, in pairs or as a class.
- Demonstrate the speaking activity in Activity 5 with a student. Then organize students into pairs or small groups to complete the task.

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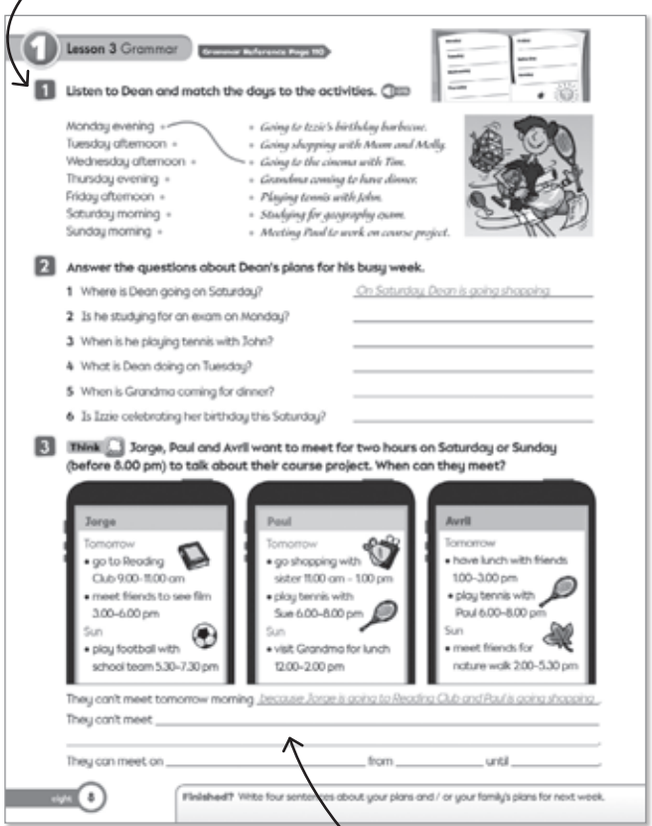
Activity Book

Students obtain integrated skills practice of the new grammar.


1 Lesson 3 Grammar

1 Listen to Dean and match the days to the activities.

Monday evening •
Tuesday afternoon •
Wednesday afternoon •
Thursday evening •
Friday afternoon •
Saturday morning •
Sunday morning •

• Going to Izzie's birthday barbecue.
• Going shopping with Mum and Molly.
• Going to the cinema with Tim.
• Grandma coming to have dinner.
• Playing tennis with John.
• Studying for geography exam.
• Meeting Paul to work on course project.

2 Answer the questions about Dean's plans for his busy week.

1 Where is Dean going on Saturday? On Saturday, Dean is going shopping.
2 Is he studying for an exam on Monday?
3 When is he playing tennis with John?
4 What is Dean doing on Tuesday?
5 When is Grandma coming for dinner?
6 Is Izzie celebrating her birthday this Saturday?

3 Think Jorge, Paul and Avril want to meet for two hours on Saturday or Sunday (before 8.00 pm) to talk about their course project. When can they meet?

Jorge: Tomorrow • go to Reading Club 9.00–11.00 am • meet friends to see film 3.00–6.00 pm. Sun • play football with school team 5.30–7.30 pm
Paul: Tomorrow • go shopping with sister 11.00 am – 1.00 pm • play tennis with Sue 6.00–8.00 pm. Sun • visit Grandma for lunch 12.00–2.00 pm
Avril: Tomorrow • have lunch with friends 1.00–3.00 pm • play tennis with Paul 6.00–8.00 pm. Sun • meet friends for nature walk 2.00–5.30 pm

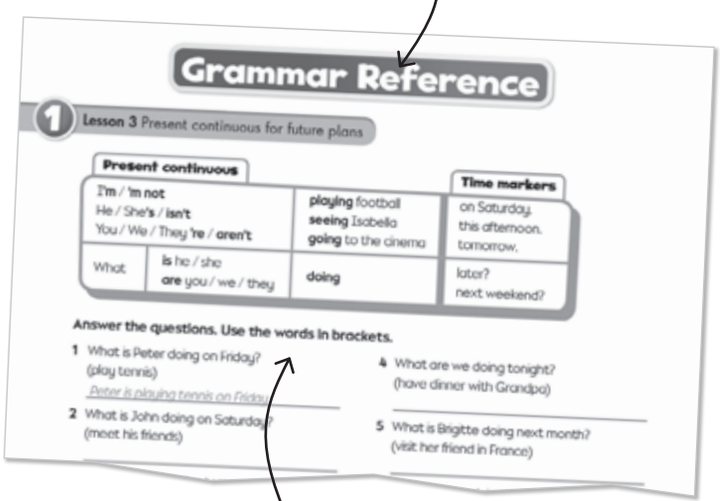
They can't meet tomorrow morning because Jorge is going to Reading Club and Paul is going shopping.
They can't meet
They can meet on from until

eight 8

Finished? Write four sentences about your plans and / or your family's plans for next week.

Students practise the grammar in a real-world task.

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


Grammar Reference

1 Lesson 3 Present continuous for future plans

Present continuous			Time markers
I'm / 'm not He / She's / isn't You / We / They're / aren't		playing football seeing Isabella going to the cinema	on Saturday. this afternoon. tomorrow.
What	is he / she are you / we / they	doing	later? next weekend?

Answer the questions. Use the words in brackets.

1 What is Peter doing on Friday? (play tennis)
Peter is playing tennis on Friday.
2 What is John doing on Saturday? (meet his friends)
4 What are we doing tonight? (have dinner with Grandpa)
5 What is Brigitte doing next month? (visit her friend in France)

Students activate the grammar in the Grammar Reference table through a practice 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 and extend 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 complete the activities to practise the grammar presented in the Class Book.
- Remind students that they can find the Grammar Reference at the back of the Activity Book and explain that they can use the grammar tables 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.

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Tour of a unit

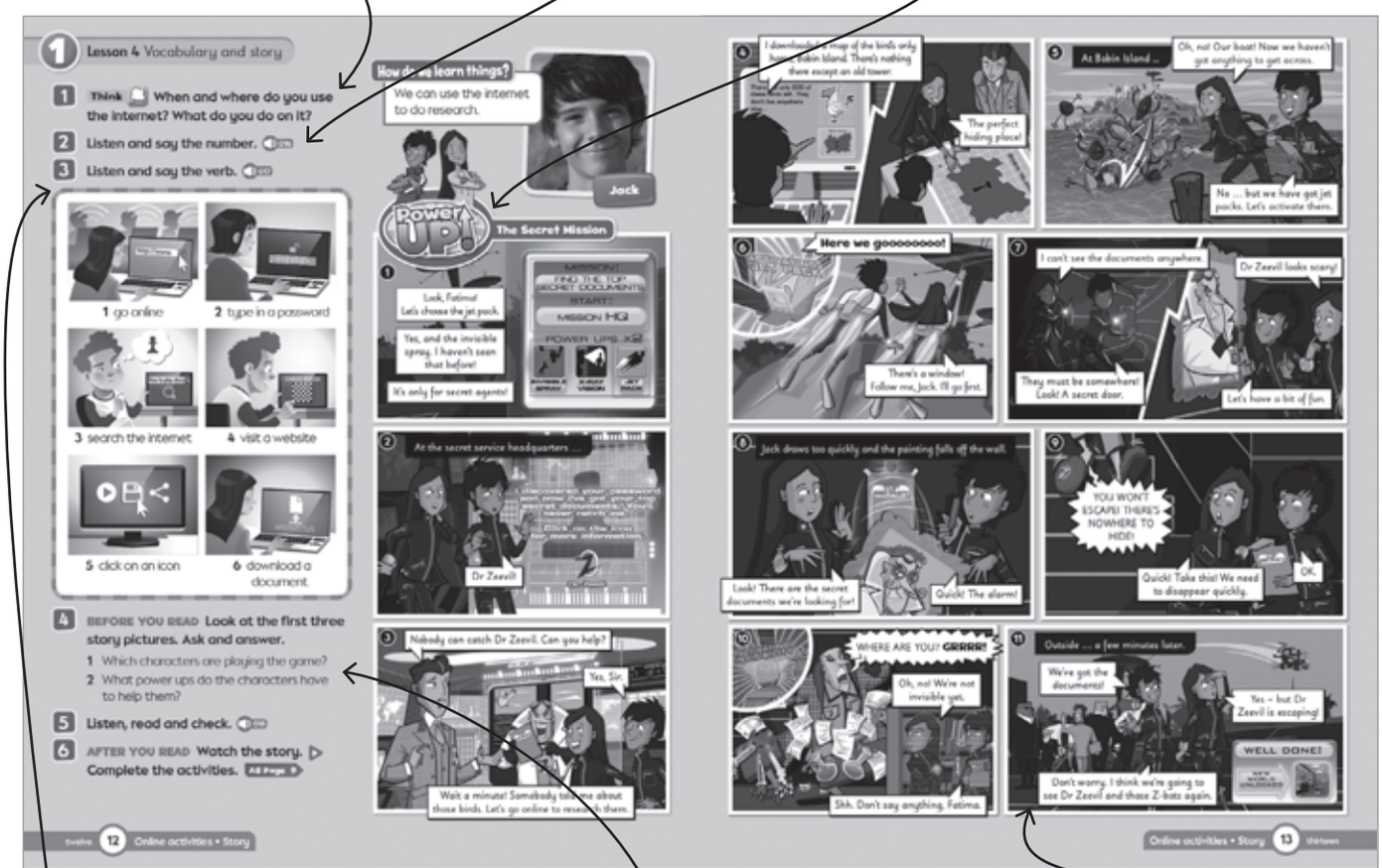
Lesson 4 Vocabulary and story — Class Book

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.

Students listen, and say the numbers for the words and phrases.

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



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.

Classroom Presentation Tool

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

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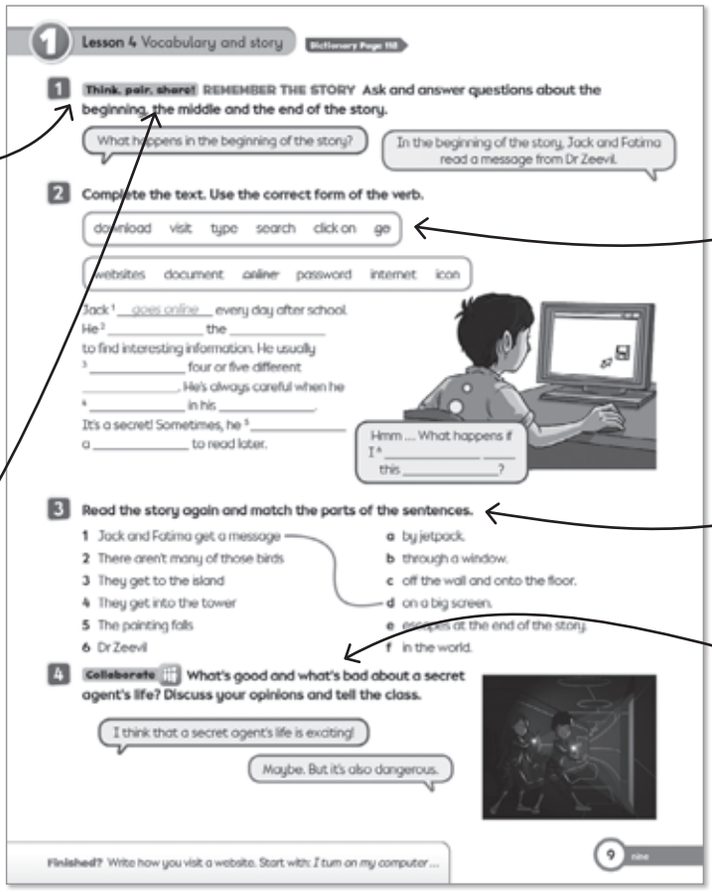
Activity Book

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.



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, students look at the pictures and listen to the new vocabulary items, saying the corresponding number for the words or phrases they hear.
- In Activity 3, students listen to the recording and identify which of the new vocabulary items it relates to.
- Focus students on the story title and pictures. Encourage them to tell you their ideas for the questions 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 answers to the *Before you read* questions.

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.

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Tour of a unit

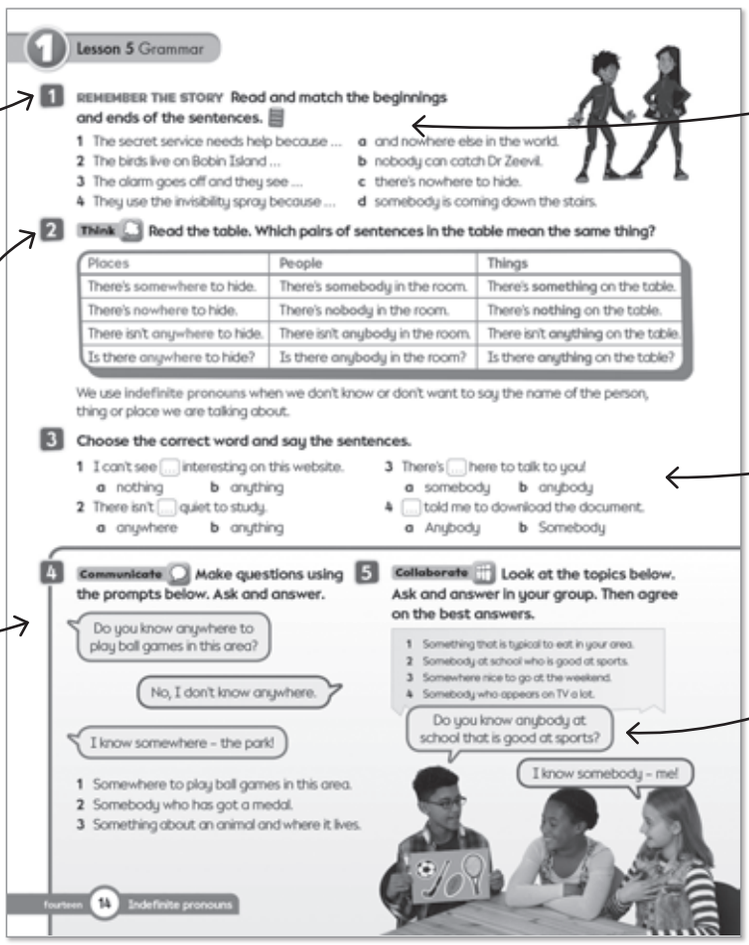
Lesson 5 Grammar | **Class Book**

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, communication activities, and guided reading and writing practice.

Students are reminded of the story through the story review activity.

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 Read and match the beginnings and ends of the sentences.

1 The secret service needs help because ... a and nowhere else in the world.
2 The birds live on Bobin Island ... b nobody can catch Dr Zeevil.
3 The alarm goes off and they see ... c there's nowhere to hide.
4 They use the invisibility spray because ... d somebody is coming down the stairs.

2 Think Read the table. Which pairs of sentences in the table mean the same thing?

Places	People	Things
There's somewhere to hide.	There's somebody in the room.	There's something on the table.
There's nowhere to hide.	There's nobody in the room.	There's nothing on the table.
There isn't anywhere to hide.	There isn't anybody in the room.	There isn't anything on the table.
Is there anywhere to hide?	Is there anybody in the room?	Is there anything on the table?

We use indefinite pronouns when we don't know or don't want to say the name of the person, thing or place we are talking about.

3 Choose the correct word and say the sentences.

1 I can't see ... interesting on this website. a nothing b anything
2 There isn't ... quiet to study. a anywhere b anything
3 There's ... here to talk to you! a somebody b anybody
4 ... told me to download the document. a Anybody b Somebody

4 Communicate Make questions using the prompts below. Ask and answer.

Do you know anywhere to play ball games in this area?
No, I don't know anywhere.
I know somewhere – the park!

1 Somewhere to play ball games in this area.
2 Somebody who has got a medal.
3 Something about an animal and where it lives.

5 Collaborate Look at the topics below. Ask and answer in your group. Then agree on the best answers.

1 Something that is typical to eat in your area.
2 Somebody at school who is good at sports.
3 Somewhere nice to go at the weekend.
4 Somebody who appears on TV a lot.

Do you know anybody at school that is good at sports?
I know somebody – me!

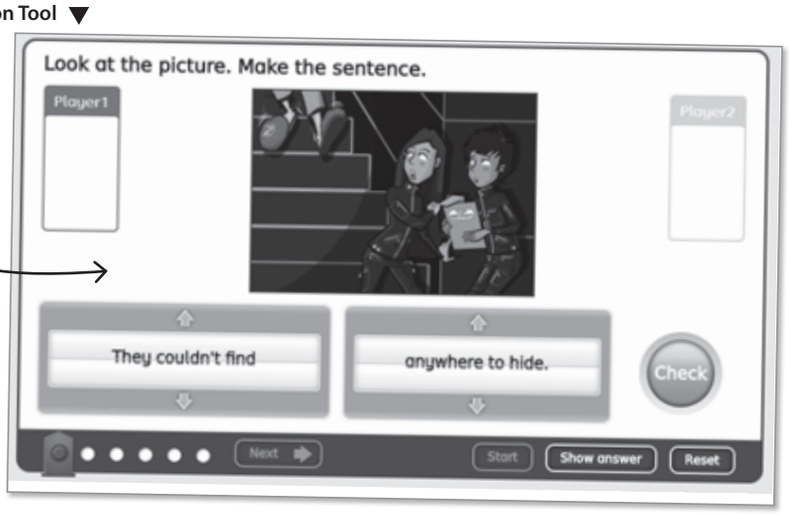
fourteen 14 Indefinite pronouns

Students engage in communicative practice of the new grammar.

Practice of the new grammar is provided.

The speech bubbles demonstrate 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.

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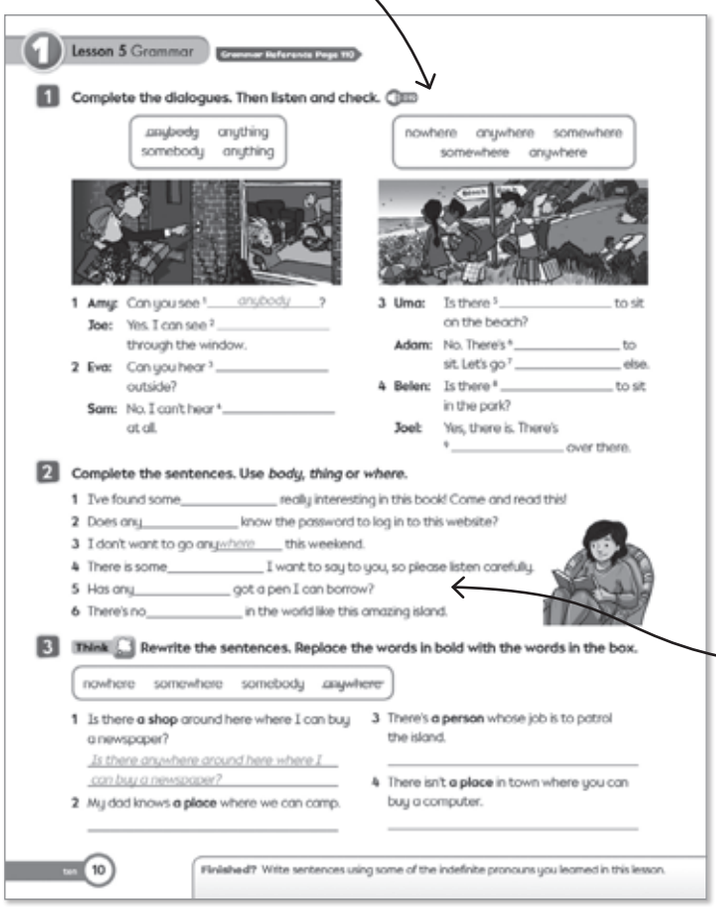
Activity Book

This provides further consolidation of the grammar structure presented in the Class Book. Students listen and check their answers.


1 Lesson 5 Grammar Grammar References Page 110

1 Complete the dialogues. Then listen and check.

anybody anything somebody anything

nowhere anywhere somewhere somewhere anywhere

1 Amy: Can you see [1] anybody?
Joe: Yes. I can see [2] _____ through the window.
2 Eva: Can you hear [3] _____ outside?
Sam: No. I can't hear [4] _____ at all.

3 Uma: Is there [5] _____ to sit on the beach?
Adam: No. There's [6] _____ to sit. Let's go [7] _____ else.
4 Belen: Is there [8] _____ to sit in the park?
Joel: Yes, there is. There's [9] _____ over there.

2 Complete the sentences. Use *body, thing* or *where*.
1 I've found some_____ really interesting in this book! Come and read this!
2 Does any_____ know the password to log in to this website?
3 I don't want to go anywhere_____ this weekend.
4 There is some_____ I want to say to you, so please listen carefully.
5 Has any_____ got a pen I can borrow?
6 There's no_____ in the world like this amazing island.

3 Think Rewrite the sentences. Replace the words in bold with the words in the box.

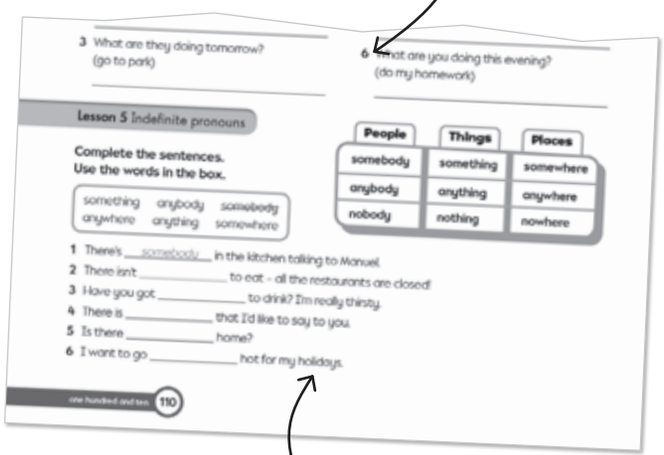
nowhere somewhere somebody anywhere

1 Is there **a shop** around here where I can buy a newspaper?
Is there anywhere around here where I can buy a newspaper?
2 My dad knows **a place** where we can camp.
3 There's **a person** whose job is to patrol the island.
4 There isn't **a place** in town where you can buy a computer.

10

Finished? Write sentences using some of the indefinite pronouns you learned in this lesson.

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


3 What are they doing tomorrow? (go to park)
6 What are you doing this evening? (do my homework)

Lesson 5 Indefinite pronouns

Complete the sentences. Use the words in the box.

something anybody somebody anywhere anything somewhere

People	Things	Places
somebody	something	somewhere
anybody	anything	anywhere
nobody	nothing	nowhere

1 There's somebody in the kitchen talking to Manuel.
2 There isn't _____ to eat – all the restaurants are closed!
3 Have you got _____ to drink? I'm really thirsty.
4 There is _____ that I'd like to say to you.
5 Is there _____ home?
6 I want to go _____ hot for my holidays.

one hundred and ten 110

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.

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. Ask them to read the sentences in the tables and the description below, and to answer the questions.
- Complete Activity 3 as a class.
- For units with an Activity 4, ask students to look at the activity either in pairs or individually.
- Organize students into small groups for the Collaborate task. Students work in pairs or small groups, taking turns to swap ideas and complete the 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 remind them how to use the Grammar Reference.
- Ask students to complete Activity 1. Then play the recording for them to listen and check their answers.
- Ask students to complete the subsequent grammar practice activities (Activities 2, 3 and up to 5, depending on the unit).
- The practice activity on the Grammar Reference page can be used at any time after completing Lesson 5.

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Tour of a unit

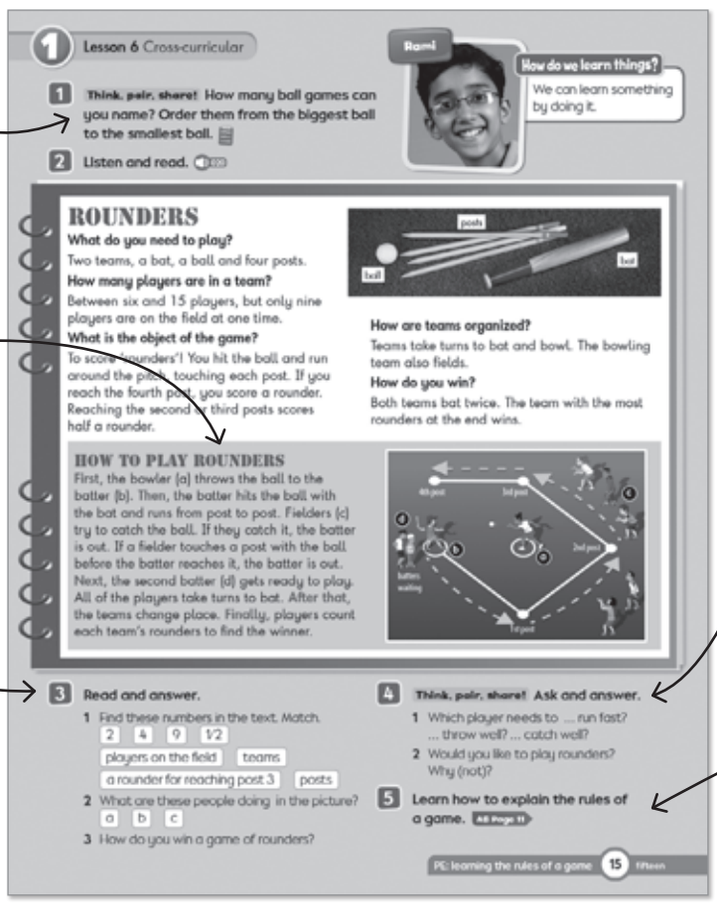
Lesson 6 Cross-curricular **Class Book**

This lesson provides the fourth example answer to the Big Question for the unit. It presents content from key areas of the curriculum, including PE, science, art, and citizenship, 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! How many ball games can you name? Order them from the biggest ball to the smallest ball.

2 Listen and read.

Rami

How do we learn things?

We can learn something by doing it.

ROUNDERS

What do you need to play?
Two teams, a bat, a ball and four posts.

How many players are in a team?
Between six and 15 players, but only nine players are on the field at one time.

What is the object of the game?
To score 'rounders'! You hit the ball and run around the pitch, touching each post. If you reach the fourth post, you score a rounder. Reaching the second or third posts scores half a rounder.

How are teams organized?
Teams take turns to bat and bowl. The bowling team also fields.

How do you win?
Both teams bat twice. The team with the most rounders at the end wins.

HOW TO PLAY ROUNDERS
First, the bowler (a) throws the ball to the batter (b). Then, the batter hits the ball with the bat and runs from post to post. Fielders (c) try to catch the ball. If they catch it, the batter is out. If a fielder touches a post with the ball before the batter reaches it, the batter is out. Next, the second batter (d) gets ready to play. All of the players take turns to bat. After that, the teams change place. Finally, players count each team's rounders to find the winner.

3 Read and answer.
1 Find these numbers in the text. Match.
2 4 9 1/2
players on the field | teams | a rounder for reaching post 3 | posts
2 What are these people doing in the picture?
a b c
3 How do you win a game of rounders?

4 Think, pair, share! Ask and answer.
1 Which player needs to ... run fast? ... throw well? ... catch well?
2 Would you like to play rounders? Why (not)?

5 Learn how to explain the rules of a game. AB Page 11

PE: learning the rules of a game 15 fifteen

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.
- Pose the question in Activity 1. Complete the activity following the *Think, pair, share!* procedure.
- Students listen to 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.

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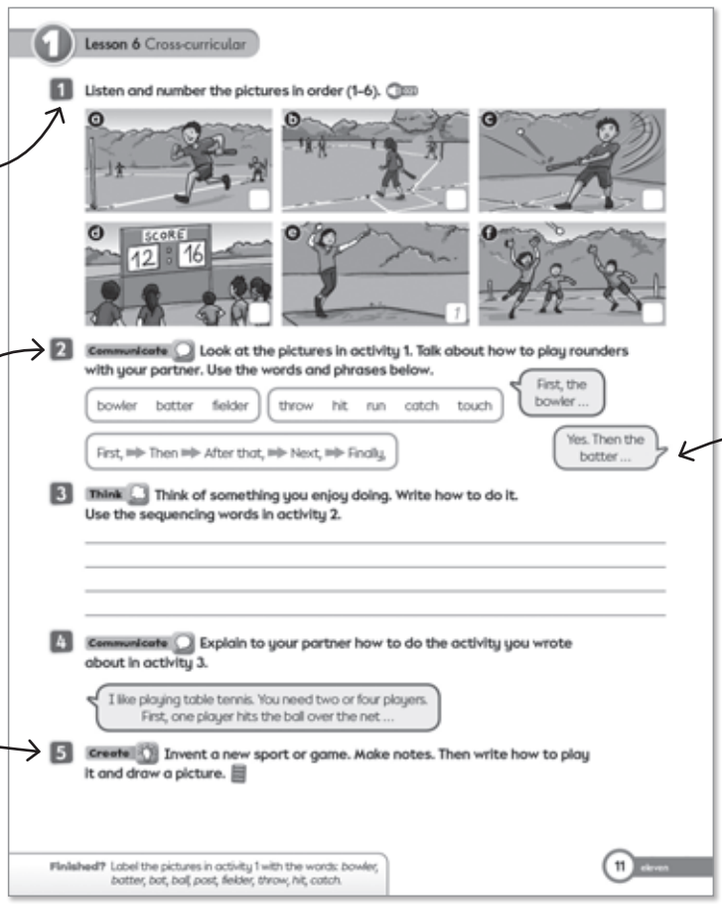
Activity Book

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

Communicate activities develop communication skills, giving students a real purpose for sharing information and ideas.

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 number the pictures in order (1–6).

2 Communicate Look at the pictures in activity 1. Talk about how to play rounders with your partner. Use the words and phrases below.

bowler batter fielder | throw hit run catch touch

First, the bowler ...

Yes. Then the batter ...

First, ➡ Then ➡ After that, ➡ Next, ➡ Finally,

3 Think Think of something you enjoy doing. Write how to do it. Use the sequencing words in activity 2.

4 Communicate Explain to your partner how to do the activity you wrote about in activity 3.

I like playing table tennis. You need two or four players. First, one player hits the ball over the net ...

5 Create Invent a new sport or game. Make notes. Then write how to play it and draw a picture.

Finished? Label the pictures in activity 1 with the words: *bowler, batter, bat, ball, post, fielder, throw, hit, catch.*

11 eleven

Carefully staged activities to develop the specific cross-curricular skill for the lesson, including reading and writing, communicative, creative and personalization 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.

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Tour of a unit

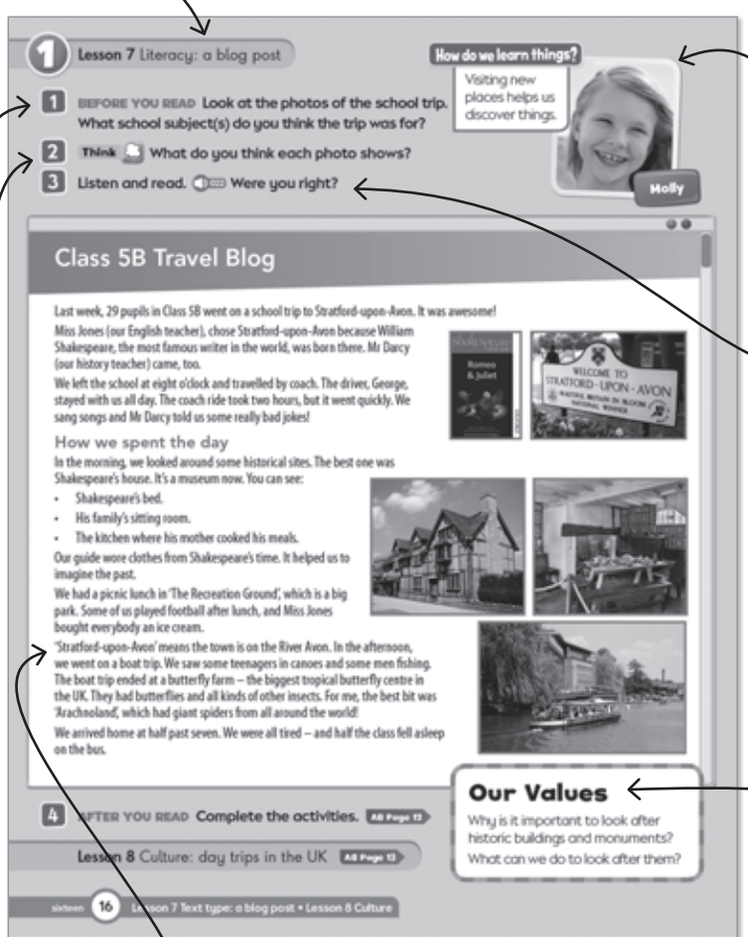
Lesson 7 Literacy | **Class Book**

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 blog post

How do we learn things? Visiting new places helps us discover things.

Molly

1 BEFORE YOU READ Look at the photos of the school trip. What school subject(s) do you think the trip was for?

2 Think What do you think each photo shows?

3 Listen and read. Were you right?

Class 5B Travel Blog

Last week, 29 pupils in Class 5B went on a school trip to Stratford-upon-Avon. It was awesome!

Miss Jones (our English teacher), chose Stratford-upon-Avon because William Shakespeare, the most famous writer in the world, was born there. Mr Darcy (our history teacher) came, too.

We left the school at eight o'clock and travelled by coach. The driver, George, stayed with us all day. The coach ride took two hours, but it went quickly. We sang songs and Mr Darcy told us some really bad jokes!

How we spent the day

In the morning, we looked around some historical sites. The best one was Shakespeare's house. It's a museum now. You can see:

- Shakespeare's bed.
- His family's sitting room.
- The kitchen where his mother cooked his meals.

Our guide wore clothes from Shakespeare's time. It helped us to imagine the past.

We had a picnic lunch in 'The Recreation Ground', which is a big park. Some of us played football after lunch, and Miss Jones bought everybody an ice cream.

'Stratford-upon-Avon' means the town is on the River Avon. In the afternoon, we went on a boat trip. We saw some teenagers in canoes and some men fishing. The boat trip ended at a butterfly farm – the biggest tropical butterfly centre in the UK. They had butterflies and all kinds of other insects. For me, the best bit was 'Arachnoland', which had giant spiders from all around the world!

We arrived home at half past seven. We were all tired – and half the class fell asleep on the bus.

Romeo & Juliet

WELCOME TO STRATFORD-UPON-AVON

4 AFTER YOU READ Complete the activities. All Page 12

Lesson 8 Culture: day trips in the UK All Page 13

Our Values

Why is it important to look after historic buildings and monuments? What can we do to look after them?

sixteen 16 Lesson 7 Text type: a blog post • Lesson 8 Culture

Here, the posting child is introduced.

The post-reading question refers back to the previous task.

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.

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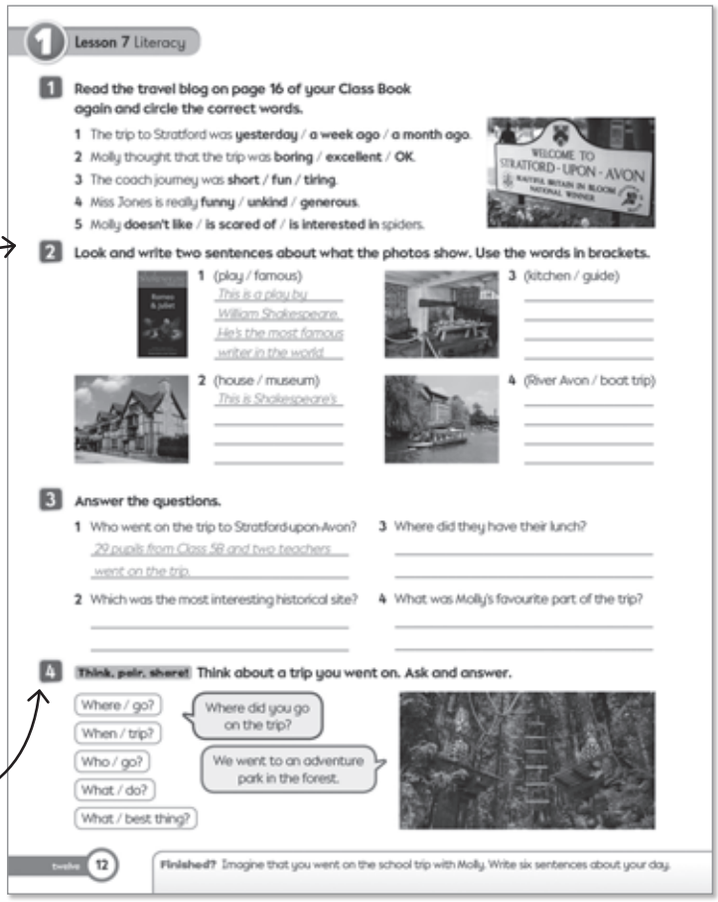
Activity Book

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 Read the travel blog on page 16 of your Class Book again and circle the correct words.

1 The trip to Stratford was **yesterday** / **a week ago** / **a month ago**.
2 Molly thought that the trip was **boring** / **excellent** / **OK**.
3 The coach journey was **short** / **fun** / **tiring**.
4 Miss Jones is really **funny** / **unkind** / **generous**.
5 Molly **doesn't like** / **is scared of** / **is interested in** spiders.

WELCOME TO STRATFORD-UPON-AVON

2 Look and write two sentences about what the photos show. Use the words in brackets.

1 (play / famous)
This is a play by William Shakespeare.
He's the most famous writer in the world.

2 (house / museum)
This is Shakespeare's

3 (kitchen / guide)

4 (River Avon / boat trip)

3 Answer the questions.

1 Who went on the trip to Stratford-upon-Avon?
29 pupils from Class 5B and two teachers went on the trip.

2 Which was the most interesting historical site?

3 Where did they have their lunch?

4 What was Molly's favourite part of the trip?

4 Think, pair, share! Think about a trip you went on. Ask and answer.

Where / go?
When / trip?
Who / go?
What / do?
What / best thing?

Where did you go on the trip?
We went to an adventure park in the forest.

twelve 12

Finished? Imagine that you went on the school trip with Molly. Write six sentences about your day.

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 to 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.
- Follow the *Think, pair, share!* procedure for the final personalization activity.

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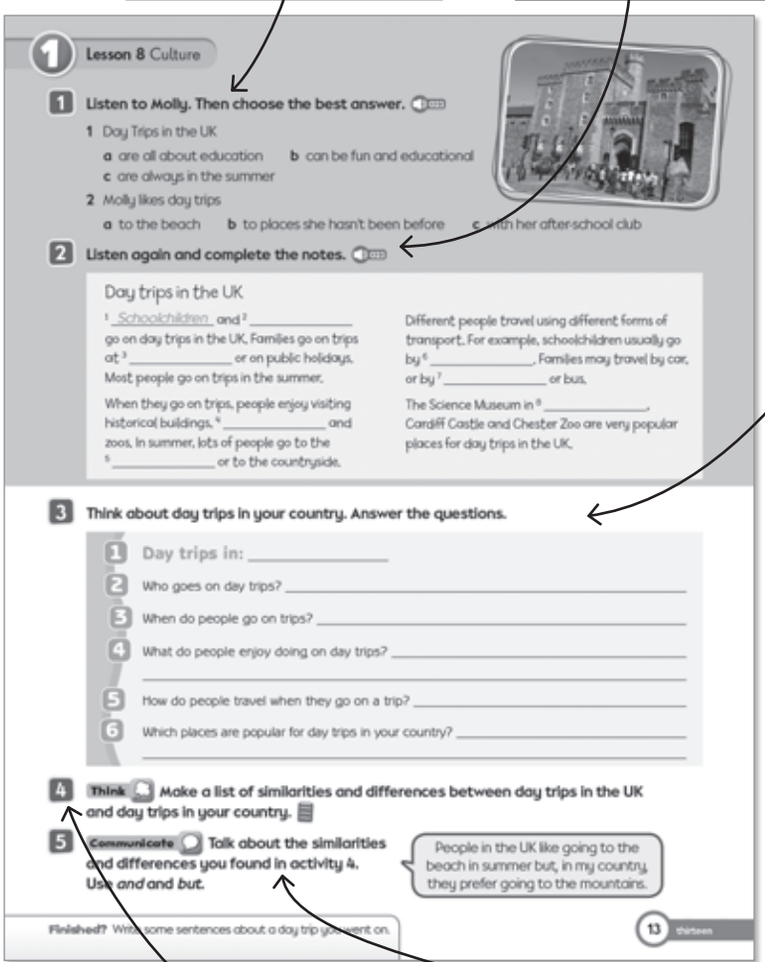
Tour of a unit

Lesson 8 Culture | **Class Book and 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.



1 Lesson 8 Culture

1 Listen to Molly. Then choose the best answer.

1 Day Trips in the UK
a are all about education b can be fun and educational
c are always in the summer

2 Molly likes day trips
a to the beach b to places she hasn't been before c with her after-school club

2 Listen again and complete the notes.

Day trips in the UK

[1] Schoolchildren and [2] _____ go on day trips in the UK. Families go on trips at [3] _____ or on public holidays. Most people go on trips in the summer.

When they go on trips, people enjoy visiting historical buildings, [4] _____ and zoos. In summer, lots of people go to the [5] _____ or to the countryside.

Different people travel using different forms of transport. For example, schoolchildren usually go by [6] _____. Families may travel by car, or by [7] _____ or bus.

The Science Museum in [8] _____, Cardiff Castle and Chester Zoo are very popular places for day trips in the UK.

3 Think about day trips in your country. Answer the questions.

1 Day trips in: _____
2 Who goes on day trips? _____
3 When do people go on trips? _____
4 What do people enjoy doing on day trips? _____
5 How do people travel when they go on a trip? _____
6 Which places are popular for day trips in your country? _____

4 Think Make a list of similarities and differences between day trips in the UK and day trips in your country.

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

People in the UK like going to the beach in summer but, in my country, they prefer going to the mountains.

Finished? Write some sentences about a day trip you went on.

13 thirteen

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

1 Lesson 7 Literacy: a blog post

How do we learn things?

1 BEFORE YOU READ Look at the photos of the school trip. What school subject(s) do you think the trip was for?

2 Think What do you think each photo shows?

3 Listen and read. Were you right?

Class 5B Travel Blog

4 AFTER YOU READ Complete the activities.

Lesson 8 Culture: day trips in the UK

Our Values

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

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

Students share their thoughts and ideas.

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 this child.
- Ask students to read the gist questions 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.

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Tour of a unit

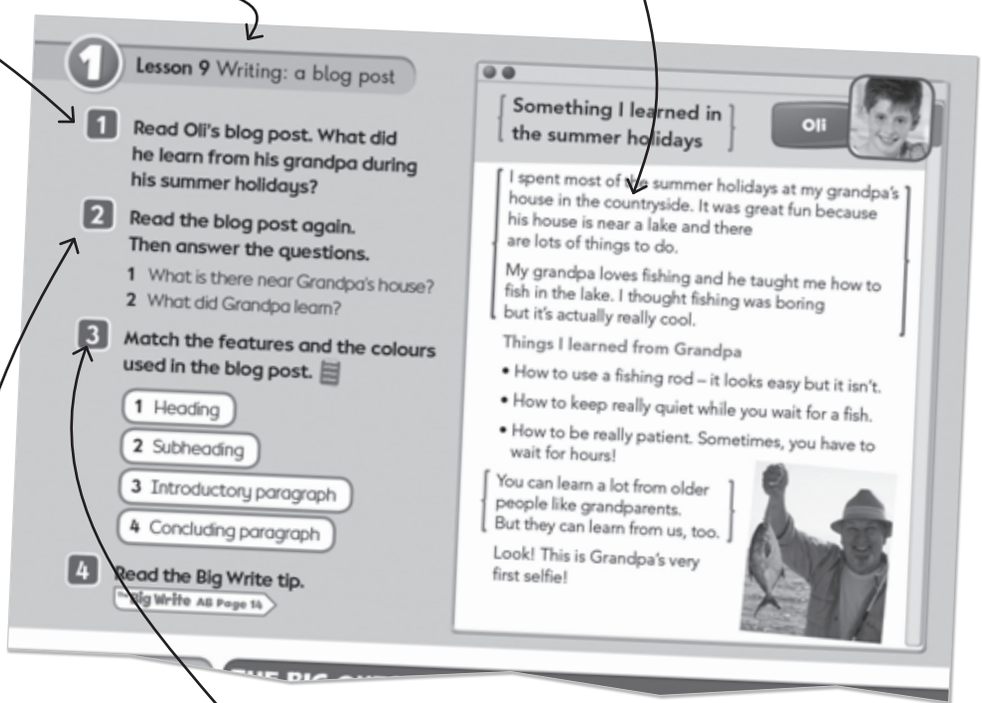
Lesson 9 Writing | **Class Book**

This 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.

Students read for gist.

The writing lesson features the same text type as the literacy lesson.

The reading text is a model for the students' own writing.



Students read for specific information.

This activity raises awareness of key features and appropriate layout style for the lesson text type.

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.
- Students complete Activity 3 which focuses on the text type features.
- Students read Activity 4 and open their Activity Books.

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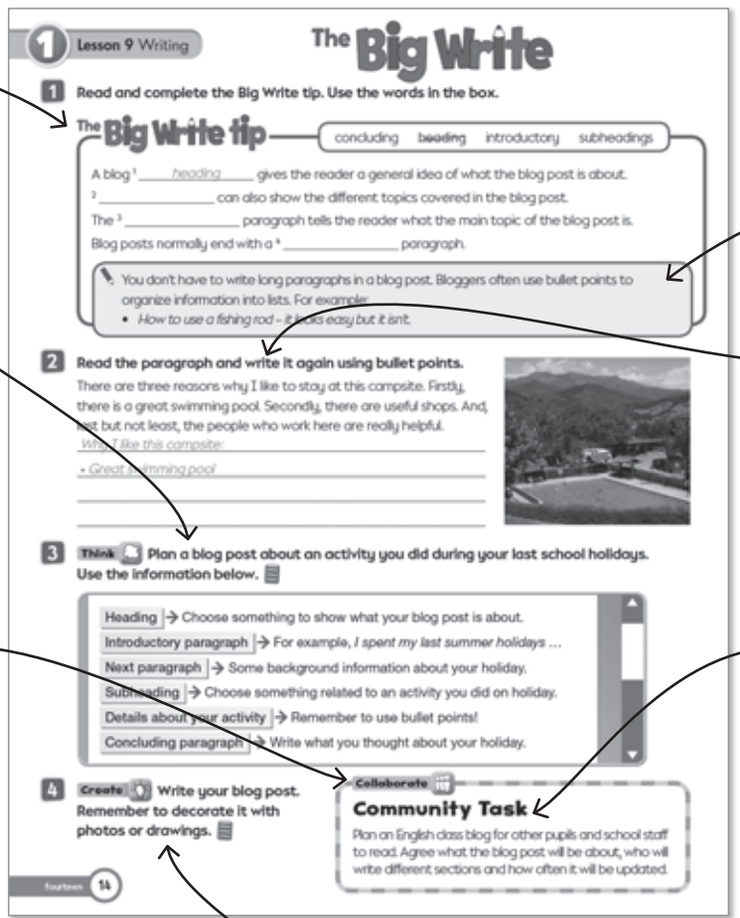
Activity Book

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 — concluding ~~heading~~ introductory subheadings

A blog [1] ___heading___ gives the reader a general idea of what the blog post is about.
[2] _____ can also show the different topics covered in the blog post.
The [3] _____ paragraph tells the reader what the main topic of the blog post is.
Blog posts normally end with a [4] _____ paragraph.

You don't have to write long paragraphs in a blog post. Bloggers often use bullet points to organize information into lists. For example:
- *How to use a fishing rod - it looks easy but it isn't.*

2 Read the paragraph and write it again using bullet points.
There are three reasons why I like to stay at this campsite. Firstly, there is a great swimming pool. Secondly, there are useful shops. And, last but not least, the people who work here are really helpful.
What I like this campsite:
- *Great swimming pool*

3 Think Plan a blog post about an activity you did during your last school holidays. Use the information below.

Heading → Choose something to show what your blog post is about.
Introductory paragraph → For example, *I spent my last summer holidays ...*
Next paragraph → Some background information about your holiday.
Subheading → Choose something related to an activity you did on holiday.
Details about your activity → Remember to use bullet points!
Concluding paragraph → Write what you thought about your holiday.

4 Create Write your blog post. Remember to decorate it with photos or drawings.

Collaborate
Community Task
Plan an English class blog for other pupils and school staff to read. Agree what the blog post will be about, who will write different sections and how often it will be updated.

fourteen 14

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.

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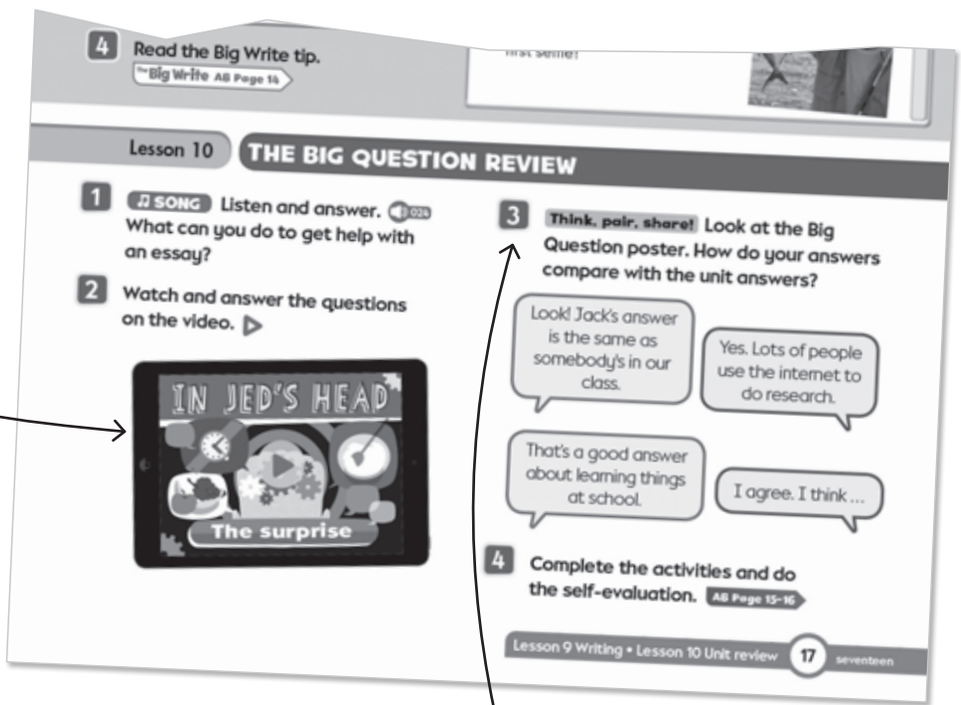
Tour of a unit

Lesson 10 The Big Question Review

Class Book

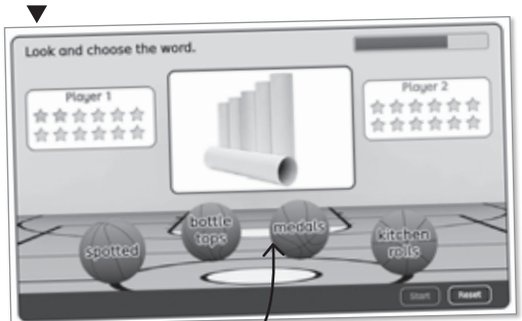
This lesson is the round-up lesson of the unit which reviews the vocabulary and grammar from the unit through a song and the interactive review video. The lesson also encourages reflection and discussion of the unit's Big Question, and provides opportunity for self-evaluation.



Students watch the videos to review the unit.

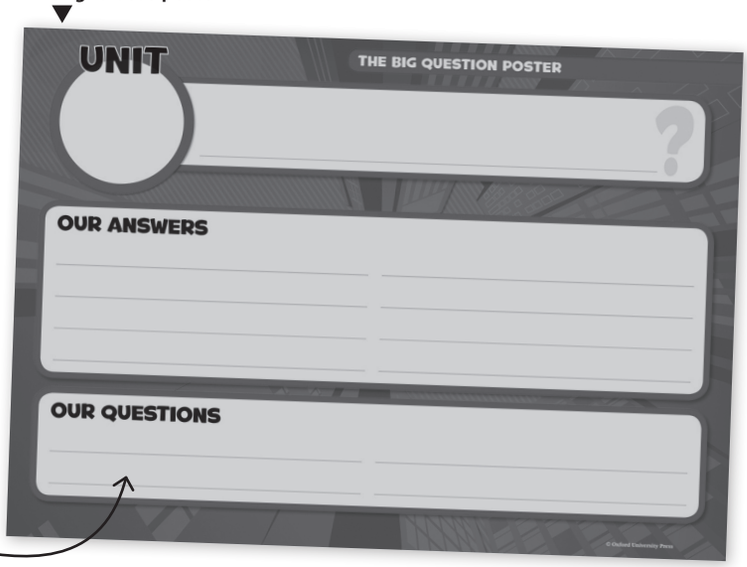
Students review and compare answers to the Big Question.

Classroom Presentation Tool



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

***Bright Ideas* poster**



Students review and compare answers to the Big Question.

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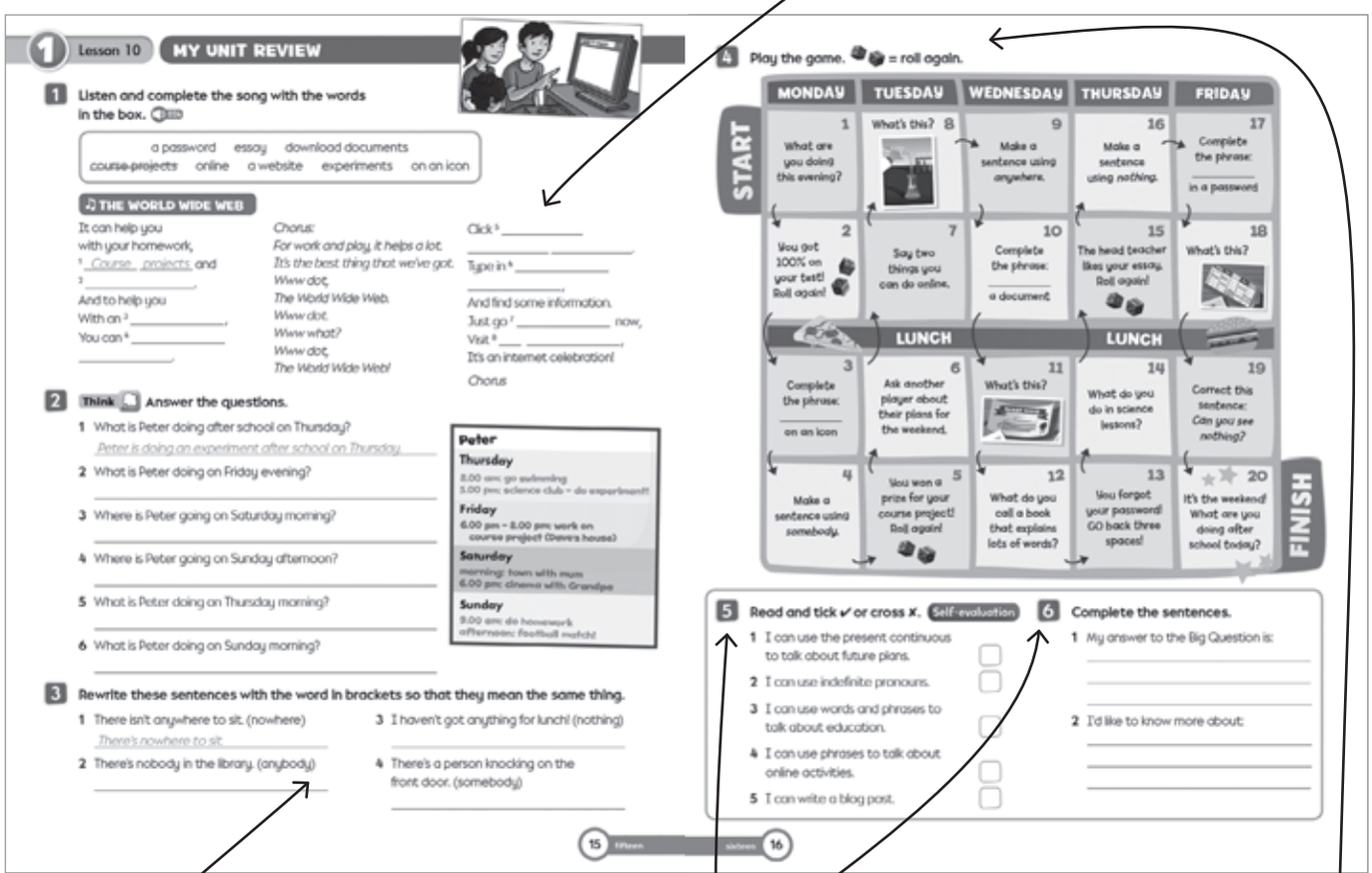
Students review unit vocabulary in the context of the song.



1 Lesson 10 MY UNIT REVIEW

1 Listen and complete the song with the words in the box.

a password essay download documents course projects online a website experiments on an icon

♫ THE WORLD WIDE WEB

It can help you
with your homework,
[1] Course projects and
[2] _____.
And to help you
With an [3] _____,
You can [4] _____
_____.

Chorus:
For work and play, it helps a lot.
It's the best thing that we've got.
Www dot,
The World Wide Web.
Www dot.
Www what?
Www dot,
The World Wide Web!

Click [5] _____
_____ _____.
Type in [6] _____
_____.
And find some information.
Just go [7] _____ now,
Visit [8] _____ _____.
It's an internet celebration!
Chorus

2 Think Answer the questions.

1 What is Peter doing after school on Thursday?
Peter is doing an experiment after school on Thursday.
2 What is Peter doing on Friday evening?
3 Where is Peter going on Saturday morning?
4 Where is Peter going on Sunday afternoon?
5 What is Peter doing on Thursday morning?
6 What is Peter doing on Sunday morning?

Peter
Thursday
8.00 am: go swimming
3.00 pm: science club – do experiment!
Friday
6.00 pm – 8.00 pm: work on course project (Dave's house)
Saturday
morning: town with mum
6.00 pm: cinema with Grandpa
Sunday
9.00 am: do homework
afternoon: football match!

3 Rewrite these sentences with the word in brackets so that they mean the same thing.

1 There isn't anywhere to sit. (nowhere)
There's nowhere to sit.
2 There's nobody in the library. (anybody)
3 I haven't got anything for lunch! (nothing)
4 There's a person knocking on the front door. (somebody)

4 Play the game. = roll again.

START

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 What are you doing this evening?	What's this? 8	9 Make a sentence using *anywhere*.	16 Make a sentence using *nothing*.	17 Complete the phrase: _____ in a password
2 You got 100% on your test! Roll again!	7 Say two things you can do online.	10 Complete the phrase: _____ a document	15 The head teacher likes your essay. Roll again!	18 What's this?
LUNCH			LUNCH	
3 Complete the phrase: _____ on an icon	6 Ask another player about their plans for the weekend.	11 What's this?	14 What do you do in science lessons?	19 Correct this sentence: *Can you see nothing?*
4 Make a sentence using *somebody*.	5 You won a prize for your course project! Roll again!	12 What do you call a book that explains lots of words?	13 You forgot your password! GO back three spaces!	20 It's the weekend! What are you doing after school today?

FINISH

5 Read and tick ✓ or cross ✗. Self-evaluation

1 I can use the present continuous to talk about future plans.
2 I can use indefinite pronouns.
3 I can use words and phrases to talk about education.
4 I can use phrases to talk about online activities.
5 I can write a blog post.

6 Complete the sentences.

1 My answer to the Big Question is:
2 I'd like to know more about:

15 fifteen sixteen 16

Activities to review grammar structures from the unit.

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

A game allows the students to review the vocabulary and grammar in a fun and motivating way.

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

- Play the audio recording of the song. Students listen and complete the lyrics in Activity 1. Play the song again, pausing to check each answer.
- Ask students to complete Activities 2 and 3, which review unit grammar.
- Students play the game in Activity 4 to review the vocabulary and the grammar from the unit.
- Students complete the self-evaluation task in Activity 5.
- In Activity 6, 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.

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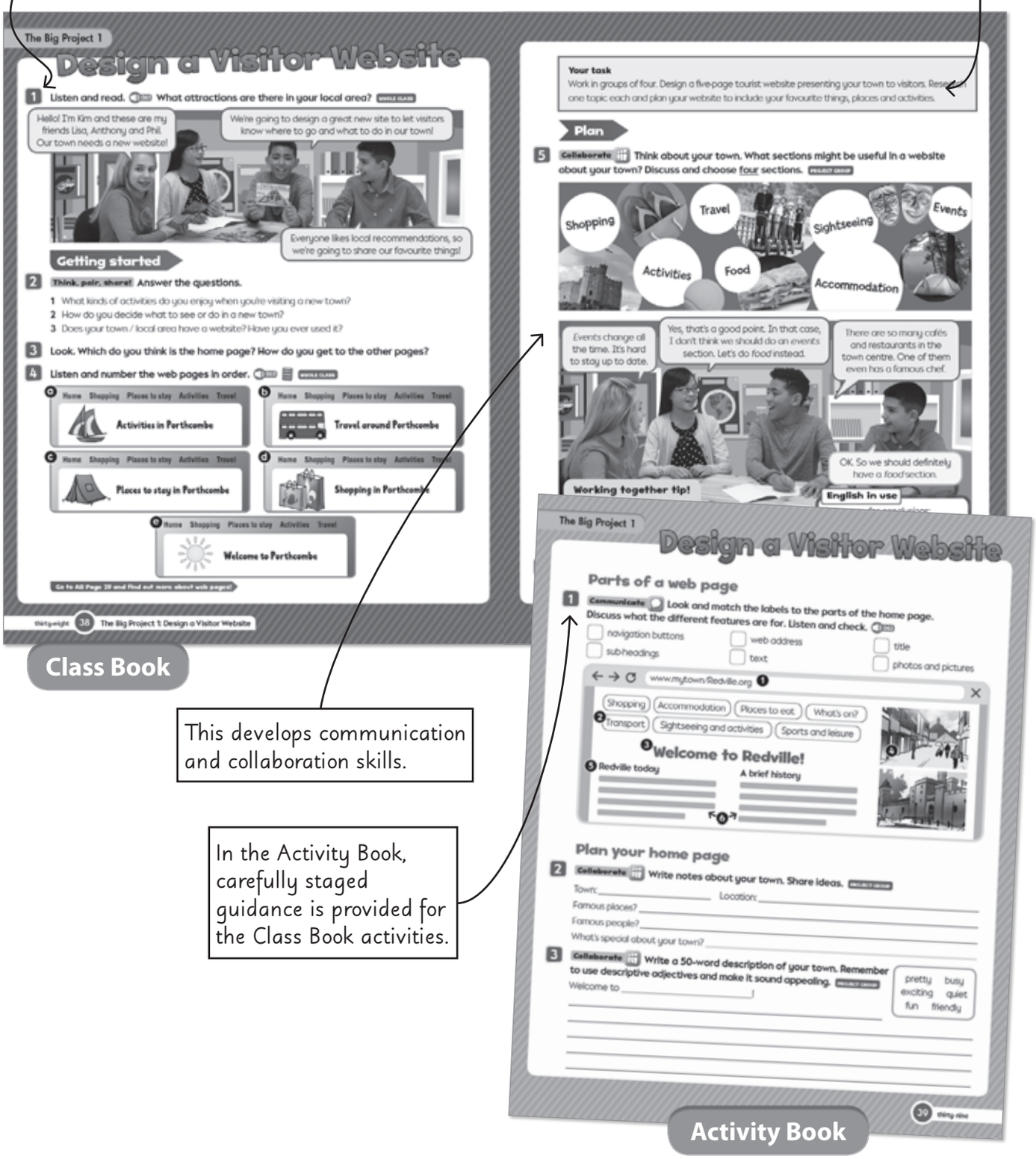
Tour of other lessons

The Big Projects

The Big Projects provide an opportunity for hands-on, student-centred learning, and develop the 21st 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.



Class Book

Activity Book

This develops communication and collaboration skills.

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

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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.

Research

7 Collaborate Choose one each of the four sections. Think about, then research, your favourite things for this section. PROJECT GROUP Go to All Page 40 and make research notes

Design

8 Communicate Look at these three web pages and find the things.

A personal review
Useful information
A fun title
A photo
A description

a Welcome to Keswick: Every visit is an adventure!

b The adventure starts here!

c Fabulous food!

9 Collaborate Look at the web pages again. Talk about the design. Discuss what you want your website to look like. PROJECT GROUP

English in use
in the background
in the foreground
on the left
on the right
at the top
at the bottom

I think the website looks bright and modern. I like the photo at the top – it makes me want to visit the area.

Yes, I like the fun titles at the top of each page, too. We could have something similar.

Go to All Page 10 and sketch your design!

forty 40 The Big Project 1: Design a Visitor Website

Make

10 Create Work together. Make your website on four big pieces of paper. PROJECT GROUP

I've got some postcards of our town for the home page. I think it will look really nice. People will want to come here!

I'm going to use symbols on the *food* page so that people can easily see what kinds of restaurants there are.

You're good at art, Kim. Please could you write all of the titles, so that they look the same?

Yes, sure. And I've got some tourist leaflets. I'm going to cut out some of the photos.

Present

11 Collaborate Present your website. Ask the class what they want to 'click on', and present each section. PAIRS GROUP WHOLE CLASS

Presentation tip!
Take your time.
Speak slowly and clearly.

Welcome to our town! What do you want to know about?

I'd like to know more about food, please. Let's click on *food*!

Click! Here's my *food* page. I've chosen three of my favourite cafés to tell you about. If you like milkshakes, ...

All Page 40 Activity 5 Self-evaluation

The Big Project 1: Design a Visitor Website 41 forty-one

Class Book

Students develop presentation skills.

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

My research notes

4 Research your topic and make notes.

My topic: _____
My favourites:
1 _____
Useful information: _____
2 _____
Useful information: _____
3 _____
Useful information: _____

Design your page layout! PROJECT GROUP

5 Sketch the design of your page here or in a notebook.

www.

6 Answer the questions. Self-evaluation

1 What was the best thing about this project? Why?
_____
2 What did you learn about website design?
_____
3 Did you learn any new skills or get better at anything?
_____
4 What score would you give your group?
_____ / 10

forty 40

Activity Book

Support is provided for the Class Book activity.

Students evaluate their own performance.

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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.

Students are encouraged to share their own ideas and opinions.

Festival 1

Christmas

1 **Listen and read.** **Have you ever eaten any of these foods?**

Christmas

Traditionally, the last Sunday in November is called *stir-up Sunday*. People made their Christmas puddings on this day. Everybody in the family took a turn at stirring the pudding. Then the cook put a silver coin in the mixture. On Christmas Day, somebody got the piece of pudding with the silver coin in it. It was supposed to bring good luck!

Nowadays, most people buy their Christmas puddings in a supermarket, but many people still make a traditional Christmas cake. The recipe contains dried fruit, nuts and spices like cinnamon, cloves and nutmeg. It's covered in marzipan and icing, and it's delicious! Many families have their own special recipes. The Christmas cake is kept until Christmas Day.

People also bake mince pies. These are little sweet pies made of pastry, with a filling of apples, nuts, dried fruit and spices. Traditionally, mince pies are decorated with a star. These pies are delicious – but they don't last long! People eat them from the beginning of December.

2 **Read again and say *True* or *False*.**

1 Stir-up Sunday is an old tradition – not everyone does it now.
2 Nobody makes Christmas puddings any more.
3 All Christmas cake recipes are the same.
4 Mince pies have some of the same ingredients as Christmas cake.
5 Mince pies are only eaten on Christmas Day.

3 **Think, pair, share!** **Do you have special food for a festival in your country? Are there old traditions that people still follow? Discuss in pairs.**

We have a big dinner with all the family. | Mum makes special sweets and biscuits.

4 **Create** **What's your favourite festival dish? Use the prompts below to write your ideas and draw pictures.**

name | traditions | recipe / ingredients | when it's eaten

one hundred 100 Christmas

Festival 2

Carnival

1 **Listen and read.** **Do you have an event like this in your town?**

Towns all over Britain have a carnival every year in the summer. It's a day of fun and entertainment, and everybody in the town joins in!

Many carnivals have a different theme every year, for example fairy tales or superheroes! People dress up in costumes and decorate the town's important buildings with colourful flags on string, called *bunting*.

The main event is the carnival parade! A long line of decorated vehicles called *floats* drive slowly through the town, with performers and dancers on them. They're followed by marching bands and more people in costumes. Everybody loves watching them!

One of the oldest traditions is to vote for the carnival queen. Any girl in the town can enter the competition. The carnival queen wears a beautiful dress and carries flowers. She walks through the town, or sometimes she rides in a carriage.

In the town centre, there are stalls selling traditional food and summer treats, like strawberries and cream. Some towns have a funfair. Carnival time is fun for everybody!

2 **Read the text again. Find these things. Say.**

1 two examples of carnival themes
2 a general word for all kinds of transport, like lorries, cars, etc.
3 three people or groups that move during the carnival
4 a word for a kind of small shop in a market that sells food

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

1 Why do you think towns and villages have a carnival?
2 What theme would you choose for a carnival in your town?

4 **Create** **Make a poster for a special day in your town. Use the prompts below.**

poster heading | explanation about the event | place | day and time | activities | who can take part | any other useful information

Carnival 101 one hundred and one

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

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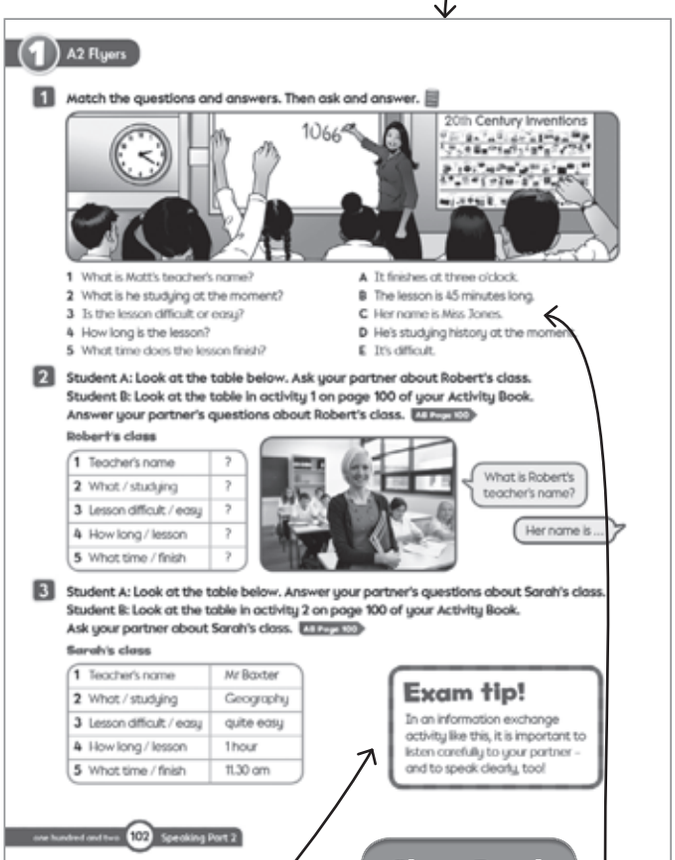
Tour of other lessons

Exam Preparation and Practice Cambridge English Qualifications A2 Flyers

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.

Pages dedicated to external exam practice are provided at the end of the Class Book and Activity Book. They prepare students for the A2 Flyers exams.


1 A2 Flyers

1 Match the questions and answers. Then ask and answer.

1 What is Matt's teacher's name?
2 What is he studying at the moment?
3 Is the lesson difficult or easy?
4 How long is the lesson?
5 What time does the lesson finish?

A It finishes at three o'clock.
B The lesson is 45 minutes long.
C Her name is Miss Jones.
D He's studying history at the moment.
E It's difficult.

2 Student A: Look at the table below. Ask your partner about Robert's class.
Student B: Look at the table in activity 1 on page 100 of your Activity Book.
Answer your partner's questions about Robert's class. A2 Page 100

Robert's class

1 Teacher's name	?
2 What / studying	?
3 Lesson difficult / easy	?
4 How long / lesson	?
5 What time / finish	?

What is Robert's teacher's name?
Her name is ...

3 Student A: Look at the table below. Answer your partner's questions about Sarah's class.
Student B: Look at the table in activity 2 on page 100 of your Activity Book.
Ask your partner about Sarah's class. A2 Page 100

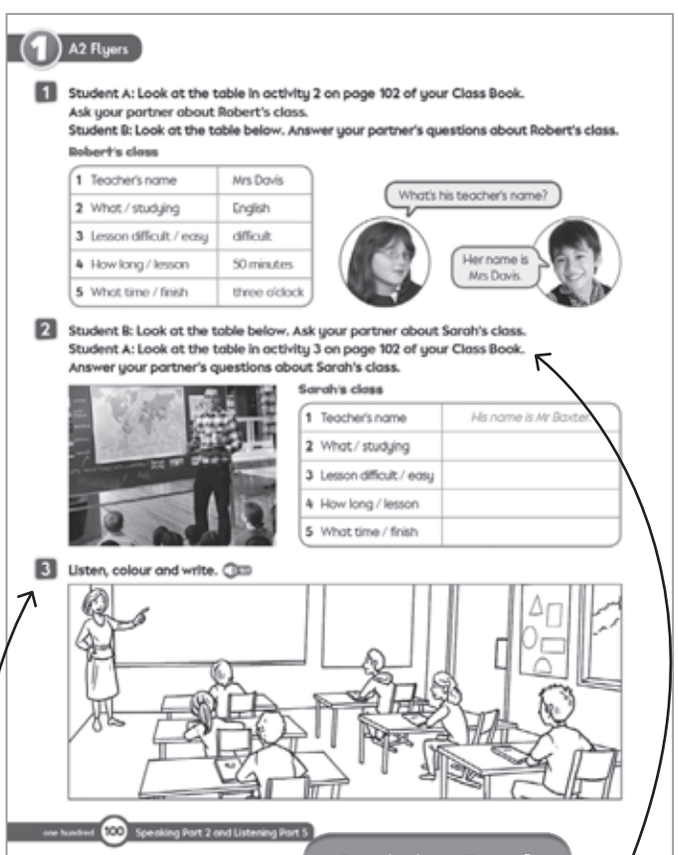
Sarah's class

1 Teacher's name	Mr Baxter
2 What / studying	Geography
3 Lesson difficult / easy	quite easy
4 How long / lesson	1 hour
5 What time / finish	11.30 am

Exam tip!
In an information exchange activity like this, it is important to listen carefully to your partner – and to speak clearly, too!

one hundred and two 102 Speaking Part 2

Class Book


1 A2 Flyers

1 Student A: Look at the table in activity 2 on page 102 of your Class Book.
Ask your partner about Robert's class.
Student B: Look at the table below. Answer your partner's questions about Robert's class.

Robert's class

1 Teacher's name	Mrs Davis
2 What / studying	English
3 Lesson difficult / easy	difficult
4 How long / lesson	50 minutes
5 What time / finish	three o'clock

What's his teacher's name?
Her name is Mrs Davis.

2 Student B: Look at the table below. Ask your partner about Sarah's class.
Student A: Look at the table in activity 3 on page 102 of your Class Book.
Answer your partner's questions about Sarah's class.

Sarah's class

1 Teacher's name	His name is Mr Baxter.
2 What / studying	
3 Lesson difficult / easy	
4 How long / lesson	
5 What time / finish	

3 Listen, colour and write.

one hundred 100 Speaking Part 2 and Listening Part 5

Activity Book

Exam tips train students in useful exam techniques.

Students complete practice exam questions.

Students complete practice exam questions.

Some information exchange activities are completed in pairs using both the Activity Book and the Class Book.

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Tour of the Classroom Presentation Tool

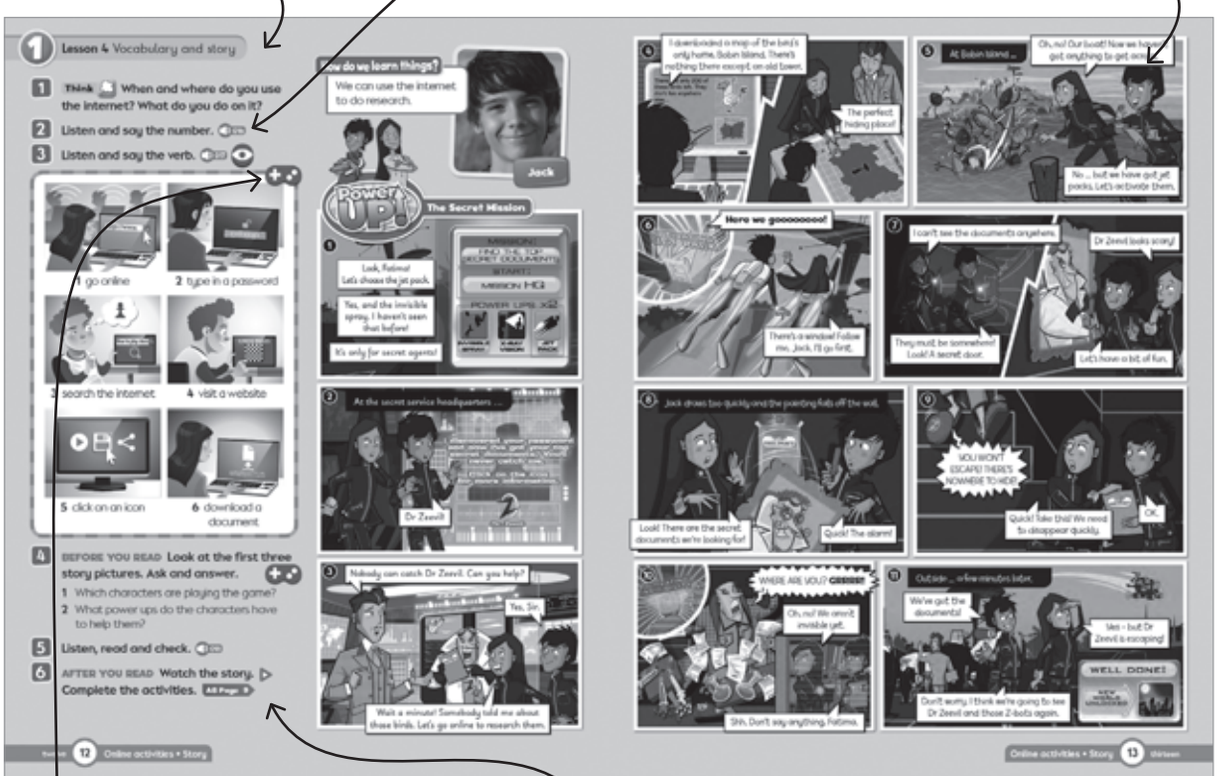
Classroom Presentation Tool

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 on-screen versions of both the Class Book and Activity Book on the Classroom Presentation Tool.

All audio recordings can be accessed.

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.

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S Starter How do we remember our holidays?

Lesson 1
The Big Question

Lesson Objectives
Review language from Level 5 and introduce the Big Question for the unit.
Activate knowledge about learning and preview lessons from Starter Unit.
Review language for holiday and activities

Language
Review vocabulary: holidays and activities
Review grammar: past simple tense

Warm up

Elicit the word *holidays* by playing *Sharkman* from the Ideas bank on page 145. Then put students in pairs and ask them to talk about what they did during their last holiday. After pairs have finished, ask a few students to say what they did. Accept their answers without correcting them as the aim is to encourage communication rather than accuracy.

Class Book page 4

1 Read Oli's answer to the Big Question. Do you agree with him?

- Ask the students to look at the pictures and tell you their thoughts and ideas about what they see.
- If you like, prompt them by asking questions, e.g. *Where do you think these children are? What are they doing?* Encourage them to use their imagination, e.g. *What are their names? How old are they?*
- You could also ask them some personalized questions, e.g. *Have you ever been to Italy?*
- Read out Oli's answer to the Big Question and ask students to put up their hands if they agree. Ask a few students to say why they agree.

2 What answers can you think of for the Big Question? Communication

- Ask the students to discuss their answers to the Big Question in pairs and then feedback to the class. Are there any places students would like to go?

3 Read Celia's post. Then read the other posts and answer the questions.

- Invite a student to read out Celia's post. Ask students questions to check understanding, e.g. *Where did Celia go on holiday? What did she do there?* Repeat for the remaining posts. Then read out questions 1–4 and invite students around the class to answer them. Higher level students can ask and answer the questions in pairs.

ANSWERS
1 Rami 2 Jack 3 Nancy 4 Celia

KEY COMPETENCES Learn to learn

It's important that students develop reading skills. Explain the difference between reading for gist and reading for detail. Explain that reading for gist will give them an idea of what the topic is about even if they don't know all the words. Tell them that reading for detail involves finding specific information and checks their understanding.

4 Make statements about the posts in activity 3. Take turns to guess the names. Communication

- Ask the students to work in pairs and say sentences about the posts while their partner guesses which post it is.

5 Write your own post about your memories of the summer holidays. Creativity

- Ask the students to write a short paragraph about their summer holidays.
- When they finish tell them to give their work to their partner to check.

TIP Mixed-ability teaching

- Support lower level students by providing some writing prompts, e.g. *Where did you go? What was the weather like? What did you do? Who were you with?*
- Stretch higher level students by asking them to write a longer text.

Activity Book pages 2–3

1 Listen to Bella and Oli talking about their holidays. 001 Answer the questions.

Audio transcript

Bella Hi Oli!
Oli Hi Bella! Did you have a good holiday?
Bella Yes, thanks! It was great.
Oli Did you go anywhe re exciting?
Bella Well, not really. I went to see my grandparents in Ireland. I go there every year, so it's not exactly exciting, but I love it!
Oli What did you do?
Bella I went horse-riding! My grandma and grandpa live out in the countryside, so it's a great place for horses! Grandpa loves to ride – he's had horses all his life, and he taught me a lot about taking care of the horses.
Oli Wow! That's cool! I wish I had a horse!
Bella Yes – me too. One day I'm going to have a horse of my own. What about you, Oli? Where did you go?
Oli Oh – I didn't go away on holiday. But my cousins came to visit from New Zealand, and we took them to visit some pretty cool places.
Bella Where did you go?
Oli Well … we went to Stonehenge – that's in Wiltshire, in the south of England. It's an ancient place, with huge stones in a circle. We went really early in the morning to see the sunrise – and I saw a family of deer!
Bella Deer!! Cool! What were they doing?

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Oli They came out of some trees and walked across a field quite close to me. I just kept quiet and tried not to scare them.
Bella That's great. Have you got a photo?
Oli Yes, I'll post it online.
Bella What did your cousins like best?
Oli Well, they're really into football – like me – so we took them to Wembley Stadium. They loved that!
Bella Sounds like you all had a great time!

ANSWERS
1 d 2 b

2 Listen again and circle the names. 001

ANSWERS
2 Bella and Oli 3 Bella 4 Bella and Oli 5 Oli 6 Oli

3 Read Tomas and Fatima's posts. Then answer the questions.

ANSWERS
2 It's an ancient forest with lots of wildlife 3 Cairo and the coast 4 beautiful fish

4 What do you already know about Tomas's holiday? Communication

- Tell students to work in pairs and say what they know about Tomas's holiday.

5 Read Tomas's personal account. Match the parts of his text to the descriptions below.

- Students match the parts of the text to the descriptions in Tomas's personal account.

6 Plan a personal account of your summer holidays. Make notes. Critical Thinking

- Students use the notes provided to plan a personal account of their summer holidays.

7 Write your text on a piece of paper. Creativity

- Tell students to swap their work for their partner to check.

8 Stick your text on the wall. Read other students' accounts. Which holiday would you like to go on?

- Tell students to look at each other's texts, then say which holiday they would like to go on and why.

Lesson 2
Grammar

Lesson Objectives
Present and practise comparative and superlative forms of regular and irregular adverbs.
Develop listening, speaking, reading and writing skills.
Practise reading and listening to chat room texts.
Develop critical-thinking and communication skills.

Language
New language: comparative and superlative adverbs

Warm up

Review the holiday vocabulary from the previous lesson. Play *First letters* from the Ideas bank on page 145.

Class Book page 5

1 Listen and read. 002

- 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. Ask students to look at the text quickly and ask why Bella is surprised. (She is surprised that Jack likes listening to insect noises.)

2 Read the conversation again and answer the questions.

ANSWERS
1 he went surfing 2 insects, bats, frogs

3 Read the table and the notes. Say the comparative and superlative forms for the other regular adverbs. Critical Thinking

- Ask students to look at the tables and read the notes. Invite a student to read out the comparative and superlative forms of the adverb *quietly*. Invite students around the class to say the comparative and superlative forms of the other regular adjectives in the table.

TIP When students have completed the activity, ask them to find examples of comparative and superlative adverbs in the text.

ANSWERS
loudly – more loudly – the most loudly
slowly – more slowly – the most slowly
quickly – more quickly – the most quickly
easily – more easily – the most easily
carefully – more carefully – the most carefully

4 Read and make sentences with comparatives (+) and superlatives (++).

ANSWERS
1 On a campsite you use water more carefully than at home.
2 If you use small sticks, the campfire lights more easily.
3 My brother sang the most loudly around the campfire.
4 We had a race to see who could put up a tent the most quickly.
5 I lost the tent race, but I can cook the best.

5 Look and make sentences comparing camping and life at home. Communication

- Ask the students to look at the prompts and make sentences. As an extension, students can think of more sentences comparing camping and life at home.

Activity Book page 4

1 Read and circle the words to complete Celia's holiday diary entry. Then listen and check. 003

ANSWERS
1 easily 2 more 3 more slowly 4 carefully
5 clearly 6 best

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2 Read and complete Celia's tips about her day out in London. Make sentences with comparatives (+) and superlatives (++).

ANSWERS
2 the best 3 more quickly 4 more slowly 5 better

3 Complete the sentences with adverbs.

- Students use the prompt to complete sentences using the comparative and superlative form of the adverb.

ANSWERS
quickly, more quickly, the most quickly

4 Compare the abilities of your friends and family to do these activities. Communication

Lesson 3
Vocabulary and story

Lesson Objectives
Present and practise game verbs.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Power up: Level 6* story.

Language
New: games verbs: *complete*, *give up*, *cheat*, *choose*, *lose*, *win*

Warm up

Write the following adverbs on the board: *cheap*, *expensive*, *fast*, *slow*, *comfortable*. Ask students to make sentences comparing travelling by plane, car and bike.

Class Book pages 6–7

1 What's the best thing about playing games? What don't you like? Critical Thinking

- Ask students to read and say the games words. Ask them to say what they like and don't like about playing games.

2 Listen and say the number. 004

> **TIP** Show the Class Book on-screen using the Classroom Presentation Tool and invite students to point to the correct picture and say the number.

ANSWERS
6, 5, 4, 3, 1, 2

3 Listen and say the verb. 005

- Tell students to listen and say the words.

Audio transcript

A There! I did it. I've got your king!
B Oh no, not again, I'm no good at this game.

A Come on, Mark, you can do it.
B No, sorry, I can't do it. I'm too tired!

A There, done it. Mum, I've finished the jigsaw, it was 1,000 pieces!
B Wow, well done!

A Hey, don't look at my cards.
B Oops, sorry!

A Hmm, shall I have a banana or an apple?

ANSWERS
win, lose, give up, complete, cheat, choose

> **KEY COMPETENCES Social and civic competence**
> Playing games can teach students useful social skills, such as learning to play fair and not giving up when things get difficult. Ask students if they like to play games, ask what kind, ask how they feel when they win or lose. Are they respectful to the winners / losers? Why do they think it is important to be respectful regardless of the result? Why do they think it is unfair to cheat?

4 BEFORE YOU READ Look at the story pictures. Ask and answer.

- Students discuss their predictions and ideas about the story in pairs, then report their ideas to the class.

5 Listen, read and check. 006

- While you play the recording of the story, encourage students to follow the text in their books.

ANSWERS
1 Dr Zeevil is the villain in the Power Up computer game. In previous stories, he cheated at the game and tried to trick the children (often by dressing as other people) to make them lose the game.
2 Students' own answers

6 AFTER YOU READ Watch the story.

> **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 5

1 REMEMBER THE STORY Read and circle *T* (true) or *F* (false). Communication

- Students complete this activity in pairs then share answers with the class.

ANSWERS
1 T 2 F 3 T 4 T 5 F 6 T

2 Read and circle the correct words.

ANSWERS
2 cheats 3 give up 4 lose

3 Read the story again. Then answer the questions. Critical Thinking

ANSWERS
2 Logic World 3 60 seconds 4 They both weigh the same.

4 Look at the new worlds in *Power Up: Level 6*. What do you think the missions will be? What adventures do you think the characters will have? Collaboration

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1 How do we learn things?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about learning and elicit answers to the Big Question.
Review words for school subjects.
Present and practise pronunciation of /k/ and /s/.

Language
Review: school subjects; present continuous and present perfect tenses

Warm up
Play *Sharkman* from the Ideas Bank on page 145 using the game words from Lesson 3 of the Starter Unit.

Class Book pages 8–9

1 Look, read and answer.
- Ask the students to look at the photos and tell you their thoughts and ideas about what they see.
- Prompt them by asking questions, e.g. *Where do you think these children are? What are they doing?*
- You could also ask them some personalized questions, e.g. *Have you ever done a group project?*

ANSWERS
1 Children working at school with their teacher, a timetable, someone working on a laptop, someone playing rounders, a town sign
2 Students' own answers
3 Martin likes doing group work because students learn from each other when they work together.

2 Watch the video. ▶ Which six school subjects does Martin mention?
- Play the video for students to watch.

Video transcript
See page 153.

ANSWERS
maths, science, English, drama, mechanics, music

3 Think about the Big Question. Answer the questions below. Critical Thinking

> **KEY COMPETENCES** **Learn to learn**
> It's important that students recognize that we all learn in different ways. Talk to the students about different learning styles, e.g. some learners learn best from pictures and images, others from words and text. Some learners, like Martin, learn best in groups, while others prefer to work independently. Ask students how they prefer to learn.

4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Communication
- Students discuss the answers they have written on the poster and say which answers they like best, and why.
- Are there any subjects students would like to study, but which aren't available at school?

> **TIP** After writing up their answers, encourage students to look at the images and posts and write their own questions about learning / school on the poster. At the end of the unit they can look at these questions and see which ones they can answer.

SUGGESTED ANSWERS
We learn things from our parents / family members / from books / by making mistakes / by practising / by watching other people, etc.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 What is your favourite subject at school?
2 How many times a week do you have (PE)?

6 Watch the video again. ▶ Complete the activities.

Activity Book page 6

1 REMEMBER THE VIDEO Tick ✓ *True* or *False*.

ANSWERS
2 True 3 True 4 False 5 False 6 True

2 Listen to Kylie talking about her favourite subject. 🔊 007 Where does she go to school?

Audio transcript
Hi! I'm Martin's friend, Kylie. I go to West Milford High School in New Jersey, in the USA. Martin showed my school in his video. It's a great school and we all learn lots of things.
I like most subjects, but my favourite is music. Music means everything to me. I play three different instruments. My dad is teaching me to play the guitar. He plays really well and we have fun playing songs together.
I go to piano lessons after school most days. The teacher is very nice.
In the music lessons at school, we all play different instruments. I usually play the violin. It sounds great when we all play together in the orchestra.
Sometimes, we play in school concerts. Last year, we performed for the local community. We were nervous, but it went well. A reporter came from the newspaper and took photos of us. We were famous for a few days!

ANSWERS
She goes to West Milford High School in New Jersey, USA.

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3 Listen again and complete the sentences. 007

ANSWERS
1 music 2 her dad 3 piano lessons 4 the violin

4 Listen to the rule. Then listen to the words and complete the table. 008

Audio transcript
The letter 'c' can represent the sound /k/. Listen: cat.
It can also represent the sound /s/. Listen: cinema.

ANSWERS
/k/ 2 carton 3 difficult 4 actor
/s/ 5 city 6 centre 7 place 8 dance

5 Listen to the letter 'c' in the words. 009
Then circle the words with a different sound.

ANSWERS
1 castle 2 cycle 3 rice 4 clothes

Lesson 2
Vocabulary

Lesson Objectives
Present and practise education vocabulary.
Read and understand a blog about Tomas's homework.
Practise using the past simple.

Language
New: education vocabulary: *timetable*, *test*, *textbook*, *essay*, *certificate*, *head teacher*, *exam*, *course project*, *dictionary*, *experiment*
Review: *When did you last* (*have a test*)*? I* (*had a maths test*) *last* (*Friday*) / (*an hour*) *ago.*

Warm up
Play *Chain story* from the Ideas bank on page 145. Start with the sentence *On Mondays, I have* (*English*). Invite students around the class to add subjects to the list.

Class Book page 10

1 What words about school and learning do you know? Copy and complete the table. 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 words for one column of the table. Then reform the groups so that at least one student in each group has a list of words for each of the columns. They share their ideas and complete their own table.
- Stretch higher level students by asking them to think of more words for each column.

2 Listen and read about Tomas's homework. 010
Find the five words in bold in the pictures. What did Tomas get last year?
- Play the recording for students to listen and follow the text.
- Ask students to read out the words in bold and point to the matching pictures. Students answer the question.

ANSWER
Tomas got a certificate last year.

3 Listen to Fatima and Jack. Copy the words and number them in the order you hear them. 011
- Play the recording. Students number the words in the order they hear them. Ask students to read out the words in the correct order.

Audio transcript
Fatima Hi Jack! You're online late.
Jack Yes, I'm studying. I've got an exam tomorrow.
Fatima Oh no – exams are important. What are you doing?
Jack I'm reading my history textbook. I need to learn all these dates. I'll never remember them!
Fatima Poor you! I'm studying too, but it's just for a short test. I'm using my dictionary.
Jack You can't learn all the words in the dictionary, Fatima!
Fatima No. But I've got 10 new words to learn.
Jack What time's your test?
Fatima It's at … Let's see … Oh! I'm looking at my timetable, and I don't have an English lesson tomorrow! My test is on Thursday! Phew!
Jack Oops! Lucky you – my history exam is definitely tomorrow.
Fatima Well – good luck, Jack! I'm logging off now; I'm going to watch TV!
Jack Bye, Fatima!

ANSWERS
1 exam 2 textbook 3 test 4 dictionary
5 timetable

4 Listen and repeat. Point to the pictures. 012
- Play the recording. Students listen and point to the pictures in their books. Point to pictures and ask students to say the words.

5 Listen and repeat the dialogue. 013
- Pairs of students to act out the dialogue for the class.

6 Ask and answer about the words in activities 2 and 3. Communication
- Write the words from activities 2 and 3 on the board. Elicit verbs from the class to make phrases, e.g. *have an exam, do a course project*, etc. Students make questions with the phrases, e.g. *When did you last* (*have an exam*)*?*
- Students ask and answer the questions in pairs.

Activity Book page 7

1 Circle the words. Then use the extra letters and write the mystery word. Critical Thinking

ANSWERS
head teacher, exam, certificate, essay, test, experiment, timetable, dictionary, textbook
Mystery word: education

2 Choose the best words to complete the sentences.

ANSWERS
1 experiment 2 certificate 3 essay 4 timetable
5 dictionary

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3 Read and complete the mini dialogues. Then number the pictures.

ANSWERS
1 timetable 2 head teacher, course project
3 exam 4 textbook
Pictures: 2, 3, 1, 4

4 Write sentences. Critical Thinking

Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise present continuous for future plans.
Develop listening, speaking, reading and writing skills.
Practise reading, listening to and completing diary pages.
Develop critical-thinking and communication skills.

Language
New: present continuous for future plans: *I'm / You're / She's* (*not*) (*studying*) *on* (*Friday*) / *next* (*week*). *What are you doing* (*tomorrow*)*? Am I / Are you / Is he* (*doing anything*) *at the weekend?*

Warm up

Review the education vocabulary. Play *Bingo!* from the Ideas bank on page 146 using the education flashcards.

Class Book page 11

1 Listen and read. 014

- Ask the students to find the emojis in the text and say what emotion they think each emoji represents.
- After reading, ask students to say why they think the children are feeling each emotion.

2 Read the conversation again. Which one is Celia's diary?

ANSWER
Diary 3

KEY COMPETENCES Learn to learn
Ask students if they have ever forgotten about a test at school. Talk about the importance of being organized and ask students to suggest ways to ensure they remember things at school that they need to be prepared for.

3 Read the tables. Which sentence is true for Celia? Critical Thinking

ANSWER
I'm studying for a test tomorrow.

4 Read and say *present* or *future*.

ANSWERS
1 present 2 future 3 future 4 present
5 future 6 future

5 Talk about the diary pages below. Communication

6 Say three things that you are doing next week. Critical Thinking

Activity Book page 8

1 Listen to Dean and match the days to the activities. 015

Audio transcript

A I've got a busy week next week.
B Really? What are you doing?
A Well, on Monday evening I'm going to the cinema with Tim, and on Tuesday afternoon I'm meeting Paul to work on our course project.
B What are you doing on Wednesday?
A I'm not sure about the morning, but in the afternoon I'm studying for my geography exam.
B And Thursday?
A On Thursday evening my grandma is coming to our house to have dinner. Dad's cooking roast chicken!
B Yum! What are you doing on Friday?
A On Friday, we're going to Izzie's birthday barbecue.
B In the evening?
A No, it's in the afternoon. And on Saturday I'm going shopping with my mum and my sister, Molly.
B And what are you doing on Sunday?
A I'm playing tennis with John in the morning.
B Wow! You ARE busy!

ANSWERS
Tuesday afternoon – Meeting Paul to work on course project.
Wednesday afternoon – Studying for geography exam.
Thursday evening – Grandma coming to have dinner.
Friday afternoon – Going to Izzie's birthday barbecue.
Saturday morning – Going shopping with Mum and Molly.
Sunday morning– Playing tennis with John.

2 Answer the questions about Dean's plans for his busy week.

ANSWERS
2 On Monday, Dean is going to the cinema with Tim.
3 Dean is playing tennis with John on Sunday morning.
4 On Tuesday, Dean is meeting Paul to work on their course project.
5 Grandma is coming for dinner on Thursday evening.
6 No, Izzie is celebrating her birthday on Friday afternoon.

3 Jorge, Paul and Avril want to meet for two hours on Saturday or Sunday (before 8.00 pm) to talk about their course project. When can they meet? Critical Thinking

ANSWERS
They can't meet on Saturday afternoon or evening because Avril is having lunch with friends, Jorge is meeting friends to see a film and then Paul and Avril are playing tennis from 6 to 8 pm.
They can meet on Sunday morning from 9 to11 am.

Grammar Reference Activity Book page 110

Answer the questions. Use the words in brackets.

ANSWERS
2 John is meeting his friends on Saturday.
3 They're going to the park tomorrow.

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4 We're having dinner with Grandpa tonight.
5 Brigitte is visiting her friend in France next month.
6 I'm doing my homework this evening.

Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise online activities vocabulary.
Develop listening, speaking and reading skills.
Check and consolidate understanding of *The Secret Mission* story.

Language
New: online activities: *go online*, *type in a password*, *search the internet*, *visit a website*, *click on an icon*, *download a document*
Review: present simple; *exciting*

Warm up

Play the Lesson 3 *Three in a row* grammar practice game on the Classroom Presentation Tool. Alternatively, ask students to work in pairs to find three things that they are both doing next week.

Class Book pages 12–13

1 When and where do you use the internet? What do you do on it? Critical Thinking

- Ask students to describe when and where they use the internet and what they use it for.

2 Listen and say the number. 016

ANSWERS
3, 1, 6, 5, 2, 4

3 Listen and say the verb. 017

Audio transcript

When you do this, you connect to the internet.
When you do this, you look for something you want to find online.
When you do this, you look at a page on the internet.
When you do this, you press or click on a small image online.
When you do this, you copy something from the internet onto your computer.
When you do this, you write or type a secret word.

ANSWERS
1 go online 2 search the internet 3 visit a website
4 click on an icon 5 download a document
6 type in a password

KEY COMPETENCES Digital competence
It's important that students develop skills to use ICT safely and responsibly. Ask the students why we type in passwords when we are using the internet and why we shouldn't share our passwords. Ask them what else they can do to make sure they are safe online.

4 BEFORE YOU READ Look at the first three story pictures. Ask and answer.

5 Listen, read and check. 018

ANSWERS
1 Fatima and Jack (and Dr Zeevil).
2 They have the jet pack and the invisible spray.

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

Activity Book page 9

1 REMEMBER THE STORY Ask and answer questions about the beginning, the middle and the end of the story. Communication

- Students complete this activity in pairs, then model questions and answers for the class.

SUGGESTED ANSWERS
What happens in the beginning of the story? In the beginning of the story, Jack and Fatima hear a message from Dr Zeevil. / They choose the jet pack and invisible spray power ups.
What happens in the middle of the story? In the middle of the story, Jack and Fatima go to Bobin Island. / … activate the jet pack. / … look for the documents.
What happens at the end of the story? At the end of the story, Jack and Fatima get the secret documents, but Doctor Zeevil escapes.

2 Complete the text. Use the correct form of the verb.

ANSWERS
2 searches / Internet 3 visits / websites
4 types / password 5 downloads / document
6 click on / icon

3 Read the story again and match the parts of the sentences.

ANSWERS
2 f 3 a 4 b 5 c 6 e

4 What's good and what's bad about a secret agent's life? Discuss your opinions and tell the class. Collaboration

Lesson 5
Grammar

Lesson Objectives
Remember *The Secret Mission* story.
Present and practise indefinite pronouns.
Practise food and place vocabulary.
Develop communication and collaboration skills.

Language
New: indefinite pronouns: *somewhere*, *somebody*, *something*, *nowhere*, *nobody*, *nothing*, *anywhere*, *anybody*, *anything*
Review vocabulary: online activities

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Warm up

Review the online activities vocabulary from the previous lesson. Play *Number words* from the Ideas bank on page 146 with the online activities flashcards.

Class Book page 14

1 REMEMBER THE STORY Read and match the beginnings and ends of the sentences.

- Students say what they can remember about *The Secret Mission* story from Lesson 4. Ask them what the name of the island was and how Jack and Fatima reached the island.

ANSWERS
1 b 2 a 3 d 4 c

2 Read the table. Which pairs of sentences in the table mean the same thing? Critical Thinking

> **TIP** It is worth bringing students' attention to the use of 'nowhere' and 'nobody'. These pronouns have negative connotations, even though they are used in sentences where the verb is positive.

ANSWERS
There's nowhere to hide.
There isn't anywhere to hide.
There's nothing on the table.
There isn't anything on the table.
There's nobody in the room.
There isn't anybody in the room.

3 Choose the correct word and say the sentences.

- Remind students to look back at the table in activity 2 again to help them decide on the correct answer.

ANSWERS
1 b (anything) 2 a (anywhere) 3 a (somebody)
4 b (Somebody)

4 Make questions using the prompts below. Ask and answer. Communication

ANSWERS
1 Do you know anywhere to play ball games in this area?
2 Do you know anybody who has got a medal?
3 Do you know anything about (lions) and where they live?

5 Look at the topics below. Ask and answer in your group. Then agree on the best answers. Collaboration

> **KEY COMPETENCES Cultural awareness and expression**
> Giving students the opportunity to talk about typical food or nice places to visit nearby develops an awareness of their own cultural identity and a sense of pride in their local area. If you have students from other countries in your class, encourage them to talk about their own countries, so that they can share their culture with the rest of the class.

> **TIP Mixed-ability teaching**
> - Support lower level students by brainstorming food and place vocabulary they know with the class before carrying out the speaking activity.
> - Stretch higher level students by asking them to think of more topics to ask about.

Activity Book page 10

1 Complete the dialogues. Then listen and check. 019

ANSWERS
2 somebody 3 anything 4 anything
5 anywhere 6 nowhere 7 somewhere
8 anywhere 9 somewhere

2 Complete the sentences. Use *body*, *thing* or *where*.

ANSWERS
1 thing 2 body 3 where 4 thing 5 body 6 where

3 Rewrite the sentences. Replace the words in bold with the words in the box. Critical Thinking

ANSWERS
2 My dad knows somewhere where we can camp.
3 There's somebody whose job is to patrol the island.
4 There's nowhere in town where you can buy a computer.

Grammar Reference Activity Book page 110

Complete the sentences. Use the words in the box.

ANSWERS
2 anywhere 3 anything 4 something 5 anybody
6 somewhere

Lesson 6
Cross-curricular

Lesson Objectives
Learn the rules of rounders in English.
Present and practise sports vocabulary.
Present and practise sequencing words.
Develop critical-thinking, communication and creative skills.

Language
New: rounders vocabulary: *bat*, *ball*, *posts*, *1st / 2nd / 3rd / 4th post; first*, *then*, *after that*, *next*, *finally*

Warm up

Review the grammar from the previous lesson. Divide the class into two teams. Write the names of places, things and famous people on cards. Invite students from each team in turn to choose as many cards as they can in one minute and describe them to their team using indefinite pronouns (e.g. *This is something you write with / someone who is very good at football / somewhere you can go to swim.*). Award one point for each word that the team guesses correctly.

Class Book page 15

1 How many ball games can you name? Order them from the biggest ball to the smallest ball. Communication

- Students discuss the question in pairs, then compare ideas with another pair before reporting back.

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2 Listen and read. 020

- Before reading, ask students to look at the pictures of the equipment and the game itself and ask them if they think they know what it is. Some students might think that it looks like baseball.

CULTURE NOTE Rounders

Rounders was first played in England in the 1500s. Rounders is still popular with Irish and British children, who often play the game at school in the summer.

3 Read and answer.

ANSWERS

1 two – teams
four – posts
nine – players on the field
1/2 – a rounder for reaching post 3
2 a bowling b batting c fielding
3 The team with the most rounders wins the game.

4 Ask and answer. Communication

- Students discuss the questions in pairs, then join with another pair to compare answers.

5 Learn how to explain the rules of a game.

Activity Book page 11

1 Listen and number the pictures in order (1–6). 021

Audio transcript

1 First, the bowler throws the ball to the batter.
2 Then the batter hits the ball with a bat.
3 Next, the batter tries to run past all the posts to the last post.
4 The fielders try to catch the ball.
5 After that, another batter has a turn. Then, when all the batters have had a turn, the two teams change places.
6 Finally, the players count the rounders to find the winner.

ANSWERS

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

2 Look at the pictures in activity 1. Talk about how to play rounders with your partner. Use the words and phrases below. Communication

- Organize the students into pairs for the speaking activity. Invite confident students to tell the class how to play rounders.

SUGGESTED ANSWERS

First, the bowler throws the ball to the batter.
Then the batter hits the ball.
Next, the batter tries to run to the last post and the fielders try to catch the ball.
After that, another batter has a turn.
Then the two teams change sides.
Finally, the players count the rounders to find the winner.

3 Think of something you enjoy doing. Write how to do it. Use the sequencing words in activity 2. Critical Thinking

- Students can write about another sport or activity that they enjoy.

4 Explain to your partner how to do the activity you wrote about in activity 3. Communication

- Encourage students to ask their partners questions about how to do the activity. Students can use the questions from the text on page 15 of the Class Book.

5 Invent a new sport or game. Make notes. Then write how to play it and draw a picture. Creativity

- Lower level students can work in groups to invent their game. Higher level students can work individually.

TIP Curriculum link

Organize the opportunity for the students to play a game of rounders in their school PE lesson. If their sports teacher doesn't know the game, encourage the students to explain the rules and teach him / her how to play, if possible in English.

Lesson 7
Literacy: a blog post

Lesson Objectives
Develop literacy skills and familiarize students with a travel blog post.
Find out about culture in the UK and William Shakespeare.
Raise awareness of the importance of looking after historic buildings and monuments.
Talk about a school trip experience.

Language
New: *historic buildings*, *sitting room*, *canoes*, *tropical*
Review: past simple (regular and irregular verbs)

Warm up

Challenge the students to remember the rules of rounders. Write the following answers on the board and ask students to tell you the question for each one.

1 Two teams, a bat, a ball and four posts.
2 The bowler throws the ball.
3 Between six and fifteen.
4 Only nine.
5 When you reach the fourth post.
6 The team with the most rounders.

Class Book page 16

1 BEFORE YOU READ Look at the photos of the school trip. What school subject(s) do you think the trip was for?

SUGGESTED ANSWER

The trip could be for English or history.

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2 What do you think each photo shows?

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.

ANSWERS

a book / play, a town sign, Shakespeare's house (exterior and interior), the River Avon / a boat trip

3 Listen and read. 022 Were you right?

- Play the recording for the students to listen and follow the blog in their books and check their answers.

TIP Focus students' attention on the photograph of the book (*Romeo and Juliet*). Ask them why this photograph is here. (Because Shakespeare wrote this play and the class visited his house.) Ask them if they have heard of Shakespeare and if they know any more plays he wrote.

CULTURE NOTE **Shakespeare**

William Shakespeare was an English poet, playwright and actor. He was born in 1564 in Stratford-upon-Avon in England, and he died in 1616. (It is believed he was born and died on the same day of the year: 23rd April.) He wrote 38 plays, which have been translated into every major language in the world. His plays are performed all over the world.

OUR VALUES Focus the students on the *Our Values* feature. Ask them why it is important to look after historic buildings and monuments and establish that if we don't, they will be destroyed and we will lose part of our history.

SUGGESTED ANSWERS

Because they are an important way to teach people about the past.
Because they are an important part of a country's history.
We can visit them so they have money to stay open, and we can look after them by following the rules and guidance we see on signs.
We can volunteer to help look after them.

4 AFTER YOU READ Complete the activities.

Activity Book page 12

1 Read the travel blog on page 16 of your Class Book again and circle the correct words.

ANSWERS

1 a week ago 2 excellent 3 fun 4 generous
5 is interested in

2 Look and write two sentences about what the photos show. Use the words in brackets.

ANSWERS

2 This is Shakespeare's house. Now it's a museum.
3 This is Shakespeare's kitchen. Our guide wore clothes from Shakespeare's time.
4 This is the River Avon. We went on a boat trip.

3 Answer the questions.

ANSWERS

2 The most interesting historical site was Shakespeare's house.
3 They had a picnic lunch in 'The Recreation Ground', which is a big park.
4 Molly's favourite part of the trip was 'Arachnoland'.

4 Think about a trip you went on. Ask and answer.

Communication

- Students ask and answer the questions in pairs, then join with another pair and ask and answer about each other's trips.

KEY COMPETENCES **Social and civic competence**

Raising awareness of important people in their history helps learners to develop a sense of their own cultural identity. For homework, ask the students to find out about an important writer from the past in their own culture.

Lesson 8
Culture

Lesson Objectives
Raise awareness of culture in the UK.
Compare day trips in the UK and in students' own country.
Review and practise describing similarities and differences using *and* and *but*.

Language
Review: *historic buildings*, *museum*, *zoo*, *beach*, *countryside*, *coach*, *car*, *train*

Warm up

Play *True or false?* from the Ideas bank on page 147 to review the information from the travel blog.

Activity Book page 13

1 Listen to Molly. Then choose the best answer. 023

Audio transcript

Day trips in the UK
In the UK, lots of people go on day trips. Schoolchildren go with their school friends and their teachers to learn new things and see new places. And families often go on day trips to have fun together.
Families go on day trips at weekends, or on public holidays. Most people prefer a sunny day so people usually go on trips in the summer.
I think that people like to do new things or visit new places on a day trip. I know I do – it's fun! People enjoy visiting places like historical buildings, museums and zoos. In summer, many people go to the beach or to the countryside.
People use different kinds of transport when they go on a trip. It depends on who you're going with and how far you're going. Schoolchildren usually go on trips by coach. Some families have cars, and others prefer to go by train or bus.

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Lots of people go to museums. The Science Museum in London is really popular. Other favourite places are Cardiff Castle and Chester Zoo.

ANSWERS
1 b 2 b

2 Listen again and complete the notes. 023

ANSWERS
2 families 3 weekends 4 museums 5 beach
6 coach 7 train 8 London

3 Think about day trips in your country. Answer the questions.

4 Make a list of similarities and differences between day trips in the UK and day trips in your country. 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 between day trips in their country and the UK in pairs. Encourage students to use *and* and *but*.

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.

Lesson 9
Writing

Lesson Objectives
Recognize features (heading, subheadings, introductory paragraph, concluding paragraph) in a blog post.
Learn about and practise writing a blog post.
Practise a specific writing sub-skill: using bullet points.

Language
New: structure of a blog post: *heading*, *subheading*, *introductory paragraph*, *concluding paragraph*

Warm up
Review vocabulary for holiday and free-time activities by playing *Simon says* from the Ideas bank on page 145.

Class Book page 17

1 Read Oli's blog post. What did he learn from his grandpa during his summer holidays?

ANSWER
He learned how to fish (how to use a fishing rod, stay quiet when you are waiting for a fish, and be patient).

2 Read the blog post again. Then answer the questions.

ANSWERS
1 There's a lake near Grandpa's house.
2 He learned how to take a selfie.

3 Match the features and the colours used in the blog post.

ANSWERS
1 Heading – green
2 Subheading – blue
3 Introductory paragraph – pink
4 Concluding paragraph – orange

4 Read the Big Write tip.

Activity Book page 14

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

ANSWERS
2 Subheadings 3 introductory 4 concluding

2 Read the paragraph and write it again using bullet points.

ANSWER
Why I like this campsite:
- Great swimming pool
- Useful shops
- Really helpful people

3 Plan a blog post about an activity you did during your last school holidays. Use the information below. Critical Thinking

4 Write your blog post. Remember to decorate it with photos or drawings. Creativity

KEY COMPETENCES **Learn to learn**
Students can improve their writing skills by learning that the best pieces of writing have more than one draft. Encourage the students to treat their writing in activity 4 as a draft. When they have finished the first draft, ask them to read it through carefully and think of ways to improve or edit it before writing their final blog post.

Community Task. Collaboration
- Organize the students into groups to do the activity.

TIP Discuss with the students why it is important to think about who is going to read what we write when we write it. Ask them how the kind of reader might change how they write something.

DIGITAL COLLABORATIVE LEARNING A sense of audience increases learners' motivation to write. Extend the writing task in activity 4 and the Community Task, by setting up a real class blog and asking the students to upload their blog posts to it. You can also encourage feedback, by allowing the students to comment (positively!) on each other's posts, and perhaps choosing their favourite blog post. Link together more than one class blog for a wider audience. See the Digital collaborative learning section in the Introduction.

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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: education and online activities
Review grammar: present continuous for future plans; indefinite pronouns

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 1 with the class.

Class Book page 17

1 Listen and answer. 024 What can you do to get help with an essay?

Audio transcript

It can help you with your homework,
Course projects and experiments.
And to help you
With an essay,
You can download documents.
Chorus
For work and play, it helps a lot.
It's the best thing that we've got.
Www dot,
The World Wide Web.
Www dot.
Www what?
Www dot,
The World Wide Web!
Click on an icon,
Type in a password,
And find some information.
Just go online now,
Visit a website,
It's an internet celebration!
Chorus

ANSWER
You can download documents.

2 Watch and answer the questions on the video.

Video transcript

See page 153.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Communication

- 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.

Activity Book pages 15–16

1 Listen and complete the song with the words in the box. 024

ANSWERS
2 experiments 3 essay 4 download documents
5 on an icon 6 in a password 7 online 8 a website

2 Answer the questions. Critical Thinking

ANSWERS
2 Peter is working on a course project at Dave's house on Friday evening.
3 Peter is going into town with his mum on Saturday morning.
4 Peter is going to a football match on Sunday afternoon.
5 Peter is going swimming on Thursday morning.
6 Peter is doing his homework on Sunday morning.

3 Rewrite these sentences with the word in brackets so that they mean the same thing.

ANSWERS
2 There isn't anybody in the library.
3 I've got nothing for lunch!
4 There's somebody knocking on the front door.

4 Play the game.

- Divide the class into pairs or small groups to play the game.
- Hand out dice and ask the students to find small objects such as coins, erasers, etc. to use as counters.
- Students place their counters on square 1. They take turns to roll the dice and move their counters, following the direction of the arrows. When they land on a square, they follow the instructions. If they follow the instructions correctly, they continue the game on their next turn. If they make an incorrect sentence or give an incorrect answer, they miss their next turn. The winner is the first student to reach the end.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES **Learn to learn**
Remind the 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 the students' responses to activity 5. 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.

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2 What do we find entertaining?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about hobbies and free-time activities and elicit answers to the Big Question.
Review language for hobbies and free-time activities.
Present and practise pronunciation of linked words in speech.

Language
Review vocabulary: hobbies, free-time activities
Review grammar: *I love / like . . .*

Warm up
Play *Odd one out* from the Ideas bank on page 146 using the school words and online activities from Unit 1.

Class Book pages 18–19

1 Look, read and answer.
- Ask the students to look at the photos and tell you their thoughts and ideas about what they see.
- Prompt them by asking questions, e.g. *Where do you think these children are? What are they doing?*
- You could also ask them some personalized questions, e.g. *Have you got any hobbies?*

ANSWERS
1 A group of children in a pottery class, children riding bikes, a TV studio, an animator, a bowling alley.
2 Students' own answers
3 Pottery

2 Watch the video. Where does Alicia learn to paint?
- Play the video for students to watch.

Video transcript
See page 153.

ANSWER
Alicia learns to paint in St Ives.

3 Think about the Big Question. Answer the questions below. Critical Thinking
- In pairs, students discuss their own ideas about free-time activities, they then share their ideas with the class.

4 What answers can you think of for the Big Question? List your answers on the Big Questions poster. Communication
- See Unit 1, Lesson 1 for instructions on how to complete the activity.

SUGGESTED ANSWERS
We find hobbies / sports / TV / music / etc. entertaining.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 Do you prefer activities that you do alone or activities that you do with friends?
2 What kinds of things do you do with your friends?

6 Watch the video again. Complete the activities.

Activity Book page 17

1 REMEMBER THE VIDEO Tick ✓ *True* or *False*.

ANSWERS
1 False 2 True 3 False 4 True 5 False

2 Listen to Mariam. What was different about pottery class today? 025

Audio transcript
Dear diary, today I went to my pottery class. Our usual teacher was ill so today we had a new teacher, Mrs Jones. I was curious to meet her because she's quite famous. She taught us lots of new things.
After the class my friend Sofia and I went into town and had lunch in a café. It was a vegetarian café which means it doesn't use any meat in any of the dishes. So I couldn't have my favourite sandwich – chicken and sweetcorn – instead I had a couscous salad – it was quite nice actually.
Sofia wanted to buy a book for her mum's birthday, so we went to the bookshop after lunch. I read some Roald Dahl poems while I waited for Sofia. If I was a famous author, I'd write funny poems just like him!
Sofia and I got the bus home and in the evening I watched a film with Mum and Dad. It was really boring but they liked it. I think I fell asleep after 10 minutes!
Tomorrow is Sunday and I'm going to Grandma's, I can't wait!!!

ANSWER
They had a new teacher.

3 Listen again and circle the correct word. 025

ANSWERS
1 famous 2 meat 3 poems 4 boring 5 Sunday

4 Listen to the rule. Say the sentences. 026

Audio transcript
When we speak fluently, we sometimes link words together without a pause between them. Some sounds are easy to link, for example, consonant and vowel sounds. When one word ends with a consonant sound, and the next word starts with a vowel sound, we say them like one word. Listen.

5 Look at the linking lines and say the sentences. Listen and check. 027
- Students practise saying the sentences in pairs. Then play the audio for the students to listen, check and repeat.

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Lesson 2
Vocabulary

Lesson Objectives
Present and practise new vocabulary for fun places.
Read and understand a blog about fun places to go.
Talk about places you go to to have fun.
Practise making recommendations.

Language
New: *skating rink*, *basketball courts*, *snack bar*, *photo booth*, *riding school*, *BMX track*, *bowling alley*, *adventure park*, *planetarium*, *indoor skydiving centre*, *I recommend* …
Review: *climbing wall*, *cinema*

Warm up

Play *Mime the word* from the Ideas bank on page 145.

Class Book pages 20

1 Where do you go to have fun? What can you do there? Copy and complete the table. Critical Thinking

TIP Mixed-ability teaching

- Support lower level students by asking them to complete the table in pairs.
- Stretch higher level students by having them ask and answer questions in pairs, e.g. A: *Where do you go to have fun?* B: *I go to the* (*cinema*).

SUGGESTED ANSWERS

swimming pool – swimming, cinema – watching films, park – playing football, sports centre – playing tennis, drama club – acting, etc.

2 Listen and read about Oli's free time. 028 Find the six words in bold in the pictures. Where does Oli go with his friends in town?

- Play the recording. Students to read out the words and point to the matching pictures.
- Ask students to say whether they, or anyone they know, goes to any of the places mentioned in Oli's blog. Ask students what they think you can do at each of the places.

ANSWERS

1 BMX track 2 riding school 3 photo booth
4 skating rink 5 basketball courts 6 snack bar

3 Listen. Where does Oli want to go for his birthday? 029

Audio transcript

It's my birthday soon, and I'm trying to decide what I want to do. Last year, my friends and I went to the bowling alley. That was fun! I'm good at bowling, because I go quite often. Mum suggested going to the adventure park. That looks amazing! There are lots of things to climb, and rope bridges that are high up. My best friend is scared of heights, though, so I want to choose something he'll like, too! There are two new places in town that I'd like to visit. The new planetarium looks cool – you can see planets and meteor showers, and learn about space. But the place I really want to visit is the indoor skydiving centre! You can try skydiving – but it's all inside a big building! It's amazing what you can do! I think I'll ask Mum if I can go there for my birthday.

ANSWER

He wants to go to the indoor skydiving centre.

4 Listen and repeat. Point to the pictures. 030

- Students listen, point to the pictures and repeat.

5 Listen and repeat the dialogue. 031

- Have students repeat the questions and answers chorally first, then individually.

6 Look at your table in activity 1. Ask and answer. Communication

- Students use the places and activities in their tables to ask and answer questions like the ones in activity 6.

Activity Book page 18

1 Read the descriptions and write the places. Critical Thinking

ANSWERS

1 riding school 2 planetarium 3 BMX track
4 snack bar 5 photo booth

2 Write the places. Then read the dialogues and match to the photos.

- Ask students to work in pairs to think of dialogues for one of the other places from page 20 of the Class Book.

ANSWERS

1 bowling alley 2 adventure park
3 basketball court 4 skating rink

3 Recommend a place for each situation. Tell a friend and explain why. Communication

- Ask students which of the places in the box they have been to. Ask them when they went, who they went with and why they liked it.
- Students then practise making recommendations in pairs.

KEY COMPETENCES Social and civic competences

Remind students why it is important to try new things (because they might find an activity that they really enjoy, or are really good at).

Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise the present perfect with *How long* … *?*, *for* and *since*.
Practise asking and answering questions with *How long* … *?*, *for* and *since*.
Develop listening, speaking, reading and writing skills.
Develop communication and collaboration skills.

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Language
New: *How long have you had your bike? How long has she lived in her village? I've been at school for three hours. I've been in this class since I was seven. We've lived here for two years. He's been at home since four o'clock.*
Review: free-time activities, places to have fun

Warm up

Play *What's missing?* from the Ideas bank on page 146 to review places to have fun using the fun places flashcards.

Class Book page 21

1 Listen and read. 032

- Ask students to identify the characters (Oli and Bella) 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 correct the sentences.

ANSWERS

1 Bella has been online for 20 minutes.
2 Oli has been in town all afternoon.
3 Bella went bowling on her birthday.
4 Bella didn't go horse riding today.

3 Read the table. Which sentence is true for Bella?

Critical Thinking

- When students have answered the question, ask them to find examples of *How long … ?*, *for* and *since* in the text in activity 1.

ANSWER

We've lived here for two years.

4 Read and say the sentences with *for* or *since*.

ANSWERS

1 for 2 since 3 for 4 for 5 since

5 Ask and answer with *for* or *since*. Then repeat what your partner said, but use the other word.

Communication

POSSIBLE ANSWERS

How long have you lived in your house? I've lived in my house for (three years). (Kate) has lived in (her) house since (she) was (nine).
How long have you been at this school? I've been at this school since I was (five). (Ben) has been at this school for (seven years).
How long have you been at school today? I've been at school since nine o'clock. (Tony) has been at school for (three hours).
How long have you been learning English? I've been learning English since I was (seven). (John) has been learning English for (five) years.

Activity Book page 19

1 Complete the sentences with *for* or *since*. Listen and check. 033

Audio transcript

1 I've practised at the BMX track every weekend since it opened in July. I love it!
2 We've been at the skating rink for five minutes. We're putting our skates on.
3 I've been at the bowling alley for two hours. We've played two games.
4 My cousins have ridden horses since they were five years old. They're really good!
5 My brother has worked at the snack bar since last summer. He's got a Saturday job.
6 We've studied at the same school for six years. We're in the same class.

ANSWERS

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

2 Look and write the answers.

ANSWERS

1 The indoor skydiving centre has been open since last June.
2 They've been at the basketball court for two hours.
3 She's liked horses since 2012.
4 They've been at the snack bar for 20 minutes.
5 I've had my BMX bike since my birthday.
6 They've been in the queue since seven o'clock / 7.00 am this morning.

3 Answer the questions for you. Use *for* and *since*.

Critical Thinking

Grammar Reference Activity Book page 111

Read and circle the correct words.

ANSWERS

2 ten o'clock 3 for 4 months 5 for 6 since

Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise words for TV programmes.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *A Surprise Appearance!* story.

Language
New: *nature documentary*, *chat show*, *quiz show*, *talent show*, *reality TV show*, *drama series*

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, divide the class into two teams. Ask a student from Team A to say a sentence with *for* or *since*, e.g. *I've been at the skating rink since ten o'clock*. Ask a student from Team B to say the sentence with the other word, e.g. (*Robbie*) *has been at the skating rink for* (*three hours*).

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Class Book pages 22–23

1 What are your favourite TV programmes? Why do you like them? Critical Thinking

- Ask students to discuss the questions in pairs, and to use adjectives to help describe their favourite programmes.

2 Listen and say the number. 034

ANSWERS
6, 3, 2, 1, 5, 4

3 Listen and say the TV show. 035

Audio transcript

1 A OK – last question: What is the capital of Sri Lanka?
B Oh … Is it … Dhaka?
A No! I'm afraid not. It's Colombo.
2 A Look. The lions are awake now. Lions can sleep for 18 hours a day. Then, in the evening, the female lions will go hunting.
3 A Hello and welcome to the show, and please welcome my guest … Zak Dyson! So, Zak – you were amazing in your last film. What are you working on now?
4 A Hey, Lexi, I didn't know you had a cat.
B We don't. I'm not allowed pets.
A Well, there's one in your garden. It looks really hungry.
B Aw – poor thing. It does look hungry.
A Let's give it some food.
B Hmm. OK – but if Mum finds out, I'll be in trouble!
5 A OK – what did you say your name is?
B We're called Boom!
A OK, er, Boom! That was … that was … terrible!
6 A It's six o'clock and the green team are still trying to make a fire! They need to start cooking dinner before it gets dark!
B It's impossible! The wood is too wet.
C No, wait, look – there's a small flame!

ANSWERS
1 quiz show 2 nature documentary 3 chat show
4 drama series 5 talent show 6 reality TV show

4 BEFORE YOU READ Look at the first three story pictures. Ask and answer.

- Ask students to look at the first three pictures of the story to form ideas in order to answer the questions.

5 Listen, read and check. 036

- Play the recording for the first three frames of the story. Students say whether their guesses were correct and which of their guesses were incorrect. Play the rest of the story.

ANSWERS
1 Dr Zeevil. 2 He's appearing on a chat show.

KEY COMPETENCES Learn to learn
Before playing the rest of the story, ask students to look at the pictures and guess what happens. Play the rest of the story, then ask students to say which of their guesses were correct, and which events in the story surprised them.

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

Activity Book page 20

1 REMEMBER THE STORY What shows did Nancy and Celia interrupt? Remember them in order. Say a detail about each one. Communication

- Students discuss the questions in pairs.

ANSWERS
Nancy and Celia interrupted a nature documentary, a talent show and a quiz show.
The nature documentary was about an unusual flower. Nancy wanted to dance in the talent show. Nancy and Celia answered a question correctly in the quiz show.

2 Look and write the type of TV programme.

ANSWERS
1 nature documentary 2 chat show 3 talent show
4 drama series 5 quiz show 6 reality TV show

3 Read the story again. Circle *True* or *False*.

ANSWERS
2 False 3 True 4 True 5 True 6 False

4 Think of three more questions to ask Dr Zeevil. Act out the interview. Collaboration

Lesson 5
Grammar

Lesson Objectives
Remember the *A Surprise Appearance!* story.
Present and practise the present perfect with *just*.
Practise TV programmes vocabulary.
Develop communication and collaboration skills.

Language
New: *just*
Review: present perfect, TV programmes

Warm up
Play *Odd one out* from the Ideas bank on page 146 with the fun places and TV programmes flashcards.

Class Book page 24

1 REMEMBER THE STORY Complete the sentences. Match to the pictures.

- Ask students to say what they can remember and what they liked about the story from Lesson 4.

ANSWERS
1 I've just activated Super Search. – c
2 We've just learned this. – b
3 I've just seen Dr Zeevil. – a

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2 Read the table and the notes. Find three more examples in the story.

ANSWERS
The chat show has just started.
I've just had a marvellous idea!
I've just heard it.

3 Look and make sentences with *just* and the present perfect. Critical Thinking

ANSWERS
1 My favourite drama series has just started.
2 The judges have just heard her sing in the talent show.
3 He has just won a big prize on this quiz show.
4 These baby bears have just seen snow for the first time.

4 Look at the TV schedule. Say the type of TV show. Communication

- Students can discuss their ideas in pairs, then compare answers as a class.

ANSWERS
Thursday: quiz show, nature documentary, reality TV show
Friday: talent show, talent show, film
Saturday: nature documentary, quiz show, quiz show

5 Say a day and time for the other pair to say what has just started or just finished. Collaboration

TIP Mixed-ability teaching
- Support lower level students by doing the activity a few times as a class, with you saying days and times for students to say what has just started or just finished.
- Stretch higher level students by having them do the activity in pairs, and to try to find the answers as quickly as they can.

Activity Book page 21

1 Listen and circle *Channel 1* or *Channel 2*. 037

Audio transcript
1 A What time is it, Lisa?
B It's five past four. What's on TV now … let me see. Ooh, that reality TV show you like has just started.
2 A Can you change the channel? I want to watch the chat show – my favourite celebrity is on today.
B You're too late! It's just finished.
3 A What are you watching Stella? It's five o'clock! It's time for Jelly Bean Street!
B I know – Shhh! It's just started. I love this drama!
4 A What's the weather going to be like tomorrow?
B I don't know. Wait a minute. The news has just finished – the weather report is next.
5 A Diego! Come and do your chores!
B Oh Mum! The football match has just started. Can I do them at half time?
6 A What time is it?
B It's 6.35 – dinner will be ready in half an hour.
A Oh no! My nature documentary has just started. I'll have to record it.

ANSWERS
1 Channel 1 2 Channel 2 3 Channel 2
4 Channel 1 5 Channel 2 6 Channel 1

2 Look at the TV schedule again and write sentences.

ANSWERS
2 The talent show has just finished.
3 The news and weather has just started.
4 The football has just finished.

3 Look at the pictures and write sentences with *just*. Use words from each box. Act it out. Communication

ANSWERS
2 The film festival has just started.
3 Susan and Richard have just got married.
4 The rocket has just taken off.

Grammar Reference Activity Book page 111

Write sentences with *just* and the present perfect tense.

ANSWERS
1 We've just seen a deer in the garden!
2 I've just eaten a whole tub of ice cream!
3 She's just bought a plane ticket to New York.
4 They've just opened a new BMX track in my town.

Lesson 6 Cross-curricular

Lesson Objectives
Learn how to make stop-motion animation.
Present and practise vocabulary for talking about cartoons.
Practise matching headings to paragraphs.
Learn how to plan and make an animation storyboard.

Language
New: *frames*, *continuous*, *illusion*, *animation*, *storyboard*, *sequence*
Review: *film*, *artist*, *photograph*, *screen*, *story*, *scene*, *model*, *character*

Warm up
Review the grammar from the previous lesson. Divide the class into two teams. Tell students to look at the TV schedule on page 21 of their Activity Books. Say a sentence to each team in turn, e.g. *It's* (*four o'clock*)*! What's on Channel* (*1*)*?* The students make sentences with *just*, e.g. *The* (*reality TV show*) *has just started.* Award one point for each correct answer.

Class Book page 25

1 What's the difference between a film and a cartoon? Communication

- Students discuss the question in pairs, then compare ideas with another pair before reporting back to the class.

ANSWER
Films show real people, places and things, but cartoons show drawings.

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2 Listen and read. 038

- Students 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, they can use their dictionaries to look them up.

3 Read again and match the headings to paragraphs 1–3.

ANSWERS
1 b 2 c 3 a

4 Ask and answer. Communication

- Ask students to discuss the questions in pairs. Invite students to share their ideas with the class.

ANSWERS
1 You move the models just a tiny bit so that the movements look smooth.
2 You need 1,440 photos for a minute of film (24 x 60).
3 You could use drawings or modelling clay to make a very simple animation.

5 Learn about storyboards.

Activity Book page 22

1 Listen and number the stages in order. 039

Audio transcript
Do you want to make a stop-motion animated film? You don't have to make a full-length film! You can just make a short clip. You'll need an afternoon and a bit of patience, but it can be really fun!
1 Choose a simple action or gesture to animate. For example, somebody playing on a slide.
2 Make or find your model. You can make a model from plasticine or you can use a toy.
3 Plan your sequence. Try acting things out and practise some facial expressions and interesting body language.
4 Draw a storyboard.
5 Set up your first picture and take a photo.
6 Move your model a tiny bit, and take a photo each time.
7 Upload the photos to your computer and use software to edit them into a short film!

ANSWERS
7, 6, 5, 2, 1, 3, 4

2 Draw a storyboard sequence linking picture 1 to picture 5. Critical Thinking

- Remind the students that they only need to show a tiny movement in each frame. Tell them to think about the first and last frame, and show three tiny movements in between.

3 Plan a stop-motion animation. Think about these things. Communication

- Pair lower level students with higher level students. Ask the higher level students to provide help and support for their partners.

4 Draw a five- or six-frame storyboard for your animation. Creativity

- Invite students to show their storyboards to the class and talk about what is happening.

KEY COMPETENCES Digital competence
Ask students to work in groups to produce their animations, using digital cameras or mobile phone cameras to take photos of their models, then uploading the photos to a computer and using software to edit them into a short film.

TIP Curriculum link
Organize the opportunity for the students to learn about stop-motion animation in their art lessons. Encourage the students to tell their art teachers what they have learned about stop-motion animation, in English if possible.

Lesson 7
Literacy: a review

Lesson Objectives
Develop literacy skills and familiarize students with a review.
Find out about a bowling alley.
Raise awareness of the importance of being honest, but fair in reviews.
Talk about a review of a bowling alley.

Language
Review: free-time activities, fun places, recommendations

Warm up
Challenge the students to remember how to make a stop-motion animation from Lesson 6. Ask students to name their favourite animation films or TV programmes, then tell the class how they think each film / programme is made.

Class Book page 26

1 BEFORE YOU READ What kind of place is the review about?

- Ask students to look at the photos and the title to find the answer to the question.

ANSWER
A bowling alley.

2 Why do people read reviews? Critical Thinking

- Ask students to discuss the question in pairs, then invite students to share their ideas with the class.

ANSWER
People read reviews to find out about a place before they go there, or to find out about a product before they buy it. If the reviews are good, they know it is worth going to the place / buying the product.

3 Listen, read and check. 040

- Play the recording for students to check their answer to activity 1.
- Ask students if the review is good or bad, and if they think it is worth going to the bowling alley and why.

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OUR VALUES Focus students on the *Our Values* feature. Ask them where we can find reviews (in newspapers, magazines, or online) and why they think people write reviews (to tell people what they thought about a product, place or performance). Read out the questions and elicit answers from students around the class. Invite the class to discuss their answers.

SUGGESTED ANSWERS
It's important to be honest, but fair in a review so that people get a good idea of what to expect from a product / place or performance.

KEY COMPETENCES **Social and civic competence**
Raising awareness of why it is important to be honest, but fair when writing a review helps students to develop social competence. Ask students how a dishonest review might affect people (a dishonest good review might make people buy a bad product or go to an unpleasant place). Tell students that you shouldn't be unkind when you write an honest review, but you should give correct information.

4 AFTER YOU READ Complete the activities.

Activity Book page 23

1 Read the review on page 26 of your Class Book again. Tick ✓ the things that are mentioned.

ANSWERS
Ticked items: the name of the place, the price, where it is and opening times, a personal recommendation, extras: food and entertainment, tips and advice

2 Read the review again. Answer the questions in your own words.

SUGGESTED ANSWERS
1 The bowling alley has been open for a few weeks.
2 Ric suggests booking a game for people who visit on Saturday.
3 Ric's tip for getting a cheaper price is to book as a group.
4 A DJ makes the bowling alley more fun on Saturdays.

3 Read the text again and find these words. Use the text to work out the meaning. Critical Thinking

ANSWERS
recommend, book, lane, staff

4 What does Ric say about these things? Communication

- Students say what each picture represents, then find the relevant information in Ric's review.

ANSWERS
a The snack bar is quite expensive, but the food was good.
b The staff are friendly.
c On Saturdays, they have a DJ, and the music is really cool.
d The bowling alley is quite big. There are 20 lanes.

Lesson 8
Culture

Lesson Objectives
Raise awareness of culture in Italy.
Compare food in Italy and in students' own country.
Review and practise describing similarities and differences.

Language
Review: food

Warm up
Say a sentence from the review on Class Book page 26. Students have to decide whether it is a fact or an opinion.

Activity Book page 24

1 Listen to Ric and answer the questions. 041

- Tell the class that they are going to listen to Ric talking about food in Italy. Ask students what they know about Italy (*Where is it? What language do people speak there?*) etc.
- Ask students if they can name any Italian foods. Then play the recording for the students to answer the questions.

Audio transcript
Hi, I'm Ric. I'm from London, but my family are originally from Rome, in Italy. I go to visit my grandparents in the school holidays. There are so many amazing places to visit in Rome. I like all the ancient buildings, and I love all the little snack bars that sell amazing ice cream. But my favourite places to visit are the food markets! I go with Grandma really early in the morning. It's brilliant!
Food is very important in Italian culture! We love to get together and have big family meals, especially at the weekend. We use simple ingredients like olive oil, tomatoes, garlic and cheese. Italian food is famous and popular all over the world. It's true that dishes like pizza and spaghetti are delicious, but the best thing about Italian food is the regional specialities! Let me explain …
Italy has a very varied landscape, so the growing conditions are very different in different parts of the country … and the weather is different too. So food grown or made on the coast is different from food in the mountains. For example, Italy has over 300 different kinds of cheese, and they all taste different. And it has 350 different kinds of pasta!
The food markets in Rome have stalls from all the regions of Italy – and you can try lots of different things. So you can try risotto with saffron from Milan, or bright green pesto sauce from Genoa. If you like sweet things, you'll love Cannoli. They're a delicious pastry from the island of Sicily.
My favourite dish is actually a dessert, too. It's called 'Tiramisu' (That means 'pull me up'!) And it does give you lots of energy! It's made with biscuits, coffee, white cheese and cream. It's delicious!

ANSWERS
1 Ric likes to visit the food markets in Rome best.
2 Ric and his family have big family meals when they get together.
3 Ric thinks the best thing about Italian food is the regional specialities.

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2 Listen again and complete the notes. 041

ANSWERS
1 weekend 2 olive oil 3 cheese 4 300 5 350
6 pastry 7 dessert 8 biscuits

3 Make notes about food in your country.

- Students work in pairs to brainstorm ideas about food in their country. Write their suggestions on the board.

4 Make a list of the similarities and differences between Ric's notes and yours. Critical Thinking

5 Talk about the comparisons you made in activity 4. Communication

- Students discuss the similarities and differences in pairs, then share their ideas with the class.

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 Italy for homework.

Lesson 9
Writing

Lesson Objectives
Recognize features in a review.
Learn about and practise writing a review.
Practise a specific writing sub-skill: expressing your opinion.

Language
Review: fun places, school, food

Warm up

Review vocabulary for fun places by describing a place without saying what it is, e.g. *You can learn about space here. You can see the stars.* etc. The first student to guess the place describes another place for the class to guess.

Class Book page 27

1 Read the review. What is different about the new snack bar?

ANSWER
The new snack bar sells healthy snacks (no sweets).

2 Read again and answer the questions.

ANSWERS
1 The snack bar has been open since Monday.
2 The snack bar is on the first floor, next to the library and the head teacher's office.
3 Students can buy snacks at break time, during lunchtime and after school.
4 The snack bar closed two years ago because students only bought sweets.
5 Rami thinks the new snack bar is a great idea to help students to eat healthy food.

3 Match the features and the colours used in the review.

ANSWERS
1 More detail about the place with facts and information. – blue
2 The key facts about the place e.g. location and opening times.– pink
3 An introduction to tell people which place the review is about. – orange
4 A personal opinion and a recommendation. – green

4 Read the Big Write tip.

Activity Book page 25

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

ANSWERS
2 place 3 information 4 advice 5 opinion

2 Are these sentences opinions or information? Write *O* or *I*. Critical Thinking

ANSWERS
1 I, O 2 O, I 3 I, O 4 O, I

3 Talk in pairs. Answer the questions. Communication

SUGGESTED ANSWERS
1 Yes, it is. Because people need to know what information is factual, and what information is your own thoughts.
2 In my opinion, …, I (don't) think …
3 Yes, I do. Because it's important to give factual information and tell people what you think about the place.

4 Plan a review of a fun place in your town. Use the headings below. Critical Thinking

5 Write your review. Creativity

KEY COMPETENCES Learn to learn
Students can improve their writing skills by reading examples of the text type they need to produce. They can use Ric's review as a model for their own work if necessary.

Community Task Collaboration

- Organize the students into groups to do the activity.

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TIP Discuss with the students how life was different when their grandparents were young. Students find out about what their parents and grandparents did in their free time for the next lesson. Ask students to think of ways to show the information in a chart. Help groups of students to make their charts on large sheets of paper, then display the charts in a public area of the school.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 5 by setting up a reviews page on the class website and asking the students to upload their reviews to it.

Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for fun places and TV programmes.
Review and practise the present perfect with *for*, *since* and *just*.
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: fun places, TV programmes
Review grammar: the present perfect with *for*, *since* and *just*

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 2 with the class.

Class Book page 27

1 Listen and answer. 042 What doesn't the singer want to do?

Audio transcript

That quiz show's on tonight. It starts at eight.
Mum likes the chat show that starts really late.
There are nature documentaries and talent shows
And reality TV with stars that nobody knows!
I don't want to watch TV.
There's so much else that I want to see!
Chorus
Oooh! Let's read a review!
Oh yeah! Let's go to a show!
Hey! Let's turn off the TV!
There's so much else that I want to see!
We've been to the skating rink – it was great.
I love the bowling alley – It's open until late!
Let's go skydiving, or to the snack bar
I've just been in the photo booth, I feel like a star!
Come into town with me!
There's so much else that I want to see!
Chorus

ANSWER
The singer doesn't want to watch TV.

2 Watch and answer the questions on the video.

Video transcript

See page 154.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers? Communication

- Students work in pairs to 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.

4 Complete the activities and do the self-evaluation.

Activity Book pages 26–27

1 Listen and complete the song with the words in the box. 042

ANSWERS
1 quiz show 2 chat show 3 documentaries
4 talent shows 5 reality TV 6 skating rink
7 bowling alley 8 skydiving 9 photo booth

2 Write sentences. Use the present perfect and *for* or *since*.

ANSWERS
1 I've lived in the countryside for eight years.
2 We've been in class for half an hour.
3 She's had this computer game since yesterday.
4 He's played football for 90 minutes.
5 It's snowed since 6 o'clock this morning.

3 Write sentences. Use the present perfect and *just*.

ANSWERS
2 I've just seen all the band members.
3 They've just finished setting up the stage.
4 Jim has just bought a T-shirt.
5 I've just taken a selfie with the guitarist.

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

6 Complete the sentences.

Unit 2 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

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3 Why do we have hobbies?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about hobbies and elicit answers to the Big Question.
Review language for hobbies and activities.
Present and practise pronunciation of rising and falling intonation.

Language
Review vocabulary: hobbies
Review grammar: present simple, *Wh* questions

Warm up
Play *Mime the word* from the Ideas bank on page 145 using known words for hobbies and free-time activities.

Class Book pages 28–29

1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *Who are these girls? What sport do you think they play?* Encourage students to relate the pictures to themselves, e.g. *Are you in any teams?*

ANSWERS
1 A team of girls playing football, a boy with his grandfather looking at a small tree, a collection of magnets, a man and a girl stretching, boys doing martial arts
2 Students' own answers
3 Joanna plays football as a centre forward.

2 Watch the video. How long has Tim been in the school team for and how long has he been in the local club for?

Video transcript
See page 154.

ANSWER
Tim has been in the school team for three years and he has been in the local club for over a year.

3 Think about the Big Question. Answer the questions below. Critical Thinking

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

- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 What hobbies have you got?
2 Why do you enjoy (playing a musical instrument)?

6 Watch the video again. Complete the activities.

Activity Book page 28

1 REMEMBER THE VIDEO Answer the questions.

ANSWERS
2 He's played on the school football team for three years.
3 He trains with a local club on Saturdays.
4 Borussia Dortmund is his favourite team.
5 He likes sports programmes.

2 Listen to Joanna speaking about sports. Which sports does she do? 043

Audio transcript
A Joanna, we enjoyed your friend Tim's video. You both really love football!
B Well, I love all sport really, but yes football is my favourite.
A Which is your favourite team?
B My favourite team is Barcelona. I love watching them on TV.
A Do you play any other sports?
B Well, I like playing ball games because I'm good at throwing and catching, or hitting or kicking a ball. I'm good at basketball and tennis.
A Do you go swimming?
B Err … No, I'm not keen on any watersports – I'm a bit scared of the water. I can swim … but not very well.
A What about running?
B Oh yes, I enjoy running. You need to be able to run fast to play quite a lot of sports. When I play football I often have to run the whole length of the pitch, and fast! So I get lots of practice at running.
A Oh, that's good.
B And I'm a member of the running club. I go there after school on Fridays. Sometimes we sprint – that means run very fast for a short distance, and sometimes we do cross country – that is when you run a long distance but more slowly. The furthest I have run is 10km.
A Wow, that sounds great.
B Yes, I love it!

ANSWERS
football, tennis, basketball, running

3 Listen again and write *True* or *False*. 043

ANSWERS
2 True 3 False 4 True 5 False 6 False

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4 Listen to the rules. Then listen to the questions and tick ✓ *Rising* ↑ or *Falling* ↓. 044

Audio transcript
When we ask a *Yes / No* question, the intonation rises at the end of the sentence. Listen: Is this your pen?
When we ask a *Wh* question, the intonation falls at the end of the sentence. Listen: What time is it?

ANSWERS
2 falling **3** falling **4** rising **5** rising **6** falling

5 Practise saying the questions with your partner. Then listen and check. 045 Communication

- Students practise saying the sentences in pairs.
- Play the audio for the students to listen, check and repeat.

Lesson 2
Vocabulary

Lesson Objectives
Present and practise new vocabulary for hobbies and interests.
Read and understand a blog about hobbies.
Talk about hobbies you would(n't) like to try.

Language
New: leisure activities and hobbies: *make collages*, *do aquarobics*, *go go-karting*, *decorate cakes*, *make jewellery*, *study astronomy*, *grow bonsai trees*, *go caving*, *do street dancing*, *do parkour*
Review: *Would you like to* (*do aquarobics*)*? Yes, I would. It sounds fun. / No, I wouldn't. It sounds boring.*

Warm up
Play *Guess what?* from the Ideas bank on page 145. Tell students to think of free-time activities and describe them to the class without naming the activities.

Class Book page 30

1 What do people do in their free time? Copy the mind-map and add three words for each heading. Critical Thinking

2 Listen and read about Nancy's free time. 046 **Find the five words in bold in the pictures. Do you know anybody who has these hobbies?**

- Play the recording. Students read out the words in bold and point to the matching pictures.
- Ask students to say whether they, or anyone they know, does any of the hobbies mentioned in Nancy's blog.

3 Listen and match the hobbies to Nancy's family. Who's got two hobbies? 047

Audio transcript
In fact, in my family we've all got lots of fun hobbies. My mum likes to go caving and she also studies astronomy. She's got a telescope. I love looking at the planets with her. My dad grows bonsai trees. I don't think it's very exciting, but he likes it! My brother and I both love baking. He likes to decorate the cakes we make. He did an amazing *Star Wars* cake for my cousin's birthday! Oh and this summer, I'm starting a new hobby! I'm going to do parkour. It looks a bit dangerous – but exciting, too! Yes, we're all pretty busy at my house!

ANSWERS
Mum – go caving, study astronomy
Dad – grow bonsai trees
Brother – decorate cakes
Nancy – bake cakes, do parkour
Mum and Nancy have got two hobbies

4 Listen and repeat. Point to the pictures. 048

- Play the recording for the students to point to the pictures of the hobbies. Then point to the pictures in random order and ask students to say the words.

5 Listen and repeat the dialogue. 049

- Invite students to repeat the questions and answers chorally first, then individually.

6 Ask and answer about all the hobbies. Communication

- Students add the hobbies and activities from activities 2 and 3 to their mind-map in activity 1.
- Students add any other activities they can think of. They then use the activities in their mind-map to ask and answer questions like the ones in activity 6.

Activity Book page 29

1 Complete the sentences. Use one word from each box.

ANSWERS
2 decorates cakes **3** grows bonsais
4 studies astronomy **5** makes jewellery

2 Read the definitions and write the activities. Critical Thinking

- As an extension, you can ask students to write definitions for three more hobbies, then swap definitions with a partner and write the hobbies.

ANSWERS
1 caving **2** street dance **3** go-karting
4 aquarobics **5** parkour

3 Look at the table. Write the names.

- As an extension, students can make a similar table about three of their friends, then write sentences about their friends, as in activity 4.

ANSWERS
1 Sally **2** Carolina **3** Juan

4 Look again and write sentences.

ANSWERS
2 studies astronomy
3 two hobbies
4 makes collages and she grows bonsais
5 decorates cakes, makes jewellery and studies astronomy

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Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise past simple (with *ago*) vs present perfect (with *for* and *since*).
Practise making present perfect and past simple questions.
Develop listening, speaking, reading and writing skills.
Develop communication, critical-thinking and collaboration skills.

Language
New: present perfect vs past simple: *I've / He's / She's had a telescope for three weeks. / I / He / She bought a go-kart last week. / How long have you been a parkour instructor? / When did Helen join the parkour club?*
Review: free-time activities

Warm up

Review the new hobbies vocabulary from the previous lesson. Play *What's missing?* from the Ideas bank on page 146 using the hobbies flashcards.

Class Book page 31

1 Listen and read. 050

- Ask students to identify the characters (Nancy and Fatima) 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 again and answer.

ANSWERS
1 Nancy is a member of a go-karting club.
2 Fatima is a member of an astronomy club.
3 Yes, she does.

3 Read the table. Which sentence is true for Nancy?

Critical Thinking

- When students have answered the question, ask them to find examples of the past simple and present perfect in the text in activity 1.

ANSWER
She's been a member for nine months.

4 Read and say *present perfect* or *past simple*. Then answer the questions.

ANSWERS
1 present perfect: a) Yes b) For one day. / Since yesterday.
2 past simple: a) No b) At 12.30 on Saturday.

5 Look and make sentences about Jack's possessions. Use the past simple and present perfect. Communication

ANSWERS
2 He got the telescope in 2017.
Yes, so he's had it since 2017 / for (one year).
3 He got the trainers in July.
Yes, so he's had them since July / for (two) months.
4 He got the comic on Saturday.
Yes, so he's had it since Saturday / for (three) days.

Activity Book page 30

1 Listen to the dialogue and complete the text. 051

Audio transcript

A Hi, Taina.
B Hi, Yash. What have you got there?
A It's a safety helmet.
B What's it for?
A It's for when I go caving. Caving is my new hobby. The helmet is for protection. I bought it a week ago.
B Are you a member of a caving club?
A Yes. I've been a member for two weeks. I love it. Have you got any hobbies, Taina?
B Yes. I do judo. I've been a member of a judo club for two years.
A Are you good at judo, then?
B Quite good. I got a yellow belt two months ago.
A That sounds good!

ANSWERS
2 for two weeks 3 a week ago 4 judo
5 for two years 6 two months ago

2 Write questions and answers in past simple or present perfect.

ANSWERS
1 I've been a parkour instructor for three years.
2 When did Helen join the parkour club? She joined the parkour club two weeks ago.
3 How long has Tim lived in Green Street?
He's lived in Green Street since 2016.
4 When did he build the telescope in the garden?
He built the telescope last month

3 Find people in your class. Write their names. Collaboration

KEY COMPETENCES Sense of initiaitve and entrepreneurship
Students will need to use problem-solving skills to complete activity 3. First, they need to think of the right questions to ask their classmates. Then they need to find an efficient way of carrying out the task. When students have completed the activity, ask them to say how they did it and whether they would do things differently next time.

Grammar Reference Activity Book page 112

Complete the sentences. Use the correct form of the verbs in brackets.

ANSWERS
2 joined 3 did / buy 4 have / had
5 have lived 6 went

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Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise words for things we can collect.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Super Detectives* story.

Language
New: things to collect: *key rings*, *fossils*, *football cards*, *fridge magnets*, *autographs*, *comics*

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, arrange students in a circle and have them ask and answer questions in rolling pairs, as follows: *Have you got (a mobile phone)? No, I haven't. / Yes, I have. I've had a mobile phone for two years. Have you got a … ?*

Class Book pages 32–33

1 Do you collect anything? Why do people have collections? Critical Thinking

- Ask students whether they collect any of the objects in the pictures, or any other things.
- If they have a collection, ask them to tell the class about it, saying what they collect, how many items are in their collection, and for how long they have been collecting.
- Ask students to say why they think people collect things (because they like them / because they show where they have been / because they remind them of happy times, etc.).

2 Listen and say the number. 052

ANSWERS
2, 5, 1, 4, 6, 3

3 Listen and say the object. 053

Audio transcript

These are old plants and animals inside rocks.
These are usually the names of famous people.
You buy these when you visit places and you put them on the fridge door.
You collect and exchange these with friends. You can also keep them in a special book or album.
These are fun to collect and, sometimes, you use them to keep your keys safe.
People who like reading sometimes collect these.

ANSWERS
fossils, autographs, fridge magnets, football cards, key rings, comics

4 BEFORE YOU READ Look at the first three story pictures. Ask and answer.

- Ask students to look through the pictures of the story to form ideas in order to answer the questions.

CULTURE NOTE One of the most famous detectives in British culture is Sherlock Holmes. He is a fictional character created by Sir Arthur Conan Doyle. The 'deerstalker' hat that Tomas wears in the story has become synonymous with the character.

5 Listen, read and check. 054

- Ask students to say whether their guesses were correct, and which of their guesses were incorrect.

ANSWERS
1 The disappearance of the star comic from the Comic Museum.
2 Somebody has moved a table.

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

Activity Book page 31

1 REMEMBER THE STORY Do you think that Oli and Tomas chose the best power up? Why (not)? Communication

- Students discuss the question in pairs, then join up with another pair and compare answers and opinions.

2 Use the letters to make words. Then write the numbers.

ANSWERS
2 fossils (c) 3 comics (d) 4 football cards (e)
5 autographs (f) 6 key ring (b)

3 Read the story again and circle the correct option (a, b or c).

ANSWERS
2 a 3 a 4 c 5 a

4 Think about different types of museums and what you can see in them. Make a list of five museums. Then discuss which type is your favourite and why. Collaboration

Lesson 5
Grammar

Lesson Objectives
Remember the *Super Detectives* story.
Present and practise the present perfect with *yet* and *already*.
Practise daily routine vocabulary.
Develop communication and collaboration skills.

Language
New: present perfect with *yet* and *already*
Review: present perfect and past simple

Warm up

Play *Find the cards* from the Ideas bank on page 146 with the collections flashcards.

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Class Book page 34

1 REMEMBER THE STORY Read and say *True* or *False*.

- Ask students to say what they can remember about the *Super Detectives* story and what they liked about it.

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

2 Read the table and the notes. Do *already* and *yet* go in the same place in a sentence? Critical Thinking

- When students have answered the questions, ask them to find examples of *already* and *yet* in the story.

ANSWERS
No, they don't. 'Already' comes before the action, and 'yet' comes after the action.

3 Say the sentences using *yet* or *already*.

ANSWERS
2 Have they looked at all the shoes yet?
3 I haven't seen the famous comic yet.
4 Tomas has already completed his comic collection.
5 We haven't visited the hobbies museum yet.
6 Have the police arrived yet?

4 Read Tomas's list of things to do. Then ask and answer. Communication

- Fast finishers can make another list of things to do, then ask and answer about themselves.

SUGGESTED ANSWERS
Has Tomas made his bed yet? / Yes. He has already made his bed.
Has he fed the cats yet? / No. He hasn't fed the cats yet.
Has he bought a detective hat yet? / Yes. He has already bought a detective hat.
Has Tomas caught the thief yet? / No. He hasn't caught the thief yet.
Has Tomas returned the comic yet? / No. He hasn't returned the comic yet.
Has Tomas done his homework yet? / Yes. He has already done his homework.

5 Write five things that you do every day on five pieces of card. Pick a card and ask someone in your group. Collaboration

> **TIP Mixed-ability teaching**
> - Support lower level students by eliciting a list of things that students do every day and writing their suggestions on the board.
> - Stretch higher level students by inviting them to ask and answer questions in pairs. Tell them to remember their partner's answers, then write sentences about their partner.

Activity Book page 32

1 Listen to the dialogue and tick ✓ the things on the list that Nick has already done. 055

Audio transcript
A Have you cleaned the kitchen, Nick?
B No. I haven't cleaned it yet. First, I'm going to call Yousef.
A Haven't you called Yousef yet?!
B No! I'm going to do it now!
A Have you been shopping yet?
B Yes. I've already been shopping. And I've already checked my emails.
A Have you taken the books back to the library yet?
B Erm … no, I haven't. I forgot!
A And have you organized your fridge magnet collection? It was a mess this morning!
B Yes, I've done that. And I've already decorated Mum's birthday cake.
A Have you finished her necklace yet?
B No. I haven't quite finished it yet. But it will be ready for her birthday party!

ANSWERS
4 ✓ 6 ✓ 7 ✓

2 Write the opposite of the sentences.

ANSWERS
2 We haven't called the police yet.
3 You haven't got this key ring yet.
4 I've already finished my collection.

3 Write sentences that are true for you. Use *yet* or *already*. Critical Thinking

4 Ask and answer about Nick's room. Use the prompts below. Communication

SUGGESTED ANSWERS
Has Nick cleaned his football boots yet? Yes. He's already cleaned his football boots.
Has Nick read his library book yet? Yes. He's already read his library book.
Has Nick tidied his desk yet? No. He hasn't tidied his desk yet.
Has Nick washed his clothes yet? No. He hasn't washed his clothes yet.
Has Nick done his homework yet? Yes. He's already done his homework.

Grammar Reference Activity Book page 112

Circle the correct word.

ANSWERS
2 yet 3 yet 4 yet 5 already 6 yet

Lesson 6 Cross-curricular

Lesson Objectives
Learn about the effect of warm-up and cool-down exercises on the body.
Present and practise vocabulary for parts of the body / exercising.
Practise writing conditional sentences with *When*.
Learn how to explain the effects of exercise on the body.

Language
New: *warm-up*, *cool-down*, *stretch*, *blood*, *heart rate*, *oxygen*, *muscles*, *joints*

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Warm up

Review the grammar from the previous lesson. Write three activities on the board: one which you have already done and two which you haven't done yet (e.g. *make my bed / go to the supermarket / wash the clothes*). Ask students to guess which activity you have already done. The first student to say the correct sentence can come to the board and write three activities to continue the game.

Class Book page 35

1 How do you think the people below warm up before doing sport? Communication

- Students discuss the question in pairs, then compare ideas with another pair before reporting back.

SUGGESTED ANSWERS

A cyclist: cycling slowly for a while and increasing speed.
A tennis player: stretching legs, arms and hips.
A basketball player: running with the ball and practising taking shots.

2 Listen and read. 056

- Ask students to look at the text and find the pink words. Ask them to explain these words if they know the meanings. If not, they use their dictionaries to look them up.

3 Read and answer.

ANSWERS

1 Muscles warm up and stretch, and more blood gets to the muscles. Joints get more flexible. Heart rate goes up.
2 You should do cool-down exercises for five to ten minutes. You should stay in a stretch position for ten seconds.

4 Ask and answer. Communication

- Students discuss the questions in pairs, then join with another pair to compare answers.
- Ask students to say what sports or other exercise they do, and how often they do it. Ask them to tell the class how they warm up and cool down.

5 Learn how to explain the effects of exercise on the body.

Activity Book page 33

1 Listen. Then write the words next to the definitions. 057

Audio transcript

1 Your muscles are inside your body. They help you to move as they stretch and contract.
2 Your lungs are a pair of organs which collect air inside your body.
3 Oxygen is a part of air, and you breathe it into your body.
4 Your heart is the most important organ in your body.
5 Blood is a red liquid that moves around your body.

ANSWERS

2 lungs 3 oxygen 4 heart 5 blood

2 Complete the poster with the words in activity 1. Critical Thinking

ANSWERS

1 oxygen, lungs 2 heart 3 muscles 4 blood

3 Write sentences.

- Tell students that we use *when* to talk about the effects of doing something, e.g. *When you exercise regularly, you keep your body healthy*.

ANSWERS

2 When you play tennis, you stretch your arms and legs.
3 When you go for a walk, you breathe fresh air.
4 When you eat healthy food, you give your body vitamins.

4 Work in groups. Make a presentation to show the effects of different activities on your body. Creativity

- Group lower level students with higher level students and ask the higher level students to provide help and support. Students discuss the effects of different activities on the body and make a presentation using pictures and diagrams.

KEY COMPETENCES Sense of initiative and entrepreneurship

Planning and giving a presentation in a group involves creativity, innovation and collaboration. Make sure all students have a chance to contribute.

TIP Curriculum link

Organize the opportunity for the students to learn some useful warm-up and cool-down exercises in their school PE lesson. Encourage the students to tell their PE teacher what they have learned about the effect of these exercises, in English, if possible.

Lesson 7
Literacy: a notice

Lesson Objectives
Develop literacy skills and familiarize students with a notice.
Find out about some different clubs and societies.
Raise awareness of the importance of making people welcome in clubs and societies.
Talk about clubs you belong to, or clubs you would like to belong to.

Language
Review: hobbies, free-time activities, sports, games

Warm up

Challenge the students to remember the effects of warm-up and cool-down exercises on the body from Lesson 6. Say true or false sentences based on the text on page 35 of the Class Book. Ask students to say *True* or *False* for each sentence and to correct the false sentences.

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Class Book page 36

1 BEFORE YOU READ Read the heading and look at the pictures. Which activity looks the most interesting?

- Students look at the photos and discuss the activities.

2 Ask a question about one of the clubs. Critical Thinking

- Ask students to suggest questions, then tell them to write their questions in their notebooks.

3 Listen and read. 058 **Does the noticeboard answer your question?**

- Ask students to raise their hands if the noticeboard 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 text and finds the answers.

CULTURE NOTE Clubs and societies in the UK

There are many clubs and societies in the UK, for all kinds of interests and activities. Joining a club is a great way to meet people with similar interests.

OUR VALUES Focus students on the *Our Values* feature. Ask them what clubs and societies they know about in their community. Ask students to suggest why it is important to make everybody welcome in a club or society.

SUGGESTED ANSWERS

A variety of sports, music, drama, reading, etc. clubs and societies.
It's important to make everybody welcome so that people feel part of the group and want to come back, and because they may be nervous about meeting new people.

KEY COMPETENCES Social and civic competence

Raising awareness of why it is important to make people welcome to a group helps students to develop social competence. Ask students how they like to be treated when they are new to a group, club or class, and why.

4 AFTER YOU READ Complete the activities.

Activity Book page 34

1 Read the notices on page 36 of your Class Book. Then read the sentences and write *Chess*, *Drama*, *Boat* or *Karate*. Critical Thinking

ANSWERS

2 Chess 3 Chess 4 Chess, Drama 5 Drama
6 Chess, Karate 7 Chess, Boat

2 Answer the questions with your own ideas. Critical Thinking

3 Label the clubs. Then write a list of four other clubs you belong to or would like to belong to. Ask and answer about all the clubs. Communication

- If students don't belong to or know of any clubs for their interests, they can use their imaginations and invent clubs.

Lesson 8 Culture

Lesson Objectives
Raise awareness of New Zealand culture.
Compare after-school activities in New Zealand and in students' own country.
Review and practise describing similarities and differences using *also* and *however*.

Language
Review: sports, activities, hobbies

Warm up

Say a sentence relating to one of the notices in Lesson 7 of the Class Book, e.g. *I like acting. / I'm free on Tuesdays. / I love martial arts*. Students say which club you should join (e.g. *You should join the* (*Karate*) *Club!*). Students say sentences for the rest of the class to recommend a club.

Activity Book page 35

1 Listen and choose the best statement. 059

- Ask students what they know about New Zealand (*Where is it? What language do people speak there?* etc.).
- Then play the recording for the students to choose the best statement.

Audio transcript

A What kind of after-school activities do children do in New Zealand, Charlie?
B Oh, they do lots of things. In New Zealand, everybody loves sport so there are lots of sports clubs. The most popular sports are probably rugby, football and gymnastics.
A Gymnastics?
B Yes. My sister goes to a gymnastics club twice a week. It's good exercise, of course, but it's good fun, too.
A I bet! What other clubs have you got in New Zealand?
B Well, lots of people like learning languages. You can learn Japanese and Maori at some of the language clubs at our school.
A Wow! That sounds like fun.
B Yes, it is, I'm sure. But if you like adventure, I think a Scouts club is the most fun. I'm a member of the Scouts in our town. It's great! We go camping, cycling and horse riding.
A Lucky you! And are there any music clubs after school, too?
B Yes. Music clubs are very popular. In fact, I play the trumpet in the jazz band and my sister is learning to play the violin in the string band. And we're both in the school orchestra.
A Sounds fantastic!
B Lots of people enjoy doing creative things after school, too. There are clubs for arts and crafts, photography and painting.
A That's a lot of clubs, Charlie!
B Yes. Nobody gets bored in New Zealand! There's even a club for dog walkers!

ANSWER

3

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2 Listen again and complete the email. 059

ANSWERS
1 sports 2 languages 3 camping 4 orchestra
5 photography 6 dog

3 Think about after-school activities in your country. Complete the information.

- Students work in pairs to brainstorm ideas for activities. Write their suggestions on the board.

4 Make a list of similarities and differences between after-school activities in New Zealand and after-school activities in your country. Critical Thinking

5 Talk about the similarities and differences you found in activity 4. Use *also* and *however*. 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 New Zealand 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

Lesson Objectives
Recognize features in a notice.
Learn about and practise writing a notice.
Practise a specific writing sub-skill: using prepositions of time (*on*, *in*, *at*).

Language
New: features of a notice; contact details, practical details
Review: free-time activities

Warm up

Ask students to imagine they are going to join a club. Ask them to suggest questions they would like to ask about the club (e.g. *When / Where does the club meet? / How long do club meetings last? / Do I need to bring anything? / Who can join the club?*).

Ask a student to choose a club from page 36 of the Class Book. Invite students to ask questions about the club. The first student to guess the correct club can choose another club for the rest of the class to ask about.

Class Book page 37

1 Read the notice about Jack's school club. What does his club want?

ANSWER
Jack's school club is looking for new members / enthusiastic people to join the school band.

2 Read the notice again. Then answer the questions.

ANSWERS
1 The band practises three time a week.
2 If you want to join, you have to tell the music teacher, Mr Smith.

3 Match the features and the colours used in the notice.

ANSWERS
1 What the club does – pink
2 Who the club is looking for – orange
3 Contact details – purple
4 Practical details (time and place) – green
5 Name of the club – blue

4 Read the Big Write tip.

Activity Book page 36

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

ANSWERS
2 who 3 what 4 Practical 5 Contact

2 Complete the table. Use the words and phrases in the box.

ANSWERS
2 the weekend 3 the morning 4 June 5 Monday
6 3rd June

3 Plan a notice about a club that you are interested in. Critical Thinking

4 Write your notice. Remember to decorate it with photos or drawings. Creativity

Community Task. Collaboration

- Organize the students into groups to do the activity.

TIP Discuss why it is important to create a notice that people will see and want to read. Students suggest ways to make their notice attractive and eye-catching.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 4 and the Community Task, by setting up a real online noticeboard and asking the students to upload their notices to it.

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Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for hobbies and collections.
Review and practise the past simple vs the present perfect, and the present perfect with *already* and *yet*.
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: hobbies and interests; things to collect
Review grammar: past simple vs the present perfect, questions with the present perfect and past simple, present perfect with *already* and *yet*

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the new words for hobbies and collections from Unit 3.

Class Book page 37

1 Listen and answer. 060 How many hobbies does Bobby have?

Audio transcript

Chorus
Busy Bobby,
So many hobbies,
Busy Bobby.
He's busy!
He's Bobby!
Bobby goes go-karting at the weekends,
And sometimes he goes caving with his friends.
He does aquarobics
He loves collecting comics.
The list of things he does just never ends.
Chorus
He loves collecting fridge magnets and key rings.
In fact, he loves collecting anything!
Autographs and postcards,
Stamps and football cards,
Teddy bears and bits of coloured string.
Chorus
He loves to do collages and grow bonsai.
He loves to decorate the cakes he buys.
His decorated cakes,
And the jewellery that he makes,
Are loved by all his friends – it's no surprise!
Chorus

ANSWERS
Bobby has sixteen hobbies: go-karting, caving, aquarobics, collecting comics, collecting fridge magnets, collecting key rings, collecting autographs, collecting postcards, collecting stamps, collecting football cards, collecting teddy bears, collecting bits of coloured string, doing collages, growing bonsai, decorating cakes, making jewellery

2 Watch and answer the questions on the video.

Video transcript

See page 154.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Communication

- 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.

4 Complete the activities and do the self-evaluation.

Activity Book pages 37–38

1 Listen and complete the song with the words in the box. 060

ANSWERS
1 caving 2 aquarobics 3 magnets 4 bonsai
5 jewellery

2 Write questions with past simple or present perfect. Then ask and answer in pairs.

ANSWERS
1 How long have you had your English textbook?
2 When did you last eat in a restaurant?
3 How long have you done your hobby?
4 When did you last visit a friend's house?

3 Tick ✓ the correct sentences.

ANSWERS
2 a 3 b

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES Learn to learn
Ask students to look back through the unit and say which activities they found easy / difficult. Ask them to look at the difficult activities again now and say whether they still find them difficult. If so, you can provide extra support or explanation to help students understand these activities.

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. See the Teacher's Resource Centre.

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The Big Project 1

Design a Visitor Website

Lesson Objectives
Talk about the features of a website.
Work as a group to plan a website.
Make and present a website.
Develop collaboration, communication and creativity skills.

Language
New: English in use; language for conclusions: *In that case, I think we should … So we should definitely …* English in use: *in the background*, *in the foreground*, *on the left*, *on the right*, *at the top*, *at the bottom*

Warm up

Play *Think fast!* from the Ideas bank on page 146 to elicit words related to a town. You could ask *What examples of visitor attractions in a town can you think of?* Invite students to write visitor attractions on the board.

Class Book pages 38–41

1 Listen and read. 061 **What attractions are there in your local area?**

- Tell students that they are going make a website about their town.
- Point out the language in the speech bubbles and ask confident students to read them out.
- Ask students to say what attractions there are in their town. Which are their favourites? Why would they recommend them to visitors?

GETTING STARTED

2 Answer the questions. Communication

- Divide students into pairs. They discuss the questions then join another pair to share their ideas.

3 Look. Which do you think is the home page? How do you get to the other pages?

- Ask students to say which town the web pages are about (Porthcombe).
- Students look at the web pages, then ask and answer the questions in pairs.

ANSWERS

e says 'Welcome to Porthcombe'. You get to the other pages by clicking on the links that say 'Shopping', 'Places to stay', 'Activities' and 'Travel'.

4 Listen and number the web pages in order. 062

- Ask students to look at the titles of the web pages carefully to help them identify key language in the listening that will help them with their answers.

Audio transcript

A Hi Mum! What are you doing?
B I'm planning our holiday. Look, here's a website about Porthcombe. I'm looking at the home page.
A Is that the same town we went to last year?
B Yes, it is. Let's look for somewhere to stay.
A OK. Look – there's the guesthouse we stayed in last year.
B Yes, let's click on it … Oh dear, it's fully booked in August. We'll have to stay in a hotel, I think. Or would you prefer to go camping?
A Camping, definitely! I got a new tent for my birthday, remember? Auntie Mary said there was an amazing campsite near the beach, why don't we camp there?
B That's a good idea! Would you like to do some surfing lessons this year?
A Yes, great, if the sea is warm enough! Is there a surf school?
B Let's see … If I click on the 'Activities' page, I think there's a link to a surf school. …Yes, look. Things to do … You can learn to surf in a week. It looks fun!
A You and Dad could do it, too!
B Well … we could … I was thinking I could go shopping while you're at surf school. Look. Click here, where it says 'Shopping'. There are all these lovely little shops. I need to find a nice present for Grandma.
A Hmm. Shopping. What's Dad going to do?
B Well, there's a museum and a cinema. There's even an old-fashioned steam train. I think Dad would love riding on that.
A Could we travel to Porthcombe by train? Dad doesn't like driving a long way. Look, there's a 'Travel' page. Click here and see if there's a station.
B OK … Yes, look, it will only take three hours from here by train. Perhaps we'll leave the car at home for once!

ANSWERS

1 e 2 c 3 a 4 d 5 b

PLAN

5 Think about your town. What sections might be useful in a website about your town? Discuss and choose four sections. Collaboration

- Divide the class into groups of three.
- Ask students to look at the sections and decide which would be useful in a website about their town.
- Bring students' attention to the English in use box, read out the language and encourage students to use it.

> **TIP** Point out the Working together tip! Explain that it is rude to interrupt and group members should be respectful to each other.

6 How would you describe your town? Brainstorm ideas for the home page.

- Students turn to activity 2 on page 39 of their Activity Books and write their ideas on how to describe their town.

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RESEARCH

7 Choose one each of the four sections. Think about, then research, your favourite things for this section. Collaboration

- Students assign a section to each group member and then go away to research online information.

DESIGN

8 Look at these three web pages and find the things. Communication

- Students look at the list of features. Ask what kind of language they would expect to see in each feature, e.g. a personal review (informal, use of the pronoun *I*, positive adjectives), useful information (tips to help the reader), a fun title (a short sentence which gets the reader's attention), a description (descriptive language, adjectives, *there's*, *there are*, etc.).
- Students can do the activity in their groups then share answers with the class.

ANSWERS
a personal review b, c; useful information a, b, c; a fun title a, b, c; a photo a, b, c; a description a

9 Look at the web pages again. Talk about the design. Discuss what you want your website to look like. Collaboration

- Point out the English in use box and explain that students can use this language to describe where things are in the website.
- Students then discuss their ideas for their website design and agree on how their website will look.

MAKE

10 Work together. Make your website on four big pieces of paper. Creativity

- Students can assign tasks to each member of their group, or each work on a section of their website.

PRESENT

11 Present your website. Ask the class what they want to 'click on', and present each section. Collaboration

- Students decide who is going to speak and what each speaker is going to say, then practise their presentation in their groups.
- Explain that each group will come to the front and hold up their sections of the website. The class then decides what they want to click on and that person presents their web page.
- Encourage the students to listen carefully to the other presentations and to ask questions.

TIP Point out the Presentation tip! Ask students why it's a good idea to take their time and speak slowly and clearly. Explain that if they rush they might be misunderstood and make mistakes.

Activity Book pages 39–40

PARTS OF A WEB PAGE

1 Look and match the labels to the parts of the home page. Discuss what the different features are for. Listen and check. 063 Communication

- Read out the features and tell students to match them to the website. Students listen and check their answers.

Audio transcript

A website is a place on the internet where you can find news and information. The first page you get to is usually the home page. The home page acts like an introduction, so that visitors can see what the site is about, and go to other pages to find out more.
Here are some key parts of a website:

1 It's got a **web address**, so that people know how to find it.
2 You can get to other parts of the website by clicking on the **navigation buttons**. These are usually in the same place on each page, so that you can always see how to get to the page you want next.
3 Each page has got a **title**, so that you know where you are.
4 **Photos and pictures** make the page look attractive, and show people what a place or a product is like.
5 There are also often **subheadings** to help you find the information you need quickly.
6 Websites have got different kinds of **text**, including descriptions, personal reviews and recommendations and practical information. The text might be in a table or a diagram. Some websites have got sound and video, too!

ANSWERS
1 web address 2 navigation buttons 3 title
4 photos and pictures 5 subheadings 6 text

KEY COMPETENCES **Digital competence**
Learning about how to create a website and how websites are organized develops digital competence. As an extension, ask students to research three different websites about three different places, e.g. London, New York and Paris. Students can print out the home page and discuss which was their favourite and why. Students should think about things such as how easy it was to navigate, design, helpful, useful information, interesting to read. They should also think about what keywords to include in their page title as this will affect how easily and quickly people can find their website when they search for it online.

PLAN YOUR HOME PAGE

2 Write notes about your town. Share ideas. Collaboration

- Students write notes about their town from activity 6 on page 39 of their Class Books and then exchange notes.

3 Write a 50-word description of your town. Remember to use descriptive adjectives and make it sound appealing. Collaboration

- Students work in groups to write a description of their town.

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MY RESEARCH NOTES

4 Research your topic and make notes.

- Students can research their topics online and make notes. They can also print out photos to include in their website.

DESIGN YOUR PAGE LAYOUT!

5 Sketch the design of your page here or in a notebook.

- Students work in their groups and design their layout.

6 Answer the questions.

- Find out what stages of the project students felt happy / unhappy about and provide support in these areas in future lessons if necessary.

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4 How does nature affect us?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about weather and elicit answers to the Big Question.
Review language for weather and seasonal activities.
Present and practise pronunciation of intonation in short answers.

Language
Review: present simple, questions and short answers (mixed tenses)

Warm up
Play *Simon says* from the Ideas bank on page 145 using words for seasonal activities (*swim in the sea*, *relax in the sun*, *fly a kite*, etc.).

Class Book pages 42–43

1 Look, read and answer.
- Prompt students to talk about the photos by asking questions, e.g. *Where are the children? What's the weather like? How do the children feel?*
- Encourage students to relate the photos to themselves, e.g. *Do you like snow? What do you do in the snow? What weather do you like best?*

ANSWERS
1 A boy and a girl playing in the snow, a volcano, a desert, a high speed train, a bee on a flower
2 Student's own answers
3 He played outdoors, built snowmen and went tobogganing.

2 Watch the video. What does Sam think is good and bad about snowy weather?
- Play the video for students to watch and make notes.
- Invite students to tell the class what Sam thinks about snowy weather.

Video transcript
See page 155.

ANSWERS
Good: looks beautiful, school closes
Bad: hard to travel, life can be difficult

3 Think about the Big Question. Answer the questions below. Critical Thinking
- Students can discuss the questions in pairs or small groups before reporting back to the class.

SUGGESTED ANSWERS
1 Weather can change what you wear, what activities you do, how (easily) you travel and where you spend your time (indoors or outdoors).
2 There are different types of habitats around the world – forests, deserts, mountains, etc. / There are different plants and animals around the world.

4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Communication
- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 Have you ever been to the jungle, mountains or the sea?
2 What did you do (in the mountains)?

6 Watch the video again. Complete the activities.

Activity Book page 41

1 REMEMBER THE VIDEO Complete the sentences.

ANSWERS
2 roads 3 hasn't 4 sister 5 three

2 Listen to Olga, and tick ✓ or cross ✗ the weather she likes and doesn't like 064

Audio transcript
We get all kinds of weather in England. Sometimes, we get four or five different kinds of weather in one day!
I like sunny weather best because we can play outside and everybody is happy. I love snowy weather, too. Last year, it snowed a lot. The best thing about the snow is making snowmen and throwing snowballs. My brother loves snowy weather. He says it's his favourite.
My mum hates the rain, but I like it! I enjoy watching it through the window. I like the sound it makes, too. It goes 'pitter patter, pitter patter.'
I don't like windy weather at all. I feel scared when it's very windy. I read a story once about a little girl in the wind. She blew away! I know it's just a silly story but you have to be careful in strong winds. Dad loves windy weather! He always goes out for a walk when it's windy. He takes David, too, but I prefer to stay at home.
Oh, and, sometimes, it gets foggy here. I like foggy weather. Everything looks strange. When it's foggy, I feel as if I'm in a drama film.

ANSWERS
1 ✓ 2 ✓ 3 ✓ 4 ✗ 5 ✓

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3 Listen to the rule. Then listen to the questions and answers, and repeat the answers. 065

Audio transcript
When we give a short answer to a *Yes / No* question, the intonation falls at the end of the answer. Listen: Yes, I am. / No, she isn't.

4 Ask and answer. Use the correct intonation in your answers. Communication

- Pair confident students with less confident students. Ask the confident students to model the correct intonation and, as you circulate around the class, check that they are supporting the less confident students.

Lesson 2 Vocabulary

Lesson Objectives
Present and practise new vocabulary for natural disasters.
Read and understand a blog about natural disasters.
Ask and answer questions about natural disasters.

Language
New: natural disasters: *tsunami*, *heatwave*, *volcanic eruption*, *snowfall*, *earthquake*, *flood*, *lightning*, *hurricane*, *avalanche*, *thunderstorm*
Review: *Have you ever experienced* (*an earthquake*)*? Yes, I have. / No, I haven't, but …*

Warm up
Play *Chain story* from the Ideas bank on page 145. Start the game with the sentence *On sunny days, I like going to the beach*. Ask a student to add an activity to the sentence, e.g. *On sunny days, I like going to the beach and swimming in the sea*.

Class Book page 44

1 How many weather words do you know? Copy and complete the table. Critical Thinking

SUGGESTED ANSWERS
Good weather: sunny, warm, hot, mild, calm, fine, pleasant, still, etc.
Bad weather: foggy, cold, rainy, snowy, windy, freezing, icy, humid, etc.

2 Listen and read about Jack's project on natural disasters. 066 **Find the five words in bold in the pictures. Which weather words can you add to your table?**

- Play the recording. Ask students to read out the words in bold and point to the matching pictures.
- Ask students if they have any of the words in bold in their tables. Ask them if any of the words describe good weather or bad weather. Students add the words to their tables if necessary.

3 Listen and match the pictures to the years. 067

- Play the recording for the students to listen and point to the years and the pictures as they are mentioned.
- Ask students to say what happened in each year, e.g. *There was a* (*hurricane*) *in* (*2005*).

Audio transcript
Unfortunately, natural disasters aren't just part of history. They happen all the time. Mum and Dad told me about some more recent disasters that they remember.
In 2004, there was a huge earthquake in the Indian Ocean. It caused a tsunami that destroyed towns and homes that were near the coast in 11 countries around the Indian Ocean.
In 2005, a hurricane passed through the city of New Orleans in the USA. It caused a flood that destroyed most of the city.
A heatwave in 2009 caused a thousand fires in one day in Victoria, Australia.
In modern times, scientists understand nature much better than they did in Pompeii 2,000 years ago, for example. We have better weather reports, and we can sometimes warn people, but nature can be very dangerous.

ANSWERS
2004 – earthquake, tsunami
2005 – hurricane, flood
2009 – heatwave

4 Listen and repeat. Point to the pictures. 068

- Play the recording for students to listen, repeat the words and point to the matching pictures.
- Point to the pictures in random order and ask students to say the words.

5 Listen and repeat the dialogue. 069

- Students model the question and answer for the class.

6 Look at the natural disasters. Ask and answer. Communication

- Students ask and answer questions about the natural disasters shown in the pictures.

Activity Book page 42

1 Complete the words. Then match the words and the speech bubbles. Critical Thinking

ANSWERS
2 tsunami (e) **3** thunderstorm (f) **4** avalanche (c)
5 lightning (h) **6** flood (a) **7** hurricane (d)
8 volcanic eruption (g)

2 Complete the puzzle. Then write the mystery word.

ANSWERS
2 snowfall **3** lightning **4** tsunami **5** hurricane
6 heatwave Mystery word: nature

3 Look and write the news reports.

- Point to the pictures and ask students to name the natural disasters.
- Show the class the first prompt and ask a student to read out the example answer.
- Tell students to write about each of the natural disasters using the prompts.

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ANSWERS
2 The hurricane arrived on the Florida coast this morning.
3 A tsunami destroyed most of the High Street last weekend.
4 The earthquake happened here in San Francisco at three o'clock in the morning.

Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise using the past simple and past continuous to talk about interrupted actions.
Develop listening, speaking, reading and writing skills.
Talk about a picture using the past simple and past continuous.
Write sentences about interrupted actions.

Language
New: past continuous + past simple: *I was sitting on the bus when it happened. / What was he doing when it happened?*
Review: weather and natural disasters vocabulary

Warm up
Review the natural disasters vocabulary from the previous lesson. Play *Bingo!* from the Ideas bank on page 146 using the natural disasters flashcards.

Class Book page 45

1 Listen and read. 070
- Ask students to identify the characters (Jack and Celia) before reading.

2 Read again and answer.

ANSWERS
1 It fell down. 2 No. He was OK. 3 Jack's cousin.

3 Read the table and answer the question for Jack. Critical Thinking

TIP When students have answered the question, ask them to find examples of interrupted actions in the text in activity 1.

ANSWER
He was walking past the theatre.

4 What were they doing when it started to snow? Complete the sentences and say. Find the people in the picture.
- Students write the sentences, then find the correct people in the picture.

ANSWERS
1 He was eating an ice cream when it started to snow.
2 She was waiting for the bus when it started to snow.
3 The girl was riding her bike when it started to snow.
4 He was kicking the ball when it started to snow.
5 He was watching the football game when it started to snow.

5 Imagine these situations. What were you doing? Ask and answer. Communication

Activity Book page 43

1 Listen and number the pictures (1–8). 071

Audio transcript
1 A I was in my house when the wind from the hurricane blew a tree down.
2 B I was walking through the park when lightning struck a tree and it caught fire.
3 B What were you doing when the earthquake started?
A I was taking a photograph.
4 B What were you doing when the earthquake started?
A We were sitting in the square having a coffee.
5 B We were skiing down the mountain when the avalanche happened.
6 A We were standing at the bottom of the mountain when the avalanche happened.
7 A What were you doing when the volcano erupted?
B We were sailing around the island.
8 B What were you doing when the tsunami hit the island?
A We were flying above the island.

ANSWERS
a 1 b 4 c 5 d 8 e 2 f 3 g 6 h 7

2 Write complete sentences.

ANSWERS
2 I was walking home when it started snowing.
3 What were they doing when they saw the weather forecast?
4 She wasn't listening when her mum called her.

3 Look at Jane's timetable, and write three questions and answers.

ANSWERS
1 She was playing tennis.
2 What was Jane doing when lightning hit the tree? She was having lunch.
3 What was Jane doing when the garage flooded? She was doing her homework.

4 Answer the questions. Critical Thinking

KEY COMPETENCES **Linguistic competence**
Personalizing new vocabulary and grammar structures helps students to learn the meaning and usage of new language. Make sure students always have a chance to talk about themselves using new language.

Grammar Practice Activity Book page 113

Complete the sentences. Use the correct form of the words in brackets.

ANSWERS
2 was sitting / started 3 was waiting / saw
4 were playing tennis / arrived 5 weren't doing / fell

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Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise words for different environments.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Rainforest Adventure* story.

Language
New: environments vocabulary: *rainforest*, *coast*, *woodland*, *the Arctic*, *desert*, *river bank*
Review: present simple, present continuous

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, divide the class into two teams and write prompts on the board for students from each team in turn, e.g. *thunderstorm – 2.00 pm – Monday*. The students make sentences about what they were doing when each event interrupted them.

Class Book pages 46–47

1 What can you see in the environments below? Which kinds of animals live in these places? Critical Thinking

- Ask students whether they have ever been to (or read / heard about) any of the environments in activity 3 and if so, what they saw there, what the weather was like, and what animals they think live there.

2 Listen and say the number. 072

ANSWERS
4, 3, 1, 6, 2, 5

3 Listen and say the environment. 073

Audio transcript

1 This place is next to the sea.
2 This place is very, very cold.
3 There isn't much water in this place.
4 This place is hot and wet. There are lots of tropical trees and plants.
5 There are trees, birds and animals in this place. In winter, the leaves fall from some of the trees.
6 This place is next to the river.

ANSWERS
1 coast 2 the Arctic 3 desert 4 rainforest
5 woodland 6 river bank

4 BEFORE YOU READ Look at the story pictures. Ask and answer.

SUGGESTED ANSWERS
1 Big, wild animals such as lions, tigers, rhinos and crocodiles because they can attack people and kill them. Small creatures like mosquitoes that can spread disease.
2 A camouflage power up makes it very hard for people or animals to see you, so you are safer in the rainforest.

5 Listen, read and check. 074

> **KEY COMPETENCES Mathematical competence and basic competences in science and technology**
> By encouraging students to think about which animals are dangerous, and in what ways they are dangerous, students go beyond the level of simply learning vocabulary. Subtly expanding the language lesson in this way introduces elements of science and the natural world.

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

Activity Book page 44

1 REMEMBER THE STORY Ask and answer questions about the beginning, the middle and the end of the story. Communication

- Students discuss the question in pairs, then join up with another pair and compare answers.

SUGGESTED ANSWERS
What happens at the beginning of the story? Nancy and Rami choose the camouflage power up. / They hear a loud noise.
What happens in the middle of the story? Nancy and Rami boil river water to drink. / They climb a tree. / They hear a loud noise.
What happens at the end of the story? Nancy and Rami follow some tracks. / They find the most dangerous animal in the world: humans.

2 Read the descriptions and write the environments. Then match the environments to the photos. Critical Thinking

ANSWERS
2 river bank (frog) 3 rainforest (parrot) 4 coast (crab)
5 woodland (squirrel) 6 the Arctic (Arctic fox)

3 Read the story again and complete the sentences. Write one word in each gap.

ANSWERS
2 boil 3 glasses 4 camouflage 5 snake 6 humans

4 Imagine that you have a camouflage power up. Where could you use it? How could it help you? Make notes. Then share your ideas with your group. Collaboration

Lesson 5
Grammar

Lesson Objectives
Remember the *Rainforest Adventure* story.
Present and practise linking words.
Practise writing and talking about yourself using linking words.
Develop communication and collaboration skills.

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Language
New: linking words: *My name is Paul* ***and*** *I'm from Bristol. I like oranges* ***but*** *I don't like apples. We didn't go out* ***because*** *it was raining.* ***When*** *they left home, the sun was shining. Come and see me* ***before*** *you leave. Do your homework* ***after*** *class finishes. We can catch the bus* ***or*** *we can walk. I missed the bus,* ***so*** *I was late for school.*
Review: free-time activities vocabulary

Warm up

Play *What's missing?* from the Ideas bank on page 146 using the environments flashcards.

Class Book page 48

1 REMEMBER THE STORY Look and complete the sentences from the story. Who is speaking?

- Ask students to say what they can remember about the *Rainforest Adventure* story from Lesson 4. Ask them to say which parts of the story they thought were scary / exciting / funny.

ANSWERS

1 I'm shaking too much / Rami 2 we can drink it / Nancy
3 it can hear us / Rami 4 try another world / Rami

2 Read the notes and find an example of each linking word in the table or in activity 1.

- Ask students to read the notes and say which words are about time, which words give a reason for something, which words add one piece of information to another and which words we can use to contrast two different pieces of information. Students find examples of in their books.

3 Choose the correct words and say the sentences.

ANSWERS

1 because 2 before 3 and 4 after 5 but
6 so 7 or 8 when

4 Complete the sentences below on a piece of paper. Don't show anybody.

- In secret, students use the prompts to write true sentences about themselves on a piece of paper. Collect all the pieces of paper and shuffle them, then hand them out to different students ready for activity 5.

5 Read other people's sentences from activity 4 and guess who wrote them. Collaboration

- Students take turns to read out the sentences on their pieces of paper. They try to guess who wrote them.

Activity Book page 45

1 Write sentences. Then listen and check. 075

ANSWERS

2 I was having a shower when the telephone rang.
3 We've got an internet connection but it's very slow.
4 There's a choice: we can catch a bus or we can go by train.

2 Complete the sentences. Circle the correct option (a, b or c).

ANSWERS

1 b 2 a 3 b 4 c

3 Complete the sentences so that they are true for you. Critical Thinking

4 In your group, discuss and write the events in order (from the earliest to the latest). Use some or all of the words in the box. Collaboration

TIP Mixed-ability teaching

- If you have lower level students that need support, you could mix up the pairs to ensure there is a higher level student who could help them. Alternatively, you could do this activity as a class.
- Stretch higher level students by having them find out more about each of the events in the list.

ANSWERS

Correct order of events is:
People invented the wheel.
The Egyptians built the pyramids.
People first travelled by train.
Somebody flew the first aeroplane.
Somebody built the first computer.
The internet began.

Grammar Reference Activity Book page 113

Complete the sentences. Use the words in the box.

ANSWERS

2 and 3 because 4 When 5 but 6 before 7 so

Lesson 6 Cross-curricular

Lesson Objectives
Learn about how nature inspires inventors.
Present and practise verbs connected to inventing.
Learn how to describe special features of animals and plants.
Make an information card about biomimicry.

Language
New: inventions vocabulary: *copied*, *invented*, *inspired*, *designed*, *features*, *created*; parts of animals and plants: *beak*, *wings*, *shell*, *skin*

Warm up

Review the grammar from the previous lesson by dividing the class into two teams and writing linking words (*and*, *but*, *so*, *or*, *when*, *before*, *after*, *because*) on the board for students from each team in turn. The students use the words on the board to make a sentence. Award one point for each grammatically correct sentence.

Class Book page 49

1 Look at the photos and the picture. Which of the plants and animals in the picture do you think inspired products 1–6? Communication

- Ask students to look at the picture and name the animals, then look at the photos and say what invention they

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think each photo shows. Then ask students to discuss the question in activity 1 in pairs before reporting back to the class.

2 Listen and read. 076

- After reading, ask students to look at the text and find the pink words. Ask students whether they know the meanings of these words, or whether they can guess the meanings of the words from their context. If not, students can use their dictionaries to look up the words.

3 Read and say the invention 1–6.

ANSWERS
1 bullet train 2 swimsuit 3 digital screen
4 a water collector 5 lotus paint 6 medical tape

4 Ask and answer. Communication

- Ask students to think about what these animals can do (swim, fly, see in the dark, etc.), and what special features they have to help them do each activity (webbed feet, flippers, night vision, etc.).
- Students discuss the questions in pairs, then join up with another pair and compare answers.

5 Learn how to describe special features of plants and animals.

Activity Book page 46

1 Listen and complete the sentences. Match the descriptions to the photos a–e. 077

Audio transcript

1 This was inspired by the skin of a shark.
2 They studied the science behind a beetle's shell when they invented this new material.
3 Designers looked at the way a butterfly's wings shine when they designed this.
4 Engineers copied an interesting feature of lotus leaves to create this product.
5 When engineers created this, they were inspired by the shape of a kingfisher's beak.

ANSWERS
2 c invented 3 a designed 4 d copied 5 b created

2 What other features did humans copy from nature? In pairs, look at the photos and match them. Share your ideas. Communication

- Check that students can identify the plants and animals in the photos, then ask them to work in pairs and discuss which of the features humans have copied.

ANSWERS
1 b 2 a 3 c

3 Make an information card about your favourite idea from nature. Draw pictures and write descriptions. Creativity

- Each group of students chooses an idea from nature and creates an information card with pictures and descriptions of the plant / animal. Encourage students to think about whether humans have copied the idea, or how humans could copy the idea from nature.

TIP Curriculum link
Organize the opportunity for the students to study the special features of different animals, or the design of different inventions in their science lessons. Encourage the students to tell their science teacher what they have learned about biomimicry, in English, if possible.

Lesson 7
Literacy: an information text

Lesson Objectives
Develop literacy skills and familiarize students with an information text.
Find out about bees.
Raise awareness of the importance of protecting animals from extinction.
Write about raising awareness of the importance of bees.

Language
New: bees vocabulary: *colonies*, *drone*, *worker*, *pollen*, *pollinators*, *habitats*, *pesticides*, *extinct*
Review: parts of plants

Warm up

Ask students to remember what they learned about biomimicry in Lesson 6. Ask questions about the text on page 49 of the Class Book, e.g. *Where does the Namibia beetle live? How does it collect moisture? What invention did it inspire?*

Class Book page 50

1 BEFORE YOU READ Read the heading. What do you know about bees?

- Invite students to share all the facts they know about bees, then ask them why they think bees are in danger, and why they think this is a problem.

2 What do you think bees do for humans? Critical Thinking

- Ask questions to prompt students if necessary, e.g. *What do bees make? How do they make honey?*

3 Listen and read. 078 **Were your ideas in activity 2 correct?**

TIP Ask students to write four true or false sentences based on the information in the text. Students can swap sentences with a partner and write *True* or *False*, or you can divide the class into two teams and have students from each team in turn read out a sentence for the other team to say *True* or *False*.

CULTURE NOTE Bees in the UK
There are around 250 different species of bee in the UK. There are 24 species of bumblebee, about 225 species of solitary bee and only one species of honeybee. The populations of most UK species of bumblebee have declined greatly in recent years, and two species of bumblebee have become extinct since 1940. Honeybees are responsible for 80% of pollination in the UK, but sadly, the UK honeybee is an endangered species.

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OUR VALUES Focus students on the *Our Values* feature. Ask them why it is a problem if any animal becomes extinct, and how we can protect animals from becoming extinct.

SUGGESTED ANSWERS
Because we need animals. / Because animals are important for the world. / Because all animals eat other animals / plants or are food for other animals, so if we lose one animal we could lose other plants or animals.
We can stop using chemicals. / We can protect their habitats. / We can stop hunting them. / We can give them places to live.

4 AFTER YOU READ Complete the activities.

Activity Book page 47

1 Look and complete the diagram. Use the words in the box. Critical Thinking

ANSWERS
1 flowers 2 pollen 3 fruit 4 seeds

2 Read the information text on page 50 of your Class Book again. Then answer the questions.

ANSWERS
2 a queen bee b drone bee c worker bee
3 The workers go out and find flowering plants. They bring back pollen from flowers and turn it into honey.
4 The bees carry pollen from one plant to another.
5 a They are losing their habitats. b Farming chemicals are making them ill.

3 Complete the sentences.

ANSWERS
2 wax 3 fruit 4 many plants and animals will disappear

4 Think about and answer the questions. Then ask and answer with your partner. Communication

KEY COMPETENCES Social and civic competence
Engaging in a cause that they feel strongly about encourages students to develop positive intercultural skills as they try to persuade others that their cause is just. It is also important that students understand their role in the wider society and world, and that they realize that even the actions of just one person can have a beneficial effect on a larger scale. This helps students to develop a social conscience and to think about the consequences of their own actions and how they can make a difference in the world. If you like, you can ask students to design a poster about a cause which they feel strongly about, giving information about the problem and suggesting actions that people can take to be part of the solution.

Lesson 8
Culture

Lesson Objectives
Raise awareness of places to see animals in Ottawa.
Compare places to see animals in Ottawa and in students' own area.
Review and practise describing similarities and differences using *One similarity between … and … is … / One difference between … and … is …*

Language
Review: animals, nature, places in a town

Warm up
Play *Fact check* from the Ideas bank on page 147 to find out what students can remember about bees. Divide the class into two teams and ask students from each team in turn to tell you one fact about bees. Write the facts in two columns (one for each team) on the board. Students mustn't repeat any of the other team's facts.

Activity Book page 48

1 Listen to Lola. Then number the things she talks about in order. 079

- Tell the class that they are going to listen to someone talking about places to see animals in Ottawa. Ask students what they know about Ottawa (e.g. *Where is it? What language do people speak there?*). Then play the recording for the students to complete the activity.

Audio transcript
I'm going to talk about the places where you can see animals in my home city. I live in Ottawa, the capital of Canada. There are lots of places to see animals here. You can see animals in the wild, in parks and in the countryside. You can also visit centres, such as zoos, farms and bird centres.
The Canada Agriculture Museum is a farm museum but, instead of seeing old things from the past, you can see how a farm works today. You can see typical farm animals, such as sheep, chickens and horses. There is also a bee-keeping section, with lots of hives. The museum is open all year and everybody is welcome.
Little Ray's Reptile Zoo is a small zoo with many different exotic reptiles. The animals are all 'rescued'. That means that the zoo gave them a home after their owners treated them badly. There are about 150 animals, including turtles and snakes. Not all of the animals are reptiles. For example, they have really scary tarantula spiders, too!
The Wild Bird Care Centre is a centre where they look after all kinds of birds with injuries. Some birds have got broken wings or legs. Others have got cuts and broken bones after an attack by a wild animal. Lots of volunteers work at the centre. You can ask questions as you look around. You can learn a lot!

ANSWERS
1 Places to see animals around Ottawa
2 A modern farm museum
3 A small zoo
4 A place where they treat sick birds

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2 Listen again and complete the notes. 079

ANSWERS

2 Sheep, chickens, horses 3 There is a bee-keeping section. 4 A small zoo 5 150 animals, including turtles and snakes 6 They also have tarantulas. 7 A centre for treating injured birds 8 Wild birds 9 Lots of volunteers work there.

3 Think about three places to see animals in your area. Complete the information.

TIP Students can use the internet to find out information about the places if necessary. Help them to find the official website for each place so that they can find out about what animals you can see there and any other information they wish to include in their notes. Encourage students to find out about places where you can see different kinds of animals if possible.

4 Make a list of similarities and differences between places to see animals in Ottawa and places to see animals in your area. Critical Thinking

- Encourage students to think of as many similarities and differences as possible, and to think about the kinds of places, the animals you can see there, what you can find / do at each place, etc.

5 Talk about the similarities and differences you found in activity 4. Use the expressions: *One similarity between … and … is …* and *One difference between … and … is …* Communication

- Students discuss the similarities and differences in pairs, then share their ideas with the class.

Lesson 9
Writing

Lesson Objectives
Recognize features in an information text.
Learn about and practise writing an information text.
Practise describing solutions to a problem.
Develop critical-thinking and creative writing skills.

Language
New: *troops*, *endangered*, *predator*
Review: nature and animal habitat vocabulary

Warm up

Review vocabulary for nature and habitats by playing *Noughts and crosses* from the Ideas bank on page 146, using the nature and environments flashcards.

Class Book page 51

1 Read Fatima's report about gorillas. Why are gorillas an endangered species?

ANSWER

Gorillas are an endangered species because they are losing their habitats and they are hunted by humans.

2 Read the report again. Then answer the questions.

ANSWERS

1 Gorillas eat grass, leaves, fruit and flowers.
2 To save the gorillas, we have to protect the forests they live in and stop the hunters.

3 Match the features and the colours used in the report.

ANSWERS

1 The problem – pink
2 Introduction – green
3 The solution – orange
4 Informative facts – blue

4 Read the Big Write tip.

Activity Book page 49

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

ANSWERS

2 facts 3 problem 4 solution

2 Read the paragraph from an information text and answer the questions.

ANSWERS

1 It's the last paragraph – the solution.
2 The information text is about butterflies in danger.

3 Plan an information text about a topic you are interested in. Critical Thinking

- Make sure that students understand that the topic needs to be a problem that they can suggest solutions for.
- Encourage students to think about their chosen causes and to consider their own experience and opinions relating to their cause. Students should decide on the main cause(s) of the problem and the best solution(s).

4 Write your information text. Remember to give your information text a title. Creativity

- Students make notes about what they are going to include in each paragraph.
- They then write their reports in their notebooks. They can draw pictures or find photos to illustrate their reports.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

Suggesting solutions to a problem is a useful skill and helps students to practise skills of analysis and critical thinking.

Community Task. Collaboration

- In groups, the students discuss possible solutions, then each choose their favourite solution and write their information text.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 4 and the Community Task, by setting up a 'problem solvers' page on the class blog. Students can upload their information texts for the rest of the school / class to read.

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Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for nature and environments.
Review and practise the past simple vs the past continuous, and linking words (*and*, *but*, *because*, *when*, *so*, *before*, *after*, *or*).
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: natural disasters and environments
Review grammar: linking words: *We were leaving home* ***when*** *the earthquake happened. My name is Paul* ***and*** *I'm from Bristol. I like oranges* ***but*** *I don't like apples. We didn't go out* ***because*** *it was raining.* ***When*** *they left home, the sun was shining. Come and see me* ***before*** *you leave. Do your homework* ***after*** *class finishes. We can catch the bus* ***or*** *we can walk. I missed the bus,* ***so*** *I was late for school.*

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 4 with the class.

Class Book page 51

1 Listen and answer. 080 What could happen in the mountains?

Audio transcript

I heard a volcanic eruption.
I heard a thunderstorm outside.
I heard a hurricane blowing.
That's why I'm staying inside!
Chorus
Don't go out tonight; The weather's really bad.
Don't go out today; Nature's going mad!
There's been a snowfall in the mountains.
An avalanche could happen there.
It's Arctic weather in the woodland.
The snow is falling everywhere.
Chorus
There's been an earthquake on the seabed.
There's a tsunami on the way.
There will be floods along the river bank,
Along the coast and in the bay.
Chorus

ANSWER
There could be an avalanche in the mountains.

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?

Communication

- 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.

4 Complete the activities and do the self-evaluation.

Activity Book pages 50–51

1 Listen and complete the song with the words in the box. 080

ANSWERS
2 hurricane 3 snowfall 4 avalanche
5 earthquake 6 floods

2 Write complete questions or sentences.

ANSWERS
2 I was walking home when the thunderstorm started.
3 What were you doing when you heard the news?
4 We were playing chess when the phone rang.

3 Complete the sentences with your own ideas.

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES Learn to learn
Ask students to find other students who have ticked or crossed the same items. They 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 4 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

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5 How are things made?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about making and manufacturing products and elicit answers to the Big Question.
Review language for food and meals.
Present and practise pronouncing homophones.

Language
New: *cocoa beans*, *chocolate bar*, *nibs*
Review: *factory*, *taste*; object pronouns, past simple

Warm up
Play *First letters* from the Ideas bank on page 145 to revise words for food.

Class Book pages 52–53

1 Look, read and answer.

- Prompt students to talk about the pictures by asking questions, e.g. *What can you see? What is each item made of? How do you think people make these items?*

ANSWERS
1 Chocolates being made in a factory, leather jackets, a bird in a garden feeding from a homemade feeder, a fish, a small man dancing
2 Students' own answers
3 Possible answers include: No, because he loves chocolate and he might eat too much of it. / Yes, because he loves chocolate.

2 Watch the video. Which of these actions do we see?

Video transcript
See page 155.

ANSWERS
The chocolate maker tastes the chocolate.
They mix the chocolate with other ingredients.
They cook the cocoa beans.
They make the chocolate bars.

3 Think about the Big Question. Answer the questions below. Critical Thinking

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

- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 What dish(es) do you know how to make?
2 What's in a (vegetable curry)?

6 Watch the video again. Complete the activities.

Activity Book page 52

1 REMEMBER THE VIDEO Order the sentences (1–7).

ANSWERS
1 We see a cocoa plant.
2 We see some maps of the countries where they grow cocoa plants.
3 We see a famous chocolate factory in Switzerland.
4 We see a bowl of cocoa beans.
5 We see somebody making chocolate.
6 We see a chocolate maker tasting the chocolate.
7 We see some boxes and some bars of chocolate.

2 Listen to Hazel talking about chocolate. Why is Sunday her favourite day? 081

Audio transcript
Yum! I really want to eat some chocolate after watching Max's video! I love chocolate. In my house, we all love it. Every Sunday, my mum and I make something with chocolate in the afternoon. Mum's got a recipe book called *A Hundred and One Chocolate Treats*. It's got recipes for all kinds of things – chocolate cakes and desserts, chocolate biscuits, chocolate sweets and even chocolate drinks!
Last Sunday, we made chocolate mousse. It's a dessert that is light and soft. We used two types of chocolate, and other things like cream and sugar. Everybody enjoyed it.
This week, we're going to make chocolate chip cookies with dark chocolate and white chocolate. Cookies are biscuits – in American English. You can buy chocolate chip cookies, of course – but, if you make them at home, they are much nicer. They are healthier, too.
Mum's got a cupboard in the kitchen with all of the ingredients we need. Did you know that you can buy special chocolate for cooking?
I don't eat chocolate every day! Mum doesn't like us eating too many sweets so we usually have fruit and healthy snacks. But Sundays are special! That's why it's my favourite day – and my brother says the same. He's only four.
After watching Max's video, I know what job I want to do when I grow up. Can you guess? Yes! I can't imagine a better job than being a chocolate maker.

ANSWERS
Sunday is Hazel's favourite day because she and her mum always make something with chocolate, and Hazel loves chocolate / doesn't usually eat sweets.

3 Listen again and match the beginning and ends of the sentences. 081

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

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4 Listen to the rule. Then say the words and circle the words that are not homophones. Then listen and check. 082

Audio transcript

Some words sound the same, but are spelled differently, and have different meanings. We call them homophones. You have to be extra careful when you write them, to make sure you choose the right one. Listen.

ANSWERS

now, fur, hair, tally, were, these

5 Can you think of a homophone for the words? Write. Then listen and check. 083 Communication

Audio transcript

flour	f-l-o-u-r	flower	f-l-o-w-e-r
weight	w-e-i-g-h-t	wait	w-a-i-t
meat	m-e-a-t	meet	m-e-e-t
knew	k-n-e-w	new	n-e-w
right	r-i-g-h-t	write	w-r-i-t-e

ANSWERS

flower, wait, meet, new, write

Lesson 2 Vocabulary

Lesson Objectives
Present and practise new vocabulary for materials.
Read and understand a blog about the different materials in a kitchen.
Ask and answer questions about what things are made of.

Language
New: materials: *leather*, *cotton*, *silk*, *plastic*, *cardboard*, *china*, *metal*, *glass*, *concrete*, *rubber*
New (passive): *made of / from*
Review: *can*; present continuous, prepositions of place

Warm up

Play *Guess what?* from the Ideas bank on page 145 to help students practise describing objects in the classroom.

Class Book page 54

1 Look at the objects in your classroom. What words can you use to describe them? Copy and complete the table. Critical Thinking

TIP Mixed-ability teaching

- Support lower level students by brainstorming words for each column orally as a class.
- Ask higher level students to write five words in each of the last four columns. They then swap tables with a partner and try to complete the first column of their partner's table.

SUGGESTED ANSWERS

chair: quite big, square with straight legs and a back, brown, wood
notebook: small, rectangle, blue and white, paper
pencil: small, hexagonal and long, red, wood and graphite
pen: small, round and long, yellow and blue, plastic and metal
desk: big, round, brown, wood

2 Listen and read about the things in Celia's kitchen. 084 **Find the four words in bold in the picture. Does your table in activity 1 have any of the materials that Celia can see?**

- Before reading, ask students to look at the picture in activity 2 and name the items.
- Ask students if they already know the words for any of the materials that the items are made of.

3 Listen and find these things in the picture. Match the materials with the things. 085

Audio transcript

Celia Mum, what materials can you see?
Mum Let's see … Well, on the table in front of me, there's a cardboard box – it has breakfast cereal in it. And there's a china cup for my coffee. Next to that I can see a metal spoon.
Brother Through the glass window, I can see the garage with a concrete wall and my scooter with black rubber wheels.
Celia Exactly! There are so many different materials! I often wonder where they all came from!

ANSWERS

wall – concrete, cereal box – cardboard, spoon – metal, coffee cup – china, wheels – rubber, window – glass

4 Listen and repeat. Point to the materials in the picture. 086

- Play the recording for the students to point to the correct items in the picture and repeat the words. Then point to the items in the picture and ask students to say the words.

Audio transcript

china, metal, cardboard, plastic, silk, glass, cotton, leather, rubber, concrete

5 Listen and repeat the dialogue. 087

- Encourage students to repeat the questions and answers chorally, then individually.

6 Look at your table from activity 1. Write more objects that are made from materials in activities 2 and 3. Then ask and answer. Communication

- Students complete their tables, then ask and answer questions about items in the classroom.

Activity Book page 53

1 Look at the pictures and write the material each item is made of.

ANSWERS

2 china **3** rubber **4** metal **5** cardboard **6** silk
7 cotton **8** glass **9** plastic **10** concrete

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2 Complete the puzzle. Then write the mystery material. Critical Thinking

ANSWERS
2 leather 3 silk 4 concrete 5 plastic
The mystery material is china.

3 Read and write. Critical Thinking

SUGGESTED ANSWERS
1 cotton, silk, leather
2 cardboard, plastic
3 china, metal, glass
4 concrete, glass / metal / wood

4 Think about materials people used in the past. In pairs, write a list and then order them on a timeline. Collaboration

CULTURE NOTE People have used wood to make houses, tools, weapons and furniture for over ten thousand years.
Wall paintings and artifacts in Egyptian tombs show that people used leather to make shoes, clothes and other items in 5000 B.C.
The earliest example of silk fabric is from China in 3630 B.C.

Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise questions and answers with *made of.*
Talk about what different items are made of.
Write questions and answers using *made of.*

Language
New: *made of*; *What is this cup made of? It is made of china.*
Review vocabulary: materials vocabulary
Review grammar: present perfect, *going to*

Warm up
Review the materials vocabulary. Play *Bingo!* from the Ideas bank on page 146 using the materials flashcards.

Class Book page 55

1 Listen and read. 088
- Ask students to identify the characters (Nancy and Celia) before reading.
- Students scan the text and say what Nancy has to do for homework (take photos of objects which are made of different materials).

KEY COMPETENCES **Learn to learn**
'Scanning' texts to find key information or to understand the main idea of the text is a valuable skill. Reading texts quickly to understand the gist or to find one piece of information can help to give students an overall impression of what the text is about before they go on to read in detail.

2 Read again and answer.

ANSWERS
1 dictionary and pencil sharpener
2 vase, sweater and front door

3 Read the table. Which example is made of many materials? Critical Thinking

ANSWER
Cars are made of many materials.

4 Complete these sentences using *made of.*
- Students complete the sentences with the correct forms (*is / are* (…) *made of*).

ANSWERS
1 Windows are made of glass.
2 My boots are made of leather.
3 This model aeroplane is made of wood.
4 The statue is made of ice.
5 Computers are made of plastic and metal.
6 This sweater is made of wool.

5 Ask and answer. Share ideas and examples. Communication

SUGGESTED ANSWERS
2 Picture 2 is a magazine. What are magazines made of? / They're made of paper. / Sometimes magazines have plastic packaging, too.
3 Picture 3 is a tyre. What are tyres made of? / They're made of rubber.
4 Picture 4 is a sofa. What is this sofa made of? / It's made of leather. / Our sofa isn't made of leather.
5 Picture 5 is a scarf. What's this scarf made of? / It's made of silk. / My favourite scarf is made of wool.

6 Make a list of your favourite possessions. What materials are they made of? Critical Thinking

Activity Book page 54

1 Listen to the dialogues and complete the sentences. 089

Audio transcript
1 A This is a nice chair.
B Yes. It's beautiful, isn't it?
A Is it real leather?
B Yes. It's made of leather and wood.
2 A So, this bike isn't made of metal?
B No. It's made of plastic – so it's really light.
A And are the wheels made of plastic, too?
B Yes. But the tyres have got rubber in them, of course. So, really, the bike is made of two materials.
3 A I love this scarf. It's really soft.
B Yes, it is, isn't it?
A Is it made of silk?
B It looks like silk but, in fact, it's cotton!
A Oh, right!
4 A How did you make these birthday invitations? They look great!
B I used some card and some yellow paper.
A I really like them!
B Oh, good. I'm glad you like them.

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ANSWERS
1 leather / wood 2 is made of plastic and rubber
3 (looks like silk but) is made of cotton
4 are made of card and yellow paper

2 Use the words to write questions and answers.

ANSWERS
1 Boats are made of wood or metal.
2 What is this boat made of?
3 What are windows made of?
4 The windows in this film are made of sugar!
5 Bridges are made of wood or concrete.
6 What is this bridge made of?

Grammar Reference Activity Book page 114

Circle the correct words.

ANSWERS
2 are 3 of 4 made 5 These materials 6 is
7 made 8 is 9 What 10 of

Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise words for containers.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Little Land* story.

Language
New: containers: *water bottles*, *kitchen rolls*, *egg cartons*, *bottle tops*, *jam jars*, *yoghurt tubs*
Review: past simple, present continuous, *have got*, *made of*

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, you can review questions and answers with *made of* by playing a guessing game. Think of an object in the classroom. The students ask questions to guess the object. Encourage them to ask about size, shape, colour and material. The first student to guess the correct object can choose another object for the rest of the class to guess.

Class Book pages 56–57

1 Can you use any of the objects below more than once? What can you reuse them for? Critical Thinking

- Ask students to suggest ways in which we can reuse the objects in the pictures.

2 Listen and say the number. 090

ANSWERS
6, 3, 1, 5, 2, 4

3 Listen and say the object. 091

Audio transcript

These are usually made of plastic, and they are used to contain liquid.
These are made of plastic, and they are used to contain a dairy product.
These are made of metal or plastic, and they come from old bottles.
These are made of cardboard, and they are made to be in the centre of a roll of paper.
These are usually made of cardboard, and they are used to contain six or twelve objects.
These are made of glass, and they are used to contain something sweet.

ANSWERS
1 water bottles 2 yoghurt tubs 3 bottle tops
4 kitchen rolls 5 egg cartons 6 jam jars

4 BEFORE YOU READ Look at the story pictures. Ask and answer.

ANSWERS
1 Yes, they are.
2 They make a slide and a ride.

5 Listen, read and check. 092

> **KEY COMPETENCES Sense of initiative and entrepreneurship**
> Rewriting stories helps students to develop autonomy and personal initiative. Divide the class into pairs and tell them to think of different items that they could use to make the playground in the story in activity 5. Students can rewrite the last five frames of the story using their own ideas about how to make the playground.

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

Activity Book page 55

1 REMEMBER THE STORY Ask and answer questions about the power ups. Communication

- Students discuss the power ups in pairs, then join with another pair to compare ideas.

SUGGESTED ANSWERS
How many power ups were there to choose from? There were three. Which would you choose for Little Land? I'd choose elasticity / super speed / the secret power up because …
Was the elasticity / super speed / the secret power up useful? Yes / No, because …

2 Look at the picture and complete the text. Use the words in the box.

ANSWERS
2 water 3 yoghurt 4 jam 5 egg 6 bottle

3 Read the story again and match the parts of the sentences.

ANSWERS
2 e 3 d 4 b 5 a

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4 Look at the pictures. How can you use the old objects? List three ideas for each object. Then write the best idea for each one. Collaboration

Lesson 5 Grammar

Lesson Objectives
Remember the *Little Land* story.
Present and practise the present passive.
Make and play a matching game using the present passive.
Write questions and answers using the present passive.

Language
New: present passive: *The child is saved by Oli. Is rice grown in China? Are potatoes sold in the shop?*
Review: containers, countries, materials; *gates*

Warm up

Review the container words. Play *Number words* from the Ideas bank on page 146 with the containers flashcards.

Class Book page 58

1 REMEMBER THE STORY Copy the events in order to make a summary.

- Ask students to say what they can remember about the *Little Land* story from Lesson 4. Ask them to say what items the characters used to make a new playground.

ANSWERS

Oli and Bella are transported to Little Land.
They see some little people, who are crying.
The playground is flooded.
They can see one of the children on the other side of the river.
Bella saves the child using one of the power ups.
The secret power up makes Oli big again.
All the materials are collected by Oli.
Then they build a new playground.
When they leave, everyone is happy.

2 Read the table. Then look back at the sentences in activity 1. Which three are passive? Critical Thinking

- Ask students to read the sentences in the table and say how the active and passive sentences are different. Then have students answer the question.

ANSWERS

Oli and Bella are transported to Little Land.
The playground is flooded.
All the materials are collected by Oli.

3 Read the sentences and say whether they are *active* or *passive*.

- Tell students to look at the table in activity 2 again to help them decide whether each sentence is active or passive.

ANSWERS

1 active 2 passive 3 active 4 passive

4 Make passive sentences. Use the irregular past participles from the box.

- Tell students to use the table in activity 2 to help them form the passive sentences.

ANSWERS

1 Old water bottles are made into new products.
2 Elephants are found in Africa and India.
3 English is spoken all over the world.
4 Strawberries are grown in this field.

5 Make and play a game of matching word pairs. Copy these nine pairs of words onto 18 pieces of card. Play the matching game in your group. Match a word pair and make a sentence using these verbs in the present passive. Collaboration

- Divide the class into groups of three or four. Hand out 18 pieces of card to each group and ask them to copy the words onto the pieces of card.
- Students play the game in their groups.

TIP Mixed-ability teaching

- Support lower level students by asking questions about the words on the cards before they play the game. Encourage students around the class to answer, e.g. *Where is French spoken? French is spoken in France.*
- Stretch higher level students by giving them extra pieces of card and asking them to think of some more words pairs of their own.

Activity Book page 56

1 Look at the irregular past participles and write the present tense verbs.

ANSWERS

speak, make, build, grow, buy, eat

2 Complete the sentences. Use the passive form of the verbs in the box. Then listen and check your answers. 093

Audio transcript

1 Hundreds of new buildings are built in this city every year.
2 Olives are grown all over this region.
3 This area is flooded by the river every winter.
4 This bridge is painted once every two years.
5 Spanish is spoken in most South American countries.
6 Some of the most expensive cars in the world are made in this factory.

ANSWERS

2 are grown 3 is flooded 4 is painted
5 is spoken 6 are made

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3 Work in groups. Suggest answers to the general knowledge quiz. Try to be as imaginative as possible! Collaboration

- Encourage students to think of unusual answers to the questions, to make their questions more difficult to answer.

SUGGESTED ANSWERS

1 a the UK b the USA c Australia
2 a books b magazines c newspapers
3 a fridge magnets b comics c autographs
4 a olive oil b turrón c guitars

4 Play the game. Compare your answers with another group. Communication

- Students play the game with another group, and see which group has the most unusual answers for each question.

Grammar Reference Activity Book page 114

Complete the sentences. Use the words in brackets.

ANSWERS

2 is eaten 3 are collected 4 is sold 5 are imported
6 are / grown

Lesson 6
Cross-curricular

Lesson Objectives
Learn about how artists make art from rubbish.
Present and practise words connected to art.
Learn how to make some recycled art.
Write about a design for a piece of recycled art.

Language
New: museums and exhibitions vocabulary: *galleries*, *curator*, *displays*, *exhibition*, *exhibit*
New (passive): present continuous passive, past simple passive
Review: materials, past simple, *is / are made of / by*

Warm up

Review the passive by writing active sentences on the board (e.g. *People grow rice in China. / People make chocolate in factories. / Sweet shops sell chocolate. / Supermarkets sell rice.*). Ask students to say the passive forms.

Class Book page 59

1 What kinds of things can you use to make art? Communication

- Students discuss the question in pairs, then compare ideas with another pair before reporting back to the class.

2 Listen and read. 094

- Students look through the text and find the pink words. Ask them if they know the meanings of any of these words. If not, ask them whether they can guess the meanings of the words from their context.

3 Read and answer the questions.

ANSWERS

1 The fish is made of old shoes.
2 The vase of flowers is made of old plastic, buttons and toys.
3 The bird is made of recycled rubbish.
4 A group of surfers from Portugal made the fish.
5 The writer thinks that making recycled art is great fun.

4 Ask and answer. Communication

- Students discuss the questions in pairs, then join with another pair to compare answers. Ask students to think of as many different kinds of art as possible.

5 Learn how to make some recycled art.

Activity Book page 57

1 Match the parts of the sentences. Then listen and check. 095

ANSWERS

2 f 3 b 4 a 5 e 6 d

2 Ask and answer about the recycled art below. Communication

3 Plan a piece of recycled art. Draw a plan of your piece of art and label it with materials you can use to make it. Use some of the ideas below. Critical Thinking

> **KEY COMPETENCES Sense of initiative and entrepreneurship**
> By restricting the media they can use to create their art, students are challenged in a new way: this stimulates their imagination and means they have to use their initiative in order to complete the task. Planning an art project also helps students to develop organizational skills as they must think about what to make, what materials they will need and how they will complete the project.

4 Write about your design.

- Encourage students to write as much as they can about their design.
- Talk about the ideas they could include in the description: materials used, what the picture is, or what it conveys.

5 Make your piece of recycled art. Use your plan, and your notes from activities 3 and 4, to help you. Creativity

- Students can make their piece of recycled art for homework if there is not time for them to do this in class.

> **TIP Curriculum link**
> Organize the opportunity for the students to learn about or make some more recycled art in their art lessons. Encourage the students to tell their art teacher about some recycled art, or what materials can be used to make recycled art, or what materials they used to make their own recycled art, in English, if possible.

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Lesson 7
Literacy: a short story

Lesson Objectives
Develop literacy skills and familiarize students with a short story.
Read and understand a short story.
Raise awareness of the importance of telling the truth.
Talk about a story you know.

Language
New: *spin*, *straw*, *gold*, *palace*, *tower*, *prisoner*, *imp*, *riches*
Review: past simple (for narrative)

Warm up

Challenge the students to remember what they learned about recycled art in Lesson 6. Ask students to say what things we can use to make recycled art.

Class Book page 60

1 BEFORE YOU READ Look at the title and the pictures. What do you think the story is about?

- Invite students to say what they think the short story is about and who they think the characters are.
- Encourage students to describe the pictures in detail and see if they can identify the story.

2 Do you think the story has a sad or a happy ending? Why? Critical Thinking

- Ask students to say how they think the people in the pictures feel, then say whether they think the story has a sad or a happy ending.

3 Listen and read. 096 **Were you right?**

- Play the recording for the students to listen and follow the story in their books.
- Students say whether or not the story has a happy ending.

CULTURE NOTE Rumpelstiltskin / The Brothers Grimm

Rumpelstiltskin is a fairy tale. It was originally from Germany, and is about 4,000 years old. In the 19th century, Jacob and Wilhelm Grimm collected traditional stories and in 1812, they published a collection of stories called *Children's and Household Tales*. Jacob and Wilhelm became known as The Brothers Grimm, and the stories in their collection became famous all over the world. The stories they published included *Cinderella*, *Rapunzel*, *Sleeping Beauty* and *Snow White*.

OUR VALUES Focus the students on the *Our Values* feature. Ask them why they think the characters in the story behaved correctly / incorrectly, and whether / why they think it is important to tell the truth.

SUGGESTED ANSWERS

No, because they tell lies. / Yes, it's important to tell the truth because lying is bad and it can hurt people. / Sometimes, it's OK to tell a 'white lie' so you don't hurt somebody's feelings.

KEY COMPETENCES Social and civic competence

Thinking about the importance of telling the truth helps to strengthen interpersonal skills that promote effective participation in society. Ask students how they feel when someone lies to them, and how they feel about people who lie to them.

4 AFTER YOU READ Complete the activities.

Activity Book page 58

1 Read the story on page 60 of your Class Book again and tick ✓ the characters who appear in the story.

ANSWERS

2 ✓ 3 ✓ 5 ✓ 6 ✓

2 Which of the characters is thinking the thoughts below? Write *K* (King), *G* (Girl) or *R* (Rumpelstiltskin). Critical Thinking

ANSWERS

2 K 3 R 4 G

3 Circle the best option (a, b or c). Critical Thinking

ANSWERS

2 c 3 b 4 a 5 a 6 b

4 Talk about a story that you know. Ask and answer about the things below. Communication

- Students ask and answer the questions in pairs, then join with another pair and ask and answer about each other's chosen stories.
- Encourage students to talk about the characters, events and endings (happy or sad) of the stories.

Lesson 8
Culture

Lesson Objectives
Learn about a famous book.
Complete a set of notes about a book.
Compare the book with a book that is popular in your country.
Review and practise describing similarities and differences using *both* and *however*.

Language
Review vocabulary: *title*, *author*, *character*, *theme*, *setting*
Review grammar: past simple, present simple passive

Warm up

Ask students what they can remember about the story (*Rumpelstiltskin*) in Lesson 7. Play a game *of Who said it?* from the Ideas bank on page 147. Change reported speech from the story into direct speech, e.g. *Please come to the palace. / I promise to give you my first child.*

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Activity Book page 59

1 Listen and answer the questions. 097

- Tell the class that they are going to listen to a girl called Laura talking about her favourite book.
- Play the recording for the students to answer the questions.

Audio transcript

I love reading! When I was younger, my mum used to read me a story every night at bedtime. Now, I read books myself and my mum reads to my little brother. But sometimes I listen, too. She reads him lots of traditional stories. Two of my favourites are *Rumpelstiltskin* and *Sleeping Beauty*. But she reads other stories, too.

One of my favourite books is *Anne of Green Gables*. The author is Lucy Maud Montgomery. She's Canadian. The book is about a girl called Anne, who is the same age as me – 11. She goes to live on a farm in the countryside and has all kinds of adventures. The story takes place on Prince Edward Island and – guess what?! – that's where I live now! You should read it! It's famous all over the world and it's in 20 languages. I read it in English, of course. They made a film of *Anne of Green Gables* – and a TV series, too. They were good, but they weren't as good as the book. Reading is great because you can imagine different worlds and forget about everything!

My score for this amazing book is – you've guessed it! – five out of five.

ANSWERS

1 She loves reading.
2 She prefers the book of *Anne of Green Gables*.

2 Listen again and complete the notes. 097

ANSWERS

2 Canada 3 Lucy 4 Anne 5 farm 6 Island
7 film 8 5

3 Think of a book which is popular in your country. Complete the information.

> **TIP** Brainstorm popular books with the class to give students some ideas to choose from before they complete the activity.

4 Make a list of similarities and differences between Laura's book and your book. Critical Thinking

5 Talk about the similarities and differences you found in activity 4. Use *both* and *however*. Communication

- Students discuss the similarities and differences between *Anne of Green Gables* and their chosen books in pairs. Students make sentences using *both* and *however*.

Lesson 9
Writing

Lesson Objectives
Recognize features in a short story.
Practise identifying the beginning, middle and end of a story.
Learn about and practise writing a short story.

Language
Review: *setting*, *characters*, *theme*; past simple

Warm up

Ask students to name their favourite books or stories and to say what happens in the beginning, the middle and end.

Class Book page 61

1 Read Tomas's short story. How many characters are in the story?

ANSWER

Three

2 Read again and answer.

ANSWERS

1 They can't find a new pair of training shoes for Paul.
2 Paul chose his old training shoes in the shop.

3 Match the features and the colours used in the short story.

ANSWERS

1 The main events of the story – pink
2 The setting (when and where the action happens) – green
3 The main characters – blue
4 The story ending (happy or unhappy) – orange

4 Read the Big Write tip.

Activity Book page 60

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

ANSWERS

2 main character 3 theme 4 ending

2 Read the text and answer the question.

ANSWER

It's the middle of the story.

3 What short story would you like to write? Plan your short story. Critical Thinking

- Tell students that their short story could be anything they like, e.g. an adventure story, a comedy, a magical story or a scary story.

4 Write your short story. Make sure that it has a beginning, a middle and an ending. Remember to give your story a title! Creativity

> **TIP** To prepare students for the writing task, ask them to suggest as many expressive words as possible.

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KEY COMPETENCES **Cultural awareness and expression**
Writing their own stories gives students a forum in which to demonstrate their imagination and express themselves. Writing for an audience can give some students a renewed sense of motivation. Students can illustrate their stories with pictures and display them on the classroom wall for others to read.

Community Task. Collaboration

- Organize the students into groups to do the activity.

TIP Students can make a bar graph to show how many people liked each book. They can display the bar graph in the classroom.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 4 and the Community Task, by setting up a short stories section on the class blog. Students can upload stories for the rest of the class / school to read.

Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for materials and containers.
Review and practise using *made of* and the present passive.
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: materials, containers
Review grammar: *made of*; present passive

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 5 with the class.

Class Book page 61

1 Listen and answer. 098 What does Bill do with all the things he collects?

Audio transcript

All his friends know him as Recycle Bill.
He lives in a recycled house on the hill.
He doesn't like throwing useful things in the bin.
He's got a room he keeps everything in.
Yoghurt tubs, kitchen rolls, old cotton socks.
Cracked china cups, which he keeps in a box.
Water bottles, paper clips, egg cartons, too.
With all of these things he can make something new.
Chorus
With all these things, Recycle Bill
Can make something new for me and for you! (x 2)
Bits of old plastic and old magazines.
Jam jars and postcards of places he's been.
Old rubber tyres and bottle tops, too.
With all of these things he can make something new.
Chorus (x 2)

ANSWER
He makes something new.

2 Watch and answer the questions on the video.

Video transcript

See page 156.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers? Communication

- Ask students to tell you about the materials, pieces of art and stories which they have learned about.

4 Complete the activities and do the self-evaluation.

Activity Book pages 61–62

1 Listen and complete the song. 098

ANSWERS
2 rolls 3 china 4 egg 5 plastic 6 Jam
7 rubber 8 bottle

2 Complete the sentences. Use *is* or *are* and *made* or *made of*.

ANSWERS
2 is / made of 3 are made 4 is made of
5 are / made 6 are made of

3 Complete the sentences. Use the simple present passive form of the verbs in brackets.

ANSWERS
1 are grown 2 are taken 3 is made 4 are filled
5 is sold

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

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 the 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.

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6 What can we predict about the future?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about the environment and the future and elicit answers to the Big Question.
Present and practise pronouncing years.

Language
Review: the future, present continuous, subordinate clauses, *going to*

Warm up
Write *The future* in the centre of the board. Draw a circle around the words and draw a line leading from the circle to another circle. Write the word *Houses* in the second circle. Ask students to suggest what houses will be like in the future. Complete the spidergram with the class, taking all ideas and covering different aspects of life in the future (e.g. transport, food, school, environment, etc.).

Class Book pages 62–63

1 Look, read and answer.
- Prompt students to talk about the photos by asking questions, e.g. *Where do polar bears live? What dangers do polar bears face? What kinds of energy do you know about? What plays have you seen?*

ANSWERS
1 Some polar bears on the ice, a drone, a boy looking into a cardboard box, an image of the Earth showing a cross-section, a girl writing
2 Students' own answers
3 Her school project is about pollution in the oceans.

2 Watch the video. ▶ Why does Tania think the Bureo skateboards are popular?

Video transcript
See page 156.

ANSWERS
Because they are good skateboards and are made from recycled materials.

3 Think about the Big Question. Answer the questions below. Critical Thinking

4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Communication
- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 Would you like to be able to predict the future?
2 Can you predict what you will do (when you finish school)?

6 Watch the video again. ▶ Complete the activities.

Activity Book page 63

1 REMEMBER THE VIDEO Write *T* (True) *or F* (False).
- Play the video again for students to check their answers.

ANSWERS
2 F 3 T 4 T 5 F

2 Listen to Ender talking about climate change. 🔊 099 Underline a mistake in each sentence. Then rewrite the sentences so that they are correct.

Audio transcript
Everybody says that we can't really predict things about the future. Of course, that's true … but there are lots of things we can be quite sure about. For example, the climate. Scientists have done lots of research about the climate and now they know that it's changing.
So we need to start thinking about what we can do to help the planet! There are lots of little things that we can all do, to use less energy, and fewer resources. For example, we can save water!
Did you know that the average person uses 150 litres of water a day! That's a lot! We can use less if we just think about it. For example, having a shower instead of a bath uses up to 50% less water. And if you just turn off the tap when you're brushing your teeth, you can save about 18 litres in 3 minutes!
And we can save electricity. We all know we should turn the light off when we leave a room. Do you always do it? I know I sometimes forget! It doesn't sound like much, but if we all do it, it will start to add up!
So think about it! Is there anything you can do today to help the planet tomorrow? The future isn't fixed. We can't predict it, but we can change it!

ANSWERS
2 Ender thinks <u>there are lots of little things that</u> we can do to help.
3 The average person uses 150 litres of water a <u>day</u>.
4 Turning off the tap when you're brushing your teeth can save <u>18</u> litres of water.
5 Ender says he <u>sometimes</u> forgets to switch the lights off.
6 We can't <u>predict</u> the future. / We <u>can</u> change the future.

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3 Listen to the rules. Listen and say the years. 100

Audio transcript

We usually say years by splitting the four numbers into two: for example, twenty eighteen or nineteen eighty-five. But for the years from 2000–2009, we usually say it as a whole number: two thousand and two.

4 Say the sentences. Then listen and check. 101 Communication

- Students practice saying the sentences in pairs, then join with another pair to compare their pronunciation.
- Play the recording for students to listen and check their pronunciation.

Lesson 2 Vocabulary

Lesson Objectives
Present and practise new vocabulary for technology.
Read and understand a blog about technology.
Ask and answer questions about what technology you have got / have used.

Language
New: technology: *3D printer*, *batteries*, *drone*, *microchip*, *robot*, *smartwatch*, *smartphone*, *virtual reality headset*, *tablet*, *wearable technology*
Review: present perfect, past simple

Warm up

Play *Jumbled words* from the Ideas bank on page 145 to review known words for technology.

Class Book page 64

1 What technology do you know? Copy and complete the table. Critical Thinking

2 Listen and read Bella's blog about technology. 102 **Find the six words in bold in the pictures. Are there any words from your table in activity 1?**

- Students read Bella's blog and match the words in bold to the pictures.
- Students underline any words in their tables that appear in Bella's blog, then add any other words from Bella's blog to the correct sections of their tables.

3 Listen and say the order that Bella mentions these inventions. 103

- Play the recording for students to listen and point to the photos as Bella mentions them. Ask students to say the words in order.

Audio transcript

Technology has changed a lot in the last 60 years because batteries have got smaller. The first batteries were big and heavy. Now, they are so small and light that we can have technology that is small enough to fit in our clothes. This kind of wearable technology was impossible even 20 years ago.

And think about it: technology has even changed in our lifetimes! Not so long ago, 3D printers and drones with webcams seemed like science fiction, too. But what was science fiction is now a reality. It's amazing, really!

ANSWERS

batteries, wearable technology, 3-D printer, drone

4 Listen and repeat. Point to the pictures. 104

- Play the recording for students to listen, point to the pictures and repeat the words.

5 Listen and repeat the dialogue. 105

- Play the recording for the students to listen and repeat. Ask a pair of students to model the dialogue.

6 Look at your table in activity 1 and the words in activities 2 and 3. Ask and answer. Communication

- Tell students to look at the new technology words again and think about which kinds of technology they use / would like to use. Students then ask and answer questions about the different kinds of technology in pairs.

KEY COMPETENCES **Digital competence**

Thinking about the uses of new technologies helps students to develop an awareness of the digital age and to consolidate their understanding of how the world is changing in this domain. Ask students to say why each kind of technology in activities 2 and 3 is important and what we can use each kind of technology for.

Activity Book page 64

1 Complete the crossword.

- Show the students how to complete the crossword puzzle by finding the number for each clue in the grid and writing one letter in each square.

ANSWERS

1 tablet **2** batteries **3** virtual reality **4** smartwatch **5** smartphone **6** printer **7** robot **8** drone **9** microchip **10** technology

2 How do we use technology? Look and write. Collaboration

- Students work in pairs or small groups to think of ideas for each item. They can then compare answers with another pair or group before discussing their answers as a class.

SUGGESTED ANSWERS

1 smartphone, tablet, smartwatch
2 make calls, send emails, surf the internet
3 smartwatch, virtual reality headset, GPS tracker
4 Students' own answers

3 Imagine somebody has never seen these things. How would you explain them to a time traveller from the past? Communication

- Students discuss their ideas in pairs or groups, then take turns to explain an item for the class to observe.

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Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise using *will* and *won't*.
Talk about the future using *will* and *won't*.
Write sentences and questions using *will* and *won't*.

Language
New: *will / won't*: *I'll wear mobile phones like gloves. We won't have microchips in our clothes. Will mobile phones be smaller?*
Review vocabulary: technology
Review grammar: past simple, present perfect

Warm up

Review the technology vocabulary. Play *Noughts and crosses* from the Ideas bank on page 146 using the technology flashcards.

Class Book page 65

1 Listen and read. 106

- Ask students to quickly look through the text and say what kinds of technology are mentioned in the text.

2 Read again and answer.

ANSWERS
1 They were massive.
2 We'll find microchips in our clothes.

3 Read the table. Discuss the two questions with a friend. Critical Thinking

TIP When students have answered the question, ask them to find examples of *will / 'll* and *won't* in the text in activity 1.

4 Make sentences with *will* (+) or *won't* (–).

ANSWERS
1 We'll explore other planets in the future.
2 We won't have big computers.
3 Mobile phones will be lighter.
4 You won't travel by car or plane.
5 Scientists will invent new foods.

5 Discuss the future using the pictures and phrases.

Communication

SUGGESTED ANSWERS
1 Robots will do chores.
2 3D printers will make products.
3 Batteries will be smaller and last longer.
4 Smartwatches will be lighter and thinner.

6 What are your predictions for future technology?

Critical Thinking

- Students write predictions in their notebooks, then compare them with a partner and the rest of the class.

Activity Book page 65

1 Listen and write who talks about the things below. 107 Write *B* (Boy) or *G* (Girl).

Audio transcript

A In the future, we won't have computers like today. We'll have lots of things with computers in them. We'll have glasses or a headset to search for things on the internet or to play computer games.
There won't be things like smartphones, mp3 players or tablets. These things will be in our clothes and in the accessories that we wear. If you want to call your friend or listen to music, you'll just switch on your hat or your glove.

B At the moment, if you want to watch TV, you have to go to your television set. But in the future, you'll be able to watch TV wherever you are. There'll be a screen on the front of your fridge, and you'll be able to change your mirrors into TV screens. You'll even be able to watch TV on your watch.
You won't need to go shopping. Your fridge and your cupboards will be connected to the internet and they will order the food you need. A robot or a drone will deliver your shopping to your door.

ANSWERS
2 B 3 B 4 G 5 B 6 G

2 Complete the answers. Use the words in brackets. Then match to the pictures.

ANSWERS
2 I think it will start after lunch.
3 I think they'll go to Ireland.
4 I think it will stop raining in about ten minutes.
3, 4, 1, 2

3 Match the questions and the answers.

ANSWERS
2 d 3 c 4 e 5 a 6 f

4 Ask and answer. Use the prompts below.

Communication

- Tell students that there are no right or wrong answers, however, they do need to use *will* and *won't* correctly.

ANSWERS
2 Do you think you'll live in another country?
3 Do you think you'll have a good job?
4 Do you think technology will change?

Grammar Reference Activity Book page 115

Write sentences. Use *will* or *won't*.

ANSWERS
2 We'll travel in driverless cars in the future.
3 It won't rain tomorrow.
4 Will the train arrive on time?
5 They'll go to Africa next summer.
6 There won't be many shops here in the future.
7 Will you be a teacher when you grow up?
8 The space shuttle will travel to another planet.

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Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise using phrasal verbs.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Time Travellers* story.

Language
New: phrasal verbs: *come across*, *find out*, *watch out*, *look for*, *look up*, *turn up*
Review: past simple, present continuous, future simple, present perfect

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, review *will* and *won't* by playing a game. Divide the class into two teams. Write a prompt (e.g. *be a pilot / live underwater / travel to Mars*) and a tick or a cross on the board for students from each team in turn. The students make a sentence using *will* or *won't*.

Class Book pages 66–67

1 What is happening in the pictures below?

Critical Thinking

- Ask students to look at the pictures in activity 3 and say what they think is happening in each picture.

2 Listen and say the number. 108

- Ask students what they think the words in purple under each picture mean. Tell the class that these are phrasal verbs.

> **TIP** Explain to the class that a phrasal verb is a phrase consisting of a verb and an adverb, or a preposition, or a combination of both. Ask the students if they can think of any other phrasal verbs (e.g. *stand up*, *sit down*, *put on*, *take off* (*your jacket*), *turn on / off* (*the light*).

ANSWERS

3, 1, 5, 2, 6, 4

3 Listen and say the phrasal verb. 109

Audio transcript

This means discovering information.
This means being alert because something bad might happen.
This means finding something you didn't expect to find.
This means trying to find something that is lost.
This means arriving somewhere.
This means looking in a reference book or online to get information.

ANSWERS

1 find out 2 watch out 3 come across 4 look for
5 turn up 6 look up

4 BEFORE YOU READ Look at the story pictures. Ask and answer.

> **CULTURE NOTE** **Time travel**
> Time travel features in stories from Hindu, Buddhist and Japanese mythology. Early science fiction stories feature characters who sleep for many years and wake up in the future. Later stories feature time machines or portals. Some scientists believe that if people travel at almost the speed of light, they could go into the future.

ANSWERS

1 They travel to the past.
2 They discover what colour dinosaurs were.

5 Listen, read and check. 110

- Play the recording for students to listen and check their answers in activity 4.

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

Activity Book page 66

1 REMEMBER THE STORY In pairs, talk about the characters. Communication

SUGGESTED ANSWERS

There are three characters in the story. There's Rami, Nancy and Tomas.
Tomas rescues Rami and Nancy when the time machine breaks.
Nancy took photos of the dinosaurs and she didn't notice they were coming her way.
Tomas took Rami and Nancy to the future.

2 Match words from each box to make phrasal verbs. Then complete the sentences. Critical Thinking

ANSWERS

2 Watch out 3 turn up 4 look up
5 come across 6 find out

3 Read the story again and answer the questions.

- Ask students to use their answers to retell the story, adding any extra information they can remember.

ANSWERS

2 They want to see some strange new animals.
3 Because they see some dinosaurs.
4 He comes to help them.
5 She leaves it with the robot at the museum.
6 Because her camera is in the future, so she won't be famous for a long time.

4 Would you prefer to travel to the past or to the future? Discuss and have a class vote. Collaboration

- Students think about the advantages and disadvantages of time travel and discuss their ideas.

> **KEY COMPETENCES** **Mathematical competence and basic competences in science and technology**
> Thinking about the advantages and the dangers of time travel helps students to develop mathematical and scientific thinking skills as they process actions and their (potential) consequences.

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Lesson 5
Grammar

Lesson Objectives
Remember the *Time Travellers* story.
Present and practise using modal verbs for speculation.
Activate language for discussion possibilities.

Language
New: modals: *must*, *might*, *may* and *can't* for speculation: *I must be in the Jurassic Period. I might (not) become famous.*

Warm up

Review the phrasal verbs from the previous lesson. Play *Mime the word* from the Ideas bank on page 145.

Class Book page 68

1 REMEMBER THE STORY Complete the sentences from the story with the words in the box.

- Students complete the sentences with the correct modal verbs.

ANSWERS

1 might 2 might not 3 can't 4 must 5 may

2 Read the table. Look at the sentences in activity 1 and say *sure*, or *not sure*.

ANSWERS

1 not sure 2 not sure 3 sure 4 sure 5 not sure

3 Rearrange the words to make sentences. Say how sure the speaker is.

- Students work in pairs to make sentences, then discuss how sure each speaker is.

ANSWERS

1 We might be in the future.
They're 50% / not very sure.
2 He can't be at the museum.
They're 100% / very sure.
3 They could be real dinosaur bones.
They're 50% / not very sure.
4 The time machine must be broken.
They're 100% / very sure.
5 We may not see any dinosaurs.
They're 50% / not very sure.

4 Look carefully through the windows of the time machine. What time periods are you in? Communication

- In pairs, students discuss what they can see through each window and what time period they must / might / can't / could / may be in.

ANSWERS

1 the past (the Jurassic Period)
2 the future
3 the past (the Stone Age)

5 Draw three time machine windows like the ones in activity 4. Add clues to show when and where it is. Swap your pictures and discuss. Collaboration

Activity Book page 67

1 Listen and tick ✓ the best answer (a or b). 111

Audio transcript

1 A What is that huge monster?
B I'm not sure.
A Is it a dinosaur?
B Maybe.
2 A Have you seen Joel?
B No, I haven't. Have you looked in the park?
A No.
B Maybe he's there.
3 A Where's Kasumi? Is she at home?
B I saw her in class two minutes ago.
4 A Did you take a photo of me?
B I'm not sure. I think the camera is broken.
5 A The time machine didn't work. We're still in the present.
B No! You're wrong! Look at the date on the newspaper!
A Oh, yes! It says the year 2057.
6 A Do you know the way?
B No. Let me see the map.
A Where are we?
B I'm not sure. Maybe we are here … or maybe not …

ANSWERS

2 b 3 a 4 b 5 a 6 a

2 Complete the sentences. Use *might* or *might not*.

- Students decide if each sentence is about something that is likely / unlikely to happen.

ANSWERS

2 might not 3 might 4 might not

3 Discuss and decide where the people are. Put ticks ✓ and crosses ✗ in the table to help you.

Collaboration

- Students work in pairs to discuss where each person must / might / could / may / can't be. They use the table to help them eliminate options for each person.

ANSWERS

1 Samuel is in Canada. 2 Alice is in Italy.
3 Takao is in the UK. 4 Julia is in Brazil.

Grammar Reference Activity Book page 115

Circle the correct answer.

ANSWERS

2 could 3 can't 4 must 5 might 6 can't
7 might 8 may

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Lesson 6
Cross-curricular

Lesson Objectives
Learn about renewable and non-renewable energy.
Present and practise words connected to energy.
Learn how to argue for and against something.
Complete notes about how to save energy at home.

Language
New: energy: *non-renewable*, *renewable*, *solar*, *wind*, *tidal*, *geothermal*, *nuclear*, *uranium*, *turbine*
Review grammar: past simple, future simple, present passive

Warm up

Review the modal verbs from the previous lesson. Write *must*, *may*, *might*, *could*, *can't* on the board. Say a sentence (e.g. *I can see the Eiffel Tower! / flying cars! / dinosaurs!*) Ask students to make as many sentences as possible using the words on the board.

Class Book page 69

1 How many things have you used today that need electricity to work? Communication

- Students discuss the question in pairs, then compare ideas with another pair and report back to the class.
- Ask students to say how they think we can make electricity.

SUGGESTED ANSWERS

We can make electricity by using oil, gas, coal, nuclear energy, solar energy, wind power, tidal energy or geothermal energy.

2 Listen and read. 112

- Before reading, ask students to look at the pictures and guess what kinds of energy they will read about.

3 Read again. Say *renewable* or *non-renewable* energy.

ANSWERS

1 renewable 2 non-renewable
3 renewable 4 non-renewable

4 Ask and answer. Communication

- Students discuss the questions in pairs, then join with another pair to compare answers.

SUGGESTED ANSWERS

1 electricity (oil, gas, coal, nuclear, solar, wind, tidal, geothermal) renewable, non-renewable, gas
2 Yes, because it causes global warming and damages the environment. / Yes, because it will run out.

5 Learn how to use energy better.

Activity Book page 68

1 Listen and circle the correct words. 113

Audio transcript

Here are some interesting facts and figures about the different kinds of energy we use in the UK. Apparently, most of our energy comes from non-renewable sources.
It says here that, last year, for the first time, more of our energy came from renewable sources than from coal.
More than twenty-five per cent of power came from three sources: firstly, wind power; secondly, solar power; and, finally, tidal energy. That's good news, isn't it?
Here, it says that the government is trying to get us to use less non-renewable energy. That means things like oil.
But it isn't all good news. Listen to this. Last year, most of the UK's power – that's about thirty per cent – came from gas. And another twenty per cent came from nuclear power.
It's great that we're using more renewable energy sources, but there's still a lot more to do.

ANSWERS

2 renewable / coal 3 25% / tidal 4 oil
5 gas 6 nuclear

2 Match the parts of the sentences. Then write *R* (renewable) or *NR* (non-renewable).

ANSWERS

2 a R 3 f R 4 c NR 5 b R 6 d NR

3 Look at the pictures and complete the ideas.

- Ask students to read the title, look at the pictures and guess what the advice for each picture is.
- Ask students if they can think of any other ways of saving energy at home.

ANSWERS

2 Turn off the computer 3 water 4 paper
5 shower 6 bath

4 Make a poster about saving energy at home or at school. Use ideas from activity 3. Illustrate your poster. Creativity

- Students can display their posters around the school to encourage other students to save energy.

KEY COMPETENCES Social and civic competence

Thinking about how to save energy helps students to understand how their actions could have consequences that affect society as a whole. Ask students to think about what life in the future will be like if we run out of non-renewable energy. Ask students to say why it is important to save energy for future generations or to use renewable energy.

TIP Curriculum link

Organize the opportunity for the students to learn more about renewable and non-renewable energy in their science lessons. Encourage students to tell their science teacher what they have learned about energy, in English, if possible.

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Lesson 7
Literacy: a play script

Lesson Objectives
Develop literacy skills and familiarize students with a play script.
Read and understand a play script.
Raise awareness of the things that are important for a happy future.
Write part of a scene from a play.

Language
New: *dream*, *prediction*, *film director*, *success*, *magazines*, *autographs*
Review: past simple, future simple, subordinate clauses

Warm up

Challenge the students to remember what they learned about energy in Lesson 6. Play a game of *True or false?* from the Ideas bank on page 147, using true or false statements about the text on page 69 of the Class Book.

Class Book page 70

1 BEFORE YOU READ Look at the title and the pictures. Do you think you'll enjoy this play? Why (not)?

- Ask students to say what they think the play is about and whether they think they will enjoy it and why.

2 What do you think the main character dreams about her future? Critical Thinking

- Ask students to suggest what the main character dreams about. Write their suggestions on the board.

3 Listen and read. 114 **Were your ideas correct?**

- Students listen and follow the play script in their books. Students say which of the ideas on the board were correct.

OUR VALUES Focus the students on the *Our Values* feature. Ask the questions and encourage students to share and discuss their thoughts with the class. Ask students to say why each of their suggestions for the second question makes them happy.

SUGGESTED ANSWERS
family, friends, education, good job, hobbies, etc.

4 AFTER YOU READ Complete the activities.

Activity Book page 69

1 Read the play script on page 70 of your Class Book again. Then tick ✓ the best summary.

ANSWER
2

2 Answer the questions.

ANSWERS
2 Because they want to know why Alicia was excited.
3 She doesn't believe that dreams can predict the future.
4 He thinks that dreams can make us think about things. / He doesn't believe that the dream will come true.
5 Because Malcolm and Lisa don't believe that her dream will come true.

3 Discuss the questions with your partner. Ask and answer. Communication

- Students ask and answer the questions in pairs, then join with another pair and compare answers and opinions.

4 Read the play script again. What happens next? Write the beginning of the next scene. Remember to write who is talking.

- Students can discuss ideas in pairs or groups, then write the beginning of the next scene in their books.

Lesson 8
Culture

Lesson Objectives
Complete a set of notes about a theatre experience.
Compare *The Lion King* with a play or other performance that you have seen in your country.
Review and practise describing similarities and differences using *and* and *but*.

Language
New: *musical*
Review: *play*, *characters*, *prince*; factual information about events

Warm up

Ask students what they can remember about the play script in Lesson 7. Play a game of *Who said it?* from the Ideas bank on page 147, using lines from the play script.

Activity Book page 70

1 Listen and tick ✓ the words which describe Ellen's experience at the theatre. 115

- Play the recording for the students and tell them to tick the words which describe how Ellen felt.
- Ask students to make sentences about how Ellen felt (e.g. *Ellen was excited when she went to the theatre.*).

Audio transcript

I love drama! I love performing in plays and shows at school, and I enjoy going to the theatre with my family or friends. One of my favourite performances was when my parents took me to the theatre for my tenth birthday a couple of years ago. We went to the Minskoff Theatre in Manhattan. I went with my parents and my best friend Britney. I was so excited!
We saw a fantastic musical! It was called *The Lion King* and it was based on an animated film that came out in 1994. The story is about a young lion prince called Simba and the adventures he has before he becomes king.
I loved the songs and the dancing in the performance – but the best things were the costumes. They were amazing! Most of the characters are lions and, after a while, I was surprised because I forgot that they were people acting.

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They seemed like real lions. I think that's because they wore masks – really big, bright masks of lion faces. It was so exciting!
I think my favourite character in the play was Simba. He was beautiful and I loved his voice when he sang, too.
I loved all of the songs and my Dad bought me the CD after the performance. Some of them are quite famous now.
I think everybody would like *The Lion King* musical – children and adults. It's exciting and colourful, and the music is wonderful. It makes me really happy!

ANSWERS
2 ✓ 3 ✓ 5 ✓

2 Listen again and complete Ellen's notes. 115

ANSWERS
2 musical 3 Theatre 4 tenth 5 lion prince
6 songs 7 Simba

3 Think of a play or other performance that you have seen in your country. Complete the notes.

- Students can write about any performance (a (school) play, a dance performance, a puppet show, etc.).
- Choose a few volunteers to share their experiences with the class. Find out if other students have seen the same performance and whether they enjoyed similar aspects.

KEY COMPETENCES Cultural awareness and expression
Expressing their opinions about a performance helps students to develop cultural awareness. They consider the different aspects of a performance (actors, scenery, costumes, music, etc.) and evaluate these aspects individually.

4 Make a list of similarities and differences between Ellen's favourite performance and your favourite performance. 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 between *The Lion King* and their chosen performance in pairs. Encourage students to use *and* and *but*.

Lesson 9
Writing

Lesson Objectives
Recognize features in a play script.
Complete stage directions.
Learn about and practise writing a play script.

Language
New: *act*, *scene*, *stage directions*
Review: *title*, *characters*; present continuous, past simple, future simple

Warm up

Ask students to name some famous plays (or films, if they don't know of many plays). Ask them to say what each play is about and who the characters are. Students imagine they are their favourite character from a play. Invite them to tell the class about themselves. The class tries to guess which character they are.

Class Book page 71

1 Read an extract from Bella's play. How many characters are in the play?

ANSWER
Three

2 Read the play script again. Then answer the questions.

ANSWERS
1 He has to move away from the painting.
2 It's made of little bits of paper.

3 Match the features and the colours used in the play script.

ANSWERS
1 Description of where the scene happens – blue
2 Stage directions – pink
3 The list of characters – purple
4 The title – green

TIP Students could act out the play. Divide the class into groups of three and ask students to practise the play in their groups. Invite groups of students to perform the play.

4 Read the Big Write tip.

Activity Book page 71

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

ANSWERS
2 list of characters 3 descriptions 4 stage directions

2 Complete the stage directions. Use the words in the box.

ANSWERS
1 walks 2 enters / sits 3 picks up / puts
4 takes / writes

3 Think of an idea for a play. Plan the first scene of your play script. Critical Thinking

- Students can discuss their ideas in pairs before planning their play scripts in their notebooks.

4 Write the first scene of your play script. Creativity

- Allow students time to practise their play scenes in groups. Ask students to perform their scenes for the class.

KEY COMPETENCES Cultural awareness and expression
Writing a play stimulates students' creative thinking and provides a vehicle for them to express themselves and their ideas in a new way. They will also develop awareness of the different aspects of a play. It can be an excellent method of encouraging imaginative writing in a new format.

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Community Task. Collaboration

- Discuss ideas for the performance with the class. Students could write their own play or plan their own show. They could design and make props and costumes, then assign each other different roles. Shyer students can prepare props, costumes and scenery, and more confident students can take performing roles.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 4 and the Community Task by videoing any performances that students produce and uploading them to the class blog (as long as your students agree!). Students can then write (positive) comments about the videos online.

Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for technology and phrasal verbs.
Review and practise using *will* and *won't* and modal verbs.
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: technology; phrasal verbs
Review grammar: *will / won't*; modals for speculation

Warm up

Play the Review game on the Classroom Presentation Tool or choose a game from the Ideas bank to review the language with the class.

Class Book page 71

1 Listen and answer. 116 Which items of technology are mentioned?

Audio transcript

Chorus
Has anybody seen my robot?
He ran away just after tea.
I'm looking for my robot.
Find out where he is for me!
He was born in a 3D printer.
His brain's made of microchips.
He's got digital cameras for eyes,
And two little speakers for lips.
Chorus
He's got one big camera on his head,
A drone that he keeps in the air,
Sixteen hours of battery life.
He could turn up anywhere!
Chorus (x2)
Please find out where he is for me!

ANSWERS
robot, 3D printer, microchips, digital cameras, speakers, drone, battery

2 Watch and answer the questions on the video.

Video transcript

See page 156.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Communication

- Ask students to tell you what they have learned about the future in this unit.
- Ask students to suggest different ways in which we can predict the future. Ask them which of their answers on the poster were mentioned in the unit.

4 Complete the activities and do the self-evaluation.

Activity Book pages 72–73

1 Listen and complete the song. 116

ANSWERS
2 looking for **3** Find out **4** 3D printer **5** microchips
6 drone **7** battery **8** turn up **9** robot
10 looking for **11** find out

2 Write sentences and questions with *will*. Use the prompts.

ANSWERS
2 In fifty years, we won't use fossil fuels.
3 It will stop raining in five minutes.
4 What kind of technology will they use in 20 years?
5 Soon, robots will be everywhere.
6 We won't need batteries in the future.

3 Circle the correct answer (a, b or c).

ANSWERS
2 a **3** b **4** a **5** c

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES **Learn to learn**
Ask students to say which lessons in Unit 6 they found the easiest / the most difficult. Ask them to think of three questions to ask you to help them understand the things they found difficult.

6 Complete the sentences.

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.

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BRIGHT IDEAS The Big Project 2

A Time Capsule

Lesson Objectives

Research a theme for a time capsule.
Work as a group to plan what to put in the time capsule.
Make and present a time capsule.
Develop collaboration, communication and creativity skills.

Language

New: English in use: Asking someone to explain or repeat: *What do you mean by … ? Sorry, can you say that again, please?* Use sentences with *to* to explain the purpose of doing something: *We can put in an advert to show people what smartphones are like. Let's use the camera to take some photos of our town.* Phrases to encourage and compliment: *You're really good at …, I think your (writing) is great. I really like your idea for …*

Warm up

Ask students *What places show us about life in the past?* (museums). *What type of job involves studying how people lived in the past?* (archaeologist). Play *Sharkman* from the Ideas bank on page 145 to revise archaeology words.

Class Book pages 72–75

1 Listen and read. 117 **What do you think a *time capsule* is?**

- Ask students *Are you interested in learning about life in the past? Why? Why not? How can we learn about life in the past?*
- Play the recording, then elicit answers to the question.

GETTING STARTED

2 How do we know about how people lived in the past? Answer the questions. Communication

- Students discuss the questions in pairs.
- Students then join up with another pair to compare answers.

SUGGESTED ANSWERS

1 Through studying archaeology.
2 Through paintings and sculptures.
3 Through artefacts such as bones or stones used for playing games.
4 Through documents.

3 Listen to Lisa talking about a time capsule from the 1970s. 118 **Is it going to be opened in 25, 50 or 100 years?** Communication

- Play the recording for the students to answer the question.

Audio transcript

Time capsules are like messages to the people of the future. They're usually sealed collections of documents and artefacts, and they're usually buried in the ground with instructions for when they should be opened.
I found out about a time capsule that was made by some girls the same age as me. They were Girl Scouts from America – they were in the Billings Montana Campfire Girls Adventure Troupe, 23!
In 1976, the USA was celebrating its Bicentennial – that's its 200th anniversary! So the girls made a time capsule to be opened on the Tricentennial – that's the 300th anniversary, 100 years later. They included some special stamps that were made to celebrate the anniversary. And they used a video recorder to tape some news programmes from the TV, to show what was happening in their town at the time.
But they also included some things that showed what young people enjoyed in 1976. They chose a fashionable telephone – called a Princess phone – lucky teenagers might have had a phone in their bedroom in 1976! And a digital watch. These were still new technology and very trendy in the mid-1970s! The first digital watches were available in 1972 and at first they were very expensive! They soon became a craze and the prices got lower so that most people could afford them by the end of the 1970s. The Girl Scouts also included cassette tapes of popular songs. These tell us what the music was like, but the technology is interesting, too! Have you got any cassette tapes? Did your parents have them?
Technology changes all the time! I would love to see what else is in the Girl Scouts' time capsule – although when they open it, I'll be over 70 years old!

ANSWER

100 years

4 Listen again. 118 **Answer the questions and talk about the items.**

- Ask students to look at the pictures and elicit the words.
- Students work in pairs to answer the questions.

ANSWERS

1 Girl Scouts from America.
2 News programmes.
3 A phone in their bedroom.
4 In 2076.

RESEARCH

5 Work in groups of three. Look at themes a–c and choose one each to research.

- Divide the class into groups of three.
- Students should agree on a topic to find out about, then choose a letter (a, b or c).
- Students research their chosen theme and make notes about it in activity 1 on page 74 of their Activity Books.

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6 Tell your group your information. Share and discuss. Collaboration

- Students share what they discovered in activity 5.
- Point out the English in use box and encourage students to use the expressions.

PLAN

7 Choose things to put in your time capsule. Discuss and collect. Collaboration

- Bring students' attention to the English in use box and tell them to try to use *to* when they want to explain the purpose of an item.
- Students discuss possible items to include in their time capsules and agree on what they want to do.
- Bring students' attention to the Presentation tip! box.

KEY COMPETENCES **Cultural awareness and expression**

Learning about a time capsule encourages students to think about their culture and what things play an important role in how people live in modern times. When students are choosing their items, tell them to think carefully about how the objects represent the way people live today. Tell them to think about what they want the object to tell people of the future about their lives.

8 Listen and say which container the students choose. 119 **Do you agree with their choice?**

- Tell students to look at the containers while you read out the words.
- Play the audio for students to listen and answer.

Audio transcript

A OK – we need to decide what we're going to put all these things in. What container shall we use for our time capsule? We're going to bury it in the ground!
B Well, I've got a big cardboard box. We could fit lots of things in that!
C Hmm. That's true, but how long will a cardboard box last? Cardboard is strong, but it isn't waterproof. If it gets wet, the things inside will get wet, too.
B Oh. You're right.
A What about a plastic bag? We learned that plastic bags take hundreds of years to break down in the ground! That's why we have to recycle them.
C That's true. And plastic is waterproof.
B Yes, but I think plastic bags take hundreds of years to disappear completely. I think they do break into pieces before that.
A Oh. OK. What about a glass jar? People find messages in bottles that have been floating in the sea for ages!
B Yes! That's true. But will we be able to find a really big glass jar? A message in a bottle isn't very big.
C That's a good point. And glass can be fragile. It might smash when the people go to dig it up in the future.
A Hmm. What else is there? What about a metal tin?
C A metal tin might be OK, but we have to know what kind of metal it is. If it rusts, the stuff inside will get damaged.
B Oh. You're right. How do we know what kind of metal this is?
C I don't know. We could ask someone.
A Or … Why don't we use a plastic box? It's strong like cardboard, but it's waterproof, like a plastic bag. It won't rust, and you can get some quite big plastic boxes – for keeping toys in, and things like that.
B That's a good idea. I'll ask my mum. I think she has some plastic boxes in the garage.

ANSWER
a plastic box

9 Decide when you want people to open your time capsule. Figure out the year! Collaboration

- Students discuss in their groups when they want their time capsules opened. Explain that the longer the time the greater the difference between life today and life for people in the future.

MAKE

10 Make your time capsule. Creativity

- Tell students to make their time capsule in their groups.

PRESENT

11 Discuss how to make your presentation interesting. Choose your favourite thing and decide how to present it to the class. Collaboration

- Focus students' attention on the English in use box. Students should encourage and compliment their group members.
- Students think about how to make their presentations interesting, what language they can use, what props, or photographs.

12 Present your time capsule. Answer any questions from your classmates. Collaboration

- Students prepare and practise their presentation.
- Encourage students to listen carefully to all the presentations and ask questions.

Activity Book pages 74–75

YOUR RESEARCH!

1 Find out about the theme you chose. Make notes.

- Students complete the notes with the information they found out about in their sections for activity 5 on page 73 of their Class Book.

2 Work together to put your information into a mind map.

- Refer students to the English in use box on page 73 of the Class Book to help them complete this activity.

PLAN YOUR CAPSULE

3 Write your ideas and the things that you can include to represent them.

- When students have completed their notes, they are ready to plan their presentations. Ask students to turn to activity 11 on page 75 of their Class Book.

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PLAN YOUR PRESENTATION

4 Write your introduction. Decide who's going to say it. Collaboration

- Students write their introductions and decide who is going to say it.

5 Choose your favourite item. Decide how you're going to tell the class about it.

- Focus students' attention on the Design Tip. Read out the questions and encourage students to use them in their discussions.

6 Answer the questions.

- Ask students how they think they have become a better group member since completing The Big Project 1.

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7 What do you want to do when you grow up?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about jobs and adult activities and elicit answers to the Big Question.
Present and practise pronouncing words with stress on the first, second or third syllable.

Language
New: *firefighter*, *emergency services*
Review: past simple, present continuous, *I'd like to / I would'nt like to* …

Warm up
Play *Guess who?* from the Ideas bank on page 145 to revise known words for jobs.

Class Book pages 76–77

1 Look, read and answer.

- Prompt students to talk about the photos by asking questions, e.g. *Who are the people in this photo? What's happening in this photo? What (vehicles) can you see?*

ANSWERS
1 A helicopter, fire engines, a police car, doctors, the Earth from space, a science experiment, the Duke and Duchess of Cambridge
2 Students' own answers
3 In real life, police officers do much more than catch criminals.

2 Watch the video. ▶ What do the jobs in the emergency services have in common?

Video transcript
See page 157.

ANSWERS
Firefighters, police officers and doctors all help people.

3 Think about the Big Question. Answer the questions below. Critical Thinking

ANSWERS
1 Possible answers include: working, cleaning (looking after the house), looking after children, cooking, shopping, relaxing, doing sport, seeing friends, sleeping
2 Students' own answers

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

- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 What job do you want in the future?
2 Would you like to be a (pilot)? Why (not)?

6 Watch the video again. ▶ Complete the activities.

Activity Book page 76

1 REMEMBER THE VIDEO Read and circle a mistake in each sentence. Then correct the sentences.

ANSWERS
2 Firefighters have to do a lot of training.
3 Markus is a police officer in Oxford.
4 Markus sometimes comes across people who are lost.
5 Today Dr Fazl finishes at 6.00 am.

2 Listen to Pam. What place of work is she talking about? 120

Audio transcript
Did you enjoy Ali's video? I really admire people who do jobs that help people. I wouldn't like to be a police officer, but I'd like to work in a hospital. My neighbour is a nurse in a children's hospital and she loves her job. She says it's hard sometimes. Nobody likes children being ill. But in the hospital where she works, it isn't all sad and gloomy. The children do lots of activities, and they've got a playroom with all kinds of toys and games.
Lots of different people work in a hospital, not just doctors and nurses. For example, there are people who help you to do exercises to get better after an accident. That sounds like an interesting job. You have to learn all about bones, muscles and how the body works. When my brother broke his leg in a cycling accident, he had to do special exercises for about six months before he was OK again.
There are all different kinds of doctors, too – eye doctors, heart doctors … mmm, being a heart doctor would be an amazing job!
I don't know exactly what I want to do when I grow up, but I think I'd like to work in a big hospital.

ANSWER
A (big) hospital.

3 Listen again and complete the sentences. 120

ANSWERS
2 nurse 3 toys and games 4 cycling accident
5 big hospital

4 Listen to the rule. Then listen to the words and complete the table. 121

Audio transcript
When words have three syllables, usually, the stress is placed on the first or second syllable. Listen: festival, tomorrow. Sometimes, the stress is placed on the third syllable.

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Listen: kangaroo.

ANSWERS
2 elephant 3 museum 4 banana 5 understand
6 dungarees

5 Practise saying the words with your partner. Then listen and check. 122 Communication

- Students practise saying the words in pairs.
- Play the audio for the students to listen, check and repeat.

Lesson 2
Vocabulary

Lesson Objectives
Present and practise new vocabulary for professions.
Read and understand a blog about different jobs.
Ask and answer questions about what jobs you would / wouldn't like to do.
Write descriptions of jobs.

Language
New: professions: *engineer*, *factory worker*, *journalist*, *mechanic*, *surgeon*, *detective*, *businesswoman*, *pilot*, *coastguard*, *scientist*
Review: present perfect, present continuous

Warm up

Play *Sharkman* from the Ideas bank on page 145 to review known words for jobs.

Class Book page 78

1 What jobs do you know? Would you like to do them? Copy and complete the table. Critical Thinking

2 Listen and read Fatima's blog about jobs. 123 **Find the five words in bold in the pictures. What job would Fatima not like to do?**

ANSWER
surgeon

3 Listen and say which jobs Fatima does and doesn't want to do. Can you remember why? 124

Audio transcript

Let's see … I'm good at maths and I save a lot of my pocket money so maybe I could be a businesswoman. I'm good at science, so I could be a scientist. I'm scared of flying, though, so I couldn't be a pilot! And I'm not keen on swimming, either, so I won't be a coastguard. And I love watching detective drama series on TV so maybe I could be a detective! Hmm … I still can't decide, but I've got plenty to think about!

ANSWERS
Fatima wants to be …
a business woman, because she's good at maths and she saves a lot of her pocket money.
a scientist, because she's good at science.
a detective, because she loves watching detective drama series.
Fatima doesn't want to be …
a pilot, because she's scared of flying.
a coastguard, because she's not keen on swimming.

4 Listen and repeat. Point to the pictures. 125

- Play the recording for the students to listen, point to the correct pictures and repeat the words.
- Point to pictures in random order and ask students to say the words.

5 Listen and repeat the dialogue. 126

- Invite a pair of confident students to model the dialogue for the class.

6 Look at the jobs in activities 2 and 3 and in your table. Ask and answer. Communication

- Students look at the text and the pictures in activities 2 and 3, and the jobs in their tables, again and think about why they would / wouldn't like to do each job.

Activity Book page 77

1 Match the words and the definitions.

- Students look at the definitions and say whether there are any words they don't understand. Ask other students to explain the words if possible, or to look up the words.

ANSWERS
2 d 3 e 4 c 5 a

2 Who says the things below? Write the jobs. Then write the picture letters. Critical Thinking

ANSWERS
2 detective (c) 3 businesswoman (d)
4 coastguard (a) 5 scientist (b)

3 What key words belong with these jobs? Write words for these categories. Then make diagrams for the other jobs in activity 4. Critical Thinking

ANSWERS
detective
activities: solve crimes, find clues
skills: solve puzzles
places: police station, crime scenes

coastguard
activities: sail boats, save lives
skills: move quickly, swim well
places: coastguard station, sea

4 What do they do? Write your own descriptions of these jobs.

SUGGESTED ANSWERS
2 A detective looks for clues and solves crimes.
3 A businessman / woman makes money for a company.
4 A pilot flies planes to lots of different places.
5 A scientist works in a laboratory and discovers new things.

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Lesson 3
Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise subordinate clauses with *I* (*don't*) *think / hope / know*.
Talk about opinions and predictions using subordinate clauses.
Write sentences using subordinate clauses.

Language
New: subordinate clauses: *I* (*don't*) *think* (*that*) *I'm going to be an engineer. I hope / know* (*that*) *it isn't going to rain. Do you think* (*that*) *you want to be an engineer?*
Review vocabulary: professions
Review grammar: *going to*, past simple

Warm up

Review the jobs from the previous lesson. Play *Bingo!* from the Ideas bank on page 146 using the jobs flashcards.

Class Book page 79

1 Listen and read. 127

- Ask students to identify the characters (Nancy and Fatima) before reading.
- Students quickly look through the text and say what school subjects are mentioned (science and maths).
- Students listen and follow in their books.

2 Read again and correct the sentences so they are true.

TIP As an extension, ask students to say what jobs they want to do and what school subjects they need to be good at to do their chosen jobs.

ANSWERS

1 Fatima thinks that you have to be good at maths and science to be an engineer.
2 Nancy isn't an excellent mathematician. / Nancy is OK at maths.

3 Read the table and the notes. Find examples of each verb in the chat room dialogue. Critical Thinking

TIP When students have found examples of *think*, *know* and *hope* in the text in activity 1, have them read out the sentences with these words and say which sentences are about the present and which are about the future.

ANSWERS

And I don't think I'm going to change my mind.
Do you think that you're good at science and maths?
Well, I think that I'm good at science.
Do you think that you're good at maths?
I know I can get better, though!
Well, I hope that your dream comes true!

4 Say the sentences in the affirmative (+), negative (–) or question (?) form.

- Students complete the sentences and practise saying them in pairs.

ANSWERS

2 I don't think (that) I'm going to be a scientist when I grow up.
3 I hope (that) I'm going to work on the International Space Station.
4 Do you think (that) being an astronaut is an easy job?

5 Add the word *think*, *hope* or *know* to each sentence and then say them aloud to a partner. Are your sentences the same? Communication

- Students can compare answers in pairs before reporting back to the class. Ask students to give reasons for their choices of verbs.

Activity Book page 78

1 Listen and complete the dialogues. 128

Audio transcript

1 **A** I can't wait until the picnic tomorrow. I hope it doesn't rain.
B Don't worry. I don't think it will rain tomorrow.
2 **A** I think that maths is the most important subject.
B That's interesting! I think that art is the most important subject.
3 **A** Do you think that you'll have a good job when you grow up?
B I hope that I'll have a job which I enjoy.
4 **A** How do you know that you'll pass the vocabulary test?
B I've learned all the words. I know that I'll do well in the test.

ANSWERS

1 a hope b don't think 2 a think b think
3 a think b hope 4 a know b know

2 Complete the sentences. Use *think*, *hope* or *know*.

ANSWERS

2 think 3 know 4 hope 5 think

3 Rewrite the sentences. Use the best word in the brackets.

ANSWERS

2 I think (that) science is an important subject.
3 I know (that) he's going to pass the exam because he studied a lot.
4 I think the school show is going to be good.

4 Ask and answer. Use (*don't*) *think* or *hope*. Communication

- Students complete the sentences with their own ideas, then compare answers with a partner.

Grammar Reference Activity Book page 116

Complete the sentences. Use the words in the box.

ANSWERS

2 hope 3 thinks 4 know 5 thinks
6 think 7 hope

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Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise words related to space.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *Space Rescue* story.

Language
New: space: *space*, *solar system*, *astronaut*, *spacesuit*, *rocket*, *planet*
New (passive): first conditional, *will / won't*
Review: past simple, present continuous, present perfect

Warm up

Play the Lesson 3 grammar practice game on the Classroom Presentation Tool. Alternatively, play a game to review *think*, *know* and *hope*. Divide the class into two teams. Write a short statement (e.g. *Apples are good for you. / I'm going to be a pilot. / Maths is fun.*) on the board for students from each team in turn. The students make a sentence using *think*, *know* or *hope*.

Class Book pages 80–81

1 We live on the planet Earth. Can you name any other planets? Critical Thinking

- Elicit the names of the planets and write them on the board.
- Ask students if they know the order of the planets. Suggest a mnemonic to help students remember the order (e.g. ***M**y **V**ery **E**xcellent **M**other **J**ust **S**erved **U**s **N**oodles*).

ANSWERS
Mercury, Venus, (Earth), Mars, Jupiter, Saturn, Uranus, Neptune.

2 Listen and say the number. 129

ANSWERS
2, 4, 6, 1, 5, 3

3 Listen and say. 130

Audio transcript

This is a very big area up above the sky.
This person goes to the moon.
This is something he or she wears for protection.
There are lots of these. Earth is one.
This is a group of planets and their moons.
This is used to travel to the moon.

ANSWERS
space, astronaut, spacesuit, planet, solar system, rocket

4 BEFORE YOU READ Look at the story pictures. Ask and answer.

ANSWERS
1 An astronaut
2 The Z-bots

CULTURE NOTE Mars

Mars is often called the 'Red Planet' because it is covered with rust-coloured dust. It has a dry, rocky surface, a thin atmosphere and very weak gravity. Mars has many volcanoes, including Olympus Mons – the largest volcano in our solar system. Mars is the planet most likely to support human life. Several Mars Rovers have already visited the planet, and many people believe that humans will visit Mars soon.

5 Listen, read and check. 131

- Students listen and check their answers.

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

Activity Book page 79

1 REMEMBER THE STORY Ask and answer questions about the power ups. Communication

SUGGESTED ANSWERS
Can you remember the three power ups at the beginning of the story? Yes. One was an anti-gravity power up.
That's right, And another was the shrink and grow power up. That was really useful!
Do you remember what the third power up was? Yes, it was super vision!

2 Complete the dialogue using the words in the box. There are two extra words.

ANSWERS
2 space 3 spacesuit 4 planet 5 solar system
6 rocket

3 Read the story again and order the events (1–8).

- Ask students to use the ordered events to retell the story, adding any extra information they can remember.

ANSWERS
1 g 2 d 3 b 4 h 5 f 6 a 7 e 8 c

4 What are the advantages and disadvantages of being an astronaut? Discuss the issues below and any others that you can think of. Collaboration

KEY COMPETENCES Sense of initiative and entrepreneurship

Thinking about the advantages and disadvantages of a situation helps students to think analytically about a situation and consider what benefits and problems a situation could bring. By analysing situations, students learn to break concepts into parts, and to work out how the parts relate to each other.

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Lesson 5
Grammar

Lesson Objectives
Remember the *Space Rescue* story.
Present and practise the first conditional.
Make conditional chains.
Write sentences using the first conditional.

Language
New: first conditional: *If you pass all your exams, you'll be a pilot. If she takes an umbrella, she won't get wet. If we don't catch the 5.00 pm bus, we won't arrive on time.*
Review: space, transport, jobs

Warm up

Review the space words from the previous lesson. Play *Draw and guess* from the Ideas bank on page 145.

Class Book page 82

1 REMEMBER THE STORY Match the parts of the sentences from the story.

- Students match the parts of the sentences. They can look back at the story to help them if necessary.

ANSWERS
1 d 2 c 3 a 4 b

2 Read the table and the notes. Which verb is used to say the result?

ANSWER
will / won't

3 Say the sentences. Use the correct tense of the verbs in brackets.

ANSWERS
1 If it rains, we'll use our umbrellas.
2 If we follow this road, we'll get to our destination.
3 If you visit Rome, you'll see the Coliseum.
4 If the alarm rings, we'll hear it.
5 If they don't hurry up, they won't catch the bus!

4 Make a 'conditional chain' with four sentences, like the example below. Use the prompt to start. Critical Thinking

- Ask students to read out the sentences in the example.
- Show the class how each sentence starts with the second event in the previous sentence.

TIP Mixed-ability teaching

- Support lower level students by working through the first few steps of the conditional chain as a class.
- Stretch higher level students by having them compete to make the longest conditional chain.

5 Compare your sentences and make a new conditional chain. Collaboration

- Divide the class into groups of four. Students read out their conditional chains in turns. They then make a new chain in rolling pairs around their group.

Activity Book page 80

1 Complete the sentences. Then listen and check. 132

Audio transcript

1 If I see Erica, I'll invite her to the party.
2 If you go to bed late, you'll be tired in the morning.
3 If she doesn't take an umbrella, she'll get wet.
4 If we get a taxi, we'll arrive at the airport on time.
5 If he catches the train, he'll arrive in about an hour.

ANSWERS
2 you go to bed late 3 she'll get wet 4 we get a taxi 5 he'll arrive in about an hour

2 Do you want to be a space tourist? Look and make sentences about your trip.

ANSWERS
2 If I don't not like the food, I'll try another flavour.
3 If I go on a space walk, I'll take lots of pictures.
4 If I miss my family, I'll phone them.
3 If I become one of the first (space) tourists, I'll be famous.

3 Where do you want to go on holiday? Choose a destination and tell your partner. Communication

Grammar Reference Activity Book page 116

Complete the sentences. Use the correct form of the verbs in brackets.

ANSWERS
2 leave / 'll arrive 3 doesn't read / won't pass
4 don't hurry / 'll be 5 gives / 'll buy 6 have / won't be

Lesson 6
Cross-curricular

Lesson Objectives
Learn about the scientific method.
Present and practise words connected to science experiments.
Learn how to use the scientific method.
Complete notes about a science experiment.

Language
New: the scientific method: *experiments*, *materials*, *conclusions*, *hypothesis*, *stem*, *peel*, *sink*, *float*
Review: *I* (*don't*) *think* (*that*) …, past simple

Warm up

Review the grammar by playing *Chain story* from the Ideas bank on page 145. Start the story with a first conditional sentence (e.g. *If I learn to play the guitar, I'll start a band.*). Students add sentences to make a conditional chain story.

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Class Book page 83

1 What do plants need to grow? Communication

- Students discuss the question in pairs, then compare ideas with another pair before reporting back to the class.

SUGGESTED ANSWERS
water, air, soil, sun

2 Listen and read. 133

- Ask students to look at the pictures and guess what the text is about.

3 Read and say the correct words.

ANSWERS
1 hypothesis 2 conclusion 3 problem or question 4 experiment

4 Ask and answer. Communication

- Students discuss the questions in pairs.

5 Learn how to use the scientific method.

Activity Book page 81

1 Listen. Then circle the correct answer (a or b). 134

Audio transcript

A Hi, Toby. How was school today?
B It was really good, thanks. I finished my science experiment.
A Oh, the plant one? Celia was doing that one, too, wasn't she?
B Yes. The whole class did it.
A So what happened? Tell me about it.
B Well, it was an experiment to see how the water in the soil gets into different parts of the plant. I wanted to find out which parts of the plant the water reached.
A Oh, that's a good question. I wouldn't know the answer to that.
B In my hypothesis, I said that I thought the water travelled up the stem and into the leaves of the plant. I said that I didn't think the water reached the flower.
A And is that true?
B Wait a minute. I'll tell you the conclusions at the end!
A OK. So what did you use to carry out your experiment?
B You mean my 'materials'? I used three white flowers, four glasses of water and four bottles of food dye. I needed a sharp knife, too, but the teacher used that.
A Good! You have to be careful with sharp knives.
B I know, Mum!
A So was the procedure difficult?
B No, not really. There were six steps to follow. The first five were to set up the experiment. The last one was to observe what happened after an hour – and then again after two days.
A Interesting! So … what results did you get?
B Well, after two days, the white flowers changed colour! It was amazing, Mum! I started with white flowers and finished with a green flower, a yellow flower and a flower that was half red and half blue!
A Really? Is that what you expected?
B No! I was surprised.
A So, what was your conclusion?
B That water moved upwards from the soil and reached every part of the plant … including the flower. Look … I took some photos.

ANSWERS
2 a 3 b 4 b 5 a 6 b

2 Read about the experiment. Write the missing headings.

- Ask students to look at the pictures and guess what the experiment aims to find out.
- Students read the notes and write the headings.

ANSWERS
2 Hypothesis 3 Materials 4 Procedure 5 Results
6 Conclusion

KEY COMPETENCES Mathematcial competence and basic competences in science and technology
Reading about science experiments helps students to develop their knowledge of scientific methods and technology. You can also organize for students to carry out an experiment like the one in the Activity Book. Bring a selection of items to class. Ask students to look at the items and say which items they think will float / sink. Students can then do the experiment and record their results.

3 Design an experiment to compare how things float in salty or fresh water. Use the headings in activity 2 to help you. Creativity

- Students work in pairs or groups to discuss their ideas for the experiment.
- Students design their experiment in their notebooks, using the experiment in activity 2 as a model.
- Invite students to tell the class about their experiments.

TIP Curriculum link
Organize the opportunity for the students to do more experiments using the scientific method in their science lessons. Encourage the students to tell their science teacher what they have learned about the scientific method, in English, if possible.

Lesson 7
Literacy: an article

Lesson Objectives
Develop literacy skills and familiarize students with an article.
Read and understand an article.
Raise awareness of the advantages and disadvantages of being famous.
Activate language to talk about the advantages and disadvantages of being famous.

Language
New: *search operations*, *gap year*, *voluntary*, *scar*, *ambassador*, *inspired*
Review vocabulary: *prince*, *princess*, *heroes*, *wedding*, *fairy tale*, *brave*, *couple*
Review grammar: past simple, present perfect

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Warm up

Challenge the students to remember what they learned about the scientific method in Lesson 6. Play a game of *True or false?* from the Ideas bank on page 147, using true or false statements about Celia's experiment on page 83 of the Class Book.

Class Book page 84

1 BEFORE YOU READ Look at the photos. What do you know about these people?

- Invite students to say who the people in the photos are and what they know about them.
- Ask students to say why these people are famous (because they are members of the British royal family).

2 Ask one question about Will and one question about Kate. Critical Thinking

- Ask students around the class to suggest questions. Students choose their favourite two questions and write them in their notebooks.

3 Listen and read. 135 **Does the article answer your questions?**

- Students listen and follow the article in their books.
- Ask students to read out their questions and ask other students to answer the questions if possible, using information from the text.

CULTURE NOTE Will and Kate

- Prince William was born on 21st June, 1982. His full name is William Arthur Philip Louis Windsor. He is the eldest son of Charles, Prince of Wales and Diana, Princess of Wales. He is second in line to be King of the United Kingdom, after his father.
- Kate was born Catherine Elizabeth Middleton, on 9th January, 1982. She grew up in Berkshire, England. She studied art history at the University of St Andrews in Scotland, where she met William in 2001. They got engaged in November 2010 and married on 29th April, 2011.

OUR VALUES Focus the students on the *Our Values* feature. Ask the questions and encourage students to share and discuss their thoughts with the class.

SUGGESTED ANSWERS

Yes. If you are famous, you are usually rich / you have a privileged life. / No. Famous people don't have much privacy / people judge you and might say bad things about you.

4 AFTER YOU READ Complete the activities.

Activity Book page 82

1 Read the article on page 84 of your Class Book again and tick ✓ the topics which are mentioned.

- Ask students to name the items in the pictures before completing the activity.

ANSWERS

4 ✓ 6 ✓ 7 ✓ 8 ✓

2 Read the sentences and write *Will* or *Kate*.

ANSWERS

2 Kate 3 Will 4 Will 5 Kate 6 Kate

3 Find these words and names in the article. Then write what they refer to.

ANSWERS

2 Will and Kate got married in 2011.
3 Will has got a scar on his head from a golf accident.
4 Will supports Aston Villa football team.
5 Kate took a gap year in Italy.
6 Kate is related to George Washington.

4 Ask and answer. Communication

- Students ask and answer the questions in pairs, then join with another pair and compare answers and opinions.
- Ask students to say which famous people choose to be famous (singer, actors, etc.) and which famous people don't (members of royal families, children of famous people, etc.).

Lesson 8 Culture

Lesson Objectives
Complete a set of notes about Malala Yousafazai.
Compare Malala with a celebrity who is popular in your country.
Review and practise describing similarities and differences using *On the one hand* and *On the other hand*.

Language
New: *Nobel Peace Prize*, *campaign*, *activist*
Review: past simple, present perfect

Warm up

Ask students what they can remember about the article in Lesson 7. Play a game of *Who did it?* from the Ideas bank on page 147, using statements about the information in the article (e.g. *This person went to Italy. / This person took part in search operations.*).

Activity Book page 83

1 Listen to Laila. Then answer the questions. 136

- Tell the class that they are going to listen to a girl called Laila talking about a celebrity from her country (Pakistan) and answer the questions.

Audio transcript

One of the biggest celebrities from my family's country, Pakistan, is Malala Yousafzai. Malala isn't just famous in Pakistan. She's famous all over the world for the work she does campaigning for girls' rights to education. And, of course, she's also famous because she is the youngest person … and the first Pakistani … to win the Nobel Peace Prize. That was in 2014, when she was only seventeen years old. Malala is probably one of the most famous activists in the world.

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For Malala, the most important thing in the world is education. When she was a young girl of eleven, she wrote a diary about how much she wanted to carry on learning and going to school. In Pakistan, it was difficult for girls to go to university and Malala thought that this was unfair. Malala kept on campainging for girls to stay in school and go to university. She made speeches and she started writing a blog. She was very brave.
Our class read her autobiography, *I Am Malala* at school. That's where I found out all about her life and her amazing story. It's a great book – full of hope and humour. Malala seems like a really lovely person. She is a celebrity, but she behaves just like you or me.
These days, Malala lives here in the UK with her family – like me! She still campaigns for children – and especially girls – all over the world to get an education.
You see her name in the newspapers all the time and she has won lots of prizes. But I think that what she likes most is studying and doing other normal things that teenagers enjoy.

ANSWERS
1 Education is the most important thing for Malala.
2 Laila found out about Malala's life when she read Malala's autobiography in her English class.

2 Listen again. Then complete the notes. 136

ANSWERS
2 world 3 seventeen years old 4 school 5 blog
6 the UK 7 newspapers 8 me / other teenagers

3 Think of a celebrity who is popular in your country. Complete the information. Critical Thinking

- Students think of some famous people from their country.
- They choose a celebrity and find out about him / her.
- Invite students to tell the class what they found out about their chosen celebrities. If more than one student has chosen the same celebrity, have they found out the same facts?

4 Make a list of similarities and differences between Laila's celebrity and your celebrity.

Critical Thinking

KEY COMPETENCES Learn to learn
Organizing information is a useful skill. Ask students to suggest ways to show the similarities and differences between Malala and their chosen celebrity (Venn diagrams, tables, lists, etc.), then ask them to choose their favourite methods of organizing information and use them to organize the similarities and differences between Laila's celebrity and their celebrities.

5 Talk about the similarities and differences you found in activity 4. Use *On the one hand* and *On the other hand*. Communication

- Students discuss the similarities and differences between Malala and their chosen celebrity in pairs.

Lesson 9
Writing

Lesson Objectives
Recognize features in an article.
Practise using topic sentences to begin paragraphs.
Learn about and practise writing an article.

Language
New: *spacewalk*, *ambition*, *army*, *topic sentence*
Review: *introduction*, *title*, *concluding paragraph*; jobs

Warm up
Ask students to name some famous people from their country. Ask them to say what each person is famous for and what other facts they know about each person. Play *Guess who?* from the Ideas bank on page 145 using famous people from the students' home country.

Class Book page 85

1 Read Nancy's school article. What job does her hero do?

ANSWER
He's an astronaut.

2 Read again and answer the questions.

ANSWERS
1 European Space Agency and International Space Station.
2 Tim Peake did a spacewalk to fix a solar panel outside the ISS.

3 Match the features and the colours used in the article.

ANSWERS
1 One or more paragraphs with new information – blue
2 A short paragraph introducing the topic of the article – orange
3 A concluding paragraph – pink
4 The title – purple

4 Read the Big Write tip.

Activity Book page 84

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

ANSWERS
2 introduction 3 paragraphs 4 concluding

2 Match the topic sentences and the paragraphs.

ANSWERS
2 c 3 a

3 Who is your hero? Plan an article about him / her.

Critical Thinking

- Before planning their articles in their notebooks, students can find information about their heroes online.

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KEY COMPETENCES **Digital competence**

Searching effectively for information online is an extremely useful skill, which students need to be competent in. Teach students how to search for the information they need using keywords, and how to read the information given in the search results to decide whether each suggested page will be useful or not. Make sure the students understand that not all information on the internet is reliable.

4 Write your article. Remember to use topic sentences at the beginning of your paragraphs.

Creativity

Community Task. Collaboration

- Students could find articles online or in magazines or newspapers. Students could display the articles on the classroom wall, and add their own articles from activity 4. If students decide on their favourite hero, they could place articles about this person in the centre of the display.

DIGITAL COLLABORATIVE LEARNING Extend the writing task in activity 4 and the Community Task, by setting up an *Our Heroes* page on the class blog. Students can upload their articles from activity 4 for the rest of the class / school to read.

Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for jobs and space.
Review and practise using subordinate clauses *think / hope / know* (*that*) and the first conditional.
Answer the Big Question.
Self-evaluate progress.

Language
Review vocabulary: professions; space
Review grammar: subordinate clauses; the first conditional

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 7 with the class.

Class Book page 85

1 Listen and answer. 137 What jobs doesn't the boy want to do?

Audio transcript

I don't want to work in a factory.
That just doesn't interest me.
I don't want to be a journalist,
A businessman or a scientist.
Chorus
So, if I get my way,
I'll be an astronaut one day,
With a shiny rocket and a spacesuit, too.
I'll fly into space with you.
And if I get my way, I'll fly into space one day.
To the solar system and the planets, too.
I'll fly into space with you!
I don't want to be an engineer.
I want to make that very clear!
I don't want to fly an aeroplane,
Sail a boat or drive a train.
Chorus

ANSWERS

(factory worker,) journalist, businessman, scientist, engineer, (pilot, sailor, train driver)

2 Watch and answer the questions on the video.

Video transcript

See page 157.

ANSWERS

See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Communication

- Ask students to tell you what jobs they have learned about, and what they learned about each job.
- Ask students to say what they want to do when they grow up and encourage them to say why.

4 Complete the activities and do the self-evaluation.

Activity Book pages 85–86

1 Listen and complete the song. 137

ANSWERS

2 businessman **3** astronaut **4** spacesuit **5** planets **6** engineer

2 Write sentences. Use the words in brackets.

3 Complete the sentences. Use the correct form of the words in the box.

ANSWERS

2 gets **3** snows **4** travel **5** go **6** 'll arrive

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES **Learn to learn**

Ask students to say which area in activity 5 they feel most confident about. Invite students who feel less confident to ask the confident students questions (e.g. *Can you tell me some words about space? / What is the first conditional? / How do you write an article?*). Help the confident students to answer if necessary.

6 Complete the sentences.

Unit 7 Test

Students are now ready to complete the unit test. See the Teacher's Resource Centre.

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8 What makes us succeed?

Lesson 1
The Big Question

Lesson Objectives
Introduce the Big Question for the unit.
Activate knowledge about free-time activities and elicit answers to the Big Question.
Review language for free-time activities.
Present and practise pronunciation of the stress patterns in compound words.

Language
Review vocabulary: free-time activities
Review grammar: present continuous and *going to*

Warm up
Play *Odd one out* from the Ideas bank on page 146 using the jobs and space words from Unit 7.

Class Book pages 86–87

1 Look, read and answer.
- Ask the students to look at the photos and tell you their thoughts and ideas about what they see.
- If you like, prompt them by asking questions, e.g. *Where are they? What are they doing?* Encourage them to use their imagination, e.g. *How old are they? Are they happy?*
- You could also ask them some personalized questions, e.g. *Have you ever tried sailing?*

ANSWERS
1 Suggested answers: Children sailing, a girl singing, some people white-water rafting, a stone bowl, some school children
2 Students' own answers
3 She's learning to sail with her brother.

2 Watch the video. Has Amelia been on a tall ship?
- Play the video for students to watch.

Video transcript
See page 157.

ANSWER
No, she hasn't.

3 Think about the Big Question. Answer the questions below. Critical Thinking
- In pairs, students discuss their own ideas about what makes us succeed.

KEY COMPETENCES Social and civic competence
Students should learn about the importance of teamwork. Ask students why teamwork is important (to get better results, finish a job quicker, get ideas from other people, make friends).

4 What answers can you think of for the Big Question? List your answers on the Big Question poster. Communication
- See Unit 1, Lesson 1 for instructions on how to complete the activity.

5 Make and ask questions for the Talking Point discussion. Collaboration

ANSWERS
1 Tell me about a time when you succeeded at something.
2 What did you do to (pass your exam)?

6 Watch the video again. Complete the activities.

Activity Book page 87

1 REMEMBER THE VIDEO Answer the questions.

ANSWERS
1 Sailing 2 London 3 Yes 4 Twelve
5 If you work together you will be able to do things that you couldn't do on your own, and you'll do them more safely. / Working together is fun; you help each other and make new friends.

2 Listen to Paran. Which watersport does he enjoy? 138

Audio transcript
Hi, I'm Paran. I'm in the same class at school as Amelia. She loves sailing. I like watersports too, but I'm not a sailor … I'm a canoeist! My favourite sport is canoeing.
There's a river near my house, and I often go canoeing with my Mum and sister. We put our canoes on the roof of the car and drive down to the river.
The canoes aren't heavy – they're easy to lift into the water. We all wear life jackets and helmets. And mum always has a mobile phone in her bag – a waterproof bag!
When we're on the water we're careful to paddle quietly and of course we don't have engines on the canoes! So we meet a lot of wildlife – mostly water birds such as ducks … but we've also seen seals, and sometimes even a family of otters. Otters are brilliant animals – they're brown and furry and swim really well – much better than we can! I haven't seen a river dolphin yet. I'd love to see one!
Next month we're going to try sea canoeing. We can use the same canoes, but we'll have to be careful to check the weather and the tides before we go – canoeing on the sea is more dangerous than on the river. I'm really excited! Maybe we'll see a sea dolphin …

ANSWER
Canoeing

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3 Listen again and complete the sentences. 138

ANSWERS
1 his mum and sister 2 a mobile phone
3 really well 4 a river dolphin 5 sea canoeing
6 river canoeing

4 Listen to the rule. Listen and repeat. Tap the stresses. 139

Audio transcript
Compound nouns are made of two parts. When we say them, we stress the first word more.

5 Say these words out loud and underline the stressed syllables. Listen and check. 140
Communication

- Students say the words in pairs and tap the stresses.
- Play the audio for the students to listen, check and repeat.

ANSWERS
timetable heatwave photo booth coastguard
smartphone key ring

Lesson 2 Vocabulary

Lesson Objectives
Present and practise challenges vocabulary.
Develop speaking, reading, writing and critical-thinking skills.
Talk about what you are good at.

Language
New: challenges vocabulary: *audition for a part*, *learn to scuba-dive*, *sing a solo*, *perform on stage*, *speak a foreign language*, *join a club*, *do a presentation*, *take an exam*, *enter a competition*, *try a new activity*
Review: *What are you good at?*

Warm up
Play *Two truths and a lie* from the Ideas bank on page 146 to revise the present perfect. Start by saying three sentences about yourself (one should be a lie). Invite students to ask you questions to find out which statement is the lie. Then tell students to play the game in pairs.

Class Book page 88

1 What are you good at? What would you like to be better at? Copy and complete the table. Critical Thinking

> **TIP Mixed-ability teaching**
> - Support lower level students by dividing them into three groups and asking each group to think of five words for just one column of the table. Reform the groups so that at least one student in each group has a list of words for each of the columns. These group members share their ideas, explaining unknown words, and completing their own table.
> - Stretch higher level students by asking them to think of more words for each column.

2 Listen and read about Rami and his friends. 141 **Find the six words in bold in the pictures. What does Rami enjoy?**

- Students listen and follow the text. They read out the words in bold and point to the matching pictures.

ANSWER
He enjoys performing on stage.

3 Listen. What does Rami want you to do? 142

Audio transcript
We've decided to set ourselves a challenge! We have all agreed to do something that's a bit scary. Harry is really clever – I mean, he even likes taking exams! And he's really confident. So he's going to help Charlie do a presentation – Charlie's nervous, but he's going to try.
I want to do something sporty – but I'm not sure what yet. It is a bit scary, but we're going to help each other! Why don't you try it? Just try a new activity. You could cook a meal for your family, or even learn to scuba-dive! Join in and take the challenge!

ANSWER
He wants you to try a new activity.

4 Listen and repeat. Point to the pictures. 143

- Students listen, point to the correct picture and repeat.

5 Listen and repeat the dialogue. 144

- Have students repeat the question and answers chorally first, then individually. Then invite students to model the questions and answers for the class.

6 Look at your table in activity 1. Ask and answer.
Communication

- Students use the activities in their tables to ask and answer questions like the ones in activity 5.

Activity Book page 88

1 Write the missing letters to complete the phrases. Then look at the grey squares and work out what Charlie is going to do for Rami's challenge.

ANSWERS
2 presentation 3 perform on 4 try 5 to
6 speak / foreign
Charlie is going to learn to ski.

2 Look and write the activities. Why are they a little bit scary? Compare ideas in pairs. Critical Thinking

ANSWERS
1 join a club, speak a foreign language
2 do a presentation, sing a solo, perform on stage
3 enter a competition, take an exam, audition for a part
4 learn to scuba-dive
Students' own answers

3 Which of these activities would you like to do? Put a tick ✓ or cross ✗ in the box. Make notes of your reasons and tell a friend. Communication

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Lesson 3 Grammar

Lesson Objectives
Read and understand an online chat.
Present and practise verb + *-ing* and verb + infinitive.
Develop listening, speaking, reading and writing skills.
Develop communication and collaboration skills.

Language
New: verb + *-ing* and verb + infinitive

Warm up

Review the challenges vocabulary. Play *Pass the flashcards* from the Ideas bank on page 146 using the challenges flashcards.

Class Book page 89

1 Listen and read. 145

- Ask students to identify the characters (Rami and Bella) before reading.

2 Read again and say *Charlie*, *Harry* or *Rami*.

ANSWERS

1 Rami 2 Rami 3 Charlie 4 Harry

3 Read the table. Can you remember any other examples? Critical Thinking

- Ask students to find more examples of the verb patterns in the text in activity 1.
- Explain that *love to / like to* can have either the infinitive or the *-ing* form.

ANSWERS

Charlie suggested entering the school triathlon, …
… so I've decided to do that …
I enjoy cycling and swimming …
I don't mind running …
… Charlie's offered to help me train.
He's decided to audition for a part in the show.
I can't imagine performing on stage!
I promise to look at the club noticeboard!

4 Make sentences from the prompts.

ANSWERS

1 She suggested learning to speak Japanese.
2 I've decided to enter the painting competition.
3 I enjoy singing in the car!
4 Mum offered to drive me to the tennis match.
5 I really wanted to learn to scuba-dive.

5 Look at the noticeboard and make sentences. Communication

6 What would you try for Rami's challenge? Which activities could you help a friend with? Critical Thinking

Activity Book page 89

1 Listen to the mini-dialogues and number the descriptions. 146

Audio transcript

1 A Hey, look at this poster – there are scuba-diving lessons at the local pool!
B Oh! That looks scary!
A They start on Saturday at two o'clock. I think I'll go.
B Oh no! I could never do that! I don't even like putting my face in the water.
A But you could explore under the sea and see coral reefs and fish and … so many amazing things!
B I don't like swimming in the sea. I don't want to know what's down there! No – scuba-diving is definitely not for me!

2 A James – it's your turn to wash up.
B OK Dad. This film is nearly finished. I'll do it in a minute.
A James – has that film finished yet?
B Er … yeah. Oh Dad! I've forgotten to do my homework. I ought to finish that.
A Oh James! Well – you must wash up tomorrow.

3 A There's a school show this year – it's a play.
B Really? Last year was a musical, so I didn't join in. I can't sing!
A Well – you're really good at acting! Why don't you come to the auditions?
B When are they?
A They're this Thursday in the school hall. We could go together.

4 A Wow, Jane! This painting is amazing!
B Oh … thanks. It's OK.
A No – it's great! You ought to enter the art competition!
B Oh er …
A Come on, Jane! I'm sure you'll win! You will enter, won't you?
B Oh, OK. Yes. I will.

5 A Can you help me with my maths homework? I can't do it!
B Sure, how about this afternoon?
A No sorry, I've got French club this afternoon. Are you free on Saturday?
B Saturday … er … yes! Shall I come round to your house at two o'clock?
A Great, thanks. See you on Saturday.

ANSWERS

2 He doesn't want to do the washing-up.
3 He suggests auditioning for a part.
4 She promises to enter the competition.
5 They agree to meet on Saturday afternoon.

2 Look at the verbs and write them in the table. Critical Thinking

ANSWERS

verb + *-ing*: can't imagine, enjoy, suggest, don't mind
verb + infinitive with *to*: promise, want, decide, offer

3 Read and circle the correct form.

ANSWERS

2 visiting 3 to live 4 speaking 5 to teach
6 going 7 to visit

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4 Write questions using the prompts.

ANSWERS
1 What chores don't you mind doing?
2 Have you ever promised to do something?
3 What do you want to do when you grow up?
4 Which food can't you imagine eating?

5 Ask and answer the questions in activity 4. What do you have in common? Communication

Grammar Reference Activity Book page 117

Complete the sentences. Use the correct form of the verbs in brackets.

ANSWERS
2 to send 3 auditioning 4 trying 5 learning
6 washing 7 to take 8 to buy

Lesson 4
Vocabulary and story

Lesson Objectives
Present and practise adjectives describing places and things.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the *The Final Challenge!* story.

Language
New: *dangerous*, *safe*, *crowded*, *deep*, *loud*, *quiet*

Warm up

Play the Lesson 3 *Three in a row* grammar practice game from the previous lesson on the Classroom Presentation Tool again. Alternatively, draw a table on the board with two columns. In the first column write *verb + -ing* and in the second write *verb + infinitive*. Make wordcards with the following verbs: *promise*, *can't imagine*, *decide*, *want*, *offer*, *suggest*, *don't mind*. Divide the class into two teams. Give a wordcard to each team. They have to decide which column it goes in, and then write a sentence on the board with the verb. Set a time limit for this. The first team to write a correct sentence gains a point.

Class Book pages 90–91

1 Look at the pictures below. How do they make you feel? Critical Thinking

- Ask students to discuss their ideas in pairs, then share their ideas with the class. Write the suggestions on the board.

2 Listen and say the number. 147

ANSWERS
2, 3, 5, 6, 1, 4

3 Listen and say the adjective. 148

Audio transcript

A Wow! Look at all the people! This street is …
B Look at that bridge! We can't cross here. It's …
B Wow! The storm must be really close – that was so …
C Don't worry! It's not dangerous. You're …
D Wow – look the water here is really dark blue. It must be really …
F Shh! Listen!
G What? I can't hear anything.
F Exactly – it's so …

ANSWERS
crowded, dangerous, loud, safe, deep, quiet

4 BEFORE YOU READ Look at the first three story pictures. Ask and answer.

- Ask students to look at the first three pictures of the story to form ideas in order to answer the questions.

5 Listen, read and check. 149

- Play the recording for the first three frames of the story. Ask students to say whether their guesses were correct, and which of their guesses were incorrect.
- Play the rest of the story for the students to listen and follow in their books.

ANSWERS
1 Because it's the final challenge. It's too important to play alone.
2 No. It's going to be a challenge.

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

Activity Book page 90

1 REMEMBER THE STORY In pairs, take turns to tell the story in your own words. Communication

- Students tell the story in pairs, then join up with another pair and compare their ideas. Invite students to tell the story to the class in their own words.

2 Read the definitions and write the adjectives. Match them to the pictures. Critical Thinking

ANSWERS
1 e crowded 2 c dangerous 3 b deep 4 d loud
5 a quiet 6 f safe

3 Read the story again. Answer the questions.

ANSWERS
1 To beat the White Water Canyon.
2 Dr Zeevil and Z-bots
3 They wanted to burst the children's boat
4 It made Dr Zeevil's grandma appear.
5 The children jumped into the Z-bots' boat and they all paddled together as a team.

4 What happened next? Work together and write three more frames of the story. Collaboration

> **TIP** Students can work in small groups to discuss their ideas, then write the story frames in their notebooks. They can practise acting out their story frames in their groups, then perform their story endings for the class.

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Lesson 5
Grammar

Lesson Objectives
Remember the *The Final Challenge!* story.
Present and practise *too* and *enough*.
Practise adjectives for describing places and things.
Develop communication and collaboration skills.

Language
New: *too*, *enough*
Review: challenges, adjectives for describing places and things

Warm up

Play *Mime the word* from the Ideas bank on page 145 to review the challenges vocabulary and the adjectives.

Class Book page 92

1 REMEMBER THE STORY Read and match the descriptions to the pictures.

- Ask students to say what they can remember about the story from Lesson 4. Ask them to say what they liked about the story.

ANSWERS

1 It's too dangerous! 2 They're too fast!
3 We'll be safe enough.

2 Read the tables. Make pairs of example sentences that mean the same thing. Critical Thinking

ANSWERS

This raft is too small. / This raft isn't big enough.
This raft is too crowded. / This raft isn't empty enough.
This raft is too dangerous. / This raft isn't safe enough.

3 Read the scenarios and make sentences.

ANSWERS

1 The bus is too crowded.
2 I'm not old enough to go rafting.
3 The bridge isn't safe enough to use.
4 The radio is too quiet.

4 Look and make sentences with *too* and (*not*) *enough*. Communication

- Ask students to say what they can see in the picture. Then ask them to think about the problems in the park, using *too* and *enough*.
- Students discuss their ideas in pairs. Invite students to share their ideas with the class.

5 Imagine you are going to work together to improve the park. Talk about problems and solutions. Collaboration

- Pairs of students from activity 4 join up with another pair to suggest solutions for the problems in the park.
- Move around the class as students discuss their ideas. Help if necessary by asking questions (e.g. *The park is too loud. What can we do?*) or providing vocabulary.

Activity Book page 91

1 Listen and number the pictures. 150

Audio transcript

1 A This site is safe. You can type your name in and choose a password.
B How do you know?
A Look. This little symbol means the site is safe enough. It's a lock.
2 A Wait! Stop! You can't dive here.
B Why not?
A The water isn't deep enough. You'll get hurt.
3 A No, I'm sorry, you can't go on it.
B Oh, Dad! It looks fun!
A No. Look. The rope is going to break. It's too dangerous.
4 A Wow! Look at all these people!
B It's too crowded, Mum! And look at the queues!
C You're right. Let's get something online instead.
5 A Let's see … that's quiet enough!
B What? Dad! I can't hear anything!
A Oh come on! Now you can hear the game in here, but we can't hear it in the kitchen!
6 A Annie! Can you turn the volume down, please?
B Pardon?
A I said, can you turn the music down, please. It's too loud!

ANSWERS

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

2 Write sentences with *too* and (*not*) *enough* about the pictures in activity 1.

ANSWERS

2 The music is too loud.
3 The swing is too dangerous.
4 The water isn't deep enough.
5 The shop is too crowded.
6 The website is safe enough.

3 Look and make sentences with *too* and (*not*) *enough*. Match the people to the rides. Communication

ANSWERS

Ben is tall enough to go on the roller coaster.
Ben is old enough to go on the bumper cars.
Kerry, Ian and Ben are tall enough to go on the merry-go-round.
Ian, Lana and Ben are old enough to go on the water slide.

4 Talk in groups. Which of the funfair rides can you go on? Collaboration

Grammar Reference Activity Book page 117

Complete with *too* or *enough*.

ANSWERS

2 too 3 too 4 enough 5 too 6 enough

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Lesson 6
Cross-curricular

Lesson Objectives
Learn about archaeology.
Present and practise words connected to archaeology.
Learn about interpreting artefacts.
Draw and write about houses from the past.

Language
New: archaeology: *Stone Age*, *underground*, *furniture*, *tools*, *bones*, *ancestors*, *artefacts*
Review: present simple, past simple, present passive, present perfect

Warm up

Review the grammar from the previous lesson. Divide the class into two teams. Say a sentence to each team in turn, e.g. *This music is too loud. This room isn't clean enough.* The students make sentences with the same meaning, using the other word, e.g. *This music isn't quiet enough. This room is too dirty.* Award one point for each correct answer.

Class Book page 93

1 What furniture and objects do we use every day? What are they made of? Communication

- Students discuss the questions in pairs, then compare ideas with another pair before reporting back to the class.

SUGGESTED ANSWERS

We use (chairs, tables, beds, plates, glasses, books, etc.). They are made of (wood, metal, plastic, china, glass, paper, etc.).

2 Listen and read. 151 Which objects in the text do we still use today?

- Students look at the text and find the red words. Ask students to explain these words to the class if they know the meanings. If not, students can use their dictionaries to look up the words before reading and listening to the text.
- Ask the students to find the objects we still use today.

ANSWERS

windows, doors, (fireplace,) cupboard, shelves, beds, tools

3 Read again and find …

ANSWERS

1 built their homes partly underground and had fires
2 stone and bone
3 leather and wool
4 meat and fish

4 Answer the questions. Communication

- Ask students to discuss the questions in pairs, then join up with another pair to compare their ideas. Invite students to share their ideas with the class.

ANSWERS

1 Because people used stone to make lots of things.
2 Because people didn't have glass.
3 Suggested answers: tools, bones, furniture, games

5 Learn about interpreting artefacts.

Activity Book page 92

1 Look inside this house at Skara Brae and discuss the questions. Communication

ANSWERS

1 stone
2 1 cupboard 2 fireplace 3 bed 4 door
5 cupboard
3 Students' own answers

2 Listen and check. 152

- Play the recording for students to listen and check their answers in activity 1.
- Ask students if any of the answers surprised them.

Audio transcript

Skara Brae is the best preserved late Stone Age settlement in Europe. There are seven houses, each with the same layout, and the same furniture inside. The furniture is all made of stone. There wasn't a lot of wood on the island of Orkney thousands of years ago, so the people used the materials that they had. It's lucky for us, because stone is strong, and so we can still see these amazing artefacts today.
Let's look at some of the furniture.

1 This is a cupboard. Archaeologists think that this was the most important piece of furniture in the house. They think the family's most important possessions were kept and displayed here.
2 This is the fireplace. Fires gave the family light and heating, and they were used for cooking, too.
3 This big stone box is actually a bed! There are two beds in each house. One smaller one, and one big one. To keep warm, they had leather, wool and furs.
4 This is the doorway. The door was a big piece of stone. The family could lock the door from the inside with bars of wood.
5 These aren't windows. These are more cupboards for storage. They might have stored food and bowls in these wall cupboards.

3 Look at the artefacts from Skara Brae. What do you think they are? Read and match. Critical Thinking

- Ask students to look at the pictures and guess what the artefacts are. They read the sentences and match.

ANSWERS

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

4 Look at the objects again and answer the questions. Discuss with a friend. Communication

5 Imagine and draw what the interiors of the houses at Skara Brae looked like when people were living there. Write a description to explain the things you have included. Creativity

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KEY COMPETENCES **Sense of initiative and entrepreneurship**

Interpreting artefacts and using that information to imagine homes from the past develops problem solving, logical reasoning and creativity. The speaking part of this activity also encourages students to explain their reasoning in a logical and understandable way so that others can understand.

TIP **Curriculum link**

Organize the opportunity for the students to learn more archaeology in their other lessons at school. Encourage the students to show their drawings and describe them to their history teacher, in English, if possible.

Lesson 7
Literacy: an information brochure

Lesson Objectives
Develop literacy skills and familiarize students with an information brochure.
Read and understand an information brochure.
Raise awareness of the importance of including others and making them feel happy. Compare a school in Britain with your school.

Language
New: *school hall*, *canteen*, *drama theatre*, *tennis court*, *playing fields*, *rounders*, *cricket*, *uniform*
Review: present simple, *will*

Warm up

Challenge the students to remember what they learned about archaeology in Lesson 6. Play a game of *True or false?* from the Ideas bank on page 147, using true or false statements about the text on page 93 of the Class Book.

Class Book page 94

1 BEFORE YOU READ What is the brochure about? Who is it for?

- Ask students to look at the pictures and guess what the brochure is about. Write their ideas on the board.

ANSWERS

The brochure is about a school. It's for new students.

2 Who helps students at a school? Make a list.

Critical Thinking

- Students work in pairs to discuss the question.
- Write their suggestions on the board.

SUGGESTED ANSWERS

teachers, older students, school nurse, coaches, assistants, etc.

3 Listen, read and check. 153 Can you add to your list?

- Students listen to check their answers to activity 2.
- Ask students to say which of the ideas on the board were correct, and which people they can add to the list.

OUR VALUES Focus students on the *Our Values* feature. Ask the questions and encourage students to share and discuss their thoughts with the class. Ask them to say how they can make a new student feel welcome.

SUGGESTED ANSWERS

Because we are in a new place, we might not know anyone and feel shy. We can include others by welcoming them, being friendly, asking them to join in, sharing with them.

4 AFTER YOU READ Complete the activities.

Activity Book page 93

1 Read the brochure on page 94 of your Class Book again. Look and say which school could be Yellow Hill School. Why? Communication

- Ask students to look at the photos then read the text and say which school could be Yellow Hill Secondary School.
- Ask students to justify their answers.

ANSWERS

Photo 3 – because the students are wearing white shirts, grey trousers or skirts and blue jumpers, which is the school uniform of Yellow Hill School

2 Read again and choose the best answer.

ANSWERS

1 c 2 c 3 b 4 c

3 Find these words in the text. What do you think they mean? Write definitions. Critical Thinking

TIP If students are struggling to come up with a definition, tell them to read the words / sentences surrounding the word to get an overall idea of the meaning and then write a definition in their own words.

ANSWERS

1 A room for scientific experiments.
2 A game played with a bat and ball.
3 When all the students in a school come together in the school hall.
4 A friend who can help you.

4 Compare Yellow Hill Secondary School to your school. Would you like to go there? Collaboration

- Students discuss ideas in pairs, then join with another pair and compare answers and opinions.

KEY COMPETENCES **Cultural awareness and expression**

Learning about life in a school in Britain expands students' cultural awareness. This provides students with the opportunity to appreciate and learn about another culture. Comparing the school with their own and asking students to decide if they would like to go to Yellow Hill Secondary School encourages students to think critically and consider what is important to them in a school.

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Lesson 8
Culture

Lesson Objectives
Complete a set of notes about a school.
Compare a secondary school in the UK with your school.
Talk about the comparisons you made.

Language
New: *musician*, *instrument*, *show business*

Warm up

Ask students what they can remember about the information brochure in Lesson 7. Play a game of *Fact check* from the Ideas bank on page 147, using lines from the information brochure on page 94 of the Class Book.

Activity Book page 94

1 Listen to Jake. 154 Answer the question.

- Tell the class that they are going to listen to a boy called Jake talking about a school in Britain.
- Tell students to listen carefully to find out what is special about the school Jake talks about.

Audio transcript

Hi, I'm Jake. I don't know what job I want to do when I'm older, but my cousin Tom has already made up his mind. He wants to be a musician and play in a band. I know that's a lot of people's dream, but Tom is really good at music. He's so good, that he's got a place to study at the famous BRIT school in London.
Have you heard of the BRIT school? Its full name is 'the British School for Performing Arts and Technology', but it just gets called the BRIT – that's spelled B-R-I-T.
It's a special secondary school in London that teaches people who want to be actors, singers or musicians – or do the technical jobs in show business like work with special effects and sound effects.
The BRIT school isn't a private school, it's free, but you must live in London. AND you need to apply to join the school. You have to audition for a place, so you need to be very good! If you want to do music, for example, you would have to sing a solo, or play your instrument for the teachers, to see if you're good enough.
When you start at the school, you do normal subjects, like maths and history, but you also do five hours a week of your special subject. So a music student would do five hours of music every week, and a dance student would study dance for five hours every week.
The school has dance studios, TV and radio studios and also two theatres with hundreds of seats.
Of course, there are clubs, too, so you can join a theatre club, or sing in a group in your free time, too.
Students can start at the BRIT school from the age of 14. When they finish school they are 18. Many BRIT school students continue to study at school or university, but many of them are already successful stars! The BRIT school is famous for stars like Adele, Jessie J and Katie Melua – and many more. I think it sounds like an amazing school!

ANSWER
It's a school for performing arts.

2 Listen again and complete Jake's notes. 154

ANSWERS
1 BRIT School **2** London **3** maths **4** history
5 dance studios **6** theatres **7** group
8 14 / 18 **9** Adele, Jessie J, Katie Melua

CULTURE NOTE The BRIT School
The BRIT School is a free performing arts school. It was established in 1992. It is special because it is one of the two performing arts schools that is free for students to attend. The school was set up by Mark Featherstone-Witty. He was inspired by the film *Fame* to create a secondary school which was devoted to the performing arts. Many famous performers have been to the BRIT School, including stars such as Adele, Amy Winehouse and Katy Melua.

3 What will your Secondary school be like? Make notes.

- Students complete the notes about their future secondary school.
- Choose a few students to share their ideas.

4 Make a list of similarities and differences between Jake's notes and yours. Critical Thinking

5 Talk about the comparisons you made in activity 4. Communication

- Students discuss the similarities and differences between their notes and Jake's. Encourage students to use some of the words for comparisons which they have learned in previous units (*however*, *and*, *but*, *on the one / other hand*, etc.).

Lesson 9
Writing

Lesson Objectives
Recognize features in an information brochure.
Complete an information brochure.
Learn about and practise writing an information brochure.

Language
New: *orchestra*, *bike safety*
Review: present simple, *will*

Warm up

Ask students to remember the BRIT School from the previous lesson. Divide the class into two teams. Each team designs a quiz consisting of six questions for the other team to answer. Tell each team to stick their questions on opposite walls. When you say *Go!* two team members from each team must race to the wall, read and answer the questions. The first team to answer correctly gains a point.

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Class Book page 95

1 Read the rest of the school brochure. What two aspects of the school are described?

- Students read the brochure quickly to find the answer.

ANSWER
after-school clubs and school trips

2 Read again. Ask and answer.

ANSWERS
1 The noticeboard 2 Yes 3 Yes 4 Yes 5 You will prepare in class and your teacher will tell you what to bring.

3 Read the brochure again. Answer the questions.

ANSWERS
1 Because they are providing information
2 subjects studied, times, after-school activities, school trips
3 friendly
4 Showing photos makes it more interesting and helps the reader to imagine the places / things mentioned.

TIP When students have completed the activity, ask them questions about features of the information brochure, e.g. *What's the title of the brochure? What pronoun does the writer use to make the reader feel the information is relevant to them? What tenses are used in the brochure? What punctuation mark does the writer use to give emphasis or show something is funny?*

4 Read the Big Write tip.

Activity Book page 95

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

ANSWERS
2 information 3 personal 4 reader 5 questions
6 imagine

2 Read the descriptions. Which ones are better for a brochure? Critical Thinking

- Ask students to look at the descriptions then discuss as a class. Tell students to raise their hands if they choose a and fold their arms if they choose b.
- Ask students to justify their answers.

TIP Encourage students to think about the language and information provided in the descriptions and why they might be more appropriate for an information brochure.

ANSWERS
1 b 2 b 3 a

3 Discuss. What would a new student want to know about your school? Write six questions. Then brainstorm some answers in groups. Communication

- Students can discuss their ideas in pairs or small groups before joining another pair or group to discuss.

4 Choose four of your questions from activity 3 and plan your school brochure.

- Students plan their brochures individually. Point out the Remember! box and read out the tips.

5 Write a brochure about your Primary school for new students. Creativity

- Tell students to write their brochures. Provide support to lower level students if they are struggling.

Community Task Collaboration

- Organize the students into groups to do the activity.

TIP Discuss ideas for what to include in the map with the class. Ask students what useful information they want to include and write it on the whiteboard. Students can design and draw the map. Then add the useful information and tips.

DIGITAL COLLABORATION LEARNING Extend the writing task in activity 5 and the Community Task by asking students to draw their map using drawing software. They can add text boxes with useful information and tips. They can then print off their map and place it on the school noticeboard. See the Digital collaborative learning section in the Introduction.

Lesson 10
The Big Question Review

Lesson Objectives
Review and practise vocabulary for challenges and adjectives describing places or things.
Review and practise verb + *-ing* and verb + infinitive and *too* and *enough*.
Answer The Big Question.
Self-evaluate progress.

Language
Review vocabulary: challenges, adjectives describing places or things
Review grammar: verb + *-ing* and verb + infinitive, *too* and *enough*

Warm up

Play the Review game on the Classroom Presentation Tool or choose one of the flashcard games from the Ideas bank on page 146 to review the language from Unit 8 with the class.

Class Book page 95

1 Listen. 155 **Answer. What is the singer's message?**

Audio transcript

Chorus
It's never too high, it's never too far!
Believe that you're good enough, believe in who you are!
It's never too difficult, it's never too far!
Follow your dreams – you're already a star!

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Do you want to sing a solo, or perform on the stage?
Do you want to speak a language – you can start at any age!
You can do that presentation – or learn to scuba-dive!
You can do anything – you'll succeed if you strive!
Chorus
Do you want to take exams or join a club and sing?
Why not enter competitions – you might win!
You can try a new activity, audition for a part.
You can do it all – you know it in your heart!
Chorus

ANSWER
The singer's message is that you can do anything.

2 Watch and answer the questions on the video.

Video transcript
See page 157.

ANSWERS
See Video transcript.

3 Look at the Big Question poster. How do your answers compare with the unit answers?

Communication

- Students work in pairs to 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.

4 Complete the activities and do the self-evaluation.

Activity Book pages 96–97

1 Complete the missing words. Then listen and check. 155

ANSWERS
1 too **2** enough **3** too **4** solo **5** perform
6 language **7** presentation **8** scuba **9** exams
10 join **11** enter **12** activity **13** audition

2 Find, circle and correct four more mistakes with verb patterns.

ANSWERS
My older sister suggested to come to her ballet class – coming
I don't mind to dance but I've never done ballet before! – dancing
I offered practising with her in the park yesterday. – to practise
I hope she enjoys to play with my team! – playing

3 Write *too* or *enough*.

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

4 Play the game.

- See Unit 1, Lesson 10 for instructions on how to play the game.

5 Read and tick ✓ or cross ✗.

KEY COMPETENCES Learn to learn
Ask students to say which lessons in Unit 8 they found the easiest / the most difficult. Ask students to think of three questions to ask you to help them understand the things they found difficult. Then have a question and answer session with the class.

6 Complete the sentences.

Unit 8 Test
Students are now ready to do 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.

End of Year Test
Students are now ready to complete the End of Year test. See the Teacher's Resource Centre.

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BRIGHT IDEAS The Big Project 3

A Radio Advert

Lesson Objectives
Learn about radio adverts.
Work as a group to plan a radio advert for a product.
Make and present a radio advert for a product.
Develop collaboration, communication and creativity skills.

Language
New: English in use: agreeing / disagreeing: *Yes I agree, Good idea! I'm not so sure. Perhaps we …, That's a good point, but …*; making suggestions and offers: *Shall we put the jingle at the end? Shall I try out some sound effects?*

Warm up

Play *Draw and guess* from the Ideas bank on page 145 to review vocabulary for things we buy.

Class Book pages 96–99

1 Listen and read. 156 **Do you listen to the radio?**

- Tell students that they are going to do a project about radio adverts.
- Before students start the activity, ask them if they listen to the radio, what stations do they listen to, do they prefer radio stations with discussion programmes or that just play music? Do they like hearing adverts? What kinds of products are advertised on the radio?
- Play the recording for students to listen and read.

GETTING STARTED

2 Answer the questions. Communication

- Students discuss the questions in pairs, then join up with another pair to compare answers.

> **TIP** Ask students what they think makes a good radio advert.

3 Listen and identify the products. 157 **Then answer the questions.** Communication

- Ask students to look at the pictures and say what they think the products are.
- Play the audio for students to check their predictions. Then tell students to answer the questions in pairs.

Audio transcript

1 Hey! Are you bored? No need to be bored any more! There's a great new comic – it's fun! It's cool! It's all about superheroes! The Amazing Maze-makers! You're going to be amazed! Curious? Download the first story now! This brilliant comic and puzzle book are only £3.99 if you download the first story before Friday! Are you under 16? Do you pay the bill? Remember to ask your parents' permission first! Be the first to read the new story! The Amazing Maze-makers! You're going to be amazed!

2 **A** Mum! I'm hungry!
B Well, dinner isn't until seven. Why don't you have a snack?
A There's NOTHING in the kitchen!
B Isn't there? Look again!
A Ooh! What are they?
B They're TASTI-SNAX! They're new! And they're healthy too!
A Healthy? Hmm … But are they nice?
B Why don't you taste them?
A Mummy! They're yummy!
C New Tasti-Snax! Just go ahead and taste them!
B And they're healthy too!
C Tasti-Snax! Now 99p in the supermarket! Go get 'em, kids!

3 **A** Do you want to sing a solo? Do you want to be a star? Get NEW Girl Band 3 and start practising! New songs! New features! New advice from real stars! What are you waiting for?
B Woooah Yeah! You're gonna be a star!
A Now only £9.99 for a limited time only! NEW Girl Band 3!
B Woooah Yeah! You're gonna be a star!

ANSWERS

a comic **B** snack **c** Girl Band 3
1 a **2** c **3** b, c

PLAN

4 Brainstorm ideas. Discuss and choose a product to advertise. Collaboration

- Divide the class into groups of three. Try to include at least one higher level student in each group.
- Point out the English in use box and read out the phrases for agreeing and disagreeing. Tell students to try to use these phrases when they are discussing ideas.
- Students use their own knowledge, or look on the internet or in leaflets to find out information about products. They make notes in their notebooks.

> **TIP** Don't forget to bring students' attention to the Working together tip!. As you monitor the activity, you may need to remind students to listen carefully when others speak and to be respectful of others' opinions and ideas.

RESEARCH

5 Research your project. Make notes about these things.

- Tell students to read and discuss the answers. Monitor students and give support when needed. Students can use their own ideas and also do some research on the internet to help them. They can also log onto online radio stations and listen to adverts.

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WRITE

6 Plan your script. Think about these things.
Collaboration

- Focus on the English in use box and tell students to try to use *Shall we … ?* when they are making suggestions. Students go through the questions in the plan and make sure they understand what they need to do. Encourage them to nominate a group member to take notes.

7 Write your script. Use the plan in your Activity Book.

- Students then write their scripts. They turn to activity 4 on page 98 of their Activity Books.

TIP Tell students to read out their scripts aloud to highlight any errors and check that it sounds correct.

RECORD IT

8 Decide who's going to say and do what. Make sure everybody has a task! Then record your script.
Creativity

- Focus on the speech bubbles and ask two students to read out each one. Explain that groups need to decide who is going to say and do what. Tell groups to practise their advert for a few times until they are confident and then record their advert with a phone or use a computer.

KEY COMPETENCES Digital competence
Using a computer or phone to record the advert helps to develop students' competence with using technology. Encourage students to listen to their recordings and make changes if necessary. Tell students that they can use recording as a way to practise pronunciation by recording themselves and listening to their recordings. They can also use recording for making verbal notes to help learn vocabulary and grammar or check for any errors.

PRESENT

9 Present your recorded radio advert. Play it for your classmates and answer any questions.
Collaboration

- Point out the language in the speech bubbles. Ask three confident students to read them out. Explain that after each group has presented, the class should ask them questions. Each group should come up with two questions.
- When all groups have presented their adverts you could have a class vote on the best one.
- Ask students to think about what they liked about their radio adverts and what they would like to do differently next time. Then ask groups to share their ideas with the class.

TIP Point out the Presentation tip! Encourage students to practise their scripts several times before they record. This will make it easier to do the recording as they won't hesitate or make frequent mistakes if they practise.

Activity Book pages 98–99

FEATURES OF A RADIO ADVERT

1 Listen and answer the questions. 158 **Then listen again and check.**

Audio transcript

Advert 1
A Hey kids! It's breakfast time!
B Ooh! What are these?
A They're New Number 1 Breakfast Bars – they've got all the energy you need to get going on a school day.
B Breakfast Bars … Mmm! They're tasty!
A They're not just tasty – They're the number 1 fuel for your brain at school!
B Thanks Mum! Gotta go!
C For kids on the go, get New Number 1 Breakfast Bars! They're the number 1 fuel for your brain at school!

Advert 2
They're back! They're loud! And they're crazier than ever! *Crazy Kids 2!* You're going to laugh! *Crazy Kids 2!*
In cinemas now! Rated U! To book tickets go to the website www.crazykids2.com *Crazy Kids 2!*

Advert 3
A What's ringing? What's beeping? Where's my phone?
B Hey! Have you got a phone and a laptop and a tablet and a smart watch? Stop! Get a cube! It's the only gadget you need! Need to make a call? Need to send an email? Find a fact? Take a photo? Get a cube! You can do anything you want! New Cube! £99 in shops all over town. £99! Get a cube! You can do anything you want!

ANSWERS
Advert 1: breakfast bars, They're the number 1 fuel for your brain at school!
Advert 2: children, *Crazy Kids 2!*
Advert 3: a ringing phone, an alarm clock, the sound of a text message. It has a jingle.

GET YOUR SLOGAN RIGHT!

2 Look at the products and choose your favourite slogan. Collaboration

- Point out the tips for slogans and read them out. Ask groups to read the slogans and choose the best ones.

3 Many slogans use rhyme. Read the slogans and write the missing words. What do you think the product is for each one?

- Encourage students to read out the sentences aloud to see if the words rhyme.

ANSWERS
1 toys, noise (robot toys) **2** treat, eat (a healthy snack / breakfast bar) **3** fun, sun (a swimming pool / outdoor activity centre / outdoor game / holiday resort / ice cream)

4 Write a slogan for your product. Share your ideas. Communication

- Tell the students to write their slogans. Monitor as needed to provide support. Remind students that their slogans should be short and rhyme.

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WRITE YOUR SCRIPT

5 Make notes of the important information. Then write your script.

- Read through the points in the notes. Make sure students understand the language. Ask students to work in their groups and write their scripts.

6 Check your script against the checklist. Make any changes.

- Go through the checklist and check that students understand the language. Ask the students to check their scripts.

7 Answer the questions.

- Ask the students to read through the questions individually and write answers.

TIP Ask the 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. Ask them how they think they have become a better group member since completing The Big Projects 1 and 2.

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BRIGHT IDEAS Festival 1

Christmas

Lesson Objectives

Learn about Christmas celebrations in the UK.
Carry out a reading comprehension task.
Talk about special food for festivals and old traditions in your country.
Write about your favourite festival dish.

Language

New: *Christmas puddings*, *cinnamon*, *cloves*, *nutmeg*, *icing*, *mince pies*

Warm up

Play *Draw and guess* from the Ideas bank on page 145 to review festivals that students celebrate in their country or have learned about in previous courses. Draw an item related to a festival. The students try to guess the item and what festival it relates to, e.g. draw a Christmas tree for Christmas, an Easter egg or a bunny for Easter.

Class Book page 100

1 Listen and read. 159 Have you ever eaten any of these foods?

- Tell students that they are going to learn about Christmas celebrations in the UK.
- Ask students if they know about any Christmas traditions from other countries. If so, encourage students 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 what foods are in the photos and ask them to read out the sentences in the text that helped them to decide on their answers.

2 Read again and say *True* or *False*.

- Students read the text in activity 1 again and decide if the sentences are true or false.
- Invite students to read out the sentences to the class and say *true* or *false* and to justify their answers.
- As an extension, play *Quiz* from the Ideas bank on page 147. Divide students into two teams and ask questions about the text.

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 correct the false sentences.

ANSWERS

1 True 2 False 3 False 4 True 5 False

3 Do you have special food for a festival in your country? Are there old traditions that people still follow? Discuss in pairs. Communication

- Divide students into pairs to discuss the questions. Encourage them to think of as many ideas for each question as possible.
- When they have finished, ask students to join up with another pair to compare answers.
- Invite students to share and discuss their answers with the class.

TIP Before students begin this task, you might like to give them some ideas of your own using pictures or photos.

4 What's your favourite festival dish? Use the prompts below to write your ideas and draw pictures. Creativity

- Students work by themselves to write about their favourite festival dish. If you prefer, you can instruct students do their writing on sheets of paper (rather than in their notebook) and illustrate their writing with photos or pictures.
- Students' favourite festival dishes could then be used to make a display on the classroom wall.

KEY COMPETENCES Cultural awareness and self-expression

Encouraging students to learn about traditions helps to keep them culturally connected to their own customs. Students choosing their own favourite dish and illustrating it develops self-expression and confidence through writing and art. Ask students about festivals and traditional dishes they know in other countries they have visited and which things they found were the same as / different from things in their own country.

TIP As an optional activity, you could ask students to find out about a festival in another country. They can research on the internet. They should include details about what the festival celebrates, when it happens, traditional food and customs, how people celebrate it. They can illustrate it with drawings and photos.

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BRIGHT IDEAS Festival 2

Carnival

Lesson Objectives
Learn about carnivals.
Do a reading comprehension task.
Talk about carnivals.
Make a poster for a special day in your town.

Language
New: *bunting*, *floats*, *marching bands*, *carnival queen*, *stalls*, *funfair*

Warm up

Play *Minute race* from the Ideas bank on page 145 to review vocabulary related to family.

Class Book page 101

1 Listen and read. 160 Do you have an event like this in your town?

- Ask students if they have been to any carnivals, what themes did they have, where they were and how they were celebrated.
- Tell students that they are going to read an article about carnivals in the UK. Then play the recording for students to listen and follow the text in their books.
- Bring students' attention to the pink words and ask them to match them to the pictures. Share answers as a class.
- Ask students if they think carnivals are important and why. Ask students if they know of famous carnivals around the world and how they are celebrated, e.g. the Venice Carnival.

2 Read the text again. Find these things. Say.

- Students read the text again to find the answers in the text.
- Invite students to read out the answers to the class.
- As an extension, play *True or false?* from the Ideas bank on page 147.

ANSWERS

1 fairy tales, superheroes
2 vehicles
3 performers, dancers, marching bands, people in costumes, carnival queen
4 stall

3 Ask and answer. Communication

- Put students in pairs to discuss the questions. Encourage students to think of as many ideas as possible for each question. Students then join up with another pair to compare answers.
- Invite students to share and discuss their answers with the class.

SUGGESTED ANSWERS

1 to entertain people, to celebrate their culture, to have fun, to celebrate as a community
2 Students' own answers

4 Make a poster for a special day in your town. Use the prompts below. Creativity

- Discuss ideas for a special day in the students' town as a class before they work on their posters. Elicit ideas and write them on the board for students to use as support.

KEY COMPETENCES Social and civic competence

This kind of activity activates students' creativity, but also aims to engage social and civic awareness, as they think about a special day in their town that is celebrated as a community. Ask students to say what community events they know about and how they are usually celebrated. Ask students to think about how taking part in community events might help with loneliness.

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 the special day to include on their posters. Students can make their posters on their own.

TIP If possible, students can actually organize a special event at their school, for example, a day to celebrate reading, e.g. World Book Day. Students can be encouraged to dress up as their favourite characters from books. They can arrange activities to raise awareness of the event. Have students make posters about the event and display these around the school. Students could also upload their posters to the class blog, then look at each other's posters and leave comments.

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BRIGHT IDEAS Exam Preparation and Practice

Cambridge English Qualifications A2 Flyers

Unit 1

Lesson Objectives

Develop speaking and listening skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 2 and Listening Part 5

Familiarize students with the style of questions for these exams.

Language

Review vocabulary: *trees*, *window*, *poster*, *board*, *door*, *textbook*, *course project*, *Good morning*, *skirt*, *belt*, *triangle*, *circle*, *green*, *pink*, *orange*, *brown*, *blue*, *yellow*

Review grammar: *What is (Matt's) teacher's name? Her / His name is Miss / Mrs / Mr (Baxter). What is he / she studying at the moment? He's / She's studying (history). Is the lesson difficult or easy? It's (difficult). How long is the lesson? The lesson is (45) minutes / (one) hour. What time does the lesson finish? The lesson finishes at (three o'clock / half past eleven)., at the front, on the right*

Warm up

Play *Guess what?* from the Ideas bank on page 145 to revise classroom items, clothes and colours. Choose an item in the class and describe it for the students. The first student to guess the item can describe another item.

Class Book page 102

1 Match the questions and answers. Then ask and answer.

ANSWERS

1 C 2 D 3 E 4 B 5 A

2 Student A: Look at the table below. Ask your partner about Robert's class. Student B: Look at the table in activity 1 on page 100 of your Activity Book. Answer your partner's questions about Robert's class.

- Organize students into pairs to complete the information gap activity.

3 Student A: Look at the table below. Answer your partner's questions about Sarah's class. Student B: Look at the table in activity 2 on page 100 of your Activity Book. Ask your partner about Sarah's class.

- Students swap roles, so that the student who asked questions in activity 2 is answering questions this time.

EXAM TIP Focus the students on the exam tip for this lesson. Ask them how they can speak clearly (e.g. by not speaking too quickly or too quietly, not putting their hands in front of their mouth, etc.). You might like to do the information gap activity as a shout dictation to emphasize this, with all the Student As on one side of the room and all the Student Bs on the other side of the room. See *Shouting dictation* from the Ideas bank on page 146. It's a good idea to warn teachers in neighbouring classes before doing this activity!

Activity Book page 100

1 Student A: Look at the table in activity 2 on page 102 of your Class Book. Ask your partner about Robert's class. Student B: Look at the table below. Answer your partner's questions about Robert's class.

2 Student B: Look at the table below. Ask your partner about Sarah's class. Student A: Look at the table in activity 3 on page 102 of your Class Book. Answer your partner's questions about Sarah' class.

- See notes for Class Book activities 2 and 3.

SUGGESTED ANSWERS

Activity 1 Robert's class

1 What's your teacher's name? Her name is Mrs Davis / It's Mrs Davis.
2 What are you studying? I'm studying English.
3 Is the lesson difficult or easy? It's difficult.
4 How long is the lesson? It's 50 minutes long.
5 What time does it finish? It finishes at three o'clock.

Activity 2 Sarah's class

1 What's your teacher's name? His name is Mr Baxter / It's Mr Baxter.
2 What are you studying? I'm studying geography.
3 Is the lesson difficult or easy? It's quite easy.
4 How long is the lesson? It's one hour long.
5 What time does it finish? It finishes at half past eleven.

3 Listen, colour and write. 161

Audio transcript

1

A This looks like my classroom.
B Would you like to colour the picture?
A Yes, please. I can see some trees through the window. Can I colour them green?
B OK. Colour them green.

2

A What else would you like me to colour?
B How about one of the pupils' textbooks? You could colour one of those.
A Which one?
B The pupil at the front, on the right. Colour his textbook pink.
A OK. A pink textbook.

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3
B I'd like you to write something, too.
A Not a long word!
B No. Two short words. I want you to write: 'Good morning'.
A OK. I can write that.
B Write it at the top of the board.
A OK.
4
A Can I do some more colouring?
B Of course. What about the teacher's skirt?
A OK. What colour do you want it?
B Make it orange. And make her belt brown.
A OK. Orange and brown. Nice colours.
5
B I'd like you to write something else now.
A OK.
B Can you see the poster on the wall?
A Next to the blackboard? Yes, I can.
B I want you to write 'Course project' on it.
A OK. I can do that. I'll have to write it quite small, though.
B That's all right.
6
B Would you like to colour one more thing before we finish?
A Yes! What would you like me to colour?
B Can you see the other poster?
A The one next to the door?
B Yes, that one. I'd like you to colour the triangle blue and the circle yellow.
A OK. I can do that. There. I've finished.

Unit 2

Lesson Objectives
Develop speaking, reading and writing skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 4 and Reading and Writing Part 1
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: fun places, TV programmes, school
Review grammar: present simple, past simple, present perfect

Warm up

Play *Think fast!* from the Ideas bank on page 146 to revise fun places, TV programmes and school things. Ask *What fun places can you go to? / What kinds of TV programmes can you think of? / What things do you use / do at school?*

Class Book page 103

1 Read the answers. Write the missing questions. Then ask and answer.

- Students write the questions for the answers, then take turns to ask and answer the questions in pairs.

ANSWERS
1 What did you do on Saturday?
2 Who did you go with?
3 How did you get there?
4 How much did it cost?
5 What did you eat there?

2 Put the words in the correct order and write the questions. Then ask and answer.

- Students write the questions in their notebooks, then take turns to ask and answer about themselves in pairs. Encourage students to give as much detail as possible in their answers.

ANSWERS
1 Where do you like going at the weekend?
2 Have you been to the hairdresser's this week?
3 What did you watch on TV last night?
4 How long have you been in school today?
5 Have you watched a talent show on TV this month?

3 Ask and answer about the places you go for entertainment. Use the ideas below to help you.

- Students take turns to interview each other about what they do in their free time. Invite confident students to model an interview for the rest of the class to observe.

EXAM TIP Focus students on the exam tip for this lesson. Write the infinitive form of some common verbs on the board and ask students to tell you how to form the various tenses of the different verbs.

Activity Book page 101

1 Unscramble the words.

- Tell the students that the scrambled words are places, TV programmes or words to do with learning. Students can work in pairs to unscramble the words.

ANSWERS
1 snack bar 2 course project 3 quiz show
4 skating rink 5 test 6 drama series
7 nature documentary 8 photo booth 9 certificate
10 planetarium

2 Write the words from activity 1 in the table.

- When students have completed the activity, ask them to think of more words for each column in the table. Students write their own words in a different colour, then compare their answers with a partner.

ANSWERS
Places: snack bar, skating rink, photo booth, planetarium
TV programmes: quiz show, drama series, nature documentary
Learning: course project, test, certificate

3 Look and read. Choose the correct words and write them on the lines. There is one example.

- When students have completed the activity, ask them to write definitions for three more words from their table in activity 2.
- Students then swap definitions with a partner and write the correct words.

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ANSWERS
1 certificate 2 nature documentary 3 skating rink
4 snack bar 5 dictionary 6 quiz show
7 planetarium 8 test 9 photo booth
10 drama series

Unit 3

Lesson Objectives
Develop speaking and listening skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 1 and Listening Part 1
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: clothes, activities, everyday objects, colours, things in the park
Review grammar: *There is / There are*, present simple, present continuous

Warm up

Play *Draw and guess* from the Ideas bank on page 145 to revise clothes, food, transport, animals and everyday objects.

Class Book page 104

1 Look at the picture. Take turns with your partner to correct the sentences.

ANSWERS
1 It's three o'clock.
2 There are five football cards on the table.
3 The boy isn't wearing glasses.
4 The girl is eating an apple.
5 There's a window behind the boy.

2 Work with a partner. Take turns to complete the sentences about the picture.

ANSWERS
1 There's a cat behind a tree.
2 There are two clouds in the sky.
3 There's a man riding a bike.
4 There are two girls playing volleyball.
5 The woman on the bench is reading a newspaper.
6 The boy in front of the tree is wearing a cap, a T-shirt and shorts.

3 Talk about the differences between the picture in activity 2 and the picture below. Use the words in the box.

EXAM TIP Focus the students on the exam tip for this lesson. Ask them to name as many items as possible in the picture, then name as many verbs for actions in the picture as possible. Invite students to describe each of the pictures in turn, giving as much detail as possible.

ANSWERS
In picture A, the cat is behind the tree, but in picture B it is in front of the tree.
In picture A, there are two clouds in the sky, but in picture B there is an aeroplane in the sky.
In picture A, there's a man riding a bike, but in picture B there is a person riding a motorbike.
In picture A, there are two girls playing volleyball, but in picture B they are playing football.
In picture A, the woman on the bench is reading a newspaper, but in picture B she is eating an ice cream.
In picture A, the boy in front of the tree is wearing a cap, a T-shirt and shorts, but in picture B he is wearing a scarf, a T-shirt and trousers.

Activity Book page 102

1 Listen and write the names. 162

Audio transcript
1 Sofia is the girl with the scooter.
2 Harry is the boy who is carrying a book.
3 Irma is the girl who is drinking lemonade.
4 Marco is the one with the umbrella.
5 Zara is the one who is wearing sunglasses.
6 Ricardo is the one who has got a hat on.

ANSWERS
1 Irma 2 Ricardo 3 Marco 4 Harry 5 Sofia
6 Zara

2 Listen and answer the questions. 163 Use the names in activity 1.

TIP Before doing the activity, ask students to describe the people in activity 1 in as much detail as possible.

Audio transcript
1 Who's wearing a striped jumper?
2 Who's wearing a T-shirt with a blue pocket?
3 Who's throwing a ball?
4 Who's wearing red and green socks?
5 Who's wearing a tie?
6 Who's wearing a red belt?

ANSWERS
1 Ricardo 2 Irma 3 Zara 4 Sofia 5 Harry 6 Marco

3 Listen and draw lines. 164

Audio transcript
A Look at this photo of the people in the after-school club.
B That's a nice picture. Do you know all of those people?
A Yes, I do. The girl who is reading a comic is Lucy.
B She's got lovely red hair.
A Yes, she has.
A Can you see the boys who are playing with the football cards?
B Yes.
A Well, the one who's got four football cards on the table, is Ben.
B The boy with the blond hair?
A Yes.
B Who's the other one with the football cards in his hand?
A The boy with the baseball cap?

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B Yes.
A That's Lucy's brother, Adam.
A Can you see the girl who's making a collage?
B Which one? There are two girls making a collage.
A The girl with the curly hair. She's using scissors.
B Oh yes. What's her name?
A She's Alia. She's in my class at school. And the girl in the blue shirt is Maria.
B They're making a great collage!
A Yes, it's good, isn't it!
B And who's the man in the tracksuit?
A That's Harry. He's been our club leader for two years. He's great at sports, he's promised to teach us to do parkour next year.
B Wow, that sounds exciting!
A I can't wait.

ANSWERS
Lines should be drawn as follows:
Girl reading comic / red hair = Lucy
Boy with blond hair / four football cards = Ben
Boy with baseball cap = Adam
Girl with curly hair / scissors = Alia
Girl wearing blue shirt = Maria
Man in tracksuit = Harry

Unit 4

Lesson Objectives
Develop speaking and listening skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 3 and Listening Part 2
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: activities, weather, environments, transport and travel
Review grammar: present continuous, linking words and *going to*

Warm up

Play *Guess what?* from the Ideas bank on page 145 to revise nature, transport, animals and things in the park.

Class Book page 105

1 Match the parts of the story (1–5) and the pictures (A–E).

ANSWERS
1 C **2** D **3** A **4** E **5** B

2 Complete the story in activity 1 using the words in the box. Take turns with your partner to tell the end of the story.

ANSWERS
1 and **2** When **3** But **4** Fortunately **5** because

3 Read the first part of the story. Then use the pictures to continue the story. Work with a partner and use the words in the box.

SUGGESTED ANSWERS
After that, a second man arrives. Mr Smith puts his newspaper down on the bench. Then the newspaper flies through the air, carried by the wind. Next, the newspaper lands near a dog and the dog picks it up. Finally, the dog carries the newspaper in its mouth and gives it to Mr Smith.

Activity Book page 103

1 Listen and complete the sentences. 165

Audio transcript

1
A What time does the train leave?
B In ten minutes … At ten past five.
2
A Do you know her telephone number?
B Yes. Hold on … It's six four three four two five one.
3
A Could you give me your address, please?
B Yes, of course. It's twenty-two Buxton Street.
A Buxton Street?
B Yes … B-U-X-T-O-N. Buxton Street.
4
A Is Francesca in, please?
B No, I'm sorry. She isn't back yet.
A What time will she be home?
B I'm expecting her at half past six.
5
A I want to buy a ticket for the bus to Edinburgh tomorrow at quarter past eleven.
B OK. That will be ten pounds fifty, please.
6
A It was a terrible hurricane, wasn't it?
B Yes, it was. I heard that it blew twenty-four trees down on Mr Jones's farm.
7
A Good morning, children. I'm your new head teacher. My name is Mr Emery. I'm going to write that on the board for you: E-M-E-R-Y.
8
A I'd like to buy this comic for my nephew. How much is it, please?
B Erm … it's three pounds fifty, please.

ANSWERS
2 6434251 **3** 22 Buxton **4** 6.30
5 £10.50 **6** 24 **7** Emery **8** £3.50

2 Listen and complete the table. 166

EXAM TIP Focus the students on the exam tip for this lesson. Ask them to look at the table and say what information is missing (a name, a time, a number, etc.) in each item before they listen and complete the activity.

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Audio transcript

A Now listen, everybody. I'm going to tell you about an interesting club here in our school.
B What is it, Mrs Fife?
A It's called the Nature Club. Meetings are at half past four every Thursday after school.
B I'd like to go to the club but I've got my Astronomy Club meetings on Thursdays at seven o'clock.
A No problem. The Nature Club meetings finish at six o'clock.
B Oh, good! And where are the meetings?
A They are in Room 20 on the second floor, next to the staff room.
B What do I have to do if I want to join the club?
A See Mrs Gilbert, the PE teacher. She runs the club.
B Mrs who?
A Mrs Gilbert. I'll write it on the board for you to copy: Mrs G-I-L-B-E-R-T.
B OK. The next meeting is this Thursday, then?
A Yes. This Thursday, the twelfth of October.
B I'm going to see Mrs Gilbert straightaway.
A Good idea. The next meeting looks very interesting indeed. It's all about beetles and spiders.
B Great! I love beetles.

ANSWERS
2 six o'clock **3** 20 **4** Gilbert **5** of October **6** beetles

3 Listen and write the missing information. 167

Audio transcript

A Yes? Can I help you?
B Yes. I'm calling to find out about the day trip to the countryside. I saw an advert about it.
A Certainly. It's an excursion to the Lake District.
B Oh, that sounds nice. And when is it?
A It's on Tuesday the third of April.
B OK. And where does it go from?
A The main bus station. The bus leaves at half past nine in the morning.
B And how much does it cost?
A The whole trip costs eighteen pounds fifty.
B Eighteen pounds fifty?
A Yes. That includes lunch and a boat trip across Lake Windermere.
B Oh, OK. So how can I buy a ticket?
A Just come to our office in Stanley Street. The name of the travel agency is 'Cookson's'.
B Cookson's?
A Yes. That's C-double O-K-S-O-N-apostrophe-S.
B OK. Thank you very much. Bye.
A Goodbye.

ANSWERS
2 9.30 am **3** £18.50 **4** lunch / boat **5** Cookson's

Unit 5

Lesson Objectives

Develop speaking and listening skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 2 and Listening Part 5

Familiarize students with the style of questions for these exams.

Language

Review vocabulary: materials

Review grammar: present perfect, *going to*, *will*

Warm up

Write answers on the board (e.g. *My name's Helen. / I'm fine, thanks. / It's ten o'clock. / I'm from Canada.*) and ask students to suggest matching questions.

Class Book page 106

1 Make questions for the answers.

- Students write questions to match the answers, then ask and answer their questions in pairs.

ANSWERS
2 What time does it start?
3 Where is the event?
4 Where is the park?
5 What will you learn / are you going to learn?
6 How much does it cost?
7 When is the event?
8 What's the name of the event?

2 Student A: Ask your partner about a recycling competition. Student B: Look at the table in activity 1 on page 104 of your Activity Book. Answer your partner's questions about a recycling competition.

- Organize students into pairs to complete the information gap activity.

ANSWERS
1 What's the name of the competition? It's called *Recycling Competition*
2 When does the competition take place? *14th of July*
3 Where does it take place? *Willow's Park*
4 What prize will the winner win? *A mountain bike*
5 What's the name of the website? *www.recycleinthepark.com*

3 Student A: Look at the table below. Answer your partner's questions about a recycling event. Student B: Look at the table in activity 2 on page 104 of your Activity Book. Ask your partner about a recycling event.

- Students swap roles, so that the student who asked questions in activity 2 is answering questions this time.

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ANSWERS
1 What's the name of the event? *Recycling day*
2 When does the event take place? *This Saturday*
3 What's the address? *Greenhill School, 43 Castle Lane*
4 What time does the event start? *At ten o'clock*
5 What will / do you learn? *You will learn how to make toys out of rubbish.*

Activity Book page 104

1 Student A: Look at the table in activity 2 on page 106 of your Class Book. Ask your partner about a recycling competition. Student B: Look at the table below. Answer your partner's questions about a recycling competition.

2 Student B: Look at the table below. Ask your partner about a recycling event. Student A: Look at the table in activity 3 on page 106 of your Class Book. Answer your partner's questions about a recycling event.

- See notes for Class Book activities 2 and 3.

3 Listen, colour and write. 168

Audio transcript

1
A Dad, what would you like me to colour?
B How about an egg carton? You could colour one yellow.
A Which one?
B The one with no eggs in it.
A No eggs. Yellow. OK!
2
B Could you write something for me, please?
A OK, I hope it isn't difficult to spell.
B Don't worry! Can you see the three boxes under the counter? Please write 'glass' on the box in the middle.
A Is that g-l-a-s-s?
B Yes, exactly right!
3
A Can I colour in something else?
B Sure. Do you see the bottle?
A There's a red bottle on the table.
B Yes, but I'd like you to colour in the small bottle on the chair.
A Oh yes, I see it. What colour?
B Colour it green, please.
A Colour the small bottle on the chair – green. OK!
4
B You're very good at colouring. Please would you colour the jacket on the chair.
A The T-shirt?
B No, the jacket. Colour it grey. Have you got a grey pencil?
A Yes, I have. I can do that.
5
A Look at that cat, it's playing with the scarf.
B Yes! Please colour it brown.
A The cat or the scarf?
B The scarf, please.
A A brown scarf. No problem.

Unit 6

Lesson Objectives
Develop speaking, reading and writing skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 4 and Reading and Writing Part 5
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: technology, professions
Review grammar: future simple, subordinate clauses, present simple passive

Warm up

Play *Sharkman* from the Ideas bank on page 145 to practise vocabulary for technology. Use words from Unit 6, Lesson 2 and other known words.

Class Book page 107

1 Work with your partner. Use the table to make predictions about the future.

- Students work in pairs. They read out the statements in the table depending on their own opinions. They then discuss each statement with their partner, giving reasons for their opinions.

2 Match the phrases in the box and the pictures.

ANSWERS
1 C 2 F 3 A 4 G 5 E 6 B 7 D 8 I 9 H

3 Work with your partner. Discuss the questions about the inventions in activity 2 and make your predictions.

EXAM TIP Remind students that they should always give reasons for their answers in the speaking exam, and they should always give full answers, e.g. *I think that flying cars will exist in ten or twenty years, because …*

Activity Book page 105

1 Read the story and write the names of the people under the pictures.

- Ask students to look at the story in activity 2 and guess what it is about.
- Students read the story and decide which picture shows each character in the story.

ANSWERS
Maria, Fiona, the cyclists, Fiona's mum, the official

2 Look at the picture and read the story. Write 1, 2, 3 or 4 words to complete the sentences.

- Students read the story again and complete the sentences.
- When students have finished the activity, ask them to look at the title. Ask students if they think this is a good title for the story.

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- Ask students to suggest different titles for the story. Write their suggestions on the board.
- Have a class vote to choose the best title from the suggestions on the board.
- Ask students if they have ever taken part in a sporting event. Ask them to tell the class about the event.
- Encourage other students to ask questions about the event, e.g. *Where was the event? What time did it start? Did you win?* etc.

ANSWERS

1 her mum **2** smartwatch **3** old **4** because
5 seventeen **6** didn't win **7** the finish line

Unit 7

Lesson Objectives
Develop speaking, reading and writing skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 1 and Reading and writing Part 6
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: space, jobs
Review grammar: present continuous, present simple passive

Warm up

Play *Listen and draw* from the Ideas bank on page 145 to practise words related to space.

Class Book page 108

1 Ask and answer the questions about the picture.

ANSWERS

1 The rocket's nose cone is red.
2 There are eight stars.
3 He's holding a camera.
4 There's a tent next to the rocket.
5 There are three planets.
6 There's a cat behind the astronaut.
7 It has got three windows.

2 Work with your partner. Talk about the differences between the picture below and the picture in activity 1. Use the questions in activity 1.

- Students ask and answer questions about both pictures and say what things are different in the two pictures.

EXAM TIP Read out the exam tip for this page. Ask students to say what words we can use to talk about similarities and what words we can use to talk about differences.

ANSWERS

1 In the picture in activity 1, there are eight stars, but in this picture, there are ten stars.
2 In the picture in activity 1, he's holding a camera. However, in this picture, he's holding a mobile phone.
3 In the picture in activity 1, there's a tent next to the rocket, but in this picture, there's a chair next to the rocket.
4 In the picture in activity 1, there are three planets, but in this picture, there are two planets.
5 In the picture in activity 1, there's a cat behind the astronaut. However, in this picture, there's a dog behind the astronaut.
6 In the picture in activity 1, the rocket has got three windows, but in this picture, it's got two windows.

3 Work with your partner. Talk about the differences between picture A and picture B. There are six differences.

ANSWERS

In picture A, the man is wearing black shoes. However, in picture B, he's wearing blue shoes.
In picture A, it is three o'clock, whereas in picture B, it is nine o'clock.
In picture A, the man has got a pencil, but in picture B, he's got a pen.
In picture A, the man is not wearing glasses. However, in picture B, he is wearing glasses.
In picture A, there are three stripes on the car, but in picture B, there are two stripes on the car.
In picture A, the man is holding a clipboard, whereas in picture B, he is holding a notebook.

Activity Book page 106

1 Match the sentence halves.

ANSWERS

1 I think that a pilot is a really good job.
2 Maybe I'll work in the emergency services.
3 It's my dream to be a mechanic.
4 I believe that engineers have to be good scientists.
5 I hope that your dream comes true.

2 Complete the sentences. Use the words in the box.

ANSWERS

2 at **3** will **4** discover **5** that

3 Read the diary and write the missing words. Write one word on each line.

- Tell students to read the whole text first, then to read each sentence again in full before they decide which word to write in each gap. This will help them to choose the correct word to complete each gapped sentence.

ANSWERS

2 up **3** like **4** that **5** good **6** think

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Unit 8

Lesson Objectives
Develop speaking and listening skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 4 and Listening Part 4
Familiarize students with the style of questions for these exams.

Language
Review vocabulary: challenges, learning
Review grammar: present simple, past simple, *going to*

Warm up

Play *Two truths and a lie* from the Ideas bank on page 146 to revise the challenges vocabulary. Write three sentences on the board, e.g. *I went scuba-diving last year. I'm going to sing a solo next week. I don't like performing on stage.* The first student to guess the lie takes a turn to make three sentences using the challenges vocabulary.

Class Book page 109

1 Match the questions and the answers.

- Students match the questions and answers, then check their answers by asking and answering the questions in pairs.

ANSWERS

1 E 2 D 3 A 4 C 5 B

2 Work with a partner. Read the answers and write the questions. Then ask and answer.

- Students write the questions, then take turns to ask and answer them with a partner.

ANSWERS

1 What can you learn?
2 Where can you learn?
3 What time are the lessons?
4 How much do the lessons cost?
5 What's the name of the teacher?

3 Ask and answer these questions with a partner.

- Students ask and answer questions in pairs.

Activity Book page 107

1 Listen to the conversation. Match the activities to the days. 169

Audio transcript

A Hello Anna. Did you take an exam today?
B Hi Gran. No, I didn't, my exam is tomorrow. Today I did a presentation.
A Oh clever girl! I thought you did a presentation yesterday as well?
B No, yesterday I entered an art competition.
A Oh good, did you win?
B I don't know yet, the head teacher will tell us the results tomorrow.
A Well, good luck!

ANSWERS

yesterday – enter a competition
today – do a presentation
tomorrow – take an exam

2 Listen and tick ✓ the box. 170

Audio transcript

1 What activity is Matt going to do this year?
A Hello Matt. Are you going to try a new activity this year?
B Hi Alice. Yes, I want to learn to scuba-dive, but I can't swim very well so maybe I'll try something else.
A Why don't you learn to ride a horse? There's a new riding school nearby.
B Well, I'm a bit scared of horses. Oh look at this poster, I think I'd enjoy parkour. I'm going to learn to do parkour!
2 How old is Matt?
A Are you old enough to do parkour?
B Yes, it says here that you must be 12 or over. And I was 12 last week.
A Oh I'm not old enough, I'm still 11. But my brother is 13, he might want to try parkour too.
3 What foreign language is Alice going to learn?
A I'm going to learn a foreign language this year.
B Great! But you can speak French already, can't you?
A Yes, I can. I think I would enjoy learning Italian, but there isn't an Italian class.
B There's a Spanish class on Friday, why don't you learn Spanish?
A Perfect. I've always wanted to speak Spanish. I know a few words already … Hola … Gracias …
4 What time does the class start?
B Hello Alice. Are you going to your first Spanish class today?
A Yes, I'm really excited. It starts at 10.30.
B What time does it finish?
A It finishes at … er … 12 o'clock.
B You should hurry, it's 10.15 already, you don't want to be late!
A Ooh yes, bye Matt!
5 What has Alice got?
A Hi Matt! I've just finished my Spanish class.
B How was it?
A It was fantastic. The teacher is really nice and she's going to give me a new textbook next week.
B Have you got a Spanish dictionary?
A Not yet. I'm going to buy one. But I've got a new book – look it's a comic – in Spanish!!
B Cool … can I see it?

ANSWERS

1 B 2 B 3 C 4 B 5 C

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Extra 1

Lesson Objectives

Develop speaking, reading and writing skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 1 and Reading and Writing Part 4

Familiarize students with the style of questions for these exams.

Language

Review vocabulary: technology, space, recycling

Review grammar: present simple, present continuous, present simple passive, *There is / There are*, prepositions, sequencing words, *much / many*

Warm up

Play *Guess what?* from the Ideas bank on page 145 to revise words related to technology and space. Describe two or three items for the students to guess, then have the students play the game in two teams, taking turns to describe items for the other team to guess.

Class Book page 110

1 Look at the picture. Take turns with your partner to correct the sentences.

- Ask the students to look at the picture and think about what they can see and what the people are doing before they correct the sentences with their partners.

ANSWERS

1 The boy and girl are at home.
2 It's quarter to five.
3 The boy is using a 3D printer.
4 The girl is using a virtual reality headset.
5 The girl can see a volcano.

2 Work with a partner. Take turns to complete the sentences about the picture below.

- Ask the students to look at the picture and think about how many of each item they can see, and where each item is before they complete the sentences with their partners.

SUGGESTED ANSWERS

1 on the planet.
2 a yellow robot.
3 planets.
4 astronauts.
5 spacesuits.
6 tablet.

3 Talk about the differences between the picture in activity 2 and the picture below. There are four differences.

- Students take turns to tell their partners about one of the differences between the two pictures.

SUGGESTED ANSWERS

In the first picture there are two astronauts, but in the second picture there are three.
In the first picture there are three planets in the sky, but in the second picture there are two.
In the first picture there's a small yellow robot, but in the second picture there's a big purple robot.
In the first picture an astronaut has a tablet, but in the second picture an astronaut has a book.

Activity Book page 108

1 What can you see? What is the connection between them?

ANSWERS

1 paper 2 egg cartons 3 You can use recycled paper to make egg cartons.

2 Read the text and tick ✓ the best title.

- Tell students to read the whole text and think about what the text is about in order to choose the best title.

ANSWER

2 How are egg cartons made?

3 Read the text. Choose the right words and write them on the lines.

- When students have completed the activity, invite them to read out completed sentences from the text. Ask the class why each of the extra words for each gap was incorrect.
- As an extension, play *Quiz* from the Ideas bank on page 147. Ask questions about the text, e.g. *When does the recycling process start? Where is the paper taken to? What do factory workers remove from the paper?* etc.

EXAM TIP Focus the students on the exam tip for this lesson. Tell them to think carefully about which word best fits each gap, and to read the information around each gap carefully to help them choose the correct answer. They should think about what tense the gapped sentence is in, and what kind of word is missing, and use clues in the gapped sentence to find the correct word for each gap.

ANSWERS

1 are 2 starts 3 to 4 for 5 is 6 then 7 Next 8 into 9 they 10 taken

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Extra 2

Lesson Objectives

Develop speaking, reading and writing skills and exam techniques to prepare students for the Cambridge English Qualifications A2 Flyers: Speaking Part 3 and Reading and Writing Part 7

Familiarize students with the style of questions for these exams.

Language

Review vocabulary: food, technology, free-time activities, natural disasters, jobs

Review grammar: present simple, present continuous, past simple, present perfect, *going to*, *There is / There are*

Warm up

Play *Categories* from the Ideas bank on page 145 to revise vocabulary for food, technology and jobs.

Class Book page 111

1 Match the parts of the story (1–5) and the pictures (A–E).

ANSWERS

1 A **2** C **3** B **4** E **5** D

2 Complete the story in activity 1 using the words in the box. Take turns with your partner to tell the end of the story.

ANSWERS

1 and **2** already **3** just **4** because **5** but

3 Read the first part of the story. Then use the pictures to continue the story. Work with a partner and use the words in the box in activity 2.

SUGGESTED ANSWERS

Suddenly a man comes past on a bike. He takes the tablet from Harry and rides off, but a dog chases the man on the bike The dog catches the man and then the dog returns the tablet to Harry.

Activity Book page 109

1 Listen to the story and number the pictures.

171

Audio transcript

1

A This is fun!
B Yes, I'm having a great time! Look, I'm going faster than you!

2

A Here are our crash helmets.
B Thank you.
C Look at all the water! How are we going to get home?
B Don't worry, I know someone who can help. Hello, it's Mr Jones at the go-karting track. There's a flood. Can you come and help?

3

A Hello, we've come to help you. Come with us.
B Wow, a boat! Is that for us?
C Yes. You get in now and then I'll help your brother and your mum.
D This is exciting!
E Thank you so much.

ANSWERS

A 2 **B** 1 **C** 3

2 Look at the pictures in activity 1 and read and write.

ANSWERS

1 flood
2 mobile phone
3 He's feeling happy.
4 She's watching Frank and Mia / using her smartwatch.
5 The firefighters are helping Frank and Mia's mum.
6 Frank and Mia are excited about going home in a boat.

3 Look at the three pictures. Write about this story. Write 20 or more words.

SUGGESTED ANSWERS

Ben and Emma were in the kitchen when Mum came home. She had a big box. Mum opened the box. There was a 3D printer in it! Ben and Emma were very excited. Ben put a banana on the printer. The printer printed a 3D banana! Dad thought the banana was real. He tried to peel it, but he couldn't! Ben, Emma and Mum laughed. It was very funny!

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Ideas bank

Vocabulary games

Simon says

Tell the students that they should all obey you if you first say the words *Simon says*. Tell them that 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 to do. Begin by saying something like, *Simon says, touch your nose.* Look to make sure everybody is miming the action. Give another order such as, *Simon says, shake your leg*. Check again. Continue giving orders. Mix it up and say something like, *Shake your head,* without the preface *Simon says.* Call out the students who mime the action. Play until one student is left. This student is the winner.

Mime the word

Divide the class into two teams. Give the class a topic (e.g. hobbies). Invite students from each team in turn to come to the front of the class and 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 monster / 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, you can 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. *On my pizza, I've got tomatoes. / On Mondays, I get up at seven o'clock*. Invite a student to add an item to the sentence (or a sentence to the story), e.g. *On my pizza, I've got tomatoes and peppers. / On Mondays, I get up at seven o'clock. I have breakfast at half past seven.*

Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner.

You can play this game with lots of different lists to practise different vocabulary sets (*In my schoolbag / bedroom / garden*, etc.). You can also play it to practise routines and activities.

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. Draw a shark's fin poking out of the sea. Think of a word to elicit. Write lines for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. *e!* If there is an 'e', write it in the correct place in the word. If the chosen letter is not in the word, move the stick man down a step towards the sea. The students must try to finish the word before the stick man reaches the sea and the shark.

Jumbled words

To test vocabulary, write words on the board with the letters in the wrong order. Students then solve the anagrams as quickly as they can and shout out the correct word.

First letters

Tell students to think of an object in a picture in the Class Book, or in the classroom, and say what letter it starts with. Their partners, or the rest of the class, guess the object, e.g.

A: The first letter is F.

B: Is it 'fish'?

A: No, it isn't.

B: Is it 'floor'?

A: 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 three headings on the board, for three different vocabulary sets. Ask students to say words for each heading, or come to the board and write words under the headings. If you like, 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 the students in a circle. Set a timer for one minute. You can use a timer on your phone or simply use a sand timer. Call out a vocabulary set, e.g. *Hobbies*. The students take turns calling out words / phrases for hobbies around the circle. 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 the 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 flashcard. Say the word for one of the flashcards 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.

Pass the flashcards

Arrange the students in a circle. Hand out flashcards to the students. Play a song from the course. The students pass the flashcards around the circle. Stop the music at random points. The 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 must hold it up.

Stop the cards

Show a set of flashcards one after the other, fairly fast, saying one word as you go. The 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. The 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 them to look at the flashcards for about twenty seconds. Tell students to close their eyes. Remove the flashcards from the board. Tell students to open their eyes. Ask them to tell you which flashcards were on the board. If you like, you can play this game in two teams. Once you have removed the flashcards and students have opened their eyes, 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 the flashcards on the board. The students have to say which flashcard does not belong with the others in the group. You can play this game in two teams if you like, showing sets of flashcards to each team in turn. Award one point for each correct answer. The team with the most points wins.

Speaking games

Shouting dictation

Get students to stand in two lines, facing each other. The lines should be a good distance apart (at least three 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 the students a time limit (depending on the length of the text) to dictate the passage to their partner. Their partner must spell everything correctly and accurately record the punctuation, etc. The 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.

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. Quickly point at random individuals and say a category. Students must respond with a relevant word as quickly as possible.

Think fast!

This is a good game for practising grammar or vocabulary. Ask students a generic question, such as *Which animals in a rainforest are dangerous?*. Students give as many answers as they can in thirty seconds.

Two truths and a lie

Students write down three sentences on a particular topic. They should be relevant to themselves. Two sentences should be true and the third should be false. Students read the sentences out to the class and the rest of the students ask questions to ascertain which is the untruth.

Reading games

Who said it?

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 name of the character who said each sentence. You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.

Who did it?

Ask questions about actions in a story, e.g. *Who . . . ?* Students look at the story in their Class Books and call out the name of the character who did the action. You can play this game in two teams if you like, asking questions to students from each team in turn and awarding one point 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. The 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 a 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.

Fact check

Divide the class into two teams. Ask each team in turn to tell you a fact from a text they have read. Each team must come up with a new fact, no repetitions are allowed. Award one point for each fact.

Wordlist

Words in **bold** denote key vocabulary taught in this level.

1st / 2nd / 3rd / 4th post 15
3D printer 64
act 71
activist AB 83
adventure park 20
after that 15
after 48
already 34
ambassador 84
ambition 85
ancestors 93
and 48
animation 25
anybody 14
anything 14
anywhere 14
archaeology 93
army 85
artefacts 93
astronaut 80
at the bottom 40
at the top 40
audition for a part 88
audition AB 94
author AB 59
autographs 32
avalanche 44
ball 15
basketball courts 20
bat 15
batteries 64
beak 49
because 48
before 48
bike safety 95
blood 35
BMX track 20
bones 93
bottle tops 56
bowling alley 20
bunting 101
businesswoman 78
but 48
campaign AB 83
can't 68
canoes 16
canteen 94
cardboard 54
carnival queen 101
certificate 10
challenge 88
character AB 59
chat show 22
cheat 6
china 54
chocolate bar 53
choose 6
Christmas puddings 100
cinnamon 100
click on an icon 12
cloves 100
coast 46
coastguard 78
cocoa beans 53
colonies 50
come across 66
comics 32
complete 6
conclusions 83
concrete 54
contact details 37
continuous 25
cool-down 35
copied 49
cotton 54
course project 10
created 49
cricket 94
crowded 90
curator 59
dangerous 90
decorate cakes 30
deep 90
desert 46
designed 49
detective 78
dictionary 10
displays 59
do a presentation 88
do aquarobics 30
do parkour 30
do street dancing 30
download a document 12
drama series 22
drama theatre 94
dream 70
drone (bee) 50
drone 64

earthquake 44
egg cartons 56
emergency services 76
endangered 51
engineer 78
enough 92
enter a competition 88
essay 10
exam 10
exhibit 59
exhibition 59
experiment 10
experiments 83
extinct 50
factory worker 78
features 49
film director 70
finally 15
find out 66
firefighter 76
first 15
float 83
floats 101
flood 44
football cards 32
for 31
fossils 32
frames 25
fridge magnets 32
funfair 101
furniture 93
galleries 59
gap year 84
geothermal 69
give up 6
glass 54
go caving 30
go go-karting 30
go online 12
gold 60
Good idea! 97
grow bonsai trees 30
habitats 50
head teacher 10
heart rate 35
heatwave 44
historic buildings 16
hurricane 44
hypothesis 83
I really like your idea for … 75
I think your (writing) is great. 75
I'm not so sure. Perhaps we …, 97
icing 100
illusion 25
imp 60
In that case, I think we should … 39
in the background 40
in the foreground 40
indoor skydiving centre 20
inspired 49
instrument AB 94
invented 49
jam jars 56
join a club 88
joints 35
journalist 78
just 24
key rings 32
kitchen rolls 56
learn to scuba-dive 88
leather 54
lightning 44
look for 66
look up 66
lose 6
loud 90
magazines 70
make collages 30
make jewellery 30
marching bands 101
materials 83
may 68
mechanic 78
metal 54
microchip 64
might 68
mince pies 100
muscles 35
musical AB 70
musician AB 94
must 68
nature documentary 22
next 15
nibs 53
Nobel Peace Prize AB 83
nobody 14
non-renewable 69
nothing 14
nowhere 14
nuclear 69
nutmeg 100
on the left 40
on the right 40
or 48
orchestra 95
oxygen 35
palace 60
peel 83

perform on stage 88
pesticides 50
photo booth 20
pilot 78
planet 80
planetarium 20
plastic 54
playing fields 94
pollen 50
pollinators 50
posts 15
practical details 37
predator 51
prediction 70
prisoner 60
quiet 90
quiz show 22
rainforest 46
reality TV show 22
renewable 69
riches 60
riding school 20
river bank 46
robot 64
rocket 80
rounders 94
rubber 54
safe 90
scar 84
scene 71
school hall 94
scientist 78
search operations 84
search the internet 12
sequence 25
setting AB 59
Shall I / we … ? 98
shell 49
show business AB 94
silk 54
since 31
sing a solo 88
sink 83
sitting room 16
skating rink 20
skin 49
smartphone 64
smartwatch 64
snack bar 20
snowfall 44
So we should definitely … 39
so 48
solar system 80
solar 69
somebody 14
something 14
somewhere 14
songwriter AB 70
Sorry, can you say that again, please? 73
space 80
spacesuit 80
spacewalk 85
speak a foreign language 88
spin 60
stage directions 71
stalls 101
stem 83
Stone Age 93
storyboard 25
straw 60
stretch 35
study astronomy 30
success 70
surgeon 78
tablet 64
take an exam 88
talent show 22
tennis court 94
test 10
textbook 10
That's a good point, but … 97
the Arctic 46
theme AB 59
then 15
thunderstorm 44
tidal 69
timetable 10
title AB 59
too 92
tools 93
topic sentence 85
tower 60
troops 51
tropical 16
try a new activity 88
tsunami 44
turbine 69
turn up 66
type in a password 12
underground 93
uniform 94
uranium 69
virtual reality headset 64
visit a website 12
volcanic eruption 44
voluntary 84
warm-up 35
watch out 66

water bottles 56
wearable technology 64
What do you mean by … ? 73
when 48
win 6
wings 49
woodland 46
worker 50
Yes, I agree. 97
yet 34
yoghurt tubs 56
You're really good at …, 75

Letter to parents

Dear Parents,

This year, your child will be learning English using *Bright Ideas* Level 6. 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* 6 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* 6. 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 6 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 *Brights Ideas* 6 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* 6, 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 at any time 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

Video transcripts

Unit 1

Lesson 1

Hi, I'm Martin. I'm twelve and I'm in Year 8 at secondary school.

When we go to school, we don't just learn different subjects, like maths or science.

We also learn to work together. It's an important skill, because we work together all the time!

This is my school. It's called Henry Floyd Grammar School and it's in Aylesbury, in the UK. It's similar to a lot of British secondary schools. There are over a thousand pupils that study here.

This morning, we've got English class. We're studying poetry.

But we don't just sit and listen to the teacher. We share our ideas and give our opinions.

Today, we're doing a poetry project. We're working together, so we've got lots of different things to say!

In the afternoon, we've got drama class. In drama, we share ideas and help each other act.

Today, we're learning to use our bodies to communicate.

Pupils pretend to be different things and then the class guesses what they are.

In this activity, one boy is a chair, one girl is a table, one boy is a computer and one girl is a phone!

Everybody helps, because we couldn't do this alone!

In schools all over the world, pupils learn from each other by working together.

This is West Milford High School in New Jersey in the USA.

In the United States of America, older pupils can choose from a lot of different subjects.

This is a mechanics class. Here, the pupils learn all about cars, but they never work alone – they always work in small groups so they can share the things they know.

Music class is another great example of where pupils work together. Each pupil plays a different instrument. Alone, they're all really good, but when they play together it sounds great!

Learning together means we can share our ideas and learn things from other people. But, most importantly, it means we can have more fun!

Lesson 10

Hello, everybody! I'm Jed and this is my vlog, In Jed's Head! I agree with Rami. You can learn something by doing it.

Normally, I never cook but, this weekend, I'm cooking dinner for my mum! It's her birthday on Saturday. The dinner is going to be her present because there isn't anything she wants. But sssh! It's a surprise.

I'm making curry and rice.

First, I searched the internet for a curry recipe – but then my head teacher gave me a good recipe book. (She likes Indian food.) We can still learn things from books!

I bought the food yesterday. The food is at my grandma's house. There isn't anywhere to hide it at home.

I'm going to my grandma's house on Saturday afternoon to cook the curry. I can't do it at home because there's always somebody in the kitchen!

Last night, I made a timetable. First, I'm going to wash and prepare the vegetables. Then I'm cutting up the chicken and making the sauce. I'm cooking the rice last.

I'm inviting my mum to grandma's house for dinner at seven o'clock.

Wish me luck!

Can you remember Jed's video?

What is Jed doing on Saturday?

He's cooking dinner for his mum.

Why is Jed's birthday present for his mum a meal?

Because there isn't anything she wants.

What is he making for dinner?

He's making curry and rice.

How did he look for a recipe first?

He searched the internet.

Why can't Jed cook the curry at home?

Because there's always somebody in the kitchen.

According to Jed's timetable, what's he doing last?

He's cooking the rice last.

What are you doing this weekend?

OK. That's interesting!

Unit 2

Lesson 1

Hi, I'm Mariam.

This is my cousin, Alicia. She's 19 years old and she recently went on a painting course.

Alicia took the train from London to St Ives in the south west of England.

St Ives is a seaside town. It has long beautiful beaches, quiet streets and a famous art gallery.

The beautiful town and the sea around St Ives have inspired artists for over 100 years. And this is why Alicia came here to learn to paint.

This painting school isn't like my school – there aren't any exams or textbooks. And anybody can join a class; it's not just for children!

Alicia's class had four students. Everybody was a bit nervous on the first day. The teacher at the school was a brilliant artist and also a great teacher.

First, the teacher explained how to mix oil paints to make different colours and different shades of colour.

Then everyone put some paint on their boards and tried mixing the colours. They mixed colours with brushes and pallet knives.

They all had to paint a still life – a picture of some fruit on plates and some flowers in a vase. Alicia worked hard on her picture and her teacher was really pleased.

Alicia really enjoyed the painting course and she learned a lot. She made some new friends, too.

She is coming back to St Ives next year for another painting course!

Lesson 10

Hello and welcome to my vlog – Lucy's life!

I've just celebrated my twelfth birthday! I had a whole weekend of celebrations!

On the Saturday, I went to the planetarium with my family – it was awesome. It's only been open for three months – I love learning about the stars and planets.

And on the Sunday, I went to the basketball court with my friends. I've been in the basketball team for two years now, and I've been captain of the team since January. My friends bought me this T-shirt as a birthday present. It says 'awesome' – that's American English and it means 'fantastic'.

My favourite basketball player is Maya Moore. She's American and she's played for the Minnesota Lynx team since 2011. She's won two Olympic gold medals! I think she's the best player in the world!

And for my birthday dinner, Dad cooked a big pizza for the whole family, and we watched television. My brother wanted to watch a talent show and my mum wanted to watch a nature documentary, but it was my birthday so I was allowed to choose, and so we watched my favourite drama series. It was about a girl who follows her dream and becomes the best basketball player in the world – it was awesome!

Lucy's video was very interesting. Here are some questions about it.

What has Lucy just celebrated?

She's just celebrated her twelfth birthday.

Where did Lucy and her family go on her birthday weekend?

They went to the planetarium.

How long has the planetarium been open?

It's been open for three months.

Where did Lucy go on Sunday?

She went to the basketball court.

How long has Lucy been captain of the basketball team?

She's been captain of the basketball team since January.

Where do you like to go with your friends and family?

Really? That's very interesting!

Unit 3

Lesson 1

My name is Tim and I have one, very important hobby – football. I'm football mad!

Today is Saturday and I've just woken up. I love Saturdays because I can lie in until eight o'clock!

The first thing I do is put on my football kit, and a tracksuit. I'm going to football training this morning.

I love football training!

Have you noticed anything about my bedroom? … Yes, it's got a football theme! These are my football trophies. I've played on the school football team for three years now and I'm quite good. And this is my dog, he's called Messi. He loves football, too!

I always take my football boots to training – I've only had this pair for two weeks, but they're very comfortable.

I also take a water bottle and … ooh … here they are … my shin pads. Right, I've got everything – time to go!

My football training on Saturdays isn't with the school team, it's a local club for anybody who wants extra practice. I've been in this club for over a year.

I can control the ball more easily now and I'm a better player.

Goal!!!!!

My favourite team is Borussia Dortmund from Germany. They wear yellow shirts just like me!! Borussia Dortmund are a great team and they've won a lot of trophies. They've won the Bundesliga eight times and they won the Champion's League in 1997. They've got a stadium in a city called Dortmund which is in the north west of Germany, and it can seat over 81,000 people. I've never been there, but I'd love to go one day!

I've been a fan of Borussia Dortmund since I was a little boy. My mum and dad are also fans.

The team have got lots of German fans as well as fans from other countries (like me!).

On Saturday afternoons I watch football on TV. I think there are too many quiz shows and talent shows on TV – we should have more sports programmes, especially football programmes!

Go on … go on … YES! One – nil!

If there isn't any football on the TV, I read a magazine instead.

A football magazine of course!

See you!

Lesson 10

Hello everyone, welcome back!

Today, I want to talk about my hobbies! I've got lots of hobbies that involve sports – I play basketball and tennis, and I do street dancing. But one of my favourite hobbies is something I do with my family … can you guess?

We collect fridge magnets! We've collected them since 2015 and we've already got over a hundred! They don't all fit on our fridge now, so I keep some on this board.

This one is my favourite – we bought it three years ago when we were on holiday in Rome in Italy. When I look at it, it reminds me of the Roman buildings … and the ice creams!

My mum gave me this one – it's a Batman minion! He's my favourite superhero! His partner is Robin, but I haven't got a fridge magnet of Robin yet.

We've got lots of football fridge magnets because my brother is football mad – he collects football cards, too.

I wonder how many we'll collect this year?

I think we're going to need a bigger fridge!

I really enjoyed Lucy's blog. Here are some questions about it.

Which three sports does Lucy do?

She plays basketball and tennis, and she does street dancing.

What does Lucy's family collect?

They collect fridge magnets.

How long have they collected fridge magnets for?

They've collected fridge magnets since 2015.

When did they buy a fridge magnet from Rome?

They bought it three years ago when they were on holiday.

Has Lucy got a fridge magnet of Batman and Robin?

She hasn't got a fridge magnet of Robin yet.

Do you collect anything?

OK, that's interesting!

Unit 4

Lesson 1

Hi, I'm Sam and I love it when it snows. I live in the countryside in the UK. It doesn't snow every year, but it has already snowed this winter – look, it's beautiful!

It covers the houses … the fields … the trees … and the roads!

Sometimes my school has to close when there is a lot of snow.

I think it's great when that happens. I can play outdoors all day!

My favourite thing to do is build a snowman in the garden. My sister always helps me. The snow in our garden has been here for two days, but it hasn't melted yet – there's enough for a snowman!

It isn't easy to travel around in the snow. In my opinion, the best way is to take a toboggan.

I always go up to Farmer's Hill. It's great for tobogganing and everybody comes here!

They take their toboggans to the top of the hill … and slide to the bottom. And it isn't just children that take part. Adults enjoy it, too!

I've had my toboggan for three years; it was the best Christmas present EVER!

Lesson 10

Jack's project is really interesting. Nature can be scary!

Two years ago, I was visiting my cousin when there was a flood.

My cousin lives in the south of England and his house is near a river.

On Friday evening, we were playing a game, when we heard a big thunderstorm. There was lots of lightning and it was raining hard. When we went to bed, it was still raining. Then it rained for two days! We couldn't go out, because the weather and the roads were really bad.

On Sunday afternoon, I was reading a book about the rainforest when my auntie shouted. We looked out of the window and the garden was under water! The water was coming over the river bank.

We put sand bags around the house before dinner. We didn't want the water to come into the house! But the water got higher and higher so we had to leave the house after dinner.

We went to a friend's house in a canoe! The water wasn't as high there. Phew!

Let's see what you can remember!

What was Jed doing when there was a flood?

He was visiting his cousin when there was a flood.

What does Jed tell us about his cousin's house at the beginning of the video?

He lives in the south of England and his house is near a river.

What were Jed and his cousin doing when they heard a thunderstorm?

They were playing a game when they heard a thunderstorm.

What was Jed doing when his auntie shouted?

He was reading a book about the rainforest when his auntie shouted.

When did they put sand bags around the house?

They put sand bags around the house before dinner.

When did they leave the house?

They left the house after dinner.

Now tell me about you!

What were you doing the last time you heard a thunderstorm?

That's interesting!

Unit 5

Lesson 1

Hi, my name is Max and my favourite food is … chocolate!

I always enjoyed eating chocolate, but I didn't know anything about it. So, I went online to find out more!

Did you know that every chocolate bar starts with this – the cocoa plant?

Cocoa plants grow in hot countries in Africa, Asia and South America.

Chocolate makers buy these and transport them back to their factories. Most chocolate factories are in Europe because Europeans eat around half the world's chocolate!

This is the Lindt factory in Zurich in Switzerland. It's one of the most famous chocolate makers in the world.

When the cocoa plants arrive at the factory, the chocolate makers take out the beans from the plant. Then they cook them for a long time and take them out of their shells. These beans become 'nibs' and these 'nibs' become chocolate!

Every chocolate maker has their own way of making chocolate.

In 1879, Rodolphe Lindt invented the 'conching' machine. This machine mixed the chocolate for a long time and it made chocolate taste even more delicious! Today, Lindt still uses 'conching' machines, but they are much bigger. When the chocolate is ready they mix it with milk and sugar and then they make the chocolate bars. Sometimes they add other things, like fruit and nuts.

Then, at the end, they do the most important part – they taste the chocolate!

I think it's amazing that chocolate comes from cocoa plants like this.

It isn't easy to turn these beans into delicious chocolate bars. But in the end it's definitely worth it!

Lesson 10

I like Celia's blog about materials. I often think about what things are made of … like the things I'm wearing, for example.

Look at my watch! It's made of leather and metal and … hmm … what's this part made of? Is it made of glass? No, I think it's made of plastic.

My trainers are made of leather. My socks and T-shirt are made of cotton.

Do you know where cotton comes from? It comes from plants! Cotton plants are grown by farmers in warm climates.

Most of the world's cotton is grown in the United States, China and India. In some countries, the cotton is picked by big machines. In other countries, it's picked by people.

After that, it's taken to factories by lorries. In the factories, the natural cotton is made into cotton material. Then the cotton material is used to make things.

Lots of clothes are made of cotton. Shirts, skirts, shorts, dresses, trousers, jackets and hats are all made of cotton. Other things like pencil cases, cushions and some toys are made of cotton, too.

Cotton's pretty cool, isn't it?

Let's see what you can remember about Jed's video.

What's Jed's watch made of?

It's made of leather, metal and plastic.

What are Jed's socks and T-shirt made of?

They're made of cotton.

Where are cotton plants grown?

They're grown in the United States, China and India.

What happens to the natural cotton in the factories?

The natural cotton is made into cotton material.

Name three items of clothing that are made of cotton.

Shirts, skirts, shorts, dresses, trousers, jackets and hats are made of cotton.

Which other three things does Jed say are made of cotton?

Pencil cases, cushions and some toys are made of cotton.

Now tell me about you!

What are your clothes made of?

OK! Great.

Unit 6

Lesson 1

Hi, I'm Tania, and I'm interested in recycling.

We all know that you can recycle materials like glass, plastic, metal, paper and cardboard, but do you know what happens to these materials next? Let me tell you about a very exciting project that uses recycled plastic.

These men are fishing off the coast of Chile in South America. Their fishing nets are made of plastic. The nets are very strong, but, when they are old, they are thrown into the sea.

In the sea, the old nets break up into small pieces and they are joined by all the other plastic rubbish in the seas and oceans.

Experts believe that each year nearly one million birds and 100,000 mammals, like seals and dolphins, are killed by plastic in the oceans.

Bureo is an American company which makes skateboards. The team at Bureo take the old plastic fishing nets and turn them into skateboards.

First, the nets are taken to the Bureo factory. Here the old nets are broken into small pieces of plastic.

These small pieces are then made into the decks of the skateboards.

The wheels are then attached and the skateboard is ready to use.

Bureo skateboards are popular all over the world, but they are very popular in California. Californian skateboarders love them because they are good skateboards and because they are made from recycled materials.

Lesson 10

I love technology! And I think Bella's right. Technology will get better, smaller and faster in the future – so watch out!

At the moment, charging smartphones and tablets is a problem. I always want more battery power. In the future, I think we'll have the same charger for all kinds of technology. We won't have different chargers for everything!

I also think we'll use more wearable technology. We'll be able to charge our phones in the pockets of all our shorts and trousers! They'll have special microchips.

One day, we may have furniture which charges our phones in all our homes. You could put your phone on the table or on the sofa and they could charge your phone!

Hopefully, phones of the future might not need chargers. I'd like that!

Oh! I need to charge my laptop. But which charger is it? That can't be it! I guess it must be this one …

Here are some questions about Jed's video.

According to Jed, what's a problem?

Charging smartphones and tablets is a problem.

According to Jed, what won't we have in the future?

We won't have different chargers for everything.

What does Jed say we'll use more?

We'll use more wearable technology.

Which clothes will be able to charge our phones?

Our shorts and trousers will be able to charge our phones.

What kinds of furniture could charge our phones in the future?

Tables and sofas could charge our phones in the future.

What's the last thing Jed says about phones of the future?

Phones of the future might not need chargers.

What do you think?

Which of Jed's ideas do you agree with?

I see! I agree with you.

Unit 7

Lesson 1

Hi, I'm Ali. When I grow up I want a job that helps people!

This is my Dad. He's a firefighter and he works in a fire station in Milton Keynes in the UK.

There are around 30,000 full-time firefighters in the UK and lots of people volunteer, too.

Every day Dad checks all of the equipment on the fire engine; it must be working perfectly all the time because there might be a fire at any time.

Firefighters have to get to a fire as quickly as possible so they have to move very fast when the alarm rings.

All the firefighters do a lot of training. They might have to go into very dangerous situations, and they must know what to do.

Many jobs in the emergency services are about helping people.

This is my best friend's dad, Markus. He's a police officer and he works in a police station in Oxford. Before he goes out on patrol he looks up some information online.

Then he goes out on patrol. He drives a police car and he also walks around the streets. Sometimes he comes across people who are lost and need help with directions.

Doctors help people, too.

My uncle is a doctor. His name is Doctor Fazl.

Today, he is working a night shift. He starts at 8.00 pm and finishes at six o'clock in the morning. He sees a lot of patients and they all have different problems. I think it must be a very interesting job.

Firefighters, police officers and doctors all help people. In the future I want a job that will help people, too!

Lesson 10

Hello again, welcome back to my vlog!

Last week, an astronaut came to our school to talk to us about her job. Maria is 25 and she has just started her astronaut training. She hasn't been into space on a rocket yet, but she hopes that she will go next year. At the moment, she is working on a project about Mars – which is a planet that is over 54 million kilometres from Earth.

I think being an astronaut is an interesting job, but it's not for me. I want to be a journalist, but not an ordinary journalist – a sports journalist!

I looked it up online and if I want to be a sports journalist, I will have to know lots about different sports.

I know lots of things about basketball because I'm the captain of the school team. And I watch a lot of football on TV. But I think that I need to watch and play more sports … sounds great!

My mum is a businesswoman – she loves her job! And my dad is a chef. He makes the desserts in a restaurant near here – things like cakes and tarts and ice cream! If he makes too many desserts at the restaurant, he'll bring them home … for me!

I really enjoyed Lucy's vlog. Here are some questions about it.

Has Maria been into space yet?

No, she hasn't. She hopes she will go next year.

What is Mars?

Mars is a planet that is 54 million kilometres from Earth.

What job does Lucy want to do?

She wants to be a sports journalist.

What will Lucy have to do if she wants to be a sports journalist?

She will have to know lots about different sports.

What happens if Lucy's dad makes too many desserts at the restaurant?

He'll bring them home.

What job do you want to do when you grow up?

OK, that's interesting!

Unit 8

Lesson 1

Hi, I'm Amelia and I'm eleven years old. I live by the sea in Falmouth in the south west of England.

Sailing is very important in this part of England. My friends and I are all learning to sail in small boats called dinghies.

Every few years, some tall ships come to Falmouth for a few days before they sail along the coast to London.

It's easy to see why they are called tall ships! Most have three or four masts, and lots of big sails.

The tall ships use their sails to catch the wind and move through the sea. But they also have small engines that they use to get in and out of port.

Next year, when I am twelve, I hope to be a volunteer crew member on a tall ship.

Each ship's crew is a mixture of sailors and volunteers. The volunteers learn a lot about sailing from the experienced sailors, but they also learn about working as a team.

Lots of jobs on the ship are difficult, and you need more than one person to complete them. If you work together you will be able to do things that you couldn't do on your own, and you'll do them more safely.

And I think that working together is fun; you help each other and make new friends.

I'm really looking forward to being a volunteer next year. Then a few years after that I can get some qualifications and help new volunteers learn how to sail a tall ship!

Lesson 10

Hello again, welcome back to my vlog!

I've got a busy week ahead. It's the last week of school – in fact it's my last week EVER at this school. I'm going to a new Secondary school in September!

Before I leave Primary school, I've got to take some exams. I usually don't mind taking exams, but I hope they're not too difficult! It's a maths exam tomorrow …

And in between leaving my old school and starting my new school in September, we've got six weeks of school holidays. Yay!! I've decided to try new activities in the holidays. Mum suggested making jewellery, but I've tried that before and it's too boring.

I want to learn how to scuba-dive – that's much more exciting! Dad said the sea was too cold and it was too dangerous. But, I'm going to join a scuba-diving club. And

at the club they practise in a swimming pool (not in the sea) and there are lots of instructors. So, it is definitely warm enough and safe enough!

At my new school, I'm going to learn to speak Spanish. I already know a few words from my holiday in Barcelona last year. I can say 'Un helado de chocolate, por favor' which means 'a chocolate ice cream, please'.

It'll be a bit sad to leave my old Primary school, but I'm excited about learning to scuba-dive, and learning to speak Spanish at my new school! Adios!

I really enjoyed Lucy's blog. Here are some questions about it.

What is Lucy going to do in her last week at Primary School?

She's going to take some exams.

How does Lucy feel about taking exams?

She usually doesn't mind taking exams, but she hopes they're not too difficult.

What does Lucy want to do in the summer holidays?

She wants to learn to scuba-dive.

What does Lucy's dad think about scuba-diving?

He thinks the sea is too cold and it is too dangerous.

What is Lucy going to learn at her new Secondary school?

She's going to learn to speak Spanish.

How do you feel about going to Secondary school?

OK, that's interesting. I'm sure you'll enjoy it.

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