

# Family and Friends 5

## Teacher's Book

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Introduction by Naomi Simmons and Barbara Mackay

**OXFORD**



# Scope and sequence

Words		
Revision: activities		
<b>Starter:</b> <b>Do something different!</b>	p22	
<b>1</b> <b>You can build it!</b>	p25	<b>Tools</b> <i>rope, saw, hammer, roller, tray, nail, tools, tape measure</i> <b>Working with words: subject, verb, object; adjectives and adverbs</b> <b>Words in context: My tree house</b> Class Book: <i>tree house, laugh, crooked, plans, board, ladder, straight, toolbox</i> Workbook: <i>beach house, shade, branches, seaweed</i>
<b>2</b> <b>It's show time!</b>	p33	<b>Putting on a play</b> <i>curtain, stage, script, lights, make-up, character, costume, audience</i> <b>Working with words: silent letters gh and k</b> Class Book: <i>lights, night, straight, know, knee, knife</i> Workbook: <i>knit, knot, fright, flight</i> <b>Words in context: The Crown Diamond</b> Class Book: <i>servant, enter, diamond, detective, arrest, note, robbery, criminal</i> Workbook: <i>detective, investigate, clues, props</i>
<b>3</b> <b>The best party ever!</b>	p41	<b>Household items</b> <i>broom, lampshade, sponge, rubber gloves, washing line, feather duster, cloth, sack</i> <b>Working with words: suffix -ion</b> Class Book: <i>invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration</i> Workbook: <i>discuss / discussion, protect / protection, collect / collection, pollute / pollution</i> <b>Words in context: Lost at the carnival</b> Class Book: <i>parade, speakers, mask, float, microphone, crowd, dancers, stilts</i> Workbook: <i>clap, cheer, plug in, wave</i>
<b>Extensive reading</b>	p49	<b>Non-fiction: National Youth Theatre    Fiction: The Raft</b>
<b>4</b> <b>Our planet</b>	p50	<b>The environment</b> <i>damage, clean up, the environment, litter, planet, pollution, rubbish dump, wildlife</i> <b>Working with words: compound nouns</b> Class Book: <i>wildlife park, rubbish dump, swimming pool, police station, computer room, post office</i> Workbook: <i>duck pond, litter bin, beach house, TV crew</i> <b>Words in context: An eco home</b> Class Book: <i>electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, spring</i> Workbook: <i>greenhouse, sailing boat, water mill, technology</i>
<b>5</b> <b>Reuse and recycle</b>	p58	<b>Recycling</b> <i>oil, bottle bank, carrier bag, paper, chemicals, recycling centre, metal, battery</i> <b>Working with words: prefix re-</b> Class Book: <i>remove, return, recycle, reuse, retell, rewrite</i> Workbook: <i>recharge, refill, rebuild, redecorate</i> <b>Words in context: As good as new</b> Class Book: <i>greetings card, ribbon, bracelet, bus ticket, map, car tyre, juice carton, wrapping paper</i> Workbook: <i>stick, glue, cut up, roll</i>
<b>6</b> <b>Crazy about wildlife!</b>	p66	<b>At the wildlife park</b> <i>insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium</i> <b>Working with words: suffixes -er / -or</b> Class Book: <i>keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor</i> Workbook: <i>teach / teacher, help / helper, direct / director, calculate / calculator</i> <b>Words in context: Gorilla Kingdom</b> Class Book: <i>extinct, species, endangered, prevent, wild, population, circus, threat</i> Workbook: <i>research, donation, adopt, habitat</i>
<b>Extensive reading</b>	p74	<b>Non-fiction: Trash People    Fiction: The Elephant's Child</b>



Grammar	Skills	
<b>Revision:</b> possessive <i>s</i> , present simple, present continuous, past simple, time markers  <b>Present perfect: ever / never</b> <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> <b>Present perfect: for / since</b> <i>Ben has had woodwork lessons since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i>	<b>Reading:</b> understanding a short story, identifying true or false sentences <b>Listening:</b> listening to check predictions <b>Speaking:</b> describing characters' actions and habits	<b>Writing focus:</b> rules of punctuation  <b>Writing focus:</b> identifying rhythm in poetry (counting syllables and stresses) <b>Writing outcome:</b> writing a poem using syllable counts and stresses (Workbook)
<b>Past simple and present perfect</b> <i>It was great!</i> <i>I've tidied up all the leaves.</i> <b>already / yet / before / just</b> <i>I've already built the set.</i> <i>I haven't learnt the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i>	<b>Reading:</b> a play script: <i>The Crown Diamond</i> (reading and understanding a play script, identifying true or false sentences) (Cross-curricular link) <b>Listening:</b> ordering events in a play <b>Speaking:</b> predicting the ending to a play, talking about stories and characters	<b>Writing focus:</b> features of a play script <b>Writing outcome:</b> writing the final scene of a play to complete a play script (Workbook)
<b>Comparatives and superlatives</b> <b>as ... as ...</b> <i>It's as colourful as the carnival in Rio.</i> <b>not as ... as ...</b> <i>It's not as big as the carnival in Rio.</i> <b>too / enough</b> <i>It's too dark now.</i> <i>There's not enough light in here.</i>	<b>Reading:</b> a story: <i>Lost at the Carnival</i> (reading and understanding a story, completing sentences with the correct word) <b>Listening:</b> predicting and listening for descriptions <b>Speaking:</b> asking and answering questions about wearing costumes	<b>Writing focus:</b> beginnings and endings of stories <b>Writing outcome:</b> ending a story (Workbook)
<b>Past simple and past continuous: interrupted actions</b> <i>Some children were playing when we arrived.</i> <b>Used to</b> <i>There used to be lots of litter here.</i>	<b>Reading:</b> an information text: <i>An eco home</i> (reading and understanding an information text, correcting false sentences) (Cross-curricular link) <b>Listening:</b> identifying details of a lifestyle <b>Speaking:</b> asking and answering questions about the environment	<b>Writing focus:</b> making writing more fluent <b>Writing outcome:</b> writing an information text (Workbook)
<b>will / won't</b> <i>Now Chip will know how to do everything and he won't make mistakes.</i> <b>Present continuous with future meaning</b> <i>We're leaving at two o'clock.</i>	<b>Reading:</b> a magazine article: <i>As good as new</i> (reading and understanding a magazine article, identifying true or false sentences) (Cross-curricular link) <b>Listening:</b> listening and ordering events <b>Speaking:</b> asking and answering questions about recycling	<b>Writing focus:</b> making suggestions <b>Writing outcome:</b> writing a leaflet (Workbook)
<b>Going to: future plans and intentions</b> <i>My class is going to adopt a tiger.</i> <b>Going to: predictions</b> <i>It's going to fall.</i>	<b>Reading:</b> an article: <i>Gorilla Kingdom</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) <b>Listening:</b> listening and completing fact files <b>Speaking:</b> asking and answering questions about animals	<b>Writing focus:</b> topic sentences and paragraphs <b>Writing outcome:</b> writing an article (Workbook)



Words		
7	<b>Call an ambulance!</b>	p75
<b>First aid</b> <i>burn, first aid kit, bruise, bandage, cut, sling, patient, plaster</i> <b>Working with words: phrasal verbs</b> Class Book: <i>put on, take off, put away, get out, put down, pick up</i> Workbook: <i>look after, hand out, drop off, cheer up</i> <b>Words in context: A day in the life of a firefighter</b> Class Book: <i>hose, train, site, flood, breathing apparatus, accident, check, rescue</i> Workbook: <i>lifeguard, crew, volunteer, coastguard</i>		
8	<b>Let's eat healthily</b>	p83
<b>Food</b> <i>additives, dairy products, health food, home-made, ingredients, junk food, ready-made, sugar</i> <b>Working with words: phrasal verbs with get</b> Class Book: <i>get up, get on with, get on, get off</i> Workbook: <i>get back, get stuck, get around to, get rid of</i> <b>Words in context: The healthy eating pyramid</b> Class Book: <i>energy, calories, snacks, sweet, salty, diet, vitamins, source</i> Workbook: <i>clever, plenty, brain, raw</i>		
9	<b>The big match</b>	p91
<b>Sport</b> <i>athlete, coach, training, trophy, goalkeeper, fan, exercise, captain</i> <b>Working with words: antonyms</b> Class Book: <i>best, worst, win, lose, give, take</i> Workbook: <i>deep, shallow, noisy, quiet, clean, dirty</i> <b>Words in context: Just breathe</b> Class Book: <i>process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart</i> Workbook: <i>beat, pulse rate, wrist, steady</i>		
<b>Extensive reading</b>		p99
		<b>Non-fiction: Young Stars    Fiction: Clara's Visit</b>
10	<b>Ancient buildings</b>	p100
<b>Archaeology</b> <i>archaeologist, column, statue, steps, block, pot, jewellery, carving</i> <b>Working with words: suffix -ful</b> Class Book: <i>wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful</i> Workbook: <i>thought / thoughtful, colour / colourful, fear / fearful</i> <b>Words in context: The lost city</b> Class Book: <i>slanted, ruins, maze, aqueduct, palace, ancient, fortress, explore</i> Workbook: <i>rich, central heating, border, invade</i>		
11	<b>A message for the future</b>	p108
<b>A time capsule</b> <i>time capsule, bank note, photo album, manual, diary, memory stick, stamp, receipt</i> <b>Working with words: homonyms</b> Class Book: <i>stamp (n) (v), float (n) (v), spring (n) (n), note (n) (n), coach (n) (n), light (n) (adj)</i> Workbook: <i>duck (n) (v), match (n) (v), sink (n) (v)</i> <b>Words in context: A Kid in King Arthur's Court</b> Class Book: <i>director, comedy, confident, earthquake, performance, knight, special effects, teenager</i> Workbook: <i>challenge, mysterious, swap places, boarding school</i>		
12	<b>Be a part of history!</b>	p116
<b>The news</b> <i>photographer, microphone, flash, lens, reporter, interview, article, news</i> <b>Working with words: adjectives with -ing</b> Class Book: <i>interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing</i> Workbook: <i>surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing</i> <b>Words in context: Who deserves a high salary?</b> Class Book: <i>salary, factory, deserve, scientist, celebrity, surgeon, improve, hero</i> Workbook: <i>earn, charity, education, wheelchair</i>		
<b>Extensive reading</b>		p124
		<b>Non-fiction: Ancient China    Fiction: Treasure Island</b>



Grammar	Skills	
<b>Reported speech</b> <i>He said he needed some bandages.</i> <b>said / told</b> <i>Our teacher told us she had got a surprise for us.</i> <i>She said we were going to learn first aid.</i> <b>Reported speech: time markers</b> <i>"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.</i>	<b>Reading:</b> an account: <i>A day in the life of a firefighter</i> (reading and understanding an account, answering comprehension questions) (Cross-curricular link) <b>Listening:</b> listening for detail in a phone call to the emergency services <b>Speaking:</b> an emergency services phone call roleplay	<b>Writing focus:</b> features of a newspaper report <b>Writing outcome:</b> writing a newspaper report (Workbook)
<b>First conditional</b> <i>If I press this button, the machine will make a pizza.</i> <b>First conditional questions</b> <i>Will I get ill if I don't eat fruit and vegetables?</i>	<b>Reading:</b> an information poster: <i>The healthy eating pyramid</i> (reading and understanding an information poster, answering comprehension questions) (Cross-curricular link) <b>Listening:</b> listening and summarizing <b>Speaking:</b> asking and answering questions about diet	<b>Writing focus:</b> concluding a personal account <b>Writing outcome:</b> writing a personal account (Workbook)
<b>Modal verbs: may, might and could</b> <i>I might need to do more work on these boots.</i> <b>have to / had to statements and questions</b> <i>Do you have to exercise every day?</i> <i>We had to tidy our bedrooms before we could go out to play yesterday.</i>	<b>Reading:</b> a process text: <i>Just breathe</i> (reading and understanding a process text, answering comprehension questions) (Cross-curricular link) <b>Listening:</b> listening for detail in an interview <b>Speaking:</b> asking and answering questions about exercise	<b>Writing focus:</b> writing up notes into full sentences <b>Writing outcome:</b> writing up an interview from notes (Workbook)
<b>Indefinite pronouns</b> <i>There are machines everywhere.</i> <i>There is something wrong with all my inventions.</i> <i>Is there anything wrong?</i> <b>Question tags</b> <i>These necklaces are beautiful, aren't they?</i>	<b>Reading:</b> an article: <i>The Lost City</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) <b>Listening:</b> listening for details about ancient sites <b>Speaking:</b> asking and answering about museums	<b>Writing focus:</b> making writing more interesting <b>Writing outcome:</b> writing a descriptive account (Workbook)
<b>The passive (present simple)</b> <i>English is spoken in many different countries.</i> <b>Passive and active</b> <i>People in costumes greet visitors.</i> <i>Visitors are greeted by people in costumes.</i>	<b>Reading:</b> a film review: <i>A Kid in King Arthur's Court</i> (reading and understanding a film review, completing sentences with the correct word) <b>Listening:</b> listening and identifying descriptions <b>Speaking:</b> asking and answering questions about films	<b>Writing focus:</b> features of a film review <b>Writing outcome:</b> writing a film review (Workbook)
<b>The passive (past simple)</b> <i>You were invented to cook and clean.</i> <b>Passive questions</b> <i>Is English spoken in the USA?</i> <i>Who was the telephone invented by?</i>	<b>Reading:</b> an Internet forum: <i>Who deserves a high salary?</i> (reading and understanding an Internet forum, matching people and opinions) (Cross-curricular link) <b>Listening:</b> listening and identifying opinions <b>Speaking:</b> asking and answering questions about future aspirations	<b>Writing focus:</b> expressing opinions <b>Writing outcome:</b> writing an opinion text (Workbook)



# Introduction

**Family and Friends** is a complete six-level course of English for students in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, children develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. **Family and Friends** combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to children.

Students have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinaesthetic learners). **Family and Friends** uses all of these approaches to help every student realize his or her potential.

**Family and Friends** also looks beyond the classroom and promotes the values of family and friendship: co-operation, sharing, helping, and appreciating those who help us.

This level of **Family and Friends** includes the following:

Class Book with Student MultiROM

Workbook

Teacher's Book

iTools (digital class resources)

Audio CDs

Readers

Teacher's Resource Pack containing:

- Photocopy Masters Book (PMB)
- Testing and Evaluation Book
- Writing Skills Posters

Also available as supplementary material, **Grammar Friends** is a six-level grammar reference and practice series that matches the syllabus of **Family and Friends**. The grammar is presented within everyday contexts familiar to children from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

## Methodology

### Words and grammar

New words are introduced in relation to each unit's topic or themes. Three groups of words are introduced in each unit: 1) a lexical set relating to the unit's theme; 2) a set which teaches new language patterns; 3) a set that helps students develop skills in deducing meaning from context.

Students meet some words from the first group passively in the story in Lesson 1. The words are then presented formally in Lesson 2 with support from illustrations or definitions, and recordings. The students are directed to the Dictionary pages where they can check meaning and develop their dictionary skills.

A second group of words is presented in the *Working with words* section in Lesson 2 giving further scope for practising dictionary skills. At least one example is taken directly from the story each time. The accompanying Workbook pages practise using the new vocabulary in context and building

new words following the patterns set out in the *Working with words* section.

The third group of words, *Words in context*, is presented in Lesson 6 with support from illustrations. Students are encouraged to work out the meaning of these words from the text in Lesson 5, where they first appear, and the Dictionary pages. The Workbook presents a further group of words from a new reading text, and provides further practice of determining meaning from context.

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

### Skills

Each unit of **Family and Friends** contains three pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated, which means that there is one topic for each unit.

The **reading** texts in this section expose students to a balance of both familiar and new language. With a range of different text types of increasing complexity, students develop the confidence to recognize and use the language they know in a wide range of situations. They develop the skills of reading for gist and detail, both of which are essential for complete communicative competence.

After every three units there are four pages of extra reading material in the form of non-fiction and fiction texts, linked to a theme from one of the preceding units. These longer texts are to be used for extensive reading and so it is important that students know that they do not have to understand every word or answer lots of detailed comprehension questions. These texts provide extra reading fluency practice but remain optional activities to be done at the discretion of the teacher.

The **listening** tasks, which are linked to the core reading text in each unit, provide a variety of naturally occurring situations for students to practise listening for specific information and detail, as well as gist.

**Speaking** practice is usually carried out in pairs. Since the tasks are also integrated, the students will already have been exposed to a number of ideas and key words, which will give them confidence when carrying out the task.

The **writing** skills section prepares students to write a certain type of text, e.g. a story, a poem, or a descriptive account. Before students begin the exercises in their Class Books, they look at a poster of the appropriate text type with their teacher. This helps them to visualize layout and draws their attention to key literacy points. Students then look at an annotated text in their Class Books. The annotations draw attention to conventions and techniques of structure and style that students should use in their own writing. After students have answered the questions in their Class Books, they are ready to complete the writing tasks in their Workbooks.

As with Level 4, there is an extra page of writing practice in the Workbook at Level 5. This provides a written task and writing preparation activities to support it.



## Writing Skills Posters

There are 12 Writing Skills Posters, one for each unit's writing lesson. Each poster focuses on a different text type. These posters should be used by the teacher as a visual aid when presenting how particular types of text should be laid out and what should be included in them. Full notes are given on how to use the posters at the start of Lesson 7.

The PMB contains the text for each of the posters. These should be photocopied for each student so they can follow the text as the teacher reads.

The PMB also contains a Writing skills worksheet for every unit which allows students to bring together the writing points they have learnt from the poster and the Class Book in a free writing task.

## Stories

Every unit contains a story, which provides a fun and motivating context in which the new language appears. In Level 5, we meet a happy extended family (Fin, Libby, Kate, and Ed) and read about the adventures they have with their youth group, the *Do Something Different Club*.

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

## Songs, drama, and Total Physical Response (TPR)

Every unit in *Family and Friends* contains a song which reviews the new vocabulary and grammar structures that have been introduced in the unit. In a progression from earlier levels, students have to complete a listening for detail activity before singing.

Melody and rhythm are an essential aid to memory. By singing, students are able to forget fears and shyness and practise the language in a joyful way together. Songs are also fun and motivating, and are a good opportunity to add movement to the lessons.

Students of any age, especially kinaesthetic learners, benefit from associating language with movement and actions. The more the body is involved in the learning process, the more likely the student is to absorb and retain the information.

The students are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for students to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps students to communicate and be understood. By developing performance skills, they practise and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

## Games and optional activities

Games provide a natural context for language practice and are very popular with students. They promote the development of wider cognitive skills such as memory, sequencing, motor skills, and deductive skills. If required, all the games in *Family and Friends* can take place at the students' desks with minimum classroom disruption.

Suggestions for optional activities are included in the teaching notes for every lesson. They can be used according

to the timing and pace of the lesson, and their appropriacy to the students in the class.

## Review units

At the end of each unit, there is a review lesson. This provides additional practice of the vocabulary and structures presented in the unit through a quiz and a song. This lesson is a good opportunity to discuss students' progress and resolve any problems. No new material is presented or practised here.

## Grammar Time pages

Grammar reference material is provided on pages 102–109 of the Workbook for students to complete and then refer to whenever necessary. On these pages there are grammar tables divided up into the grammar taught in each unit. Below each grammar table are exercises which practise this grammar.

A suitable point to use the Grammar Time pages would be at the ends of Lessons 3 and 4, after students have been taught the grammar from the unit and before they move on to the Workbook page for that lesson. The grammar exercises could be completed in class or set for homework.

## Dictionary skills

Dictionary pages are provided on pages 110–118 of the Workbook for students to refer to. Students are directed to these pages in Lessons 2 and 6, i.e. whenever a new set of vocabulary is introduced. The dictionary skills acquired in Level 4 are now built on as students use the dictionary as a resource to assist them with the exercises rather than solely as a means of checking their work.

## Values

Values, which can also be called civic education, is a key strand in *Family and Friends*. Teaching values is important as it focuses on students' personal and social development, not just on their language skills. It improves students' awareness of good behaviour, and how their behaviour and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping students to understand about:

- Community, e.g. following school rules, understanding the needs of people and other living things, understanding what improves and harms their environment.
- Health and hygiene, e.g. understanding the basics of healthy eating, maintaining personal hygiene, rules for keeping safe around the house and on the road.
- Interacting with others, e.g. listening to other people, playing and working co-operatively, sharing, identifying and respecting the differences and similarities between people, helping others in need.

Values are highlighted throughout the course in various places:

- In the Values worksheets in the Photocopy Masters Book (PMB).
- In the exemplification of good behaviour throughout the course, in particular in the Class Book stories and their characters. The *Do Something Different Club* frequently act to help their local community.



- In the co-operative learning activities throughout the course, which encourage students to work together and co-operate in order to complete activities.

### Values PMB worksheets

This level of the course contains four Values worksheets to present different aspects of the values syllabus. The topics covered are:

- A friendship between England and Japan
- Saving water
- A healthy lunchbox
- Learning from Grandma

### Testing and evaluation

Students' progress can be evaluated through continuous assessment and formal testing.

The Testing and Evaluation Book offers:

- suggestions for ongoing classroom evaluation.
- an evaluation sheet to keep a record of students' progress.
- suggestions for encouraging students to self-evaluate.
- 13 unit tests.
- 4 summative tests (for use after every three units).
- 4 skills tests (for use after every three units).

### Progress certificates

The Progress certificates in the Photocopy Masters Book can be used by students to assess their own progress after every unit and after every three units. Students are encouraged to focus on what they have done well and what they feel they need further work on. Their test scores can also be recorded on these certificates. Ask students to keep their certificates safely in their file as a record of their progress.

Certificates could be displayed in the classroom or copies could be made for students to take home as a way of keeping parents informed of their child's progress.

### The Test Builder (*Family and Friends* iTools)

The Test Builder is part of the *Family and Friends* iTools disc (see below). It provides editable versions of the tests in the Testing and Evaluation Book, allowing teachers to produce their own tests according to the needs of their class.

The Test Builder provides practice task types for Cambridge and Trinity-style young learner examinations, enabling the teacher to choose task types and create practice materials for these tests. Even if you are not preparing for these examinations, you can still use the tasks to create extra practice and revision tests or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the Testing and Evaluation Book.

### Multimedia

#### Student MultiROM

The Student MultiROM contains:

- *Listen at home* target language for students to practise at home. It can be played on a CD player, or on a computer using the audio player. (A full list of tracks can be found on page 19 of the Teacher's Book.)

- Computer-based interactive activities which practise the vocabulary and grammar from each unit. These can be used by students at home or in class.

### Family and Friends iTools

*Family and Friends* iTools is a CD-ROM which contains digital class resources and a Test Builder.

All the digital class resources on the iTools can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. These include:

- vocabulary presentation and practice.
- frame-by-frame story presentation.
- grammar presentation and practice.
- skills texts and writing skills presentation.
- karaoke versions of the songs.

### Supplementary materials

#### Readers

Research shows that the more you read, the better you become at English. The dedicated reading sections in the Class Book and Workbook focus on reading shorter texts *intensively*, but it is also important for students to learn to read *extensively*, approaching longer texts at their own pace. Students should read at the right level, with language that is appropriate for their abilities and knowledge.

The *Family and Friends* Readers are designed for extensive reading. At Level 5 the stories vary between traditional tales and true-life stories. They contain approximately 6500–8000 words and correspond with the vocabulary and grammar syllabus of the course. They also contain integrated activities which can be used either in the classroom or for homework.

#### Grammar Friends

The *Grammar Friends* series can be used alongside *Family and Friends* as an additional resource to provide more written grammar practice. The words and grammar used in each unit match the words and grammar taught in the Class Book. As in *Family and Friends*, the everyday activities of the members of an extended family and their friends provide the contexts for the presentation and the practice. The grammar rules are presented very simply, and enable students to build up a picture of the grammatical system step by step. It can be used in class or at home.

There is a CD-ROM containing additional interactive exercises and multiple-choice grammar tests with each Student's Book. A Teacher's Book for each level contains the answers to the exercises, notes on the units, and tests.

### Drama in the classroom

#### How to present the stories

Each story has a receptive and a productive stage. In the receptive stage students listen to the story and follow it in their Class Books. In the productive stage the students listen to it again and act it out.

#### Acting out the stories

There are various ways of acting out the stories, depending on the size and nature of your class.



### Acting in groups

The following procedure is suggested in the teaching notes for each unit:

- Decide as a class on actions for each character at each stage of the story (students may suggest actions which are not shown in the pictures).
- Divide the class into groups so that there is one student to play each character. To keep disruption to a minimum, students could turn their chairs to work with those behind them and remain in their seats.
- Play the recording. Students practise the story in their groups, saying their character's lines (if they have any) and doing their actions. Props can be used if you wish, or you may prefer objects from the story to remain imaginary.
- At the end of the exercise, invite some of the groups to act out their story at the front of the class.

### Acting as a class

As an alternative, you may wish to act out the story as a class:

- Decide together on actions for the story which students can do at their desks without standing up (e.g. they could 'walk' their fingers to show that the character is walking).
- Play the recording to practise reciting the lines. Students mime the actions for each character as they speak.
- Play the recording again for students to give their final performance.

### Acting with a 'lead group'

This is a combination of the two previous procedures:

- Decide on actions for the story as above.
- Divide the class into groups so that there is one student in each group to play each character. Students should all be facing the front of the class, and not the other people in their groups. They won't need to leave their seats.
- Ask one of the groups to come to the front of the class.
- Play the recording. The group at the front demonstrates the actions to the class.
- Play the recording again for the rest of the students to join in with the actions.

### Class plays

The Photocopy Masters Book contains two plays for the whole class to act out, one at the end of each semester. Teaching notes can be found on page 142 of the Teacher's Book.

Preparing the plays will take several lessons: discussing the play and allocating parts; deciding on and organizing props and costumes; and finally, rehearsing. If possible, arrange a performance of the plays for parents.

## Classroom management

Students learn best when the atmosphere in the classroom is relaxed, happy, and well-ordered.

- Success is a great motivator. Try to make every student feel successful and praise their attempts enthusiastically. Students should all be familiar with expressions such as *Good boy / girl, Good work, Well done! Excellent try! You did that very well.*
- Errors need to be corrected, but use positive and tactful feedback so that students are not afraid of making mistakes. If a student makes a mistake, say *Good try. Try*

*again*, then model the correct answer for the student to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

- Establish a clear and consistent set of classroom rules and ensure that all the students know what to expect. Always praise good behaviour so that bad behaviour does not become a means of gaining attention.
- Ensure that you are well prepared for every lesson. Read the lesson notes and prepare any materials you will need before the lesson.

## Involving parents

Learning involves a co-operative relationship between home and school, and it is important to establish clear communication with parents to encourage home support. The following are suggestions about possible ways of doing this:

- Keep parents informed about what their children are learning and their progress. Parents might benefit from receiving copies of the Progress certificates from the Photocopy Masters Book which show what students are now able to do, and what words and phrases they are studying.
- Encourage extra practice at home using the MultiROM, especially the *Listen at home* sections. The students can enjoy singing the songs to their families and friends at home.
- Show parents the completed Values worksheets from the Photocopy Masters Book.
- Show parents the students' completed Evaluation Sheet from the Testing and Evaluation Book at the end of each semester.
- Show parents the students' completed Progress certificates from the Photocopy Masters Book.
- Organize a concert or parents' afternoon where the students can perform the unit stories, plays from the PMB, and the songs they have learnt, along with their actions.
- Organize an Open Day where parents can come into the classroom with their children to see displays of their work and share any feedback or concerns with you in a relaxed environment.







## Lesson Two Words

Lesson 2 teaches and practises the first new vocabulary set which the students have been exposed to in the Lesson 1 story. Students are also introduced to a *Working with words* vocabulary set and develop their dictionary skills.

The students listen and repeat the words as they point to the pictures.

The Workbook Dictionary pages are referenced so that students can check the definitions of words.



The students practise the new words in a written activity.

The students learn a *Working with words* point and a new set of words that demonstrate this point. They research the meaning of these words in the Dictionary pages in the Workbook.

The students listen and repeat the words.

The students practise the new words in a written activity.

Lesson Two Words

**1 Listen and repeat.** 12

**2 Write the words.**

- Actors need to learn a script before they can be in a play.
- I was nervous before I walked on to the stage.
- Helen was a queen in the play and she had a beautiful costume.
- We used a lot of make-up to make Ben's face look scary for the play.
- Who was your favourite character in the play?
- The audience laughed when the clown came on to the stage.

**Working with words**

Some words have silent letters.  
We don't pronounce these letters when we say the words.  
lights night straight know knee knife

**3 Listen and repeat.** 13

**4 Circle the silent letters.**

- I already know my words.
- We saw the play last night.
- The audience sat up very straight in the scary parts!
- Pass me a knife and fork, please.

Words Unit 2 17

## Teaching the words

### Words

- Play the recording and ask students to repeat the words.
- In some units, definitions of the words are given, and in others pictures illustrate their meanings. When pictures are given, the Workbook Dictionary pages are referenced so that students can also check the definitions of words.
- The students practise the words in a written activity.

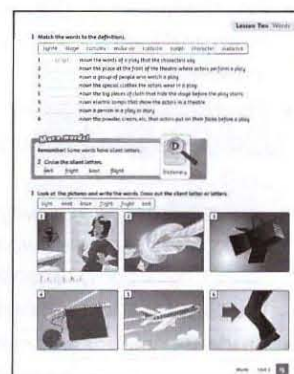
### Working with words

- Ask students to read the *Working with words* box. Students research the meaning of the new words in the dictionary pages.
- Play the recording and ask students to repeat the words.
- The students practise the words in a written activity which can be done individually or in pairs.

Students use the Student MultiROM at home to practise the new vocabulary.

## Workbook

Students practise recognizing and writing the new words from the lesson. They also learn new words that extend the *Working with words* set and practise writing the *Working with words* vocabulary.









## Lesson Four Grammar 2

Lesson 4 presents a new grammar point in a variety of text types. Students learn and practise recognizing and producing this grammar point.

Repeat the procedure for teaching the first grammar point in the previous lesson.

The students practise the new grammar in a recognition activity.

The students practise producing the new grammar further in a written activity.

The students can then work on the Grammar Time material at the back of the Workbook.

**Lesson Four Grammar 2**

**1 Listen and read. What is she talking about?**

My friends and I have written a play. We've decided to perform it for our school. I'm a good builder, so I've already built the set. Karen has just finished the costumes. I haven't learnt the script yet, so I'm a bit nervous, but I'm excited. Oh, I haven't been in a play before. I can't wait!

**2 Read and learn.**

**already / yet / before / just**

Use these time words with the present perfect:

I've **already** built the set. I haven't **yet** learnt the script.

I haven't **yet** been in a play **before**. Karen has **just** finished the costumes.

Look! These time words are used in different places in the sentence.

**3 Read and circle.**

1 We've **already** / **before** seen this film. 2 Carl hasn't travelled by plane **just** / **before**.

3 You haven't eaten your breakfast **already** / **yet**. 4 I've **just** / **yet** heard some exciting news.

5 Amy hasn't met a famous person **before** / **just**. 6 Billy and I have **already** / **yet** washed the car.

**4 Write sentences about Mike.** (Irregular verb list)

1 Mike **has just** made lunch.

just / make lunch  
travel to Spain / **before**  
just / go into the garden  
**already** / finish homework  
ride a horse / **before**  
water the plants / **yet**  
**already** / do the washing up  
practise the guitar / **yet**

Complete Grammar Time Exercise 2 on page 103 of Workbook 3.

Unit 2 19

## Teaching the grammar

- The grammar point is presented in a text.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- The grammar rule activity is done in the same way as the first. If the two points are linked, elicit examples of the first grammar point and any 'rules' the students can remember.
- The next activity is a recognition activity which practises and consolidates the grammar. It can either be done in class or set for homework. A model is provided on the page.
- The recognition activity is followed by a productive activity, which this time is a writing task. The spoken and written productive activities are spread over Lessons 3 and 4 in each unit.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

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

## Workbook

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

**Lesson Four Grammar 2**

**1 Look and tick (✓) the best sentence.**

1. My friend has just made a cake. ( )  
2. My friend has made a cake. ( )  
3. My friend has just made a cake. ( )  
4. My friend has made a cake. ( )

**2 It's Amy's birthday. Write sentences.** (Irregular verb list)

1. Amy has just turned 10. ( )  
2. Amy has turned 10. ( )  
3. Amy has just turned 10. ( )  
4. Amy has turned 10. ( )

**3 Complete the sentences about you.**

1. I have **just** finished my homework. ( )  
2. I have **just** finished my homework. ( )  
3. I have **just** finished my homework. ( )  
4. I have **just** finished my homework. ( )

## Photocopy Masters Book

There is extra written practice of the vocabulary and grammar structures from the unit on the PMB Language practice worksheet. There is a Language practice worksheet for every unit.

**Unit 2**

**Language practice**

**1 Complete the puzzle.** Find the correct word.

1. My friend has just made a cake. ( )  
2. My friend has made a cake. ( )  
3. My friend has just made a cake. ( )  
4. My friend has made a cake. ( )

**2 Rearrange the words to make sentences. Match.**

1. My friend has just made a cake. ( )  
2. My friend has made a cake. ( )  
3. My friend has just made a cake. ( )  
4. My friend has made a cake. ( )











## Lesson Seven Skills Time! Writing (Poster and Class Book)

In Lesson 7, the students learn key writing and literacy skills from the Poster and Class Book. Students' writing is then developed further in the Workbook.

**Writing skills 2 A play script**

When we write a play we give a list of characters. This tells you the names of all the characters and describes them.

**At the beginning of a scene we write:**

- where the scene happens
- what is on the stage

**We write the characters' names before their lines.**

**The Dirty Shoes** by Sue Green

**Characters:**  
Polly - a twelve-year-old girl  
Mr Davis - a history teacher  
Tom - Polly's brother  
Mrs Clark - the owner of a shoe shop

**Scene One**  
In Davis' classroom. There is a right angle and some lost rubbers along one side. There is a clock on the wall of the class.  
Mr Davis: Oh no! My car collection has gone! (Enter Polly and Tom.)  
Tom: What's the matter, Mr Davis?  
Mr Davis: I left my collection of old cars in a jar on that shelf but someone has stolen them!  
Polly: That's a very high shelf.  
Tom: Look! The thief had only shoes.  
Polly: (Polly and Tom look at the shoes.)  
Tom: Oh yes! The thief walked to the shelf.  
Polly: (Polly looks under the desk.)  
Tom: Look! There's a coin under the desk.  
Polly: I've got the coin. I can get the car.  
Polly: (Polly puts the coin.)

**Scene Two**  
The shoe shop.  
Mrs Clark: I've sold three pairs of Sport Star shoes. They're very new.  
Polly: Let's go to the shoe shop.  
Tom: (Polly and Tom look at the shoes.)  
Mrs Clark: I sold Sport Star shoes to Fred Taylor and Cathy Hall. But Fred is short and fat and he's very unattractive.  
Tom: Cathy's a horrible! She's fat and she's really strong.  
Polly: Let's talk to Cathy, Fred and Cathy. We don't need to talk to them. I know who stole the car!

**Ask and answer:**  
**Scene setting:**  
1. Look at the title and the pictures. What do you think the play is about?  
**After reading:**  
2. What do we write at the beginning of a scene?  
3. What are the lines?  
4. Have you ever seen a play?  
5. Have you ever been in a play?

**Family and Friends 5** is a copyright material.

The writing text type and writing points are presented on the poster. Students answer *Before* and *After* reading questions to check their comprehension of the writing points.

Students focus on identifying some of the writing points from the Poster in a different text.

Students answer some comprehension questions on the text.

**Lesson Seven skills Time!**

**Writing**

1 Look at the play script. Who wrote it?  
2 Read.

**The surprise party**  
by Emily Collins

**Characters:**  
Katie - a 12-year-old girl  
Mum - Katie's mum  
Dad - Katie's dad  
Robbie - Katie's brother  
Children - Katie's friends

**Scene 1 Katie's living room.**  
(Enter Katie.)  
Katie: Where is everyone?  
(Dad enters, carrying shopping bags.)  
Katie: Hello, Dad. What's in those bags?  
Dad: Nothing!  
Katie: You've just been shopping.  
Dad: No, I haven't.  
(Dad exits quickly. Robbie enters, holding a present.)  
Katie: Hello, Robbie.  
(Robbie sees Katie and hides the present behind his back.)  
Katie: What's that?  
Robbie: Nothing!  
(Robbie exits, quickly.)  
Katie: My family is keeping a secret from me. But what is it?  
(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)  
Katie: Hello, Mum. Who's in the kitchen?  
Mum: It's Robbie.  
Katie: No, it isn't. I've just seen Robbie.  
Mum: Oh, OK. Come out, everyone.  
(Children enter, holding presents.)  
All: SURPRISE! HAPPY BIRTHDAY, KATIE!

3 Read again and answer the questions.  
1 Whose birthday is it?  
2 Who was in the kitchen?

**A play script**

**When we write a play script:**

- we give a list of characters  
Katie - a 12-year-old girl  
Mum - Katie's mum  
Dad - Katie's dad  
Robbie - Katie's brother  
Children - Katie's friends
- we describe where the scene happens  
Katie's living room.
- we write stage directions in brackets  
(Mum enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)

4 Match.

- (Enter Mr Harris.) a
- The street outside Fred and Julie's house. b
- (Takes a photo from his pocket and shows it to Fred and Julie.) c
- Mr Harris - a policeman
- Julie - Fred's sister

5 Complete writing page 20 of Workbook 5.

22 Unit 2 Writing a play script

Students practise recognizing the writing points.

## Teaching writing

### Poster

- Students look at the poster and answer the *Before* reading question.
- Students follow the text on the PMB page as you read it aloud.
- Discuss the text and the pointers in the text boxes with the class.
- Encourage students to find other examples of the writing points in the text.
- Students answer the *After* reading questions.

### Class Book

- The students skim-read the text looking for key words rather than trying to understand every word. They then answer the gist question.
- The students read the text for the first time. Ask volunteers to read the text aloud to the class. Help with pronunciation of new words.

- The students read the text again silently and answer questions to check comprehension. Go through the answers with the class.
- The writing rule activity is done by students at their desks. They can take two or three minutes to study the rules. Check comprehension by asking questions about the text and eliciting further examples.
- Students practise and consolidate the writing points in the recognition task.

## Photocopy Masters Book

Students follow their own copy of the Poster text on the PMB page.

**Poster 1. Read the poem.**

**Our Ball Beats**

One summer we had a ball that was  
as big as a football and as light as a feather.  
It was made of a soft material and it was  
very bouncy. It was a very good ball.  
We had many games with it and we  
all enjoyed it. It was a very good ball.  
We had many games with it and we  
all enjoyed it. It was a very good ball.  
We had many games with it and we  
all enjoyed it. It was a very good ball.

**Poster 2. Read the play script.**

**The Dirty Shoes** by Sue Green

**Characters:**  
Polly - a twelve-year-old girl  
Mr Davis - a history teacher  
Tom - Polly's brother  
Mrs Clark - the owner of a shoe shop

**Scene One**  
In Davis' classroom. There is a right angle and some lost rubbers along one side. There is a clock on the wall of the class.  
Mr Davis: Oh no! My car collection has gone! (Enter Polly and Tom.)  
Tom: What's the matter, Mr Davis?  
Mr Davis: I left my collection of old cars in a jar on that shelf but someone has stolen them!  
Polly: That's a very high shelf.  
Tom: Look! The thief had only shoes.  
Polly: (Polly and Tom look at the shoes.)  
Tom: Oh yes! The thief walked to the shelf.  
Polly: (Polly looks under the desk.)  
Tom: Look! There's a coin under the desk.  
Polly: I've got the coin. I can get the car.  
Polly: (Polly puts the coin.)

**Scene Two**  
The shoe shop.  
Mrs Clark: I've sold three pairs of Sport Star shoes. They're very new.  
Polly: Let's go to the shoe shop.  
Tom: (Polly and Tom look at the shoes.)  
Mrs Clark: I sold Sport Star shoes to Fred Taylor and Cathy Hall. But Fred is short and fat and he's very unattractive.  
Tom: Cathy's a horrible! She's fat and she's really strong.  
Polly: Let's talk to Cathy, Fred and Cathy. We don't need to talk to them. I know who stole the car!

**Ask and answer:**  
**Scene setting:**  
1. Look at the title and the pictures. What do you think the play is about?  
**After reading:**  
2. What do we write at the beginning of a scene?  
3. What are the lines?  
4. Have you ever seen a play?  
5. Have you ever been in a play?

**Family and Friends 5** is a copyright material.



## Lesson Seven Skills Time! Writing (Workbook)

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

Students practise the writing points from the Class Book in a further recognition activity.

Students apply the writing points to a personalized writing task.

**Lesson Seven Skills Time! Writing**

1 Read the play script. Underline the stage directions and circle the characters.

**MISSING!**

Have you seen this parrot? The parrot disappeared yesterday from the royal palace. The queen is very upset.

Julie The queen has lost her parrot. What can we do?  
Fred I know! Let's try to help! It will be fun!  
Julie (excited) OK, we can be like real detectives!  
Fred First we need to look for clues.  
Julie Let's start looking. We can start in the park. (She starts to look around.)  
Fred Look, Julie! What's that? I can see something strange ... (He points at the ground) ...

**My writing**

2 Look and finish the play script.

Fred  
Julie  
Fred  
Julie  
Fred  
Julie  
Fred  
Julie  
Queen  
Fred  
Julie  
Policeman

10 Unit 2 Writing: a play script

## Workbook

### Writing

- Students do the recognition activity alone or in pairs and then feed back to the class.
- This activity reinforces the writing points the students covered in the Poster and Class Book, and acts as preparation for the writing task they are about to complete.

### My writing

- Students extend their writing skills through a personalized writing task. This is an opportunity for them to write an extended text following a model they have seen on the Class Book and Workbook pages.
- Where relevant, look at the visual prompts as a class. Ask students questions to check comprehension.
- Ensure that the students understand what type of sentences they need to produce in the writing task. Elicit examples and write them on the board.
- When they have finished, ask some students to read their texts to the class.

## Photocopy Masters Book

For every unit there is a Writing skills worksheet in the PMB. This allows students to combine the writing points they have learnt from the Poster and Class Book in a free writing task.

**Writing skills A play script**

1 Read the play script about the King's new agent.  
2 Imagine you are a police officer. Write your notes and decide who the thief is.  
3 Something is missing at your school. Write some 5-6 play script about it. Remember to use what you have learnt about writing a play script.

10 Unit 2 Writing: a play script







# MultiROM Listen at home

The Student MultiROM includes a *Listen at home* section containing target language and songs for students to practise at home. It can be played on an audio CD player, or on a computer using the audio player.

## Track listing

### Starter Unit

- Track 1: grammar
- Track 2: song *Do something different!*

### Unit 1

- Track 3: words
- Track 4: words in context
- Track 5: grammar
- Track 6: song *You can build it!*

### Unit 2

- Track 7: words
- Track 8: working with words
- Track 9: words in context
- Track 10: grammar
- Track 11: song *It's show time!*

### Unit 3

- Track 12: words
- Track 13: working with words
- Track 14: words in context
- Track 15: grammar
- Track 16: song *Come to the carnival*

### Unit 4

- Track 17: words
- Track 18: working with words
- Track 19: words in context
- Track 20: grammar
- Track 21: song *We can save our planet*

### Unit 5

- Track 22: words
- Track 23: working with words
- Track 24: words in context
- Track 25: grammar
- Track 26: song *Reuse and recycle*

### Unit 6

- Track 27: words
- Track 28: working with words
- Track 29: words in context
- Track 30: grammar
- Track 31: song *Crazy about wildlife*

### Unit 7

- Track 32: words
- Track 33: working with words
- Track 34: words in context
- Track 35: grammar
- Track 36: song *Whenever you're in danger*

### Unit 8

- Track 37: words
- Track 38: working with words
- Track 39: words in context
- Track 40: grammar
- Track 41: song *Start eating healthily*

### Unit 9

- Track 42: words
- Track 43: working with words
- Track 44: words in context
- Track 45: grammar
- Track 46: song *Breathe in, breathe out*

### Unit 10

- Track 47: words
- Track 48: working with words
- Track 49: words in context
- Track 50: grammar
- Track 51: song *Everything changes*

### Unit 11

- Track 52: words
- Track 53: working with words
- Track 54: words in context
- Track 55: grammar
- Track 56: song *Leave a message for the future*

### Unit 12

- Track 57: words
- Track 58: working with words
- Track 59: words in context
- Track 60: grammar
- Track 61: song *Be a part of history*



# Warmers, games, and optional activities

The purpose of warmers is to stimulate the class at the beginning of a lesson and prepare them for learning. An interactive activity such as a song or game, especially one involving movement, is often a very successful way of achieving alertness. The lesson notes suggest warmers for each lesson.

Students also enjoy Total Physical Response activities, especially when there is a competitive element. These could include some of the activities below. Many of these games can also be used as optional activities in the lessons.

## Games

### Lip reading

- Say the word silently to the students, exaggerating the movements of your mouth. You may also like to give small miming or gestural clues.
- Ask students to guess the word.
- Tell them the word.

### Guess the word

- Write words from a vocabulary set students have just studied on the board, showing only the first two letters and the number of missing letters, e.g. li \_ \_ \_ (litter).
- Divide the class into two teams. A student from Team A chooses a word and tries to guess the correct answer. If he / she gets the answer correct, complete the word on the board and give the team a point. If the student guesses incorrectly, Team B gets a point.
- The winner of the game is the team with the most points.

Option: You may ask students to come up to the board and complete the words if your classroom is suitable.

### Miming snap

- Choose a word from the vocabulary set that students are learning or any other word that students know and you want to focus on.
- All the words chosen must be things that can be clearly mimed, such as *swim*, *read a book*, *eat* or *sleep*.
- Say a word and mime the action. If the word matches the mime, students shout *Snap!* If the word doesn't match the mime, students can be silent or do an agreed action.
- Choose a student from the class to mime another action. The student must say a correct or incorrect word while he / she is miming the action.

Option: If the word doesn't match the mime and you have a strong class, ask students to call out the correct word.

### Book race

- Use this activity in the last lesson of the unit to look back at the unit, or the first lesson to look back at the previous unit.
- Tell students they're going to do a book race. When you say words or phrases, the students have to find and point to a picture of that word or phrase in the unit, but they have to be quick!

- Call out words or phrases students have just learnt, e.g. food words or rules with *you must* and *you mustn't*.
- Students look quickly through the unit and find the pictures.
- Do an example with students, allowing them plenty of time to find the correct picture.
- Call out the first words or phrases slowly and gradually reduce the interval until it is a race to keep up with you.

### Target words TPR

- This activity is particularly good with writing activities that focus on words like connectors and sequencers.
- Assign target words, e.g. *and* and *but* to students in the class by counting along the rows of students.
- Read out sentences containing the target words. Students must stand up or do some other action when they hear their word.
- Read out the sentences again, this time leaving a blank for the target word. Students who have been assigned that word stand up and say it.

### Smiley face

- This game can be played as a whole-class activity, or in teams or pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask the students to guess the letters that are in the secret word, one by one.
- If a student guesses a letter correctly, write the letter in the correct position.
- If a student guesses incorrectly, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.
- This game can also be played with phrases and sentences.

### What's the picture?

- Invite a student to come to the front of the class. Whisper the name of an object he / she has to draw.
- The student draws the picture on the board for the rest of the class to guess what it is.
- The first student who guesses correctly comes to the front of the class to draw the next picture.
- Repeat until all of the target vocabulary has been used.

### A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practise, e.g. *I'm going to the sports centre.*
- Choose a student to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports centre and the*



*cinema*. This student then chooses another student, who says the sentence, adding another word to the end of it.

- Continue the game until you have practised all of the words from the vocabulary set, or until someone forgets the words in the chain.

### Bingo

- Ask the students to draw a grid, three by three (or three by two) squares. In each of the squares, they write a different word from the vocabulary set they are studying.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The students cross off the words in their grid as they hear them. The first student to complete a line of three shouts *Bingo!*

### True or false?

- Say a true or false statement about a topic or using a grammar point you want to practise, e.g. *I've got two sisters.*
- If students think you are telling the truth, they call out *True!* If they don't, they call out *False!* Alternatively, students can do one of two agreed actions.
- Choose a student and then tell him or her if his / her answer is correct. Ask that student to say a true or false sentence for the class. Continue in this way around the class.

Option: Ask students to close their books. Say true or false sentences about the story episode or reading text that they have just read. Students listen to the statements and write *T* or *F* in their notebooks. Go through the answers with the class, reading out the sentences again, and asking students to call out *True!* or *False!*

### Order the letters

- Choose a word. Write the jumbled-up letters of that word on the board, followed by the correct number of lines for the number of letters.
- Call students to come to the board to write one letter at a time to complete the word.

### Time's up!

- Divide the class into two teams.
- Write the anagram of a word from a vocabulary set that students have recently learnt on the board.
- Give students from the first team ten seconds to solve the anagram and say the word. If they don't guess the word call *Time's up!* and reveal the answer.
- Write another anagram on the board and allow ten seconds for the other team to say the word.
- Teams score one point for each word they guess correctly.
- At the end of the game add up the scores and declare the winning team.

### Wrong word

- Write six to eight sentences on the board about a story, poem or factual text that students have just read. One word in each sentence must be incorrect.
- Ask students to find the incorrect word in each sentence and then rewrite the sentences so that they are correct.

### Missing word

- Play this game in the same way as *Wrong word*, but use blank lines instead of incorrect words.

### Definitions

- Describe a word from a vocabulary set that students have recently learnt for the class to guess, e.g. *You can fly in it, but it isn't a plane.* (*hot-air balloon*)
- Ask a student to stand up and describe another word from the set.
- Continue with other words and different students.

Variation: To make the game more challenging, give students slips of paper with words they are banned from mentioning written on them, e.g. for hot-air balloon: *balloon, air, sky.*

### Talk!

- Ask a student to stand up. Choose a topic from the unit and write it on the board. Tell the student that he / she must talk about the topic for thirty seconds without pausing.
- If he / she fails, choose another student to talk on the same topic. If he / she succeeds, choose a different topic and ask a new student to talk about it for thirty seconds.

### Twenty twenty

- Choose a word from the vocabulary set or any other word that students know that you want to elicit or revise.
- Before playing the game, tell students the lexical group of the word they have to guess, e.g. *it's a job, it's a place.*
- Students take it in turns to ask *yes / no* questions.
- Continue until they have asked twenty questions. If they haven't been able to guess the word, give them clues until they guess correctly.
- You can play this as an open class activity or a team game.

### Other activities

#### Disappearing dialogue

- Choose one frame of the story dialogue or a verse of a song or chant and write it up on the board.
- Read it with students, then rub out four words. The first words you rub out should be words you particularly want students to remember.
- Ask students to read it again, saying the missing words.
- Rub out four more words and repeat.
- Keep rubbing out words until the students are saying the text from memory. Leave only the characters' names at the start of each line to help them if it is a dialogue.

#### Vanishing verse

- Play this game in the same way as *Disappearing dialogue* but use a verse from a poem or song.
- Rub out words until only the first word of each line remains.



# Starter Do something different!

## Lesson One CB PAGES 4, 5

Oxford iTools Digital classroom • Starter Unit • Story

### Story

#### Lesson objectives

- To become familiar with the Class Book characters
- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 01

### Warmer

- As the students come into the classroom say *Hello / Good morning / Good afternoon / Welcome back!* Smile and encourage the students to say *Hello* to you.
- If this is a new class for you, wait until students are seated, and then say *Hello, my name's (your name). What's your name?* Go around the class, asking students' names. Elicit *My name's (their name).*
- Encourage students to greet each other in pairs, saying their names.

### Lead-in

- Tell students that they are going to meet some new characters this year.
- Draw an outline family tree on the board with circles for Ed, Kate, Mum, Dad, and (cousins) Libby and Fin. Write the names.
- Point to Kate and then Mum and say *This is Kate's mum.* Point to Ed and ask *Who's this?* Elicit different answers, e.g. *Kate's brother. Mum's son.* Do the same with all the characters, each time eliciting more than one description, to revise and practise family words and the possessive *s*.
- Tell students you are now going to read a story about these people.

### 1 Listen and read. Who comes to visit? 01

- Focus students' attention on the pictures and the story, which in this lesson is on two pages. Ask prediction questions about the story. Ask *Are Kate and Ed happy? Where do you think they go with Libby? Who is Fin?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Who comes to visit?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Ed want to do? What does Libby do on Fridays? Where does she take Ed and Libby? What do they wear at the DSD Club?*

#### ANSWER

Libby

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Mum, Kate, Ed, Libby and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.
- Possible story actions are listed below. In subsequent units, students can confer within their groups to come up with appropriate actions.

### Story actions

Picture 1: Kate carries some books. Ed has his chin in his hands and looks bored.

Picture 2: Kate puts the books on the table.

Picture 3: Mum points to the window. Kate and Ed look pleased.

Picture 4: Libby waves to everyone. Kate waves back. Ed and Mum smile and look pleased.

Picture 5: Kate and Ed look bored. Ed has his chin in his hands. Libby smiles.

Picture 6: Libby points to her T-shirt and smiles.

Picture 7: Libby smiles and talks animatedly.

Picture 8: Libby opens the door and Ed and Kate go through.

Picture 9: Fin gestures to the students as though welcoming them.

Picture 10: Fin hands Ed and Kate a DSD T-shirt and cap each. Ed and Kate hold their T-shirts and smile.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Further practice

Workbook page 2



## Lesson Two CB PAGE 6

Oxford iTools Digital classroom • Starter Unit • Grammar

### Grammar

#### Lesson objectives

To revise the present simple, present continuous, and past simple and when they are used

To use the present simple and present continuous, and past simple within the context of a story

#### Materials

CD 02

#### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Elicit the names of the characters and write them on the board.
- Ask questions about the story, e.g. *Who came to visit? Where did the children go? Who was there?*

#### Lead-in

- With books open at page 6, introduce students to the characters: Professor and his robot Chip. Ask them to look at the pictures but not to read the words.
- Ask them to guess, by looking at the pictures, what kind of characters they might be, e.g. *intelligent, funny, angry*, etc.
- Say a sentence describing one of the characters and ask the students to guess who it is, e.g. *He's tall and thin. (Professor). He's washing the dishes. (Chip).*
- Students take turns to say sentences and guess who is being described.

#### 1 Listen and read. What is Professor making? 02

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is Professor making?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Professor do? What does Chip do? What did Chip break?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may ask a pair to act out the dialogue for the class.

#### ANSWER

a robot

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentences in the cartoon strip, and tell you which sentence doesn't appear in the cartoon strip. (*I invented Chip to help me in the house.*)
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples in the story in Lesson 1.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 goes 2 played 3 watch 4 are working 5 eats  
6 listened

#### 4 Ask and answer.

- Focus attention on the three story pictures. Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the characters in the story, using the prompts in the word pool and being careful to use the correct tense, as indicated by the time references in each picture.
- Go through the activity with the class.
- You may ask a few pairs to ask and answer questions in front of the class.

#### Optional activity

- Write the following times on the board: *on Thursday evenings, last Saturday, now.*
- Tell students to work in pairs and ask and answer questions about what they do, did, or are doing at these times. Encourage them to give truthful answers.
- Monitor the activity, helping with pronunciation and vocabulary where necessary.
- You may ask a few pairs to ask and answer questions in front of the class.
- If you would like to give the class some writing practice, ask the students to write one question and answer about their partner for each of the time references.
- When the students have finished, tell them to check each other's work for any mistakes.

#### Further practice

Workbook pages 3 and 4

Student MultiROM • Starter Unit • Grammar 1 and Grammar 2

Student MultiROM • Starter Unit • Listen at home • Track 1



## Lesson Three CB PAGE 7

Oxford iTools Digital classroom • Starter Unit • Punctuation

### Punctuation

#### Lesson objectives

To revise different forms of punctuation

To learn a song

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 03; sheets of paper (optional)

#### Warmer

- Play a version of *Miming snap* (see page 20) to energize the class and revise some verbs.

#### Lead-in

- Write the following question on the board and ask the students to identify two mistakes in the sentence: *Are you from london.* (missing question mark; London)
- Say that you are going to revise some punctuation rules.

#### 1 Rewrite the sentences with the correct punctuation.

- Students open their Class Books on page 7.
- Before doing Exercise 1, focus students' attention on the text box about punctuation.
- Focus attention on the rules and example sentences. Elicit more examples from the class.
- Give students a minute to study the rules.
- With books closed give some more examples or ask questions to check the students' understanding.
- Read the first sentence in Exercise 1. Point to the example.
- Check that students understand they have to rewrite the sentences with the correct punctuation.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Mario is from Madrid.
- 2 "My name is Helen," she said.
- 3 My favourite sports are football, tennis and basketball.
- 4 Is Carla from Italy?
- 5 Open the door!
- 6 Are Lee, Dan and Amy from the USA?

#### Optional activity

- Play a version of *Target words TPR* (see page 20).
- Assign punctuation marks to students in the class by counting along the rows of students.
- Agree on actions for each punctuation mark, e.g. *clap once for a full stop, clap twice for a comma*, etc.
- Write some sentences with the correct punctuation on the board.
- Read out the sentences in turn. Students must do their actions as the punctuation mark occurs in the sentence.

#### Optional activity

- Divide the class into groups of four.
- Give each group four sheets of paper (one A4 sheet torn into four).
- Students write a sentence without punctuation on their sheet of paper and give it to another student in the group.
- Each student must rewrite the sentence with the correct punctuation, before giving it back to the student who gave it to them.
- The original student checks the new sentence for mistakes.
- Students continue playing the game until they have worked with each member of the group.

#### 2 Listen and write. Sing. 03

- Focus students' attention on the picture. Ask *Who are the children? What are their names?*
- Play the song the whole way through.
- Then play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

- 1 sport
- 2 new
- 3 Make
- 4 different
- 5 fun
- 6 many
- 7 food
- 8 Learn
- 9 Watch
- 10 place

#### Optional activity

- Divide the class into three groups.
- Give each group a verse, including the chorus, from the song to sing.
- Sing the song all the way through with each group singing their own verse.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

#### Further practice

Workbook page 5

Starter Unit test, Testing and Evaluation Book page 6

Student MultiROM • Starter Unit • Punctuation

Student MultiROM • Starter Unit • Listen at home • Track 2 (song)



# 1

# You can build it!

## Lesson One CB PAGE 8

Oxford iTools Digital classroom • Unit 1 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 04

### Warmer

- Draw a family tree and elicit the names of the characters from the story in the Starter Unit. Elicit their relationships to one another.
- Ask students what they can remember about the story from the Starter Unit.

### Lead-in

- Tell students that the story in today's lesson takes place at the club Libby mentioned in the Starter Unit. Ask students what the club is called. (*Do Something Different Club*)
- Ask students to make predictions about Libby's club, e.g. what kind of club it is, what they do there, etc.

### 1 Listen and read. What is the DSD Club doing today? 04

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are Kate and Ed going? What are they going to do?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What is the DSD Club doing today?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What has Fin got? Who is good at art? What is Libby going to paint?*

#### ANSWER

They are building a set for a play.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Mum, Kate, Ed, Libby and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Play *Disappearing dialogue* (see page 21).
- Write the dialogue from frame 3 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

#### Culture note: Youth clubs

Youth clubs are popular in Britain. A youth club is a club where students can gather socially and meet their friends. The clubs usually open once or twice a week after school. Adults who are youth leaders work at the club and look after the students and organize events.

The aim of most youth clubs is to provide a place where friends can meet, chat, play games such as table tennis, listen to music, and generally just 'hang out' together. Some youth clubs have a specific focus, e.g. sport, drama, or dance. The activities and events that they do there will be determined by the focus of the club.

#### Further practice

Workbook page 6



## Lesson Two CB PAGE 9

Oxford iTools Digital classroom • Unit 1 • Words

### Words

#### Lesson objectives

To identify tools vocabulary

To understand subject, verb, object sentence structure; adjectives and adverbs

#### Language

Words: *rope, saw, hammer, roller, tray, nail, tools, tape measure*

Working with words: *subject, verb, object, adjective, adverb* (Class Book)

#### Materials

CD 05

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who was at the DSD Club? What were they building? Who got stuck in some paint?*

### Lead-in

- Draw a hammer and some nails on the board and ask *What are these?* Try to elicit the words but model them if the students can't remember.
- See what other tool words the students can remember from the story.
- Tell students they are going to learn some more tool words.

### 1 Listen and repeat. 05

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### Optional activity

- Play a version of *Miming snap* (see page 20) to reinforce the new vocabulary.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 tools 2 rope 3 tape measure 4 nail  
5 hammer 6 roller

#### Optional activity

- Play *Guess the word* (see page 20) to revise and reinforce the new vocabulary.

### 3 Look at the words in bold. Write.

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the two example sentences, and identify and explain the different terms with the class.
- Give students two or three minutes to study the information.
- Elicit more examples from the students.
- Now read the first sentence in Exercise 3 and point to the example.
- Check that students understand they have to match the terms in the word pool with the parts of the sentences in bold.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 subject 2 object 3 verb 4 adverb

#### Optional activity

- Write the sentences from Lesson 1, Exercise 3 on the board. Circle the following words as shown.
- 1 *Ed and Libby* have written *a story*.
  - 2 Dad *has given* the children his tools.
  - 3 *Fin* asked Kate for a sheet.
  - 4 Libby *paints* the mountains.
  - 5 *Kate* is *good* at *building*.
  - 6 Libby and Ed *can't move*.
- Ask the students to identify the different parts of each sentence in the same way that they did in Exercise 3.
  - Go through the answers with the class.

#### ANSWERS

1 subject, object 2 verb 3 subject 4 verb, object  
5 subject, adjective, verb 6 verb

#### Further practice

Workbook page 7

Student MultiROM • Unit 1 • Words, Working with words



## Lesson Three CB PAGE 10

Oxford iTools Digital classroom • Unit 1 • Grammar 1

### Grammar 1

#### Lesson objectives

To use the present perfect with *ever* and *never*

To complete a text with the present perfect tense and *ever* and *never*

#### Language

Core: *Have you ever cleaned a kitchen? I've never made a cake.*

#### Materials

CD 06

#### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the vocabulary from the previous unit.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Is Chip good at cooking? 06

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Is Chip good at cooking?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What has Chip done? Has he ever made a cake? What has Professor asked him to do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

No, he isn't.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in each of the two text boxes.
- Ask students to find the example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding. Write correct sentences for students to repeat chorally.
- Ask students to find an example of the present perfect with *never* in the story in Lesson 1.

#### 3 Complete the sentences. Use *ever* or *never* and the past participle.

- Ask students to read the sentences silently.
- Look at the example with the students and check that they understand the exercise.
- Remind students to go to Workbook page 119 and check the regular and irregular past participles when completing the exercise.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 never written 2 ever seen 3 never visited  
4 ever played 5 never heard 6 ever flown

#### Optional activity

- Play *Bingo* (see page 21) to revise past participles.
- Before playing ask students to go to page 119 in the Workbook and check the regular and irregular past participles.
- Write a list of twenty verbs on the board. Students draw a grid 3 x 3. In each square they write a verb from the list.
- Call out the past participles of the verbs on the board in random order. Keep a record of the words as you say them.
- Students cross off the matching base forms in their grid.
- The first student to complete a line of three shouts *Bingo!*

#### 4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the word pool.
- Encourage them to make up their own questions using verbs from the list on page 119 of their Workbook.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 1 Grammar Time exercise on page 102 of the Workbook.

#### Optional activity

- Play a version of *A long sentence* (see page 20) to revise and practise the present perfect tense.
- Say a sentence using *never*, e.g. *I've never been to Australia.*
- Choose a student to say another sentence. The student must change the pronoun of the first sentence and add a new sentence, e.g. *She's never been to Australia and I've never seen an elephant.*
- That student chooses another student to continue the sentence chain, e.g. *She's never been to Australia, he's never seen an elephant, and I've never flown in a plane.*
- Continue the game until someone forgets one of the sentences in the chain or makes a mistake.

#### Further practice

Grammar Time, Workbook page 102

Workbook page 8

Student MultiROM • Unit 1 • Grammar 1



## Lesson Four CB PAGE 11

Oxford iTools Digital classroom • Unit 1 • Grammar 2

### Grammar 2

#### Lesson objectives

- To use present perfect with *for* and *since*
- To identify present perfect with *for* and *since* in a text
- To complete sentences with the present perfect and *for* and *since*

#### Language

Core: *Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.*

Extra: *woodwork lessons, wooden table*

#### Materials

CD 07; a piece of paper for each group (optional)

#### Warmer

- Play a version of *True or false?* (see page 21) to revise the present perfect.
- Say a true or false sentence about yourself using the present perfect tense, e.g. *I've never eaten pizza.*
- Students call out *True!* or *False!* Take the majority vote and then tell them if their guess is correct or not.
- Students take turns to say a true or false sentence about themselves.

#### Lead-in

- Point to the picture in Exercise 1. Ask students what they think the boy is doing? (*He is working with wood.*)
- Find out who (if anyone) likes making things, or if anyone likes working with wood or has made anything out of wood.

#### 1 Listen and read. What is Ben's hobby? 07

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is Ben's hobby?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *How often does he have woodwork lessons? Who has he made a present for?*

#### ANSWER

woodwork

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Give students a minute to study the rules.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the class.

#### Optional activity

- Write *I've been in this class...* on the board.
- Ask the class to finish the sentence. Elicit different endings with *for* and *since*, e.g. *...since ten o'clock. ...for 10 minutes.*
- Organize the class into groups of four. Tear sheets of A4 paper into four and hand them out to each group.
- Ask each student to think of a sentence using *for* or *since*, but to write only half of it on their piece of paper, e.g. *I've liked chocolate... I've studied English...*
- Students fold the paper in half and give it to another student in the group. That student completes the sentence using *for* or *since*.
- Explain that the complete sentence has to be grammatically correct but not factually correct. It can be funny.
- Each student folds the paper in half again and hands it to a different student in the group.
- Ask some groups to read their funniest sentences to the class. Repeat as often as you wish.

#### 3 Write *since* or *for*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *for* or *since*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### 4 Write sentences about Steve.

- Focus attention on the pictures and the different time markers.
- Ask a student to read the example.
- Check that students understand they have to write present perfect sentences using the prompts and the time markers.
- Remind students to go to Workbook page 119 and check the verb list when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.
- You may wish to ask a few students to read out the sentences in front of the class.

**NOTE:** Ask students to complete the second Unit 1 Grammar Time exercise on page 102 of the Workbook.

#### Further practice

Grammar Time, Workbook page 102

Workbook page 9

Language practice worksheet, PMB page 2

Student MultiROM • Unit 1 • Grammar 2



## Lesson Five CB PAGE 12

Oxford iTools Digital classroom • Unit 1 • Reading

### Skills Time!

#### Skills development

Reading: read a narrative poem 'My tree house'; circle the correct information in sentences

#### Language

Recycled: vocabulary and structures seen previously

Extra: *grass, walls, door, window*

#### Materials

CD 08

### Warmer

- Revise the tool words necessary for the poem by asking questions, or giving clues, e.g. *You use this to measure how long something is. What do you use to cut wood? You can paint a wall with this, etc.*
- Once you have revised the words, write the following words in a vertical list on the board: *saw, nail, rope, tray*.
- Ask students to think of as many words as possible that rhyme with the four words. Write them next to each word, e.g. *saw, (poor, four), nail, (sail, tail), rope, (soap, boat), tray (play, day)*. If necessary give some examples first.
- If you prefer you can do this in teams or as an open class activity.
- Tell students they are going to read a poem.

### 1 Look at the poem and the pictures. What do you think happens in the poem?

- Ask students to look at the pictures. Ask *What do you think happens in the poem?* Encourage students to make predictions about what happens in the poem.
- Ask students to skim read the poem to find out what happens. Tell them not to try and understand every word at this stage but just to get a general idea of what happens.

### 2 Listen and read. 08

- Tell students they are going to listen to the poem now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Who was building the tree house? Is it a good tree house?*
- Compare the predictions made in Exercise 1 with the content of the poem. How many predictions were right?

### Optional activity

- Choose six students and assign them each a verse of the poem.
- Ask the students to stand up and read each verse in turn.
- Choose six different students and repeat.
- Repeat with different students to increase confidence and familiarity with the poem.

### 3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example together and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

1 plans 2 board 3 great 4 glass 5 windows 6 tree

### Optional activity

- Divide the class into two teams.
- With books closed ask students questions about the poem.
  - 1 *What has the boy always wanted? (a tree house)*
  - 2 *Who drew the plans for it? (Dad)*
  - 3 *What tools did they get? (nails, a hammer and a saw)*
  - 4 *What did the boy do to his coat? (He nailed it to a board.)*
  - 5 *How many windows did the tree house have? (two)*
  - 6 *Were the walls crooked or straight? (crooked)*
  - 7 *What did Dad use to pull the house into the tree? (a rope and a ladder)*
- The team with the most correct answers is the winner.

### Optional activity

- Ask students to work in pairs.
- Ask each pair to prepare two sentences about the poem in Exercise 2. One sentence must be true and one must be false.
- With books closed students take turns to stand up and say their sentence to the class.
- The class votes as to whether the sentence is true or false.

### Further practice

Workbook page 10



## Lesson Six CB PAGE 13

Oxford iTools Digital classroom • Unit 1 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: order objects

Speaking: ask and answer questions about making things

#### Language

Words in context: *tree house, laugh, crooked, plans, board, ladder, straight, toolbox* (Class Book); *beach house, shade, branches, seaweed* (Workbook)

#### Materials

CD 09

### Warmer

- Write the first verse of the poem from the previous lesson on the board. Jumble the words in each line.  
*house wanted I've a always tree*  
*places think play I to great they're*  
*the house plans dad tree My for a drew*  
*we to one started day And build it*
- With books closed, ask students to work in pairs and put the words in the correct order.

### Lead-in

- With books closed, ask students what they can remember about the poem from the previous lesson.
- Write some notes on the board and see how much vocabulary you can elicit.

### 1 Find the words in the poem to match the pictures.

- Ask the students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 12 and match the underlined words in the poem to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 tree house 2 laugh 3 straight 4 plans  
5 board 6 ladder 7 crooked 8 tool box

#### Optional activity

- Play *Miming snap* (see page 20) with the class to practise the new vocabulary.

### 2 Listen. Who is talking? 09

- Tell students they are going to hear a recording of two children talking about making things.

- Explain that they have to listen and identify who is talking.
- Play the recording once the whole way through.
- Elicit the answer from the class. Repeat if necessary.

#### ANSWER

Bill from the previous lesson and a friend.

### Transcript

**Boy** I built a tree house last weekend.

**Girl** Oh, I've always wanted a tree house. How did you make it?

**Boy** Well, first, my dad drew the plans for the house. They looked great. But my tree house doesn't look like the tree house in the plans.

**Girl** Oh dear. Why not?

**Boy** Well, Dad got some wooden boards to make the walls and the roof. We worked together but it was difficult.

**Girl** I see.

**Boy** First I used a saw to cut the wood.

**Girl** I hope you were careful.

**Boy** Of course. Dad was there with me. I didn't hurt myself. Next, I used a hammer and nails to join the pieces of wood together. Once I nailed my coat to a board.

**Girl** Oh dear. That's funny. Has your tree house got windows?

**Boy** Yes, it has. And there is real glass in both windows.

**Girl** That's really cool. So it's like a real house, but it's up in a tree.

**Boy** Yes. Dad used rope and he pulled the tree house into the tree. It looks a bit funny, but I love it.

**Girl** I can't wait to see it.

### 3 Listen again and number the pictures in the correct order.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to number the pictures as they hear them mentioned.
- Go through the answers with the class.

#### ANSWERS

c1, e2, f3, b4, d5, a6

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I made a kite*.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 11. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 11

Speaking skills worksheet, PMB page 3

Student MultiROM • Unit 1 • Words in context

Student MultiROM • Unit 1 • Listen at home • Tracks 3–5



## Lesson Seven CB PAGE 14

Oxford iTools Digital classroom • Unit 1 • Writing

### Skills Time!

#### Skills development

Writing focus: identify rhythm in poetry (counting syllables and stresses)

Writing outcome: write a poem using syllable counts and stresses (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 1 poster; a photocopy of the text from Poster 1, PMB page 42, for each student

### Warmer

- Play *Order the letters* (see page 21) with the class to revise the vocabulary from the previous lesson.

#### Poster 1: A poem

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Choose different students to read the poem to the class.
- Read the three text boxes on the left to the class. Ask students to identify the rhyming words at the end of the lines.
- Read the text box at the top to the class. Ask students to look at the fifth verse and point out that the second and fourth lines start with capital letters, even though they are not new sentences. Ask students to find other examples in the text.
- Before reading the first text box on the right, revise syllables with the class. In the first line of the poem, separate the syllables in the word *wan / ted* with a line as shown.
- Ask students to come to the board and do the same with the other two-syllable words in the verse.
- Point to verse five on the poster and ask the students to count the syllables in lines 1 and 3, and 2 and 4.
- Read the second text box on the right and point to the stressed syllables in verse six. Say the verse together paying attention to rhythm and stress. Repeat once or twice paying attention to the students' sense of rhythm and stress.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

### Optional activity

- Write the first three lines of the third verse of the poem on page 14 on the board, with a line below.  
*We painted the kite yellow.*  
*Then we left it out to dry.*  
*And soon the kite was ready.*
- In pairs, students write ideas for the fourth line of the verse. Remind them of the rhyming pattern.
- Students read their lines to the class and choose the best one.

### 1 Look at the text. Who do you think wrote it?

- Give students a few seconds to read the title and skim read the poem. Tell them to look for key words rather than try and read the whole poem.
- With books closed ask them who they think wrote it.

### 2 Read.

- Choose five students and assign them each a verse of the poem. Ask them to read the poem aloud to the class.
- Help with pronunciation of difficult words where necessary.
- Choose five different students and repeat.
- Discuss the poem with the class and ask questions to check comprehension, e.g. *What did the children make?*

### 3 Read again and answer the questions.

- Ask students to read the poem again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 string, paper, nails, glue, wood, a saw, a hammer, yellow paint
- 2 on every windy day

### 4 Count the syllables. Underline the syllables that are stressed.

- Read the rule in the Writing box and check that students understand how to count syllables, and how to identify those that are stressed.
- Write *bro-ther* on the board and say the word, stressing the two separate syllables. Repeat with other examples.
- Check that students understand the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

**NOTE:** Students now do the writing task on Workbook page 12. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 4 of the PMB after this lesson. See the notes on Teacher's Book page 133.

### Further practice

Workbook page 12

Writing skills worksheet, PMB page 4



## Lesson Eight CB PAGE 15

Oxford iTools Digital classroom • Unit 1 • Review

### Unit 1 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 10

#### Warmer

- Play *Book race* (see page 20) to revise words and structures from the unit.
- Give students 20 seconds per sentence to find the answer.
- Use these words and phrases from the unit or choose your own.

*I've never made a cake. (Lesson 3)*

*What can I do? (Lesson 1)*

*Steve has ridden a bike for five years. (Lesson 4)*

*What did you use to make it? (Lesson 6)*

*He pulled the house into the tree. (Lesson 5)*

*Joe has found lots of wood. (Lesson 2)*

*As it flew across the sky. (Lesson 7)*

*We started working together. (Lesson 5)*

- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 15, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 saw
- 2 Ed
- 3 happy (adj), loudly (adv)
- 4 I've never written a play.
- 5 I've lived in this town for five years.
- 6 She's had piano lessons since last January.
- 7 Dad
- 8 board
- 9 seven
- 10 want, fly, kite

#### Optional activity

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

#### 2 Listen and write. Sing. 10

- Focus students' attention on the picture. Ask *What are they doing? What is the girl holding? What is the boy holding?* Ask what they think the song is about.
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### Optional activity

- Divide the class into two groups.
- Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse, and both groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

#### Further practice

Workbook page 13

Unit 1 test, Testing and Evaluation Book page 7

Progress certificate, PMB page 48

Student MultiROM • Unit 1 • Listen at home • Track 6 (song)



# 2 It's show time!

## Lesson One CB PAGE 16

Oxford iTools Digital classroom • Unit 2 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 11

### Warmer

- Tell students they are going to sing the song *You can build it!* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Ask questions, e.g. *What were the children doing? Where were they?*
- Encourage predictions about the story.

### 1 Listen and read. Who are the children waiting for? Why? 11

- Focus students' attention on the pictures and story. Ask prediction questions about the story. Ask *Are the children at home? What is Kate holding? Where is Fin?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Who are the children waiting for? Why?*
- Play the recording a second time. Ask questions to check comprehension, e.g. *What has happened to Fin? What is Fin bringing to the play? Why can't they start the play?*

#### ANSWERS

They are waiting for Fin. He has their costumes.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play the parts of Libby, Kate, Ed and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide which characters they refer to. Students write the correct character's name: *Ed, Kate, Libby or Fin.*
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them.

*Has Fin tried to call you, Kate? (Ed)*

*Where is Fin? (Libby)*

*Oh no! What are we going to do? (Kate)*

*You've already learnt the script. (Libby)*

*I'm really sorry. (Fin)*

*I'm not excited. I'm nervous. (Kate)*

*The lights in the hall have just gone down. (Libby)*

*He's very late! (Ed)*

*My car has just broken down. (Fin)*

*Oh wait! This is Fin now. (Kate)*

- Students call out the names.
- With books open at page 16 students check their answers.

#### Culture note: Amateur dramatics

Many towns in Britain have an amateur dramatics group. The group will be run by members of the community in their spare time, to perform plays or musicals at different times throughout the year.

These performances are usually held in the town or village hall. Members of the group make the costumes and build the sets for the plays. These groups are often affectionately known as 'Am dram groups' and they provide a popular focus for community life, especially in small towns and villages.

#### Further practice

Workbook page 14



## Lesson Two CB PAGE 17

Oxford iTools Digital classroom • Unit 2 • Words

### Words

#### Lesson objectives

To learn words for talking about putting on a play

To learn about the silent letters *gh* and *k*

#### Language

Words: *curtain, stage, script, lights, make-up, character, costume, audience*

Working with words: *lights, night, straight, know, knee, knife* (Class Book); *knit, fright, knot, flight* (Workbook)

Extra: *actors, queen, face, clown*

#### Materials

CD 12–13; pieces of plain paper (optional)

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who needed to read the script again? Who looked scary? Who had the costumes?*

### Lead-in

- Ask students if they have acted in a school play. Ask questions to find out the name of the play and what parts the students played.
- Tell students they are going to learn some more words to talk about performing a play.

### 1 Listen and repeat. 12

- Ask students to open their Class Books and look at the picture and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### Optional activity

- Play *Time's up!* (see page 21) to revise and reinforce the new vocabulary.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 script 2 stage 3 costume 4 make-up 5 character  
6 audience

#### Optional activity

- Choose eight students to work together in a group.
- Write the eight words from the vocabulary set on eight separate pieces of paper. Give each student in the group a word.
- Tell the students in the group to look up their word in the Dictionary pages in their Workbook.
- Tell the class to close their books.
- Ask one of the students from the group to read out his or her dictionary definition to the class, without saying the word.
- The first student in the class to put up his or her hand is allowed to give the answer.

### 3 Listen and repeat. 13

- Before doing the activity, focus students' attention on the *Working with words* section.
- Read the explanations to the class. Point to the list of words and ask the students to guess which letters are silent. Elicit *gh* and *k*.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### 4 Circle the silent letters.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the silent letters.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 know 2 night 3 straight 4 knife

**NOTE:** Students now do the task on Workbook page 15. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 15

Student MultiROM • Unit 2 • Words, Working with words



## Lesson Three CB PAGE 18

Oxford iTools Digital classroom • Unit 2 • Grammar 1

### Grammar 1

#### Lesson objectives

To learn the past simple and present perfect

To complete sentences with the past simple and present perfect

#### Language

Core: *It was great! I've cut the grass and tidied up all the leaves.*

#### Materials

CD 14; sheets of paper (optional)

#### Warmer

- Play *Order the letters* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. What has Chip done? 14

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What has Chip done?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What machine has Chip used? What has he done in the garden? Is Professor pleased?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

He's cut down all Professor's flowers and he's pulled all the leaves off the trees.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of the past simple and present perfect in the story in Lesson 1.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the present perfect or past simple form of the verb in brackets.
- Remind students to go to Workbook page 119 and check the past simple and past participle forms of these verbs.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 haven't finished 2 've lived 3 went 4 have been  
5 played 6 didn't eat

#### Optional activity

- Play *Bingo* (see page 21) to revise past simple forms.
- Write a list of twenty verbs on the board. Students draw a grid 3 x 3. In each square they write a verb from the list.
- Call out the past forms of the verbs on the board in random order. Keep a record of the words as you say them.
- Students cross off the matching base forms in their grid.
- The first student to complete a line of three shouts *Bingo!*

#### 4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Go through the text on the 'To do' list, checking that students understand the vocabulary.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions with reference to the 'To do' list.
- Monitor the activity, checking for correct use of the present perfect and the time markers.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 2 Grammar Time exercise on page 102 of the Workbook.

#### Optional activity

- Ask students to work in pairs.
- Hand out two sheets of paper to each pair.
- Tell them to write a 'To do' list similar to the one in Exercise 4. Explain that they only need to write the bulleted points, and not the time references.
- Ask them to write the same list twice, on the two separate sheets of paper. Tell them not to duplicate any of the phrases from the list in Exercise 4.
- Once students have written their lists they work individually. They write time markers next to each item, making sure their partner cannot see what they are writing, e.g. *finish your homework (an hour ago)*
- When they have finished, students take turns to ask and answer questions, using their separate 'To do' lists.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

#### Further practice

Grammar Time, Workbook page 102

Workbook page 16

Student MultiROM • Unit 2 • Grammar 1



## Lesson Four CB PAGE 19

Oxford iTools Digital classroom • Unit 2 • Grammar 2

### Grammar 2

#### Lesson objectives

To learn *already, yet, before, just*

To identify the present perfect and *already, yet, before, just* in sentences

#### Language

Core: *I've already built the set. I haven't learnt the script yet. I haven't been in a play before. Karen has just finished the costumes.*

#### Materials

CD 15

#### Warmer

- Write some time markers on the board, e.g. *an hour ago, last year, two months ago, yesterday, last night, last weekend, three years ago.*
- Ask a student a question using the present perfect: *Have you been on holiday?* The student answers using the past simple and one of the time markers, e.g. *Yes, I went on holiday six months ago.*
- The student then asks another student a question using the present perfect.
- Continue the game around the class.

#### Lead-in

- Point to the picture in Exercise 1. Ask students what they think the children are doing.
- Ask questions to find out more information, e.g. *What are they wearing? Do you think it is a school play?*

#### 1 Listen and read. What is she talking about? 15

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is she talking about?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Who has just finished the costumes? Has she learnt the script yet? Has she ever been in a play before?*

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rules.
- With books closed ask questions to check the students' understanding. Elicit more examples from the class.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example with the class. Ask questions to check students understand the exercise.
- Students circle the correct word in each sentence.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- With books closed write the sentences from Exercise 3 on the board, but write the words in jumbled order.
- 1 *We've film seen this already*
- 2 *travelled before Carl plane hasn't by*
- 3 *eaten yet you breakfast haven't your*
- 4 *some I've news just exciting heard*
- 5 *met person Amy before hasn't famous a*
- 6 *washed Billy car have and already I the*
- Ask students to work in pairs. Ask them to rewrite the sentences in the correct order.
- Tell students to open their books and check their answers.
- Go through the answers with the class.

#### 4 Write sentences about Mike.

- Point to Mike's list and then look at the example.
- Check that students understand they have to write present perfect sentences using the prompts.
- Remind students to go to Workbook page 119 and check the verb list when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- Mike has just made lunch.
- Mike hasn't travelled to Spain before.
- Mike has just gone into the garden.
- Mike has already finished his homework.
- Mike hasn't ridden a horse before.
- Mike hasn't watered the plants yet.
- Mike has already done the washing up.
- Mike hasn't practised the guitar yet.

**NOTE:** Ask students to complete the second Unit 2 Grammar Time exercise on page 103 of the Workbook.

#### Optional activity

- Write some similar time markers on the board, e.g. *last week, two years, 2008, last July, four years, five months.*
- Point to one of the time markers and say *I've lived in my apartment for two years.*
- Ask a student to demonstrate a similar sentence to the class using one of the time markers.
- Ask students to work in pairs and tell each other true sentences using the time markers on the board.
- If you prefer you can play this game in teams or as an open class activity.

#### Further practice

Grammar Time, Workbook page 103

Workbook page 17

Language practice worksheet, PMB page 5

Student MultiROM • Unit 2 • Grammar 2



## Lesson Five CB PAGE 20

Oxford iTools Digital classroom • Unit 2 • Reading

### Skills Time!

#### Skills development

Reading: read a play script 'The Crown Diamond'; identify true or false sentences

#### Language

Recycled: vocabulary and structures seen previously  
Extra: *attack, model, notebook*

#### Materials

CD 16

### Warmer

- Play *What's the picture?* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

### 1 Look at the pictures. Who do you think the characters are?

- Ask students to look at the pictures. Ask *Who do you think the characters are?* Encourage students to share their ideas with the class.
- Students may be familiar with the character of Sherlock Holmes. If so, write some clues on the board and elicit some information about him, e.g. *Watson, London, violin.* (His assistant is called Dr Watson. He lives in Baker Street, London. He plays the violin.)
- Elicit and model new vocabulary where necessary.
- Gradually build up a list of ideas and write notes on the board.

### 2 Listen and read. 16

- Tell students they are going to listen to a section of a play.
- Play the recording once all the way through as students read.
- Play the recording again, pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *When was the Crown Diamond stolen? Who is looking for it now? Who stole the diamond?*

#### Optional activity

- Choose four students and assign three of them the roles of Watson, Billy and Holmes. Ask the fourth student to read the Characters list and Scene prompts.
- Ask the students to read the play script.
- Now organize the class into groups of four.
- Tell the students to act out the play scripts in their groups.
- Ask them to swap roles and repeat until each student has performed each of the four roles.
- Go around the class monitoring and checking pronunciation where necessary.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Divide the class into two teams. Tell students to work in pairs.
- Ask each pair to prepare one question about the play script in Exercise 2, e.g. *Who is Billy?*
- With books closed students take turns to stand up and ask their question to someone in the other team. Award two points for a correct answer.
- If the student can't answer, he or she can ask the other members of the team. In this case, award one point for a correct answer.

#### Optional activity

- Divide the class into two teams.
  - With books closed ask students questions about the play script.
- 1 *Where are the characters? (in Sherlock Holmes's house)*
  - 2 *What is next to the window? (a model of Sherlock Holmes)*
  - 3 *Why is it there? (Holmes wants people to think he is at home when he isn't.)*
  - 4 *Who is trying to attack Holmes? (Sebastian Moran)*
  - 5 *Who helped Moran steal the diamond? (Sam Merton)*
  - 6 *Who has called at the house? (Sebastian Moran)*
  - 7 *What does Holmes give Watson to take to the police? (a note)*
  - 8 *Does Holmes know where the diamond is? (No, he doesn't.)*
- The team with the most correct answers is the winner.

#### Further practice

Workbook page 18



## Lesson Six CB PAGE 21

Oxford iTools Digital classroom • Unit 2 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: order events

Speaking: predict the end of a play

#### Language

Words in context: *servant, enter, diamond, detective, arrest, note, robbery, criminal* (Class Book); *props, clues, detective, investigate* (Workbook)

#### Materials

CD 17

#### Warmer

- Play *Wrong word* (see page 21) to energize the class at the beginning of the lesson.

#### Lead-in

- With books closed ask students what they can remember about the play from the previous lesson.
- Write some notes on the board and see how much vocabulary you can elicit.

#### 1 Find the words in the play script to match the pictures.

- Ask students to open their books and look at Exercise 1.
- Point to the pictures in turn and remind them that all of these words appeared in the play script in Lesson 5.
- Ask students to go to page 20 and match the underlined words in the play script to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 servant 2 enter 3 diamond 4 detective 5 arrest  
6 note 7 robbery 8 criminal

#### 2 Read the play script on page 20 again. What do you think happens next?

- Tell students to turn to page 20 and look at the script.
- Students read the script silently.
- Ask them *What do you think happens next?*
- Encourage the students to think of predictions and write them on the board.

#### 3 Listen to what happens next. Were you right?

17

- Tell students they are going to hear a recording of what happens next. Play the recording all the way through.
- Ask questions to check that students have understood. Play the recording again, pausing at intervals if necessary.
- Ask students what happened next. Write it on the board and see if the students' predictions were right.

#### Transcript

**Holmes** Ah, Mr Moran. I'm glad you're here. I wanted to talk to you. I want to find the diamond.

**Moran** I don't know where it is.

**Holmes** Yes, you do, and you are going to tell me.

**Moran** I won't tell you anything.

**Holmes** Perhaps Mr Merton will tell me. Billy, please bring Mr Merton in.

**Billy** Yes, sir.

**Billy** Here is Mr Merton, sir.

**Merton** What's going on?

**Holmes** I know you stole the Crown Diamond, and I know how you stole it. I've written it all in this book. The only problem is, I can't write about where the diamond is now, because I haven't found it yet.

**Moran** You will never know.

**Holmes** Oh, I think I will. You see, my friend Watson has just gone to the police station. The police are coming now. You can wait here. I will wait in my bedroom.

**Moran** What are we going to do?

**Merton** I don't know.

**Moran** The diamond is here, in my pocket. Take it and leave the country.

**Holmes** Thank you. I'll take that.

**Holmes** Ah, that will be the police. Just in time.

#### 4 Listen again and number the events in the correct order.

- Tell students they are going to hear the recording again.
- First, go through the list of events with the class.
- Then play the recording again, pausing at intervals for students to number the events as they hear them.
- Go through the answers with the class.

#### ANSWERS

- Moran enters.
- Billy brings Merton in.
- Holmes shows Moran a book.
- Holmes goes into the bedroom.
- Holmes takes the diamond.
- The police arrive.

#### 5 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that they understand that the prompts are only ideas and they can also give their own answers.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.

**NOTE:** Students now do the tasks on Workbook page 19. Go through the exercises with them. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 19

Speaking skills worksheet, PMB page 6

Student MultiROM • Unit 2 • Words in context

Student MultiROM • Unit 2 • Listen at home • Tracks 7–10



## Lesson Seven CB PAGE 22

Oxford iTools Digital classroom • Unit 2 • Writing

### Skills Time!

#### Skills development

Writing focus: identify features of a play script

Writing outcome: complete a play script (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 2 poster; a photocopy of the text from Poster 2, PMB page 42, for each student

### Warmer

- Play *What's the picture?* (see page 20) to energize the class at the beginning of the lesson and revise the vocabulary from the previous lesson.

#### Poster 2: A play script

- Hand out photocopies of the PMB poster text.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Read the first text box on the left and elicit the names of the characters from the class.
- Read the second text box on the left and point to the scene description at the beginning of the play. Ask students to tell you where the play takes place. Read the second text box on the right.
- Point to some stage directions in brackets and read the first text box on the right. Ask students to point out the other stage directions.
- Read the third text boxes on the right and left. Tell students they are now going to act out the play. Choose six students and assign four of them the roles of Polly, Tom, Mr Davis, and Mrs Clark. Ask the remaining two students to read the scene descriptions and the stage directions.
- Ask the students to act out the play at the front of the class encouraging them to mime and do actions according to the stage directions.
- Choose six different students and repeat.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask the students to work in pairs.
- Ask them to write the third and final scene of the play. They must choose which characters to include and write six to ten exchanges, including stage directions.
- Go around the class, monitoring and helping.
- Ask each pair to work with another pair and take turns to read their scenes.
- Pick three scenes to be performed in front of the class.

### 1 Look at the play script. Who wrote it?

- Give students a few seconds to read the title and skim read the play script. Tell them to look for key words rather than try and read the whole play script.
- With books closed ask them who wrote it.

#### ANSWER

Emily Collins

### 2 Read.

- Choose four students and assign them the roles of Katie, Mum, Dad and Robbie. Ask the rest of the class to play children.
- Ask the students to read the play script to the class.
- Help with pronunciation of difficult words where necessary.
- Choose four different students and repeat.
- Discuss the play script with the class and ask questions to check comprehension, e.g. *Whose birthday is it?*

### 3 Read again and answer the questions.

- Ask students to read the play script again silently.
- Then ask the questions in turn. Give students one or two minutes to check the play script if necessary.
- Go through the answers with the class.

#### ANSWERS

1 Katie's 2 Katie's friends

### 4 Match.

- Before doing the activity, focus students' attention on the text box entitled *A play script*.
- Go through the three sections, and identify and explain the different terms (*characters, scene* and *stage directions*) with the class.
- Give students a minute to study the information.
- Now, ask students to look at the example in Exercise 4.
- Check that students understand they have to match items 2 to 4 with the terms a to c.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 a 2 c 3 a 4 b

**NOTE:** Students now do the writing task on Workbook page 20. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 7 of the PMB after this lesson. See the notes on Teacher's Book page 134.

### Further practice

Workbook page 20

Writing skills worksheet, PMB page 7



## Lesson Eight CB PAGE 23

Oxford iTools Digital classroom • Unit 2 • Review

### Unit 2 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 18

#### Warmer

- To energize the class and revise the content of the unit, tell students they are going to play *True or False*?
- Read out the sentences below. Students listen and call out *True or False* (or write *T or F* in their notebooks).
- 1 Actors perform plays on a script. (F)
- 2 They wear costumes and make-up. (T)
- 3 There is one silent letter in the word *night*. (F)
- 4 Chip is Professor's pet hamster. (F)
- 5 Sherlock Holmes is a detective. (T)
- 6 Dr Watson is Sherlock Holmes's servant. (F)
- 7 Policemen can arrest criminals. (T)
- 8 The Crown Diamond is the name of a stage direction. (F)
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 23, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- audience
- Fin
- k (know), h (characters)
- I watched a play yesterday.
- Have you just had your lunch?
- We've never been to a surprise party before.
- Sebastian Moran
- enter
- Billy
- (Sits down on the sofa.)

#### Optional activity

- Divide the class into two teams.
- Ask students to look at the quiz in Exercise 1 again.
- Tell them they are going to rewrite it. Point to the questions at random and ask students to think of a new question to replace each one.
- Students must not put up their hand until they are sure of the answer they want to give and they are not allowed to confer or help each other. If they answer incorrectly the question goes to the other team.
- Award a point for each correct new question, and a point for each correct answer given.
- The team with the highest score is the winner.

#### 2 Listen and order the lines. Sing. 18

- Focus students' attention on the picture. Ask *What are they doing? Who is speaking? What are they wearing?* Ask what they think the song is about. (a play)
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) We've put on our costumes. (2) We're ready for our play. (3) We've learnt all our words now (4) So we know what to say.

Chorus: (1) It's show time! It's show time! (2) The stage lights are so bright. (3) It's show time! It's show time! (4) Let's all be stars tonight.

Verse two: (1) We've put on our make-up, (2) We all look really cool. (3) We're out on the stage now (4) In front of all the school!

#### Optional activity

- Play a version of *Target words TPR* (see page 20).
- Assign the words *costume, lights, make-up* and *stage* to the class by counting along the rows of students.
- Students must clap, stamp their feet or do a chosen action when they sing their word.
- Sing the song all the way through with students doing the actions as they sing.

#### Further practice

Workbook page 21

Unit 2 test, Testing and Evaluation Book page 8

Progress certificate, PMB page 48

Student MultiROM • Unit 2 • Listen at home • Track 11 (song)



# 3 The best party ever!

## Lesson One CB PAGE 24

Oxford iTools Digital classroom • Unit 3 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 19

### Warmer

- Tell students they are going to sing the song *It's show time!* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Ask questions, e.g. *What were the children doing? Who had the costumes?*
- Encourage predictions about the story. Find out what the class think the children are going to do without their costumes.

### 1 Listen and read. Who designs the new costumes?

19

- Focus students' attention on the pictures and story. Ask prediction questions about the story. Ask *What is Ed thinking about? What is he doing now? What are they wearing?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Who designs the new costumes?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Ed find in the cupboard? What does he use for his costume? What is Fin's surprise?*

#### ANSWER

Ed designs the new costumes.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play the parts of Libby, Kate, Ed and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.

- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and answer the questions.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to answer the questions with *Yes* or *No*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 Yes 2 Yes 3 No 4 No 5 Yes 6 Yes

#### Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to read these sentences describing the story and put them in the correct order.  
*Fin arrives at the Club. (6)*  
*The audience loves the play. (5)*  
*Ed has an idea. (2)*  
*Fin has a surprise for the children. (7)*  
*Ed gives Libby some feather dusters for her costume. (3)*  
*Libby is worried because they don't have their costumes. (1)*  
*Ed gives Kate some sheets for her costume. (4)*  
*Fin takes the children to the party. (8)*
- Students work individually or in pairs.
- With books open at page 24 students check their answers.

#### Optional activity

- Write the following words on the board one by one:  
*audience (frame 4), terrible (frame 1), sack (frame 2), brilliant (frame 5), washing line (frame 3), congratulations (frame 6), sheets (frame 3), lampshade (frame 2), party (frame 6), amazing (frame 4), late (frame 5)*
- Students skim the story quickly and call out the frame in which the words occur in the story.

#### Further practice

Workbook page 22



## Lesson Two CB PAGE 25

Oxford iTools Digital classroom • Unit 3 • Words

### Words

#### Lesson objectives

To identify household vocabulary

To learn how to make nouns from verbs using the suffix *-ion*

#### Language

Words: *broom, lampshade, sponge, rubber gloves, washing line, feather duster, cloth, sack*

Working with words: *invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration* (Class Book); *discuss / discussion, protect / protection, collect / collection, pollute / pollution* (Workbook)

#### Materials

CD 20-21

### Warmer

- With books closed, ask students what they can remember about the story from the previous lesson.
- Ask questions, e.g. *Who designed the new costumes? What did Kate use as a crown? What did Ed use for his costume?*

### Lead-in

- Ask students to open their Class Books.
- Focus attention on the picture in Exercise 1. Ask students if they can see any of the things that the children used to make costumes in the previous lesson. (*lampshade, sack, rubber gloves, washing line, feather duster*)
- Tell students they are now going to learn these words.

### 1 Listen and repeat. 20

- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

### 2 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 broom 2 sponge 3 washing line 4 feather duster  
5 lampshade 6 rubber gloves

### Optional activity

- With books closed write a sentence from Exercise 2 on the board, leaving a gap where the new vocabulary word should be, e.g. *Grandma bought a colourful \_\_\_\_\_ for the light in my bedroom.*
- Students call out the missing word.
- Repeat with all the sentences in turn until all the new vocabulary has been practised.
- If you wish, write slightly different sentences in order to test the students a little more, e.g. *I would like a new \_\_\_\_\_ for the light in my bedroom.*

### 3 Listen and repeat. 21

- Before doing the activity, focus students' attention on the *Working with words* section.
- Read the first explanation to the class. Point to the list of verbs and the corresponding nouns made with the suffix *-ion*.
- Read the second explanation to the class and do the same.
- Ask students to look up the nouns in the Dictionary pages in their Workbook. Go through the meanings with the class.
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### 4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 congratulate 2 direction 3 decorate 4 invention

**NOTE:** Students now do the task on Workbook page 23. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 23

Student MultiROM • Unit 3 • Words, Working with words



## Lesson Three CB PAGE 26

Oxford iTools Digital classroom • Unit 3 • Grammar 1

### Grammar 1

#### Lesson objectives

To use *as ... as* to show that there is a difference or no difference between two people or things

To write sentences using *(not) as ... as*

#### Language

Core: *It's as colourful as the carnival in Rio. It's not as big as the carnival in Rio.*

Extra: *festival, colourful, exciting, competition, costume, music*

#### Materials

CD 22; sheets of paper and coloured pencils (optional)

#### Warmer

- Play *A long sentence* (see page 20) to energize the class and revise the vocabulary from the previous lesson. Say *I'm going to do the housework and I need a broom.*
- Choose a student to continue the sentence, adding a new word from the household vocabulary list at the end, e.g. *I'm going to do the housework and I need a broom and a feather duster.*
- Continue the game until all the words from the list have been practised or until someone forgets the words in the chain.

#### Lead-in

- Point to the top picture in Exercise 1. Ask students what they know about the Rio Carnival.
- Ask questions *What do people do at the carnival? What do they wear? Have you ever been to a carnival?*

#### 1 Listen and read. What is happening in the photos? 22

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is happening in the photo?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Is the Notting Hill Carnival as big as the carnival in Rio? Where is it? What competition will there be this year?*

#### ANSWER

People are wearing costumes and dancing in the street.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in each of the two text boxes.
- Give students two or three minutes to study the rules.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find more examples of comparatives and superlatives in the story in Lesson 1.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 funniest 2 best 3 bigger 4 more expensive  
5 friendlier 6 most interesting

#### Optional activity

- Hand out sheets of paper and coloured pencils.
- Tell students to make a poster about the Notting Hill Carnival.
- Ask them to write sentences about the carnival describing what they have drawn.
- Collect the posters at the end and display them around the class.

#### 4 Write sentences about the girls. Use *(not) as ... as*.

- Point to the picture of the three girls then look at the example.
- Check that students understand they have to write comparative sentences using *not as ... as* or *as ... as*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Jenny is not as old as Tara.  
2 Jenny is not as old as Karen.  
3 Karen's hair is as long as Jenny's hair.  
4 Tara's hair is not as long as Karen's hair.  
5 Jenny is not as tall as Karen.  
6 Tara is as tall as Jenny.

#### Culture note: The Notting Hill Carnival

People from all over the world live in Britain for many reasons. Today there are a lot of different ethnic groups in Britain. Each community has its own food, language, festivals, and culture.

There is a large Caribbean community in Notting Hill in south west London. Every August, they organize a carnival as a celebration of Caribbean culture and music. There are lots of parades of people wearing costumes, and they sing, dance and play music in the streets. Thousands of people come to see the parades and enjoy the atmosphere. It's fun and friendly and is enjoyed by people of all communities and backgrounds.

**NOTE:** Ask students to complete the first Unit 3 Grammar Time exercise on page 103 of the Workbook.

#### Further practice

Grammar Time, Workbook page 103

Workbook page 24

Student MultiROM • Unit 3 • Grammar 1



## Lesson Four CB PAGE 27

Oxford iTools Digital classroom • Unit 3 • Grammar 2

### Grammar 2

#### Lesson objectives

To use *too* to say that something is more than we need or want

To use *enough* to say that something is as much as we need or want

To complete sentences using *too* or *enough*

#### Language

Core: *It's too dark now. There isn't enough light in here.*

#### Materials

CD 23

#### Warmer

- Play *Lip reading* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Does Chip help Professor?

CD 23

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does Chip help Professor?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Why can't Professor see? How does Chip try to help? What happens?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

No, he doesn't.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find an example of *too* in the story in Lesson 1 (frame 5).

#### Optional activity

- Tell students you are going to read out some sentences.
- They must clap once when they hear the word *too* and twice when they hear the word *enough*.
- Read out these sentences in turn.  
*Those shoes are too expensive.*  
*There aren't enough costumes.*  
*Is that coat warm enough?*  
*It's too hot in here.*  
*This pizza is too big.*  
*Have you got enough money?*
- Repeat, this time reading the sentences in a different order and faster.
- If you wish, ask different students in turn to read out some of the sentences.

#### 3 Write too or enough.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *too* or *enough*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 too 2 enough 3 too 4 enough 5 too 6 enough

#### 4 Talk about the pictures.

- Focus students' attention on the two pictures.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to describe a picture for their partner to guess which one it is.
- Monitor the activity, checking for correct use of the comparative form.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the second Unit 3 Grammar Time exercise on page 103 of the Workbook.

#### Optional activity

- Ask students to write the sentences they practised in Exercise 4.
- Students write the sentences individually.
- In pairs, students take turns to read their sentences to their partner in random order. Their partner points to the correct picture for each sentence.
- Go through the answers with the class.

#### Further practice

Grammar Time, Workbook page 103

Workbook page 25

Language practice worksheet, PMB page 8

Student MultiROM • Unit 3 • Grammar 2



## Lesson Five CB PAGE 28

Oxford iTools Digital classroom • Unit 3 • Reading

### Skills Time!

#### Skills development

Reading: read a story 'Lost at the carnival'; complete sentences with the correct words

#### Language

Recycled: vocabulary and structures seen previously  
Extra: *superhero, dressed up, waved, crowd*

#### Materials

CD 24

#### Warmer

- Divide the class into groups of four. Tell students you are going to ask them questions about the Notting Hill Carnival.
  - Write the following questions on the board.
  - With books closed students work together to answer the questions.
- 1 *Where is the Notting Hill Carnival? (London)*
  - 2 *Is it the biggest carnival in the world? (No)*
  - 3 *Is it as colourful as the Rio Carnival? (Yes)*
  - 4 *What do people do there? (play music, dance, and wear costumes)*
  - 5 *What competition will there be this year? (one for the best costume)*
- Go through the answers with the class.
  - Tell students they are now going to read a story about a carnival.

#### 1 Look at the story and the pictures. What do you think happens in the story?

- Ask students to look at the pictures. Ask *What do you think happens in the story?* Encourage students to make predictions about what happens in the story.
- Ask students to skim read the story to find out what happens. Tell them not to try and understand every word at this stage but just to get a general idea of what happens.

#### 2 Listen and read. 24

- Tell students they are going to listen to the story.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What costumes were Harry and Emily wearing? Did Harry climb onto the stage? How did Harry find his parents?*
- Compare the predictions made in Exercise 1 with the content of the story. How many predictions were right?

#### Optional activity

- Ask students to close their Class Books.
  - Write the following phrases and sentences from the story on the board.
  - Ask students to put the sentences in the correct order as they appear in the story.
- ... *sparkly dress and sunglasses* (3)  
*Mum, Dad, Emily, can you hear me?* (8)  
... *they were at the carnival* (1)  
*I thought Emily was with you!* (10)  
*He wasn't on a stage.* (6)  
*They danced to music from the band.* (4)  
*Harry had a superhero costume.* (2)  
*Harry saw his mum.* (9)  
*Harry tried to push through the crowd.* (5)  
*He was on a float.* (7)
- Students work individually or in pairs.
  - With books open at page 28 students check their answers.

#### 3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the word pool.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 cape 2 dress 3 costumes 4 crowd 5 stage 6 float

#### Optional activity

- Students can work in pairs or groups of four.
  - Read out the sentences below in turn. Students listen and write the names of the characters individually.
- 1 *He wore a superhero costume. (Harry)*
  - 2 *She wore sunglasses. (Emily)*
  - 3 *They came down the street with people on stilts. (dancers)*
  - 4 *They waved at the floats. (Harry and Emily)*
  - 5 *He climbed onto a float. (Harry)*
  - 6 *He picked up a microphone. (Harry)*
  - 7 *They ran through the crowd. (Mum and Dad)*
  - 8 *She wasn't with Harry or Mum and Dad. (Emily)*
- Go through the answers with the class.

#### Further practice Workbook page 26



## Lesson Six CB PAGE 29

Oxford iTools Digital classroom • Unit 3 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: predict and listen for descriptions

Speaking: ask and answer questions about wearing costumes

#### Language

Words in context: *parade, speakers, mask, float, microphone, crowd, dancers, stilts* (Class Book); *cheer, clap, wave, plug in* (Workbook)

#### Materials

CD 25

#### Warmer

- Play *Talk!* (see page 21) to revise the story from the previous lesson.

#### Lead-in

- With books closed ask students what they can remember about the story from the previous lesson.

#### 1 Find the words in the story to match the pictures.

- Ask students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn and remind them that all of these words appeared in the story in Lesson 5.
- Ask students to turn back to page 28 and match the underlined words in the story to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing Exercise 1.
- Go through the answers with the class.

#### ANSWERS

1 parade 2 speakers 3 mask 4 float 5 microphone  
6 crowd 7 dancers 8 stilts

#### 2 Read the story on page 28 again. What do you think happened to Emily?

- Tell students to go to page 28 and look at the story again.
- Students read the story silently.
- Ask them *What do you think happened to Emily?*
- Encourage the students to think of predictions and write them on the board.

#### 3 Listen to what happens next. Were you right?

25

- Tell students they are going to hear a recording of what happens next.
- Play the recording once all the way through.
- Ask questions to check that students have understood. Play the recording again, pausing at intervals if necessary.
- Ask the students what happened to Emily. Make notes on the board and see if their predictions were right.

#### ANSWERS

Emily got lost in the crowd. She could hear Harry talking on the microphone but she couldn't see him. A man on stilts picked her up above the crowd so that she could see her brother. Harry and his parents saw her and they ran towards each other.

#### Transcript

**Narrator** The dancers were in front of Emily and she couldn't see Harry. Just then, a crowd of people on stilts walked between Emily and her parents. The people on stilts were a lot taller than Emily. She couldn't push through the crowd and she was scared. She moved down the street with the crowd.

Suddenly, Emily heard a voice. It came from the speakers in the street.

**Harry** "Emily! Where are you? Can you hear me?"

**Narrator** It was Harry. Emily shouted Harry's name, but the music was too loud. Just then, a man on stilts looked down and saw Emily.

**Man** "Are you OK?"

**Female narrator** he asked.

**Emily** "No,"

**Narrator** said Emily.

**Emily** "My brother is calling me, but I can't see him."

**Narrator** The man lifted Emily up. Now she was high enough to see Harry on the float. She shouted and waved to Harry. Harry saw her and waved back. Emily's parents laughed when they saw Emily on top of the crowd. The man on stilts put Emily down and she ran to meet Harry and her parents. She was glad to be back with her family again. Now they could enjoy the rest of the carnival.

#### 4 Listen again and match.

- Tell students they are going to hear the recording again.
- Check that students understand what they have to do to complete the exercise.
- Then play the recording again, pausing at intervals for students to match the sentence halves according to what they hear.
- Go through the answers with the class.

#### ANSWERS

1 c 2 a 3 d 4 e 5 b

#### 5 Ask and answer. Use the prompts or your own answers.

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the tasks on Workbook page 27. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 27

Speaking skills worksheet, PMB page 9

Student MultiROM • Unit 3 • Words in context

Student MultiROM • Unit 3 • Listen at home • Tracks 12–15



## Lesson Seven CB PAGE 30

Oxford iTools Digital classroom • Unit 3 • Writing

### Skills Time!

#### Skills development

Writing focus: identify compound sentences

Writing outcome: write a story (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 3 poster; a photocopy of the text from Poster 3, PMB page 43, for each student

### Warmer

- Play *Definitions* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Poster 3: A story

- Hand out photocopies of the PMB poster text.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Tell students they are going to read the story now. Choose six students to read the text to the class.
- Read the first text box on the left to the class and elicit the name of the character (*Ellie*) and when the story takes place (*Mother's Day*) from the class.
- Read the second text box on the left and choose one or two students to identify the time markers in the story.
- Read the third text box on the left and ask the students to identify the two points.
- Read the first text box on the right and ask two students to identify the adjectives and adverbs, saying which is which. Elicit more examples from the class.
- Read the second text box on the right and ask one or two students to find the direct speech in the story.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Tell students you are going to write some sentences from the story on the board. Ask students to put the sentences in the correct order.

"I'll have to get Mum some flowers," said Ellie. (3)

"It's a Mother's Day present for Mum," said Tom. (5)

It was Mother's Day! (1)

He was holding an enormous bunch of flowers. (6)

"Mum is going to be very surprised," Ellie said. (8)

There were no flowers on the table. (2)

She hid the card in her bedroom. (4)

Ellie smiled and took her flowers out of the cupboard. (7)

- Go through the answers with the class.

### 1 Look at the story and the picture. What do you think happens in the story?

- Ask students to look at the picture. Give them a few seconds to read the title and skim read the story. Tell them to look for key words rather than try and read the whole story.
- With books closed ask them who they think wrote it.

### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the story with the class and ask questions to check comprehension, e.g. *What costume did Liam see in the shop window?*

### 3 Read again and answer the questions.

- Ask students to read the story again silently.
- Then ask the questions in turn. Give students one or two minutes to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 He is outside a costume shop.
- 2 He wants to buy a firefighter costume.

### 4 Write B (beginning) or E (ending).

- Before doing the activity, focus students' attention on the text box entitled *A story: beginnings and endings*.
- Go through the explanations and examples for the beginnings and endings of stories with the class.
- Give students two or three minutes to study the information. Ask them to find the examples in the story.
- Now ask students to look at items 1 to 4 in the exercise.
- Check that students understand they have to read the sentences and decide if they come from the beginning or ending of a story. They write *B* (beginning) or *E* (ending) for each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 E 2 E 3 B 4 B

**NOTE:** Students now do the writing task on Workbook page 28. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 10 of the PMB after this lesson. See the notes on Teacher's Book page 134.

#### Further practice

Workbook page 28

Writing skills worksheet, PMB page 10



## Lesson Eight CB PAGE 31

Oxford iTools Digital classroom • Unit 3 • Review

### Unit 3 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 26

#### Warmer

- Write the following sentences on the board. Tell students that each sentence contains a grammatical mistake.
  - Ask students to correct them.
- It's enough dark in here.*
  - It's the larger festival in the UK.*
  - These trousers are enough long.*
  - This is the better party ever.*
  - My costume is as good than your costume.*
  - I want to give you an invite to my party.*
- Students come to the board and correct the sentences.
  - Go through the answers with the class.

#### 1 Complete the quiz.

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

#### ANSWERS

- washing line
- Fin
- invention
- The carnival is better than last year.
- London is not as big as Rio.
- These shoes are too small for me to wear.
- Harry
- speakers
- E (ending)
- B (beginning)

#### Optional activity

- Play *Wrong word* (see page 21) with sentences about the people and things from the unit.
- Ed made new shoes from household things. (costumes)*
  - The Notting Hill Carnival is in Brighton. (London)*
  - Jenny is taller than Karen. (not as tall as)*
  - Is it dark enough now, Professor? (bright)*
  - Harry wore a long, red dress. (cape)*
  - Harry picked up a mask. (microphone)*
- Go through the answers with the class.

#### 2 Listen and order the lines. Sing. 26

- Focus students' attention on the picture. Ask *Where are these people? How many costumes can you see?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) Come to the carnival, join the parade. (2) See all the children in costumes they've made. (3) See the princesses with beautiful crowns. (4) See scary monsters and see funny clowns.

Chorus: (1) Come to the carnival, join us today. (2) Come to the carnival, sing, dance and play. (3) Everyone's happy now carnival's here. (4) Carnival time is the best time of year!

Verse two: (1) Come to the carnival, move with the crowd. (2) It's always busy and it's always loud. (3) Hear the bands playing and dance to the beat. (4) Wave to the floats as they move down the street.

#### Further practice

Workbook page 29

Values 1 Worksheet, PMB page 11

Unit 3 test, Testing and Evaluation Book page 9

Summative Test 1, pages 10–11

Skills Test 1, pages 12–13

Progress certificate, PMB page 48

Student MultiROM • Unit 3 • Listen at home • Track 16 (song)



## Extensive reading CB PAGE 32

Oxford iTools Digital classroom • Unit 3

### Non-fiction

#### Lesson objectives

- To read a factual text
- To read independently and work out meaning through context

#### Language

Extra: *Shakespeare, stage lights, set (n) designer, midday, parade, National Anthem*

#### Warmer

- Ask students if they have ever been to the theatre. Ask questions *Who did you go with? What did you see? Did you enjoy it?*

#### 1 Look at the pictures. What are the people doing?

- Ask students to look at the pictures. Ask *What are the people doing?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Choose six or seven students and assign them a paragraph each. Ask them to read the text aloud to the class.
- Help with pronunciation of difficult words.
- Choose six or seven different students and repeat.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What is the National Youth Theatre? What was the National Youth Theatre's first play?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

- All young British people aged between thirteen and twenty-one.
- 1956.
- He wanted students to have fun in their school holidays.
- It was its 50th birthday.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.

## Extensive reading CB PAGE 34

Oxford iTools Digital classroom • Unit 3

### Fiction

#### Lesson objectives

- To read a story
- To read independently and work out meaning through context

#### Language

Extra: *raft, island, dark, fishing rod, river bank, hut, shelter, floor, steamboat, waves, frame, dirt, fire, oar, emergency, deck, fork (v), lantern, back (n), weather, calm, quiet, peaceful*

#### Warmer

- Tell students that you are thinking about a famous river but you can't remember which country it is in or its name. Play *Twenty twenty* (see page 21) to elicit *Mississippi*.

#### 1 Look at the pictures. What are the people doing? How do you think they feel?

- Ask students to look at the pictures. Ask *What are the people doing? How do you think they feel?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Ask students to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where did the two boys run away to? Why? What did they build?* Identify that the story is written from the point of view of the main character *Huckleberry Finn*.

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

- Ask students to read the story again. Give different students one or two paragraphs to read and ask them to read the story aloud to the class.
- Help with pronunciation of difficult words.
- Choose different students and repeat.
- Then ask the questions in turn. Give students a minute to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

- They have to get away from some bad men.
- Their fishing rod.
- So that people couldn't see them.
- He built a little hut on the raft.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.



# 4

# Our planet

## Lesson One CB PAGE 36

Oxford iTools Digital classroom • Unit 4 • Story

### Story

#### Lesson objectives

To understand a short story

To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 27

### Warmer

- Tell students they are going to sing the song *Come to the carnival* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- Tell students in today's story the children are going to go to a wildlife park.
- Ask the class what kind of things the children will see there. Write a list on the board and help elicit new vocabulary, e.g. *birds, trees, animals, river, plants, flowers*.

### 1 Listen and read. Why do they go to the wildlife park? 27

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are the children going? Why are those people upset?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Why do they go to the wildlife park?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Why doesn't the wildlife park look pretty? Where have people dumped rubbish?*

#### ANSWER

They want to be on TV.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Man and Woman. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Play *Disappearing dialogue* (see page 21).
- Write the dialogue from frame 5 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

#### Optional activity

- Write the following words on the board one by one: *damage (frame 3), pollution (frame 6), rubbish dump (frame 3), wildlife park (frame 1), danger (frame 6), environment (frame 3), river (frame 5), pretty (frame 2 and 3), beautiful (frame 6), litter (frame 3)*
- With books open on page 36, students skim the story quickly and call out the frame in which the words occur in the story.

#### Further practice

Workbook page 30



## Lesson Two CB PAGE 37

Oxford iTools Digital classroom • Unit 4 • Words

### Words

#### Lesson objectives

To learn words for talking about the environment

To learn about compound nouns

#### Language

Words: *damage, clean up, the environment, litter, planet, pollution, rubbish dump, wildlife*

Working with words: *wildlife park, rubbish dump, swimming pool, police station, computer room, post office* (Class Book); *duck pond, litter bin, beach house, TV crew* (Workbook)

#### Materials

CD 28–29

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Where were the children? What did they see? Who did they meet?*

### Lead-in

- Ask questions to elicit some of the new vocabulary from the story in Lesson 1, e.g. ask *What is the word for rubbish that people throw in the street or outside? (litter)*
- Tell students they are going to learn some new words to talk about the environment.

### 1 Listen and repeat. 28

- Ask students to open their Class Books and look at the words and definitions.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.
- Go through the definitions with the class. Ask different students to read the definitions aloud.

#### Optional activity

- Play *Order the letters* (see page 21) to revise and reinforce the new vocabulary.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing this exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 environment 2 clean up 3 pollution 4 wildlife  
5 litter 6 planet

#### Optional activity

- Divide the class into groups of four.
- Ask students to write a short story using the new vocabulary. The story should be about 20 or 25 sentences long.
- Ask them to think about the following things before they start writing.  
*Who? family, friends, classmates*  
*Where? school, home, a club, a park*  
*When? last weekend, last week, summer holidays*  
*What? what happens*
- Give each group a few minutes to write their stories.
- Monitor the exercise and help where necessary.
- Ask each group to read their story to the class.

### 3 Listen and repeat. 29

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and the example compound words with the class.
- Give students two or three minutes to study the information.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find two of the compound nouns. (*wildlife park, rubbish dump*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### 4 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in the word pool.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 park 2 room 3 office 4 dump

**NOTE:** Students now do the task on Workbook page 31. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 31

Student MultiROM • Unit 4 • Words, Working with words



## Lesson Three CB PAGE 38

Oxford iTools Digital classroom • Unit 4 • Grammar 1

### Grammar 1

#### Lesson objectives

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

To complete sentences using the past simple and past continuous

#### Language

Core: *Some children were playing when we arrived.*

#### Materials

CD 30

#### Warmer

- Play *Time's up!* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Where did they go? 30

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Where did they go?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What did Professor make for Chip?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

They went to the park.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in each of the two text boxes.
- Ask students to find the example sentence in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find an example of the past simple and past continuous describing interrupted actions in the story in Lesson 1.

#### 3 Complete the sentences. Use the past simple or the past continuous.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the past simple or past continuous form of the verb in brackets.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 were watching 2 called 3 was sleeping 4 broke  
5 were talking 6 saw

#### 4 Ask and answer.

- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 4 Grammar Time exercise on page 104 of the Workbook.

#### Optional activity

- Play a memory game.
- Tell students to look at the picture in Exercise 4 for ten seconds and try to remember as much information as they can.
- With books closed ask questions about the characters in the picture. Alternatively invite different students to ask questions, e.g. *What was Ben doing? What was Dad doing?*
- Students call out answers.
- If the answer is correct, ask them to write the sentence on the board.

#### Optional activity

- Tell students you are going to say a sentence and they have to ask you the correct question.
- With books closed, say *I was watching TV when my parents came home.* Elicit *What were you doing when your parents came home?*
- Use the sentences in Exercise 3 or make up new ones.
- Say the sentences and students call out answers.
- You can do this as an open class activity or in teams.

#### Further practice

Grammar Time, Workbook page 104

Workbook page 32

Student MultiROM • Unit 4 • Grammar 1



## Lesson Four CB PAGE 39

Oxford iTools Digital classroom • Unit 4 • Grammar 2

### Grammar 2

#### Lesson objectives

To use *used to* to talk about habits and situations in the past

To write sentences using *used to*

#### Language

Core: *There used to be lots of litter here.*

Extra: *playground, beautiful, children*

#### Materials

CD 31

#### Warmer

- Tell students you are going to revise the forms practised in the previous lesson.
- Ask students to work in pairs.
- Draw a three-column table on the board with headings *Verb, Past continuous*, and *Past simple* and ask students to copy it.
- Write this sequence of letters on the board.

WURINSGECLDTKALP

- Give students two or three minutes to write as many verbs as possible using the letters above. (*run, stop, go, take, call, read, put, write, eat*)
- Once they have written as many as they can, they complete the table with the past continuous and past simple forms of the verbs in their list.
- Go through the answers with the class.
- The pair with the most correct answers is the winner.

#### Lead-in

- Point to the picture in Exercise 1. Ask students where they think the children are.
- Elicit or model the word *park*. Ask students where their nearest park is. Find out how often the students go there and what it's like.

#### 1 Listen and read. Has the park always looked great? 31

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Has the park always looked great?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Did the park use to look nice? What is the park like now?*

#### ANSWERS

No, it hasn't. There used to be lots of litter.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the class.
- Ask students to find more examples of *used to* in the story in Lesson 1.

#### 3 Read and circle.

- Focus attention on the picture and explain that Clare is looking at a photo of herself as a young child. Ask students to look at the picture carefully before reading the sentences.
- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 has 2 likes 3 used to 4 used to 5 reads 6 used to

#### Optional activity

- Ask students to work in pairs.
- Tell them to write six sentences about themselves like the ones in Exercise 3. Tell them to include two which aren't true.
- Students read their sentences to their partner who must try and guess which ones aren't true.

#### 4 Write sentences about Jack. Use *used to*.

- Focus attention on the picture and explain that Jack is holding a photo album with photos of himself as a young child. As in Exercise 3, ask students to look at the pictures carefully before reading the sentence prompts.
- Ask a student to read the example.
- Check that students understand they have to make sentences with *used to* using the prompts.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- Jack used to ride a bike.
- Jack used to be short.
- Jack used to live in a small house.
- Jack used to play the piano.
- Jack used to read comics.
- Jack used to wear glasses.

**NOTE:** Ask students to complete the second Unit 4 Grammar Time exercise on page 104 of the Workbook.

#### Further practice

Grammar Time, Workbook page 104

Workbook page 33

Language practice worksheet, PMB page 12

Student MultiROM • Unit 4 • Grammar 2



## Lesson Five CB PAGE 40

Oxford iTools Digital classroom • Unit 4 • Reading

### Skills Time!

#### Skills development

Reading: read a web page 'An eco home'; identify incorrect words in sentences and correct them

#### Language

Recycled: vocabulary and structures seen previously

Extra: *planet's resources, dangerous gases, underground, forest, energy*

#### Materials

CD 32

### Warmer

- Play *Guess the word* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

### 1 Look at the pictures and the title. Who do you think lives in this house?

- Ask students to look at the pictures. Ask *Who do you think lives in this house?* Encourage students to share their ideas with the class.
- Ask the students if they would like to live in a house like this? Ask *Why? Why not?*

### 2 Listen and read. 32

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Where is this eco home? What are the walls made of?*

#### Optional activity

- Choose three students and assign them each a paragraph of the text.
- Ask the students to stand up and read their paragraphs in order.
- Choose three different students and repeat.
- Continue with different students to increase confidence and familiarity with the text.

#### Culture note: The Centre for Alternative Energy

The Centre for Alternative Energy in Wales was set up over thirty years ago by Gerard Morgan-Grenville. The centre offers solutions to the challenges of global warming, climate change, and pollution. There are all kinds of workshops and training programmes on everything from how to grow vegetables to how to build an eco home using mud and straw.

### 3 Read again and correct the words in bold.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to correct the words in bold in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Eco homes don't produce dangerous gases.
- 2 Eco homes don't use fossil fuels.
- 3 Martin's home is in a hill in Wales.
- 4 The house was cheap to build.
- 5 The eco home has wooden floors.
- 6 The family get water from a spring.

#### Optional activity

- Tell the class you are going to read some sentences. In each sentence there is a missing word.
  - With books closed, students call out the missing words.
- 1 An \_\_\_\_\_ doesn't harm the environment. (eco home)
  - 2 Eco homes don't use fossil fuels like coal and \_\_\_\_\_. (oil)
  - 3 Half of Martin's house is \_\_\_\_\_. (underground)
  - 4 The house has \_\_\_\_\_ floors. (wooden)
  - 5 It has stone and mud \_\_\_\_\_. (walls)
  - 6 There are solar panels on the \_\_\_\_\_. (roof)
- Go through the answers with the class.

#### Optional activity

- Tell students to work in pairs.
- Ask each pair to prepare two sentences about the text in Exercise 2. One sentence must be true and one must be false.
- With books closed students take turns to stand up and say their sentence to the class.
- The class votes as to whether the sentence is true or false. Award a point for each correct answer.

#### Further practice

Workbook page 34



## Lesson Six CB PAGE 41

Oxford iTools Digital classroom • Unit 4 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: identify details of a lifestyle

Speaking: ask and answer questions about the environment

#### Language

Words in context: *electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, spring* (Class Book); *sailing boat, greenhouse, water mill, technology* (Workbook)

#### Materials

CD 33

### Warmer

- With books closed ask students what they can remember about the eco home from the previous lesson.
- Write some notes on the board and see how much vocabulary you can elicit.
- Draw some pictures on the board to help them if necessary.

### Lead-in

- Write this definition on the board: *This piece of wood holds up the roof.*
- Tell students to find the word in the text on page 40.
- Once they have found the word (*beam*), tell them they are going to look at more definitions of the underlined words.

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

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 40 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing this exercise.
- Go through the answers with the class.

#### ANSWERS

- 1 electricity 2 solar panel 3 fossil fuels  
4 alternative energy 5 beam 6 skylight  
7 mud 8 spring

### 2 Listen. Who is talking? 33

- Tell students they are going to hear a recording. Explain that they have to listen and identify who is talking.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER

It's Martin Harris's son Tim, the boy who lives in the eco home.

#### Transcript

**Interviewer** Today, we're talking about how we can all help the environment. Tim Harris is in the studio with us to tell us about how he helps the planet. Tim and his family live in an eco home. Do you like your house, Tim?

**Tim** I love it. It's a really cool house. My friends love it, too. They always want to come and visit.

**Interviewer** That's great. Now, do you burn wood to heat your house?

**Tim** Yes, we do. My brother and I go out to get wood every morning. Our house is in a forest, so there is a lot of wood near us. But we never cut wood from the trees. We find wood on the ground and take it home.

**Interviewer** That's good. Where does your water come from?

**Tim** It comes from a spring near our house.

**Interviewer** I see. Do you go to the spring every day, too?

**Tim** No! The water comes from the spring to our house. We save rain water, too. We use rain water to water the plants in the garden and to clean the house.

**Interviewer** Really? That's interesting. Now, Tim, can you tell us about ...

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

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write *True* or *False* as they listen to the recording.
- Go through the answers with the class.

#### ANSWERS

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

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I save paper.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 35. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 35

Speaking skills worksheet, PMB page 13

Student MultiROM • Unit 4 • Words in context

Student MultiROM • Unit 4 • Listen at home • Tracks 17–20



## Lesson Seven CB PAGE 42

Oxford iTools Digital classroom • Unit 4 • Writing

### Skills Time!

#### Skills development

Writing focus: identify compound sentences

Writing outcome: write an information text (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 4 poster; a photocopy of the text from Poster 4, PMB page 43, for each student; sheets of paper and coloured pencils (optional)

#### Warmer

- Ask the students if they have ever stayed in a hotel. Ask *What was it like?* Encourage students to discuss their experiences.

#### Poster 4: An information text

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Tell students they are going to read the text now. Choose four students to read the text to the class.
- Read the first text box on the left to the class and point to the introduction. Ask a student to read the introduction for the class.
- Read the second and third text boxes on the left and ask students to identify the three paragraphs and sub headings, and to make predictions about what the paragraphs are about. Discuss and compare students' ideas.
- Read the first text box on the right and go through the remaining text boxes which explain the words *and*, *or*, *so* and *because*. Ask students in turn to identify compound sentences with each of these words.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask students to work in groups of four and hand out sheets of paper and coloured pencils to each group.
- Ask students to design an information text for the park in Lesson 4. Students draw pictures and write text.
- Compare the information texts and display them around the class.

#### 1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

**ANSWER**  
a web page

#### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where is this eco hotel? How do they save electricity? What can you do there?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- stone and mud
- You can walk in the mountains and see the local wildlife. You can enjoy a boat trip on the lake and see the waterfalls, or visit the caves.

#### 4 Match to make compound sentences.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand how to join simple sentences with *and*, *or*, *so* and *because* to make compound sentences.
- Give students two or three minutes to silently study the information.
- Students can now do the exercise. Point to the example and explain that they have to match the simple sentences to make compound sentences.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

**NOTE:** Students now do the writing task on Workbook page 36. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 14 of the PMB after this lesson. See the notes on Teacher's Book page 135.

#### Further practice

Workbook page 36

Writing skills worksheet, PMB page 14



## Lesson Eight CB PAGE 43

Oxford iTools Digital classroom • Unit 4 • Review

### Unit 4 Review

#### Lesson objectives

To review vocabulary and structures practised previously

To use vocabulary and grammar from the unit in the context of a song

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 34

#### Warmer

- Tell the class you are going to draw a picture. It's a picture of something from the unit, and they have to guess what it is.
- Start drawing a picture on the board, e.g. *a planet (Saturn, as it's easily identifiable)*. Draw slowly and little by little, in order to give students the chance to guess what it is, before you complete it.
- Students call out their answers.
- Repeat with more words from the unit (*beam, skylight, litter, rubbish, swimming pool, post office, hotel, etc.*).

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 43, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 litter
- 2 Because someone has dumped litter in the wildlife park.
- 3 park
- 4 We were watching TV when Dad came home.
- 5 I was walking to school when it started to rain.
- 6 Our street used to be very quiet.
- 7 They burn wood in a fire.
- 8 spring
- 9 We took our umbrellas because it was raining.
- 10 I was tired, so I went to bed early.

#### Optional activity

- Play *Book race* (see page 20) to revise words and structures from the unit.
- Give students 20 seconds per sentence to find the answer.
- Use these sentences from the unit or choose **your own**.  
*Yes, the park used to look horrible... (Lesson 4)*  
*a window in the roof to let light in (Lesson 6)*  
*What was Emily doing when it started to rain? (Lesson 3)*  
*The eco home is in a hill in Wales. (Lesson 5)*  
*The river used to be beautiful. (Lesson 1)*  
*They don't use fossil fuels like coal or oil. (Lesson 5)*  
*I sometimes do my homework in the computer room. (Lesson 2)*  
*We don't use chemicals to clean the rooms. (Lesson 7)*  
*Litter really damages the environment. (Lesson 1)*
- Go through the answers with the class.

#### 2 Listen and write. Sing. 34

- Focus students' attention on the picture. Ask *What are they doing? Where are they?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

- 1 sun
- 2 solar
- 3 planet
- 4 work
- 5 wind
- 6 electricity
- 7 fuels
- 8 school

#### Optional activity

- Divide the class into three groups.
- Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse, and all groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

#### Further practice

Workbook page 37

Unit 4 test, Testing and Evaluation Book page 14

Progress certificate, PMB page 48

Student MultiROM • Unit 4 • Listen at home • Track 21 (song)



# 5

# Reuse and recycle

## Lesson One CB PAGE 44

Oxford iTools Digital classroom • Unit 5 • Story

### Story

#### Lesson objectives

To understand a short story

To act out a short story

#### Language

Introducing vocabulary through a story

#### Materials

CD 35

### Warmer

- Tell students they are going to sing the song *We can save our planet* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *What do you think will happen? What will the children do?*
- Students compare and discuss their ideas.

### 1 Listen and read. How do the children help? 35

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *What is Kate doing? What is Ed holding? Where are Libby and Kate?* Encourage predictions about the story.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *How do the children help?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Why are batteries dangerous? Who cleaned the river? Who arrives at the end?*

#### ANSWERS

They pick up all the litter and clean up the river.

### Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.  
*Oh, this is horrible. (Libby)*  
*Look! The TV crew is here! (Fin)*  
*Batteries are dangerous. (Man)*  
*This bird's trapped. (Woman)*  
*I'm calling our friends and families. (Kate)*  
*I'm glad the park will be safe again soon. (Ed)*  
*We'll pick up all the litter and recycle it. (Libby)*  
*We can help you clean up. (Fin)*
- With books open at page 44, students check their answers.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Man and Woman. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the word pool.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 calls 2 pick 3 trap 4 kill 5 holds 6 film

### Culture note: Recycling in Britain

In Britain, recycling 'banks' are often located in supermarket car parks. They usually consist of bottle, paper and metal banks. People bring their bottles, newspapers and empty food tins here and put them in the banks.

Larger recycling centres are usually located on the outskirts of towns. A much wider selection of things can be recycled here, e.g. soil, paint, batteries, fluorescent lights, televisions, and fridges.

There is also a recycling collection from every house. Rubbish that can be recycled is put into a special 'recycling box' or bag.

### Further practice

Workbook page 38



## Lesson Two CB PAGE 45

Oxford iTools Digital classroom • Unit 5 • Words

### Words

#### Lesson objectives

To learn words for talking about recycling

To learn words with the prefix *re-*

#### Language

Words: *oil, bottle bank, carrier bag, paper, chemicals, recycling centre, metal, battery*

Working with words: *remove, return, recycle, reuse, retell, rewrite* (Class Book); *recharge, refill, rebuild, redecorate* (Workbook)

#### Materials

CD 36-37

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who did Kate call? Who helped a trapped bird?*

### Lead-in

- Discuss recycling with the class. Ask *Do you recycle anything? Have you ever used a bottle bank? What do you recycle? How often?*

### 1 Listen and repeat. 36

- Ask students to open their Class Books and look at the picture and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### Optional activity

- Play *Lip reading* (see page 20) to revise the new vocabulary in Exercise 1.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing this exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 oil 2 battery 3 recycling centre 4 chemicals  
5 bottle bank 6 carrier bag

### 3 Listen and repeat. 37

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and the example words in the list with the prefix *re-*.
- Give students two or three minutes to silently study the information.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*recycle*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class

#### Optional activity

- Ask the students to work in pairs.
- Tell them to choose four words from the list without telling their partner. Ask them to design their own wordsearch with the words they have chosen.
- When they have finished, students give their wordsearches to their partner for them to do. Allow one or two minutes only for the activity.
- Monitor the activity, helping where necessary.

### 4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct words in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 recycle 2 return 3 reuse 4 rewrite

**NOTE:** Students now do the task on Workbook page 39. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 39

Student MultiROM • Unit 5 • Words, Working with words

#### Further practice

Grammar Time, Workbook page 181  
Workbook page 21

#### Further practice

Language, Workbook page 181  
Workbook page 21

#### Further practice

Grammar Time, Workbook page 181  
Workbook page 21

#### Further practice

Language, Workbook page 181  
Workbook page 21



## Lesson Three CB PAGE 46

Oxford iTools Digital classroom • Unit 5 • Grammar 1

### Grammar 1

#### Lesson objectives

To use *will* and *won't* to make predictions about the future

To complete sentences using *will* or *won't*

To ask and answer questions about the future using *will* or *won't*

#### Language

Core: *Now Chip will know how to do everything and he won't make mistakes.*

#### Materials

CD 38

#### Warmer

- Play *Order the letters* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- Hold up your Class Book, open at page 46. Cover the last two pictures of the comic strip cartoon with your hand so that only the first picture is visible. Ask students to do the same.
- Ask students questions about the first picture, e.g. *What is Professor doing? Why?*
- Ask students *What will Chip do now? Will he be clever?* Encourage the students to make predictions about the rest of the story. Write some ideas on the board.

#### 1 Listen and read. Does Professor's new computer work? 38

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does Professor's new computer work?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Professor put in Chip's head? What does Professor ask Chip to do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWERS

No, it doesn't.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in the text box.
- Ask students to find the example sentence in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of *will* in the story in Lesson 1.

#### Optional activity

- Tell students you are going to ask them some questions about Professor and Chip, and you want them to make predictions about the future. Ask these questions.  
*Will Chip always get things wrong?*  
*Will Chip make more mistakes?*  
*Will Professor make a new robot?*  
*Will Professor make a friend for Chip?*
- Students call out their answers. Make sure they use the correct short answer form, *Yes, he will. No, he won't.*
- Ask students to work with a partner and think of more questions they could ask about Professor and Chip.

#### 3 Complete the sentences. Use *will* or *won't*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *will* or *won't* and the verb in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 will take 2 won't come 3 will live 4 won't walk  
5 will visit 6 won't drop

#### 4 Ask and answer.

- Focus students' attention on the picture.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't* and the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 5 Grammar Time exercise on page 104 of the Workbook.

#### Optional activity

- Ask students to work in pairs.
- Students ask each other questions about their future. They can ask similar questions to those that they practised in Exercise 4 but encourage them to ask new questions too.
- Ask a few pairs to ask and answer their questions in front of the class.
- Ask students to write the questions they have practised. They give their questions to each other to check and correct if necessary.

#### Further practice

Grammar Time, Workbook page 104

Workbook page 40

Student MultiROM • Unit 5 • Grammar 1



## Lesson Four CB PAGE 47

Oxford iTools Digital classroom • Unit 5 • Grammar 2

### Grammar 2

#### Lesson objectives

To use the present continuous to talk about future plans and arrangements

To write sentences about the future using the present continuous

#### Language

Core: *We're leaving at two o'clock.*

Extra: *grandparents, guitar lessons, computer games, basketball, English lessons*

#### Materials

CD 39; sheets of paper (optional)

#### Warmer

- Play *True or false?* (see page 21) to energize the class at the beginning of the lesson.

#### Lead-in

- Say *I'm playing tennis this afternoon. What are you doing this afternoon?* Point to a student and elicit an answer.
- Ask that student to point to another student and ask *What are you doing this afternoon?* Students continue around the class practising the question and giving different answers.
- Point to the picture in Exercise 1. Ask students what they think the children are doing this afternoon.

#### 1 Listen and read. Where are they going? 39

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Where are they going?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *What are Jack and Ellie doing this afternoon? What time are they leaving?*

#### ANSWERS

They're going to the recycling centre.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students two or three minutes to study the rule.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find more examples of the present continuous in the story in Lesson 1.

#### 3 Complete the sentences. Use the present continuous.

- Focus attention on Harry's diary. Ask students to look at the diary before reading the sentences.
- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the present continuous form of the verbs in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 isn't visiting, 's having    2 isn't doing, 's playing  
3 isn't cooking, 's cleaning    4 isn't having, 's cooking

#### Optional activity

- Ask students to work in pairs. Hand out sheets of paper to each student.
- Tell students to copy the diary in Exercise 3 and write their own choice of activities for the week.
- Students take turns to ask and answer questions about their plans.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

#### 4 Write about Sally's plans for next week. Use the present continuous.

- Focus attention on the pictures and explain that the pictures represent Sally's plans for the week.
- Ask a student to read the example.
- Check that students understand they have to make sentences with the present continuous using the prompts.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 She's having an English lesson on Monday.  
2 She's playing basketball on Tuesday.  
3 She's watching TV on Wednesday.  
4 She's going swimming on Thursday.  
5 She's playing computer games on Friday.  
6 She's having a picnic on Saturday.  
7 She's visiting her grandparents on Sunday.

**NOTE:** Ask students to complete the second Unit 5 Grammar Time exercise on page 104 of the Workbook.

#### Further practice

Grammar Time, Workbook page 104

Workbook page 41

Language practice worksheet, PMB page 15

Student MultiROM • Unit 5 • Grammar 2

#### Further practice

Language practice worksheet, PMB page 15

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2

Student MultiROM • Unit 5 • Grammar 2



## Lesson Five CB PAGE 48

Oxford iTools Digital classroom • Unit 5 • Reading

### Skills Time!

#### Skills development

Reading: read a magazine article 'As good as new'; identify true and false sentences

#### Language

Recycled: vocabulary and structures seen previously

Extra: *trainers, scientist, T-shirts, plastic bottles, newspapers, comics, book covers, posters, gift boxes*

#### Materials

CD 40; sheets of paper and coloured pencils (optional)

### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

### 1 Look at the article. What do you think it is about?

- Ask students to look at the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class.
- Students choose from one of the three options (*answer b*).

### 2 Listen and read. 40

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again, pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What are the shoes made of? What did the bracelets use to be? What can you make greetings cards from?*

#### Optional activity

- Ask students to work in pairs.
- Students take turns to read the text aloud to each other in order to increase confidence and familiarity with the text.

#### Optional activity

- Ask students to work in pairs.
- Ask each pair to prepare two questions about the text in Exercise 2.
- With books closed students take turns to stand up and ask the class their questions.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True or False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Ask students to work in groups of four.
- Ask them to work together and think of more ways of recycling things. Encourage them to be as creative as possible in their ideas. Monitor the activity, helping with new vocabulary where necessary.
- Go through the ideas with the class.
- Write some of the most creative and interesting ideas on the board.
- Ask the groups to design a magazine article about their new products. Hand out sheets of paper and coloured pencils to each group.
- Students should draw pictures of their products and write one or two sentences describing what they are made from and what they *used to be*.

#### Further practice

Workbook page 42



## Lesson Six

CB PAGE 49

Oxford iTools Digital classroom • Unit 5 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: order events

Speaking: ask and answer questions about recycling

#### Language

Words in context: *greetings card, ribbon, bracelet, bus ticket, map, car tyre, juice carton, wrapping paper* (Class Book); *stick, glue, cut up, roll* (Workbook)

#### Materials

CD 41

### Warmer

- With books closed ask students to remind you of some of their ideas for recycling from the previous lesson.

### Lead-in

- Write this clue on the board: *Girls wear this on their arms.* Ask students to guess the word. (*bracelet*). If they find it difficult, give them clues, e.g. draw it very, very slowly until someone guesses correctly.

### 1 Find the words in the article to match the pictures.

- Ask the students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to go to page 48 and match the underlined words in the text to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 greetings card 2 ribbon 3 bracelet 4 bus ticket  
5 map 6 car tyre 7 juice carton 8 wrapping paper

#### Optional activity

- Play a spelling game to revise the new vocabulary.
- Divide the class into two teams. Say a word. Choose a student from Team A to spell the word. Award a point for a correct answer, or offer the word to Team B if the answer is incorrect. Repeat with a student from Team B.
- The team with the most points is the winner.

### 2 Listen. What did the children make? 41

- Tell students they are going to hear a recording. Say that they have to listen and identify what the children made.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER

They used old jeans to make pencil cases.

#### Transcript

**Boy** We read about a fun recycling competition in our favourite magazine and we decided to enter.

**Girl** We thought about it for a few days and then we had a great idea. We had some old jeans, so we decided to use them to make pencil cases.

**Boy** We cut pieces from the jeans. We used the pieces of jeans to make the pencil cases and then we decorated them with special pens.

**Girl** We made two pencil cases. One of the pencil cases had my name on.

**Boy** And the other pencil case had my name on.

**Girl** Yes. Then we sent the pencil cases to the magazine.

**Boy** We waited for a week and then we got a letter from the magazine. They loved our idea and they sent us two 'As Good As New' T-shirts.

**Girl** We were very happy. The next week, there was a photo of our pencil cases in the magazine. Then all our friends wanted pencil cases with their names on.

**Boy** We made lots of pencil cases and we sold them at school. We gave the money to charity. It was great!

### 3 Listen again and number the events in the correct order.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to number the sentences as they hear them.
- Go through the answers with the class.

#### ANSWERS

- The children read about the competition in a magazine.
- The children made pencil cases from old jeans.
- The children sent their pencil cases to the magazine.
- The magazine sent the children two T-shirts.
- The children sold pencil cases to their friends.

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I recycle plastic bottles.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.

**NOTE:** Students do the task in their Workbooks on page 43. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 43

Speaking skills worksheet, PMB page 16

Student MultiROM • Unit 5 • Words in context

Student MultiROM • Unit 5 • Listen at home • Tracks 22–25



## Lesson Seven CB PAGE 50

Oxford Tools Digital classroom • Unit 5 • Writing

### Skills Time!

#### Skills development

Writing focus: make suggestions

Writing outcome: write a leaflet (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 5 poster; a photocopy of the text from Poster 5, PMB page 44, for each student

### Warmer

- Play *What's the picture?* (see page 20) to energize the class at the beginning of the lesson and revise the vocabulary from the previous lesson.

#### Poster 5: A leaflet

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Tell students they are going to read the leaflet now. Choose six students to read the text to the class.
- Read the text box at the top and the first text box on the left to the class and ask a student to identify and read the title and introduction.
- Read the second text box on the left and ask students to identify the different paragraphs. Tell them to look at the photos and tell you some ways we can save energy. Discuss and compare their ideas.
- Read the third text box on the left and ask a student to identify sentences with *How about*, *What about* and *Why not*. Elicit more examples from the class.
- Read the first text box on the right and read the suggestion *What about having a shower instead of a bath?* Ask the class to tell you if they can remember why. (*It will use less water and take less time.*)
- Read the second text box on the right and ask a student to identify and read the conclusion.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask students to work in groups of four.
- Ask them to discuss more ways of saving energy and write a new paragraph to add to the leaflet.
- Compare and discuss the paragraphs with the class.

### 1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

#### ANSWER

a leaflet about recycling

### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Do you think recycling is a good idea? What can you do with old boxes and newspapers? What can you do with your plastic bags?*

### 3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

1 to a charity 2 to pet shops

### 4 Match the suggestions and reasons.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand how to make suggestions.
- Give students two or three minutes to study the information.
- Students can now do the exercise. Point to the example and explain that they have to match the suggestions and reasons.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 b 2 c 3 d 4 e 5 a

**NOTE:** Students now do the writing task on Workbook page 44. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 17 of the PMB after this lesson. See the notes on Teacher's Book page 136.

#### Further practice

Workbook page 44

Writing skills worksheet, PMB page 17



## Lesson Eight CB PAGE 51

Oxford iTools Digital classroom • Unit 5 • Review

### Unit 5 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 42

#### Warmer

- To revise words and structures from the unit, tell students they are going to play *True or false?*
- Read out the sentences below. Students listen and call out *True or False* (or write *T or F* in their notebooks).

- 1 Chemicals can kill birds and fish. (T)
  - 2 You can't make bags from old juice cartons. (F)
  - 3 We put shopping in carrier bags. (T)
  - 4 You can make T-shirts from plastic bottles. (T)
  - 5 Batteries have oil inside them. (F)
  - 6 People take plastic and glass to recycling centres. (T)
  - 7 It takes five car tyres to make one large T-shirt. (F)
  - 8 There are a lot of things you can do with your rubbish. (T)
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 51, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 carrier bag
- 2 It's trapped.
- 3 return
- 4 I think lots of people will live in eco homes in the future.
- 5 Liam is meeting his friend at two o'clock.
- 6 Do you think it will rain tomorrow?
- 7 a T-shirt
- 8 ribbon
- 9 R
- 10 S

#### Optional activity

- Ask students to work in pairs.
- Ask them to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions. Go around the class helping where necessary.
- Write the new questions on the board. Students choose the best ten questions to make up a new quiz.
- Students do the new quiz.

#### 2 Listen and write. Sing. 42

- Focus students' attention on the picture. Ask *What are they doing?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) Bottles and boxes and ribbons and jars. (2) Old books and magazines, tyres from cars. (3) Recycle your rubbish and make something new. (4) There are so many great things you can do.

Chorus: (1) Reuse and recycle, it's easy to do. (2) Let's use something old to make something brand new. (3) Reuse and recycle, come on everyone! (4) You'll help save the planet and have lots of fun!

Verse two: (1) Keep your old clothes and your books and games, too. (2) Friends will be happy to swap them with you. (3) Recycle your rubbish, don't throw it away. (4) Perhaps you can use it a different way.

#### Optional activity

- Divide the class into two groups. Explain they are going to sing the song as a 'round'.
- Play the recording. Group A starts to sing the song first. Group B starts to sing the song when Group A has finished the second line.
- If this works well, divide the class into four groups.
- Group B starts to sing when Group A has finished the second line, Group C starts when Group B has finished the second line, and so on.
- Repeat with a different team starting the round and so on.

#### Further practice

Workbook page 45

Unit 5 test, Testing and Evaluation Book page 15

Progress certificate, PMB page 48

Student MultiROM • Unit 5 • Listen at home • Track 26 (song)



# 6

# Crazy about wildlife!

## Lesson One CB PAGE 52

Oxford iTools Digital classroom • Unit 6 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 43

### Warmer

- Tell students they are going to sing the song *Reuse and recycle* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *What will the children do? Will they ask the TV crew to go away?*
- Students compare and discuss their ideas.

### 1 Listen and read. What is the TV programme about? 43

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *What are Libby and Ed doing? Who is the woman? What are they watching on TV?* Encourage predictions about the story.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What is the TV programme about?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does the TV presenter decide to film? Who can have free visits to the wildlife park?*

#### ANSWER

It's about how the children helped clean up the wildlife park.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Presenter and Woman. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.

- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### Optional activity

- Tell students you are going to ask them some questions about the story. With books closed, ask the following questions. See answers in brackets.
- What do the children do to help in the wildlife park? (They pick up the litter and clean up the river.)*
  - What do the DSD Club get for working in the park? (free visits to the wildlife park)*
  - Does the TV crew film the aquarium? (No)*
  - When do the children watch the TV programme? (later that week)*
  - Who speaks on the TV programme? (Libby)*
  - When does Ed want to go to the wildlife park? (next weekend)*
  - Who doesn't want to go in the river again? (Libby)*
- Students call out the answers.
  - With books open at page 52, students check their answers.

### 3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 river 2 programme 3 recycling centre 4 weekend

### Optional activity

- Ask students to tell you what things might have been dumped in the wildlife park (*litter, magazines, cans, glass bottles, car tyres, etc.*).
- Elicit as much vocabulary as possible.

### Further practice

Workbook page 46



## Lesson Two CB PAGE 53

Oxford iTools Digital classroom • Unit 6 • Words

### Words

#### Lesson objectives

To learn words for talking about a wildlife park

To learn words with the suffixes *-er* and *-or*

#### Language

Words: *insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium*

Working with words: *keep, keeper, present, presenter, sing, singer, invent, inventor, act, actor, visit, visitor* (Class Book); *teach, teacher, direct, director, help, helper, calculate, calculator* (Workbook)

#### Materials

CD 44–45

#### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who did the TV crew film? Who spoke on the TV programme?*

#### Lead-in

- Ask students if they have ever been to a wildlife park. Ask *What are your favourite animals? Have you ever seen a dolphin / tiger / elephant?*

#### 1 Listen and repeat. 44

- Ask students to open their Class Books and look at the picture and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### Culture note: Longleat Park

Longleat Park, in south west England, was the first 'safari park' to open outside Africa, where people could drive through the park and see wild animals such as lions, tigers and giraffes walking freely among the trees and plants.

Visitors can drive through the park in their cars, but there are lots of rules. People can't drive through the park in open-topped cars or motorbikes and they are only allowed to get out of their cars in certain areas of the park. In most areas it's too dangerous!

#### Optional activity

- Play *Guess the word* (see page 20) to revise the new vocabulary in Exercise 1.

#### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.

- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 aviary 2 aquarium 3 picnic area 4 reptile house  
5 aquarium 6 gift shop

#### 3 Listen and repeat. 45

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and the example words in the list with the suffixes *-er* and *-or*.
- Give students two or three minutes to study the information.
- Ask students to look up the nouns in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*presenter*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

#### Optional activity

- Play *Bingo* (see page 21) to practise the nouns with the suffixes *-er* and *-or*.
- Write a list of verbs from the Class Book and Workbook on the board, e.g. *keep, present, sing, invent, act, visit, teach, direct, help, calculate*. Students draw a 3 x 3 grid and write a verb from the list in each square.
- Call out the corresponding nouns in random order, e.g. *keeper* etc. Keep a record of the words as you say them.
- Students cross off the matching verbs in their grid. The first student to complete a line of three shouts *Bingo!* Check spellings with the class.

#### 4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the correct form of the word in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 keeper 2 invent 3 visitor 4 present

**NOTE:** Students now do the task on Workbook page 47. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 47

Student MultiROM • Unit 6 • Words, Working with words



## Lesson Three

CB PAGE 54

Oxford iTools Digital classroom • Unit 6 • Grammar 1

### Grammar 1

#### Lesson objectives

To use *going to* to talk about future plans or intentions

To write sentences using *going to*

#### Language

Core: *My class is going to adopt a tiger.*

#### Materials

CD 46; one sheet of paper per student (optional)

#### Warmer

- Play *Target words TPR* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- Point to the photo in Exercise 1 and ask *What animal is this? (a tiger)*. Elicit or teach the word *cub*.
- As an open class activity, tell students they must ask as many questions as possible about the tiger cub. (*Where is it from? What does it eat? Can it swim? What colour is it? Does it drink water? How big is a tiger cub? Are they dangerous? etc.*)

#### 1 Listen and read. What are they going to do?

46

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What are they going to do?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *What wild animal are they going to adopt? Where are the animals going to stay?*

#### ANSWERS

The classes are going to adopt wild animals. The boy's class is going to adopt a tiger.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find more examples of *going to* for future plans and intentions in the story in Lesson 1.

#### 3 Complete the sentences. Use *going to*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *going to* and the correct form of the verbs in brackets.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 are going to visit
- 2 isn't going to watch
- 3 aren't going to take
- 4 'm going to buy
- 5 isn't going to clean
- 6 are going to have

#### 4 Write sentences about Ellie and Carl. Use *going to*.

- Focus attention on the pictures and explain that the pictures represent Ellie and Carl's plans for the following week.
- Ask a student to read the example.
- Check that students understand they have to make sentences with *going to* and the prompts.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Ellie and Carl are going to visit a wildlife park on Saturday.
- 2 Ellie is going to have a piano lesson on Monday.
- 3 Ellie and Carl are going to help their mum on Tuesday.
- 4 Carl is going to play basketball on Wednesday.
- 5 Ellie and Carl are going to watch a film on Thursday.
- 6 Ellie is going to send some emails on Friday.

**NOTE:** Ask students to complete the first Unit 6 Grammar Time exercise on page 105 of the Workbook.

#### Optional activity

- Ask students to work in pairs. Hand out one sheet of paper to each student.
- Draw a seven-day diary on the board for students to copy. Ask the students to give their diary to their partner. Each student must write one activity for every day of the week, either in the morning or evening, without letting their partner see what they have written.
- When they have finished, students swap their diaries and take turns to ask and answer questions about their plans for that week.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

#### Further practice

Grammar Time, Workbook page 105

Workbook page 48

Student MultiROM • Unit 6 • Grammar 1



## Lesson Four CB PAGE 55

Oxford iTools Digital classroom • Unit 6 • Grammar 2

### Grammar 2

#### Lesson objectives

To use *going to* to make predictions about things we can see

To ask and answer questions using *going to*

#### Language

Core: *It's going to fall.*

#### Materials

CD 47

#### Warmer

- Play *Wrong word* (see page 21) to energize the class and revise *going to* from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Does Chip try to help? 47

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does Chip try to help?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Where is Professor's cat? What does Chip do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

#### ANSWER

Yes, he does.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of *going to* to make predictions about things we can see in the story in Lesson 1.

#### 3 Match the sentences and pictures.

- Ask students to look at the pictures and read the sentences silently.
- Look at the example and explain that they have to match each sentence with the correct picture. Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 c 2 d 3 a 4 b

#### 4 Ask and answer.

- Focus students' attention on the pictures.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the pictures using *going to* and the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the second Unit 6 Grammar Time exercise on page 105 of the Workbook.

#### Optional activity

- Play a miming game.
- Tell students to write an activity on a small piece of paper and then to fold the paper over, e.g. *drink tea, feed the cat, climb a tree, pick up litter, eat an ice cream, ride a horse, make a sandwich*. If necessary brainstorm some activities first.
- Collect all the pieces of paper and put them in a box, or bag. Then go around the class and ask students to pick out a piece of paper from the box or bag.
- Tell students they are now going to mime the action on their piece of paper for the class to guess.
- Students guess the actions and call out full sentence answers, e.g. *Nina's going to climb a tree.*

#### Optional activity

- Tell students to turn to page 53 and look at the picture.
- Ask students to work in pairs. Tell them to imagine that the picture is full of people that we can't see. Ask each student to write three sentences describing what people in the picture are going to see or do, e.g. *She's going to see some spiders. He's going to buy a postcard.*
- Students swap their sentences and identify where the people are, e.g. *She's going to visit the insect house. He's going to go into the gift shop.*

#### Further practice

Grammar Time, Workbook page 105

Workbook page 49

Language practice worksheet, PMB page 18

Student MultiROM • Unit 6 • Grammar 2



## Lesson Five CB PAGE 56

Oxford iTools Digital classroom • Unit 6 • Reading

### Skills Time!

#### Skills development

Reading: read an article 'Gorilla Kingdom'; identify true and false sentences

#### Language

Recycled: vocabulary and structures seen previously

Extra: *waterfalls, enclosure, warm rocks, hills, plants, birds, naughty, habitat*

#### Materials

CD 48

#### Warmer

- Play *Times up!* (see page 21) to energize the class and revise words from the unit so far.

#### 1 Look at the article and the photos. Where do you think the gorillas are?

- Ask students to look at the pictures. Ask *Where do you think the gorillas are?* Encourage students to share their ideas with the class.

#### 2 Listen and read. 48

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What is the Gorilla Kingdom like? Which gorilla likes small children? What are they hoping to have at Gorilla Kingdom soon?*

#### Optional activity

- Tell students you are going to ask some questions. They must scan the text and find the answers.  
*When did Gorilla Kingdom open? (2007)*  
*Where is it? (London Zoo)*  
*How many gorillas live in Gorilla Kingdom? (four)*  
*What do they hope to have at Gorilla Kingdom soon? (a baby gorilla)*
- Go through the answers with the class.

#### Optional activity

- Ask students to work in groups of five.
- Students choose a paragraph each. They read the text aloud to each other, with each student reading their paragraph in order.
- Students swap paragraphs and repeat, to increase confidence and familiarity with the text.

#### Optional activity

- Tell students they are going to play a guessing game.
- You are going to say sentences describing the gorillas in *Gorilla Kingdom*, and they have to guess who you are describing.
- Give students one minute to quickly skim read the text again.
- With books closed, write the names of the four gorillas on the board: *Bobby, Zaire, Effie, Jookie*.
- Say different sentences describing the gorillas. *She is the youngest gorilla. (Jookie) He is 26 years old. (Bobby) She used to live in Germany. (Effie) She is very playful. (Zaire)* etc.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Culture note: British people and animals

British people are well known for being devoted to animals and animal welfare. More than 50% of people have pets.

There are hundreds of different animal welfare charities in Britain that work to promote compassionate attitudes towards caring for wild, farm and domestic animals.

The most famous charities are probably the RSPCA (The Royal Society for the Prevention of Cruelty to Animals), which was set up in 1824, and the RSPB (The Royal Society for the Protection of Birds).

Both organizations rescue badly treated animals and birds, and promote compassionate attitudes towards animal and bird care and husbandry.

#### Further practice

Workbook page 50



## Lesson Six CB PAGE 57

Oxford iTools Digital classroom • Unit 6 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: complete fact files

Speaking: ask and answer questions about animals

#### Language

Words in context: *extinct, species, endangered, prevent, wild, population, circus, threat* (Class Book); *research, habitat, donation, adopt* (Workbook)

#### Materials

CD 49

### Warmer

- Play *Definitions* (see page 21) to energize the class and revise words from the previous lesson.

### Lead-in

- Write the names of the four gorillas from Gorilla Kingdom on the board: *Bobby, Zaire, Effie, Jookie*.
- With books closed ask students what they can remember about the four gorillas. Write notes on the board and try and elicit some of the new vocabulary in the answers. (*wild, circus, threat, extinct, endangered species*)

### 1 Find the words in the article to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 56 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 extinct 2 species 3 endangered 4 prevent 5 wild 6 population 7 circus 8 threat

### 2 Listen. What are the men talking about? 49

- Tell students they are going to hear a recording. Explain that they have to listen and identify what the people are talking about.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWERS

endangered species

### Transcript

(1) **Presenter** Today we're talking about endangered species. Lee Masters is a keeper at London Zoo. Lee, can you tell us about some endangered species?

**Lee** Well, the Giant Panda is the most famous endangered species. The Giant Panda is a large mammal. It's black and white and it's between 150 and 180 centimetres long.

**Presenter** 1.8 metres?

**Lee** Yes, the panda is a big animal. It weighs between 80 and 151 kilograms. That's the same as two men. Pandas live in hills and mountains in China. The main threat to the panda is loss of habitat.

**Presenter** I see.

(2) **Presenter** What about endangered birds?

**Lee** Well, the Great Green Macaw is one example of an endangered bird. It's between 85 and 90 centimetres long.

**Presenter** And what's its weight?

**Lee** It weighs about one kilogram.

**Presenter** One kilogram? That's quite heavy.

**Lee** Yes, it's a big bird. The Great Green Macaw is also endangered because of loss of habitat. It lives in rainforests, but people are cutting down the trees.

**Presenter** That's sad.

**Lee:** Yes.

(3) **Lee** Another problem is that people kill animals for food or sport. Like the Southern Bluefin Tuna. The Bluefin Tuna is a large fish. It is up to 430 centimetres long.

**Presenter** Wow! 430 centimetres?!

**Lee** Yes. It weighs up to 910 kilos, so it's as heavy as three horses! The Bluefin Tuna lives in oceans, but because of fishing, there aren't many left.

### 3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write the missing information as they hear it.
- Go through the answers with the class.

#### ANSWERS

1 180 2 mountains 3 bird 4 one 5 430 6 oceans

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favourite animal is the giraffe*.
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.

**NOTE:** Students now do the task on Workbook page 51. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 51

Speaking skills worksheet, PMB page 19

Student MultiROM • Unit 6 • Words in context

Student MultiROM • Unit 6 • Listen at home • Tracks 27–30



## Lesson Seven CB PAGE 58

Oxford iTools Digital classroom • Unit 6 • Writing

### Skills Time!

#### Skills development

Writing focus: identify topic sentences and paragraphs

Writing outcome: write an article (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 6 poster; a photocopy of the text from Poster 6, PMB page 44, for each student; sheets of paper, coloured pencils (optional)

#### Warmer

- Revise some of the information and vocabulary from the previous lesson.
- Draw a three-column grid and write *Giant Panda*, *Great Green Macaw* and *Southern Bluefin Tuna*.
- With books closed, ask questions to elicit information about the animals.
- At the end students can check their answers on page 57.

#### Poster 6: A magazine article

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Read the first and second text boxes on the left to the class and ask students to identify the paragraphs. Read the first text box on the right and ask students to predict what each paragraph might be about, based on the topic sentences.
- Read the second and third text boxes on the right and ask students to find examples of *and* and *but*.
- Read the fourth text box on the right and ask students to identify the adjectives. Elicit more examples of adjectives from the class.
- Tell students they are now going to read the magazine article. Choose four students to read the text to the class.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask students to work in pairs.
- Hand out a sheet of paper and coloured pencils to each pair. Ask them to write a magazine article about one of the animals in Lesson 6. They should draw pictures to illustrate the article.
- Compare and discuss the magazine articles with the class and display them around the classroom.

#### 1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

#### ANSWER

a wildlife magazine

#### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where do tigers live?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 about 5,000
- 2 People hunt them, and people cut down trees in the forests and the tigers have nowhere to live.

#### 4 Match the topic sentences and paragraphs.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentence with the class. Check that students understand how to identify topic sentences.
- Give students a minute to study the information.
- Students can now do the exercise. Point to the example and explain that they have to match the topic sentences and the paragraphs.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 b 2 d 3 a 4 c

**NOTE:** Students now do the writing task on Workbook page 52. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 20 of the PMB after this lesson. See the notes on Teacher's Book page 136.

#### Further practice

Workbook page 52

Writing skills worksheet, PMB page 20



## Lesson Eight CB PAGE 59

Oxford iTools Digital classroom • Unit 6 • Review

### Unit 6 Review

#### Lesson objectives

To review vocabulary and structures practised previously

To use vocabulary and grammar from the unit in the context of a song

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 50

#### Warmer

- To revise words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 59, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 aquarium
- 2 to the recycling centre
- 3 keeper
- 4 is going to buy
- 5 are going to play
- 6 are going to fall
- 7 2003
- 8 species
- 9 1 Dolphins are very clever animals.  
2 They can do tricks and they can learn new things.
- 10 1 Penguins are very large birds.  
2 Some penguins are over 100 centimetres tall.

#### 2 Listen and write. Sing. 50

- Focus students' attention on the picture. Ask *What animals and birds can you see?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

1 going 2 I'll 3 pandas 4 wildlife 5 species 6 take  
7 jungle 8 sing

#### Optional activity

- Ask students to work in pairs.
- Tell them they are going to rewrite all three verses of the song. Tell them to substitute different key words only. Point to line 1, and elicit a new word instead of *forests*.
- Do the same for *mountains* in line 3. Remind students to choose a word or words with the same number of syllables as the original word. Remind them also that lines 2 and 4 of each verse must rhyme.
- Give students three or four minutes to rewrite their verses.
- Ask some pairs to read their new verses to the rest of the class.

#### Further practice

Workbook page 53

Values 2 Worksheet, PMB page 21

Unit 6 test, Testing and Evaluation Book page 16

Summative Test 2, pages 17–18

Skills Test 2, pages 19–20

Progress certificate, PMB page 48

Student MultiROM • Unit 6 • Listen at home • Track 31 (song)



## Extensive reading CB PAGE 60

Oxford iTools Digital classroom • Unit 6

### Non-fiction

#### Lesson objectives

- To read an extract from an art book
- To read independently and work out meaning through context

#### Language

Extra: artist, painter, career, treasure, computer parts, sculpture, buildings, landmarks, figure, weather, salt mine, temperature, landfills

#### Warmer

- Tell students they are going to learn an American word for rubbish. Play *Guess the word* (see page 20) to elicit the word *trash*.

#### 1 Look at the pictures and the title. Where are the Trash People?

- Ask students to look at the pictures. Ask *Where are the Trash People?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Choose six or seven students and assign them a paragraph each. Ask them to read the text aloud to the class.
- Help with pronunciation of difficult words.
- Choose six or seven different students and repeat.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Where is Schult from? Why did he move to New York?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- In the 1990s.
- Rubbish, e.g. computer parts, used plastic and old cans.
- In the ice and snow in the Antarctic.
- He wants people to think about how much rubbish they create.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.

## Extensive reading CB PAGE 62

Oxford iTools Digital classroom • Unit 6

### Fiction

#### Lesson objectives

- To read a fable
- To read independently and work out meaning through context

#### Language

Extra: trunk (n), ostrich, hippo, dangerous, grow, shape, shrink, tail, fly (n)

#### Warmer

- Play *What's the picture?* (see page 20) to revise the names of some of the animals that will appear in the story and to energize the students at the beginning of the lesson.

#### 1 Look at the picture. Where are the animals?

- Ask students to look at the picture. Ask *Where are the animals?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Ask students to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the story with the class and ask questions to check comprehension, e.g. *Where did the elephant's child find the crocodile?*
- Ask students to identify differences in the way this story is written compared to 'The Raft' (Class Book page 34). Identify that this story is written from the perspective of a 'narrator' and not from the perspective of the elephant's child. Ask students to identify the different examples of direct speech.

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

- Ask students to read the story again. Give different students one or two paragraphs to read and ask them to read the story aloud to the class.
- Help with pronunciation of difficult words.
- Choose different students and repeat.
- Then ask the questions in turn. Give students a minute to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

- He wanted to know what crocodiles have for dinner.
- He wanted the elephant's child for dinner.
- Yes, it did.
- To get new noses from the crocodile.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.



# 7 Call an ambulance!

## Lesson One CB PAGE 64

Oxford iTools Digital classroom • Unit 7 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 51

### Warmer

- Tell students they are going to sing the song *Crazy about wildlife* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- Play *Miming snap* (see page 20) to energize the students and revise body parts vocabulary. You may wish to use this vocabulary later in the unit.

### 1 Listen and read. What are the children doing in picture 5? 51

- Focus students' attention on the pictures and the story. Teach the word *ambulance*. Ask prediction questions about the story. Ask *Who is Libby with? What has the man done? Has he hurt his arm?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in picture 5?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What did the children do at the DSD Club today? What has the man done? Who is Jim Fisher?*

#### ANSWER

Libby is helping a man. Kate is calling an ambulance.

#### Optional activity

- Write the following sentences which describe scenes from the story on the board.
- With books closed, ask students to read these sentences describing the story and to put them in the correct order.  
*The paramedic talks to the man. (7)*  
*A man falls off his bike. (4)*  
*The children do a first aid course. (1)*  
*Kate calls an ambulance. (6)*  
*Ed looks at the first aid kit. (3)*  
*Ed thinks about being a doctor. (2)*  
*Libby helps the man. (5)*
- Students work individually or in pairs.
- With books open at page 64 students check their answers.

#### Optional activity

- Write the following words on the board one by one:
- ambulance (frame 5), first aid kit (frame 3), bandage (frame 2), sling (frame 3), leg (frame 4), patient (frame 5), bone (frame 6), plaster (frame 3), head (frame 5), hospital (frame 6)*
- With books open on page 64, students skim the story quickly and call out the frame in which the words occur in the story.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Man and Paramedic. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words from the word pool.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 course 2 Libby 3 ambulance 4 hospital

#### Further practice

Workbook page 54



## Lesson Two CB PAGE 65

Oxford iTools Digital classroom • Unit 7 • Words

### Words

#### Lesson objectives

To learn words for talking about first aid

To learn phrasal verbs

#### Language

Words: *burn, first aid kit, bruise, bandage, cut, sling, patient, plaster*

Working with words: *put on, take off, put away, get out, put down, pick up* (Class Book); *look after, hand out, drop off, cheer up* (Workbook)

#### Materials

CD 52–53; sheets of paper (optional)

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What have the children done? Who fell off his bike? Who called the ambulance?*

### Lead-in

- Ask students *Where does an ambulance take you? Ask Why? Ask Who works in a hospital? (doctors, nurses, cooks, cleaners).* Elicit as much information as you can by asking lots of questions.

### 1 Listen and repeat. 52

- Ask students to open their Class Books and look at the picture and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

### 2 Write the words.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to consult the Dictionary pages in their Workbooks when completing this exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 cut 2 bruise 3 first aid kit 4 burn 5 sling  
6 patient

#### Optional activity

- Tell students you are going to say some situations. Ask students to tell you what to do or what you need.
- Say e.g. *I've got a cut on my finger. I've broken my arm. I've got a cut on my knee. I've got a burn on my hand.*
- Students call out answers, e.g. *You need a plaster. You need a sling. Put your hand in water.*

#### Optional activity

- Choose eight students to work together in a group.
- Write the eight words from the vocabulary set on eight separate pieces of paper. Give each student in the group a word.
- Tell the students in the group to look up their word in the Dictionary pages in their Workbook.
- Tell the class to close their books. Ask one of the students from the group to read aloud his or her dictionary definition, without saying the word.
- The first student in the class to put up his or her hand is allowed to answer.

### 3 Listen and repeat. 53

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to each picture and say the phrasal verbs.
- Give students two or three minutes to study the information.
- Ask students to look up the phrasal verbs in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list (*put on, put away*).
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

#### Optional activity

- Play a miming game.
- Ask students to work in pairs. Tell them to take it in turns to mime an action using the phrasal verbs in the list.
- Students guess the actions and call out full sentence answers, e.g. *You're putting on your shoes.*

### 4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 up 2 down 3 away 4 on

**NOTE:** Students now do the task on Workbook page 55. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 55

Student MultiROM • Unit 7 • Words, Working with words



## Lesson Three CB PAGE 66

Oxford iTools Digital classroom • Unit 7 • Grammar 1

### Grammar 1

#### Lesson objectives

- To use reported speech to report what somebody else said
- To ask and answer questions using reported speech

#### Language

Core: *He said he needed some bandages.*

#### Materials

CD 54; sheets of paper (optional)

#### Warmer

- Play *Order the letters* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. What does Chip do wrong?

54

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What does Chip do wrong?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What does Professor need? What does Chip bring him?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

He brings Professor some sandwiches, but Professor needs bandages.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the example direct speech sentence *"I need some bandages!"* in the cartoon strip.
- Give students a minute to study the rules. Point out the way direct speech is transformed to reported speech by changing the present tense to the past.
- With books closed elicit more examples from the class to check the students' understanding.

#### 3 Read and circle.

- Ask students to look at the speech bubbles and the reported speech sentences.
- Look at the example and explain that they have to read the speech bubbles and then circle the correct word in each reported speech sentence.

- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 was 2 wanted 3 was watching 4 were going

#### 4 What did they say? Ask and answer.

- Focus students' attention on the picture. Ask them to read the speech bubbles on the left silently and match them to the people in the picture.
- Ask two students to read the example speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the picture using reported speech.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 7 Grammar Time exercise on page 105 of the Workbook.

#### Optional activity

- Play a miming game.
- Tell students to write an activity on a small piece of paper and then to fold the paper over, e.g. *drink tea, feed the cat, climb a tree, pick up litter, eat an ice cream, ride a horse, make a sandwich*. If necessary, brainstorm some activities first.
- Collect all the pieces of paper and put them in a box or bag. Then go around the class and ask students to pick out a piece of paper from the box or bag.
- Tell students they are now going to mime the action on their piece of paper for the class to guess.
- Students guess the actions and call out full sentence answers using reported speech, e.g. *Nina said she was climbing a tree.*

#### Further practice

Grammar Time, Workbook page 105

Workbook page 56

Student MultiROM • Unit 7 • Grammar 1



## Lesson Four CB PAGE 67

Oxford iTools Digital classroom • Unit 7 • Grammar 2

### Grammar 2

#### Lesson objectives

To use *said* and *told* with reported speech

To write sentences using reported speech

#### Language

Core: *Our teacher told us she had got a surprise for us. She said we were going to learn first aid.*

#### Materials

CD 55; a square piece of material that you can use to make a sling (optional)

#### Warmer

- Play *Miming snap* (see page 20) to energize the class and revise the phrasal verbs from Lesson 2.

#### Lead-in

- If you have a first aid kit in school, take it to class. If you don't, draw a life-size picture of one on a sheet of paper.
- Hold up the first aid kit (or your drawing) and ask students to tell you what is inside. Elicit *plaster* and *bandage*. Ask *What can you make with a bandage?* Elicit *a sling*.
- Ask a student to come to the front of the class and make a sling for him or her using your piece of material.
- Tell students you are going to listen to someone talking about first aid.

#### 1 Listen and read. Who was coming to visit the school? 55

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Who was coming to visit the school?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *When did the doctor come to the school? What did the children learn?*

#### ANSWER

a doctor

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in each of the two text boxes.
- Give students a minute to study the rules. Check that students remember that we use *tell* when we are saying who we are talking to, e.g. *Our teacher told us she had got a surprise for us.*
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find more examples of *said* and *told* in reported speech in the story in Lesson 1.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 told 2 told 3 said 4 told 5 said 6 said

#### 4 Rewrite the sentences. Use reported speech.

- Focus attention on the picture and check that students can see who is speaking.
- Ask two students to read the speech bubbles.
- Look at the example. Check that students understand they have to rewrite the sentences in reported speech.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- Harry said he was going shopping the next day.
- Suzy said it was cold that day.
- Harry and Suzy said that they were having a party the next week.
- Harry said he was having a guitar lesson the next day.
- Suzy said her mum wasn't working that week.
- Harry said their friends were playing in the park then.

**NOTE:** Ask students to complete the second and third Unit 7 Grammar Time exercises on page 106 of the Workbook.

#### Optional activity

- Tell students to write the sentences in Exercise 3 as direct speech.
- Students work individually or in pairs.
- Go through the answers with the class.

#### ANSWERS

- "I feel ill."
- "You are going on a school trip."
- "It is raining."
- "I am going to the party."
- "I want to learn first aid."
- "We are playing football."

#### Further practice

Grammar Time, Workbook page 106

Workbook page 57

Language practice worksheet, PMB page 22

Student MultiROM • Unit 7 • Grammar 2



## Lesson Five CB PAGE 68

Oxford Tools Digital classroom • Unit 7 • Reading

### Skills Time!

#### Skills development

Reading: read a website page 'A day in the life of a firefighter'; answer questions about a text

#### Language

Recycled: vocabulary and structures seen previously

Extra: crew, fire station, air crash, equipment, fire engine, window, ladder

#### Materials

CD 56

### Warmer

- Play *Twenty twenty* (see page 21) to energize the class and elicit the word *fireman* or *firefighter*.

### 1 Look at the website. Who do you think the text is about?

- Ask students to look at the pictures. Ask *Who do you think the text is about?* Encourage students to share their ideas with the class.

### 2 Listen and read. 56

- Tell students they are going to listen to the text now.
  - Play the recording once all the way through as students read.
  - Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Does Rob ever drive the fire engine? Who rescued the mother and daughter from the house that was on fire?*

#### Optional activity

- Tell students you are going to ask some questions about the text.
  - Ask them to scan the text and find the answers.
- 1 *When does Rob start work? (9 a.m.)*
  - 2 *Where do the crew meet every morning? (in front of the fire station)*
  - 3 *What were Rob and Jenny doing when they were called? (They were checking the equipment.)*
  - 4 *What was the situation? (A house was on fire.)*
  - 5 *Who did they find trapped in one of the bedrooms? (a mother and daughter)*
  - 6 *What time was it? (eleven o'clock)*
- Go through the answers with the class.

#### Optional activity

- Ask students to work in groups of three.
- Assign the following roles. One student reads the narrative text in the first half of the article. A second student reads Rob's speech. Make sure they understand that they only read the direct speech within speech marks. The narrator reads the words *says Rob*. A third student reads the narrative text in the second half of the article.
- Students read the text aloud to each other, with each student taking their role.
- Students swap paragraphs and repeat, to increase confidence and familiarity with the text.
- If you wish, ask one or two groups to read aloud to the class.

### 3 Read again and answer the questions.

- Ask students to read the questions silently.
- Look at the example and explain that they have to write short answers.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 No, he doesn't. 2 Yes, he does. 3 Yes, they do.  
4 No, they weren't. 5 No, they didn't. 6 Yes, they did.

#### Culture note: Emergency services 999

If you want to call the emergency services in Britain, the number to call is 999. This will connect you to an operator who will ask you questions and take your details. The operator will then instruct the appropriate emergency service to come and help you, e.g. the police service, the ambulance service or the fire service.

The emergency services will only respond to life-threatening emergency situations such as accidents, fires and floods. The service is paid for by taxes.

#### Further practice

Workbook page 58



## Lesson Six CB PAGE 69

Oxford iTools Digital classroom • Unit 7 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: complete a phone call to the emergency services

Speaking: ask and answer questions about the emergency services

#### Language

Words in context: *hose, train, site, flood, breathing apparatus, accident, check, rescue* (Class Book); *lifeguard, volunteer, crew, coastguard* (Workbook)

#### Materials

CD 57

### Warmer

- Play *Order the letters* (see page 21) to revise the vocabulary from Lesson 2.

### Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Name three things that firefighters do. Who did Rob and Jenny rescue? How did they rescue them?*

### 1 Find the words in the website to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 68 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 hose 2 train 3 site 4 flood 5 breathing apparatus  
6 accident 7 check 8 rescue

### 2 Listen. Why has the lady made the phone call? 57

- Tell students they are going to hear a recording. Explain that they have to listen and identify why the lady has made the phone call.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER

She wants an ambulance because she has seen a road accident.

### Transcript

**Operator** Emergency, which service?

**Helen** We need some help here. Can you come quickly?

**Operator** Do you need the police, fire brigade or ambulance?

**Helen** I need an ambulance, please.

**Operator** What's your name, please?

**Helen** It's Helen. Helen Roberts.

**Operator** OK, Helen. Are you hurt?

**Helen** No. No, I'm fine.

**Operator** Where are you calling from, Helen?

**Helen** I think I'm in Green Street. Yes, I'm outside 51, Green Street. Opposite the bank.

**Operator** Can you tell me what's happened? What is the emergency?

**Helen** There's been an accident. A road accident.

**Operator** How many vehicles were in the accident?

**Helen** Two cars and one motorbike. The motorbike crashed into one of the cars and then the other car crashed into them.

**Operator** OK. Please stay calm. You're doing very well. Now, how many people need help?

**Helen** Three, I think. Yes, three people.

**Operator** OK, Helen. The ambulance is on its way. Can you see if any of the people ...

### 3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write the missing information as they hear it.
- Go through the answers with the class.

#### ANSWERS

1 ambulance 2 Helen 3 Green 4 road 5 cars  
6 three

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

- Ask two students to read the speech bubbles for the class using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *It's Kieran MacKenzie.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 59. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 59

Speaking skills worksheet, PMB page 23

Student MultiROM • Unit 7 • Words in context

Student MultiROM • Unit 7 • Listen at home • Tracks 32–35



## Lesson Seven CB PAGE 70

Oxford iTools Digital classroom • Unit 7 • Writing

### Skills Time!

#### Skills development

Writing focus: identify the main features of a newspaper report

Writing outcome: write a newspaper report (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 7 poster; a photocopy of the text from Poster 7, PMB page 45, for each student

### Warmer

- With books closed ask students what they can remember about the phone call to the emergency services from the previous lesson.
- Ask questions if necessary, e.g. *Who made the phone call? Which service did she need? How many vehicles were in the accident?*

#### Poster 7: A newspaper report

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students to look at Writing skills 7 poster: A newspaper report.
- Ask students the 'Before reading' question in the corner of the text. Encourage them to discuss and share their ideas.
- Tell students they are now going to read the newspaper report. Choose four students to read the text to the class.
- Read the first and second text boxes on the left to the class and ask students to tell you what the article is about.
- Read the first text box on the right and ask students the following questions: *What happened? When did it happen? Where did it happen? Who did it happen to?*
- Read the second text box on the right and ask students to find examples of past tenses. Elicit more examples.
- Read the third text box on the left and ask students what happened in the end.
- Read the text box at the bottom. Point to the first example of reported speech (*Dave Parsons told reporters Richie was a hero.*) and ask students to convert it into direct speech. (*"Richie is a hero."*) Go through all examples of direct and reported speech and do the same.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

### Optional activity

- Ask students to work in pairs.
- Ask them to write a newspaper report about the story in Lesson 1.
- Compare and discuss the newspaper reports with the class and display them around the classroom.

### 1 Look at the text. Where do you think it is from?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them where they think it is from.

#### ANSWER

a newspaper

### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *Who took Jake to hospital?*

### 3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

1 An electric heater caught fire. 2 Jake

### 4 Number the parts of the newspaper report in the correct order.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand how to structure a newspaper report.
- Give students a minute to study the information.
- Students can now do the exercise. Point to the example and explain that they have to number the parts of the newspaper report in the correct order.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 Family Trapped in Flood 2 Two children and their parents are safe ... 3 Emma Hicks, aged 11 ... 4 Emma said that the firefighters were amazing ...

**NOTE:** Students now do the writing task on Workbook page 60. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 24 of the PMB after this lesson. See the notes on Teacher's Book page 137.

### Further practice

Workbook page 60

Writing skills worksheet, PMB page 24



## Lesson Eight CB PAGE 71

Oxford iTools Digital classroom • Unit 7 • Review

### Unit 7 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 58

#### Warmer

- Write these sentences on the board. Tell students that each sentence contains either a grammatical or a factual mistake.
- Ask students to correct them.
- 1 *He said he needs some bandages. (needed)*
- 2 *She said me she was hungry. (told)*
- 3 *I'm cold. I'm going to put down my coat. (take off)*
- 4 *I've broken my arm so I've put a plaster on it. (bandage)*
- 5 *We're here. We can get up of the car now. (get out)*
- 6 *Jane spilt hot tea on her arm. She's got a big bruise now. (burn)*
- Students come to the board and correct the sentences.
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 71, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- burn
- A man called Jim Fisher. He has fallen off his bicycle.
- put on
- didn't like
- was working
- were going
- a mother and her daughter
- train
- C, I
- I, C

#### Optional activity

- Ask students to work in pairs.
- Ask them to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions. Go around the class helping where necessary.
- Write the new questions on the board. Students choose the best ten questions to make up a new quiz.
- Students do the new quiz.

#### 2 Listen and order the lines. Sing. 58

- Focus students' attention on the picture. Ask *Which emergency services do these people represent?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) Sometimes there are disasters, (2) They can happen to us all. (3) But when you are in trouble (4) There are people you can call.

Chorus: (1) Police and paramedics, (2) Brave firefighters, too.

(3) Whenever you're in danger (4) They will come to rescue you.

Verse two: (1) So accidents can happen (2) But you're never on your own. (3) There's help around the corner, (4) Just pick up your telephone.

#### Optional activity

- Divide the class into four groups.
- Ask each group to write their own chorus using some of the language they have learned in this unit.
- Monitor the activity and help where necessary.
- Ask each group to read their chorus aloud for the class.
- Ask each group to sing the song all the way through with their chorus.

#### Further practice

Workbook page 61

Unit 7 test, Testing and Evaluation Book page 21

Progress certificate, PMB page 49

Student MultiROM • Unit 7 • Listen at home • Track 36 (song)



# 8 Let's eat healthily

## Lesson One CB PAGE 72

Oxford iTools Digital classroom • Unit 8 • Story

### Story

#### Lesson objectives

To understand a short story

To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 59

### Warmer

- Tell students they are going to sing the song *Whenever you're in danger* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *Will the children visit Jim Fisher in hospital? What will he say? Will he be better?*
- Students compare and discuss their ideas.

### 1 Listen and read. Where are the children in pictures 2 and 5? 59

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are the children? What are they buying?* Encourage predictions about the story.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *Where are the children in pictures 2 and 5?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What do they buy Jim? When is the big match? Will Jim be able to play?*

#### ANSWER

They're in a supermarket in picture 2. They're in hospital in picture 5.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
  - Divide the class into groups of five to play the parts of Fin, Kate, Ed, Libby and Jim. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.

- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

#### Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.  
*OK, let's buy Jim some fresh fruit. (Fin)*  
*Do you think he likes grapes? (Libby)*  
*If I rest, I'll be better in a couple of weeks. (Jim)*  
*I love grapes. (Kate)*  
*I'm so excited about going to visit him in hospital! (Ed)*  
*What is it? (Kate)*  
*We can buy him some chocolates. (Ed)*  
*Hello, Jim. Please, don't get up. (Libby)*  
*But the big match is on Saturday! (Fin)*  
*Come on, then. (Libby)*
- Students call out the names.
- With books open at page 72 students check their answers.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True or False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Ask students to think of more things you could take someone in hospital.
- Students call out suggestions. Elicit as many ideas as possible.

#### Further practice

Workbook page 62



## Lesson Two CB PAGE 73

Oxford iTools Digital classroom • Unit 8 • Words

### Words

#### Lesson objectives

To learn words for talking about food and healthy eating

To learn phrasal verbs with *get*

#### Language

Words: *additives, dairy products, health food, home-made, ingredients, junk food, ready-made, sugar*

Working with words: *get up, get on with, get on, get off* (Class Book); *get back, get stuck, get around to, get rid of* (Workbook)

#### Materials

CD 60-61

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What did the children buy Jim? Where did the children go before they went to the hospital?*

### Lead-in

- Write a list of food words that the students know on the board. Write the letters in jumbled order. (*sugar, crisps, salad, fruit, sweets, meat, milk, egg, ice cream, chocolate, fish, pastries*)
- Tell students to unjumble the letters as quickly as possible and call out when they have finished them all.
- Point to each word in turn and ask students which ones are healthy foods and which ones aren't healthy.

### 1 Listen and repeat. 60

- Ask students to open their Class Books and look at the words and definitions.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.
- Go through the definitions with the class. Ask different students to read the definitions aloud.

#### Optional activity

- Draw a three-column table on the board. Write the headings: Dairy products, Health food, Junk food.
- Brainstorm as many food words as possible for each column.
- This can be done in teams or as an open class activity.
- If students have difficulty, draw simple pictures on the board to act as clues.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in the word pool.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 junk food 2 ready-made 3 dairy products

4 home-made 5 ingredients 6 additives

#### Optional activity

- Ask students to work in pairs.
- Tell them to work with their partner and write one more sentence for each of the new words practised in Exercise 2.
- Go around the class helping where necessary.
- Ask each pair to work with another pair. Students take it in turn to read their sentences to each other.
- Ask some students to read their sentences to the class.

### 3 Listen and repeat. 61

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the pictures in turn and go through the phrasal verbs.
- Ask students to look up the phrasal verbs in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*get up*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### 4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 off 2 up 3 on with 4 on

**NOTE:** Students now do the task on Workbook page 63. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 63

Student MultiROM • Unit 8 • Words, Working with words



## Lesson Three CB PAGE 74

Oxford iTools Digital classroom • Unit 8 • Grammar 1

### Grammar 1

#### Lesson objectives

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

To ask and answer questions using the first conditional

#### Language

Core: *If I press this button, the machine will make a pizza.*

#### Materials

CD 62

#### Warmer

- Play *Guess the word* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Does Professor's machine work? 62

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does Professor's machine work?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What kind of machine has Professor made? What does the machine make?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

No, it doesn't.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentence in the text box. Point to the 'Look!' note and check that students understand.
- Ask students to find the example sentences in the cartoon strip.
- Give students a minute to study the rule.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find more examples of the first conditional in the story in Lesson 1.

#### 3 Read and tick.

- Ask students to look at the sentences.
- Look at the example and explain that they have to choose the correct option for the second clause.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 your teacher will be angry
- 2 we cook dinner
- 3 they'll win the football match
- 4 we don't hurry
- 5 he'll buy a new CD
- 6 you don't eat lots of vegetables

#### Optional activity

- Write these first conditional sentences from Lesson 1 on the board: *If he doesn't like them, I'll eat them. If I rest, I'll be better in a couple of weeks.*
- Ask students to reverse the position of the clauses in each sentence. Students call out the answers. (*I'll eat them if he doesn't like them. I'll be better in a couple of weeks if I rest.*) Remind students of the difference in punctuation.
- Write these sentences from Lesson 1 on the board: *He won't be bored in hospital if he's got a book to read. It won't be a surprise if I tell you!*
- Change *won't* to *will* in each sentence and ask students to change the rest of the sentence without changing the meaning. (*He will be bored in hospital if he hasn't got a book to read. It will be a surprise if I don't tell you.*)
- Repeat with more examples.

#### 4 Match. Ask and answer.

- Focus students' attention on the picture and the two lists that Emily is holding.
- Together with the students, match each item in the list on the left with a corresponding item in the list on the right.
- Ask two students to read the speech bubbles for the class.
- Check that students understand they have to make questions using the time markers in the left hand list (*tomorrow morning, next weekend, tonight, tomorrow, on Sunday*), and answers using the items in the right hand list. Ask them to work in pairs.
- Students take turns to ask and answer questions using the prompts in the two lists.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 8 Grammar Time exercise on page 106 of the Workbook.

#### Optional activity

- Divide the class into two teams.
- Write a jumbled first conditional sentence on the board.
- Ask a student to come to the board and write the words in the correct order. To get a point they must write both versions correctly with the correct punctuation.
- Continue with students from each team in turn.

#### Further practice

Grammar Time, Workbook page 106

Workbook page 64

Student MultiROM • Unit 8 • Grammar 1



## Lesson Four CB PAGE 75

Oxford iTools Digital classroom • Unit 8 • Grammar 2

### Grammar 2

#### Lesson objectives

To use the first conditional to make questions

To complete first conditional sentences

#### Language

Core: *Will I get ill if I don't eat fruit and vegetables?*

#### Materials

CD 63

#### Warmer

- Play *Lip reading* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

#### Lead-in

- Point to the photos in Exercise 1 in turn. Tell students you are going to describe a food and they must guess which it is, e.g. *They're small and round. They're green or black. They're a fruit. (grapes)*
- Students call out the answers. Continue with all the foods, or ask students to stand up in turn and describe foods for the class to guess.

#### 1 Listen and read. Is junk food good for you? 63

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Is junk food good for you?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Which food has a lot of additives? Why do we need to eat fruit and vegetables?*

#### ANSWERS

No, it isn't.

#### Culture note: Roast beef

Roast beef has been a favourite British national dish since the fifteenth century, when King Henry VII's royal bodyguards became known as the 'Beefeaters'. This was because of the large amount of beef they were allowed to eat as part of their daily food ration. They are still known as Beefeaters today, and they stand guard outside the Tower of London.

Today, the traditional meal eaten at Sunday lunchtime is roast beef. A 'Sunday roast' consists of roast beef, roast potatoes, Yorkshire pudding, vegetables and gravy. Yorkshire puddings are made of batter and cooked in the oven. Roast beef is often cooked 'rare' so that it is pink in the middle. The potatoes should be crisp on the outside and soft on the inside. The traditional accompaniment for roast beef is mustard or horseradish sauce. (Horseradish grows wild in Britain and is very hot, like mustard.)

#### 2 Read and learn.

- Focus students' attention on the example question and short answers in the text box.
- Give students time to read them.
- With books closed give some more examples to check the students' understanding. Elicit more examples from the students.

#### 3 Match.

- Ask students to read the question clauses silently.
- Look at the example and explain that they have to match the clauses to make complete questions.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Write the first clause of a first conditional question on the board, e.g. *Will you be healthy...*
- Elicit an ending from the class and write it on the board, e.g. *if you eat a lot of chocolate?*
- Ask students to come to the board in turn and write alternative clauses. Encourage them to be as creative or funny as possible. (*if you don't do exercise, if you don't eat fruit and vegetables, if you eat junk food, if you eat lots of sugar, etc.*)
- Elicit and model new vocabulary if necessary.

#### 4 Complete the sentences. Use the first conditional.

- Point to the example and ask a student to read it for the class.
- Check that students understand they have to make questions using the prompts in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 You'll be tired tomorrow if you don't go to bed early.
- 2 Will the boys wear their new T-shirts tomorrow if it's sunny?
- 3 The cake will burn if I don't turn off the oven.
- 4 We won't go to the beach tomorrow if it rains.
- 5 Will Lisa visit us tomorrow if she has time?
- 6 Jack will come to the party if you invite him.

**NOTE:** Ask students to complete the second Unit 8 Grammar Time exercise on page 107 of the Workbook.

#### Further practice

Grammar Time, Workbook page 107

Workbook page 65

Language practice worksheet, PMB page 25

Student MultiROM • Unit 8 • Grammar 2



## Lesson Five CB PAGE 76

Oxford iTools Digital classroom • Unit 8 • Reading

### Skills Time!

#### Skills development

Reading: read an information poster 'The healthy eating pyramid'; read and write short answers

#### Language

Recycled: vocabulary and structures seen previously

Extra: *favourite, occasional treat, calcium, avoid, whole grains, healthy heart*

#### Materials

CD 64

### Warmer

- Play a miming game. Tell students you are going to mime eating a food and they must guess what you are eating. Mime cutting a slice of melon, and then eating bites from it going from left to right.
- Students take it in turns to mime eating different foods. Encourage them to mime lots of different foods, e.g. *a bowl of cereal, a biscuit, rice with chopsticks*.

### 1 Look at the poster. Which foods should you eat most of?

- Ask students to look at the poster and identify some of the food words. Ask *Which foods should you eat most of?* Encourage students to share their ideas with the class. When you have agreed on the types of food, ask why you shouldn't eat mostly cake or chocolate. Elicit *They contain too much sugar*.

### 2 Listen and read. 64

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What do dairy products contain? What should be occasional treats? What are the most important parts of a healthy diet?*

#### Optional activity

- Tell students you are going to read the text aloud and they should follow the text in their books.
- Tell them that you feel tired and you might make some mistakes. Ask students to listen carefully and call out if you make a mistake.
- Read the text slowly and clearly. In various places make a mistake, e.g. substitute, leave out or add a word.
- Students call out your mistakes and tell you what the correct word should be.
- Continue until you have read the whole text.

#### Optional activity

- Read each of the paragraphs in random order. Be careful to 'gap' the food words or category words when they appear, e.g. \_\_\_\_\_ and \_\_\_\_\_ are important, too. *They keep our bodies healthy...*
- Students listen with books closed and guess the food words or food category that has been left out.
- Students call out the answers.
- You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

### 3 Read again and write the answers.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write short answers.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Yes, it is. 2 No, it isn't. 3 Yes, they are. 4 No, it isn't.  
5 Yes, it is. 6 Yes, you can.

#### Optional activity

- Ask students to work in pairs.
- Tell them to write six questions to ask their partner about food and healthy eating, e.g. *Why should we eat nuts and beans?* They should also write the answers.
- Students take turns to ask each other their questions with books closed.
- You may wish to ask some students to stand up and ask the class some of their questions.

#### Further practice

Workbook page 66



## Lesson Six CB PAGE 77

Oxford iTools Digital classroom • Unit 8 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: listen and summarize

Speaking: ask and answer questions about diet

#### Language

Words in context: *energy, calories, snacks, sweet, salty, diet, vitamins, source* (Class Book); *plenty, brain, raw, clever* (Workbook)

#### Materials

CD 65

### Warmer

- Play *Talk!* (see page 21) to energize the class at the beginning of the lesson.

### Lead-in

- Tell students you are going to revise the food pyramid from Lesson 5. Draw a pyramid on the board, like the one in the previous lesson, leaving space to draw and write words.
- Elicit the different food words and food categories. Draw and write them in the correct place within the pyramid until it is complete.

### 1 Find words in the poster to match the definitions.

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 76 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 energy 2 calorie 3 snack 4 sweet 5 salty 6 diet 7 vitamins 8 source

### 2 Listen. What is the same about these stories? 65

- Tell students they are going to hear a recording. Explain that they have to listen and say what is the same about these stories.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWERS

Each story is about a cooking disaster.

### Transcript

**Woman** I was making a special chicken dish for my family. I went to the supermarket to buy everything I needed. When I got home, I started cooking. Then I realized that I didn't have any chicken! I ran back to the supermarket and bought some. The meal was a bit late, but it tasted good.

**Teenage boy** I wanted to help my mum, so I took the meat out of the fridge and put it in the oven to cook for dinner. After a while, there was a horrible smell. I looked in the oven and saw that the meat was wrapped in plastic. I forgot to remove the plastic and it melted in the oven and made black smoke. We couldn't eat the meat. I felt very silly.

**Teenage girl** It was my mum's birthday and I decided to make her a cake. I put the cake in the oven and went into the living room. I was very tired and I fell asleep. I woke up when my mum came home. The house was full of smoke and the cake was black. It was very lucky that my mum came home when she did. I won't cook by myself again.

**Man** I was making some soup but it wasn't very tasty. I put some salt in the soup, but it tasted sweet. I put in some more salt and some more, but the soup tasted sweeter and sweeter. Then I tasted the salt. It wasn't salt. It was sugar!

### 3 Listen again and match.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to match the speaker with the summary as they hear it.
- Go through the answers with the class.

#### ANSWERS

1 c 2 d 3 a 4 b

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I eat a lot of meat.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 67. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 67

Speaking skills worksheet, PMB page 26

Student MultiROM • Unit 8 • Words in context

Student MultiROM • Unit 8 • Listen at home • Tracks 37–40



## Lesson Seven CB PAGE 78

Oxford Tools Digital classroom • Unit 8 • Writing

### Skills Time!

#### Skills development

Writing focus: conclude a personal account

Writing outcome: write a personal account (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 8 poster; a photocopy of the text from Poster 8, PMB page 45, for each student

### Warmer

- Write the words and definitions from Lesson 6 on the board. Write them in a different order to how they appeared in the lesson, and gap words in the definitions, e.g. *snacks (n) food that you eat between \_\_\_\_\_*.
- With books closed, elicit the missing words.
- At the end students look up the words in the Dictionary pages in their Workbook to check their answers.

### Poster 8: A personal account

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Tell students they are now going to read the text. Choose three students to read the text to the class.
- Read the first two text boxes on the left to the class and ask students to identify which sentences in the first paragraph refer to 1) the introduction, 2) when the event happened and 3) who was there.
- Point to the second paragraph and explain that this contains the main events of the story. Ask students which tenses they think would be used. Elicit past simple and past continuous. Read the three text boxes on the right-hand side of the poster to confirm the use of tenses and the sequence words. Ask students to identify the sequence words.
- Point to the final paragraph and explain that this is the ending. Read the third text box on the left-hand side of the page to the class and ask students to identify which sentences refer to 1) what happened, 2) how people felt 3) the writer's comments and opinion.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

### Optional activity

- Ask students to work in pairs. Ask them to write a different second and third paragraph for the personal account in the poster. Remind them to use the sequence words and the correct past tenses, but the details of the account must be different.
- Students read out their accounts to the rest of the class. Compare and discuss the accounts with the class and ask the students to vote for their favourite.

### 1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

#### ANSWER

a cooking disaster

### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What did Tina's mum buy her? What ingredients did she buy? What did she drop?*

### 3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

1 a pizza

2 She was listening to the radio.

### 4 Match.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand how to end a personal account.
- Give students a minute to study the information.
- Students can now do the exercise. Point to the example and explain that they have to match each category on the left to an example sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 c 2 b 3 a

**NOTE:** Students now do the writing task on Workbook page 68. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 27 of the PMB after this lesson. See the notes on Teacher's Book page 138.

### Further practice

Workbook page 68

Writing skills worksheet, PMB page 27



## Lesson Eight CB PAGE 79

Oxford iTools Digital classroom • Unit 8 • Review

### Unit 8 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 66

#### Warmer

- Play *Book race* (see page 20) to revise words and structures from the unit.
- Give students 20 seconds per sentence to find the answer.
- Use these sentences from the unit or choose your own.  
*If you eat lots of whole grains, you will have a healthy heart. (Lesson 5)*  
*I've made a wonderful new cooking machine. (Lesson 3)*  
*Let's buy a present for Jim. (Lesson 1)*  
*Milk, cheese and yogurt are dairy products. (Lesson 2)*  
*This person fell asleep and burnt something. (Lesson 6)*  
*I decided to make pizza for dinner one evening. (Lesson 7)*  
*things we add to food to make it taste or look better, or to help it stay fresh (Lesson 2)*  
*I can't believe the man we helped is a famous footballer! (Lesson 1)*  
*Will I get ill if I don't eat fruit and vegetables? (Lesson 4)*
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 79, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 ingredients
- 2 grapes and a book
- 3 up
- 4 will be
- 5 don't tidy
- 6 won't play
- 7 because they're full of calcium which is good for our bones and teeth

8 diet

9 I was very glad that my family enjoyed the meal.

10 Now I know the difference between sugar and salt!

#### 2 Listen and write. Sing. 66

- Focus students' attention on the picture. Ask *What foods can you see?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

- 1 vegetables
- 2 If
- 3 will
- 4 energy
- 5 eating
- 6 Fruit
- 7 sweet
- 8 vitamins

#### Optional activity

- Divide the class into four groups.
- Give each group two lines from each of the two verses of the song to sing.
- Sing the song all the way through with each group singing their own verse, and both groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap lines and repeat.

#### Further practice

Workbook page 69

Unit 8 test, Testing and Evaluation Book page 22


Progress certificate, PMB page 49

Student MultiROM • Unit 8 • Listen at home • Track 41 (song)



# 9 The big match

## Lesson One CB PAGE 80

Oxford iTools  Digital classroom • Unit 9 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a short story

#### Language

Introducing vocabulary through a story

#### Materials

CD  67

### Warmer

- Tell students they are going to sing the song *Start eating healthily* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *What do you think is Jim's surprise?* Encourage students to make guesses about what it will be.
- Students compare and discuss their ideas.

### 1 Listen and read. What are the children doing in pictures 4 and 6? 67

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are they? What are they watching?* Encourage predictions about the story.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in pictures 4 and 6?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What is Jim's surprise? Does Jim's team win the match? What job has Jim got for them?*

#### ANSWERS

They are watching a football match in picture 4. They are giving the trophy to the captain of the team in picture 6.

### Optional activity

- Play *Disappearing dialogue* (see page 21).
- Write the dialogue from Frame 3 on the board and read it with the students.
- Rub out four words and ask students to read the dialogue again, saying the missing words.
- Rub out four more words and repeat.
- Continue rubbing out words until the students are saying the dialogue from memory.
- Leave only the characters' names at the start of each line to help them.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Fin, Kate, Ed, Libby, Jim and Captain. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 tickets 2 seats 3 players 4 goalkeeper 5 job  
6 trophy

#### Further practice

Workbook page 70



## Lesson Two CB PAGE 81

Oxford iTools Digital classroom • Unit 9 • Words

### Words

#### Lesson objectives

- To learn words for talking about sport
- To learn antonyms

#### Language

Words: *athlete, coach, training, trophy, goalkeeper, fan, exercise, captain*

Working with words: *best, worst, win, lose, give, take* (Class Book); *deep, shallow, clean, dirty, noisy, quiet* (Workbook)

#### Materials

CD 68–69; sheets of paper (optional)

#### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Where did the children go? What did they see?*

#### Lead-in

- Discuss sport with the class. Ask *Which sports do you play?* Find out who is in a school team and who has won a trophy. Ask *Who are your favourite sports stars?*

#### 1 Listen and repeat. 68

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### Optional activity

- Play *What's the picture?* (see page 20) to revise the new vocabulary in Exercise 1.

#### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 training 2 trophy 3 coach 4 captain 5 athlete  
6 fan

#### Optional activity

- Ask students to work in pairs.
- Tell them to write a short paragraph using the words from the list. Tell them you will award a point for each word that is used correctly so the more words they can use the higher their score will be. They can choose to write in the present, past or future tenses.
- Students read their paragraphs to the class.
- Award a point for each word used correctly.

#### 3 Listen and repeat. 69

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and example words in the list.
- Give students a minute to study the information.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*goalkeeper, fan, captain, trophy*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

#### 4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 take 2 win 3 give 4 worst

#### Optional activity

- Elicit two or three words and their antonyms and write them on the board.
- Divide the class into six teams. Hand out a sheet of paper to each team and ask them to elect a team secretary.
- Give them 30 seconds to write a list of as many antonyms as possible. Students must whisper their words to their team secretary so that other teams can't hear the words.
- Collect one of the lists. Read out the words in turn. Each team secretary crosses off the words on their list as they hear them. When you have finished, ask students to tell you the rest of the words on their list until all the words have been called out.
- The team with the most words is the winner.

**NOTE:** Students can now do the task on Workbook page 71. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 71

Student MultiROM • Unit 9 • Words, Working with words



## Lesson Three CB PAGE 82

Oxford  
iTools Digital classroom • Unit 9 • Grammar 1

### Grammar 1

#### Lesson objectives

To use *may*, *might* and *could* to talk about present and future possibilities

To ask and answer questions about the future using *may*, *might* and *could*

#### Language

Core: *I might need to do more work on those boots!*

#### Materials

CD 70

#### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. What has Professor invented? 70

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What has Professor invented?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What are Professor's boots for? Do they work?*
  - In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWERS

He has invented some Exercise Boots.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the two example sentences in the cartoon strip.
- Give students a minute to study the rules
- With books closed elicit more examples from the class to check the students' understanding
- Ask students if they can find an example of *may*, *might* or *could* in the story in Lesson 1.

#### Optional activity

- Ask two students to come to the front of the class and stand with their backs to the board.
- Write on the board a common item they know, e.g. *a shoe, a pen, a box, a hat*.
- Ask the class to help the two students find out what the object is by making suggestions of what they *might* or *could* do with it, e.g. *I might wear it. I might give it to a friend. I could put it on my head. I could put my pencils in it.*
- Encourage them to use their imaginations and tell them not to make the clue too obvious.
- The two students at the board try and guess the object.
- Continue the game asking different students to come to the board.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 could 2 might 3 may 4 could 5 might 6 will

#### Optional activity

- Ask students to identify which sentences in Exercise 3 communicate future possibilities and which express future definites.
- Students call out their answers.

#### 4 Ask and answer.

- Focus students' attention on the pictures. Ask *What's the weather like in picture 1? What's the weather like in picture 2?* Elicit *hot and sunny*, and *rainy and cloudy*.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't*, or *may*, *might* and *could* and the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 9 Grammar Time exercise on page 107 of the Workbook.

#### Optional activity

- Ask students to work in pairs.
- Students ask each other questions about their plans for the weekend. They can ask similar questions to those that they practised in Exercise 4 but encourage them to ask new questions too.
- Ask a few pairs to ask and answer their questions in front of the class.

#### Further practice

Grammar Time, Workbook page 107

Workbook page 72

Student MultiROM • Unit 9 • Grammar 1



## Lesson Four CB PAGE 83

Oxford iTools Digital classroom • Unit 9 • Grammar 2

### Grammar 2

#### Lesson objectives

To use *have to* / *had to* to talk about something that *is* / *was* necessary

To use *don't have to* / *didn't have to* to talk about something that *is not* / *was not* necessary

To write questions and answers using *have to*

#### Language

Core: *Do you have to exercise every day?*

Extra: *gym, body*

#### Materials

CD 71

#### Warmer

- Play *A long sentence* (see page 20) to energize the class at the beginning of the lesson and revise *may*, *might* and *could*.
- Point to a student and say *If it's sunny tomorrow, I could go to the park.*
- The student points to another student and says the sentence, adding another suggestion using *may* or *might*, e.g. *If it's sunny tomorrow, I could go to the park or I might play tennis.* Explain that they can't repeat the modal verb that was used directly before.
- Continue the game until someone forgets the words in the chain.

#### Lead-in

- Brainstorm ideas for different ways of doing exercise, e.g. *walking to school, playing football, running up the stairs.*
- Write the best ideas on the board.

#### 1 Listen and read. Who could be giving the advice about exercise? 71

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Who could be giving the advice about exercise?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Is it important to do some exercise every day? Do you have to go to the gym every day?*

#### ANSWERS

a health professional; a sports teacher

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Give students two or three minutes to study the rules.

- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.
- Ask students to find an example of *have to* or *had to* in the story in Lesson 1.

#### 3 Read and choose.

- Ask students to read the sentences and options silently.
- Look at the example and explain that they have to choose the correct option *a*, *b* or *c* to complete the sentences.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 a 2 c 3 b 4 a 5 b 6 a

#### 4 Write questions and answers about Anna.

- Focus attention on the picture of Anna and her 'To do' list.
- Ask a student to read the example.
- Check that students understand they have to write questions and answers about the list.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Does Anna have to feed the fish today? Yes, she does.
- 2 Does Anna have to clean the floors today? No, she doesn't.
- 3 Does Anna have to do a first aid course today? No, she doesn't.
- 4 Does Anna have to send an email today? Yes, she does.
- 5 Does Anna have to go to the recycling centre today? Yes, she does.
- 6 Does Anna have to cook dinner today? No, she doesn't.

**NOTE:** Ask students to complete the second Unit 9 Grammar Time exercise on page 107 of the Workbook.

#### Optional activity

- Ask students to work in pairs. Tell them to write a list of six things that might appear on their 'To do' list. Tell them not to write ticks and crosses about what they have to do or don't have to do.
- Tell students to ask their partner a question about their lists, e.g. *Do I have to tidy my room today?* Their partner decides yes or no and responds, e.g. *Yes, you do.* or *No, you don't.*
- Students take turns to ask and answer questions about their lists until they have asked all the questions.

#### Further practice

Grammar Time, Workbook page 107

Workbook page 73

Language practice worksheet, PMB page 28

Student MultiROM • Unit 9 • Grammar 2



## Lesson Five CB PAGE 84

Oxford Tools Digital classroom • Unit 9 • Reading

### Skills Time!

#### Skills development

Reading: read a process text 'Just breathe'; answer questions

#### Language

Recycled: vocabulary and structures seen previously

Extra: *blood*

#### Materials

CD 72

### Warmer

- Play *Time's up!* (see page 21) to energize the class and revise the vocabulary from Lesson 2.

### Look at the text. Where do you think it is from?

- Ask students to look at the picture and the text. Ask *Where do you think it is from?* Encourage students to share their ideas with the class (*a text book, an information leaflet, a website*).
- Ask students to predict what the text might be about. Teach the word *breathe* and model the correct pronunciation.

#### Culture note: Smoke-free UK

Smoking is very bad for your health. It's bad for your heart and bad for your lungs. On 1st July, 2007 it became illegal to smoke at work, and in all enclosed public places in the UK. These include restaurants, cafes, railways stations, buses, airports, etc. This means that the air we breathe when we are in these places is much cleaner and healthier.

### 2 Listen and read. 72

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What is the text about?*

#### Optional activity

- Ask students to work in pairs.
- Students choose one half of the text to read. They read the text aloud to each other.
- Students swap halves and repeat, to increase confidence and familiarity with the text.

#### Optional activity

- Play a version of *Lip reading* (see page 20) with the underlined words in the text to practise pronunciation.

### 3 Read again and write the answers.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write the correct short answers.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 No, it isn't. 2 No, it doesn't. 3 Yes, they do.  
4 Yes, they do. 5 Yes, they do. 6 No, it doesn't.

#### Optional activity

- With books closed, write the underlined words on the board.
- Give the students a minute to memorize the words and the spelling. (This activity is for practising spelling, not for checking comprehension and meaning.)
- Point to a word and then rub it out. Students write the word paying attention to the spelling.
- Continue until all the words have been rubbed out.
- Go through the correct spellings with the class.
- This can be done individually or in teams.

#### Optional activity

- Play a spelling game with the underlined words. (This activity is for practising spelling and pronunciation, not for checking comprehension and meaning.)
- Divide the class into two teams. Say one of the underlined words. Choose a student from Team A to spell the word. Award a point for a correct answer, or offer the word to Team B if the answer is incorrect. Repeat with a student from Team B.
- The team with the most points is the winner.

#### Further practice

Workbook page 74



## Lesson Six CB PAGE 85

Oxford iTools Digital classroom • Unit 9 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: listen for details in an interview

Speaking: ask and answer questions about exercise

#### Language

Words in context: *process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart* (Class Book); *beat, pulse rate, wrist, steady* (Workbook)

#### Materials

CD 73

### Warmer

- Play *Wrong word* (see page 21) to energize the class at the beginning of the lesson.

### Lead-in

- With books closed, copy the illustration from page 84 onto the board. Draw the outline of the body and the windpipe, lungs and heart. Try and elicit the words *heart* and *lungs* if possible but model them if necessary.

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

- Ask the students to open their Class Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 84 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 process 2 oxygen 3 blood 4 breathe 5 lungs  
6 pump 7 carbon dioxide 8 heart

### 2 Listen. What sport does Joe do? 73

- Tell students they are going to hear a recording. Explain that they have to listen and tell you what sport Joe does.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER

cycling

### Transcript

**Interviewer** Joe Willis is 18 years old and he's a cyclist in the British team. He's here today to tell us about his life as an athlete. Joe, when did you start cycling?

**Joe** I was five when my dad taught me how to ride a bike.

**Interviewer** When did you win your first cycling race?

**Joe** When I was seven years old. I was racing some of my friends.

**Interviewer** Do you have to do a lot of training?

**Joe** Oh yes. I cycle every day. I also run four days a week and I go to the gym three days a week.

**Interviewer** How long do you spend training?

**Joe** Well, I cycle for two hours. I run for an hour and I spend about two hours in the gym.

**Interviewer** Do you have a special diet?

**Joe** Not really. I usually just eat a healthy diet. I eat a lot of fruit, vegetables, whole grains and fish. I drink a lot of water, too. I have to drink water every 15 minutes when I'm training.

**Interviewer** Joe, that's all we've got time for, but thanks for talking to us today. We look forward to seeing you in the next Olympics ...

### 3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to complete the interview notes.
- Go through the answers with the class.

#### ANSWERS

1 five 2 seven 3 four 4 three 5 fish 6 15

#### Optional activity

- Play a memory game.
- Tell students to look at the interview notes for one minute and remember as much information as they can.
- With books closed call out questions one by one, e.g. *When did he start cycling? When did he win his first race?*
- Students call out the answers.

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I go swimming every weekend.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 75. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 75

Speaking skills worksheet, PMB page 29

Student MultiROM • Unit 9 • Words in context

Student MultiROM • Unit 9 • Listen at home • Tracks 42–45



## Lesson Seven CB PAGE 86

Oxford Tools Digital classroom • Unit 9 • Writing

### Skills Time!

#### Skills development

Writing focus: write up notes into full sentences

Writing outcome: write up an interview from notes (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 9 poster; a photocopy of the text from Poster 9, PMB page 46, for each student

### Warmer

- Play *Order the letters* (see page 21) to energize the class at the beginning of the lesson and revise the vocabulary from the previous lesson.

#### Poster 9: An interview

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Read the first text box on the left to the class and ask students to look at the list of handwritten notes.
- Read the first text box on the right and give students two or three minutes to study the notes and imagine what the full questions and answers might be.
- Read the second text box on the right and ask a student to identify and read the introduction.
- Read the second text box on the left and ask students to identify the different paragraphs.
- Read the third text box on the left and explain that we don't use speech marks when we write the questions and answers in the interview.
- Ask students what they think we might write in the conclusion of an interview. Discuss and compare some ideas before reading the final text box on the left.
- Tell students they are now going to read the interview. Choose one student to be the interviewer and another student to be the interviewee.
- Ask students to work in pairs and match the notes to the correct sections of the interview.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask students to work in pairs.
- Ask them to practise reading the interview to each other, taking it in turns to be the interviewer and the interviewee.

### 1 Look at the text. Who is the interview with?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them who the interview is with.

#### ANSWER

a sportswoman / runner called Katie Barrett

### 2 Read.

- Read the text aloud once.
- Choose different students to read the text taking the roles of interviewer and interviewee.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the interview with the class and ask questions to check comprehension, e.g. *Who did Katie use to race with? How often does she swim? Does she eat chocolate when she's training?*

### 3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students one or two minutes to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 When she was seven.
- 2 She eats fish or chicken with brown rice and vegetables.

### 4 Match the notes to the questions and answers.

- Before doing the activity, focus students' attention on the text box.
- Go through the rules and the example sentences with the class. Check that students understand the process of taking notes to act as prompts for writing an interview.
- Give students two or three minutes to study the information.
- Students can now do the exercise. Point to the example and explain that they have to match the notes on the left to the questions and answers on the right.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 d 2 a 3 c 4 b

**NOTE:** Students now do the writing task on Workbook page 76. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 30 of the PMB after this lesson. See the notes on Teacher's Book page 138.

#### Further practice

Workbook page 76

Writing skills worksheet, PMB page 30



## Lesson Eight CB PAGE 87

Oxford iTools Digital classroom • Unit 9 • Review

### Unit 9 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 74

#### Warmer

- To revise words and structures from the unit, tell students they are going to play *True or false?*
  - Read out the sentences below. Students listen and call out *True or False* (or write *T or F* in their notebooks).
- Carbon dioxide is the gas that we breathe out after we breathe in air. (T)
  - Katie Barrett has won three world medals for running. (F)
  - Joe Willis is a basketball player. (F)
  - You have to do exercise every day. (T)
  - A fan supports a team and watches their matches. (T)
  - The heart pumps blood around the body. (T)
  - An athlete is someone who trains the players. (F)
  - Give and take are antonyms. (T)
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 87, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

1 a coach 2 a trophy 3 give 4 might 5 has to 6 Did  
7 the left side 8 lungs 9 1 b, 2 a

#### Optional activity

- Divide the class into groups of eight by counting along the rows of chairs. It's unlikely the class will divide equally so you will probably have one group of fewer students.
- Ask each student in the group to choose one of the questions in the quiz to rewrite. Explain they should write a question that is similar to the existing one.
- For the smaller group ask students to write more than one question.
- Give students a couple of minutes to write the questions. Encourage students to help each other and check answers.
- Each group takes it in turn to read their replacement quiz to the rest of the class. Students ask their question in turn.
- The class call out the answers.

#### 2 Listen and write. Sing. 74

- Focus students' attention on the picture. Ask *What are they doing?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to write the missing words in the gaps.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

1 breathe 2 lungs 3 Take 4 blood 5 heart  
6 pumps 7 oxygen 8 body

#### Further practice

Workbook page 77

Values 3 Worksheet, PMB page 31

Unit 9 test, Testing and Evaluation Book page 23

Summative Test 3, pages 24–25

Skills Test 3, pages 26–27

Progress certificate, PMB page 49

Student MultiROM • Unit 9 • Listen at home • Track 46 (song)



## Extensive reading CB PAGE 88

Oxford iTools Digital classroom • Unit 9

### Non-fiction

#### Lesson objectives

To read a factual text

To read independently and work out meaning through context

#### Language

Extra: *Nepal, Tibet, world record, dangerous, oxygen, experience, strong, disability, gold medal, award, look forward (v), talented*

#### Warmer

- Ask students *What's the highest mountain in the world?* Elicit the answer (*Everest*) or teach if necessary. Ask more questions to see how much students know about it, e.g. *Where is it? How high is it? Name a famous person who has climbed it.*

#### 1 Look at the title and the pictures. Why do you think the girls are famous?

- Ask students to look at the pictures. Ask *Why do you think the girls are famous?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Choose four students and assign them half of each text. Ask them to read both texts aloud to the class.
- Help with pronunciation of difficult words.
- Choose four different students and repeat.
- Discuss the texts with the class and ask questions to check comprehension, e.g. *What mountain did Ming climb? How old was Eleanor when she won Paralympic gold medals?*

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

- Ask students to read the texts again silently.
- Then ask the questions in turn. Give students a minute to check the texts if necessary.
- Go through the answers with the class.

#### ANSWERS

1 fifteen 2 there isn't a lot of oxygen 3 two  
4 six times a week

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.

## Extensive reading CB PAGE 90

Oxford iTools Digital classroom • Unit 9

### Fiction

#### Lesson objectives

To read a story

To read independently and work out meaning through context

#### Language

Extra: *fir tree, expect, grumpy, wrapped (adj), shawl, hut, luggage, taste, better, strength, excited, jump, forget, meadow, bored*

#### Warmer

- Play *Smiley face* (see page 20) to energize the class at the beginning of the lesson.

#### 1 Look at the pictures. What are the people doing? How do you think they feel?

- Ask students to look at the pictures. Ask *What are the people doing? How do you think they feel?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Ask students to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the story with the class and ask questions to check comprehension, e.g. *Where does Heidi live? Who comes to visit her?*

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

- Ask students to read the story again. Choose students to read the parts of *Heidi, Clara, Grandmother, and Grandfather*. Assign two or three students to read the remaining narrative. Ask them to read the story aloud to the class.
- Help with pronunciation of difficult words.
- Choose different students and repeat.
- Then ask the questions in turn. Give students a minute to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

1 She is ill and she can't walk.  
2 Because of the mountain air.  
3 To the fir trees, to the goat shed, and to the flower meadow.  
4 Because Clara is so healthy and happy.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.



# 10

# Ancient buildings

## Lesson One CB PAGE 92

Oxford iTools Digital classroom • Unit 10 • Story

### Story

#### Lesson objectives

- To understand a short story
- To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 75

### Warmer

- Tell students they are going to sing the song *Breathe in, breathe out* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- Bring in a picture of a Roman soldier. Use a history book and encyclopaedia or print one off from the Internet. Point to the picture and ask the students if they know who it is. Elicit the word *Roman* or model it if necessary.
- Tell students in today's story the students are going to visit an ancient Roman town.

### 1 Listen and read. What did the builders find?

75

- Focus students' attention on the pictures and the story. Teach the word *ancient*. Ask prediction questions about the story. Ask *Who is Kate talking to? What are they looking at?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What did the builders find?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What have the archaeologists found? What did the Romans decorate their houses with?*

#### ANSWER

a Roman town

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Man and Archaeologist. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.

- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### Optional activity

- Write the following sentences from the story on the board.
- With books closed, ask students to read the sentences and say which frame of the story they come from.  
*But how can these things tell you anything about the Romans? (frame 4)*  
*Look. There are archaeologists here. (frame 2)*  
*Well, this is a piece of a statue. (frame 5)*  
*What's going on over there? (frame 1)*  
*A Roman town was under our feet all the time. (frame 3)*  
*Everything we find is helpful, because it tells us something about how the Romans used to live. (Frame 4)*  
*Will you come to our club and tell us all about it? (Frame 3)*
- Students work individually or in pairs.
- With books open at page 92 students check their answers.

### 3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the correct names in the word pool.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 Builders 2 Fin 3 Libby 4 Ed

### Optional activity

- Ask students to work in groups of four.
- Tell them to work individually and write a question about the story, e.g. *Who invites the archaeologist to the club?*
- With books closed, students take turns to ask each other their question.
- You may wish to ask some groups to share their questions with the rest of the class.

### Further practice

Workbook page 78



## Lesson Two CB PAGE 93

Oxford iTools Digital classroom • Unit 10 • Words

### Words

#### Lesson objectives

- To learn words for talking about archaeology
- To learn words with the suffix *-ful*

#### Language

Words: *archaeologist, column, statue, steps, block, pot, jewellery, carving*

Working with words: *wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful* (Class Book); *thought / thoughtful, colour / colourful, fear / fearful* (Workbook)

#### Materials

CD 76–77; sheets of paper (optional)

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What did the builders find when they were building a new shopping centre? Were the children interested? Who had an idea?*

### Lead-in

- Draw a column on the board. Copy it from the picture in Exercise 1. Write the number of dashes for each letter next to it. Play a version of *Guess the word* (see page 20) to elicit the word.

#### 1 Listen and repeat. 76

- Ask students to open their Class Books and look at the picture and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

#### 2 Write the word.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 column 2 block 3 steps 4 archaeologist 5 statue 6 carving

#### Optional activity

- Ask students to work in pairs.
- Give them one or two minutes to write definitions for *jewellery* and *pot*.
- Students take it in turns to read their definitions to the class. Write the best ones on the board.
- Ask students to look up the two words in their Dictionary pages and compare them to the definitions on the board.

#### Optional activity

- Ask students to work in pairs.
- Hand out two sheets of paper to each pair of students.
- Tell students to write the six definitions on one piece of paper and the six words on another piece of paper.
- Students take it in turns to read a definition to their partner. Their partner must say the correct word.
- Tell students to award a point for each correct answer.
- Students can keep playing the game until they consistently get correct answers.

#### 3 Listen and repeat. 77

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the first rule and say the noun and adjective pairs in turn. Read the second rule and the example.
- Give students two or three minutes to study the information.
- Ask students to look up the nouns and adjectives in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story (*wonderful*).
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

#### 4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to write the correct form of the words in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 help 2 careful 3 play 4 beautiful

**NOTE:** Students now do the task on Workbook page 79. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 79

Student MultiROM • Unit 10 • Words, Working with words



## Lesson Three CB PAGE 94

Oxford iTools Digital classroom • Unit 10 • Grammar 1

### Grammar 1

#### Lesson objectives

To use indefinite pronouns to talk about people, things and places which we don't name

To play a guessing game

#### Language

Core: *There are machines everywhere. There is something wrong with all of my inventions. Is there anything wrong?*

#### Materials

CD 78

#### Warmer

- Play *What's the picture?* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. How does Professor feel?

Why? 78

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *How does Professor feel?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Is Professor happy with his inventions? Why not?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

#### ANSWER

He feels unhappy because he never invents anything good.

#### 2 Read and learn.

- Focus students' attention on the rules and four example sentences in the text box.
- Ask them to find the example sentences in the cartoon.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find an example of an indefinite pronoun in the story in Lesson 1. (*Everything*)

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 anyone 2 somewhere 3 everything 4 No one  
5 everywhere 6 anything

#### 4 Ask and answer.

- Ask two students to read the speech bubbles.
- Give them one or two minutes to study the words in the word pool and the lozenges.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to choose a word from the lozenges on the right, and answer questions about it using the words in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the first Unit 10 Grammar Time exercise on page 108 of the Workbook.

#### Optional activity

- Ask two students to come to the front of the class and stand with their backs to the board.
- Write on the board a common item they know similar to those in Exercise 4, e.g. *a cat, my chair, a bicycle, an apple*.
- Ask the two students to take it in turns to ask the class questions in order to guess the words, e.g. *Is it a person or thing? Is it something I can eat? Is it something in school?*
- Students put up their hands to answer. The two students at the board take it in turns to choose a student to answer.
- Continue until the students have guessed the object. Choose two more students to come to the board and continue the game with a new word.

#### Optional activity

- Tell students to turn to page 93 and look at the picture and the definitions again.
- Write this definition on the board: *It's a tall, round thing made of stone that holds up a roof.*
- Ask students to rewrite the definition using *something*. Elicit *It's something made of stone that holds up a roof.*
- As an open class activity, ask students to rewrite the remaining definitions in the same way and call them out. Remind them that one definition will need *someone* not *something*.

#### Further practice

Grammar Time, Workbook page 108

Workbook page 80

Student MultiROM • Unit 10 • Grammar 1



## Lesson Four CB PAGE 95

Oxford iTools Digital classroom • Unit 10 • Grammar 2

### Grammar 2

#### Lesson objectives

To use question tags at the end of sentences to mean 'Am I right?' or 'Do you agree?'

To write sentences using question tags

#### Language

Core: *These necklaces are beautiful, aren't they? The Egyptian room is upstairs, isn't it? We can't take photos in here, can we?*

#### Materials

CD 79

#### Warmer

- Play *Lip reading* (see page 20) to energize the class and revise the words from Lesson 2.

#### Lead-in

- If you can, bring a necklace to class.
- Hold up the necklace and ask students what it is. Elicit the word *jewellery* and teach *necklace*.
- Tell students you are going to listen to someone talking about a very old necklace. Ask them to guess where it might be from. Ask questions and give clues until someone guesses *Rome* or *Ancient Rome*.

#### 1 Listen and read. Where do you think they are?

79

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Where are they?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Where are the necklaces from? What do they want to look at now?*

#### ANSWER

They're in a museum.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rules.
- With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.

#### 3 Read and choose.

- Ask students to read the incomplete sentences silently.
- Look at the example and explain that they have to choose the correct option to complete each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 c 2 b 3 c 4 c 5 a 6 a

#### 4 Write four sentences with question tags for your friend.

- Look at the example and ask a student to read it for the class. Check that students understand they have to write questions that they could ask a friend.
- Brainstorm some ideas on the board first. Remind students that they can write positive questions with negative tags, or negative questions with positive tags.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

Students' own answers.

**NOTE:** Ask students to complete the second Unit 10 Grammar Time exercise on page 108 of the Workbook.

#### Optional activity

- Write the first sentence in Exercise 3 on the board: *You can play the piano, can't you?* Then rub out the words *can* and *can't*. Ask students which words you could write in their place. Elicit different examples, e.g. *don't / do, (do) / don't, can't / can*, etc. Go through the different meanings with the class.
- Repeat with all the sentences in Exercise 3, rubbing out two words in each sentence in turn.
- Students call out the answers.
- Go through the answers with the class.

#### ANSWERS

- 1 don't / do, (do) / don't, can't / can
- 2 aren't / are, weren't / were, were / weren't
- 3 can't / can, didn't / did, doesn't / does
- 4 isn't / is, wasn't / was
- 5 was / wasn't
- 6 can / can't, couldn't / could, could / couldn't, don't / do, (do) / don't

#### Further practice

Grammar Time, Workbook page 108

Workbook page 81

Language practice worksheet, PMB page 32

Student MultiROM • Unit 10 • Grammar 2



## Lesson Five CB PAGE 96

Oxford iTools Digital classroom • Unit 10 • Reading

### Skills Time!

#### Skills development

Reading: read an article 'The lost city'; identify true and false sentences about a text

#### Language

Recycled: vocabulary and structures seen previously

Extra: Incas, Andes mountains, South America, cities, streets, walls, tourist attraction

#### Materials

CD 80

### Warmer

- Play *Twenty twenty* (see page 21) to energize the class and revise the words from Lesson 2.

### 1 Look at the article. What do you think it is about?

- Ask students to look at the article and the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class. Ask more questions if necessary, e.g. *Where is Peru? Is this place in Peru?*

### 2 Listen and read. 80

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *When did the Inca people live? Who discovered Machu Picchu? What did explorers find at Machu Picchu?*

#### Optional activity

- Tell students you are going to say some words from the text.
- Tell students to scan the text and find the word you have said as quickly as possible. Before putting up their hands to answer, students must locate the position of the word by identifying the paragraph and the line number within that paragraph. Only then can they put up their hand to answer.
- Say the following words one by one or choose your own: *water, travel, window, people, buildings, mountains, today, cities, visit.*

#### Optional activity

- Tell students you are going to ask some questions about the text.
  - Ask them to scan the text and find the answers.
- 1 *When did Hiram Bingham see Machu Picchu for the first time? (1911)*
  - 2 *When did the Inca live in South America? (500 years ago)*
  - 3 *What was Hiram Bingham's job? (He was an archaeologist.)*
  - 4 *Were Inca cities safe to live in? (yes)*
  - 5 *Where exactly is Machu Picchu in Peru? (in the Andes mountains)*
  - 6 *Why is it difficult to find out why the Inca people left Machu Picchu? (There are no records to tell us because the Inca people didn't write.)*
- Go through the answers with the class.

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

- Ask students to read the questions silently.
- Look at the example and explain that they have to write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Write the following sentences on the board. Each contains a grammatical mistake.
- 1 *The more famous Inca city is Machu Picchu. (most)*
  - 2 *The Inca people live in the Andes mountains 500 years ago. (lived)*
  - 3 *Only local people were knowing it was there until 1911. (knew)*
  - 4 *Today, Machu Picchu was Peru's most famous tourist attraction. (is)*
  - 5 *The Inca didn't write but they was excellent builders. (were)*
  - 6 *Soon the rest of the world has known about this wonderful place. (knew)*
- Ask students to call out the corrections for you.

#### Further practice

Workbook page 82



## Lesson Six CB PAGE 97

Oxford iTools Digital classroom • Unit 10 • Words, Listening, Speaking

### Skills Time!

#### Skills development

- Dictionary: discover meaning of words in context
- Listening: listen for details about ancient sites
- Speaking: ask and answer questions about museums

#### Language

Words in context: *slanted, ruins, maze, aqueduct, palace, ancient, fortress, explore* (Class Book); *rich, central heating, border, invade* (Workbook)

#### Materials

CD 81

### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

### Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Where is Machu Picchu? Which archaeologist found the ancient city?*

### 1 Find the words in the article to match the pictures.

- Ask the students to open their Class Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 96 and match the underlined words in the text to the pictures in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 slanted 2 ruins 3 maze 4 aqueduct 5 palace  
6 ancient 7 fortress 8 explorer

### 2 Listen. What are they talking about? 81

- Tell students they are going to hear a recording. Explain that they have to listen and identify what the people are talking about.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWERS

The Parthenon, Stonehenge and the Great Wall.

### Transcript

**Boy 1** The Parthenon is in Athens, Greece. It's more than 2,000 years old. It's on the top of a hill in the centre of the city. It's a long walk up to the top of the hill, but when you get there, you can see

the huge columns and the beautiful statues. Some of the walls have fallen down and some of the statues are in a museum now, but it's still a great place to visit.

**Girl** I think the most wonderful place I've ever visited is Stonehenge. Stonehenge is in Salisbury, in the UK. It's more than 4,000 years old. Nobody really knows what Stonehenge was, but it is a very interesting place to visit. There are lots of huge blocks of stone. Someone moved the blocks into a circle but nobody knows why.

**Boy 2** We visited the Great Wall when we were in China last year. It was one of the most beautiful places we've ever been. The wall is very long. It's made from bricks and stone. We walked along some of it and we took a lot of photos. We met some people who were trying to walk along the whole wall!

### 3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to write the missing information as they hear it.
- Go through the answers with the class.

#### ANSWERS

1 Greece 2 columns 3 the UK 4 blocks 5 China  
6 long

#### Culture note: Stonehenge

There are many ancient stone circles in the British Isles, and Stonehenge is perhaps Britain's most famous prehistoric site. It is a group of ancient standing stones situated on Salisbury plain in Wiltshire, England, and is part of what was originally a much larger prehistoric site.

While historians still aren't exactly sure why Stonehenge was built, most people believe it was built for ceremonial purposes. Today thousands of people come here every year at the summer solstice to watch the sun rise.

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I'd like to visit the Great Wall in China.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 83. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 83

Speaking skills worksheet, PMB page 33

Student MultiROM • Unit 10 • Words in context

Student MultiROM • Unit 10 • Listen at home • Tracks 47–50



## Lesson Seven CB PAGE 98

Oxford iTools Digital classroom • Unit 10 • Writing

### Skills Time!

#### Skills development

Writing focus: make writing more interesting

Writing outcome: write a descriptive account (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 10 poster; a photocopy of the text from Poster 10, PMB page 46, for each student.

#### Warmer

- With books closed ask students what they can remember about the three ancient sites from the previous lesson.
- Ask questions if necessary, e.g. *How old is the Parthenon? Where is Stonehenge? What is the Great Wall made from?*

#### Poster 10: A descriptive account

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and share their ideas.
- Tell students they are going to read the text. Choose four students to read the text to the class.
- Read the first text box on the left to the class and ask students to identify the question the writer has used to introduce the account.
- Read the first text box on the right and ask students to identify the sentence which gives the background information to the account. Ask *Where did he go? Who did he go with? When did he go?* Ask students to suggest similar examples.
- Read the second text box on the left and ask students to tell you how the writer has described his thoughts and feelings to make the account more interesting.
- Read the third text box on the left and ask students if they can remember what adjectives the writer has used. Cover the poster and see how many adjectives they can remember. Uncover the poster and ask students to point them out to you.
- Read the second text box on the right and ask students to identify each point in turn. Ask *What could he hear? What could he see?*
- Read the last text box on the left and point to the example of direct speech. Elicit different examples of what the man could have said from the class.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Tell students they are going to rewrite the descriptive account on the poster.
- Allocate one sentence of the account to each pair of students. They can rewrite the whole sentence or just change one or two words.
- Students read their new sentence to the class, beginning with line 1 and continuing in sequence, so that the new account is gradually read out line by line.
- The new story will probably be very funny but it should still make some kind of sense!

#### 1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

#### ANSWER

a visit to the Colosseum in Rome

#### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *When did Ben visit the Colosseum?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

1 fresh bread 2 because when he explored the rooms under the Colosseum they were small and dark

#### 4 Match.

- First, focus students' attention on the text box.
- Go through the suggestions and the example sentences with the class. Check that students understand the ways of making writing more interesting.
- Give students a minute to study the information. Elicit some more examples from the class.
- Students now do the exercise. Point to the example and explain that they have to match the sentences with the methods. Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 c 2 a 3 e 4 b 5 d

**NOTE:** Students now do the writing task on Workbook page 84. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 34 of the PMB after this lesson. See notes on Teacher's Book page 139.

#### Further practice

Workbook page 84

Writing skills worksheet, PMB page 34



## Lesson Eight CB PAGE 99

Oxford iTools Digital classroom • Unit 10 • Review

### Unit 10 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 82

#### Warmer

- To revise words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 99 but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- block
- some builders
- wonderful
- anywhere
- anything
- didn't she
- in Peru in South America
- ancient
- use the senses, describe thoughts and feelings, ask a question, use direct speech, use a variety of adjectives

#### Optional activity

- Ask students to work in pairs.
- Ask them to think of one more question to add to the quiz to make it a quiz of ten questions. Students can refer back to the unit.
- Give them a couple of minutes to write the question. Go around the class helping where necessary.
- Write the new questions on the board. Students choose the best question to add to the quiz.

#### 2 Listen and order the lines. Sing. 82

- Focus students' attention on the picture. Ask *Where are the children?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) People from long ago left things behind, (2) Clues for their friends in the future to find. (3) Now we can learn about life in the past. (4) People may go, but their homes and things last.

Chorus: (1) Everything changes and time moves so fast. (2) The present and future will soon be the past. (3) Will you leave something for people to find? (4) What piece of history will you leave behind?

Verse two: (1) In ancient buildings, we find ancient things, (2) Statues and dishes and carvings and rings. (3) Each clue tells something of life long ago. (4) What was it like then? We all want to know.

#### Optional activity

- Divide the class into two groups.
- Give each group a verse from the song to sing.
- Sing the song all the way through with each group singing their own verse, and both groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

#### Further practice

Workbook page 85

Unit 10 test, Testing and Evaluation Book page 28

Progress certificate, PMB page 49

Student MultiROM • Unit 10 • Listen at home • Track 51 (song)



# 11

# A message for the future

## Lesson One CB PAGE 100

Oxford iTools Digital classroom • Unit 11 • Story

### Story

#### Lesson objectives

To understand a short story

To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 83

### Warmer

- Tell students they are going to sing the song *Everything changes* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- Ask students to read the title of the story *A message for the future*. Explain the meaning of *time capsule*. Ask students to give you reasons why it would be interesting for future generations to find one.

### 1 Listen and read. What are the children doing?

83

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *What are they putting in the box? Why?*
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What is a time capsule? What are they putting in it? Where are they going to put it?*

#### ANSWER

They are making a time capsule.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Boy and Girl. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### Optional activity

- Write the following sentences which describe scenes from the story on the board.
- With books closed, ask students to read these sentences describing the story and to put them in the correct order.  
*Libby wants to put in a magazine. (3)*  
*Fin has just called the mayor's office. (7)*  
*Ed suggests they make a time capsule. (1)*  
*Ed decides not to put his money in the time capsule. (6)*  
*They decide to write messages. (2)*  
*A boy wants to put in a map of their town. (5)*  
*A girl wants to put in a CD of their favourite songs. (4)*  
*The local newspaper want to write a story about it. (8)*
- Students work individually or in pairs.
- With books open at page 100 students check their answers.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 True 2 False 3 False 4 True

### Optional activity

- Ask students to work in groups of four.
- Tell them to think of eight things to put in a time capsule. They must be different to those in the story. Explain that they must give reasons for their choices.
- Each group makes a list and writes notes explaining their choices.
- Ask each group to read out their lists and reasons to the class.
- Encourage students to discuss and compare their ideas.

### Further practice

Workbook page 86



## Lesson Two CB PAGE 101

Oxford iTools Digital classroom • Unit 11 • Words

### Words

#### Lesson objectives

- To learn words for talking about a time capsule
- To learn homonyms

#### Language

Words: *time capsule, banknote, photo album, manual, diary, memory stick, stamp, receipt*

Working with words: *stamp (n) (v), float (n) (v), spring (n) (n), note (n) (n), coach (n) (n), light (n) (adj)* (Class Book); *duck (n) (v), sink (n) (v), match (n) (v)* (Workbook)

#### Materials

CD 84–85

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What were the children doing? Whose idea was it? Where are they going to bury the time capsule?*

### Lead-in

- If you did the optional activity in the previous lesson, ask students to remind you of the things they had decided to put in their time capsules. If you didn't do the activity, brainstorm some new ideas. Write the ideas on the board.
- Tell students you have to choose six items from the list on board. They have to nominate their choice and explain why their item is the most important item for you to choose.
- Choose six items based on the students' arguments.

### 1 Listen and repeat. 84

- Ask students to open their Class Books and look at the pictures and words.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.

### 2 Write the words.

- Read the incomplete sentences and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 diary 2 banknote 3 memory stick 4 manual  
5 photo album 6 receipt

### Optional activity

- With books closed, play *Definitions* (see page 21) to revise and reinforce the new vocabulary.

### 3 Listen and repeat. 85

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the rule and say the homonyms in turn.
- Give students two or three minutes to study the information.
- Ask students to look up the homonyms in the Dictionary pages in their Workbooks. Go through the different meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*note*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### 4 Match the homonyms.

- Read the instruction and point to the example.
- Check that students understand they have to match pictures 1 to 4 with pictures a to d.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 b 2 d 3 c 4 a

**NOTE:** Students now do the task on Workbook page 87. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Optional activity

- Write gapped sentences containing the homonyms in the list, e.g. *He was angry and he \_\_\_\_\_ his foot.*
- Elicit the missing word.
- Divide the class into two teams.
- Ask students to come to the board from each team in turn and write similar gapped sentences. Choose a student from the other team to write the missing word. Remind students the word must be in the correct form or tense.
- Award a point for each correct answer. If the answer is incorrect give the question back to the original team.

### Further practice

Workbook page 87

Student MultiROM • Unit 11 • Words, Working with words



## Lesson Three CB PAGE 102

Oxford iTools Digital classroom • Unit 11 • Grammar 1

### Grammar 1

#### Lesson objectives

To use the passive when you don't know the subject of a sentence; to talk about things that are generally true  
To make passive sentences

#### Language

Core: *English is spoken in many different countries.*

#### Materials

CD 86

#### Warmer

- Play *Order the letters* (see page 21) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. Does the time machine work?

86

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *Does the time machine work?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *What has Professor invented? What year does Professor want to travel to?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- You may wish to ask a pair to act out the dialogue for the class.

#### ANSWER

No, it doesn't.

#### 2 Read and learn.

- Focus students' attention on the rules and example sentences in the two text boxes.
- Ask students to find the example sentence *You are taken to a different time* in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.

#### 3 Write A (active) or P (passive).

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write A if the sentence is active or P if the sentence is passive.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Write some prompts on the board and ask students to make them into passive sentences. Students call out the answers.  
*food / grown / farms*  
*newspapers / read / every day*  
*some animals / kept / zoos*  
*films / shown / TV*
- In pairs, ask students to write three sets of prompts like the ones on the board. Students swap prompts with another pair and work out each other's passive sentences.

#### 4 Make passive sentences.

- Focus attention on the map. Ask students to identify the countries and ask them some general questions, e.g. *Have you been to France? What language do people speak in China? Is it hot in Australia?*
- Ask two students to read the speech bubbles.
- Give them a minute to study the word prompts in the word pool.
- Check that students understand the exercise, then ask them to work in pairs.
- Remind students to go to Workbook page 119 and check the verb list when completing the exercise.
- Students take turns to say passive sentences using the word prompts in the word pool.
- You may wish to ask a few pairs to say their passive sentences in front of the class.

#### Optional activity

- Write the following sentence on the board: *French spoken in France.*
- Ask a student to come to the board and complete the sentence so that it is true (write *is*). Now rub out the word *France* and write *China*. Ask a different student to come to the board and change it so that it is true. (rub out *is* and write *isn't*)
- Divide the class into groups of four.
- Ask two students to write a true positive passive statement using the prompts, e.g. *Kangaroos are found in Australia.*
- Ask the other two students to write true negative passive statements using the prompts, e.g. *Kangaroos aren't found in China.*
- Students take turns to read each other their sentences and compare their answers.
- Ask students from different groups to share their statements with the class.

**NOTE:** Ask students to complete the first Unit 11 Grammar Time exercise on page 108 of the Workbook.

#### Further practice

Grammar Time, Workbook page 108

Workbook page 88

Student MultiROM • Unit 11 • Grammar 1



## Lesson Four CB PAGE 103

Oxford iTools Digital classroom • Unit 11 • Grammar 2

### Grammar 2

#### Lesson objectives

- To use the passive with *by* and *with*
- To rewrite sentences using the active or passive

#### Language

Core: *People in costumes greet visitors. Visitors are greeted by people in costumes.*

#### Materials

CD 87

#### Warmer

- Play *Wrong word* (see page 21) to energize the class and revise the passive (present simple) from Lesson 3.

#### Lead-in

- Ask the students if they have ever heard of the famous ship the *Titanic*. Play a version of *Twenty twenty* (see page 21) so that they can build up as much information about it as possible before they read the text in the lesson.

#### 1 Listen and read. What does this museum teach you about? 87

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What does this museum teach you about?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *When was the Titanic's first trip? Where is the Titanic Museum?*

#### ANSWER

the Titanic

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in each of the text boxes.
- Give students a few minutes to study the rules.
- With books closed, give some more examples and ask questions to check the students' understanding. Elicit more examples of active and passive sentences, and passive sentences with *by* and *with* from the class.

#### 3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 by 2 with 3 by 4 with 5 by 6 with

#### Optional activity

- Write this sentence on the board:  
*Visitors are greeted by young men and women in old-fashioned costumes.* Make sure students understand the word *old-fashioned* before doing the exercise.
- Rub out the word *old-fashioned*.
- Ask students if the sentence still makes sense?
- Tell students they can rub out one, two or a maximum of three words at a time, but the sentence must still be grammatically correct.
- Students come to the board in turn. Repeat as many times as possible.  
*Visitors are greeted by young men and women in old-fashioned costumes.*  
*Visitors are greeted by young men and women in costumes.*  
*Visitors are greeted by young men and women.*  
*Visitors are greeted by young men.*  
*Visitors are greeted by men.*  
*Visitors are greeted.*
- Repeat, this time telling students to rub out a different sequence of words.

#### 4 Rewrite the sentences. Use the passive or active.

- Look at the example and ask a student to read it for the class.
- Check that students understand they have to rewrite the sentences using either the active or passive tense.
- Remind students to go to Workbook page 119 and check the base forms and past participles in the verb list when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- Our English lessons are taught by Mrs Green.
- Firefighters put out fires.
- The children are driven to school by Dad.
- The police catch criminals.
- Lots of people use mobile phones.
- My town is visited by hundreds of tourists.
- My mum washes my clothes.
- Penguins are fed by Karen.

**NOTE:** Ask students to complete the second Unit 11 Grammar Time exercise on page 109 of the Workbook.

#### Further practice

Grammar Time, Workbook page 109

Workbook page 89

Language practice worksheet, PMB page 35

Student MultiROM • Unit 11 • Grammar 2



## Lesson Five CB PAGE 104

Oxford  
iTools Digital classroom • Unit 11 • Reading

### Skills Time!

#### Skills development

Reading: read a film review 'A Kid in King Arthur's Court'; identify the correct words in sentences

#### Language

Recycled: vocabulary and structures seen previously

Extra: *baseball, wizard, music, rollerblades, enemy, director, actor, film*

#### Materials

CD 88

#### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the words from Lesson 2.

#### 1 Look at the text. What do you think it is about?

- Ask students to look at the text and the picture. Ask *What do you think it is about?* Encourage students to share their ideas with the class. Ask more questions if necessary, e.g. *What are the children wearing? Where are they from? Who are they talking to?*

#### 2 Listen and read. 88

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Where is Calvin Fuller from? Does Calvin travel to the future or the past? Who does he meet?*

#### Culture note: King Arthur and the Knights of the Round Table

The legend of King Arthur and the Knights of the Round Table is one of the most famous legends in British folklore. The legend tells the story of King Arthur, a good and brave king, and his helper and friend, the wizard Merlin. King Arthur had twelve brave knights who helped him fight the invading Anglo Saxon and Danish armies in the years around 500 AD. King Arthur's court was founded on justice, truth and honour. It is said that King Arthur and his knights would meet regularly to discuss plans and strategies seated at a 'round table', so that no man was thought more important than another.

Despite King Arthur's brave efforts, by 600 AD the land of 'Briton' (as it was then known) was finally taken over by the Angles (from Denmark) and thereafter became known as 'England' which means 'the land of the Angles'.

#### Optional activity

- Tell students they are going to play a version of *True or false?*
- With books closed, read out the following sentence about the film review:  
*Calvin lives in New York, USA. (False)*
- Students listen and call out *False*. Elicit the correct answer.
- Tell students you are going to call out more sentences. Each one is factually false. Students must call out the correct sentence without referring to their books.
- Use the following sentences:  
*Calvin is a very friendly and sociable boy. (shy)*  
*He loves sport. (He isn't very good at sport.)*  
*He lands in the past after a terrible storm. (earthquake)*  
*He meets King Arthur and Marvin. (Merlin)*  
*Merlin sends Arthur back to the future. (Merlin sends Calvin)*  
*Calvin finds himself in the basketball game. (baseball)*  
*The film is a cartoon. (comedy and action film)*
- If students are unable to think of the correct answer, write the sentence on the board and come back to it at the end.
- Students can then open their books at page 104 and find the correct information.

#### 3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 character 2 past 3 wizard 4 knight 5 wins  
6 director

#### Further practice

Workbook page 90



## Lesson Six CB PAGE 105

Oxford iTools Digital classroom • Unit 11 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: listen and identify descriptions

Speaking: ask and answer questions about films

#### Language

Words in context: *director, comedy, confident, earthquake, performance, knight, special effects, teenager* (Class Book); *challenge, mysterious, swap places, boarding school* (Workbook)

#### Materials

CD 89

#### Warmer

- Play *True or false?* (see page 21) to energize the class at the beginning of the lesson.

#### Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Who did Calvin meet?*

#### 1 Find the words in the review. Write.

- Ask the students to open their Class Books and look at the sentences in Exercise 1.
- Point to the sentences in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 104 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 director 2 comedy 3 confident 4 earthquake  
5 performance 6 knight 7 special effects 8 teenager

#### 2 Listen. What was the film about? 89

- Tell students they are going to hear a recording. Explain that they have to listen and find out what the film is about.
- Play the recording once the whole way through.
- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER

a girl who travels back in time and meets Queen Elizabeth I

#### Transcript

Boy 1 Did you see that great film on TV last night?

Boy 2 No. What film?

Boy 1 It was a film about a girl who travels back in time and meets Queen Elizabeth the First.

Boy 2 Oh really? I don't really like films about time travel.

Boy 1 Well, this one was very good. The story was very clever. I think you would like it. The beginning was a little bit boring, but then it got more exciting.

Boy 2 Was it a drama?

Boy 1 Yes, but it was a comedy, too. The script was very funny. I laughed a lot. There were some great performances in the film. The actors were brilliant.

Boy 2 Well, maybe I will watch it.

Boy 1 You'll love it. The special effects were amazing. But I think you'll cry at the end. The ending is very sad, because the girl has to leave all her new friends and go back to the future.

Boy 2 Ha ha. Well, I don't need to watch it now. You've told me the ending!

Boy 1 Oh, sorry!

#### 3 Listen again and match.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to match the words a-f with the different stages within the review as they hear it.
- Go through the answers with the class.

#### ANSWERS

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

#### Culture note: Queen Elizabeth I

Queen Elizabeth I was the daughter of King Henry VIII and his second wife Anne Boleyn. She was well read, and could speak many languages, but she is most famous for being a 'warrior' queen.

In 1588 when Britain defeated the invading Spanish Armada off the south coast of England, she famously rode her horse to Tilbury docks where the British fleet were setting sail, and made a speech that is still famous today.

When she died in 1603, she had reigned for 45 years, but she had never married and she died without an heir to the throne.

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favourite film is 'Madagascar'.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 91. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

#### Further practice

Workbook page 91

Speaking skills worksheet, PMB page 36

Student MultiROM • Unit 11 • Words in context

Student MultiROM • Unit 11 • Listen at home • Tracks 52–55



## Lesson Seven CB PAGE 106

Oxford iTools Digital classroom • Unit 11 • Writing

### Skills Time!

#### Skills development

Writing focus: identify the features of a film review

Writing outcome: write a review (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 11 poster; a photocopy of the text from Poster 11, PMB page 47, for each student

#### Warmer

- With books closed ask students what they can remember about the film review from the previous lesson.
- Ask questions if necessary, e.g. *Who did the boy meet when he travelled back in time? What was the beginning like? Were there any special effects?*

#### Poster 11: A film review

- Hand out photocopies of the PMB poster text to each student.
- Present your copy of the poster so all the class can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and compare their ideas.
- Tell students they are going to read the film review now. Choose four students to read the text to the class.
- Read the first text box on the left to the class and ask students to identify the main characters and the director.
- Read the second text box on the left. Ask *Why don't we write what happens at the end of the plot?*
- Read the third text box on the left and ask students to read the author's opinion and what she thought of the film. Ask *What did she say about the story / the actor?* Ask students to suggest similar examples.
- Look at the text boxes on the right and ask students *What kinds of things would people reading the review want to know? What kinds of things could they write about the special effects, costumes and music. What adjectives could they use? (amazing, funny, exciting, fantastic, great, nice etc.)* Point out that we usually write a film review using present tenses.
- Read the final text box on the left and explain that we end the review with a recommendation. Ask them who she recommends goes to see this film.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Tell students to rewrite the third and fourth paragraphs of the film review on the poster.
- Tell them to imagine that they didn't enjoy the film. Explain that this will mean their review is a 'bad' one. Encourage them to have fun and use their imaginations.
- Discuss and compare some of the reviews.

#### 1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

#### ANSWER

a film about Atlantis

#### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What kind of film is it? Who is Milo Thatch?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 Gary Trousdale and Kirk Wise
- 2 a scientist called Milo Thatch

#### 4 Match.

- Before doing the activity, focus students' attention on the text box.
- Go through the suggestions for writing a film review and the example sentences with the class.
- Give students a minute to silently study the information. Elicit some more examples from the class.
- Students can now do the exercise. Point to the example and explain that they have to match the sentences with the topics.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

**NOTE:** Students now do the writing task on Workbook page 92. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 37 of the PMB after this lesson. See the notes on Teacher's Book page 140.

#### Further practice

Workbook page 92

Writing skills worksheet, PMB page 37



## Lesson Eight CB PAGE 107

Oxford iTools Digital classroom • Unit 11 • Review

### Unit 11 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 90

#### Warmer

- To revise words and structures from the unit, tell students they are going to play *True or false?*
- Read out the sentences below. Students listen and call out *True or False* (or write *T or F* in their notebooks).

- A banknote is paper money.* (T)
  - Coffee is grown in France.* (F)
  - Chip invented a time machine.* (F)
  - The Titanic was a huge ship.* (T)
  - You can write about your life in a receipt.* (F)
  - A director tells actors what to do.* (T)
  - Atlantis: The Lost Empire isn't a cartoon film.* (F)
  - The children put messages on a memory stick and put them in a time capsule.* (T)
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 107, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- memory stick
- in the park
- note (n) a written message
- is recycled
- are taken
- are made
- King Arthur and Merlin
- director
- the characters, the plot, recommendation, the script, the director, what is good / bad about the film, details of special effects

#### Optional activity

- Divide the class into groups of four.
  - Tell them they are going to do a different kind of quiz, a *General Knowledge* quiz.
  - Ask the following questions in turn, or ones of your own. After each question give each group 30 seconds to discuss the question and agree on an answer.
- Where is the Eiffel Tower?* (Paris, France)
  - Who invented the telephone?* (Alexander Graham Bell)
  - Which river flows through London?* (the Thames)
  - What are the colours of the Italian flag?* (green, white, red)
  - What is the official language of Brazil?* (Portuguese)
  - How high is Mount Everest?* (8,848 metres)
  - How long is the Great Wall of China?* (6,400 km)
  - What is the tallest mountain in the Alps?* (Mont Blanc)
  - What is the capital of Australia?* (Canberra)
  - What is the currency of Ireland?* (Euro)
- Each group gives its answer in turn. Only give the correct answer once all the groups have answered. Award a point for each correct answer.

#### 2 Listen and order the lines. Sing. 90

- Focus students' attention on the picture. Ask *What are the children doing?*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) You can make your own time capsule, (2) It's so easy, you know how. (3) What will people find inside it (4) When it's dug up years from now?

Chorus: (1) Leave a message for the future, (2) Tell them how life is today. (3) Tell them how we think and feel now, (4) How we work and how we play.

Verse two: (1) Like a message in a bottle, (2) You don't know who'll find your note. (3) When your capsule is discovered, (4) Who will read the things you wrote?

#### Optional activity

- Divide the class into four groups.
- Ask each group to write their own chorus using some of the language they have learned in this unit.
- Monitor the activity and help where necessary.
- Ask each group to read their chorus aloud for the class.
- Ask each group to sing the song all the way through with their chorus.

#### Further practice

Workbook page 93

Unit 11 test, Testing and Evaluation Book page 29

Progress certificate, PMB page 49

Student MultiROM • Unit 11 • Listen at home • Track 56 (song)



# 12

# Be a part of history!

## Lesson One CB PAGE 108

Oxford iTools Digital classroom • Unit 12 • Story

### Story

#### Lesson objectives

To understand a short story

To act out a story

#### Language

Introducing vocabulary through a story

#### Materials

CD 91

### Warmer

- Tell students they are going to sing the song *Leave a message for the future* from Lesson 8 in the previous unit.
- Play the song with books open for students to sing along.

### Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *Will the newspaper write a report about the time capsule? Who will they interview?*
- Students compare and discuss their ideas.

### 1 Listen and read. What are the children doing in pictures 3 and 6? 91

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Who is burying the time capsule? What questions is the reporter asking them?* Encourage predictions about the story.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in pictures 3 and 6?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Who tells them that the reporter wants to interview them? What did Kate tell the reporter? Does the reporter write about the DSD Club?*

#### ANSWER

They're being interviewed for the newspaper in picture 3. In picture 6 they're being given an award.

#### Optional activity

- Ask students to think of more things the children have done to tell the reporter, e.g. *Ed made costumes for the play out of household objects.*
- Students work in pairs or groups of four and think of as many things as possible.
- Students share their ideas with the class.

#### Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.  
*We learnt how to do first aid. (Kate)*  
*I see. Who was it written by? (Reporter)*  
*Maybe they'll start a new DSD Club in the future... (Ed)*  
*We performed a play, too. (Libby)*  
*The news reporter wants to interview you. (Mayor)*  
*Wow! You've had a really busy year! (Reporter)*  
*We built the set, too. It was great fun. (Ed)*  
*There's one more thing you should write about in your article... (Mayor)*  
*Well, we cleaned up the local wildlife park. (Kate)*  
*And we used first aid to help a famous footballer. (Libby)*
- Students call out the names.
- With books open at page 108 students check their answers.

### 2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Kate, Ed, Libby, Mayor and Reporter. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording a second time for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

### 3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 reporter 2 interesting 3 filled 4 beautiful 5 busy  
6 future

#### Further practice

Workbook page 94



## Lesson Two CB PAGE 109

Oxford Tools Digital classroom • Unit 12 • Words

### Words

#### Lesson objectives

- To learn words for talking about the news
- To learn how to make adjectives from nouns with *-ing*

#### Language

Words: *photographer, microphone, flash, lens, reporter, interview, article, news*

Working with words: *interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing* (Class Book); *surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing* (Workbook)

#### Materials

CD 92-93

### Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who came to see them in the park?*

### Lead-in

- Draw a microphone on the board and elicit the word or model it if necessary. Practise the pronunciation.
- Write the word as an anagram and give the class 45 seconds to work out the correct spelling.
- Students may work individually or in pairs.
- Elicit the correct spelling and write it on the board.

### 1 Listen and repeat. 92

- Ask students to open their Class Books and look at the words and pictures.
- Play the recording for students to listen and repeat the words in chorus.
- Repeat as often as necessary.
- Ask individual students to say the words for the class.
- Go through the words with the class. Ask different students to read the words aloud.

### 2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 photographer 2 reporter 3 flash 4 microphone  
5 news 6 lens

### Optional activity

- Ask students to work in pairs.
- Tell them to work with their partner and write one more sentence like the ones in Exercise 2, for the words *interview* and *article*.
- Tell the students to look up the words in the Dictionary pages again to check whether they are nouns or verbs.
- Ask each pair to work with another pair. Students take it in turn to read their sentences to each other.
- Ask some students to read their sentences to the class.

### 3 Listen and repeat. 93

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Read the first rule and point to the verbs and adjectives in turn. Read the second rule and make sure that students understand the spelling rule.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*interesting*)
- Now play the recording for students to listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

### Optional activity

- Tell students you are going to say a word and they have to say whether it is an adjective or a verb.
- Say words in turn from the list of verbs and adjectives in the *Working with words* section. After a word has been identified correctly choose a student to spell it to the class.
- They can either spell the word aloud or come to the front and write it on the board.

### 4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentence with the correct form of the word in brackets.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 interesting 2 relaxing 3 boring 4 amazing

**NOTE:** Students now do the task on Workbook page 95. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 95

Student MultiROM • Unit 12 • Words, Working with words



## Lesson Three CB PAGE 110

Oxford iTools Digital classroom • Unit 12 • Grammar 1

### Grammar 1

#### Lesson objectives

- To use the passive tense to talk about the past
- To complete sentences using the past simple passive

#### Language

Core: *You were invented to cook and clean.*

#### Materials

CD 94

#### Warmer

- Play *Guess the word* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

#### 1 Listen and read. What has Chip done? 94

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What has Chip done?*
- Play the recording a second time. Ask more questions to check comprehension, e.g. *Why hasn't Chip done the housework? What or who has cleaned the house?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

#### ANSWER

He has invented a machine.

#### 2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students to find examples of the passive in the story in Lesson 1.

#### Optional activity

- Ask students to look at the story in Lesson 1 again.
- Write this sentence on the board: *We cleaned up the local wildlife park.*
- Elicit the passive form from the class.
- Ask students if they can find more examples of active sentences in the story in Lesson 1 that they can rewrite as passive sentences.
- Ask a student to come to the board and rewrite the sentence for the rest of the class.
- Repeat with more examples. (*First aid was learnt. A play was performed. First aid was used to help a famous footballer. A set was built.*)

#### 3 Read and circle.

- Ask students to look at the sentences.
- Look at the example and explain that they have to circle the correct option in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 was taken 2 invited 3 was painted 4 sent  
5 were given 6 scored

#### 4 Complete the sentences. Use the past simple passive.

- Ask a student to read the example.
- Check that students understand they have to complete the sentences using the passive form of the verb in brackets.
- Remind students to go to Workbook page 119 and check the verb list when completing the activity.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 was given 2 were stolen 3 was built 4 was decorated  
5 were written 6 was taught

**NOTE:** Ask students to complete the first Unit 12 Grammar Time exercise on page 109 of the Workbook.

#### Optional activity

- Divide the class into two teams.
- With books closed, write a jumbled past passive sentence from Exercises 3 and 4 on the board, e.g. *her watch for given birthday Emma a was* (or make up new sentences of your own).
- Ask a student to come to the board and write the words in the correct order.
- Continue with students from each team in turn.

#### Further practice

Grammar Time, Workbook page 109

Workbook page 96

Student MultiROM • Unit 12 • Grammar 1



## Lesson Four CB PAGE 111

Oxford iTools Digital classroom • Unit 12 • Grammar 2

### Grammar 2

#### Lesson objectives

To make past simple passive questions

To ask and answer questions using the past simple passive

#### Language

Core: *Is English spoken in the USA? Who was the telephone invented by?*

#### Materials

CD 95

#### Warmer

- Play *Lip reading* (see page 20) to energize the class and revise the vocabulary from Lesson 2.

#### Lead-in

- Ask students if they know who invented the telephone? If they can't remember, remind them that it was a question in the General Knowledge quiz in Lesson 8 of the previous unit.
- Ask relevant questions and encourage students to guess the answers: *When did he invent it? What nationality was he? What do you think he said? Who do you think he spoke to?*

#### 1 Listen and read. What is the text about? 95

- Play the recording for students to listen to and follow the words in their books.
- Ask the gist question *What is the text about?*
- Play the recording a second time.
- Explain any new words as necessary.
- Ask more questions to check comprehension, e.g. *Who was Alexander Graham Bell? When was the first telephone call made?*
- Compare the answers to the guesses that the students made earlier.

#### ANSWER

The first telephone call.

#### Culture note: Inventions – The World Wide Web

The World Wide Web was invented in 1989 by a British scientist, Sir Timothy Berners-Lee. The World Wide Web is an application that has allowed the spread and dissemination of information via the Internet. Berners-Lee was born in London in 1954 and educated at Queen's College, Oxford.

#### 2 Read and learn.

- Focus students' attention on the example passive sentences and questions in the text boxes.
- With books closed give some more examples to check the students' understanding. Elicit more examples from the students.

#### 3 Read and choose.

- Ask students to read the sentences and options silently.
- Look at the example and explain that they have to choose the correct options (a, b or c) to complete the sentences.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

1 b 2 a 3 c 4 b 5 b 6 c

#### Optional activity

- Ask students to answer the questions 2, 3, 5 and 6.
- Students can work individually or in pairs.
- Go through the answers with the class.

#### ANSWERS

- It was painted by Leonardo Da Vinci.
- Yes, it is.
- They were built between 4,000 and 5,000 years ago.
- Yes, they are.

#### 4 Ask and answer.

- Point to the pictures in turn and model the names and dates for students to copy.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the pictures using the prompts in the word pool.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

**NOTE:** Ask students to complete the second Unit 12 Grammar Time exercise on page 109 of the Workbook.

#### Optional activity

- Draw three word clouds on the board.
- In the first write the names of the inventors in Exercise 4 in jumbled order. In the second write the inventions in jumbled order. In the third write the dates in jumbled order.
- Divide the class into two teams. Ask one student from each team to come to the front of the class and work together as judges. They can work with their book open.
- With books closed, ask the rest of the class to ask and answer questions about the inventions, from memory.
- A student from Team A stands up, asks a question and nominates a student from Team B to answer.
- If the student answers correctly, the judges may award a point. If they answer incorrectly, the judges elect a student from the other team to answer.
- The team with the most points is the winner.

#### Further practice

Grammar Time, Workbook page 109

Workbook page 97

Language practice worksheet, PMB page 38

 Student MultiROM • Unit 12 • Grammar 2



## Lesson Five CB PAGE 112

Oxford iTools Digital classroom • Unit 12 • Reading

### Skills Time!

#### Skills development

Reading: read an internet forum 'Who deserves a high salary?'; match information

#### Language

Recycled: vocabulary and structures seen previously

Extra: *firefighters, police, dangerous situations, football stars, athletes, tickets, celebrities, emergency services, entertainment, engineers*

#### Materials

CD 96

### Warmer

- Play *Twenty twenty* (see page 21) to revise some of the professions that appear in the text.

### 1 Look at the text. Where do you think it is from?

- Ask students to look at the pictures and the text. Focus attention on the users' names and the times and dates the messages were posted, e.g. Bright star, Posted at 14:56 on 12/4.
- Ask *Where do you think it is from?*
- Encourage students to share their ideas. Once you have established what kind of text it is, ask students if they have ever taken part in an internet forum. Find out which ones are popular, and what aliases the students use.

### 2 Listen and read. 96

- Tell students they are going to listen to the text now.
- Play the recording once all the way through as students read.
- Play the recording again pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to work out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *Does Bright star think that footballers should be paid more than factory workers? Who agrees with London girl?*

#### Optional activity

- Divide the class into groups of four.
- Tell each student to take the roles of Bright star, Book worm, Sports fan and London girl.
- They read the comments in the correct order.
- You may wish to ask one or two groups to read the text aloud to the rest of the class.

#### Optional activity

- Tell students you are going to read the text and they should follow the text in their books.
- Tell them that you feel tired and you might make some mistakes. Ask students to listen carefully and call out if you make a mistake.
- Read the text slowly and clearly. In various places make a mistake, e.g. substitute, leave out or add a word.
- Students call out your mistakes and tell you what the correct word should be.
- Continue until you have read the whole text.

### 3 Read again. Match the people and ideas.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to match the statements to the people.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

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

#### Optional activity

- Tell students you are going to give them some more statements and they have to identify who said it.
  - Ask them to scan the text and find the answers.
- 1 *Footballers are paid more than they deserve. (Bright star)*
  - 2 *Celebrities earn more today because we pay more for entertainment. (Sports fan)*
  - 3 *Scientists deserve more money than celebrities. (Bright star)*
  - 4 *I don't think that a footballer should be paid so much money. (London girl)*
  - 5 *Firefighters and the police are heroes. (Book worm)*
  - 6 *Athletes deserve their money. (Sports fan)*
  - 7 *Surgeons and firefighters deserve to be paid more. (Book worm)*
  - 8 *Athletes entertain people. (Sports fan)*

#### Further practice

Workbook page 98



## Lesson Six CB PAGE 113

Oxford iTools Digital classroom • Unit 12 • Words, Listening, Speaking

### Skills Time!

#### Skills development

Dictionary: discover meaning of words in context

Listening: listen to opinions

Speaking: ask and answer questions about fame and jobs

#### Language

Words in context: *salary, factory, deserve, scientist, celebrity, surgeon, improve, hero* (Class Book); *earn, charity, education, wheelchair* (Workbook)

#### Materials

CD 97

### Warmer

- Play *Talk!* (see page 21) to energize the class at the beginning of the lesson.

### Lead-in

- Elicit the names of the people from the internet forum in the previous lesson. Write the four names on the board.
- Ask students if they can remember their opinions. Prompt if necessary, e.g. *Who thinks athletes deserve their money?*

### 1 Find the words in the text. Write.

- Ask the students to open their Class Books and look at the sentences in Exercise 1.
- Point to the sentences in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 112 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers with the class.

#### ANSWERS

1 surgeon 2 deserve 3 improve 4 factory 5 celebrity  
6 salary 7 scientist 8 hero

#### Optional activity

- Play a spelling game to revise the new vocabulary.
- Divide the class into two teams. Say a word from the list. Choose a student from Team A to spell the word. Award a point for a correct answer, or offer the word to Team B if the answer is incorrect.
- Repeat with a student from Team B.
- The team with the most points is the winner.

### 2 Listen. What are they talking about? 97

- Tell students they are going to hear a recording. Explain that they have to listen and say what the people are talking about.
- Play the recording once the whole way through.

- Elicit the answer from the class.
- Repeat if necessary.

#### ANSWER celebrities

### Transcript

**Carl** Hi, Julie. What are you reading?

**Julie** Oh, hello, Carl. I'm just looking at this magazine. It's full of photos of celebrities. These days, everyone can become a celebrity. I think it's too easy.

**Carl** You're right, Julie. There are lots of new pop stars and actors these days. They sing one song, or act in one film and then we never see them work again. But reporters still write about them, so they are still famous.

**Julie** Well, I think it's silly to be famous for singing a song or being on TV. I think that the real celebrities are people who change the world, like inventors and world leaders.

**Carl** I agree. But celebrities are written about because there are so many newspapers and magazines and reporters have to fill them with something.

**Julie** I suppose it's because the public want to read about famous people. Everyone wants to know about the celebrities and their lives.

**Carl** I think it's because everyone wants to be famous these days. That's why there are so many TV programmes for the public to go on.

**Julie** That's sad. People should want to do more important jobs. We need doctors, police officers, firefighters and scientists. We don't need more celebrities!

### 3 Listen again and write Julie or Carl.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to match the speaker with the sentence as they hear it.
- Go through the answers with the class.

#### ANSWERS

1 Julie 2 Carl 3 Julie 4 Julie 5 Carl 6 Julie

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I want to be a nurse.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Monitor the activity, checking pronunciation and helping where necessary.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

**NOTE:** Students now do the task on Workbook page 99. Go through the exercises with them first if necessary. Remind students that they will need to consult the Dictionary pages in their Workbooks.

### Further practice

Workbook page 99

Speaking skills worksheet, PMB page 39

Student MultiROM • Unit 12 • Words in context

Student MultiROM • Unit 12 • Listen at home • Tracks 57–60



## Lesson Seven CB PAGE 114

Oxford iTools Digital classroom • Unit 12 • Writing

### Skills Time!

#### Skills development

Writing focus: express opinions

Writing outcome: write an opinion piece (Workbook)

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

Writing skills 12 poster; a photocopy of the text from Poster 12, PMB page 47, for each student

### Warmer

- Play *Smiley face* (see page 20) to energize the class and revise the vocabulary from the previous lesson.

#### Poster 12: An opinion text

- Hand out photocopies of the PMB poster text.
- Present your copy of the poster so everyone can see it.
- Ask students the 'Before reading' question in the corner of the poster. Encourage them to discuss and compare their ideas.
- Tell students they are now going to read the text. Choose four students to read the text to the class.
- Look at the text box in the top centre of the poster. Ask why an author would use a question as a title.
- Read the first and second text boxes on the left and ask students to identify the introduction and tell you how many paragraphs there are.
- Point to the third text box on the left. Ask students which phrases have been used to express the writer's opinion.
- Ask students to find an example of a reason and then read the text box at the bottom.
- Ask students which tense the writer uses. Elicit the present simple and then read the fourth text box on the left to confirm.
- Ask students the 'After reading' questions in the corner of the poster. Compare and discuss some of the students' answers with the class.

#### Optional activity

- Ask students to work in groups of four.
- Ask them to discuss the question 'Is it good to be famous?' Remind them to use the phrases which express opinion, and remind them that there is no wrong or right answer.
- Ask each group to share their opinions with the class.

### 1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim read the text. Tell them to look for key words rather than try and read the whole text.
- With books closed ask them what it is about.

### ANSWER

celebrities in newspapers and magazines

### 2 Read.

- Read the text aloud once.
- Choose different students to read sections of the text.
- Help with pronunciation of difficult words where necessary. Repeat as necessary.
- Discuss the text with the class and ask questions to check comprehension, e.g. *What does Tony think about reporters and photographers?*

### 3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

### ANSWERS

- 1 Yes, he does.
- 2 People spend a lot of money on tickets to concerts, films and sports events.

### 4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

- Before doing the activity, focus students' attention on the text box.
- Go through the rule and the example sentences with the class. Check that students understand what phrases they can use to express an opinion.
- Give students a minute to study the information.
- Students can now do the exercise. Explain that they have to underline the phrases the writer uses to express his opinion.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

I believe that (paragraph 1), It seems to me that (paragraph 2), In my opinion (paragraph 4), I think (paragraph 5)

### 5 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

1 believe 2 seems 3 opinion 4 think

**NOTE:** Students now do the writing task on Workbook page 100. Go through the exercises with them first if necessary.

**NOTE:** Tell students to do the worksheet on page 40 of the PMB after this lesson. See the notes on Teacher's Book page 140.

### Further practice

Workbook page 100

Writing skills worksheet, PMB page 40



## Lesson Eight CB PAGE 115

Oxford iTools Digital classroom • Unit 12 • Review

### Unit 12 Review

#### Lesson objectives

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

#### Language

Recycled: vocabulary and structures seen previously

#### Materials

CD 98

#### Warmer

- Play *Book race* (see page 20) to revise words and structures from the unit.
- Give students 20 seconds per sentence to find the answer.
- Use these sentences from the unit or choose your own.  
*When was the first telephone call made? (Lesson 4)*  
*We add -ing to some verbs to make adjectives. (Lesson 2)*  
*Carl thinks there are lots of new pop stars and actors these days. (Lesson 6)*  
*There's one more thing you should write about in your article ... (Lesson 1)*  
*If you talk into the microphone, your voice will be louder. (Lesson 2)*  
*In my opinion, this is a problem. (Lesson 7)*  
*I think they are paid more than they deserve. (Lesson 5)*  
*You were invented to cook and clean. (Lesson 3)*  
*Who was the camera invented by? (Lesson 4)*  
*Now people in the future will know about the DSD Club. (Lesson 1)*
- Go through the answers with the class.

#### 1 Complete the quiz.

- Students can do this activity individually, in pairs, or in teams.
- Tell the students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, giving a short amount of time for the students to write the answers.
- Students work with books open at page 115, but they are not allowed to refer to the unit when answering the questions.
- Go through the answers with the class.

#### ANSWERS

- 1 reporter
- 2 an award
- 3 interesting
- 4 was invited
- 5 was the computer invented
- 6 were rescued
- 7 Sports fan

- 8 celebrity
- 9 seems
- 10 opinion

#### 2 Listen and order the lines. Sing. 98

- Focus students' attention on the pictures. Ask *What four jobs can you see? (artist, writer / author, scientist, astronaut)*
- Play the song the whole way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

#### ANSWERS

Verse one: (1) You don't have to sing pop songs (2) To be someone people know. (3) You don't have to play football (4) Or be on a TV show.

Chorus: (1) You can be a big star, (2) Be a real celebrity. (3) Do something amazing, (4) Be a part of history.

Verse two: (1) Great scientists improved our lives (2) In many different ways. (3) Our world was changed by artists, too (4) Through paintings, books and plays.

Verse three: (1) Their names were not forgotten, (2) Although many years have passed. (3) Their fame will last forever (4) Because great things always last.

#### Optional activity

- Divide the class into three groups.
- Give each group a verse of the song to sing.
- Sing the song all the way through with each group singing their own verse, and all groups singing the chorus.
- Finish with the whole class singing the complete song.
- Swap verses and repeat.

#### Further practice

Workbook page 101

Values 4 Worksheet, PMB page 41

Unit 12 test, Testing and Evaluation Book page 30

Summative Test 4, pages 31–32

Skills Test 4, pages 33–34

Progress certificate, PMB page 49

Student MultiROM • Unit 12 • Listen at home • Track 61 (song)



## Extensive reading CB PAGE 116

Oxford iTools Digital classroom • Unit 12

### Non-fiction

#### Lesson objectives

- To read an extract from a history book
- To read independently and work out meaning through context

#### Language

Extra: carve (v), shapes, gold, silver, ruler, fight, peaceful, iron, weapons, war, power, take over (v), emperor, assistants, weights, measure, army, enemy, join up (v), bury, huge, underground, tomb, tower, clay, chariot, official, acrobat, strongmen, eventually, roof, permission

#### Warmer

- Draw a simple pagoda on the board. Ask students to guess the country this building comes from. Tell students they are going to read about ancient China.

#### 1 Look at the pictures. What do you think they show? Who do you think these buildings / statues were built by?

- Ask students to look at the pictures. Ask *What are in the pictures of China? Who do you think these buildings / statues were built by?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Choose six or seven students and assign them a paragraph each. Ask them to read the text aloud to the class.
- Help with pronunciation of difficult words.
- Choose six or seven different students and repeat.
- Discuss the text with the class and ask questions to check comprehension, e.g. *When did the Ancient Chinese learn to write? Which Dynasty gave China its name?*

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

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 It's a line of people from the same family.
- 2 It was used to make jewellery and decorations.
- 3 Emperor Ch'in.
- 4 980

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.

## Extensive reading CB PAGE 118

Oxford iTools Digital classroom • Unit 12

### Fiction

#### Lesson objectives

- To read a story
- To read independently and work out meaning through context

#### Language

Extra: sailor, treasure, suit, coins, cloth, unwrapped, pirate, ship, adventure, barrel, explore

#### Warmer

- Draw a treasure box on the board. Tell the students they are going to read a story about some treasure. Ask them to guess what kind of things might be in the treasure box. Elicit *gold, silver, jewellery, money*, etc.

#### 1 Look at the story and the pictures. What do you think happens in the story?

- Ask students to look at the pictures. Ask *What do you think happens in the story?* Ask questions and encourage students to make predictions about the text.
- Elicit and model new vocabulary where necessary.

#### 2 Read.

- Ask students to read the story silently. Encourage them to work out unknown words from the context.
- Discuss the story with the class and ask questions to check comprehension, e.g. *Where did Jim live when he was a boy? What pet did Long John Silver have? Did Jim find the treasure?*

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

- Ask students to read the story again. Give different students one or two paragraphs to read and ask them to read the story aloud to the class.
- Help with pronunciation of difficult words.
- Choose different students and repeat.
- Then ask the questions in turn. Give students a minute to check the story if necessary.
- Go through the answers with the class.

#### ANSWERS

- 1 Some papers wrapped in a cloth (a list of treasure and a map).
- 2 Doctor Livesey and the Squire.
- 3 In South America.
- 4 He hears Long John Silver's parrot shouting.

#### 4 Discuss.

- Discuss the questions with the class either as an open class activity or in smaller groups.



# Workbook answer key

## Starter Unit

### Page 2

- 1 1 Ed, brother 2 Kate, sister  
3 Libby, cousin 4 Tony, dad, uncle  
5 Clare, mum, aunt 6 Fin, brother, cousin
- 2 1 c 2 d 3 e 4 b 5 f 6 a
- 3 1 Students' own answers  
2 Students' own answers  
3 Students' own answers

### Page 3

- 1 1 goes 2 have 3 are 4 live  
5 plays 6 visit
- 2 1 'm working 2 tidy  
3 's playing 4 doesn't help 5 go  
6 come 7 're sitting
- 3 1 wrote 2 talking 3 eat 4 go  
5 going 6 running 7 ran  
8 visited

### Page 4

- 1 1 He had a swimming lesson on Monday.  
2 He didn't play football on Tuesday.  
3 He had lunch with his Grandpa on Wednesday.  
4 He visited Greg on Thursday.  
5 He went to karate club on Friday.  
6 He didn't go to the beach on Saturday.  
7 He did his homework on Sunday
- 2 Students' own answers

### Page 5

- 1 1 , " " f 2 ! e 3 : b 4 , a  
5 . d 6 ? c
- 2 1 Jamie and Maria are from Ontario in Canada.  
2 We climbed Mount Kilimanjaro when we were in Tanzania.  
3 Mrs Walters went to Paris in July.  
4 Ted and I watched Shrek 2 on Wednesday.  
5 I live on North Street in Manchester.
- 3 Are you bored? Do you always watch TV after school? Are you playing a game you got two years ago? You need to do something different! The DSD Club meets every Friday at the club house. We do lots of exciting things. These are the activities we tried last month: kayaking, skateboarding and singing. Are you a good artist? Are you a good actor? Come and find out!

## Unit 1

### Page 6

- 1 1 Libby, Ed 2 Fin 3 Ed 4 Libby  
5 Kate 6 Ed, Libby
- 2 1 c 2 a 3 f 4 e 5 g 6 d  
7 b
- 3 Students' own answers
- 4 Students' own answers

### Page 7

- 1 1 nails, hammer  
2 rope, tape measure  
3 roller, tray 4 tools, saw
- 2 1 We saw our favourite teacher at the park.  
2 I did my homework carefully.  
3 My big sister plays tennis well.  
4 Gloria poured the yellow paint slowly.  
5 The children played games happily in the garden.

subject	verb	object
We	saw	our teacher
I	did	my homework
My big sister	plays	tennis
Gloria	poured	the yellow paint
The children	played	games

### Page 8

- 1 1 climbed 2 written 3 made  
4 swim 5 ridden 6 tidied  
7 sang 8 eaten
- 2 1 Have you ever climbed the mountain?  
2 He has never tidied the garage.  
3 Have you ever played computer games?  
4 They have never eaten Chinese food.
- 3 1 Have you ever swum in a river? Yes, I have. / No, I haven't.  
2 Have you ever painted a set? Yes, I have. / No, I haven't.  
3 Have you ever sung in a concert? Yes, I have. / No, I haven't.  
4 Have you ever ridden an elephant? Yes, I have. / No, I haven't.  
5 Have you ever made a cake? Yes, I have. / No, I haven't.

### Page 9

- 1 1 I was six 2 an hour  
3 two years 4 grade one  
5 September 6 ten minutes
- 2 1 since I was a baby  
2 for half an hour 3 for 3 minutes  
4 since 2007 5 for a week  
6 since last summer
- 3 Students' own answers

### Page 10

- 1 (clockwise from top left) 2, 4, 5, 1, 3
- 2 1 True 2 False 3 False 4 False  
5 True 6 True

### Page 11

- 1 1 b 2 c 3 a 4 f 5 d 6 e
- 2 1 shade 2 seaweed 3 branches  
4 beach house
- 3 1 boards 2 plans 3 shade  
4 branches 5 beach house  
6 seaweed

### Page 12

- 1 We built our boats for racing, (7)  
We worked all morning long. (6)  
And soon our boat was ready. (7)  
We thought that it was strong. (6)
- 2 1 fast 2 race 3 slow 4 begin
- 3 Students' own answers

### Page 13

- 1 1 plans 2 boards 3 rope  
4 nails 5 branch 6 rollers  
7 ladder 8 ground
- 2 1 for 2 since 3 never 4 since  
5 never 6 ever
- 3 1 Leona has known her best friend for two years.  
2 Jason has had karate lessons since September.  
3 My sisters have played tennis for an hour.  
4 We have helped Mum in the house since one o'clock.  
5 I have played the guitar since last summer.  
6 I have had a cold for three days.

## Unit 2

### Page 14

- 1 1 False 2 True 3 False 4 True  
5 True 6 False
- 2 1 a princess, a monster and a queen  
2 a monster 3 Ed and Libby  
4 at the school or from the DSD Club  
5 5 o'clock
- 3 Students' own answers

### Page 15

- 1 1 script 2 stage 3 audience  
4 costume 5 curtains 6 lights  
7 character 8 make-up
- 2 knit fright knot flight
- 3 1 fright 2 knot 3 light 4 knit  
5 flight 6 knee

### Page 16

- 1 1 Fiona has learnt the script.  
2 She has checked the lights.



- 3 She hasn't cleaned the stage.
- 4 She has bought the make-up.
- 5 She has sold all the tickets.
- 6 She hasn't taken the costumes to the theatre.
- 2 1 've done 2 've learnt  
3 checked 4 've sold 5 bought  
6 haven't taken
- 3 1 I've made a sandwich for my lunch.  
2 Mum didn't go shopping this morning.  
3 Jenny called her grandma last week.  
4 They haven't visited Paris.  
5 Terry has done his homework.  
6 Helen sold her computer yesterday.

#### Page 17

- 1 1 Grandma has just made a cake.  
2 Joe has visited Egypt before.  
3 Ellie hasn't finished her costume yet.
- 2 1 She hasn't opened her presents yet.  
2 She has just read her cards.  
3 She has already spoken to her grandma.  
4 She hasn't had a bike before.
- 3 Students' own answers.

#### Page 18

- 1 c) Disappearing diamonds
- 2 1 Mum goes to the door.  
2 The note has come from the theatre.  
3 The note says 'The diamonds have disappeared.'  
4 Yes, they are.  
5 They want to help the detective.  
6 No, they aren't.

#### Page 19

- 1 1 arrested 2 criminal 3 note  
4 detective 5 diamonds  
6 robbery
- 2 1 b 2 d 3 a 4 c
- 3 1 props 2 enter 3 servant  
4 clue 5 investigate 6 doorbell

#### Page 20

- 1 Stage directions: excited, She starts to look around., He points at the ground.  
Characters: Julie, Fred
- 2 Students' own answers

#### Page 21

- 1 1 character 2 detective  
3 robbery 4 stage 5 audience  
6 costume 7 lights 8 criminal
- 2 1 hasn't seen 2 didn't call  
3 haven't travelled 4 finished  
5 has lived 6 visited

- 3 1 haven't had  
2 has already read  
3 have never eaten  
4 Have you ever painted  
5 have just bought  
6 has always wanted  
7 hasn't given  
8 Have you already seen

### Unit 3

#### Page 22

- 1 c) The children make new costumes. The play is great!
- 2 1 Ed 2 cupboard 3 dresses  
4 sack 5 audience 6 party
- 3 1 expensive  
2 bird, animal  
3 hands, ears  
4 basket, crown, hat  
5 dress  
6 washing line

#### Page 23

- 1 (clockwise from top left) washing line, feather duster, lampshade, cloth, sponge, rubber gloves, sack, broom
- 2 1 discussion 2 protection  
3 collection 4 pollution
- 3 1 discussion 2 protect 3 act  
4 protection 5 pollution  
6 collect 7 decorations  
8 celebration

#### Page 24

- 1 1 the oldest 2 more exciting  
3 the tallest 4 funnier 5 worse  
6 the best
- 2 1 Kathy 2 Lina 3 Poppy  
4 Lina 5 Lea
- 3 Students' own answers

#### Page 25

- 1 1 tall enough 2 enough eggs  
3 old enough 4 enough money  
5 deep enough 6 enough books
- 2 1 It's too wide. 2 It's too difficult.  
3 It's too crowded.  
4 It's too expensive.
- 3 1 She hasn't got enough eggs to make a cake.  
2 She's too shy to talk to the children.  
3 He's tall enough to go on the ride.  
4 It isn't hot enough to go to the beach.

#### Page 26

- 1 (clockwise from top left) 3, 5, 2, 4, 1
- 2 1 True 2 False 3 False 4 True  
5 False 6 True

#### Page 27

- 1 1 parade 2 masks 3 speakers  
4 float 5 microphone 6 stilts
- 2 1 b 2 a 3 d 4 c
- 3 1 f 2 a 3 c 4 e 5 d 6 b

#### Page 28

- 1 1 Lucy was at home. She was making her costume for the school play.  
2 She finished her costume and she felt happy.  
3 She was going to be a superhero!
- 2 1 nervous 2 disappointed  
3 surprised 4 excited
- 3 Students' own answers

#### Page 29

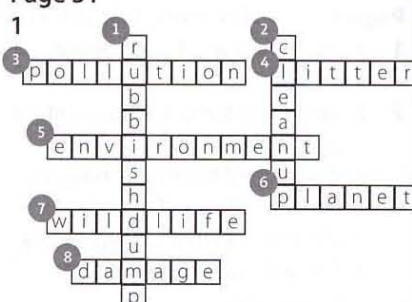
- 1 1 crowd 2 costumes 3 band  
4 speakers 5 dancers 6 stilts  
7 decorations 8 microphone
- 2 1 the cleverest 2 the most difficult  
3 younger 4 the best  
5 smaller 6 more interesting  
7 faster 8 the coldest
- 3 1 too 2 enough 3 enough  
4 too 5 enough 6 too 7 too  
8 enough

### Unit 4

#### Page 30

- 1 1 crew 2 park 3 pretty  
4 isn't 5 rubbish 6 river  
7 dirty 8 safe
- 2 1 e, Libby 2 a, Fin 3 d, Ed  
4 f, Woman 5 b, Kate 6 c, Man

#### Page 31



- 2 1 duck 2 litter 3 beach 4 TV
- 3 1 police 2 beach 3 litter  
4 TV 5 swimming 6 duck

#### Page 32

- 1 1 d 2 c 3 e 4 f 5 b 6 a
- 2 1 He was having breakfast when the phone rang.  
2 Grandpa was sleeping when his visitors arrived.  
3 They were walking to school when they saw a film star.  
4 Phil was buying a drink when his team scored a goal.



- 5 Jack was looking out of the window when the teacher asked a question.

#### Page 33

- 1 1 is, used to be 2 is, used to be  
3 used to be, is 4 is, used to be  
2 1 Mia has long hair.  
2 Dad used to wear a uniform for work.  
3 Ed used to love football.  
4 Mum has short hair.  
5 Mia used to play with dolls.  
6 Ed likes cars  
3 Students' own answers

#### Page 34

- 1 1 Solar energy 2 Wind energy  
3 Water energy  
2 1 e 2 f 3 d 4 a 5 c 6 b

#### Page 35

- 1 1 alternative energy  
2 solar panels 3 electricity  
4 fossil fuels  
2 1 Sailing boats, move  
2 Greenhouses, cold  
3 Technology, difficult  
4 Water mills, flour  
3 1 beams 2 skylight 3 mud  
4 technology 5 alternative  
6 electricity 7 greenhouse  
8 spring

#### Page 36

- 1 1 Pupils ride bikes to school.  
2 Pupils pick up litter.  
3 There are skylights in the roof.  
4 There are solar panels to make electricity.  
5 They save / collect rainwater.  
2 Students' own answers

#### Page 37

- 1 1 environment 2 fuels  
3 energy 4 electricity  
5 skylight 6 wildlife 7 planet  
8 damage  
2 1 rang 2 was working 3 were  
studying 4 were playing  
5 broke 6 weren't doing  
3 1 used to have long hair.  
2 used to be a theatre.  
3 used to play with dolls.  
4 used to be ugly.  
5 used to live in New York.  
6 used to be our teacher.

### Unit 5

#### Page 38

- 1 1 The children decide to help clean up the wildlife park.  
2 They put all the litter in different bags.

- 3 They will pick up all the litter and recycle it.  
4 Libby wants to have a hot bath later.  
5 The park will be clean and safe again soon.  
2 1 family 2 old 3 environment  
4 birds 5 rubbish dump  
6 paper  
3 Students' own answers

#### Page 39

- 1 1 recycling centre 2 oil  
3 carrier bags 4 paper  
5 chemicals 6 metal  
7 batteries 8 bottle bank  
2 1 refill 2 rebuild 3 redecorate  
4 recharge  
3 1 redecorate 2 rebuild 3 refill  
4 return 5 recharge 6 reuse  
7 retell 8 remove

#### Page 40

- 1 1 won't drive 2 will live  
3 will study 4 won't work  
5 won't eat 6 will do  
2 1 Well, I won't change much.  
2 I'll have fun with my friends.  
3 Yes, we'll be friends when we're older.  
4 I'll care about the environment.  
5 Yes, we'll work at the wildlife park together.  
6 And the animals won't be in danger in our town.  
3 Students' own answers

#### Page 41

- 1 1 'm watching 2 are helping  
3 'm having 4 are arriving  
5 's cooking 6 're having  
2 1 They're meeting at the school at 9 o'clock.  
2 They're arriving at the beach at 10 o'clock.  
3 They're playing beach volleyball at quarter past 10.  
4 Dave is teaching them to surf at quarter to 11.  
5 They're eating a picnic on the beach at half past 12.  
6 They're exploring the caves at 2 o'clock.  
7 Mr Jennings isn't taking a group photo at 4 o'clock.  
8 They're going home at half past 4.

#### Page 42

- 1 1 Fashion parade  
2 Egg box garden  
3 Tidy your desk  
4 Gold or paper?

- 2 1 Frank, Olly 2 George  
3 George, Fiona 4 Natalie  
5 Natalie, George

#### Page 43

- 1 1 greetings card 2 ribbon  
3 bracelet 4 map  
5 juice carton 6 bus ticket  
2 1 d, stuck  
2 c, glued  
3 a, cut up  
4 b, rolled  
3 1 stuck, car tyres 2 glued, ribbons 3 cut up, wrapping paper  
4 rolled, bracelet

#### Page 44

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

#### Page 45

- 1 1 plastic 2 recycling centre  
3 paper 4 tyres  
5 wrapping paper  
6 greetings cards 7 carrier bags  
8 batteries  
2 1 In the future people will recycle more.  
2 I won't drive a car when I'm older.  
3 Will it be sunny next week?  
4 Will our team win the match?  
5 My sister and I won't be at this school next year.  
3 1 are having 2 are playing  
3 are taking 4 'm going  
5 're meeting 6 are sleeping

### Unit 6

#### Page 46

- 1 d) The TV crew arrives before the river is clean. They make a programme about cleaning up the park.  
2 1 c 2 a 3 e 4 g 5 f  
6 b 7 d  
3 1 d 2 c 3 e 4 f 5 b 6 a

#### Page 47

- 1 1 aquarium 2 insect house  
3 enclosure 4 aviary  
5 picnic area 6 reptile house  
7 gift shop 8 pool  
2 1 teacher 2 director 3 helper  
4 calculator  
3 1 invent 2 teach 3 present  
4 help 5 act 6 visit  
4 1 An inventor is a person who thinks of and makes a new type of thing.  
2 A teacher is a person who tells someone about something new.  
3 A presenter is a person who talks about things on a radio or TV show.



- 4 A helper is a person who does something to make something easier for someone.
- 5 An actor is a person who is a character in a play or a film.
- 6 A visitor is a person who goes and sees a person or a place.

#### Page 48

- 1 1 Mike isn't going to play football. He's going to play tennis.  
2 Sue and Jane aren't going to go canoeing. They're going to go snorkelling.  
3 Joel isn't going to buy some bread. He's going to buy some fruit.  
4 Cathy isn't going to make a cake. She's going to paint a picture.  
5 Frank and his dad aren't going to go swimming. They're going to go camping.
- 2 1 Anna is going to eat in restaurants.  
2 Anna is going to listen to music.  
3 Anna isn't going to wash the dishes.  
4 Anna isn't going to do homework.  
5 Anna and her family are going to fly on a plane.
- 3 Students' own answers

#### Page 49

- 1 (clockwise from left) 6, 2, 3, 4, 5, 1
- 2 1 are going to escape.  
2 are going to get wet.  
3 's going to feed  
4 's going to steal  
5 's going to fall off.  
6 's going to get a surprise

#### Page 50

- 1 1 It's the biggest lizard of all.  
2 It eats 12-18 kilos of food every day.  
3 There are five different species.  
4 Its jungle habitat is in danger.
- 2 1 e 2 c 3 f 4 g 5 a  
6 d 7 b

#### Page 51

- 1 1 Different species need different enclosures to live in.  
2 Scientists study animals living in the wild to learn about their behaviour.  
3 People want to prevent animals like the panda from becoming extinct.  
4 Many animals are endangered and the population is becoming very small.
- 2 1 habitat 2 research  
3 donation 4 adopt

- 3 1 donation 2 adopt 3 circuses  
4 threat 5 research 6 habitats

#### Page 52

- 2 1 Introduction 2 Help  
3 Population 4 Danger
- 3 Students' own answers

#### Page 53

- 1 1 aquarium 2 reptile house  
3 enclosure 4 aviary  
5 picnic area 6 endangered  
7 prevent 8 wild
- 2 1 's going to buy  
2 're going to watch  
3 'm going to make  
4 aren't going to have  
5 're going to pass  
6 isn't going to play
- 3 1 James and Marshall are going to join a karate club.  
2 Farrah isn't going to get up early every morning.  
3 Jean and Michelle are going to have horse riding lessons.  
4 Paul isn't going to wear his school uniform.  
5 I'm going to visit my aunt and uncle in Canada.

### Unit 7

#### Page 54

- 1 1 Yes, she is.  
2 No, he doesn't.  
3 Yes, he has.  
4 No, they don't.  
5 No, he hasn't.  
6 No, they don't.  
7 Yes, he is.
- 2 a 5 b 1 c 3 d 6 e 7 f 2  
g 8 h 4
- 3 Students' own answers

#### Page 55

- 1 1 sling 2 bruise 3 patient  
4 burn 5 bandage 6 cut  
7 plaster 8 first aid kit
- 2 1 look after 2 cheer up  
3 hand out 4 drop off
- 3 1 to take someone somewhere in a car, and leave them there  
2 to make someone stop feeling sad, and start feeling happy  
3 to give something to everyone in a group  
4 to make sure that someone is safe and comfortable, and has enough to eat
- 4 1 take off 2 look after 3 put on  
4 drop off 5 put away  
6 hand out 7 cheer up

#### Page 56

- 1 1 She was a doctor. 2 He wanted an ice cream. 3 I was riding my bike.
- 2 1 was learning how to do first aid.  
2 were good at putting on bandages.  
3 was feeling much better.  
4 needed to use the telephone.
- 3 1 he was feeling OK, but his leg hurt a bit.  
2 his leg wasn't broken, but he had a big bruise.  
3 He said he couldn't go to work for a month.  
4 He said he was reading all the cards from his fans.

#### Page 57

- 1 1 told 2 said 3 told 4 told  
5 said 6 said
- 2 1 me 2 we 3 them 4 him  
5 he 6 us
- 3 1 to get ready because the bus was coming then.  
2 were going on holiday to Spain the next week.  
3 felt ill that morning.  
4 brothers were going to the cinema that night.  
5 was on the school football team that year.  
6 hadn't got school the next day.

#### Page 58

- 1 1 Sea Rescue Charity  
2 Safety on the beach  
3 Safety at sea  
4 Disaster areas
- 2 1 sea 2 year 3 beaches  
4 safe 5 a lifeboat 6 world

#### Page 59

- 1 1 floods 2 breathing apparatus  
3 hoses 4 accident 5 check  
6 rescues
- 2 1 lifeguard 2 crew 3 volunteer  
4 coastguard
- 3 1 volunteer 2 lifeguard 3 crew  
4 rescue 5 coastguard 6 site  
7 trains

#### Page 60

- 1 b) Rescue at the lake
- 2 1 C 2 I 3 M
- 3 Students' own answers

#### Page 61

- 1 1 first aid 2 first aid kit  
3 bandages 4 accident 5 burn  
6 plaster 7 patient 8 train
- 2 1 didn't like 2 was working that  
3 their school was 4 was his  
5 was wearing her 6 were going



- 3 1 Dave said Alice he can't see the TV.  
Dave told Alice he couldn't see the TV.
- 2 Jenny and Samantha said Sarah they are going to a party the next day.  
Jenny and Samantha told Sarah they were going to a party the next day.
- 3 Jill said she went to visit her cousins this weekend.  
Jill said she was going to visit her cousins that weekend.
- 4 Jake told his grandparents were going to visit they soon.  
Jake said his grandparents were going to visit them soon.

## Unit 8

### Page 62

- 1 1 Libby, Ed 2 Ed, Jim  
3 Libby, Jim 4 Fin  
5 Ed, Jim 6 Jim
- 2 1 fresh, c 2 bored, d  
3 present, b 4 surprise, f  
5 rest, e 6 visit, a
- 3 Students' own answers

### Page 63

- 1 1 ingredients 2 additives  
3 ready-made 4 sugar  
5 junk food 6 health food  
7 dairy products 8 home-made
- 2 1 b 2 d 3 c 4 a
- 3 1 up 2 back 3 rid of 4 stuck  
5 around to 6 on with

### Page 64

- 1 1 don't eat, will be 2 do, will let  
3 will be, wait 4 rains, will be  
5 won't be, eat 6 will be, take
- 2 1 will go 2 will join 3 help  
4 won't go 5 will be
- 3 1 our team scores one more goal, they'll win the match.  
2 doesn't slow down, he'll crash.  
3 make a noise, you won't catch a fish.  
4 go on the ride again, you'll feel sick.

### Page 65

- 1 1 No, you won't.  
2 No, it won't.  
3 Yes, it will.  
4 Yes, it will.  
5 Yes, you will.
- 2 1 Will you be cold if you don't wear hats?  
2 Will the horse bite me if I feed it?  
3 Will it make a milkshake if I press this button?

- 4 Will you buy a helicopter if you've got enough money?

### Page 66

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

### Page 67

- 1 1 (example answers) sandwich, biscuits, yogurt  
2 vegetables, fruits, nuts  
3 jam, sugar, chocolate  
4 chips, crisps, cheese  
5 sport, studying, playing
- 2 1 raw 2 plenty 3 clever  
4 brain
- 3 1 diet 2 snack 3 sweet 4 raw  
5 plenty 6 brain

### Page 68

- 1 b) Milkshake mistake
- 2 Students' own answers
- 3 Students' own answers

### Page 69

- 1 1 ingredients 2 ready-made  
3 additives 4 fresh 5 vitamins  
6 source 7 heart 8 home-made
- 2 1 scores 2 won't feel 3 will tidy up 4 doesn't rain 5 doesn't come 6 visit
- 3 1 Will you have time to make another cake if you hurry?  
2 Will your dad be disappointed if you can't make a new cake?  
3 Will he think it's funny if you tell him what happened?

## Unit 9

### Page 70

- 1 c) He has got tickets for the DSD club so that they can watch the match with him.
- 2 1 f 2 g 3 d 4 e 5 c 6 a  
7 b
- 3 1 game 2 teams 3 players  
4 team 5 score 6 stadium  
7 match

### Page 71

- 1 1 goalkeeper, fans  
2 trophy, captain  
3 athletes, exercises  
4 coach, training
- 2 1 shallow 2 dirty 3 quiet
- 3 1 shallow 2 dirty 3 lose  
4 noisy

### Page 72

- 1 1 will 2 could 3 may 4 won't  
5 won't 6 will 7 might 8 will
- 2 1 He will go to football practice on Saturday.

- 2 He might have lunch at Tony's house on Saturday.
- 3 He won't go camping on Saturday.
- 4 His grandma and grandpa will visit him on Sunday.
- 5 He might play computer games on Sunday.
- 6 He will do his homework on Sunday.
- 7 He won't stay up late on Sunday.
- 3 Students' own answers

### Page 73

- 1 1 Yes, they do.  
2 No, he doesn't.  
3 Yes, he does.  
4 No, they don't.  
5 Yes, they do.
- 2 1 Tom and Charlie have to tidy their bedrooms.  
2 Charlie has to wash the dishes.  
3 Tom and Charlie don't have to help in the garden.  
4 Tom and Charlie have to help with the shopping.  
5 Charlie doesn't have to take the rubbish out.
- 3 1 Did you have to help in the garden last week? Yes, I did. / No, I didn't.  
2 Did you have to help with the shopping last week? Yes, I did. / No, I didn't.  
3 Did you have to tidy your bedroom last week? Yes, I did. / No, I didn't.  
4 Did you have to wash the dishes last week? Yes, I did. / No, I didn't.  
5 Did you have to take the rubbish out last week? Yes, I did. / No, I didn't.

### Page 74

- 1 b) How many times your heart beats in a minute.
- 2 1 heart 2 heart beat 3 wrist  
4 30 seconds 5 two 6 faster

### Page 75

- 1 1 oxygen 2 lungs 3 blood  
4 pumps 5 carbon dioxide  
6 process
- 2 1 beat 2 wrist 3 steady  
4 pulse rate
- 3 1 wrist 2 steady 3 beat  
4 pulse 5 breathe 6 oxygen  
7 heart

### Page 76

- 2 Pam Connor
- 3 Students' own answers

### Page 77

- 1 1 heart 2 breathe 3 lungs  
4 fan 5 captain 6 trophy  
7 coach 8 train



- 2 1 might 2 will 3 might  
4 won't 5 might 6 will
- 3 1 Did Henry have to go to school yesterday?  
2 We don't have to wear a uniform for school.  
3 Grandma had to walk to school when she was young.  
4 Did Jamie have to help his mum and dad in the house yesterday?  
5 Do you have to do your homework after school?  
6 I don't have to get up early on Saturdays.

## Unit 10

### Page 78

- 1 1 shopping centre 2 Roman  
3 talk 4 Romans 5 houses  
6 beautiful
- 2 1 False 2 True 3 False 4 False  
5 True 6 False

### Page 79

- 1 1 archaeologist 2 jewellery  
3 columns 4 steps 5 blocks  
6 pots 7 statue 8 carvings
- 2 1 colour (noun), colourful (adj)  
2 fearful (adj), fear (noun)  
3 thoughtful (adj), thought (noun)
- 3 1 fear 2 cheerful 3 help  
4 colourful 5 play 6 careful  
7 thoughtful 8 wonderful

### Page 80

- 1 1 c 2 b 3 d 4 f 5 e 6 a
- 2 1 one 2 where 3 one  
4 thing 5 where 6 one
- 3 1 something 2 nothing  
3 anything 4 something  
5 everywhere 6 someone  
7 everything 8 anything

### Page 81

- 1 1 isn't 2 can't 3 could  
4 aren't 5 isn't
- 2 1 weren't they? 2 can we?  
3 is she? 4 could you? 5 was it?  
6 isn't he?
- 3 1 it wasn't 2 it is 3 they could  
4 she isn't 5 they can  
6 he couldn't

### Page 82

- 1 1 d 2 b 3 c 4 a
- 2 1 Nearly 2000 years ago.  
2 Londinium.  
3 In big houses or beautiful palaces.  
4 Central heating.  
5 For their bath houses.  
6 In the north of England.

### Page 83

- 1 1 ancient 2 fortress 3 palace  
4 maze 5 explorer 6 slanted

- 2 1 central heating 2 rich  
3 invade 4 border
- 3 1 border 2 invade 3 fortress  
4 rich 5 ruins 6 central heating  
7 aqueducts

### Page 84

- 1 Students' own answers  
2 Students' own answers

### Page 85

- 1 1 ancient 2 columns 3 roof  
4 steps 5 ruins 6 blocks  
7 statues 8 carvings
- 2 1 anywhere 2 someone  
3 no one 4 anything  
5 somewhere 6 everything
- 3 1 aren't you 2 can they  
3 wasn't it 4 isn't it 5 was she  
6 can it

## Unit 11

### Page 86

- 1 1 box 2 now 3 messages  
4 technology 5 park  
6 newspaper
- 2 1 Ed, supermarket 2 Libby,  
magazine 3 Kate, photos  
4 CD, map, hat 5 Ed, money  
6 The mayor, park
- 3 Students' own answers

### Page 87

- 1 1 time capsule 2 stamps  
3 photo album 4 receipts  
5 banknotes 6 memory stick  
7 manual 8 diary
- 2 1 duck (noun), duck (verb)  
2 match (noun), match (verb)  
3 sink (verb), sink (noun)
- 3 1 duck, verb 2 light, adjective  
3 coach, noun 4 match, noun  
5 sink, verb 6 spring, noun

### Page 88

- 1 1 are locked 2 are spoken  
3 are collected 4 is taught  
5 is won
- 2 1 Tickets are bought on the bus.  
2 Roman ruins are found all over the world.  
3 Glass is recycled at this factory.  
4 Figs are grown in Egypt.  
5 Information is saved on memory sticks.

- 3 1 are chosen 2 are put  
3 is found 4 is dug 5 is buried  
6 is discovered

### Page 89

- 1 1 d, Passive 2 c, Passive  
3 e, Active 4 a, Active  
5 b, Passive
- 2 1 by 2 with 3 with 4 by  
5 with 6 by

- 3 1 Classes are taught by teachers.  
2 The museum is built with blocks of stone.  
3 Prizes are given by the mayor.  
4 The door is decorated with carvings.

### Page 90

- 1 b, She made a film of her favourite book.
- 2 1 False 2 False 3 True 4 False  
5 True 6 False 7 True

### Page 91

- 1 1 confident 2 director  
3 teenager 4 special effects  
5 comedy 6 performance
- 2 1 c 2 d 3 b 4 a
- 3 1 mysterious 2 swapped  
places 3 challenge 4 knight  
5 earthquake 6 boarding school

### Page 92

- 1 Students' own answers  
2 Students' own answers

### Page 93

- 1 1 newspaper 2 banknote  
3 receipt 4 ticket 5 stamp  
6 science fiction 7 special effects  
8 memory stick
- 2 1 are taught 2 are paid  
3 is sold 4 are bought  
5 is saved 6 are made  
7 are watched 8 is spoken
- 3 1 by 2 by 3 with 4 with  
5 by 6 by

## Unit 12

### Page 94

- 1 a 3 b 5 c 1 d 4 e 7 f 6  
g 8 h 2
- 2 1 They didn't bury a computer. They buried a time capsule.  
2 DSD doesn't mean Don't Sit Down. It means Do Something Different.  
3 They didn't perform in a film. They performed in a play.  
4 The river isn't dangerous now. It's safe.  
5 They didn't help a famous basketball player. They helped a famous football player.

### Page 95

- 1 1 lens 2 photographer  
3 interview 4 flash  
5 microphone 6 reporter  
7 article 8 news
- 2 1 surprising 2 amusing 3 tiring  
4 confusing
- 3 1 interesting 2 confusing  
3 exciting 4 boring



- 5 frightening 6 amusing  
7 tiring 8 surprising

#### Page 96

- 1 1 were 2 was 3 were 4 was  
5 were 6 were  
2 1 was collected 2 was built  
3 was finished 4 were taught  
5 were given  
3 1 Our house was built in 1880.  
2 Those photos were taken in  
Thailand.  
3 This statue was made by an artist.  
4 Our lunch was cooked in the hotel  
restaurant.  
5 Jewellery was worn in Ancient  
Rome.  
6 These postcards were sent from  
Russia.  
4 1 Our school was built in \_\_\_\_.  
2 My favourite book was written  
by \_\_\_\_.  
3 My favourite photos were taken  
in \_\_\_\_.

#### Page 97

- 1 1 Where 2 When 3 Who  
4 Was 5 What 6 Were  
2 1 Who was the film directed by?  
2 When was the film made?  
3 Was the story written as a book  
first?  
4 Who was the book written by?  
5 Was the story changed for the  
film?  
3 1 When was the Eiffel Tower built?  
2 Who was sent to the moon with  
Neil Armstrong?  
3 Where were stamps invented?  
4 What was invented by Alexander  
Graham Bell?

#### Page 98

- 1 Generous celebrities?  
2 1 A lot of celebrities are very lazy,  
rich  
2 An American singer does work to  
help people., actress  
3 She served food after a big  
earthquake in New Orleans., flood  
4 She went to India to help a charity  
build swimming pools and  
hospitals., schools  
5 A famous tennis player works  
to help children everywhere.,  
footballer  
6 He works with his daughter, wife  
7 The charity helps children who  
can't read, walk  
8 Celebrities use their time and  
friends to help people., money

#### Page 99

- 1 1 improve 2 salary 3 deserve  
4 surgeons / scientists  
5 surgeons / scientists 6 hero  
2 1 wheelchair 2 earn  
3 education 4 charity  
3 1 earn 2 factories 3 celebrities  
4 charity 5 improve  
6 education 7 wheelchairs  
8 heroes

#### Page 100

- 1 Students' own answers  
2 Students' own answers  
3 Students' own answers

#### Page 101

- 1 1 reporter 2 articles  
3 interview 4 celebrity  
5 factory 6 salary 7 improve  
8 deserve  
2 1 were asked 2 was found  
3 was given 4 were taken  
5 was built 6 was filmed  
3 1 gave, Were you given lots of  
homework yesterday?  
2 Were, Was she paid a lot of money  
to act in that film?  
3 Where, Who was the film directed  
by?  
4 build, When was Tower Bridge  
built?  
5 bury, Was the time capsule buried  
in the park?  
6 drove, Were they driven to school  
by their mum last week?

### Grammar Time

#### Unit 1

##### Present perfect: *ever / never*

- 1 1 have never made  
2 Has, ever visited  
3 have never eaten  
4 Have, ever ridden

##### Present perfect: *since / for*

- 2 1 I've had this schoolbag for a week.  
2 She's been at this school since last  
year.  
3 They've lived in the same town for  
ten years.  
4 James has had piano lessons since  
January.

#### Unit 2

##### Past simple and present perfect

- 1 1 went 2 went 3 didn't ring  
4 haven't read

##### *already / yet / before / just*

- 2 1 just 2 yet 3 already  
4 before

#### Unit 3

##### Comparatives and superlatives

- 1 1 taller, as tall 2 cleverest, (not)  
as clever 3 as bad, worse 4 the  
most interesting, as interesting

##### *too / enough*

- 2 1 too small 2 enough chairs  
3 too tired 4 old enough

#### Unit 4

##### Past simple and past continuous: interrupted actions

- 1 1 was reading, arrived  
2 broke, was washing  
3 was driving, went  
4 were watching, won

##### *used to*

- 2 1 used to have 2 used to go  
3 used to be 4 used to live

#### Unit 5

##### *will / won't*

- 1 1 Karen will go to university when  
she's older.  
2 My team won't win the game this  
afternoon.  
3 It will be sunny tomorrow.  
4 People won't have flying cars in  
100 years.

##### Present continuous with future meaning

- 2 1 Jade is meeting her aunt on  
Monday.  
2 They are visiting a wildlife park  
tomorrow.  
3 Jade isn't sleeping at home that  
night.

#### Unit 6

##### *going to*: future plans and intentions

- 1 1 is going to visit  
2 aren't going to play  
3 are going to come  
4 are going to make

##### *going to*: predictions

- 2 1 's going to rain  
2 's going to arrive  
3 are going to buy  
4 isn't going to come

#### Unit 7

##### Reported speech

- 1 1 he liked his picnic lunch  
2 he was playing his new computer  
game  
3 she was tired  
4 they were going to the beach

##### *said / told*

- 2 1 said 2 told 3 said 4 told

##### Reported speech: time markers

- 3 1 Fran said she was going to the  
cinema that night.



- 2 Joe said it was his birthday that day.
- 3 The girls said they were having their lunch then.
- 4 Pete said his dad was buying a new car the next week.

## Unit 8

### First conditional

- 1 1 d 2 b 3 a 4 c

### First conditional questions

- 2 1 Will they be ill if they eat all the sweets? Yes, they will.
- 2 Will I be healthy if I eat lots of junk food? No, you won't.
- 3 Will we be hungry if we don't have breakfast? Yes, we will.
- 4 Will you be scared if all the lights go out? No, I won't.

## Unit 9

### Modal verbs: *may, might, could* and *will / won't*

- 1 1 might 2 won't 3 won't  
4 could

### *have / had to* statements and questions

- 2 1 Do you have to help
- 2 I do
- 3 Does he have to do
- 4 he does
- 5 Does he have to look after
- 6 he doesn't

## Unit 10

### Indefinite pronouns

- 1 1 any 2 some 3 no 4 every

### Question tags

- 2 1 can he, Yes, he can.
- 2 aren't you, Yes, I am.
- 3 weren't you, No, I wasn't.
- 4 could she, No, she couldn't.

## Unit 11

### Passive and active (present simple)

- 1 1 are taught 2 swims  
3 is watched 4 arrives
- 2 1 with 2 by 3 with 4 by

## Unit 12

### The passive (past simple)

- 1 1 These houses weren't built in 1836.
- 2 Paper was invented in Egypt.
- 3 Our car wasn't made in France.
- 4 The stories were written by the students.

### Passive questions

- 2 1 Who 2 When 3 Were
- 4 Where 5 What



# Photocopy Masters Book notes

The Photocopy Masters Book contains:

- twelve Language practice worksheets to use after Lesson 4 of every unit.
- twelve Speaking skills worksheets to use after Lesson 6 of every unit.
- twelve Writing skills worksheets and posters to use after Lesson 7 of every unit.
- four Values worksheets (one for every block of three units) to use at any time after the references to them in the main teaching notes of those units.
- two play scripts to use at the end of each semester or at any time after the references to them in the main teaching notes.

These pages give answer keys for the Language practice, Speaking skills and Writing skills worksheets, information on how to use the two play scripts, and teaching notes for the Speaking skills worksheets and Writing skills worksheets and posters.

## Unit 1 Language practice PMB PAGE 2

- 1 hammer, nails 2 saw, tape measure  
3 tray, roller 4 rope 5 tools
- 1 Has Sally ever played tennis? No, she's never played tennis.  
2 Has Sue ever played tennis? Yes, she's played tennis.  
3 Has Sally ever swum with dolphins? Yes, she's swum with dolphins.  
4 Has Sue ever swum with dolphins? No, she's never swum with dolphins.  
5 Have Sue and Sally ever been to a zoo? Yes, they've been to a zoo.
- 1 X, He's known Sam for 3 years. 2 X, They've lived here since 2008. 3 ✓ 4 X, Jim and Peter have been friends since they started school.

## Unit 1 Speaking skills PMB PAGE 3

- Ask students to work in pairs.
- Hand out two copies of the worksheet to each pair.
- Tell students to look at each picture and decide if they have ever done the activities. They put a tick ✓ for Yes and a cross X for No in the first column.
- They then guess for their partner and put a tick ✓ or a cross X in the second column.
- Model the example question and answer with a student.
- In pairs, students ask and answer the questions. They put a tick ✓ or a cross X in the third column.
- Students add up their scores. Award a point for each correct guess.

### ANSWERS

Students' own answers

## Unit 1 Writing skills PMB PAGE 4

### 1 Read the poem about the sail boats again.

- Ask students to read the poem again.

## 2 Write True or False.

- Tell students to read the sentences and write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

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

## 3 Write your own poem about something you have made. Remember to use what you have learnt about writing a poem.

- Tell students they are now going to write a poem about something they have made.
- Tell them to follow the rhyming pattern in the poem *Our Sail Boats*. Remind them to observe what they have learnt about writing a poem.
- Students work individually. Monitor and help where necessary.
- When students have finished, ask them to work in pairs and read their poems to their partner.
- You may wish to ask some students to read their poems to the class.

## Unit 2 Language practice PMB PAGE 5

1	c	h	a	r	a	c	t	e	r
2		c	o	s	t	u	m	e	
3	s	c	r	i	p	t			
4		c	u	r	t	a	i	n	
5			l	i	g	h	t	s	
6	a	u	d	i	e	n	c	e	
7	m	a	k	e	-	u	p		

An actor's favourite place is on stage.

- 1 The girls went swimming yesterday. / Yesterday the girls went swimming.
- 2 We haven't finished our chess game yet.
- 3 Mum and I made a cake yesterday. / Yesterday Mum and I made a cake.
- 4 Dad played football yesterday afternoon. / Yesterday afternoon Dad played football.
- 5 I've just watched an interesting TV programme.
- 6 Ellie hasn't been to a play before.
- 7 I read a great book last week. / Last week I read a great book.
- 8 You've already told me that joke. / You've told me that joke already.

## Unit 2 Speaking skills PMB PAGE 6

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.



- Students look at the 'Weekend Jobs' charts. The ticks and crosses on the worksheet represent what jobs Rita and Sophie have ✓ or haven't ✗ done.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.

#### ANSWERS

##### Rita

##### Weekend Jobs

- do my homework ✓
- tidy my bedroom ✗
- water the plants ✓
- practise the piano ✗
- email my friends ✓
- take the rubbish outside ✗
- buy a new pen ✓
- finish my book ✓

##### Sophie

##### Weekend Jobs

- tidy the kitchen ✗
- do the washing up ✗
- clean the furniture ✗
- clean my desk ✓
- make a cake ✓
- buy some flowers ✓
- do my homework ✓
- learn my script ✓

### Unit 2 Writing skills PMB PAGE 7

#### 1 Read the play script about the dirty shoes again.

- Ask students to read the play script again.

#### 2 Imagine you are a police officer. Write your notes and decide who is the thief.

- Tell students to imagine they are a police officer who is at the crime scene.
- Ask them to make notes about what has happened, and decide who is the thief. Ask questions, e.g. *Where was the coin collection? What was under the cupboard? What was the thief wearing?*
- Students do the exercise individually.
- Ask some students to read their notes to the class and say who is the thief.

#### ANSWER

Davy Lewis stole the coins. He's very tall so he could reach the coins on the shelf, and he's thin, so he could use his thin arms to put the coins under the cupboard.

#### 3 Something is missing at your school. Write scene 1 of a play script about it. Remember to use what you have learnt about writing a play script.

- Tell students they are now going to write scene 1 of a play script. Explain that something is missing at your school.
- Tell them to think of the following things before they start writing: the characters, the scene, and the stage directions.
- Students work individually or in pairs. Monitor and help where necessary.
- When students have finished, you may wish to ask some students to read their play scripts to the class.

### Unit 3 Language practice PMB PAGE 8

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

### Unit 3 Speaking skills PMB PAGE 9

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the chart about holiday locations. They are going to ask and answer questions to compare the different locations.
- Each location has a rating between one and three, represented by the smiley faces. Explain that if a student doesn't have the information on the chart and can't answer, he or she says *I don't know* and asks another question. If a student can answer the question, he or she has to give the rating.
- Model the example question and answer with a student.
- In pairs, students ask and answer questions to find the missing information. They complete their charts.

#### ANSWERS

Completed chart:

Barcelona: Beaches – 2, Weather – 3, Food – 3, Hotels – 3

Lisbon: Beaches – 2, Weather – 3, Food – 3, Hotels – 2

Biarritz: Beaches – 3, Weather – 2, Food – 2, Hotels – 1

### Unit 3 Writing skills PMB PAGE 10

#### 1 Read the story about Mother's Day again.

- Ask students to read the story again.

#### 2 Order the events in the story.

- Tell students to read the events and put them in the correct order.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

- 1 Ellie woke up very early.
- 2 Ellie was worried.
- 3 Ellie looked in the dining room and in the living room.
- 4 Tom was in the kitchen, holding a big picture.
- 5 Dad came into the kitchen holding a bunch of flowers.
- 6 They all laughed happily.

#### 3 Write your own story about a special day. Remember to use what you have learnt about writing a story.

- Tell students they are now going to write a story about a special day. It can be true or they can invent a story.
- Remind students to observe what they have learnt about writing a story.
- Students work individually or in pairs. Monitor and help where necessary.
- When students have finished, you may wish to ask some students to read their stories to the class.

### Units 1–3 Values 1 PMB PAGE 11

#### 1 Read about the school painting from England.

- Ask students to look at the picture and read the text about the school painting.
- Students read the text individually. Model any new vocabulary.



- Ask questions to check comprehension, e.g. *Who has made the picture of the English town? Where is the town?*

## 2 Discuss with a partner and write.

- Ask students to work in pairs.
- Point to the two questions and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- When students have finished, you may wish to ask some students to read their ideas to the class.

## 3 Design a school painting of your own. Make sure you show what is important in your town or village.

- Tell students they are going to design a school painting or drawing of their town or village. Ask them to suggest ideas for what should be included and write notes on the board.
- Hand out a large sheet of paper and some paints or coloured pencils to each student.
- When the students have finished ask different students to talk about the picture.
- If a large class picture isn't possible to do, students could create paintings or drawings on their own or in pairs. At the end, collect their paintings or drawings and display them around the class. Students talk about the pictures and vote on the best three.

## Unit 4 Language practice PMB PAGE 12

- 1 1 litter 2 rubbish dump 3 planet 4 clean up  
5 wildlife 6 pollution

r	u	y	l	s	s	n	h	e	n	p
y	u	l	r	s	h	s	o	o	w	l
g	p	b	m	h	e	u	i	f	i	a
k	j	p	b	u	s	t	c	q	l	n
n	n	c	u	i	u	o	z	f	d	e
c	e	f	x	l	s	g	z	x	l	t
k	d	s	l	a	r	h	w	t	i	v
d	u	o	o	f	d	z	d	r	f	c
b	p	l	i	t	t	e	r	u	e	r
c	l	e	a	n	u	p	m	f	m	k
p	y	j	k	n	v	g	n	e	w	p

- 2 1 What was Dad doing when Mum left? He was cooking.  
2 What was Ann doing when the phone rang? She was reading.  
3 What was Lee doing when it started to rain? He was playing football.  
4 What was Tony doing when his mum arrived? He was watching TV.
- 3 Students' own answers, using *I used to ...*

## Unit 4 Speaking skills PMB PAGE 13

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures. Explain that the main picture on the left is a crime scene, and the small pictures on the right are the suspects. Tell them that a jewel was stolen at three o'clock yesterday and the suspects have been interviewed.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions and complete the missing information on their worksheets.
- Students discuss the evidence and decide who stole the jewel and why.

### ANSWERS

- a Mrs Green, reading a book, no one  
b Dr Pink, swimming, lots of people  
c Professor Blue, eating dinner at a restaurant, his family  
d Mr Yellow, watching a film at the cinema, Mr Purple  
e Mr Purple, washing his car, his neighbours  
The jewel thief was Mr Yellow because he said he was at the cinema with Mr Purple, but Mr Purple was washing his car, and his neighbours saw him.

## Unit 4 Writing skills PMB PAGE 14

### 1 Read the information text about the Green World Café again.

- Ask students to read the website again.

### 2 Why is the Green World Café a wonderful place to eat? Write five reasons.

- Tell students to find five reasons why the *Green World Café* is a wonderful place to eat.
- Students do the exercise individually and make notes.
- Go through the answers with the class.

### ANSWERS

The food is delicious. They use alternative energy (solar panels). They don't damage the environment or use up the planet's resources. They use natural cleaning products. They give money to local people. They only use natural, fresh food. There are lots of different dishes. There is a special menu for kids.

### 3 Write an information text about a wonderful place in your town. Remember to use what you have learnt about writing an information text.

- Tell students they are now going to write an information text about a wonderful place in their town. Tell them to draw pictures to illustrate it.
- Hand out sheets of paper and coloured pencils.
- Remind students to observe what they have learnt about writing an information text.
- Students work individually or in pairs. Monitor and help where necessary.
- When students have finished, collect the information texts and display them around the class.



## Unit 5 Language practice PMB PAGE 15

- 1 1 I took my old jars and bottles to the bottle bank.  
2 Dad put new oil in the car.  
3 Jo put all her shopping in a carrier bag.  
4 Tom bought a new battery for his camera.  
5 Most paper comes from trees.  
6 Mum takes our rubbish to the recycling centre every Saturday.
- 2 1 I won't ride a bike. 2 I'll drive a car.  
3 I won't live in a house. 4 I'll live on a boat.  
5 I won't play football. 6 I'll play the guitar.
- 3 1 Susie is meeting Jim at the station at ten o'clock.  
2 She is going to the dentist at half past eleven.  
3 She is playing tennis at three o'clock.  
4 She is phoning Jane at six o'clock.

## Unit 5 Speaking skills PMB PAGE 16

- Ask students to work in pairs.
- Hand out a copy of the worksheet to each pair, cut in half.
- Students look at the diary and the pictures. Tell them they have to do one hour's homework together but they are both busy.
- Model the example question and answer with a student.
- In pairs, students ask and answer questions until they can find a time they are both free and can do their homework together.

### ANSWER

The best time for them to do their homework together is 4:00. At all the other times one of them is free but the other is doing something already.

## Unit 5 Writing skills PMB PAGE 17

### 1 Read the leaflet about saving energy again.

- Ask students to read the leaflet again. Tell them to look for ways of saving energy.

### 2 Write six ways of saving energy.

- Students write six ways of saving energy and make notes.
- Go through the answers with the class.

### ANSWERS

Turn off lights when you leave a room. Turn off the heating when your family is out. Turn down the heating when your family is in bed. Close the curtains in very cold or hot weather. Turn machines off when you are not using them. Have a shower instead of a bath.

### 3 Write your own leaflet about saving energy. Remember to use what you have learnt about writing leaflets.

- Tell students they are now going to make a leaflet about saving energy.
- Hand out sheets of paper and coloured pencils. Tell them to draw pictures to illustrate their leaflet.
- Remind students to observe what they have learnt about writing a leaflet.
- Students work individually or in pairs. Monitor and help where necessary.

- Students discuss and compare their ideas with the rest of the class.

## Unit 6 Language practice PMB PAGE 18

- 1 1 picnic area 2 pool / (lion) enclosure 3 aviary  
4 reptile house 5 lion enclosure 6 aquarium
- 2 1 She's going to do her homework on Saturday morning.  
2 She's going to play tennis on Saturday afternoon.  
3 She's going to listen to music on Saturday evening.  
4 She's going to go for a walk (with her mother) on Sunday afternoon.  
5 She's going to read on Sunday evening.
- 3 1 It's going to fall.  
2 It's going to rain.  
3 She's going to wash the car.

## Unit 6 Speaking skills PMB PAGE 19

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at their email and chart. They are Richard or Simon. Tell them they have to tick ✓ the activities they are going to do and cross X the activities they are not going to do.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.

### ANSWERS

Ticks for Simon: city, wildlife park, computer games, listen to music, shopping

Ticks for Richard: beach, snorkel, windsurf, take photos, read books

## Unit 6 Writing skills PMB PAGE 20

### 1 Read the article about the Black Rhino again.

- Ask students to read the magazine article again. Tell them to find three facts about the Black Rhino and three facts about the International Rhino Foundation.

### 2 Write three facts about the Black Rhino and three facts about the International Rhino Foundation.

- Students write down the facts they have found and make notes.
- Go through the answers with the class.

### ANSWERS

Facts about the Black Rhino: It is a large and powerful animal. It is really grey, not black. It has a huge body. It has very thick skin. It has a big horn on its nose. It doesn't eat other animals. It eats plants and fruit. Black Rhinos are endangered. People hunt Black Rhinos for their horns, to make medicine or knives.

Facts about the International Rhino Foundation: It is trying to help the Black Rhino. It has teams of people working in Africa to try to increase the Black Rhino population. They look after rhinos when they are ill or hurt. They move Black Rhinos to safe places when they are in danger.



### 3 Find out about another endangered animal and write a magazine article about it. Remember to use what you have learnt about writing a magazine article.

- Tell students they are going to write a magazine article about another endangered animal. Students find out the information in the library or at home before the class.
- Hand out sheets of paper and coloured pencils. Tell them to draw pictures to illustrate their article.
- Remind students to observe what they have learnt about writing a magazine article.
- Students work individually or in pairs. Monitor and help where necessary.
- When students have finished, display the articles and put them around the class.

## Units 4–6 Values 2 PMB PAGE 21

### 1 Read about saving water.

- Ask students to read the text about saving water.
- Students read the text individually. Model any new vocabulary.
- Ask questions to check comprehension, e.g. *Should you have a bath or a shower? How should you wash the car?*

### 2 Tick or cross.

- Ask students to look at the pictures.
- They tick ✓ things you should do and cross X things you shouldn't do to save water.
- Go through the answers with the class.

#### ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X 7 X 8 ✓ 9 ✓

### 3 Discuss with a partner and write.

- Ask students to work in pairs.
- Point to items 1 and 2 and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- When students have finished, you may wish to ask some students to read their promises to the class.

#### ANSWERS

Students' own answers

## Unit 7 Language practice PMB PAGE 22

1 1 b 2 d 3 e 4 c 5 a

- The doctor opened his first aid kit.
  - Joe fell over and he's got a big blue bruise on his knee.
  - The doctor told the patient she was better and could go home.
  - Amanda's mum put a plaster on the cut on her finger.
  - The doctor put a sling on her arm to hold it in place.
- 2 1 X, Sue *told* me she watched a film last night.  
2 ✓  
3 X, Pablo *told* his mum he was playing football.  
4 X, Todd *said* he was feeling very happy.  
5 Rachel told us her mum *was* coming the next day.

## Unit 7 Speaking skills PMB PAGE 23

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the picture and chart. They read the speech bubbles and complete the chart for the children in their picture. They are going to ask and answer questions about the other children named in the chart.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions using reported speech to find out the missing information. They complete their charts.

#### ANSWERS

Ticks for Tim: jam, chicken, cherries

Ticks for Sam: chicken, apples, cherries

Ticks for Jo: chicken, cherries

Ticks for Ann: chicken, cherries, strawberries

All four children like chicken sandwiches and cherries.

## Unit 7 Writing skills PMB PAGE 24

### 1 Read the newspaper report about the skateboarder again.

- Ask students to read the newspaper report again.

### 2 Write a list of the events that happened in Park Road. Make sure they are in the correct order.

- Tell students to write a list of the events that happened in Park Road in the correct order.
- Students do the exercise individually and make notes.
- Go through the answers with the class.

#### ANSWER

Suggested answer: Lee was riding his bike along the road. Lee fell off his bike. Mr Morton crashed his car. Richie called an ambulance. Lee and Mr Morton went to hospital.

### 3 Can you think of something exciting that happened to you or a friend? Write a newspaper report about it. Remember to use what you have learnt about writing a newspaper report.

- Tell students they are now going to write a newspaper report about something exciting that has happened to them or a friend.
- Remind students to observe what they have learnt about writing a newspaper report.
- Students work individually or in pairs. Monitor and help where necessary.
- Ask some students to read their newspaper reports to the class.

## Unit 8 Language practice PMB PAGE 25

- Mum bought all the *ingredients* for the recipe.
- My aunt eats lots of *ready-made* food because she doesn't have much time to cook.
- Sugar is *bad* for your teeth.
- You shouldn't eat *junk* food because it isn't healthy.
- Dairy products* like milk and cheese are good for your teeth and bones.



- 2 1 If I have enough money, I'll buy a new car.
- 2 Your teacher will be angry if you are late to school / if you arrive late to school.
- 3 Will Dad cycle to work if his car doesn't start / if his car is broken (down)?
- 4 If you don't practise, you'll lose (the game).
- 5 Will Mum be happy if we buy her flowers?
- 6 We'll have a picnic tomorrow if the weather is nice / if it's sunny.

## Unit 8 Speaking skills PMB PAGE 26

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the words in the word pool.
- Model the example question and answer on both worksheets with a student, to show that Student B uses the answer to his or her question to ask another question.
- In pairs, students ask and answer questions in the correct order by following the direction of the arrows. They write the missing information in the boxes.

### ANSWERS

If Liam gets up late, he'll miss the bus. If he misses the bus, he'll run to school. If he runs to school, he'll feel tired. If he feels tired, he'll fall asleep in class. If he falls asleep in class, his teacher will be cross. If his teacher's cross, he'll tell him to stay after class. If he stays after class, he'll miss the bus again.

## Unit 8 Writing skills PMB PAGE 27

### 1 Read the personal account about making pancakes again.

- Ask students to read the personal account again.

### 2 Read the sentences about the personal account. Write True or False.

- Tell students to read the sentences and write *True* or *False*.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

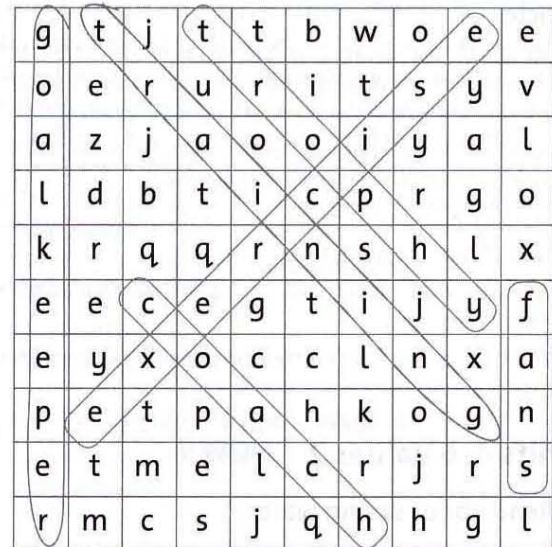
1 False 2 False 3 True 4 True 5 False 6 True

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

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

## Unit 9 Language practice PMB PAGE 28

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



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

## Unit 9 Speaking skills PMB PAGE 29

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the picture and the prompts.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They write the missing information in the charts.

### ANSWERS

#### Quiz team:

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

#### Swimming team:

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

## Unit 9 Writing skills PMB PAGE 30

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

- Ask students to read the interview again.

### 2 Match the notes and full sentences.

- Tell students to match the notes and the full sentences.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

1 d 2 a 3 e 4 c 5 b



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

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

## Units 7–9 Values 3 PMB PAGE 31

### 1 Read about a healthy diet.

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

### 2 Discuss with a partner and write.

- Ask students to work in pairs.
- Point to items 1 and 2 and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- When students have finished, you may wish to ask some students to read their lists of rules for healthy eating to the class.

#### ANSWERS

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

## Unit 10 Language practice PMB PAGE 32

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

#### Sentences:

- 1 statue 2 archaeologist 3 pots 4 blocks  
5 Columns 6 jewellery
- 1 b 2 a 3 f 4 e 5 d 6 c  
1 There were books everywhere. It was very untidy.  
2 There's nothing in the fridge. What are we going to eat?  
3 I haven't had anything to drink all morning. I'm really thirsty.  
4 I need somewhere to sit. / I need to sit somewhere. Can I sit here please?  
5 Would you like something to eat? You look hungry.  
6 The little girl said no one played with her. She felt very sad.

## Unit 10 Speaking skills PMB PAGE 33

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the picture and the names.
- Model the example questions and answers with a student.

- In pairs, students ask and answer questions to find out the missing information. They then complete the pictures of the house.
- When they have finished, students compare their pictures.

#### ANSWERS

Bathroom: Dad and Tom are in the bathroom. Dad is brushing his hair. Tom is brushing his teeth. There's a picture on the wall. There's a toy duck in the bath.

Living room: Dan and Damian are in the living room playing chess. Rob is taking photos. There's a guitar on the sofa. There's a television.

Garden: Jane is in the garden on a swing. There's a bench with a kite on it, and there are some flowers. There's a cat chasing a bird. There's a bike lying on the grass.

Bedroom: Mum and the baby are in the bedroom. Mum is listening to the radio and the baby is playing. There's a teddy and a jigsaw on the bed.

Kitchen: Grandma is in the kitchen cooking. She is holding a knife. Jill is sitting at the table drawing. There's a backpack on the table. There are some pencils on the table.

Dining room: Grandpa is in the dining room. He is drinking coffee and reading a newspaper. There's a cake on the table.

## Unit 10 Writing skills PMB PAGE 34

### 1 Read the descriptive account of the Venice Carnival again.

- Ask students to read the descriptive account again.

### 2 Did Lee enjoy the Venice Carnival? Write phrases from the text to prove your answer.

- Ask *Did Lee enjoy the Venice Carnival?* Tell students to find phrases in the text to support their answer.
- Students do the exercise individually.
- Go through the answers with the class.

#### ANSWERS

Yes, Lee enjoyed the carnival. Phrases that prove this include: 'I felt happy' and 'I had a fantastic time.'

### 3 Write a descriptive account of a day out you have enjoyed. Remember to use what you have learnt about writing a descriptive account.

- Tell students they are now going to write a descriptive account of a day out that they have enjoyed.
- Remind students to observe what they have learnt about writing a descriptive account.
- Students work individually. Monitor and help where necessary.
- Ask some students to read their descriptive accounts to the class.

## Unit 11 Language practice PMB PAGE 35

- 1 1 time capsule 2 receipt 3 banknote  
4 memory stick 5 manual 6 diary 7 photo album
- 1 English is spoken in the USA.  
2 Tea is grown in India.  
3 My house is made of brick(s).  
4 The streets are cleaned every day.  
5 Panda bears are found in China.  
a 3 b 5 c 2 d 1 e 4



## Unit 11 Speaking skills PMB PAGE 36

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the chart.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They complete their charts.
- When they have finished, students compare their charts.

### ANSWERS

	China	Australia
animals	giant panda	kangaroo, koala
language	Mandarin	English
places	Great Wall of China	Uluru
games	table tennis, kung fu	cricket, rugby
food	rice	beef
money	Yuan	Australian dollar

## Unit 11 Writing skills PMB PAGE 37

### 1 Read the film review of *Kit Kittredge: An American Girl* again.

- Ask students to read the film review again.

### 2 Answer the questions about the film review.

- Tell students to read the questions and write answers.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

- 1 Kitt Kittredge: An American Girl 2 Patricia Rozema  
3 Kitt Kittredge (a ten-year-old girl) 4 a wooden box  
5 no 6 great

### 3 Think of a film that you have seen. Write your own film review. Remember to use what you have learnt about writing a film review.

- Tell students they are now going to write about a film that they have seen. Remind them that they can write a 'good' or a 'bad' review.
- Remind students to observe what they have learnt about writing a film review.
- Students work individually. Monitor and help where necessary.
- Ask some students to read their film reviews to the class.

## Unit 12 Language practice PMB PAGE 38

- 1 1 Jen is a reporter for the local paper.  
2 She is doing an interview with a policeman.  
3 She is using a microphone.  
4 The photographer is taking photos.  
5 The article will be in tomorrow's paper.
- 2 1 Who was the ballpoint pen invented by? It was invented by Laszlo Biro.  
2 When was Velcro invented? It was invented in 1941.  
3 When was the / this house built? It was built in 1960.  
4 Where was the / this jumper made? It was made in India.  
5 Where was the / this photo taken? It was taken in a playground.

## Unit 12 Speaking skills PMB PAGE 39

- Ask students to work in pairs.
- Hand out one copy of the worksheet to each pair, cut in half.
- Students look at the pictures and the information.
- Model the example questions and answers with a student.
- In pairs, students ask and answer questions to find out the missing information. They write the answers to the questions.
- When they have finished, students compare their information.

### ANSWERS

#### The Eiffel Tower

- 1 The Eiffel Tower was designed by Gustave Eiffel.
- 2 It took two years to build.
- 3 It was completed in 1889.
- 4 It was built to show that iron is stronger than stone.

#### The Great Wall of China

- 1 The Great Wall of China was built 2,500 years ago.
- 2 It was built by more than 500,000 workers.
- 3 It took ten years to build.
- 4 It was built to protect the people from their enemies.

## Unit 12 Writing skills PMB PAGE 40

### 1 Read the opinion text on being famous again.

- Ask students to read the opinion text again.

### 2 What are the advantages and disadvantages of being famous? Complete the chart.

- Tell students to complete the chart with notes about the advantages and disadvantages of being famous.
- Students do the exercise individually.
- Go through the answers with the class.

### ANSWERS

Advantages: famous people have a lot of money; they can live in beautiful houses; they can travel all over the world; they can help the world

Disadvantages: famous people are always in the news; they can't live normal lives; photographers wait to take photos of them; they always have to think about the things they say and do; people are watching them all the time

### 3 Imagine a world without cars or planes. Write your own opinion text about the advantages and disadvantages of cars and planes. Remember to use what you have learnt about writing an opinion text.

- Tell students they are now going to write an opinion text about the advantages and disadvantages of cars and planes.
- Remind students to observe what they have learnt about writing an opinion text.
- Students work individually. Monitor and help where necessary.
- Ask some students to read their opinion texts to the class.

### ANSWERS

Students' own answers



## Units 10–12 Values 4 PMB PAGE 41

### 1 Read about Frieda and her grandma.

- Ask students to read the text about Frieda and her grandma.
- Ask questions to check comprehension, e.g. *What is Frieda doing a project about? Did grandma use to do her shopping in supermarkets?*

### 2 Complete the chart about life in the 1950s and now.

- Ask students to work individually.
- Students complete the chart about life in the 1950s and life now.
- When they have finished, ask some students to read their notes to the class.

#### EXAMPLE ANSWERS

Life in the 1950s: there were very few televisions in England; they didn't have calculators or computers; most people walked or took the bus; they used small shops; all their food was home-made; they didn't have a fridge or a washing machine; they made their own clothes; most women didn't have jobs  
Life now: most people have televisions, calculators and computers; most people have cars; people shop in big supermarkets and shopping malls; people have ready-made food; people have fridges and washing machines; many women have jobs

### 3 Discuss with a partner and write.

- Ask students to work in pairs.
- Point to items 1 and 2 and check that students understand what they have to do.
- Students discuss their ideas and make notes.
- When students have finished, you may wish to ask some students to read their notes to the class.

#### ANSWERS

Students' own answers

## Progress certificate (After units 1–3

### I can ...). PMB PAGE 48

- Ask students to work individually.
- Students read the prompts in turn, e.g. *I can talk about tools and building.* They tick ✓ the circle *quite well*, *well* or *very well* for each one according to their ability.
- They then write their individual test scores.
- Encourage students to look back at the parts of the certificate that they have filled in before completing the three sentences at the bottom of the certificate. Students choose three key things that they have learnt, are proud of and need to practise.

## Progress certificate (After units 4–6

### I can ...). PMB PAGE 48

- Ask students to work individually.
- Students read the prompts in turn, e.g. *I can talk about the environment.* They tick ✓ the circle *quite well*, *well* or *very well* for each one according to their ability.
- They then write their individual test scores.
- Students then complete the three sentences at the bottom of the certificate, choosing three key things that they have learnt, are proud of and need to practise.

## Progress certificate (After units 7–9

### I can ...). PMB PAGE 49

- Ask students to work individually.
- Students read the prompts in turn, e.g. *I can talk about first aid and the emergency services.* They tick ✓ the circle *quite well*, *well* or *very well* for each one according to their ability.
- They then write their individual test scores.
- Students then complete the three sentences at the bottom of the certificate, choosing three key things that they have learnt, are proud of and need to practise.

## Progress certificate (After units 10–12

### I can ...). PMB PAGE 49

- Ask students to work individually.
- Students read the prompts in turn, e.g. *I can talk about archaeology.* They tick ✓ the circle *quite well*, *well* or *very well* for each one according to their ability.
- They then write their individual test scores.
- Students then complete the three sentences at the bottom of the certificate, choosing three key things that they have learnt, are proud of and need to practise.



## Play script 1

### Detectives at the parade PMB PAGES 50–52

You may do this play at any time in the first semester.

#### Synopsis

Three children call in to see their cousin. There is a parade in town and they want to go and see all the costumes. Cousin George isn't there, but they find a mysterious note about some diamonds and a criminal. The children decide that George must be solving a mystery, so they set out to help him. Some clues lead them to the carnival where they see a woman wearing lots of diamonds. The children try to follow the woman, but they lose her in the crowd. They go back to George's house disappointed. Only then does George appear and the truth become clear: there is no mystery. The children have let their imaginations run away with them. George has been in the tree house writing all day because he is writing a detective story for a competition.

#### Cast

Three children (boys or girls), Uncle Terry, a postman, a policeman, a dancer, George, the Chorus, the carnival queen (she must be identifiable, but she doesn't have any lines).

#### Settings

George's house and the local town carnival

The carnival can be represented by the students in the chorus. They could wear bright T-shirts throughout and put on bright hats or cloaks for scenes 3–4. If the cousins stand still, the rest of the students can walk around and around in a circle to give the impression of lots of people going by. The carnival queen can be surrounded by 4–6 students walking in step with her to represent her float. Some of the props below can be represented with mime (e.g. the instruments) or the students could make them out of cardboard.

#### Props

- a note
- a postman's hat and bag or some letters for the postman
- a policeman's hat or jacket for the policeman
- brightly coloured clothes for the people at the carnival
- a cape and stilts for a boy at the parade (stilts can be made from cans and string)
- a sparkly crown for the carnival queen
- cardboard cut outs of instruments and loud speakers to represent the band
- a notepad and an old cloak, cape, or poncho for George
- You may also wish to play some music to represent the carnival parade.

## Play script 2

### Red means danger! PMB PAGES 53–55

You may do this play at any time in the second semester.

#### Synopsis

A family are spending the day at the beach. They have just had a picnic and the children decide to walk on the beach and explore. They walk in different zones of the beach and

see the international beach safety flags. Suddenly they see two children in danger. They are out of the safe zone in a red flag area and they are stuck. The children know they must help them, but the lifeguard is too far away. They phone the emergency services and alert the coastguard. The children are rescued and given first aid. The children are praised for staying calm and doing the right thing.

#### Cast

Mum, Dad, four cousins, the stranded children (a boy and a girl if you have a mixed class), a lifeguard, an emergency services operator, the Chorus.

#### Setting

The play takes place on a beach.

Depending on the size of your performance space, you may choose to allocate different spaces on the stage as the spaces in the play: the picnic area, the beach, the rocks, the emergency services office; and have the children walk between them. Alternatively, you could have the cousins stay still, and move the setting around them, e.g. when the cousins walk along the beach, they could mime walking, and students carrying the beach safety flags could represent their progress along the shore.

#### Props

- a beach blanket to indicate the picnic area
- three flags to show the different areas of the beach: a red and yellow lifeguard flag, a black and white checked watercraft area flag and the red flag for danger
- a spade, a net, a backpack and a mobile phone

#### Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger students. The rest of the group take part in the chorus.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask comprehension questions to check that students understand what is happening throughout. Encourage students to take home copies of the play script to practise and learn their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus standing behind the main characters at the front. Do this as many times as is necessary before the performance for the parents. You may wish to hand out copies of the play script to parents at the performance.



# Wordlist

Words in bold are words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

## Starter Unit

act /ækt/  
aunt /a:nt/  
bored /bɔ:d/  
broke /brəʊk/  
call /kɔ:l/  
cap /kæp/  
cherry /'tʃeri-/  
clean /klin/  
club /klʌb/  
different /'dɪfrənt/  
every day /'evri deɪ/  
everyone /'evriwʌn/  
fact /fækt/  
food /fu:d/  
glad /glæd/  
invent /ɪn'vent/  
join /dʒɔɪn/  
lab /læb/  
last /lɑ:st/  
leader /'li:də(r)/  
meeting /'mi:tɪŋ/  
month /mʌnθ/  
never /'nevə(r)/  
nothing /'nʌθɪŋ/  
outside /aʊt'saɪd/  
paint pictures /peɪnt  
'pɪktʃəz/  
place /pleɪs/  
play basketball /pleɪ  
'bɑ:skɪtbɔ:l/  
professor /prə'fesa(r)/  
ready /'redi/  
repeat /rɪ'pi:t/  
robot /'rəʊbɒt/  
shopping list /'ʃɒpɪŋ list/  
skill /skɪl/  
something /'sʌmθɪŋ/  
tennis /'tenɪs/  
try /traɪ/  
wait /weɪt/  
watch /wɒtʃ/  
water the flowers /wɔ:tə  
ðə 'flaʊəz/  
wonder /'wʌndə(r)/  
yesterday /'jestədeɪ/

## Unit 1

after school /ɑ:ftə 'sku:l/  
art /ɑ:t/  
best friend /best 'frend/  
bit /bɪt/  
**board** /bɔ:d/  
both /bəʊθ/  
box /bɒks/  
bring /brɪŋ/  
build /bɪld/  
card /kɑ:d/  
carpet /'kɑ:pɪt/  
coat /kəʊt/  
collect /kə'lekt/  
comics /'kɒmɪks/  
crazy /'kreɪzi/  
**crooked** /'krʊkɪd/  
cut /kʌt/  
decide /dɪ'saɪd/  
door /dɔ:(r)/  
draw /drɔ:/  
dry /draɪ/  
fast /fɑ:st/  
float /fləʊt/  
fly /flaɪ/  
funny /'fʌni/  
garage /'gærɪdʒ/  
giraffe /dʒɪ'rɑ:f/  
glass /glɑ:s/  
glue /glu:/  
good at /'gʊd æt/  
grass /grɑ:s/  
**hammer** /'hæmə(r)/  
high /haɪ/  
hit /hɪt/  
hour /aʊə(r)/  
keep /ki:p/  
kitchen /'kɪtʃɪn/  
**ladder** /lædə(r)/  
**laugh** /lɑ:f/  
lesson /'lesn/  
look like /'lʊk laɪk/  
loud /laʊd/  
mask /mɑ:sk/  
measure /'meʒə(r)/  
mess /mes/

metal /'metl/  
middle /'mɪdl/  
model /'mɒdl/  
mountain /'maʊntɪn/  
move /mu:v/  
**nail** /neɪl/  
need /ni:d/  
paintbrush /'peɪntbrʌʃ/  
paper /'peɪpə(r)/  
pass /pɑ:s/  
perfect /'pɜ:fekt/  
piano /pi'ænəʊ/  
piece /pi:s/  
plane /pleɪn/  
**plans** /plænz/  
play the drums /pleɪ ðə  
'drʌmz/  
poem /'pəʊɪm/  
poster /pəʊstə(r)/  
practise /'præktɪs/  
pull /pʊl/  
**roller** /'rəʊlə(r)/  
**rope** /rəʊp/  
**saw** /sɔ:/  
scissors /'sɪzəz/  
seen /si:n/  
sharp /ʃɑ:p/  
sheets /ʃi:ts/  
since /sɪns/  
size /saɪz/  
sky /skaɪ/  
slowly /'sləʊli/  
soon /su:n/  
**straight** /streɪt/  
string /strɪŋ/  
strong /strɒŋ/  
stuck /stʌk/  
swim /swɪm/  
syllables /'sɪləblz/  
table /'teɪbl/  
talk /tɔ:k/  
**tape measure**  
'teɪp meʒə(r)/  
think /θɪŋk/  
tie /taɪ/  
tight /taɪt/

together /tə'geðə(r)/  
**toolbox** /'tʊlbɒks/  
**tools** /tu:lz/  
**tray** /treɪ/  
**tree house** /'tri haʊs/  
use a computer /ju:z ə  
kəm'pjʊtə(r)/  
volleyball /'vɒlibɔ:l/  
wall /wɔ:l/  
week /wi:k/  
wet /wet/  
window /'wɪndəʊ/  
wood /wʊd/  
woodwork /'wʊdwɜ:k/  
year /jɪə(r)/

## Unit 2

actor /'æktə(r)/  
already /ɔ:l'redi/  
**arrest (v)** /ə'rest/  
arrive /ə'raɪv/  
attack /ə'tæk/  
**audience** /'ɔ:diəns/  
back /bæk/  
bedroom /bedru:m/  
before /bɪ'fɔ:(r)/  
behind /br'hænd/  
birthday card /'bɜ:θdeɪ  
kɑ:d/  
bright /braɪt/  
broken down /'brəʊkən  
daʊn/  
busy /'bɪzi/  
buy /baɪ/  
carry /'kæri/  
**character** /'kærɪktə(r)/  
cinema /'sɪnəmə:  
clown /klaʊn/  
**costume** /'kɒstju:m/  
**criminal** /'krɪmɪnəl/  
crown /kraʊn/  
**curtain** /kɜ:tən/  
dangerous /'deɪndʒərəs/  
**detective** /dɪ'tektɪv/  
**diamond** /'daɪmənd/  
dinner /'dɪnə(r)/  
**doorbell** /'dɔ:bel/



**enter** /'entə(r)/  
**exit** /'eksɪt/  
**famous** /'feɪməs/  
**find out** /faɪnd 'aʊt/  
**forget** /fə'get/  
**fork** /fɔ:k/  
**gardening** /'gɑ:dənɪŋ/  
**group** /gru:p/  
**guitar** /gɪ'ta:(r)/  
**hall** /hɔ:l/  
**hide** /haɪd/  
**hold** /həʊld/  
**keep a secret** /ki:p ə si:kret/  
**knee** /ni:/  
**knife** /naɪf/  
**know** /nəʊ/  
**large** /lɑ:dʒ/  
**leaf** /li:f/  
**lights** /laɪts/  
**living room** /'lɪvɪŋ ru:m/  
**lunch** /lʌntʃ/  
**machine** /mə'ʃi:n/  
**make-up** /'meɪkʌp/  
**minute** /'mɪnɪt/  
**nervous** /'nɜ:vəs/  
**news** /nju:z/  
**night** /naɪt/  
**note** /nəʊt/  
**notebook** /'nəʊtbʊk/  
**part** /pɑ:t/  
**party** /'pɑ:ti/  
**perform** /pə'fɔ:m/  
**photo** /'fəʊtəʊ/  
**pocket** /'pɒkɪt/  
**police officer** /pə'li:s ɒfɪsə(r)/  
**policeman** /pə'li:smən/  
**present** /'prezənt/  
**props** /prɒps/  
**queen** /kwi:n/  
**quick** /kwɪk/  
**relax** /rɪ'læks/  
**robbery** /'rɒbəri/  
**room** /ru:m/  
**scary** /'skeəri/  
**scene** /si:n/  
**schoolbag** /'sku:l bæɡ/  
**script** /skript/  
**servant** /'sɜ:vənt/  
**shopping bag** /'ʃɒpɪŋ bæɡ/

**show time** /'ʃəʊ taɪm/  
**sofa** /'səʊfə(r)/  
**stage** /steɪdʒ/  
**stage direction** /steɪdʒ daɪ'rekʃn/  
**star** /stɑ:(r)/  
**stay** /steɪ/  
**steal** /sti:l/  
**straight** /streɪt/  
**tell** /tel/  
**terrible** /'terɪbl/  
**travel** /'trævəl/  
**yet** /jet/  
**Unit 3**  
**action** /'ækʃn/  
**adventure** /əd'ventʃə(r)/  
**anything** /'eniθɪŋ/  
**apply** /ə'plai/  
**around** /ə'raʊnd/  
**awake** /ə'weɪk/  
**awful** /ɔ:fl/  
**balloon** /bə'lu:n/  
**band** /bænd/  
**banner** /'bænə(r)/  
**base** /beɪs/  
**beat** /bi:t/  
**between** /brɪ'twi:n/  
**branch** /brɑ:nʃ/  
**break** /breɪk/  
**broom** /bru:m/  
**cape** /keɪp/  
**career** /kə'riə(r)/  
**careful** /'keəfl/  
**carnival** /'kɑ:nɪvl/  
**catch** /kætʃ/  
**celebrate** /'seləbreɪt/  
**celebration** /selə'breɪʃn/  
**centimetre** /'sentɪmɪtə(r)/  
**chance** /tʃɑ:ns/  
**city** /'sɪti/  
**climb** /klaɪm/  
**cloth** /klɒθ/  
**colourful** /'kʌləfl/  
**comfortable** /'kʌmfətl/  
**communicate** /kə'mju:nɪkeɪt/  
**competition** /'kɒmpə'tɪʃn/  
**computer program** /kəm'pjʊ:tə 'prəʊgræm/  
**confident** /'kɒnfɪdənt/

**congratulation** /kɒŋgrætʃu'leɪʃn/  
**costume designer** /'kɒstju:m dɪ'zama(r)/  
**cosy** /'kəʊzi:/  
**country** /'kʌntri:/  
**cover** /'kʌvə(r)/  
**crowd** /kraʊd/  
**cupboard** /'kʌbəd/  
**dancers** /'dɑ:nsəz/  
**date** /deɪt/  
**decorate** /'dekəreɪt/  
**decoration** /dekə'reɪʃn/  
**design** /dɪ'zam/  
**direct** /daɪ'rekt/  
**direction** /daɪ'rekʃn/  
**downstairs** /daʊn'steəz/  
**dress** /dres/  
**drive** /draɪv/  
**dust** /dʌst/  
**duster** /'dʌstə(r)/  
**enjoy** /ɪn'dʒɔɪ/  
**escape** /ɪs'keɪp/  
**event** /ɪ'vent/  
**excited** /ɪk'saɪtɪd/  
**expensive** /ɪk'spensɪv/  
**feather duster** /feðə 'dʌstə(r)/  
**festival** /'festɪvl/  
**fill** /fɪl/  
**final** /'faɪnəl/  
**firefighter** /'faɪəfaɪtə(r)/  
**fix** /fɪks/  
**float** /fləʊt/  
**forest** /'fɒrɪst/  
**future** /'fju:tʃə(r)/  
**garden** /'gɑ:dən/  
**generation** /dʒenə'reɪʃn/  
**hang** /hæŋ/  
**happen** /'hæpn/  
**hug** /hʌɡ/  
**huge** /hju:dʒ/  
**hurry** /'hʌri:/  
**inside** /ɪn'saɪd/  
**interesting** /'ɪntrestɪŋ/  
**invention** /ɪn'venʃn/  
**island** /'aɪlənd/  
**journey** /'dʒɜ:ni:/  
**label** /'leɪbl/  
**lampshade** /'læmpʃeɪd/  
**late** /leɪt/  
**lie** /laɪ/

**life** /laɪf/  
**lost** /lɒst/  
**major** /'meɪdʒə(r)/  
**mask** /mɑ:sk/  
**member** /'membə(r)/  
**merchant** /'mɜ:tʃənt/  
**microphone** /'maɪkrəfəʊn/  
**midday** /mɪd'deɪ/  
**monster** /'mɒnstə(r)/  
**near** /nɪə(r)/  
**no one** /'nəʊwʌn/  
**nobody** /'nəʊbədi:/  
**notice** /'nəʊtɪs/  
**offer** /'ɒfə(r)/  
**Olympics** /ə'lɪmpɪks/  
**organization** /ɔ:gənə'zeɪʃən/  
**parade** /pə'reɪd/  
**parents** /'peərənts/  
**pleased** /pli:zd/  
**pop star** /'pɒp stɑ:(r)/  
**pretend** /prɪ'tend/  
**pretty** /'prɪti/  
**princess** /'prɪnses/  
**push** /pʊʃ/  
**quiet** /'kwaɪət/  
**rainy** /'reɪni:/  
**ran away** /ræn ə'weɪ/  
**rest** /rest/  
**rubber gloves** /rʌbə 'glʌvz/  
**rubbish** /'rʌbɪʃ/  
**sack** /sæk/  
**safe** /seɪf/  
**sail** /seɪl/  
**saved** /seɪvd/  
**school holidays** /sku:l 'hɒlɪdeɪz/  
**scientist** /'saɪəntɪst/  
**season** /si:zn/  
**sheet** /ʃi:t/  
**shout** /ʃaʊt/  
**slow** /sləʊ/  
**someone** /'sʌmwʌn/  
**spaceman** /'speɪsmæn/  
**sparkly** /'spɑ:kli:/  
**speakers** /'spi:kəz/  
**sponge** /spʌndʒ/  
**stick** /stɪk/  
**stilts** /stɪltz/  
**strange** /streɪndʒ/



streamer /'stri:mə(r)/  
street festival /stri:t  
'festɪvl/  
success /sək'ses/  
suddenly /'sʌdnəli/  
sunglasses /'sʌŋgləsɪz/  
superhero /'su:pəhɪərəʊ/  
sweep /swi:p/  
teach /ti:tʃ/  
team /ti:m/  
telephone /'teləfəʊn/  
television /'teləvɪʃn/  
theatre /'θiətə(r)/  
tired /'taɪəd/  
top /tɒp/  
town /taʊn/  
turn /tɜ:n/  
unusual /ʌn'ju:ʒuəl/  
voice /vɔɪs/  
warm /wɜ:m/  
**washing line** /'wɒʃɪŋ  
laɪn/  
**wave** /weɪv/  
while /waɪl/  
wooden /'wʊdən/  
world /wɜ:ld/  
worry /'wʌri:/  
wrong /rɒŋ/  
young /jʌŋ/  
youth /ju:θ/

### Extensive Reading 1

back (n) /bæk/  
calm /kɑ:m/  
dark /dɑ:k/  
deck /dek/  
designer /dɪ'zaɪnə/  
dirt /dɜ:t/  
emergency /ɪ'mɜ:dʒənsi/  
fire /faɪə(r)/  
fishing rod /'fɪʃɪŋ rɒd/  
floor /flɔ:(r)/  
fork (v) /fɔ:k/  
frame /freɪm/  
hut /hʌt/  
lantern /'læntən/  
National Anthem /næʃnəl  
'ænthəm/  
oar /ɔ:(r)/  
peaceful /'pi:sfəl/  
raft /rɑ:ft/  
river bank /'rɪvə bæŋk/

set (n) /set/  
shelter /'ʃeltə(r)/  
steamboat /'sti:mbəʊt/  
waves /weɪvz/

### Unit 4

**alternative energy**  
/ɔ:l'tɜ:nətɪv 'enədʒi/  
**beam** /bi:m/  
bin /bɪn/  
blow /bləʊ/  
boat trip /'bəʊt trɪp/  
burn /bɜ:n/  
cartoon /kɑ:'tu:n/  
cave /keɪv/  
cheap /tʃi:p/  
check /tʃek/  
chemical /'kemɪkl/  
**clean up (v)** /kli:n 'ʌp/  
close /kləʊz/  
coal /kəʊl/  
comic /'kɒmɪk/  
**computer room**  
/kəm'pjʊ:tə ru:m/  
**damage (v)** /'dæmɪdʒ/  
danger /'deɪndʒə(r)/  
**duck pond** /'dʌk pɒnd/  
dump /dʌmp/  
early /'ɜ:li/  
earth /ɜ:θ/  
eco home /'i:kəʊ həʊm/  
**electricity** /elek'trɪsɪti/  
**environment**  
/ɪn'vaɪrənmənt/  
**fossil fuels** /'fɒsl fju:ɪlz/  
fresh /frefʃ/  
gas /gæs/  
glasses /'glɑ:sɪz/  
half /hɒf/  
heat /hi:t/  
hill /hɪl/  
holiday /'hɒlɪdeɪ/  
homework /'həʊmwɜ:k/  
hotel /həʊ'tel/  
idea /aɪ'diə/  
lake /leɪk/  
land /lænd/  
**litter** /'lɪtə(r)/  
**litter bin** /'lɪtə bɪn/  
local /'ləʊkl/  
motorbike /'məʊtəbaɪk/  
**mud** /mʌd/

nature /'neɪtʃə(r)/  
oil /ɔɪl/  
petrol /'petrəl/  
**planet** /'plænɪt/  
playground /'pleɪgraʊnd/  
**police station** /pə'li:s  
steɪʃn/  
pollute /pə'lʊ:t/  
**pollution** /pə'lʊ:ʃn/  
**post office** /'pəʊst ɒfɪs/  
power /'paʊə(r)/  
produce (v) /prə'dju:s/  
protect /prə'tekt/  
public transport /'pʌblɪk  
'trænspɔ:t/  
rain water /'reɪn wɔ:tə(r)/  
resources /rɪ'sɔ:sɪz/  
ride /raɪd/  
river /'rɪvə(r)/  
roof /ru:f/  
**rubbish dump** /'rʌbɪʃ  
dʌmp/  
**sailing boat** /'seɪlɪŋ bəʊt/  
shine /ʃaɪn/  
skateboard /'skeɪtbɔ:d/  
**skylight** /'skaɪlaɪt/  
sleep /sli:p/  
**solar panels** /'səʊlə  
pænlz/  
somewhere /'sʌmweə(r)/  
**spring (n)** /sprɪŋ/  
stone /stəʊn/  
**swimming pool** /'swɪmɪŋ  
pu:l/  
**technology** /tek'nɒlədʒi/  
trouble /'trʌbl/  
**TV crew** /ti:'vi: kru:/  
ugly /'ʌgli:/  
umbrella /ʌm'brelə(r)/  
underground  
/'ʌndəgraʊnd/  
upset /ʌp'set/  
used to /'ju:st tu:/  
vegetable /'vedʒtəbl/  
waterfall /'wɔ:təfɔ:l/  
way /weɪ/  
wife /waɪf/  
**wildlife** /'waɪldlaɪf/  
**wildlife park** /'waɪldlaɪf  
pɑ:k/  
**Unit 5**  
accessories /ək'sesərɪz/

aquarium /ə'kwɛərɪəm/  
bath /bɑ:θ/  
**battery** /'bætəri:/  
bottle /'bɒtl/  
**bottle bank** /'bɒtl bæŋk/  
**bracelet** /'breɪslət/  
brand new /brænd 'nju:/  
bus ticket /'bʌs tɪktɪ/  
**car tyre** /kɑ:'taɪə(r)/  
**carrier bag** /'kæriə bæɡ/  
charity /'tʃærəti/  
**chemicals** /'kemɪklz/  
clever /'klevə(r)/  
cook /kʊk/  
dirty /'dɜ:ti:/  
doctor /'dɒktə(r)/  
easy /'i:zi/  
ending /'endɪŋ/  
fashionable /'fæʃənəbl/  
free /fri:/  
gift box /'ɡɪft bɒks/  
grandparent  
/'grændpeərənt/  
**greetings card** /'ɡri:tɪŋz  
kɑ:rd/  
horrible /'hɒrɪbl/  
important /ɪm'pɔ:tənt/  
jar /dʒɑ:(r)/  
jeans /dʒi:nz/  
**juice carton** /'dʒu:s  
kɑ:tən/  
kill /kɪl/  
later /'leɪtə(r)/  
library /'laɪbrəri:/  
**lottery ticket** /'lɒtəri  
'tɪktɪ/  
**map** /mæp/  
**metal** /'metl/  
mistake /mɪ'steɪk/  
money /'mʌni:/  
newspaper /'nju:zpeɪpə  
(r)/  
**oil** /ɔɪl/  
**paper** /'peɪpə(r)/  
park keeper /'pɑ:k ki:pə  
(r)/  
patient /'peɪʃənt/  
pencil case /'pensl keɪs/  
pet shop /pet ʃɒp/  
pick /pɪk/  
picnic /'pɪknɪk/



plastic bottle /plæstɪk  
'bɒtl/  
poor /pɔː/  
presenter /prə'sentə(r)/  
print /prɪnt/  
reader /'riːdə(r)/  
**recycle** /riː'saɪkl/  
**recycling centre**  
/riː'saɪklɪŋ 'sentə(r)/  
**remove** /rɪ'muːv/  
reptile house /'reptail  
haʊs/  
**retell** /riː'tel/  
**return** /rɪ'tɜːn/  
**reuse** /riː'juːz/  
**rewrite** /riː'raɪt/  
**ribbon** /'rɪbən/  
rubber /'rʌbə(r)/  
sad /sæd/  
sell /sel/  
still /stɪl/  
surgery /'sɜːdʒəri/  
torch /tɔːtʃ/  
trap /træp/  
trendy /'trendi/  
waiting room /'weɪtɪŋ  
ru:m/  
**wrapping paper** /'wræpɪŋ  
'peɪpə(r)/

## Unit 6

academy /ə'kædəmi/  
adopt /ə'dɒpt/  
amphitheatre  
/'æmfɪθiətrə(r)/  
angry /'æŋɡri/  
answer /'ɑːnsə(r)/  
army /'ɑːmi/  
assistant /ə'sɪstənt/  
attract /ə'trækt/  
**aviary** /'eɪvəri/  
baboon /bə'buːn/  
baby /'beɪbi/  
backwards /'bækwəd/  
bank /bæŋk/  
body /'bɒdi/  
breed /briːd/  
camel /'kæməl/  
certain /'sɜːtən/  
**circus** /'sɜːkəs/  
complete /kəm'pliːt/  
copy /'kɒpi/  
create /kri'eɪt/

crocodile /'krɒkədail/  
dentist /'dentɪst/  
desert /dɪ'sɜːt/  
divide /dɪ'vaɪd/  
dolphin /'dɒlfɪn/  
elephant /'eləfənt/  
**enclosure** /ɪn'kləʊʒə(r)/  
**endangered** /ɪn'deɪndʒəd/  
evening /'iːvɪnɪŋ/  
excellent /'eksələnt/  
excuse /ɪk'skjuːz/  
experience /ɪk'sprɪəriəns/  
**extinct** /ɪk'stɪŋkt/  
fable /'feɪbl/  
fight /faɪt/  
forever /fə'revə(r)/  
fur /fɜː(r)/  
**gift shop** /'ɡɪft ʃɒp/  
gorilla /ɡə'rɪlə(r)/  
greet /ɡriːt/  
habitat /'hæbɪtæt/  
horn /hɔːn/  
hungry /'hʌŋɡri/  
hunt /hʌnt/  
hurt /hɜːt/  
ice /aɪs/  
include /ɪn'kluːd/  
increase /ɪn'kriːs/  
**insect house** /'ɪnsɛkt  
haʊs/  
**inventor** /ɪn'ventə(r)/  
jungle /'dʒʌŋɡl/  
**keeper** /kiːpə(r)/  
kilogram /'kɪləɡræm/  
kind /kaɪnd/  
kingdom /'kɪŋdəm/  
life-size /'laɪfsaɪz/  
lizard /'lɪzəd/  
lonely /'ləʊnli/  
loss /lɒs/  
luck /lʌk/  
lucky /'lʌki/  
macaw /mə'kɔː/  
main /meɪn/  
mammal /'mæməl/  
message /'mesɪdʒ/  
million /'mɪljən/  
mouth /maʊθ/  
naughty /'nɔːti/  
neck /nek/  
open /'əʊpən/

panda /'pændə/  
parrot /'pærət/  
penguin /'pɛŋɡwɪn/  
**picnic area** /'pɪknɪk eəriə/  
picture /'pɪktʃə(r)/  
plant /plɑːnt/  
playful /'pleɪfəl/  
**pool** /puːl/  
popular /'pɒpjələ(r)/  
**population** /pɒpjʊː'leɪʃn/  
postcard /'pəʊstkɑːd/  
**prevent** /prɪ'vent/  
project /'prɒdʒekt/  
pyramid /'pɪrəmaɪd/  
question /'kwestʃən/  
rainforest /'reɪnfɒrɪst/  
realie /'riələɪz/  
release /rɪ'liːs/  
repair /rɪ'peə(r)/  
replace /rɪ'pleɪs/  
**reptile house** /'reptail  
haʊs/  
rhino /'raɪnəʊ/  
rock /rɒk/  
row /rəʊ/  
sand /sænd/  
scare /skeə(r)/  
shake /sheɪk/  
silly /'sɪli/  
**singer** /'sɪŋə(r)/  
snake /sneɪk/  
snow /snəʊ/  
society /sə'saɪəti/  
soldier /'səʊldʒə(r)/  
**species** /'spiːʃiːz/  
splash /splæʃ/  
stand /stænd/  
step /step/  
stripe /straɪp/  
study /'stʌdi/  
supermarket /'suːpəməːkɪt/  
survive /sə'vɑːv/  
thick /θɪk/  
**threat** /θret/  
through /θruː/  
tiger /'taɪɡə(r)/  
time /taɪm/  
tour /tɔː(r)/  
tourist /'tɔːrɪst/  
trash /træʃ/  
trick /trɪk/

true /truː/  
tuna /'tjuːnə/  
type /taɪp/  
useful /'juːsfl/  
**visitor** /'vɪzɪtə(r)/  
weight /weɪt/  
whisper /'wɪspə(r)/  
**wild** /waɪld/  
wink /wɪŋk/  
wrap /ræp/  
zoological /'zəʊələdʒɪkl/

## Extensive Reading 2

artist /'ɑːtɪst/  
career /kə'riə(r)/  
computer part  
/kəm'pjʊːtə(r) pɑːt/  
figure /'fɪɡə(r)/  
fly (n) /flaɪ/  
grow /ɡrəʊ/  
hippo /'hɪpəʊ/  
landfill /'lændfɪl/  
landmark /'lændmɑːk/  
ostrich /'ɒstrɪtʃ/  
painter /'peɪntə(r)/  
salt mine /'sɔːlt maɪn/  
sculpture /'skʌlptʃə(r)/  
shape /ʃeɪp/  
shrink /ʃrɪŋk/  
tail /teɪl/  
temperature  
/'temprətʃə(r)/  
treasure /'treʒə(r)/  
trunk /trʌŋk/

## Unit 7

**accident** /'æksɪdənt/  
address /æ'dres/  
age /eɪdʒ/  
air /eə(r)/  
alarm /ə'lɑːm/  
ambulance /'æmbjələnts/  
asleep /ə'sliːp/  
**bandage** /'bændɪdʒ/  
bone /bəʊn/  
brave /breɪv/  
break /breɪk/  
breathe /briːð/  
**breathing apparatus**  
/'briðɪŋ æpə'reɪtəs/  
**bruise (n)** /bruːz/  
**burn (n)** /bɜːn/  
car crash /'kɑː kræʃ/



wheelchair /'wi:lʃeə(r)/  
win /wɪn/  
worst /wɜ:st/  
would /wʊd/

### Extensive Reading 3

award /ə'wɔ:d/  
disability /dɪsə'bɪlɪti/  
expect /ɪk'spekt/  
experience /ɪk'spɪəriəns/  
fir tree /'fɜ: tri/  
forget /fə'get/  
gold medal /gəʊld 'medəl/  
grumpy /'grʌmpi/  
look forward (v) /lʊk  
'fɔ:wəd/  
luggage /'lʌɡɪdʒ/  
meadow /'medəʊ/  
Nepal /nɪ'pɑ:l/  
shawl /ʃɔ:l/  
strength /streŋθ/  
strong /strɒŋ/  
talented /'tæləntɪd/  
taste /teɪst/  
Tibet /tɪ'bet/  
world record /wɜ:ld  
'rekɔ:d/  
wrapped (adj) /ræpt/

### Unit 10

ancient /'eɪnfənt/  
anyone /'eniwʌn/  
anywhere /'eniweə(r)/  
aqueduct /'ækwədʌkt/  
archaeologist  
/ɑ:ki:'plədʒɪst/  
beautiful /'bjʊ:tɪfl/  
beauty /'bjʊ:ti/  
block /blɒk/  
brick /brɪk/  
builder /'bɪldə(r)/  
careful /'keəfl/  
carving /'kɑ:vɪŋ/  
cheer /tʃɪə(r)/  
cheerful /'tʃɪəfl/  
circle /'sɜ:kl/  
classroom /'klɑ:sru:m/  
coin /kɔɪn/  
column /'kɒləm/  
definitely /'defɪnətli/  
everything /'evrɪθɪŋ/  
everywhere /'evrɪweə(r)/  
explore /ɪks'plɔ:(r)/

explorer /ɪk'splɔ:(r)/  
fortress /'fɔ:trəs/  
helpful /'helpfəl/  
history /'hɪstri:/  
imagine /ɪ'mædʒɪn/  
jewellery /'dʒu:əlɪz/  
keys /ki:z/  
maze /meɪz/  
museum /mju:'zi:əm/  
no-one /'nəʊwʌn/  
noise /nɔɪz/  
nowhere /'nəʊweə(r)/  
painting /'peɪntɪŋ/  
palace /'pæləs/  
pattern /'pætən/  
playful /'pleɪfəl/  
pot /pɒt/  
pots /pɒts/  
record /'rekɔ:d/  
ring /rɪŋ/  
ruins /'ru:ɪnz/  
seat /si:t/  
sense /sens/  
shopping centre /'ʃɒpɪŋ  
'sentə(r)

slanted /'slɑ:ntɪd/  
smell /smel/  
statue /'stætʃu:/  
steps /steps/  
violin /vaɪə'li:n/  
wonderful /'wʌndəfl/

### Unit 11

action film /'ækʃn film/  
aeroplane /'erəpleɪn/  
American football  
/ə'merɪkən 'fʊtbɔ:l/  
artist /'ɑ:tɪst/  
banknote /'bæŋknəʊt/  
bury /'beri/  
camera /kæmərə/  
castle /'kɑ:sl/  
coach (n) /kəʊtʃ/  
coffee /'kɒfi/  
comedy /'kɒmədi/  
confident /'kɒnfɪdənt/  
cost /kɒst/  
court /kɔ:t/  
diary /'daɪəri/  
dig /dɪg/  
digital /'dɪdʒɪtəl/  
director /daɪ'rektə(r)/

disc /dɪsk/  
drama /'drɑ:mə/  
earthquake /'ɜ:θkweɪk/  
empire /'empaɪə(r)/  
enemy /'enəmi/  
feed /fi:d/  
float (n) /fləʊt/  
float (v) /fləʊt/  
ground /graʊnd/  
historical /hɪ'stɒrɪkl/  
hundred /'hʌndrəd/  
information /ɪnfə'meɪʃn/  
kangaroo /'kæŋgəru:/  
kid /kɪd/  
king /kɪŋ/  
knight /naɪt/  
light (adj) /laɪt/  
light (n) /laɪt/  
magazine /mægə'zi:n/  
manual /'mænjuəl/  
mayor /meə(r)/  
memory stick /'memrɪ  
stɪk/  
miss /mɪs/  
modern /'mɒdən/  
mountain bike /'maʊntən  
baɪk/  
note (n) /nəʊt/  
passenger /'pæsɪndʒə(r)/  
past /pɑ:st/  
performance /pə'fɔ:mə  
ns/  
photo album /'fəʊtəʊ  
ælbəm/  
pilot /'paɪlət/  
plot /plɒt/  
real /'ri:əl/  
receipt /rɪ'si:t/  
recommendation  
/rekə'men'deɪʃn/  
rich /rɪtʃ/  
rollerblades /'rəʊləbleɪdz/  
science fiction /saɪəns  
'fɪktʃn/  
screen /skri:n/  
ship /ʃɪp/  
shy /ʃaɪ/  
sink /sɪŋk/  
special effects /speʃəl  
ɪ'fekts/  
spring /sprɪŋ/  
stamp /stæmp/

submarine /sʌbmə'ri:n/  
teenager /'ti:neɪdʒə(r)/  
thief /θi:f/  
ticket /'tɪkɪt/  
time capsule /'taɪm  
kæpsju:l/  
trip /trɪp/  
wizard /'wɪzəd/

### Unit 12

amazing /ə'meɪzɪŋ/  
architecture /'ɑ:kɪtektʃə  
(r)/  
article /'ɑ:tɪkl/  
become /bɪ'kʌm/  
book worm /'bʊk wɜ:m/  
boring /'bɔ:ɪŋ/  
celebrity /sə'lebrɪti/  
century /'sentʃəri/  
concert /'kɒnsət/  
conclusion /kən'klu:ʃn/  
deliver /dɪ'lɪvə(r)/  
deserve /dɪ'sɜ:v/  
die /daɪ/  
DVD /di: vi: 'di:/  
dynasty /'dɪnəsti/  
earn /ɜ:n/  
entertain /entə'teɪn/  
eventually /ɪ'ventʃuəli:  
exciting /ɪk'saɪtɪŋ/  
eyes /aɪz/  
factory /'fæktəri/  
fame /feɪm/  
flash (n) /flæʃ/  
forbidden /fə'bɪdən/  
frightening /'fraɪtənɪŋ/  
hero /'hɪərəʊ/  
improve /ɪm'pru:v/  
interesting /'ɪntrestɪŋ/  
interview /'ɪntəvju:/  
invite /ɪn'vaɪt/  
item /'aɪtəm/  
jade /dʒeɪd/  
lens /lenz/  
letter /'letə(r)/  
mercury /'mɜ:kjəri/  
microphone  
/'maɪkrəfəʊn/  
musician /mju:'zɪʃn/  
news /nju:z/  
opinion /ə'pɪnɪən/  
pagoda /pə'gəʊdə/



**photographer**

/fə'tɒgrəfə(r)/

point /pɔɪnt/

pop song /'pɒp sɒŋ/

precious /'preʃəs/

public /'pʌblɪk/

**relaxing** /rɪ'læksɪŋ/

reply /rɪ'plaɪ/

**reporter** /rɪ'pɔ:tə(r)/

royal /'rɔɪəl/

rule /ru:l/

**salary** /'sæləri/

science /'saɪəns/

**scientist** /'saɪəntɪst/

seem /si:m/

shell /ʃel/

simple /'sɪmpl/

son /sʌn/

squire /'skwaɪə(r)/

strict /strikt/

**surgeon** /'sɜ:dʒən/

tool /tu:l/

valuable /'væljəbl/

version /'vɜ:ʃn/

suit /su:t/

take over (v)

/teɪk 'əʊvə(r)/

tomb /tu:m/

tower /'taʊə(r)/

underground

/ʌndə'graʊnd/

unwrapped /ʌn'ræpt/

war /wɑ:(r)/

weapon /'wepən/

weight /weɪt/

**Extensive Reading 4**

acrobat /'ækrəbæt/

adventure /əd'ventʃə(r)/

army /a:mi/

assistant /ə'sɪstənt/

barrel /'bærəl/

bury /'beri/

carve (v) /kɑ:v/

chariot /'tʃæriət/

clay /kleɪ/

cloth /klɒθ/

emperor /'empərə(r)/

enemy /'enəmi/

explore /ɪk'splɔ:(r)/

fight /faɪt/

iron /aɪən/

join up (v) /dʒɔɪn 'ʌp/

measure /'meʒə(r)/

official /ə'fɪʃəl/

peaceful /'pi:sfəl/

permission /pə'mɪʃən/

pirate /'paɪrət/

power /'paʊə(r)/

roof /ru:f/

sailor /'seɪlə(r)/

silver /'sɪlvə(r)/

strongmen /'strɒŋmen/