

# Beehive

## Teacher's Guide

with Digital Pack

# 3



- **Classroom Presentation Tools**  
(Student Book and Workbook)
- **Online Practice**
- **Teacher's Resources**
- **Assessment**

**Julie Penn**



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**OXFORD**  
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# Syllabus

<b>Starter</b> <b>A new year</b> page 4		Months of the year ♦ When's your birthday? It's in ... ♦ My birthday is the (second) of March. It's my (ninth) birthday. ♦ Ordinal numbers	
<b>Lesson 1 Words</b>		<b>Lesson 2 Grammar</b>	<b>Lesson 3 Words and Grammar</b>
<b>1</b> <b>Our friends</b> page 6	Hair and faces <b>Functional language</b> Me too. / Me neither.	What does (he) look like? (He)'s got ... have got questions and answers (he / she / they)	Describing people Superlatives (short adjectives)
<b>2</b> <b>In the city</b> page 18	Places in the city <b>Functional language</b> How do I get to ... ? Take ...	Present continuous (questions and answers) Present continuous (negative)	Things to do in the city Present continuous (questions)
<b>Extensive reading Appearance and personality</b> page 30    A How to ... guide ♦ A play			
<b>3</b> <b>Our busy world</b> page 32	Jobs <b>Functional language</b> Can you guess? I think ... I think you're right.	Wh- questions (present simple) Present simple (negative)	Actions at work I want to be a ... Why? Because ...
<b>4</b> <b>Let's explore!</b> page 44	Places in the countryside <b>Functional language</b> Great! Is it near here?	There was / There were (with some, any, lots of) Past simple (to be with adjectives)	Adjectives Could you ... ? I could / couldn't ...
<b>Extensive reading Exploring nature</b> page 56    A short story ♦ An information leaflet			
<b>5</b> <b>Healthy living</b> page 58	Healthy habits <b>Functional language</b> I forget to ... I remember to ...	How often do you ... ? (with expressions of frequency) How often ... ? (he / she / it)	Free time activities Adverbs of frequency (always, often, sometimes, never)
<b>6</b> <b>In the kitchen</b> page 70	Food <b>Functional language</b> We need ... What else?	Countable and uncountable nouns (affirmative) Countable and uncountable nouns (questions and negative)	Cooking (verbs) Adverbs of manner
<b>Extensive reading Amazing food</b> page 82    A magazine article ♦ A poem			
<b>7</b> <b>Family life</b> page 84	Housework <b>Functional language</b> I have to ...	Past simple regular verbs (affirmative) Past simple regular verbs (negative)	Party preparations had to
<b>8</b> <b>Our history</b> page 96	Everyday things <b>Functional language</b> I think it's ... years old. Yes, I agree. / I'm not sure.	Past simple irregular verbs (affirmative) Past simple irregular verbs (negative)	A Roman town Simple past (Yes / No questions)
<b>Extensive reading Life in the past</b> page 108    An information text ♦ A diary			
<b>9</b> <b>School life</b> page 110	Places in a school <b>Functional language</b> It's over there. On the left / right / straight ahead.	Object pronouns (me, you, him, her, it) Object pronouns (us, them)	School rules must and mustn't
<b>10</b> <b>Holiday plans</b> page 122	Holiday activities <b>Functional language</b> Why don't we ... ? I'd rather...	going to for future plans (I / you) going to for future plans (he / she / we / they)	Things to pack going to for future plans (yes / no questions)
<b>Extensive reading Travelling around the world</b> page 134    An online geography article ♦ A classic story			

**Extensive reading** **Travelling around the world** page 134    An online geography article ● A classic story

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<b>Poster</b>	Times ● Seasons	
<b>Lesson 4 Story</b>	<b>Lesson 5 Skills and Culture</b>	<b>Project and Review</b>
The monkey and the elephant <b>Emotional wellbeing</b> Working as a team	Clubs and teams in Australia and Mexico An online forum <b>Writing focus</b> Adjective order	Make a class puzzle display
Serena's good idea <b>Emotional wellbeing</b> Solving problems	Capital cities of the UK and Singapore A postcard <b>Writing focus</b> Capital letters	Make a city tour leaflet
Junko's dream <b>Emotional wellbeing</b> Believing in yourself	Exciting jobs in Tanzania and Malaysia An interview <b>Writing focus</b> a or an	Make a jobs poster
The Giant's Causeway <b>Emotional wellbeing</b> Dealing with disappointment	Places to visit in Vietnam and Portugal A blog <b>Writing focus</b> Time phrases	Make a map of an island
Busy Ben <b>Emotional wellbeing</b> Dealing with stress	Exercise in Brazil and China An online post <b>Writing focus</b> too	Make a <i>Healthy living</i> board game
A giant omelette <b>Emotional wellbeing</b> Learning from mistakes	Traditional food from Spain and Morocco A recipe <b>Writing focus</b> Time order words	Make a recipe book
The farmyard party <b>Emotional wellbeing</b> Doing your share	Family festivals in the USA and Japan A school magazine article <b>Writing focus</b> Regular past tense: spelling	Make a family festivals poster
The two brothers <b>Emotional wellbeing</b> Learning to forgive	History in Norway and Egypt A report <b>Writing focus</b> Paragraphs	Make a museum display
The friendship chain <b>Emotional wellbeing</b> Being kind	School transport in Canada and Switzerland A personal account <b>Writing focus</b> Topic sentences	Design an amazing school
The Town Mouse and the Country Mouse <b>Emotional wellbeing</b> Embracing new opportunities	Holiday places in the UK and Ukraine An email <b>Writing focus</b> Email greetings and sign off	Make a plan for a class trip

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# Print components

## FOR STUDENTS



### Student Book

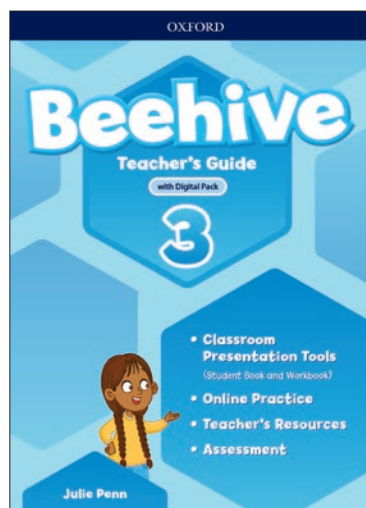
- A two-page Starter spread
- 10 units of five lessons
- 10 end-of-unit projects
- 10 end-of-unit reviews
- Extensive reading texts, both fiction and non-fiction, after every second unit



### Workbook

- 10 pages of activities for each unit
- 10 end-of-unit review spreads
- Grammar section for reference and extra practice
- Wordlist containing all key vocabulary

## FOR TEACHERS



### Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- An Ideas bank with extra games and activities
- A letter to parents
- Access code for Oxford English Hub

### Classroom Resources Pack

- Flashcards to present key vocabulary
- One vocabulary poster per unit, plus two extra posters in Levels 1, 3 and 5, and one extra poster in Levels 2, 4 and 6





# Digital components

## on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

### FOR STUDENTS

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#### Student e-book

- A digital version of the Student Book, with audio, video and interactive activities

#### Workbook e-book

- A digital version of the Workbook with interactive activities

#### Student Online Practice

- Extra interactive homework practice with activities to practise all four skills, grammar and vocabulary

#### Student resources

- Course audio and video to view or download



### FOR TEACHERS

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#### Teacher's Guide

- Colour PDF version

#### Teacher resources

- Course audio and video
- Downloadable flashcards and *Team Up* worksheets

#### Classroom Presentation Tools

##### Student Book

- Student Book on screen with audio, video and answer keys
- Extra vocabulary and grammar presentations
- Interactive games
- Toggles between Student Book and Workbook

##### Workbook

- Workbook on screen with answer keys
- Toggle function to the Student Book

#### Course assessment

- Downloadable tests: entry test, unit tests, progress tests, and end-of-year test
- Downloadable assessment for learning worksheets

#### Teacher Online Practice

- Extra homework practice to assign to your students, enabling them to carry on learning outside the classroom

#### Phonics and literacy material

- Three levels of optional, standalone phonics and literacy material
- Presentation material with audio
- Downloadable worksheets, flashcards and cut-outs

#### Professional development

- Methodology support, bite-sized training and more to maximize your teaching

# About Beehive

## Introduction

**Beehive** is a 7-level course for lower to upper primary school students, aimed at children who are learning English for the first time. The course is teacher-led, but student-focused, with a strong emphasis on vocabulary and grammar to build a solid foundation for students' success. The practice activities are rooted in a 'real world' context, to ensure that students can immediately use the language that they are learning to talk about themselves and their daily lives. **Beehive** creates a strong theme of community, inclusivity and togetherness. With colourful photos and illustrations, lively songs and chants, stories, real-world texts, and plenty of crafts and group tasks, **Beehive** is an engaging and entertaining course for young learners.

The course characters are a diverse group of six children who live near *Beehive Park*. They are brother and sister Nina and Hector, along with Tang, Omar, Emma and May. The characters are a friendly team of children who accompany the students' learning journey throughout the series. The "team characters" tell students what they're going to learn about at the start of each lesson, they present the new grammar structures in humorous cartoons, and they feature in the *Team Up!* tasks which foster global skills and teamwork.

Beehive enables you to:

- build a solid foundation in English to prepare your students for exam success, with a carefully staged grammar and vocabulary syllabus based on the Oxford English Learning Framework (OxELF)
- develop your students' global skills so they become empowered 21st century learners
- help your students to achieve their goals by applying *Assessment for learning* principles
- make learning meaningful by inspiring your students to learn about the world with international culture texts, stories and videos
- support your students' social and emotional wellbeing, through the *Think, feel, grow* feature which accompanies the stories
- foster collaboration through *Team Up!* tasks and project work
- save preparation time with an easy-to-teach approach
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice.

## Methodology

### Syllabus

#### Oxford English Learning Framework

The *Oxford English Learning Framework* (OxELF) provides guidance to course developers on the principles that underpin language learning so that we can ensure we maximize the outcomes of our learners. OxELF was developed in consultation with our expert panel and it represents Oxford University Press's view of the best way to learn a language; it is used as the starting point for all our courses.

OxELF is composed of a range of resources that are designed to ensure that Oxford University Press's English language courses:

- are consistently levelled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible.

#### Cambridge English Qualifications

The **Beehive** syllabus aligns with the *Cambridge English Qualifications for Schools*. Students should be ready to sit the Cambridge exams at the following points of the course:

- **Pre A1 Starters** by the end of **Beehive 2** (preparation for A1 Movers starts in **Beehive 2**)
- **A1 Movers** by the end of **Beehive 4** (preparation for A2 Flyers starts in level 4)
- **A2 Key for Schools** by the end of **Beehive 5**
- **B1 Preliminary for Schools** by the end of **Beehive 6**.

### Vocabulary

As a high-level English course, **Beehive** presents, practises and recycles plenty of vocabulary in each unit. The items are topic-related and have been selected for their frequency, usefulness and relevance to the age group. In Levels 1, 2 and 3, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core items taught in Lesson 3, and a further four core items related to the culture topic taught in Lesson 5. In Levels 4, 5 and 6, ten new core items of vocabulary are presented in Lesson 1, with a further eight items in Lesson 3, and a further four core items related to the culture topic in Lesson 5. Photo flashcards are available for each of these vocabulary sets, which allow you to present, review and practise vocabulary as required. For the Lesson 1 vocabulary, there is also an interactive presentation on the Classroom Presentation Tool, which includes hotspots that launch a photo of the vocabulary item followed by a short video clip.

Each set of vocabulary is extensively practised through a range of listening, speaking, reading and writing activities in the Student Book and reading and writing activities in the Workbook.

The Wordlist at the back of the Workbook provides a reference for students, allowing them to check the spelling of each new vocabulary item and write notes or translations to help them remember the meaning of each word.

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practise or review vocabulary at any time. Please see page 157 for suggestions on how best to exploit the *Vocabulary* posters.

## Grammar

**Beehive** is a high-level English course and therefore incorporates an extensive amount of grammar presentation and practice. Each unit of **Beehive** presents and practises new grammar in Lessons 2 and 3. The new structures are presented through fun cartoons featuring the team characters, which clearly demonstrate the meaning of the new language in a humorous context. In levels 2–6, the grammar presentation also includes clear, concise grammar overview boxes. Students practise the new structures in a range of carefully supported listening, speaking and writing activities. Each lesson includes opportunities for students to experience and produce the language in a 'real-world' communicative context.

The Workbook provides further activities to practise the new grammar. For consolidation, additional grammar practice for each unit is provided in Levels 1–4 in the *Grammar check* section at the end of the Workbook. In Levels 5 and 6 there is a useful *Grammar reference* for students at the end of the Workbook.

## Functional language

Teaching functional language enables students to communicate effectively in real-world settings and gives them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

The functional language practice in **Beehive** provides students with the opportunity to use colloquial, idiomatic words or phrases in order to find out information or complete a task (e.g. expressing an opinion, making a suggestion, etc.). In Lesson 1 of each unit, students are taught a useful exchange related to the vocabulary topic. They hear a model exchange, then use the new functional language to practise an everyday conversation.

## Global skills

Global skills prepare students for lifelong learning and success, not only academically and professionally, but also personally. Developing these skills prepares students to become successful, fulfilled, and responsible participants in 21st century society. Global skills are desirable outcomes of learning and an enriching part of the learning process.

Oxford University Press has identified skills that are especially relevant to the context of the language classroom and has grouped them into five clusters of complementary skills:

### 1 Communication and collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware

of how they can contribute to the interaction for the benefit of others. **Beehive** develops these skills in particular through:

- pairwork speaking activities
- *Team Up!* tasks and projects
- acting out of stories.

## 2 Creativity and critical thinking

Creativity involves thinking flexibly, generating new ideas and solutions to problems. Critical thinking requires a creative mindset to look at things differently, analyse information and draw on problem-solving skills to form a balanced judgement.

**Beehive** develops these skills in particular through:

- activities which encourage students to evaluate and interpret
- *Team Up!* tasks and projects.

## 3 Intercultural competence and citizenship

Intercultural competence is concerned with the skills needed to interact appropriately and sensitively with people from diverse cultural backgrounds. The notion of citizenship typically addresses both the local and the global, focusing on social responsibility. **Beehive** develops these competences in particular through:

- learning about the lives of children from other countries in Lesson 5
- reading stories with diverse settings and characters.

## 4 Emotional self-regulation and wellbeing

Focusing on students' emotional well-being helps to promote learner autonomy, enhance students' sense of self-belief, and develop positive learner attitudes. Opportunities for this in **Beehive** are:

- the *Think, feel, grow* feature in Lesson 4
- the vocabulary presented on the *How do you feel?* poster (for notes about how best to use this poster, please see page 156).

## 5 Digital literacies

Digital literacies include the ability to use a range of digital technologies in socially appropriate ways across a range of cultural contexts. Learners also learn how to derive information from online data and to communicate safely and effectively.

**Beehive** promotes digital literacy through:

- facsimiles of webpages, online forums, blog posts, emails, online messages, etc.
- Oxford Online Practice activities and games.

You might also like to consider sharing photos of project outcomes on a class blog or website.

## Skills

### Listening

**Beehive** offers plenty of opportunities for students to listen to English for gist and for specific information. A variety of listening activities feature in Lessons 2, 3 and 5, allowing students to practise listening to the language they have learned in these lessons.



All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons in Lessons 1 and 3, the stories in Lesson 4, and the reading texts in Lesson 5, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

The listening scripts are carefully graded, starting with short, simple scripts and gradually increasing in length and complexity throughout each level and across the series.

## Speaking

Throughout the course, students are encouraged to speak English individually, in pairs and in groups as much as possible, in order to give them the confidence to communicate orally in a variety of different situations.

Through carefully staged and supported tasks, students have the opportunity to speak in every lesson of **Beehive**. In Lesson 1 students activate the new vocabulary in an engaging pairwork activity and they practise functional language by modelling an everyday conversation. In Lessons 2 and 3 there are contextualized speaking activities to activate the unit grammar. In Lesson 4 the students learn to express their feelings and opinions through the emotional well-being feature. In Lesson 5, students contrast their experiences with children in other countries in a simple dialogue, which is modelled in the video and on the Student Book page. Finally, the *Team Up!* tasks accompanying Lessons 1–4 and the end-of-unit projects are designed to encourage students to collaborate in pairs and groups. The teaching notes also contain suggestions for optional or extension activities to provide students with even more speaking practice.

Many of the speaking activities in the Student Book are modelled in the audio recordings. This gives students the opportunity to practise repeating example sentences in order to gain confidence before they form their own sentences in English.

## Reading

Reading practice in **Beehive** is carefully graded. The activities in each lesson increase steadily in level of difficulty. When new vocabulary is presented, students begin by reading at word level, they progress to reading at sentence level and finally they read short texts. The reading texts are also graded, and increase in length and difficulty throughout each level as students' reading skills improve.

**Beehive** features a variety of text types, including cartoon stories, articles, blog or diary entries, webpages, poems, etc. Students develop their literacy skills by becoming familiar with the style and features of the different genres and the many ways in which information can be presented. They begin to learn the rules of language, how to acquire and use information, and how to construct meaning from different text types by reading for both gist and specific information.

The *Extensive reading* sections follow after every two core units of the course. Each section consists of one fiction text and one non-fiction text. These texts are longer than the texts in the core unit, motivating students to read for pleasure and become better, more confident readers. Each section reviews grammar and vocabulary from the preceding two units. The follow up activities check students' general understanding of the texts,

and there are suggestions on how to exploit the texts further in the teaching notes.

All reading texts are accompanied by audio recordings, as well as appealing photos or illustrations to provide visual clues to the context of the text.

## Writing

In **Beehive 3** students are still at an early stage of learning to write in their own language and therefore need a lot of support to write in English. Wordpools and model answers help them to become more confident as they progress. Activities increase in challenge gradually. Students are first asked to write at word level, then phrase level, and finally at full sentence level.

In Lesson 5 of each unit, students follow a carefully-staged series of activities in the Workbook to develop their writing skills. Students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete texts by the end of Level 6. First, they read a text describing an aspect of life in a different country. Through reading these texts, students become familiar with the language and structures they will need to prepare them for their own writing. Each unit includes a writing skills section, focusing on English punctuation, parts of speech, sentence structure and other writing skills. Finally, students adapt a short model text with their own ideas. The model gives them the necessary support and guidance to write a short text. In Levels 4–6, a whole lesson in every unit is devoted to developing writing skills.

## Phonics & Literacy

Phonics teaches the relationship between letters or letter combinations and the sounds they make. The study of phonics enables students to decode new words, thereby improving reading skills and helping them to grasp spelling and pronunciation patterns quickly.

A comprehensive offer of phonics and literacy practice for **Beehive** Starter, 1 and 2 is available from the Teacher's resources on Oxford English Hub. Fun phonics songs support the key sounds taught in the level and there are entertaining stories featuring the characters Tim and Tom (two cats) to engage students. Audio recordings are also provided for the accompanying phonics worksheets.

## Stories and emotional well-being

Lesson 4 of every unit in **Beehive** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3. In Levels 1–3, animated versions of these stories are supplied on the Classroom Presentation Tool and the Student resources on Oxford English Hub. These can be used flexibly alongside the Student Book. After reading or watching the story and completing the comprehension activities, students work in groups to act out the story.

The stories in **Beehive** give students an insight into other cultures and traditions, as many of them are set in different countries around the world, or are based on traditional world stories, adapted for the modern classroom. Each story is beautifully illustrated and features a different, diverse set of characters in a range of settings, from urban to rural, science fiction to fantasy.

Each story centres on a theme which presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as persevering, accepting others, respecting differences, apologizing and making amends, using your strengths, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, feel, grow* feature which promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. Initially, students may need to communicate in their own language, but as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

The *Emotions* posters present useful language to support the conversation. Please see also page 156 for notes on how best to make use of the posters.

## Songs

Every unit in **Beehive** contains a song at the end of Lesson 3 for students to practise the new language. Melody and rhythm are an essential aid to memory. By singing, students are able to address fears and shyness and practise the language together in a joyful way. They are also fun and motivating and provide a good opportunity to add movement to the lessons, which is of great benefit for kinesthetic learners. The songs follow a pattern of a chorus with two verses. The second verse repeats the first verse, with a number of highlighted words which students substitute. Each song is followed by a karaoke track.

All songs in **Beehive 1** and **2** have an animated version which can be found on the Classroom Presentation Tool and on Oxford English Hub.

In **Beehive 1** and **2**, there is also a vocabulary chant in Lesson 1 of each unit.

## Team Up!

**Beehive** promotes inclusivity and collaboration through the *Team Up!* tasks which can be found at the end of lessons 1–4. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication and collaboration.

Each *Team Up!* task is supported with a downloadable worksheet or cut-out available on the Teacher's resources on Oxford English Hub, along with comprehensive teaching notes. As well as procedural notes and instructions, the teaching notes offer alternative approaches so that printing or photocopying can be kept to a minimum.

Although the *Team Up!* tasks are designed to be fully integrated into the lesson, they offer flexibility for different classroom situations, so they can be skipped if time is short. The teaching notes provide suggestions for extending the activities, if more time is available.

As the *Team Up!* tasks are designed to be carried out in pairs or small groups, they offer an ideal opportunity for differentiated learning. The teaching notes give tips on how to provide extra support or additional challenge to adapt them for the needs of different learners.

## Projects

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative and to talk about themselves. By working together, they learn to communicate and coordinate with others, to share responsibility and to work as a team. The benefits of project work go beyond language learning. It gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed ability classroom, project work has the additional advantage of being flexible for different levels, abilities and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

**Beehive** provides a project at the end of each core unit in the *Team Up!* 5 task. Students create something, such as a poster, a time capsule, a cartoon story, a dream house, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features a step-by-step guide showing students how to complete the project. A downloadable worksheet is provided for extra support or where time is short. When students have made the item, they watch a video which shows children interacting with a finished project of their own. Students listen to the model exchange, then practise talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

## Review

In a high-level course, with a challenging syllabus, recycling and review of language are essential. At the end of each core unit in the **Beehive** Student Book, there is a *Review* section featuring a choice board. The choice board contains six different activities, including speaking, writing, and creative tasks. Students develop learner autonomy by choosing two activities to complete, giving them the opportunity to consolidate the language they have learned.

At the end of each core unit in the Workbook, there is a two-page *Review* section with vocabulary and grammar activities for students to complete. To encourage students to reflect on their own learning, there is a self-evaluation feature which students can use to assess their own progress. The review pages can be used as a progress test to check that students have remembered what they have learned.

## Culture

Intercultural education is an essential part of language learning. It is important for students to understand and consider the similarities and differences between their own culture and other cultures.

Each Lesson 5 consists of two pages dedicated to exploring a culture topic, whilst also developing reading, listening, speaking and writing skills. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through videos and texts students are transported to another part of the

world. They see how life in other countries can be different or similar to their own lives.

The video and listening scripts expose students to a balance of both familiar and new language. Four new vocabulary items are presented at the beginning of the lesson, and these words are practised through a listening activity. Students then watch a video about an aspect of life in another country, often presented by a child of the students' own age. They complete a comprehension activity, then carry out a speaking task reflecting on the video. These speaking tasks have a fluency focus, as students are encouraged to discuss their opinions about the video, compare the experiences in the video with their own experiences, or relate what they have seen in the video to their own lives. The dialogue increases in length and complexity as children progress through the series.

On the second page of the lesson in the Student Book students read a text describing the same topic in a different country.

## Real world focus

Rooting the context of learning in the everyday world helps to make it relevant and engaging for young learners. **Beehive** contains lots of photos in the Student Book and also on the flashcards, which give the material a 'real world' feel. There are also lots of facsimilies such as recipes, adverts, websites, diaries calendars, weather charts, meal planners and timetables throughout the course, which are designed to replicate the materials that students might encounter in their own environment. The wealth of video content also helps to make the content engaging and relevant to students' lives.

**Beehive** also aims to relate its content to the students' school life. Content Language Integrated Learning (CLIL) uses a cross-curricular framework to allow students to link what they learn in their English classes to other school subjects such as maths, science, art, social studies, and health. **Beehive** transfers useful, practical English language to a range of different areas of the curriculum (maths, science, art, geography, etc.) wherever they are relevant. For example, maths activities are included in lessons teaching numbers, or activities about animal diets in a lesson about wild animals.

## Course assessment

**Beehive** offers a seamless learning and assessment experience, built on the principles of assessment for learning. (Please see pages 12 and 13 for more detailed information.) With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

Each lesson in **Beehive** is introduced by a team character, who sets out in simple language the learning objective of the lesson. You can discuss this with students so they are prepared for what they are about to learn. In order to meet the objectives, students need to be aware of the success criteria which demonstrate they have achieved the objective. You can help students to understand the success criteria for a lesson by reading the model texts and listening to the model dialogues provided for activities in **Beehive**. This will show students what they are expected to produce by the end of the lesson.

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in

addition students' answers will also enable you to provide extra support or reinforcement where necessary.

There are also two self-assessment worksheets per unit that support assessment for learning in **Beehive**. Students can complete a record sheet for each unit and for each project to reflect on their learning. These are available on Oxford English Hub.

Within the assessment for learning framework, students' progress can also be evaluated through formal testing.

The following tests are available for **Beehive**, and can all be accessed on Oxford English Hub. All test items are written to the specific learning objectives covered in the course, informed by the *Oxford English Language Framework* and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

### Entry test

This short test is useful if you are unsure which is the best level for your students to begin at.

### Unit tests

There is a test for each unit in **Beehive**. The tests enable you to identify where learning has been successful in a specific unit and where remedial work is required. The content in the test reflects the language objectives within that particular unit.

### Progress tests

There are three Progress tests in **Beehive**. These enable you to assess the progress made by students in relation to a specific group of units. Progress test 1 covers Units 1–4; Progress test 2 covers Units 5–8; and Progress test 3 covers Units 9 and 10. The content in the test reflects the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

### End-of-year test

**Beehive** also has one cumulative End-of-year test containing 10 activities. The End-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress of a course level.

### Practice for Cambridge English Qualifications for Schools

In addition to the tests outlined above, specific extra practice for the Cambridge exams is available on Oxford English Hub.

# Inclusive practices

Inclusive practices allow all learners to participate fully and achieve success, including learners with special education needs. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. **Beehive** aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects which allow students to demonstrate their learning in different formats
- the *Think, feel, grow* feature in Lesson 4 encourages students to accept and understand difference
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities.

# Parental involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to parents* on page 165 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 3 songs and read the Lesson 4 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students. If your school does not have a blog or website, you can send a regular newsletter home with students, detailing what the class has learned and what they are learning about now. If possible, you can organize a concert or parents' afternoon where the students can perform the unit stories and the songs they have learned throughout the term. Students can make posters and tickets for this event and take them home to their families. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

# Assessment for learning

## What is assessment for learning?

Assessment for learning is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an assessment for learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform assessment for learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for learning shouldn't focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on 'stars' and 'wishes' – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can 'close the gap' between their current performance and their desired performance.

## Why is assessment for learning useful?

### For students:

- **It improves performance.** Receiving effective feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently and proactively in the future.

### For teachers:

- **It informs teaching decisions.** Assessment for learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- **It develops skills and confidence.** Assessment for learning can give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

## How can I implement assessment for learning in my teaching?



Assessment for learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).

### Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned, and also to see where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment. After teaching a new piece of language, check students' understanding. Ask, e.g., *Time for feedback! How do you feel about (the new words we have learned)?* Below are a couple of suggestions for diagnostic tools you could try.

**Traffic light cards:** each child has a red, amber and green card. Red means they don't understand, amber means it's not totally clear or they feel a bit unsure about it, green means they fully understand. Ask students to hold up the card which best shows how they feel about their learning.

**Thumbs up:** Children can use their thumbs to show their level of understanding.  means that students have a good understanding.  means that students are not confident. Holding their hand flat, facing down, and wagging it from side to side means they feel a bit insecure about it.

It's important to emphasize that the students are not doing anything wrong if they don't understand something. In some instances, children might feel embarrassed to say they don't know something. Creating a culture in the classroom where children feel comfortable saying that they do not understand is critical for the success of assessment for learning.

**Thinking time:** It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough space for children to think.

During thinking time, encourage all of the students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard



and then hold them up. This is a good way to establish how many children have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

**No hands up:** To ensure that all of the students use their thinking time constructively, it is useful to employ a 'no hands up' approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all of the students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate a lollipop stick with their names on it. Choose a child to answer at random by pulling out a name card or lollipop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they don't feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

## Learning objectives

Students will learn better if they have a clear idea of what they are going to learn. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy-to-understand language. Write the objective on the board, e.g., *Today, we are learning about food.* Encourage the students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in the students' own language.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be great evidence of the students' progress.

## Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher's Guide contains many useful tips that suggest ideas on how to focus on success criteria.

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they

are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g. making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

## Giving feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students' performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these. Students should be encouraged to use a special colour pen for corrections, so they can see where they have responded to feedback.

## Is assessment for learning a new approach?

In many ways, assessment for learning reflects what most teachers have always done in the classroom. However, in an assessment for learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive supportive feedback with time for reflection.

## In what contexts can I use assessment for learning?

Assessment for learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that assessment for learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

## More information

Download our position paper ***Effective Feedback: the Key to Successful Assessment for Learning*** from [www.oup.com/elt/expert](http://www.oup.com/elt/expert)

# Professional development

## Methodology support

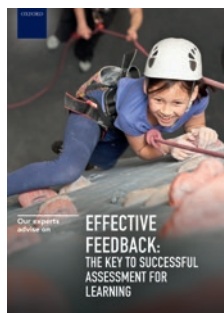
*Beehive* is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive* team have selected the following topics to help you teach with confidence:

- Assessment for learning and effective feedback
- Global skills for the language classroom
- Supporting parents

Find out more: [oxfordenglishhub.com](https://oxfordenglishhub.com)

## Position papers

This course-specific selection includes some of our influential papers. Built on research and classroom practice, our *position papers* offer practical guidance on the major issues shaping language education today. Our shorter *focus papers* offer insights and tips on specific topics for the classroom.



## Professional development modules

The modules consist of short introductions to topics relevant to *Beehive*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



## Explore further

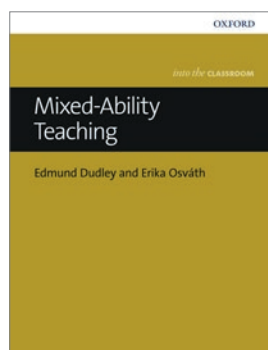
If you would like to develop your skills and knowledge beyond the professional development content offered with this course, we offer a range of materials from further reading to live professional development events.

Find out more: [www.oup.com/elt/professionaldevelopmentonline](https://www.oup.com/elt/professionaldevelopmentonline)

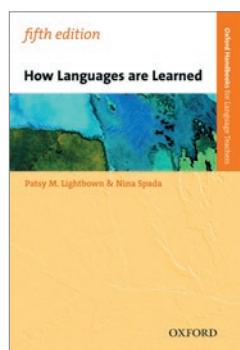
## Professional development books

Keep up with the latest insights into English language teaching through our professional development books.

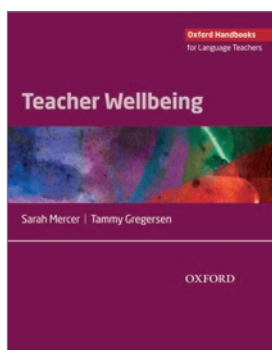
Find out more: [www.oup.com/elt](https://www.oup.com/elt)



ISBN: 978-0-19-420038-7



ISBN: 978-0-19-440629-1



ISBN: 978-0-19-440563-8

# Supplementary resources

## Graded Readers

Here you will find additional resources for your students which best complement *Beehive*.

## Classic Tales

Bring the magic of *Classic Tales* to your classroom. This award-winning series builds language skills and introduces young students to the joy of reading.

- Develop creativity and imagination through reading, writing and drama activities
- Support reading with picture dictionaries, glossaries and illustrations
- Engage all your learners with an Activity Book and Play for every story.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



## Oxford Read and Imagine and Oxford Read and Discover

Enter a world of discovery and adventure – improve your English through fact and fiction.

*Oxford Read and Imagine* invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

*Oxford Read and Discover* is perfect for CLIL. Cross-curricular topics and colour photos bring excitement to learning English through other subjects.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge Young Learners English tests
- Audio in American and British English.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



## Oxford Reading Club

*Oxford Reading Club* is a digital library from Oxford University Press that offers a smart way to read digital Graded Readers.

### Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process that helps improve all areas of learning including listening, speaking, reading and writing
- Use a variety of interactive features and activities including word cards, audio with adjustable speed and voice recording
- Look up Oxford Dictionary definitions for vocabulary development
- Track their progress in a monthly report and get study badges the more they read.

### Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- Track individual student activity and progress with; the 5-step reading process; number of books read; total words read; time spent reading
- Download a report providing a summary of each learner's reading activities.

Find out more: [oxfordreadingclub.com](http://oxfordreadingclub.com)

## Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practise pronunciation
- Make notes and highlight on screen
- Synchronize across devices.

## Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf

- Available at 4 Levels from A1–B2
- Track reading progress in the reading diary.

## Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

Find out more: [www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



# Tour of a unit

## Lesson 1 Words

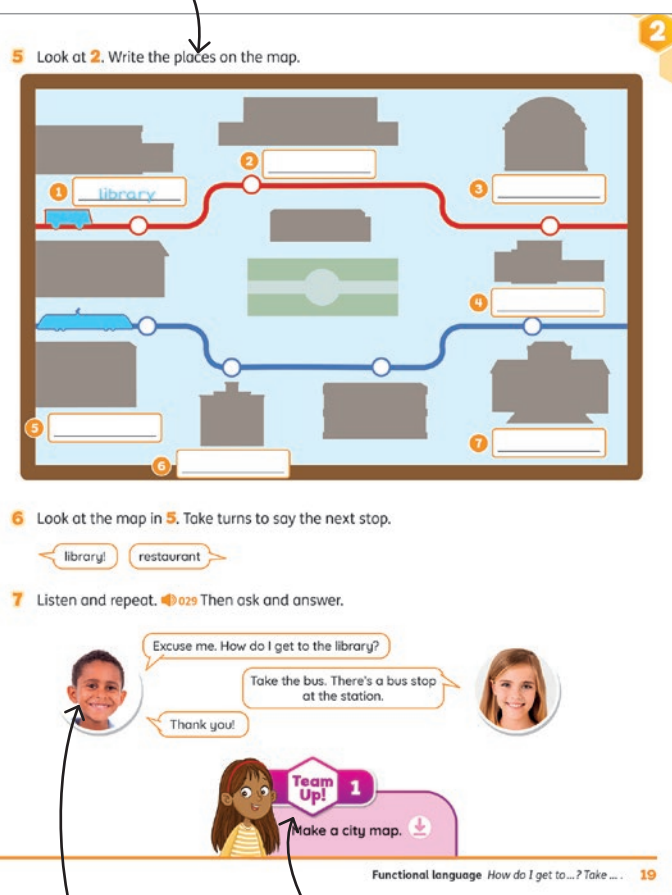
## Student Book

Lesson 1 introduces eight new vocabulary items through a colourful illustration in the context of the unit topic. It provides vocabulary practice, as well as a critical thinking task and presentation and practice of functional language.

An interactive activity on the Classroom Presentation Tool presents the new vocabulary with short video clips.

Understanding the lesson objective is an important principle of assessment for learning. See pages 12–13.

Students use the new vocabulary to complete a critical thinking task, such as ordering, sequencing, categorizing, ranking, identifying, etc.



A big illustration presents the eight new vocabulary items in an engaging context.

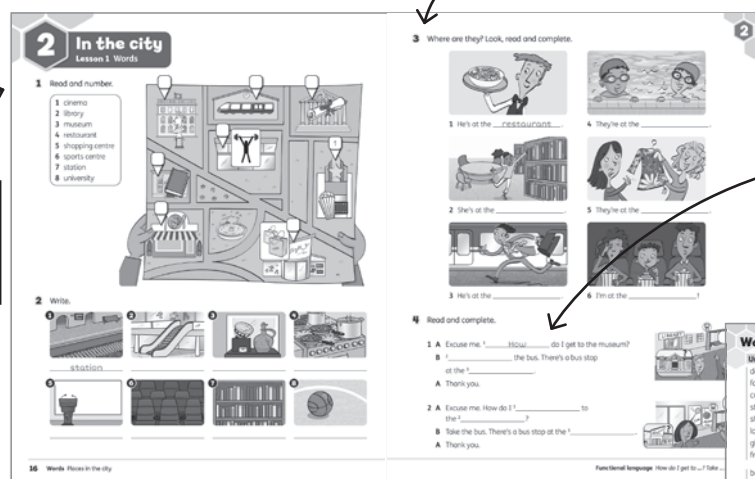
Students practise the new vocabulary in a speaking activity.

A functional language exchange is presented and practised.

Students complete a pair or group task to review the functional language and the new vocabulary.

The vocabulary is reviewed at sentence level.

Students practise reading and writing the new vocabulary.



Students practise writing the functional language from the Student Book.

**Please note:** The Classroom Presentation Tool can be used to display the Student Book and Workbook with interactive answers.

A wordlist provides a record of all key vocabulary from lessons 1, 3 and 5.

Wordlist	
<b>Unit 1</b>	take photos
dark hair	have a meal
fair hair	capital city
curly hair	tower
straight hair	statue
short hair	palace
long hair	
glasses	<b>Unit 2</b>
freckles	pilot
	scientist
brave	vet
strong	doctor
young	ambulance driver
tall	shop assistant
fat	chef
funny	sports coach
gardening club	help people
cooking club	sell things
cricket team	work outside
music club	work with animals
	drive
<b>Unit 3</b>	cook food
shopping centre	
restaurant	interesting
station	dangerous
library	exciting
university	safe
museum	
sports centre	<b>Unit 4</b>
cinema	rock
go shopping	foxes
catch a train	path
watch a film	bridge
meet friends	river

## Warm-up

- A warm-up activity is suggested in the teaching notes.

## Lead-in

- Introduce the lesson objective. Tell the class **Today we are learning about places in the city**. Write **places in the city** on the board. Show some of the unit flashcards and invite students to guess the meaning of **places in the city**.

## Student Book

- Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming some of the things they can see in English. Every Lesson 1 illustration includes a selection of review vocabulary.
- Activity 2:** Students learn eight new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or **Vocabulary** posters from the Classroom Resources Pack.
- Students say the new words and point to the items in the illustration and say the number.
- Students listen to the audio and repeat the new vocabulary.
- Activity 3:** Students listen to the audio and say the correct vocabulary item.
- Activity 4:** Demonstrate the speaking activity with a volunteer. Students then play the game in pairs.
- Activity 5:** Focus students' attention on the critical

thinking activity. Here students use the map on the opposite page to help them write the places on the transport map. Do the example with the class, then allow students time to complete the activity.

- Activity 6:** Students complete a speaking activity to practise the eight new vocabulary items.
- Activity 7:** Play the audio for students to listen and repeat the exchange. Then they practise the new language in pairs.
- Team Up!** Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

## Workbook

- Activities 1–2:** Students complete reading and writing activities to practise the eight new vocabulary items.
- Activity 3:** Students complete the writing activity to practise the new vocabulary at sentence level.
- Activity 4:** Students complete the functional language activity.
- The **Workbook** activities can be done in class if you have extra time, or they can be set as homework. The answers can be checked as a class in the next lesson. Please see pages 12–13 for tips on how to apply assessment for learning principles when checking students' work.



# Tour of a unit

## Lesson 2 Grammar

## Student Book

Lesson 2 presents a new grammar structure through a humorous cartoon featuring the team characters. The new structure is then practised through listening, speaking, reading and writing activities.

The new grammar structure is presented in a fun cartoon featuring the team characters.

The new grammar structure is presented clearly in a table.

The new grammar structure is extended further in another table.

**2 Lesson 2 Grammar**

**1 Listen and follow. 030 Then act.**

Hi Emma! Where **are** you going? I'm going to the sports centre.

Hi Tang! We're **going** to the sports centre. Look! I'm **not** going to the sports centre. I'm going to the museum.

Where's Omar going? He's **going** to the library!

**2 Look, listen and learn. 031 Look at the picture. Where are they going?**

I	Where <b>are</b> you going?	I'm <b>going</b> to the library.
He / She / It	Where's <b>he</b> going?	He's <b>going</b> to the museum.
You / We / They	Where <b>are</b> they going?	They're <b>going</b> to the station.

**3 Read and number. Then listen and check. 032**

Where's she going? She's going to the library.

Where are they going? They're going to the cinema.

Where are you going? We're going to the station.

Where's he going? He's going to the restaurant.

**4 Ask and answer.**

Where are you going? I'm going to the station.

**5 Look, listen and learn. 033 Look at the picture. Is the girl going to the cinema?**

I	I'm <b>not</b> going to the museum.
He / She / It	She <b>isn't</b> going to the cinema.
You / We / They	They <b>aren't</b> going to the restaurant.

**6 Listen and tick ✓ or cross X. 034**

**7 Write. 'm 'm not 's isn't 're aren't**

They **aren't** going to the restaurant.

They \_\_\_\_\_ going to the supermarket.

I \_\_\_\_\_ going to the park.

I \_\_\_\_\_ going to the library.

We \_\_\_\_\_ going to the museum.

We \_\_\_\_\_ going to the cinema.

She \_\_\_\_\_ going to university.

She \_\_\_\_\_ going to school.

**Team Up! 2**

Play Where are they going?

**20 Grammar Present continuous (questions and answers)**

**21 Grammar Present continuous (negative)**

The new grammar structure is practised through a listening activity.

Students develop their communication skills using the new grammar structure.

The new grammar structure is consolidated in further listening, reading or writing activities.

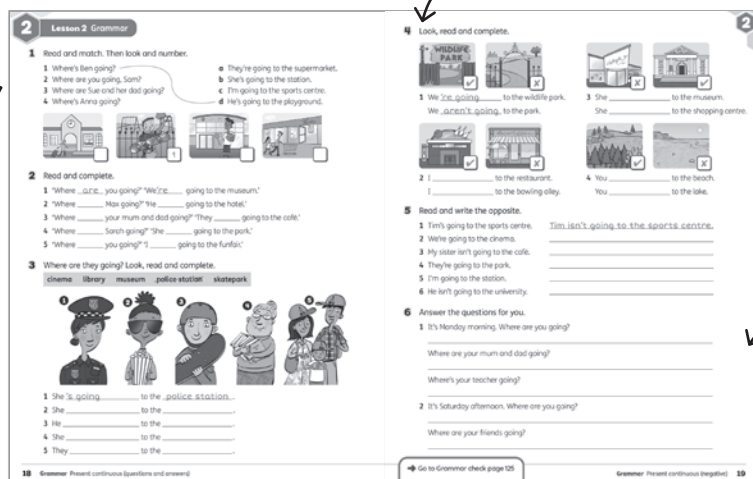
The *Team up!* activity fosters collaborative skills through pair or group work.

A game on the Classroom Presentation Tool provides further language practice.

## Workbook

The activities increase in difficulty, with more cognitive challenge.

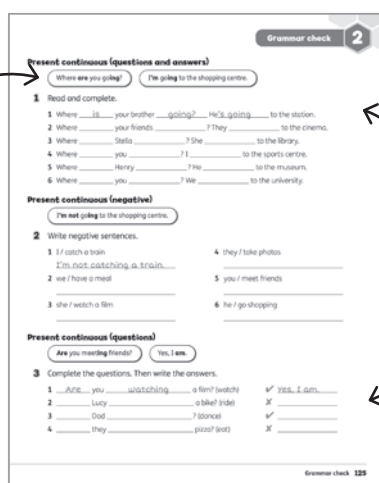
Students complete reading and writing activities to practise the new grammar structure.



By the end of the lesson, students write the new grammar structure at sentence level.

## Grammar check

The grammar structure is presented clearly for students to use as a reference.



Simple activities provide useful practice.

### Warm-up

- Begin the lesson by reviewing the Lesson 1 vocabulary.

### Lead-in

- Write **Places in the city** on the board and ask students if they remember what it means.
- Introduce the lesson objective. Tell the class, in their own language, that today they will learn how to talk about where people are going. For the complete lead-in notes, please see page 45.

### Student Book

- Activity 1:** Students listen to the audio and follow the grammar cartoon story. They point to the speech bubbles as they hear them. Check students have understood. Then play the recording a second time. Model each phrase for the students to repeat as a class. They then act out the cartoon. See teaching notes on page 45.
- Activity 2:** Students listen to the example sentences as they read the grammar table.
- Activity 3:** Students listen to the example. Then they listen to the rest of the recording and complete the activity. Check answers with the class.

- Activity 4:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.

- Activity 5:** Students listen to the example sentences as they read the second grammar box.

- Activities 6–7:** Do the examples with the class, then students complete the practice activities individually or in pairs.

- Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

### Workbook

- Activities 1–6:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

### Grammar check

- Students turn to the **Grammar check** section. Students can use the example grammar structures to help them complete the activities.
- The **Grammar check** activities can be used for reinforcement in class, or they can be set as homework, and the answers can be checked as a class in the next lesson.

# Tour of a unit

## Lesson 3 Words and Grammar

## Student Book

Lesson 3 presents six new vocabulary items with colour photos. The vocabulary is practised through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's second new grammar structure, and practises the structure through a writing activity and a song.

The new vocabulary items are presented with colour photos.

The new grammar structure is presented in a clear table. The Classroom Presentation Tool features another engaging cartoon with the team characters.

The new grammar structure is practised through a reading and writing activity.

**2 Lesson 3 Words and Grammar**

1 Listen, point and repeat. 035

2 Listen and say. 036

**Welcome to our city! You can ...**

  
**1 go shopping**

  
**2 catch a train**

  
**3 watch a film**

  
**4 meet friends**

  
**5 take photos**

  
**6 have a meal**

3 Listen and number. 037

  
**a**

  
**b**

  
**c**

  
**d**

  
**e**

  
**f**

4 Take turns to be tourists. Ask and answer.

 I'd like to watch a film.  
Is there a cinema?

**22 Words** Things to do in the city

**5 Look, listen and learn. 038** How does the spelling change for have?

<b>I</b>	Are you <b>catching</b> a train? Yes, I <b>am</b> . No, I'm <b>not</b> .
<b>He / She / It</b>	Is he <b>having</b> a meal? Yes, he <b>is</b> . No, he <b>isn't</b> .
<b>You / We / They</b>	Are they <b>watching</b> a film? Yes, they <b>are</b> . No, they <b>aren't</b> . Are we <b>taking</b> photos? Yes, we <b>are</b> . No, we <b>aren't</b> .

**Look!** Sometimes the spelling changes.  
swim → swimming  
have → having  
run → running  
ride a bike → riding a bike

**6 Order the words. Then listen and tick. 039**

1 **a catching is train? he**  
*Is he catching a train?*  
Yes, he is. ☒ No, he isn't. ☐

2 **a watching Are film? they**  
*Are they watching a film?*  
Yes, they are. ☐ No, they aren't. ☐

3 **friends? meeting Are you**  
*Are you meeting friends?*  
Yes, I am. ☐ No, I'm not. ☐

4 **we meal? having Are a**  
*Are we having a meal?*  
Yes, we are. ☐ No, we aren't. ☐

**7 Listen and follow. Then sing. 040-041**

**The Mobile Phone Rap**



Ring-ring, ring-ring!  
Hello, Hello?  
I can't hear anything!  
Ring-ring, ring-ring!  
Are you answering?



Are you **catching a train**? **meeting friends**  
No, I'm not!  
Are you **watching a film**? **having a meal**  
Yes, I am ... Oh!  
Call me later - got to go!

**Team Up! 3**  
Make and play the Matching game.

Grammar Present continuous (questions) **23**

Students practise the new vocabulary in a listening activity.

Students play a speaking game to practise the new vocabulary and develop their communication skills. The dialogue is recorded as a model for students.

Students sing a song to practise the new vocabulary and grammar structure. A karaoke track is also available.

Students complete a pair or group work task to review the Lesson 3 vocabulary and grammar.

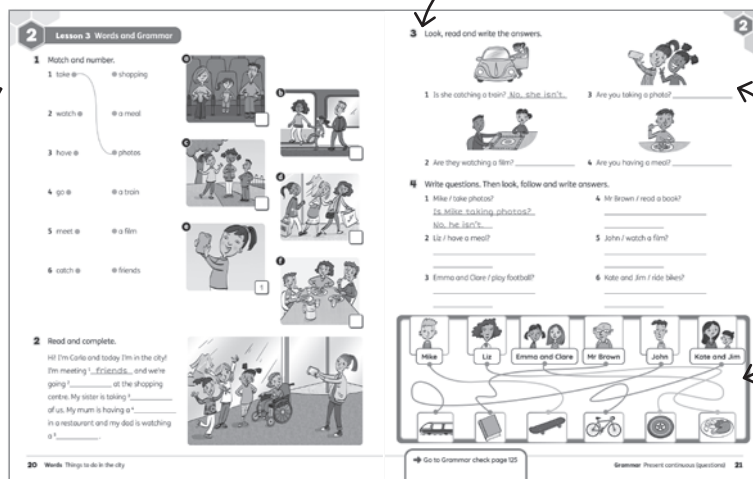
A game on the Classroom Presentation Tool provides further language practice.



## Workbook

The activities increase in difficulty, with more cognitive challenge.

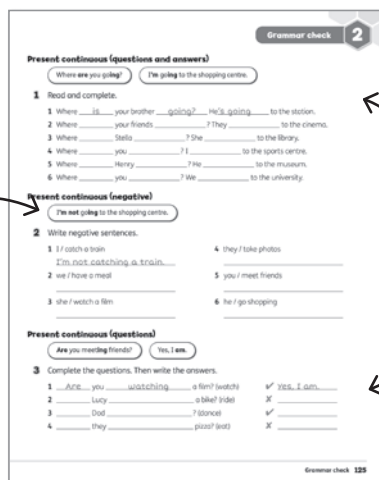
Reading and writing activities enable students to practise the new vocabulary items.



Students complete reading and writing activities to practise the new grammar structure.

## Grammar check

The grammar structure is presented clearly for students to use as a reference.



The grammar structure is practised through simple activities.

### Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the *Ideas bank* on page 152.

### Lead-in

- Introduce the lesson objective. Tell the class **Today we are learning about what people are doing in the city.** Write **Things to do in the city** on the board. Show some of the lesson flashcards and invite students to guess the meaning of **Things to do in the city**.
- Ask the class a simple question about the lesson topic, e.g., **What do you do in the city?** Elicit answers around the class and recast in English, if necessary.

### Student Book

- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen and say the correct words from the new vocabulary set.
- **Activity 3:** Students listen to the example and then they listen to the rest of the recording and complete the activity to practise the new vocabulary.
- **Activity 4:** Demonstrate the speaking activity with a volunteer. Students then do the activity in pairs.

- **Activity 5:** Students listen to the audio recording and follow the grammar table. If you are using the Classroom Presentation Tool, use the grammar cartoon story to present the new grammar.
- **Activity 6:** Do the example with the class. Then students complete the writing activity individually or in pairs.
- **Activity 7:** Students listen and follow the words of the song in their books. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

### Workbook

- **Activities 1–2:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.
- **Activities 3–4:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

### Grammar check

- Students turn to the **Grammar check** section. Students can use the example grammar structures to help them complete the activities.

# Tour of a unit

## Lesson 4 Story

## Student Book

Lesson 4 consists of a cartoon story which recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students complete a comprehension activity, discuss the emotional well-being theme, then act out the story in groups.

Students say what they can see in the story pictures, reviewing language from the course so far.

An animated version of the story is available on the Classroom Presentation Tool and Oxford English Hub.

A comprehension activity checks students' understanding of the story.

**2 Lesson 4 Story**

1 Look at the pictures. What places can you see?  
2 Listen and read. What does Serena like doing?

**Serena's good idea**

1 Serena and Danny are visiting New York City.  
Wow, look! It's Central Park. Let's go in!  
Wait! I'm taking a photo.

2 Danny loves museums.  
Come on, Serena. We're going to the museum.  
Wait!

3 They're going to the library.  
What are you doing? Come on!  
Wait a minute ...

4 What a fun day! Now it's time to catch the train. But ...  
Come on, Danny! Hurry up!  
Dad! Where's my bag?

5 Danny is upset.  
Serena! Stop taking photos!  
I'm not taking photos ...

6 Serena is looking at her photos.  
I'm looking for your bag ...  
There it is!

**24 Story Vocabulary and grammar review**

7 The bag is in the library.  
Shhh!  
My bag!

8 Finally, they can catch the train home.  
Thanks, Serena! You're amazing!  
That's OK. Smile!

3 Read again. Tick ☒ the places in the story.

a ☒
 b ☐
 c ☐
 d ☐
 e ☐

4 Write T (true) or F (false).  
 1 Serena takes a photo of Central Park. T  
 2 They go to the library first. \_\_\_\_\_  
 3 Danny can't find his bag. \_\_\_\_\_  
 4 Danny's got a good idea. \_\_\_\_\_  
 5 They find the bag in the library. \_\_\_\_\_

**Think, feel, grow**  
 What is Serena's good idea?  
 What do you do when you can't find something?

5 Act out the story.

Home-school Read the story at home.

**Team Up! 4**  
 Look at Serena's photos. Write the story.

**25 Story Comprehension and discussion**

An eight-frame cartoon story reviews the language from the unit in an entertaining way.

Students review the new grammar structure in context.

Students discuss the emotional well-being theme featured in the story.

Acting out the story in groups or pairs develops students' collaboration skills and allows them to be creative.

Varied pair or group work tasks keep students motivated.

Reading the story with parents or guardians enable students to share their learning.



A new six-frame cartoon story reviews the vocabulary from the unit.

The new story features the same emotional well-being theme as the story in the Student Book.

**2 Lesson 4: Story**

**1 Read the story. Do Luis and his dad visit the museum?**

**A museum tour**

1 Luis and his dad are going to the museum.  
Hurry up, Dad. We need to catch the train.  
It's OK. We've got time.

2 The train is late.  
Where's the train?  
The museum closes at six o'clock.  
Don't worry, Luis. Let's wait.

3 Finally, the train is here.  
It's too late. We can't go to the museum! Now.  
No. Sorry, Luis. Let's go home.

4 At home, Luis is sad.  
We can go to the museum another day.  
Yes. You're right, Dad.

5 Luis has got an idea.  
Can I use your computer, please?  
Of course. Be careful.

6 They can still use the museum!  
The museum website is great.  
The place is great, too!

**2 Look again at the story. Read and match.**

1 Luis and his dad are having dinner. ☐ a  
2 Luis and his dad are waiting at the train station. ☐ b  
3 Luis and his dad are going to the station. ☐ c  
4 The museum closes at this time. ☐ d  
5 The train comes to the station. ☐ e

**3 Circle the correct answer.**

1 How are Luis and his dad going to the museum?  
a by bus ☐ b by train ☒

2 Why is Luis worried?  
a They are late. ☒ b The train is late. ☐

3 They can't go to the museum, so they go...  
a to a restaurant. ☐ b home. ☒

4 What does Luis want to use?  
a his dad's computer ☒ b his dad's phone ☐

5 What do they do on the computer?  
a buy a plane. ☐ b visit the museum website ☒

**4 Tick ✓ and colour.**

Tick ✓ I like the story because...  
It's got a happy ending. ☐ I like museums. ☐ Luis's idea is clever. ☐

Tick ✓ I think this story is...  
☐ ☐ ☐ ☐ ☐

Colour My story rating is...  
☆☆☆☆

Comprehension activities check students' understanding of the story.

Students evaluate the story. Evaluating what they have read encourages students to form opinions and develop critical thinking.

## Warm-up

- Begin the lesson by playing the Lesson 3 song.

## Lead-in

- Introduce the lesson objective. Students look at the Student Book and say what they think they will be doing in this lesson (reading a story). Write the title of the story on the board. Students look at the pictures and guess what the story is about. Tell the class that they're going to read a story about a good idea.

## Student Book

- **Activity 1:** Introduce the story. Ask the class in their own language if they like going to the city, and what things they like to do there. Invite students to make predictions about the story. Ask students to say English words for the places they can see.
- **Activity 2:** Students watch the video or listen to the recording and follow the story. If you are using the recording, students can point to the speech bubbles in the story as they hear them.
- **Activities 3–4:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- The **Think, feel, grow** feature develops the global skill of emotional self-regulation and wellbeing. Elicit ideas and opinions around the class. In lower levels, these discussions will be in the students' own language, but as students progress through the course, they can use more English to share their ideas. See also page 156 for notes about how to use the **Emotions** poster.

- **Activity 5:** Students practise acting out the story in groups. You can invite confident groups to perform the story for the class. The teaching notes contain suggestions on how to provide more support or more challenge for groups of different abilities.
- **Activity 6:** Students share the story at home to review the lesson and show their progress.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

## Workbook

- **Activity 1:** Students read the story quickly and answer the gist question.
- **Activities 2–4:** Students read the story again, then complete the comprehension activities.
- **Activity 5:** Students evaluate the story, choosing why they liked the story. They decide how many stars to colour to show how much they enjoyed the story.

# Tour of a unit

## Lesson 5 Skills and Culture

## Student Book

Lesson 5 presents an aspect of life in two different countries through a video and a reading text. Students complete comprehension activities and a writing skills task in preparation for the Workbook writing task.

Four new vocabulary items are presented in their cultural context with colour photos.

A location photo presents the context of the listening activities and the culture video.

A reading text presents the same culture topic in a different country. Text types vary from unit to unit.

**2 Lesson 5 Skills and Culture**

**Let's learn about the capital cities of the UK and Singapore.**

**Listening and Speaking**

- Listen, point and repeat. 043
- Listen and say the number. 044



1 capital city



2 tower



3 statue



4 palace

3 Listen and tick the places Jenny sees. 045








4 Watch the video. Where is Liam's favourite statue?

5 Listen and follow. 046 Then talk about your capital city.



What can you see in your capital city?

There's the Sherlock Holmes statue.

What can you do there?

You can take photos.



26 Listening and Speaking Capital cities

**Reading and Writing**

6 Look at the photos. What can you see?

7 Listen and read. 047 What is Lin's favourite place?

Hi Friends!

I'm writing to you from Singapore. Singapore City is the capital city. It's very beautiful. I'm sitting in a big park. You can see it in the photo. It's called the Gardens by the Bay. There are some tall towers. They're colourful and fun. There are lots of plants and flowers. You can climb the towers and take photos!

Lin x



Hi Friends!

Today I'm at my favourite place. We're visiting the museum. It's white. I think it's beautiful. The museum is next to a lake. There's a statue in the lake. It's called the Merlion. There's a big hotel. It's got a restaurant. You can have a meal there. Singapore City is a fun place to visit!

Lin x

8 Read again. Answer the questions.

- What is the capital city of Singapore?
- What can you see at the park?
- Where is the museum?
- What is the Merlion?

9 **Writing focus** Read and circle the capital letters below. Find more examples in Lin's postcards.

the UK London Buckingham Palace Jenny

10 Write a postcard from your capital city. Go to your Workbook page 25

27 Reading and Writing A postcard

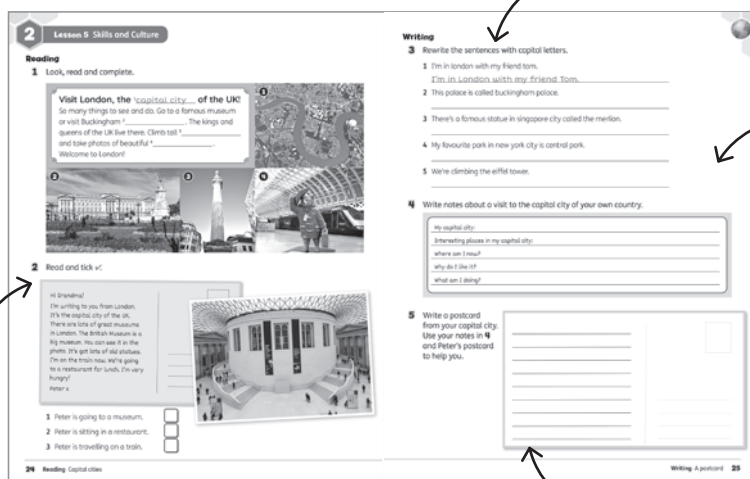
The new vocabulary items are practised through a listening activity.

The culture video raises awareness about an aspect of life in another country.

Students check their understanding of the text through a comprehension activity.

A writing skills task prepares students to produce their own piece of writing.

A speaking task with a fluency focus encourages students to compare what they have seen in the video with their own experiences.



Students review the writing skill presented in the Student Book.

Students practise the new vocabulary from the Student Book.

Students read a text on the same culture topic as in the Student Book. The reading text provides a model for the students' own writing.

Students prepare their ideas for the writing task.

Students use their ideas to produce a short piece of writing.

## Warm-up

- A warm-up activity is suggested in the teaching notes.

## Lead-in

- Introduce the lesson objective. Students look at the photos and guess which countries they will be learning about. Recast correct guesses in English. Write **UK** and **Singapore** on the board. If there is a map in the classroom, students can find the two countries on it.
- Tell students that they will be learning about the capital cities of these countries.

## Student Book

- Ask children what they can see in the photos.
- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen, point to the correct photos and say the numbers.
- **Activity 3:** Do the example with the class. Then students listen to the rest of the recording and complete the activity.
- **Activity 4:** Indicate the photos of the child and their country and explain to students that they are going to watch a video about this country. Students watch the video.

- **Activity 5:** Play the audio example. Model further examples with volunteers. Students then complete the speaking activity in pairs.
- **Activities 6–7:** Students look and say what they can see in the photos. Then they listen and follow the reading text and answer the gist question.
- **Activity 8:** Do the example with the class. Students then complete the rest of the activity individually or in pairs.
- **Activity 9:** Present the writing tip to the class. Do the example with the class, then students complete the rest of the activity individually or in pairs.

## Workbook

- **Activity 1:** Students complete the vocabulary activity.
- **Activity 2:** Students read the text and complete the comprehension activity.
- **Activity 3:** Students complete the writing skills activity.
- **Activities 4 and 5:** Students make notes and then produce a short piece of writing.

# Tour of a unit

## Project and Review

## Student Book

The unit project allows students to review the vocabulary and grammar from the unit in a collaborative and creative way. The project is followed by a vocabulary review and a choice board. Students choose activities from the choice board to review the language they have learned in the unit.

A photo of the finished project shows students what they are going to create.

Pictures and instructions show students how to do the project.

Students watch a video showing children presenting their finished project. This models the language and motivates them to use English in a meaningful way.

Teachers who can't play the video can use this activity as a model for children to follow.

Students test themselves on the key vocabulary items to see how much of the unit vocabulary they remember. This boosts their confidence about vocabulary remembered and allows them to reflect on vocabulary they do not yet feel confident about.

**2 Project**

**Team Up! 5**  
Make a city tour leaflet.

**1 Listen and read. Learn how to do the project.**

**1** Choose four places in your capital city.  
**2** Find or draw pictures of the places.  
**3** Museum • meet friends  
Think! What can you do there?  
**4** Write about each place. Say what people are doing.  
**5** Stick your writing and pictures.  
**6** Fold and finish your leaflet.

**2 Watch the video.** Where is the capital city?  
**3 Listen and follow.** Then talk to the class about your leaflet.

Canberra is the capital city of Australia. Let's take a tour.  
Welcome to Canberra!

**28 Project A city tour leaflet**

**Review 2**

**1 Test yourself!** How many words can you remember? Write.

Places in the city

Things to do in the city

**2** Which words can't you remember yet? Check lesson 1 and 3. Add them to **1**.  
**3** Choose and do two activities. Use your notebook.

**1** What are they doing? Point and say.  
**2** Say four places in your town.  
There's a ...  
And there's a ...  
**3** Make these sentences negative. Write.  
He's going to the hospital.  
We're going to the park.  
I'm going to the cinema.  
**4** Mime an activity you can do in town. Take turns and guess.  
Are you catching a train?  
**5** Make a mind map with places in your town or city.  
shopping centre  
MY CITY  
**6** Draw yourself. Write where you are and what you're doing.

**My progress** Go to your Workbook page 27

**Unit 2 Review 29**

Allowing students to choose the activities they want to do is motivating and encourages learner autonomy.

A game on the Classroom Presentation Tool provides further language practice.



A variety of activity types check students' understanding of the unit vocabulary.

**2 Review**

1 Find and circle. Then complete.

train centre meal meet take city go watch

1 have a \_\_\_\_\_ meal  
2 capital \_\_\_\_\_  
3 \_\_\_\_\_ a film  
4 catch a \_\_\_\_\_

5 shopping \_\_\_\_\_  
6 \_\_\_\_\_ photos  
7 \_\_\_\_\_ shopping  
8 \_\_\_\_\_ my friends

2 Read and match.

1 We need to catch a train.  
2 I'm hungry!  
3 I want to study.  
4 I want to see a famous statue.  
5 I want to play basketball.

3 Read and complete.

26 Unit 2 Review

4 Read the answers and write the questions.

1 Where's she going?  
She's going to the cinema.  
2 Yes, we are. We're watching a film.  
3 No, he isn't. He isn't taking photos.

4 They're going to the library.  
5 I'm going to the shopping centre.  
6 Yes, they are. They're having a meal.

5 Look and write.

go to the sports centre go to the library have a meal go shopping  
1 She's going to the sports centre. She isn't going to the library.  
2 We \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

watch a film meet friends catch a train take photos

2 They \_\_\_\_\_ 4 1 \_\_\_\_\_

Unit 2 My progress

I can talk about places in the city.  
I can talk about where people are going.  
I can talk about what people are doing in the city.  
I can read a story.  
I can write a postcard.  
I can make a city tour leaflet.

My effort

Excellent!

Unit 2 Review 27

The unit grammar is reviewed through reading and writing activities.

Students assess their progress throughout the unit. See *Assessment for learning* pages 12–13 about the role of self-evaluation.

## Project

### Warm-up

- A warm-up activity is suggested in the teaching notes.

### Lead-in

- Students look at the photo of the finished project at the top of the page. Ask them to share their ideas about what the project is about and what they will make.
- Confirm correct ideas and write **Project: city tour leaflet** on the board.

## Student Book

- Activity 1:** Students listen and follow the instructions and complete the project. Hand out craft materials as required.
- Note:** You can support and speed up the process by using the optional downloadable worksheets supplied on Oxford English Hub.
- Activity 2:** Students watch the video for a model of the speaking activity related to the project.
- Activity 3:** Students listen to the model exchange and then present their own projects.

## Review

### Warm-up

- Begin the lesson with a flashcard game. There are suggestions in the teaching notes and in the *Ideas bank*.

### Lead-in

- Write **Review** on the board. Tell students they are going to try to remember what they have learned in the unit.
- Ask the class to tell you the topics from the unit (**places in the city** and **things to do in the city**). Ask them to tell you as many English words for toys and school things as they can.

## Student Book

- Activity 1:** Students look at the pictures and write the words they can remember. Students can compare their answers in pairs, then in groups.
- Please see *Assessment for learning* pages 12–13 for strategies to check how confident students feel about the vocabulary.

- Activity 2:** Students work in pairs. Each student chooses two activities from the choice board to review the language they have learned in the unit (i.e. four activities per pair).

## Workbook

- Activities 1–3:** Students complete the vocabulary activities to review the new words they have learned.
- Activities 4–5:** Students complete the grammar activities to review the new structures they have learned.
- Students complete the self-assessment section. They can turn back to their Student Books to check and decide how well they think they can do each of the tasks listed in the **My progress** chart. You can use students' answers as informal assessment and provide extra support if needed.



# Tour of a unit

## Extensive reading

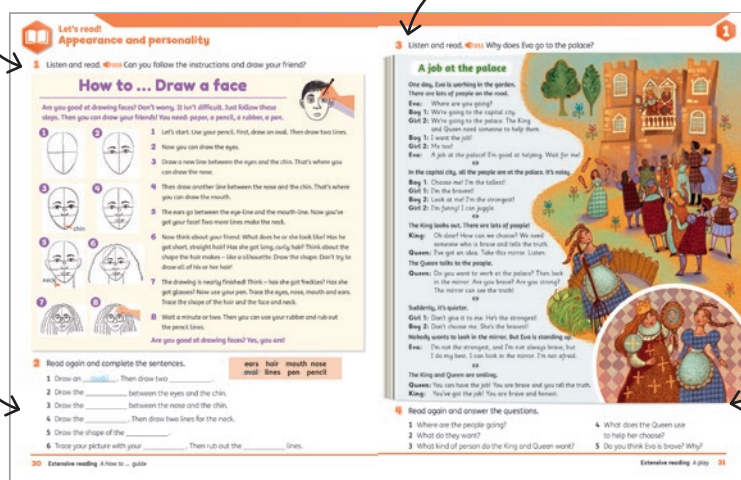
## Student Book

There are five Extensive reading spreads in each level of *Beehive*. Each spread relates to the topic of one of the preceding two main units and features one fiction text and one non-fiction text. These spreads aim to encourage students to read for pleasure. They help them to understand how the language they have learned can be used in different contexts. They also help students to become familiar with different text types.

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., an online forum, an article, a webpage, an article, etc. The audio recording of the text supports students as they read.

Students read a fiction text, of several text types, e.g., a story, a cartoon, a play, a poem, etc. The text recycles the vocabulary and grammar from the two previous units.

Students complete a comprehension activity to check their understanding of the text.



A comprehension activity checks students' understanding of the text.

## Team Up! worksheets

There are five *Team Up!* tasks in each main unit of *Beehive*. In Lessons 1–4 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In Lesson 5, students complete a project which reviews the language from the unit.



- Each *Team Up!* task is supported with a one or two page downloadable worksheet.
- The *Team Up!* tasks cover a wide range of activities, such as cut-outs, quizzes, guessing games, illustrations for making collages, surveys, card games, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to complete the tasks. Where suitable, the teaching notes also provide suggestions on how to adapt the tasks if printing or photocopying isn't available.

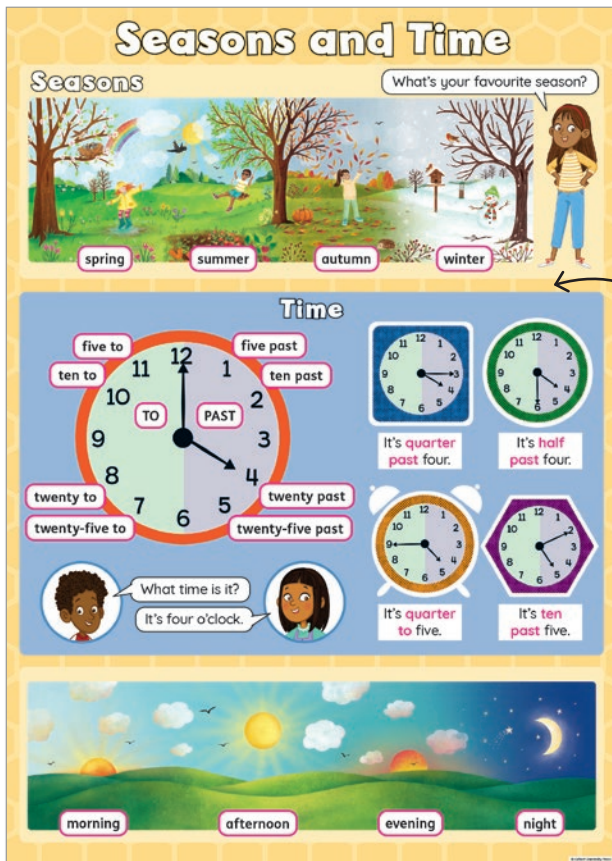
## Flashcards and Posters

Each unit is accompanied by flashcards and posters providing attractive visual materials for presentation and practice.



The flashcards show all key vocabulary presented in lessons 1, 3 and 5. The *Ideas bank* on page 152 provides an array of engaging flashcard games for consolidation and revision.

Vocabulary posters present lesson 1 vocabulary with attractive photographs and stimulate students' interest in the unit topic.



This poster presents high-frequency vocabulary providing on-going support throughout the year.

Fostering emotional well-being is an important part of children's education. The *Emotions* poster and accompanying notes on page 156 support conversations around social and personal development which underpin emotional well-being.





## Lesson 1: Words

### Learning objective

Students will be able to talk about when their birthday is.

### Language

**Months of the year:** *January, February, March, April, May, June, July, August, September, October, November, December*

**Ordinal numbers:** *When's your birthday? It's in ... ; My birthday is the (second) of March. It's my (ninth) birthday.*

### Warm up

- Play a game of *One thing about me* with the class (see *Ideas bank* page 153).

### Lead-in

- Write the learning objective for the lesson on the board: *When our birthdays are.*
- Write the following questions on the board: *What do you do on your birthday? Who do you see? What do you eat?* Read them aloud and check that students understand. Translate the questions into students' own language if necessary.
- Ask students to work in pairs to discuss the questions. Encourage them to speak in English as much as possible, but allow them to use their own language for any words or ideas they can't express in English.
- Ask some of the students to report back to the class.

## Student Book pages 4–5

### 1 Listen, point and repeat. 001

- Ask students to look at the picture. They work in pairs to name the different team characters. Choose students to share their answers with the class (from left to right, they are Nina, Omar, Hector, Tang, May, Emma).
- Play the recording for students to listen and point to the months on the calendar in the picture.
- Play the recording again for students to repeat the months.

### 2 Listen and say the chant. 002

- Play the recording, pausing for students to repeat each line of the chant.
- Play the chant again, without pausing, for them to say the chant while they listen.

### Audio transcript

January, February, March

January, February, March.

April, May, June

April, May, June.

July, August, September

July, August, September.

October, November, December

October, November, December.

### Optional activity

- Play a game with the class. Say *January*, and choose a student to say the next month. Once you have the correct answer, choose a student to say the following month. Continue in this way until you reach December.
- If you wish, play the game again, giving everyone the chance to take part.

### 3 Listen and circle. 003

- Play the recording, pausing after each short conversation for students to circle the correct birthday month.
- Play the recording a second time for students to complete, or check, their answers.

### ANSWERS

1 March 2 October 3 July 4 August

### Assessment for learning

- Ask the class *Do you understand the new words?* Using traffic light system or another feedback routine (see *Assessment for learning* page 12), ask students to show you how confident they are with the new vocabulary.
- If further practice is necessary, ask students to work in pairs. They turn to page 2 of their Workbooks and complete exercise 1.

### 4 Ask and answer.

- Focus on the conversation in the speech bubbles. Choose a confident student to act out the conversation with you for the class. Say the first line for the student to say the second line, completing the sentence with the month of his / her birthday.
- Ask students to work in pairs. They take turns to ask and answer about their birthday.

### ANSWERS

Students' own answers

### Mixed ability teaching

- Ask weaker students to find the month of their birthday in the calendar and take turns saying it with a partner before they ask and answer.
- Fast finishers can work with another partner to ask and answer again.

### Optional activity

- Divide the board into twelve sections and write the name of a different month at the top of each one, leaving plenty of space below. Write your name on a sticky note and put it below the month of your birthday. Tell the class *My birthday is in (February)*.
- Give each student a sticky note to write their name on. They come to the front of the class, one at a time, and put their name below the month of their birthday.
- Choose different students and ask *When's your birthday?* They point to the correct month on the board and reply.

## 5 Listen and follow. 004 When's Emma's birthday?

- Focus on the picture. Ask *Whose birthday is it?* Choose a student to answer. (It's Emma's birthday.)
- Play the recording for students to listen and follow the conversation to find out when Emma's birthday is.
- Ask students to look at the calendar to check their answers.

### ANSWER

Emma's birthday is the 15th of March.

## 6 Listen, point and repeat. 005

- Draw attention to the ordinal numbers in the calendar and show how they can be written as words or as numerical forms with ordinal indicators (st, nd, th, rd).
- Play the recording for students to listen and point to the ordinal numbers.
- Play the recording again for students to repeat.

## 7 Look at the calendar in 6. Then read and circle.

- Ask students to look at the calendar and find Harry's and Maria's birthdays.
- Students read the sentences and circle the correct date in each one.
- Explain to students that we can use the ordinal number before or after the month. For example, say, *My birthday is the seventh of March* or *My birthday is March the seventh*.

### ANSWERS

1 second 2 twenty-seventh

### Optional activity

Explain to the class that we can use ordinals to put other things in order too, for example, the position in which a runner finishes a race. Invite eight students to come to the front of the class and stand behind one another in a line. Stand by the student at the front of the line and ask *Who is the first student? Who is the second?* and so on. Then ask, for example, *Which student is Ana?* to elicit a response such as *She's the fourth student*.

## 8 Write. Then match the cakes.

- Ask students to look at the birthday cakes. Explain that each one shows the age of the child. Explain that if a child is *seven* today, it will be the child's *seventh* birthday.
- Read the example with the class and show how students must complete the sentence with the ordinal number for the child's birthday and then find the correct cake.
- Students work in pairs to complete the rest of the sentences.

### ANSWERS

1 seventh, c 2 eleventh, b 3 sixth, d 4 second, a

## Workbook pages 2–3

### 1 Write the months in the calendar.

- Students look at the calendar and complete it with the missing months.

### ANSWERS

1 January 2 April 3 May 4 August 5 October  
6 December

## 2 Look at the calendar in 1 again. Complete the answers.

- Students look at the calendar again and find the months of the children's birthdays.
- They read the sentences and complete the answers for each child.

### ANSWERS

1 September 2 February 3 July 4 March  
5 November 6 June

## 3 Look and write.

- Students look at the pictures and complete the sentences with ordinal numbers.

### ANSWERS

1 twelfth 2 twenty-seventh 3 sixth 4 nineteenth  
5 twenty-second 6 thirty-first

## 4 Look and write.

- Students look at the cakes and complete the sentences about the children's birthdays with the ordinal numbers.

### ANSWERS

1 thirteenth 2 third 3 eighth 4 tenth 5 fifth

## 5 Write about you and three friends.

- Students complete the first sentence with the date of their own birthday. They then complete the second sentence with an ordinal number to show which birthday they are celebrating this year.
- Students choose three friends and complete the remaining sentences about them.

### Assessment for learning

- Ask the class *Can you say when your birthday is? Do you know the months?*
- Elicit informal feedback from the class, using the traffic light system (see page 12) or another method.
- Praise the students for their hard work. Offer any further explanation required and make a note of anything you need to reinforce in the following lesson.
- Tell students that they will do more work on time, dates and seasons as they progress through the course. Point to the *Seasons and Time* poster and tell students that they can use it to help them talk about this topic. Put up the poster in the classroom so you can refer students to it when needed (see the poster notes on page 157).

## Lesson 1 Words

### Learning objective

Students will be able to describe their friends.

### Language

**Hair and faces:** curly hair, dark hair, fair hair, freckles, glasses, long hair, short hair, straight hair

**Functional language:** Me too. / Me neither.

### Warm up

- Play a game of *What have I got?* with the class (see *Ideas bank* page 155).

### Lead-in

- Write the learning objective for the lesson on the board: *Let's describe our friends.* Check understanding and translate to students' own language if necessary.
- Ask *How do you describe a friend?* Students work in pairs to discuss the question, in English as far as possible. If students need prompting, ask them to think about what physical features their partner has, what he / she is wearing and what he / she likes doing.

### Student Book pages 6–7

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. If there is more than one of something, encourage students to use numbers, for example, *four girls, four boys, three skateboards*.
- Tell students that they are going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

Students can see four girls, four boys, three skateboards, a ball, a bike and a frisbee.

#### 2 Listen, point and repeat. 006

- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to repeat the phrases.

#### Optional activity

- Play a game of *What's missing?* (see *Ideas bank* page 152) using the flashcards. After the game, leave the flashcards for types of hair on the board and ask students to work with a partner to match each one with its opposite.
- Elicit feedback again. If consolidation is necessary, hold up the flashcards one at a time for students to say the words.

#### 3 Listen and say. 007

- Play the recording, pausing after each description for students to find the child and finish the sentence with the phrase.

#### Audio transcript

**Boy 1** I've got a skipping rope. I'm wearing a blue T-shirt and I've got ...

**Boy 2** I can climb! I'm wearing a green T-shirt and a yellow cap. I've got ...

**Girl 1** I've got a kite. I'm wearing purple trousers and a white jacket. I can run. I've got ...

**Girl 2** I'm wearing a pink sweater and blue shorts. I can jump. I've got ...

**Boy 3** I'm playing basketball. I can jump. I'm wearing a red T-shirt. I've got ...

**Girl 3** I've got a skipping rope. I'm wearing a yellow dress and red shoes. I've got ...

**Boy 4** I can play basketball. I've got the ball! I'm wearing a blue and green sweater and brown shorts. I've got ...

**Girl 4** I've got a skateboard. I can skate! I'm wearing jeans and an orange sweater. I've got ...

#### ANSWERS

short hair, freckles, long hair, curly hair, fair hair, straight hair, dark hair, glasses

#### 4 Describe yourself. Play True or false.

- Ask students to work in pairs. They take turns to make a sentence about themselves for their partner to say *True* or *False*.

#### 5 Look at the puzzle. What's the same? Write.

- Ask students to look at the picture of Omar. Read the text in the *Look!* speech bubble aloud. Ask students to follow the red arrow in the puzzle to check that all the children have all got curly hair.
- Students work in pairs to complete the rest of the puzzle and write down their answers.

#### ANSWERS

red group: curly hair   green group: fair hair  
blue group: straight hair   orange group: dark hair  
turquoise group: long hair   purple group: glasses  
yellow group: freckles   pink group: short hair

#### Mixed ability

Group pairs of weaker students together. One pair completes the answers to the right of the puzzle and the other writes the answers at the bottom. Pairs then work together to complete the puzzle.



### Global skills: creativity and critical thinking

- The ability to make connections is a critical thinking skill. In exercise 5, students look at groups of four children who are different in appearance in many ways and then find out how they are similar.
- If you wish to build on this, put students in groups of four. Students look at how they are different and how they are similar. Encourage them to observe that, although we are all different in many ways, there are often similarities between us, too.

### 6 Describe yourself. Write.

- Ask students to work in pairs. They take turns to tell each other two sentences about their appearance, one beginning with *I've got ...* and one beginning with *I haven't got ...*
- Students write down the sentences that they told their partner.

#### Mixed ability

- Fast finishers can write more sentences about themselves.
- Weaker students should focus on writing one sentence in the affirmative and one sentence in the negative.

### 7 Listen and repeat. 008 Then talk with your friend.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we use *Me too* to agree with affirmative sentences and *Me neither* to agree with negative ones.
- If necessary, demonstrate by inviting different students to stand up and make sentences for them to respond to. For example, if you have dark hair, invite a dark-haired child to stand up and tell him / her *I've got dark hair*. The child should respond *Me too*. If you don't have glasses, ask a child without glasses to stand up and tell him / her *I haven't got glasses*. He / she should respond *Me neither*.
- Continue with further examples until students feel comfortable with the new language. Make sure that they understand that they should make one sentence about a physical feature they have in common with their partner, and one about a physical feature that neither they nor their partner have.
- Ask students to take turns to read their sentences from exercise 6 for their partners to respond *Me too* or *Me neither*. Walk around the class as students talk, and help where necessary.

#### Team Up! 1 [DOWNLOAD](#)

- Students use the worksheet to ask and answer questions and describe people they know and people on TV.

### Workbook [pages 4–5](#)

#### Mixed ability

Stronger students should do all the Workbook exercises, if there is time. Weaker students can leave out exercise 3 and spend longer on exercises 1 and 2.

### 1 Look and tick ✓ or cross X.

- Students look at the pictures of the children and mark each box with a tick or a cross to show which physical features the children have.

#### ANSWERS

Lucy: curly hair X, freckles ✓, dark hair ✓, short hair X  
Max: glasses X, curly hair ✓, short hair X, dark hair X  
Paul: fair hair ✓, straight hair ✓, freckles ✓, short hair ✓  
Mia: curly hair X, glasses X, short hair ✓, straight hair ✓

### 2 Look and circle the correct word.

- Students look at the pictures of the children. They read the sentences and circle the words.

#### ANSWERS

1 short 2 dark 3 glasses 4 curly 5 freckles 6 long

### 3 Read and order the letters. Then look and tick ✓.

- Ask students to read the text. They reorder the letters in brackets and write the missing words.
- Ask students to look at the three pictures. They tick the one that matches the description of Emily.

#### ANSWERS

1 long 2 straight 3 short 4 curly 5 dark  
6 fair 7 glasses 8 freckles  
Picture B

### 4 Read and complete.

- Ask students to look at the picture of Dan and Sara and complete the conversation with the correct words.

#### ANSWERS

1 straight 2 dark 3 too 4 freckles 5 neither

### 5 Read and write for you.

- Students complete the conversation with information about themselves.

#### ANSWERS

Students' own answers

### Assessment for learning

- Encourage students to read through their work to check for mistakes, or swap with a partner for peer correction.
- Ask students to look at the learning objective on the board. Allow students to discuss the objective with a partner and decide whether or not they have achieved it. You might wish to give each student a record sheet and ask them to assess their learning for this lesson. Elicit informal feedback from the class, using the traffic light system or another method. Praise the students for their hard work. Offer any further explanations required and make a note of anything you need to reinforce in the following lesson.

## Lesson 2 Grammar

### Learning objective

Students will be able to ask what people look like.

### Language

*What does (she) look like? (She)'s got ... : She's got curly hair. She hasn't got straight hair. What do they look like? They've got dark hair. They haven't got fair hair.*

*have got questions and answers (he / she / they): Has he got fair hair? Yes, he has. / No, he hasn't. Have they got glasses? Yes, they have. / No, they haven't.*

### Warm up

- Ask students to look at the first page of their Student Book, which shows all the team characters. Say different types of hair and features for students to find and point to in the picture.
- Describe one of the characters for students to guess, for example, *I've got curly hair. I've got glasses. I've got freckles* (You're Emma!).
- Ask students to play the game in pairs.

### Lead-in

- Write the objective for the lesson on the board: *Let's ask what people look like.*
- Explain the meaning of the phrase *look like*, or translate into students' own language if necessary.
- Ask students to look at the first page of their Student Book again. Ask, for example, *What does Hector look like?* Elicit answers from different students.

## Student Book pages 8–9

### 1 Listen and follow. 009 Then act.

- Focus on the team characters in the cartoon. Ask students to tell you what they can see, and to share ideas about what might be happening in the story.
- Play the recording for students to listen and follow the grammar cartoon.
- Ask questions to check understanding, for example, *Who is the girl looking for?* (her cousin) *Has her cousin got curly hair / freckles?* (No, she hasn't.) *Has she got straight hair?* (Yes, she has.) *Who is the little girl's cousin?* (May)
- Play the recording again for students.
- Divide the class into groups of four. In their groups, the students choose which character they are going to play.
- Students act out the story in their groups. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

### 2 Look, listen and learn. 010 Then point to the people in the picture.

- Play the recording for students to listen and follow the sentences. Remind students that we use *has / have got* with affirmative sentences and *hasn't / haven't got* with negative sentences.
- Ask students for feedback to check understanding. If further practice is needed, use the *Optional activity* below.

- Ask students to work in pairs, taking turns to read the sentences and point to the people in the picture.

### ANSWERS

**She's got curly hair. She hasn't got straight hair.**

**They've got dark hair. They haven't got fair hair. a, b, c, d**

### Optional activity

- Build up sentences about the people in exercise 2 on the board. Point to child a and say *straight hair*. Write the phrase on the board and encourage the class to help you build up the sentence *She's got straight hair*. Next, say *curly hair*. Write the phrase on the board and encourage the class to help you build up the sentence *She hasn't got straight hair*. Repeat with further examples from the picture.
- Write *long hair* and *short hair* on the board. Ask the students to work in pairs to choose one student from the class and make one positive and one negative sentence about him / her. They should use the phrases *has got or hasn't got*, for example, *Mahlee has got long hair. She hasn't got short hair*.

### 3 Listen and match. 011

- Ask students to look at the photo. Tell them that they are going to hear descriptions of five children and that they must match each description to the correct person in the photo.
- Play the recording, pausing after each description for students to find the child in the picture and write the correct letter in the box.

### Assessment for learning

In listening activities such as exercise 3, encourage independent learning by asking students to check their own answers before you go through them with the class. Ask students to compare their answers in pairs. Then play the recording for them to listen and check.

### Audio transcript

1

**Girl** Can you see my friend Anna?

**Boy** What does she look like?

**Girl** She's got fair hair. She hasn't got long hair. She's got straight hair. She's got glasses. That's my friend Anna.

2

**Boy** Can you see my friend Charlie?

**Girl** What does he look like?

**Boy** He's got curly hair. He hasn't got fair hair. He's got glasses. That's my friend Charlie.

3

**Girl** Can you see my friend Jack?

**Boy** What does he look like?

**Girl** He's got dark hair. He hasn't got glasses. He's got short, curly hair. That's my friend Jack.

4

**Girl** Can you see my friend Lily?

**Boy** What does she look like?

**Girl** She's got dark hair. She hasn't got straight hair. She's got curly hair. That's my friend Lily.

5

**Boy** Can you see my friend Fred?

**Girl** What does he look like?

**Boy** He's got short hair. He hasn't got dark hair. He's got fair hair. That's my friend Fred.

### ANSWERS

Anna c Charlie b Jack e Lily a Fred d

#### 4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you.
- Ask students to work in pairs. They each choose a friend from the class and ask and answer about him / her.

#### 5 Look, listen and learn. 012 Then point to the picture and answer the questions.

- Play the recording for students to listen and follow.
- Ask students to work in pairs to ask and answer the questions.

### ANSWERS

No, he hasn't.

Yes, they have.

#### 6 Look and tick ✓. Then point and say.

- Ask students to look at the photos. They read the questions and tick the correct answers.
- Check the answers to the first part of the activity with the class. Then point to one of the children in the photos. Ask, for example, *Has he got curly hair?* for the class to reply *Yes, he has* or *No, he hasn't*. Next, point to two of the children and ask *Have they got glasses?* Elicit the correct answer.
- Students work in pairs. They take turns to point to a child or pair of children and ask questions for their partner to answer.

### ANSWERS

1 No, she hasn't.

2 Yes, she has.

3 No, they haven't.

4 No, they haven't.

5 Yes, they have.

6 Yes, he has.

#### Mixed ability

Allow weaker students to work with a partner to read the questions and tick the correct answers. Stronger students can work independently and then compare answers with a partner. Encourage them to ask and answer as many questions about the children as they can.

#### 7 Look and write.

- Ask students to look at the photo. They read the questions and write the answers.

### ANSWERS

1 No, they haven't.

2 No, he hasn't.

3 No, he hasn't.

4 Yes, they have.

#### Team Up! 2 DOWNLOAD

- Students choose a character from the game board and ask and answer questions with a partner.

#### Workbook pages 6–7

##### 1 Look, read and write the name.

- Ask students to look at the children in the picture. They read the descriptions and write the correct name for each one.

### ANSWERS

1 Alice 2 Chen 3 Jim 4 Lea

#### 2 Look, read and complete.

- Students look at the pictures and complete the question and answer for each child.

### ANSWERS

1 does she, hasn't got, 's got

2 does he, hasn't got, 's got

3 do they, 've got, haven't got

4 do they, haven't got, 've got

#### 3 Order the words in the questions. Then look and write the answers.

- Students reorder the words to form questions. They then look at the information in the table and write the answers about Fred and Jenny.

### ANSWERS

1 Have they got freckles?

No, they haven't.

2 Has he got straight hair?

Yes, he has.

3 Has she got curly hair?

Yes, she has.

4 Has she got glasses?

No, she hasn't.

5 Have they got fair hair?

Yes, they have.

6 Have they got dark hair?

No, they haven't.

#### 4 Answer the questions.

- Students read and answer the questions about their friends and family.

### ANSWERS

Students' own answers

#### Assessment for learning

- Ask students to look at the learning objective on the board and discuss it with a partner. You could give each student the record sheet and ask them to assess their learning for this lesson.
- Elicit informal feedback from the class.
- Offer any further explanations required and make a note of anything you need to reinforce in the following lesson.

## Lesson 3 Words and Grammar

#### Learning objective

Students will be able to say how their friends are different.

#### Language

**Describing people:** *brave, fast, funny, strong, tall, young*

**Superlatives (short adjectives):** *Who's the youngest? He's the youngest.*

## Warm up

- Tell the class that you are thinking about a famous person. Invite students to ask you questions about the person until they can guess who it is.
- Students play the game in pairs.

## Lead-in

- Tell the class the learning objective and write it on the board: *Let's say how our friends are different.*
- Check students' understanding and translate *different* into their own language if necessary.
- Ask students to think about a friend and how he / she is different from them.
- In pairs, students tell each other in English what they can about how their friend is different from them, for example, *I've got fair hair. Sophie has got dark hair.*
- Explain that in this lesson, students will learn more ways to talk about the differences between people.

## Student Book pages 10–11

### 1 Listen, point and repeat. 🎧 013

- Focus students' attention on the poster. Choose a student and ask *What's the poster for?* (an afterschool sports club). Ask some of the students to point to a picture and tell you what they can see, for example, *I can see a boy. He's got dark hair. He's running.*
- Play the recording for students to listen, point to the pictures and repeat the new words.
- Play the recording again for students to point and say the words.

### 2 Listen and say. 🎧 014

- Tell students that they are going to hear people talking about the children in the photos. They must listen and complete the sentences by saying the final word out loud.

## Audio transcript

- Look at that girl. She's ...
- He can run! Come on! You can do it! He's ...
- She can climb. Look! Wow! She's ...
- Look! He's got big eyes. He's ...
- They like playing. They're only three years old. They're ...
- My brother is really good at basketball! He's ...

## ANSWERS

strong, fast, brave, funny, young, tall

### 3 Listen and number. 🎧 015

- Ask the class to look at the photos. Invite different students to tell you some of the things they can see.
- Tell students that they are going to hear conversations about the different photos. They must listen and number the photos in the correct order.
- Play the recording for students to listen and then number the photos.
- Play the recording again for students to complete or check their answers.

## Audio transcript

1

Child 1 Can you see my little sister?

Child 2 Has she got long hair?

Child 1 Yes. She's young. She's only five.

Child 2 There she is! They're the young students. It's the egg and spoon race.

2

Child 1 Look! My brother can play basketball.

Child 2 Wow! He's good at basketball.

Child 1 Yes, he is. He can throw and jump. And he's tall.

Child 2 Yes! He's very tall.

3

Child 1 OK – it's my turn.

Child 2 Are you scared, Leo?

Child 1 No, I'm not. I can jump – and I can swim!

Child 2 You're brave!

4

Child 1 Come on! We're a great team!

Child 2 We're strong. We can be the winners!

Child 3 We can pull and we can win!

Child 1 Yes! We're strong!

5

Child 1 What are they wearing? They're funny!

Child 2 It's the fun run!

Child 1 Look! There's Ben. He looks funny. Come on, Ben!

6

Child 1 Look – it's the running race.

Adult Ready, set, go!

Child 2 They can run fast! Come on!

Child 1 He's the winner. He's fast.

## ANSWERS

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

### 4 Play the *Mime* game.

- Ask students to look at the photos and read the conversation.
- Students work in pairs. They take turns to mime one of the words from exercise 2 for their partner to guess.

## Assessment for learning

- Ask the class *Do you understand the new words?* Using the traffic light system, establish how confident students are with the new vocabulary. If they need further practice, play a game of *Can you remember?* (see *Ideas bank* page 152) using the flashcards.
- Elicit feedback again. Finally, hold up the flashcards one at a time for students to say the words.

### 5 Look, listen and learn. 🎧 016 Then point to the picture and answer the questions.

- Play the recording for students to listen and follow the sentences.
- Ask students to work with a partner, taking turns to read the sentences and point to the people in the picture.



### Optional activity

- To look at the grammar in more depth with the class, focus on the second grammar box and draw attention to the patterns. Ask students to think about how we make comparative and superlative forms of the adjectives. (We add *-er* to most of the adjectives in the list to make comparative adjectives and we add *-est* to make superlative adjectives). Ask students if they can find any words that are different (*funny, funnier, funniest* and *good, better, best*). Explain that with words that end in *y*, like *funny*, we change the *y* to an *i* before we add *-er* or *-est*. Words like *good* are irregular and do not follow a pattern.
- Ask students to work in pairs. They cover the columns of comparative and superlative adjectives. They then take turns to read out an adjective and then give its comparative and superlative form.

### ANSWERS

Who's the youngest? a

Who's the tallest? b

Who's the fastest? c

### Assessment for learning

Ask students *Do you understand the new grammar?* Ask for feedback about how confident they feel. If further practice is needed, use the *Optional activity* below.

### Optional activity

- Ask students to work in pairs. They cover the columns of comparative and superlative adjectives in the second box.
- Students take turns to read out an adjective and then give its comparative and superlative form.
- Pairs who finish the activity quickly take turns to make sentences about people they know using superlative adjectives, for example, *My brother is the tallest in my family.*

### 6 Look and write questions and answers.

- Students look at the picture. Ask different students to suggest adjectives to describe each child.
- Focus on the sentences. Ask the students to work with a partner to complete the sentences with the superlative form of the adjectives in brackets and then write the answers.

### ANSWERS

1 the fastest? Ali is the fastest.

2 the youngest? Liz is the youngest.

3 the tallest? Ben is the tallest.

4 the funniest? Tina is the funniest.

### Mixed ability

- Put students who are still not confident about the grammar into groups of four to do exercise 6. Ask them to work together to find the superlative form of each of the adjectives in brackets before they do the exercise.
- Students work with a partner from their group to complete the questions and answers.

### 7 Listen and follow. Then sing. 017–018

- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has two verses, but only one appears in the book. The second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Up! 3 [DOWNLOAD](#)

- Students ask and answer questions to find out when their birthdays are so that they can stand in order from the oldest to the youngest.

### Workbook [pages 8–9](#)

#### 1 Find and circle.

- Students find and circle the words in the wordsearch.

### ANSWERS

G	U	I	J	L	N	S	Y	M	L
M	Y	S	C	R	C	P	O	D	F
B	E	T	T	G	M	D	U	N	X
D	B	R	A	V	E	A	N	R	H
O	F	O	L	A	J	V	G	R	Y
S	A	N	L	V	T	J	J	U	R
G	V	G	N	N	D	E	H	B	U
Y	L	V	F	A	S	T	D	W	I
F	U	N	N	Y	O	V	M	G	S
S	A	O	I	L	J	Q	U	P	H

#### 2 Look. Then read and complete with words from 1.

- Students look at the picture of the children. They read the text and complete it with the words from exercise 1.

### ANSWERS

1 fast 2 young 3 strong 4 funny 5 brave 6 tall

#### 3 Look and correct the sentences.

- Ask students to look at the picture. Explain that the sentences below it are not correct.
- Students change the underlined words so that the sentences match what they see in the picture.

### ANSWERS

1 the fastest 2 the youngest 3 the funniest  
4 the tallest 5 the smallest 6 the biggest

#### 4 Look again at the picture in 3. Write the questions.

- Ask students to look at the children's names. Ask *What's special about Suzy?* Elicit the answer *She's the fastest.* Repeat with the rest of the children.

- Read the example to the class, drawing attention to the superlative adjective. Ask students to write questions for the rest of the children.

#### ANSWERS

- 1 Who's the fastest?
- 2 Who's the youngest?
- 3 Who's the funniest?
- 4 Who's the tallest?

#### 5 Write questions. Then answer about you.

- Students complete the sentences using the superlative form of the adjective in brackets. They write answers about the people and things in their classroom.

#### ANSWERS

- 1 the oldest; [student's name] is the oldest student in my class.
- 2 the tallest; [student's name] is the tallest student in my class.
- 3 the longest; [student's name] has got the longest hair in my class.
- 4 the best; [book name] is the best book in my classroom.

#### Assessment for learning

- Ask students to look at the learning objective on the board and discuss it with a partner. They could complete the record sheet to assess their learning for this lesson.
- Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

## Lesson 4 Story

#### Learning objective

Students will be able to read and understand a story about two friends.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Play a game of *Draw* (see *Ideas bank* page 154) to revise animal vocabulary that students already know. Make sure to include *monkey* and *elephant*.
- Draw, or place, a picture of an owl on the board. Ask students if they know what kind of bird it is. Write the word *owl* on the board and say it for students to repeat.

#### Lead-in

- Ask students to look at page 12 of the Student Book and find the learning objective: *Let's read about two friends.*
- Play the song about friends from the previous lesson.
- Discuss the song's message with students in their own language. Ask *Is it important to be the fastest / strongest / tallest? What is more important?*

## Student Book pages 12–13

### 1 Look at the pictures. What animals can you see?

- Ask students to look at the story and say which animals they can see.

- Ask students to discuss with their partners which adjectives could be used to describe the different animals from this unit or previous ones, for example, *monkey / funny, elephant / big, owl / small*.

#### ANSWERS

an elephant, a monkey, a bird (an owl)

### 2 Listen and read. 019 How are Monkey and Elephant different?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *How are Monkey and Elephant different?* Invite different students to make predictions.
- Play the video or the recording for students to follow the story. Choose different students and repeat the question *How are Elephant and Monkey different?*
- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

#### ANSWER

Monkey is fast; Elephant is strong.

### 3 Read again and circle.

- Ask students to look at the sentences with the faces of Monkey and Elephant. Explain that they need to read the story again and circle the correct character for each one. Point out that in one of the sentences, they need to circle both characters.
- Allow time for students to read the sentences and answer the questions. Walk around the class and help students where necessary.

#### ANSWERS

- 1 monkey
- 2 elephant
- 3 owl
- 4 monkey
- 5 elephant
- 6 monkey and elephant

#### Assessment for learning

Encourage students to reread the story to check any answers that they are not sure of before you go through the answers with the class.

### 4 Number the sentences in order.

- Ask students to work with a partner to read the sentences and number them in the correct order.

#### ANSWERS

- 1 Two friends are angry.
- 2 Monkey and Elephant go and get the mango.
- 3 Elephant swims and helps Monkey.
- 4 Monkey climbs and helps Elephant.
- 5 Monkey and Elephant learn a lesson.

### Think, feel, grow

- Focus students' attention on the task. Read the questions aloud and ask students to think about the answers.
- Choose different students to answer the first question. If students are unsure of the meaning, rephrase, for example, *Do you want to be strong or do you want to be fast?*
- If you like, have a class vote on whether it is better to be fast or strong. Some students may feel they are equally important.

- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions: *What is Monkey good at? What is Elephant good at? Can Monkey help Elephant? Can Elephant help Monkey?*

### Global skills: emotional self-regulation and well-being

This lesson teaches students that we are all different and have our own strengths. During class feedback, establish that we can achieve more when we work as a team with people whose talents are different from our own, rather than trying to compete against them.

### 5 Act out the story.

- If students would like to use puppets to act out the story, ask them to complete the *Team up!* task first.
- Divide the class into groups of four, with one student for each of the following parts: the narrator, Owl, Monkey and Elephant. If your class does not divide exactly, include one or more groups of three with the same student taking the part of the narrator and Owl.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team Up! 4 DOWNLOAD

- Students make their puppets and use them to act out the story.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. They may wish to use their puppets to act out the story for their family.

### Workbook pages 10–11

#### Mixed ability

- The Workbook features a different story. Allow weaker students to read the story in pairs and then complete the *True or false* comprehension in exercise 2 together. Stronger students can complete exercise 3 before you bring the class back together for exercises 4 and 5.
- Ask students to read the story again at home for consolidation.

### 1 Read the story. Who helps Andy?

- Ask students to read the story. Allow time for them to discuss it with their partners and find the answer to the question.

#### ANSWER

Adam and Daisy

### 2 Read again and write T (true) or F (false).

- Ask students to read through the sentences.
- They read the story again and mark the sentences true or false.

#### ANSWERS

1 F 2 T 3 T 4 F 5 T 6 F 7 T

### 3 Complete the summary of the story.

- Students complete the summary of the story with the words from the box.

#### ANSWERS

1 brothers 2 glasses 3 living room 4 under  
5 Andy 6 funny

### 4 What does Daisy look like at the end of the story? Tick ✓.

- Students look at the pictures of Daisy and mark the one that shows how her hair looked at the end of the story.

#### ANSWER

Students tick the third picture.

### 5 Tick ✓ and colour.

- Ask the students to read and tick the endings for each sentence. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

- Some students may be reluctant to take part in discussions because they feel limited by their level of English. While students should be encouraged to speak English wherever they can, allow them to use their own language if they are struggling. If possible, rephrase their answer in English for them to repeat. Help students to express themselves using the English they know by phrasing questions in a different way and prompting where necessary.
- Display the *Emotions* poster on the wall and use it to help prompt students when they are talking about their feelings and experiences.
- The self-evaluation feature allows students to give their own reaction to the story. Explain to students that there are no right or wrong answers; they should tick the boxes and colour the stars to show how they feel.
- When students have completed the evaluation task, they can compare their opinions in pairs. They can discuss the story together using the information to help them, for example, *I like the story because it's got a happy ending.*
- Ask students to look at the learning objective on the board and discuss it with a partner. They could complete the record sheet to assess their learning for this lesson.
- Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

## Lesson 5 Skills and Culture

### Learning objective

Students will learn about clubs and teams in Australia and Mexico.

### Language

**Clubs and teams:** *cooking club, cricket team, gardening club, music club*

## Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 152) to review free time activities students have learned about in levels 1 and 2.
- Choose different students around the class and ask *What do you do at the weekend / after school?*

## Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Australia and Mexico). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to look at page 14 of the Student Book and find the objective. Write it on the board: *Let's learn about clubs and teams in Australia and Mexico.*
- Ask students to work in pairs or small groups. They discuss in their own language which clubs and teams they belong to.
- Choose students to tell you about themselves and their partner or group.

## Student Book pages 14–15

### 1 Listen, point and repeat. 🎧 020

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 021

- Focus on the photo of Travis. Ask *Which country is Travis from?* (Australia)
- Tell students that they are going to hear Travis talking about the clubs at his school. They must listen and say the number of the photo for each club he talks about.
- Play the recording, pausing each time that Travis talks about a club for students to call out the number.

## Audio transcript

Hi. I'm Travis. I'm from Australia. We've got lots of clubs and teams at our school!

- One of my favourite sports is cricket. Lots of people play cricket in Australia. I play on the cricket team.
- Our school's got a garden. It's nice. There are flowers, and fruit and vegetables. We've got a gardening club. We can help with the garden.
- Do you like cakes? I do! The cooking club make lots of yummy food.
- Can you sing and play the guitar? Why not join the music club? You can play music with your friends. Music club's fun!

## ANSWERS

3, 1, 2, 4

### 3 Listen and number. 🎧 022 Point and say the clubs and teams.

- Tell the class that they are now going to hear Travis talk about his friends and the clubs they go to. They must listen and number the photos.
- Play the recording, pausing for students to write the numbers.
- Go through the answers with the class. Then ask students to each work with a partner. They take turns to point to the photos and say the names of the clubs and teams.

## Audio transcript

Me and my friends are in different clubs and teams. Let's find out!

1

This is my friend Lin. She's got long dark hair. She's in the music club. She can play all kinds of music!

2

And this is my friend Pete. He's got red hair. Pete loves food! He's in the cooking club with his friends. What's that? It looks yummy.

3

And this is Yan. He's got short dark hair. Yan loves reading. He loves all kinds of stories. He's in the book club.

4

And here's my friend Kim. She's got long dark hair. She's on the baseball team. She's fast! She's good at throwing and running.

5

Can you see Sam? He's got short dark hair and glasses. He's in the chess club. He's good at playing chess.

6

And here's my friend Dan. He's got short fair hair. He's in the dance club. Dan loves dancing!

## ANSWERS

4, 5, 2, 3, 6, 1; baseball team, chess club, cooking club, book club, dance club, music club

### 4 Watch the video. 🎥 Which clubs and teams is Lucy in?

- Play the video. Ask students which clubs and teams Lucy is in.

Video transcript see page 158.

## ANSWER

Lucy is in the book club and gardening club, and she's in the netball team.

### 5 Listen and follow. 🎧 023 Then talk about what you do after school.

- Play the conversation for students to listen and follow. Point out that the conversation in the Student Book comes from the longer conversation on the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss the clubs and teams they are in. Weaker students use the conversation on the page to guide them. Stronger students should extend the conversation in a similar way to the one from the video.
- Walk around the class while students are talking, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. Which club or team is Diego in?

- Focus on the photo of Diego. Ask *Which country is Diego from?* (Mexico).
- Ask students to look at the rest of the photos and think about which club or team Diego is in. Elicit the answer from a chosen student.

## ANSWER

Diego is in the basketball team.



## 7 Listen and read. 024 Who is Diego's best friend?

- Play the recording for students to follow the text in their books.
- Allow students to discuss the question, *Who is Diego's best friend?* with their partner before you elicit the answer.

### ANSWERS

Yoshi is Diego's best friend.

## 8 Read again. Write T (true) or F (false).

- Ask the students to read through the statements.
- They read the text again. They work in pairs to mark the sentences true or false.

### ANSWERS

1 F 2 F 3 T 4 T

## 9 Read and circle the adjectives describing size.

- Read the rule in the *Look!* box about adjective word order with the class.
- Ask students to look at the list of adjectives and circle the ones that describe size.

### ANSWERS

short, long, big, small

## 10 Complete the sentences.

- Focus attention on the example. Ask the class why the adjective *short* comes before *fair* (because it describes size).
- Check understanding, and if further explanation is needed, do more examples as a class. Say *I've got green eyes. They are big.* Write gapped sentence *I've got \_\_\_\_\_ eyes.* on the board. Elicit the adjectives in the correct order. Repeat with a second example such as *I've got long hair. It's curly.*
- Ask students to complete the sentences in their Student Book.

### ANSWERS

1 short fair 2 small blue 3 long dark 4 big brown

## 11 Write a description of your friend. Go to your Workbook page 13.

- Ask students to turn to page 13 of their Workbook and complete exercises 3 and 4 before writing their description of their friend in exercise 5.

## Workbook pages 12–13

### Assessment for learning

To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus. The writing task itself can be completed at home.

## 1 Look, read and complete.

- Ask students to look at the photos and complete the sentences with the correct teams or clubs.

### ANSWERS

1 music club 2 gardening club 3 cooking club  
4 cricket team

## 2 Read. Then circle the names.

- Ask students to read the text and then circle the correct name or names for each sentence.

### ANSWERS

1 Samira 2 Samira and Tanya 3 Tanya  
4 Samira and Tanya

## 3 Order the words.

- Remind students of the rule about adjective order on page 15 of their Student Book.
- Students reorder the words to make sentences.

### Mixed ability

- Fast finishers can write negative sentences for some of the affirmative ones, for example, *She's got long fair hair. She hasn't got short dark hair.*
- Provide weaker students with the beginnings and ending of each sentence so that they only need to order the adjectives.

### ANSWERS

1 I've got long dark hair.  
2 My friend's got big blue eyes.  
3 He hasn't got short fair hair.  
4 We've got big brown eyes.  
5 She's got long fair hair.

## 4 Write notes about a friend.

- Ask students to choose a friend they want to write about and write notes for each of the questions.

### ANSWERS

Students' own answers

## 5 Write a description of your friend. Use your notes in 4 and Samira's description to help you.

- Refer students back to Samira's description of Tanya in exercise 2. Read the description aloud as students follow it in their books. Explain that this is what a good description of a person looks like.
- Allow thinking time for students to talk to their partners about what the description tells us. (It tells us what Tanya looks like, what she is like and what she can do.) Choose a student to share their thoughts with the class.
- Ask the students to look at the notes they made about their partner in exercise 4. Ask them to use this information and Samira's text to write their description.
- Monitor the class as students work and help where necessary.
- Ask some of the students to read their descriptions to the class.

### Assessment for learning

- Ask students to look at the learning objective on the board and discuss it with a partner. They could complete the record sheet to assess their learning for this lesson.
- Elicit informal feedback from the class and address any problems. Make a note of anything you need to reinforce in the following lesson.

# Project and Review

## Project

### Learning objective

Students will make a class puzzle display.

### Language

Grammar and vocabulary from the unit

### Materials

Large pieces of coloured paper, lined paper, pens and pencils, scissors, glue and a lamp for each group.

## Warm up

- Ask students to think of another student in the class without saying who it is. Choose a student and ask him / her questions about the person they are thinking of, for example, *Is it a boy or a girl? Has he / she got dark hair?* Continue until the class can guess the student.
- Ask students to play the game with a partner.

## Lead-in

- Write the objective on the board: *Make a class puzzle display.*
- Ask students to look at the picture of the silhouette at the top of the page. The picture shows what they are going to make in the lesson.

## Student Book page 16

### 1 Listen and read. Learn how to do the project.

025

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner. They follow the instructions to make their puzzle.
- Divide the class into groups of four to six students. Each group makes their own part of the class puzzle display by sticking their silhouettes on the wall.

## Audio transcript

1

**Omar** OK. What's first?

**Emma** Err ... Stick colourful paper on the wall. Use a light.

**Omar** I've got the paper. Which colour would you like?

**Emma** I'd like yellow, please.

2

**Emma** Take turns. Sit on the chair or trace.

**Omar** I can draw first.

**Hector** OK. I can sit on the chair.

**Omar** Don't move!

3

**Omar** Right! What's next? Cut out the shape.

**Emma** Please can I use the scissors?

**Omar** Yes, here you are.

4

**Hector** Write a description of your friend.

**Emma** OK. I'm writing about you.

**Hector** Great. I can write about you. Hmmm ... She's got curly hair ...

5

**Omar** Hmm. Stick your description. Write the name on the back.

**Emma** OK. Please can I have the glue?

**Hector** Yes, here you are.

6

**Emma** Last thing ... Look, read and guess who!

**Hector** Right. Let's show the others.

**Emma** Look, Tang. Can you guess who this is?

**Tang** Hmmm. I don't know!

## Team Up! 5 DOWNLOAD

- Students can use the worksheet to help them prepare for and create the text for their project.

## 2 Watch the video. What does the boy in the description look like?

- Play the video for the students.
- Allow thinking time for students to discuss what they remember about what the boy looks like with a partner. Then choose students to share their ideas with the class.
- Play the video again for students to check their answers.

**Video transcript see page 158.**

### ANSWERS

He's got short, dark hair.

He hasn't got straight hair. He's got curly hair.

He's got brown eyes.

He's tall. He's funny.

## 3 Listen and follow. 026 Then do the puzzle with the class.

- Play the recording for students to listen and follow.
- Ask students to work in groups to solve each other's puzzles.

### Assessment for learning

- Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 17

## 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words that they can remember to describe hair and faces and people.

### SUGGESTED ANSWERS

Hair and faces: curly hair, straight hair, long hair, short hair, fair hair, dark hair, glasses, freckles

Describing people: fast, young, brave, strong, funny, tall

## 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

## 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose the guessing game. Make sure that each student who chose this activity is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

### ANSWERS

- 1 Students' own answers
- 2 Dan is taller than Lucy. Anna is the tallest.
- 3 Students' own answers
- 4 tall, young, fair
- 5 Suggested answers: He's got short hair. She's got long hair. They've got dark hair. They've got curly hair. They've got freckles.
- 6 Students' own answers

## Workbook page 14–15

### Assessment for learning

- Use the traffic light method and ask students to tell you how they feel about vocabulary and grammar from the unit.
- Stronger students should complete all the exercises if there is time. Allow weaker students to leave exercise 3 and spend more time on exercises 1 and 2.

## 1 Circle the odd one out.

- Explain that each group of words has one word that is different from the other two. Focus on the example and ask students why *brave* is different (because the other words describe hair).
- Ask students to read the remaining groups of words and circle the odd one out in each.

### ANSWERS

- 1 brave 2 glasses 3 fast 4 freckles  
5 fair 6 young

## 2 Read and complete.

- Ask students to read the text and complete it with the words in the box.

### ANSWERS

- 1 curly 2 long 3 big 4 freckles 5 fast  
6 team 7 club

## 3 Correct the sentences about Tina and Jake.

- Explain that the sentences about Tina and Jake are wrong. Ask students to look back at the text from exercise 2 and correct the sentences.

### ANSWERS

- 1 She's got long dark hair.
- 2 She's got brown eyes.
- 3 He's got curly hair.
- 4 They haven't got freckles.
- 5 They haven't got fair hair. / They've got dark hair.
- 6 They haven't got small blue eyes. / They've got big brown eyes.

## 4 Complete the questions. Then look and write the answers.

- Ask students to complete the questions with the correct words.
- Students look at the pictures and then write answers to the questions.

### ANSWERS

- 1 Has she got straight hair? Yes, she has.
- 2 Has she got short hair? No, she hasn't.
- 3 Has he got glasses? Yes, he has.
- 4 Have they got fair hair? No, they haven't.

## 5 Write the questions. Then follow and write the answers.

- Draw attention to the left-hand side of the activity. Focus on the example and show students how they should make questions using the adjectives in brackets.
- Ask students to follow the line to find the name of the bravest child (Jack). Read the answer to the class.
- Ask students to follow the example to write the remaining questions and then the answers.

### ANSWERS

- 1 Who's the bravest? Jack's the bravest.
- 2 Who's the funniest? Tim's the funniest.
- 3 Who's the youngest? Katie's the youngest.
- 4 Who's the strongest? Lisa's the strongest.
- 5 Who's the tallest? Jane's the tallest.

### Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement. If students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked to.

## Unit 1 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 1 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about places in the city.

### Language

**Places in the city:** *cinema, library, museum, shopping centre, sports centre, station, restaurant*

**Functional language:** *How do I get to ... ? Take ...*

### Warm up

- Play a game of *Race the bear!* (see *Ideas bank* page 155) using a place in town that students know in English, for example, *park, hospital* or *supermarket*.
- If you wish, ask the students to play the game in pairs.

### Lead-in

- Put the flashcards on the board. Tell students that they shouldn't try to name what they see (they will learn the words later) but use the pictures to work out the topic of the lesson. Ask the class *What are we learning about today?* Choose a student to answer.
- Students work in pairs. They try to think of all the places in their city that they know the words for in English.
- Ask students to look at page 18 of the Student Book and find the learning objective: *Let's talk about places in the city.*

## Student Book pages 18–19

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### SUGGESTED ANSWERS

Students can see a car, a bike, a bus, a taxi, a helicopter, a playground, a hospital, a police station, a supermarket, a school, a park, a hotel and a bus stop.

### 2 Listen, point and repeat. 🎧 027

- Play the recording for students to listen and point to the places in the picture.
- Play the recording again for students to repeat the words and phrases.

#### Optional activity

Play a game of *Word cloud* (see *Ideas bank* page 152) using the flashcards.

### 3 Listen and say. 🎧 028

- Tell students that they are going to hear some sounds from the different places in exercise 2. Play the recording for students to listen and think about what each place is. Allow them to share ideas with a partner.
- Play the recording again, pausing after each question for students to say the name of the place.

#### Audio transcript

- Where am I? [*sound effects of a restaurant*]
- Where am I? [*sound effects of a station*]
- Where am I? [*sound effects of a sports centre*]
- Where am I? [*sound effects of a shopping centre*]
- Where am I? [*sound effects of a cinema*]
- Where am I? [*sound effects of a museum*]
- Where am I? [*sound effects of a library*]
- Where am I? [*sound effects of a university*]

#### ANSWERS

restaurant, station, sports centre, shopping centre, cinema, museum, library, university

### 4 Play the Mime game.

- Ask students to read the conversation. Explain that in the game, one person mimes an activity from one of the places in exercise 2 for the other person to guess the place.
- Students play the game in pairs, taking turns to mime and ask *Where am I?* for their partner to guess.

### 5 Look at 2. Write the places on the map.

- Ask students to look at the picture in exercise 2. Draw attention to the bus and the tram. Show how they take a different route through the city (the bus route is north of the park; the tram route is south of the park).
- Now ask students to look at the map with the bus and tram routes marked. Explain that we can't see what the places in town look like, but they have the same shapes and are in the same position as those in the picture in exercise 2.
- Students look at exercise 2 and find the places that match the shapes in the map. They write the names of the places.

#### ANSWERS

Bus route: 1 library, 2 restaurant, 3 station, 4 university

Tram route: 5 sports centre, 6 cinema, 7 museum

### 6 Look at the map in 5. Take turns to say the next stop.

- Ask students to work in pairs. They take turns to follow the route of the bus and the tram, and to say the names of the places they stop at.

### 7 Listen and repeat. 🎧 029 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to look at the map in exercise 5 again. Choose a student and ask *How do I get to the restaurant – by bus or tram? Where is the bus / tram stop?*



- Repeat by asking other students about different places.
- Ask students to work in pairs. They take turns to ask and answer about how to get to different places on the map, using the conversation in their Student Book as a model.
- Go around the class, helping and correcting where necessary. Make a note of any problems to address with the class.

### Assessment for learning

- Go through any issues that you noted while students were doing exercise 7 and resolve them as a class. Write sentences on the board and model them for students if necessary.
- Using your usual feedback routine, ask students if they feel confident telling others how to get to the places on the map.
- If necessary, ask students to work with a new partner and practise asking and answering again.

### Team Up! 1 DOWNLOAD

- Students write the places on the map on the worksheet and then ask and answer in pairs.

### Workbook pages 16–17

#### 1 Read and number.

- Students read the words and number the places on the map to match.

#### ANSWERS

Top: 3 museum 7 station 8 university  
Middle: 2 library 6 sports centre 1 cinema  
Bottom: 4 restaurant 5 shopping centre

#### 2 Write.

- Students look at the pictures and write the names of the places.

#### ANSWERS

1 station 2 shopping centre 3 museum  
4 restaurant 5 university 6 cinema  
7 library 8 sports centre

#### 3 Where are they? Look, read and complete.

- Students look at the pictures and complete the sentences with the names of the correct places.

#### ANSWERS

1 restaurant 2 library 3 station 4 sports centre  
5 shopping centre 6 cinema

#### 4 Read and complete.

- Students look at the pictures and complete the conversations. If they need help with the functional language, they can use the conversation in exercise 7 on page 19 of their Student Book to help them.

#### ANSWERS

1 1 How 2 Take 3 library  
2 1 get 2 shopping centre 3 sports centre

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about where people are going.

### Language

**Present continuous (questions and answers):** *Where are you going? I'm going to the library. Where's he going? He's going to the museum. Where are they going? They're going to the station.*

**Present continuous (negative):** *I'm not going to the museum. She isn't going to the cinema. They aren't going to the restaurant.*

### Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 152) with the flashcards to review the vocabulary from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

### Lead-in

- Put the flashcards on the board. Choose a different student to identify each one. Tell students that they are talking about these places again in today's lesson. Ask them what the topic of the lesson might be.
- Ask students to look at page 20 of the Student Book and find the learning objective: *Let's talk about where people are going.*

### Student Book pages 20–21

#### 1 Listen and follow. 🎧 030 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the team characters and say what they can see.
- Play the recording. Let students listen and follow the story.
- Choose students and ask *Where are Emma and Nina going? Where's Tang going? Where's Omar going?*
- Play the recording again for students to follow.
- Divide the class into groups of four. In their groups, the students choose which character they are going to play.
- Students act out the story in their groups. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

#### 2 Look, listen and learn. 🎧 031 Look at the picture. Where are they going?

- Play the recording for students to listen and follow the sentences.
- Draw attention to the parts of the sentences in pink (the verb *to be* and the *-ing* ending). Play the recording for students to listen and follow again.
- Ask students to work in pairs. They practise asking and answering the questions from the grammar box.
- Ask the class to look at the picture. Choose a student to answer the question *Where are they going?*

#### ANSWER

*They're going to the station.*

### 3 Read and number. Then listen and check. 032

- Ask students to look at the photos. Point to each one and ask *Where is this?* Choose a different student to answer each time.
- Students read the short conversations and number them to match the photos.
- Play the recording for students to listen and check their answers.

#### Audio transcript

1

Where are they going?  
They're going to the cinema.

2

Where's she going?  
She's going to the library.

3

Where are you going?  
We're going to the station.

4

Where's he going?  
He's going to the restaurant.

#### ANSWERS

2, 1, 3, 4

#### Assessment for learning

To build learner confidence, allow students to compare answers with a partner before you play the recording again for them to check.

### 4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Ask students to work in pairs. They take turns to choose a photo from exercise 3 and ask and answer about where they are going.

#### Assessment for learning

Using the traffic light system, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 125 of the Workbook and complete the exercises.

### 5 Look, listen and learn. 033 Look at the picture. Is the girl going to the cinema?

- Play the recording for students to listen and follow.
- Draw attention to the negative forms of the verb *to be* in each sentence.
- Ask students to take turns saying the sentences with a partner and then play the recording again.
- Ask the class to look at the picture. Choose a student to answer the question *yes* or *no*.

#### ANSWER

No.

### 6 Listen and tick ✓ or cross X. 034

- Ask students to look at the pictures. Explain that they are going to hear information about where the people are going. They must listen and tick or cross each place.
- Play the recording, pausing after each speaker, for students to tick or cross.

- Play the recording again for students to check their answers.

#### ANSWERS

1 X ✓ 2 ✓ X 3 X ✓ 4 X ✓

#### Audio transcript

1

We aren't going to the hospital.  
We're going to the cinema.

2

I'm not going to the sports centre.  
I'm going to the museum.

3

They aren't going to the restaurant.  
They're going to the library.

4

She isn't going to the shopping centre.  
She's going to the station.

### 7 Write.

- Ask students to look at the pictures. Point to each one and ask different students *Where are they going?*
- Ask students to complete the sentences with the words in the box.

#### ANSWERS

1 aren't, 're 2 'm, 'm not 3 aren't, 're 4 isn't, 's

#### Mixed ability

Weaker students can work with a partner. First, they decide which sentence in each pair is affirmative and which is negative. They complete the affirmative sentence first and then write the negative sentence.

Stronger students, who finish the task quickly, can choose one of the pairs of pictures from exercise 6 and write their own affirmative and negative sentences, for example, *They're going to the cinema. They aren't going to the hospital.*

### Team Up! 2 DOWNLOAD

- Students play the game by asking and answering questions about where the characters are on their game board.

### Workbook pages 18–19

#### 1 Read and match. Then look and number.

- Students read the questions and draw lines to match them to the answers.
- They number the pictures to match the questions and answers.

#### ANSWERS

1 d 2 c 3 a 4 b  
Pictures: 4 1 2 3

#### 2 Read and complete.

- Students read the questions and answers and complete them with the correct verb forms.

#### ANSWERS

1 are, 're 2 's, 's 3 are, 're 4 's, 's 5 are, 'm

### 3 Where are they going? Look, read and complete.

- Students look at the picture and complete the sentences about where the people are going.

#### ANSWERS

1 's going, police station 2 's going, cinema 3 's going, skatepark 4 's going, library 5 're going, museum

### 4 Look, read and complete.

- Students look at each pair of pictures and complete the sentences.

#### ANSWERS

- We're going to the wildlife park. We aren't going to the park.
- I'm not going to the restaurant. I'm going to the bowling alley.
- She's going to the museum. She isn't going to the shopping centre.
- You aren't going to the beach. You're going to the lake.

### 5 Read and write the opposite.

- Students read the sentences and rewrite them with the opposite meaning.

#### ANSWERS

- Tim isn't going to the sports centre.
- We aren't going to the cinema.
- My sister's going to the café.
- They aren't going to the park.
- I'm not going to the station.
- He's going to the university.

### 6 Answer the questions for you.

- Students read and answer the questions about themselves.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

#### Learning objective

Students will be able to talk about what people are doing in the city.

#### Language

**Things people do in the city:** catch a train, go shopping, have a meal, meet friends, take photos, watch a film

**Present continuous (questions):** Are you catching a train? Yes, I am. No, I'm not. Are we taking photos? Yes, we are. No, we aren't.

#### Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 152) with activities that students know in English, for example, play badminton, ride a bike, read, watch TV, fly a kite.

### Lead-in

- Put the flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three different students and ask *What are we learning about today?* Accept all the suggestions, but don't confirm whether or not they are correct.
- Ask students to look on page 22 of the Student Book and find the learning objective: *Let's talk about what people are doing in the city.*
- Ask students to work in pairs. They name as many things as they can, in English, that people can do in a city.
- Ask different students around the class to share their ideas. Write a list on the board.

### Student Book pages 22–23

#### 1 Listen, point and repeat. 🎧 035

- Focus attention on the photos on the website. Ask students, in their own language, what the website might be for (visitors to the city). Ask different students to point to a picture and tell you what they can see, for example, *I can see a boy with his mum and dad. They are at a shopping centre.*
- Play the recording for students to listen, point to the pictures and repeat the phrases.
- Play the recording again for students to point and say the phrases.

#### 2 Listen and say. 🎧 036

- Tell students that they are going to hear recordings of people in the different places from exercise 2.
- Play the recording for students to listen and find the photo of the place. Pause after each one for students to say what you can do there.

#### Audio transcript

**Narrator** You can do this at the cinema.

**Girl** Shhhh! It's starting ...

**Narrator** You can do this at the station.

**Man** Come on! We're late! Run!

**Narrator** You can do this at the restaurant or the café.

**Boy** Mmm. This pasta is yummy!

**Narrator** You can do this at the shopping centre.

**Girl** Excuse me, have you got these trainers in blue?

**Narrator** You can do this at the park. Or at the sports centre, the shopping centre, or the cinema.

**Girl** Hi!

**Boy** Oh, hi Lucy. Hi everyone!

**Narrator** You can do this at the park or at the museum.

**Boy** That's so cool! Look!

#### ANSWERS

watch a film, catch a train, have a meal, go shopping, meet friends, take photos

#### 3 Listen and number. 🎧 037

- Ask the class to look at the pictures. Choose different students to suggest places where you could do the different things.
- Tell students that they are going to hear conversations about what each picture shows. They must listen and number the pictures in the correct order.

- Play the recording for students to listen and number.
- Play the recording again for students to complete or check their answers.

### Audio transcript

1

**Info officer** Hello. Can I help you?

**Man** Hello. I'd like to have a meal. Is there a good restaurant in the city?

**Info officer** Yes, there is. You can have a meal here.

2

**Woman** Hello. We'd like to watch a film. Is there a cinema in the city?

**Info officer** Yes, there is. You can watch a film here.

3

**Info officer** Hello. Can I help you?

**Boy** Hello. I'd like to meet my friends. Is there a park in the city?

**Info officer** Yes, look. Here's the park! You can meet your friends there.

4

**Man** Hello. I'd like to go shopping. Is there a shopping centre in the city?

**Info officer** Yes, there is. We've got a big shopping centre in the city. You can go shopping there.

5

**Info officer** Hello. Can I help you?

**Girl** Hello. I'd like to take photos. Is there a good place in the city?

**Info officer** Yes, there is. Look. You can take photos there.

6

**Woman** Hello. I need to catch a train. Where's the station, please?

**Info officer** Look. It's here. You can catch a train at the station.

### ANSWERS

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

### Optional activity

Play a game of *Whispers* (see *Ideas bank* page 155) with the new vocabulary.

### 4 Take turns to be tourists. Ask and answer.

- Ask a confident student to help you model the dialogue for the class. Ask *Can I help you?* The student reads the speech bubble and you answer with *Yes, there is. We've got a big cinema in the city. You can watch a film there.*
- Students work in pairs. They take turns to ask questions and answer.

### Assessment for learning

- Ask the class *Do you understand the new words?* Using the traffic light system, establish how confident students are with the new vocabulary.
- If students are not sure if they know the new phrases, ask them to work in pairs to test each other. They look at the pictures in exercise 2 and then take turns to close their eyes while their partner covers a phrase. They try to remember and say the phrase.
- Students continue until all the phrases have been said. If they or their partner have forgotten any, they go back to these phrases and try again.

### 5 Look, listen and learn. 038 How does the spelling change for *have*?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs, taking turns to read the questions and answers.
- Focus on the *Look!* box about the spelling rules and read it to the class.
- Ask students to work in pairs to work out how the spelling has changed in each example. (We double the last letter before we add *-ing* in *swim* and *run*, and we take away the *e* in *dance* and *ride* before adding *-ing*).
- Ask students to look back at the grammar table and answer the question *How does the spelling change for 'have'?*

### ANSWER

*have* changes to *having*. We take away the *e* before adding *-ing*.

### 6 Order the words. Then listen and tick ✓. 039

- Ask students to look at the example. Explain that the words in the question are in the wrong order.
- Student must reorder the words to write questions.
- Ask students to compare their questions in pairs and then check the questions as a class.
- Tell students that they are going to hear a recording of people in different places. They must listen and tick the correct answer to each of their questions.

### Audio transcript

1

**Narrator** Is he catching a train?

**Man** Is this the train to London?

**Woman** Yes, it is.

2

**Narrator** Are they watching a film?

**Cashier** That's ten fifty, please.

**Woman** OK. Here. Thanks.

3

**Narrator** Are you meeting friends?

**Child** Cool! Look Mum, I've got some great photos.

**Mum** Well done. It's an interesting museum. Now, where's Dad?

4

**Narrator** Are we having a meal?

**Woman** Do you like the soup?

**Child** Yes, it's good.

### ANSWERS

- 1 Is he catching a train? Yes, he is.
- 2 Are they watching a film? No, they aren't.
- 3 Are you meeting friends? No, I'm not.
- 4 Are we having a meal? Yes, we are.

### 7 Listen and follow. Then sing. 040–041

- Ask students to look at the song. Remind students of how the coloured words are substituted: the second verse is the same as the first, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.



- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students cut out the cards on the worksheet and play the *Matching game* about places and things to do.

## Workbook pages 20–21

### 1 Match and number.

- Students match the two halves of the phrases and then match the phrases to the pictures.

#### ANSWERS

- 1 take photos, e
- 2 watch a film, a
- 3 have a meal, f
- 4 go shopping, d
- 5 meet friends, c
- 6 catch a train, b

### 2 Read and complete.

- Students read and complete the text, using the information from the picture.

#### ANSWERS

- 1 friends
- 2 shopping
- 3 photos
- 4 meal
- 5 film

### 3 Look, read and write the answers.

- Students look at the pictures. They read the questions and write short answers.

#### ANSWERS

- 1 No, she isn't.
- 2 No, they aren't.
- 3 Yes, we are.
- 4 Yes, I am.

### 4 Write questions. Then look, follow and write answers.

- Students use the prompts to write questions.
- They follow the lines to find out what the people are doing and write short answers to the questions.

#### ANSWERS

- 1 Is Mike taking photos? No, he isn't.
- 2 Is Liz having a meal? Yes, she is.
- 3 Are Emma and Clare playing football? No, they aren't.
- 4 Is Mr Brown reading a book? Yes, he is.
- 5 Is John watching a film? No, he isn't.
- 6 Are Kate and Jim riding bikes? Yes, they are.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

### Learning objective

Students will be able to read about a good idea.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- Ask students to think about other phrases they could use in place of the coloured words (going shopping, taking photos). As a class, decide where to put each new phrase to create a new verse.
- Play the karaoke version of the song for students to sing their verse with the new phrases.

### Lead-in

- Ask students to look at page 24 of the Student Book and find the learning objective: *Let's read about a good idea.*
- Translate the word *idea* into the students' own language. Ask them to think about a time when they had a good idea. Invite some of the students to share their thoughts in their own language.

## Student Book pages 24–25

### 1 Look at the pictures. What places can you see?

- Ask students to look at the story and say which places they see.
- Ask students to work in pairs. They look at the pictures, without reading the story, and make sentences about what the characters are doing, for example, *She's taking photos. They're going to the museum. They're going to the library.*

#### ANSWERS

park, museum, library, station

### 2 Listen and read. 042 What does Serena like doing?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *What does Serena like doing?* Invite different students to make predictions.
- Play the video or recording for students to follow the story. Choose a different student to answer the question *What does Serena like doing?*
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWER

Serena likes taking photos.

### 3 Read again. Tick ✓ the places in the story.

- Ask students to look at the pictures. Choose a different student to name each place.
- Students read the story again and tick the places that appear in it.

#### ANSWERS

a, c, d, e

#### 4 Write T (true) or F (false).

- Ask students to read the sentences and mark them true or false, rereading the story as necessary.

#### ANSWERS

1 T 2 F 3 T 4 F 5 T

#### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Serena's good idea is to look at her photos to find Danny's bag.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *What things do you lose? Where do you look?*

#### 5 Act out the story.

- Divide the class into groups of five, with one student for each of the following parts: the narrator, Serena, Danny, Mum and Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part, for example, Dad and the narrator.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping where necessary.
- Ask some of the groups to act out the story for the class.

#### Global skills: communication and collaboration

Acting out the play requires the participation of each group member. Giving students responsibility, not only for performing the play but for planning it (deciding who should play each part and which parts can be played by the same person), increases the opportunity for collaboration, while building a sense of independence.

#### Team Up! 4 DOWNLOAD

- Students look at the pictures on the worksheet and write the story, using the prompts to help them.

#### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

#### Workbook pages 22–23

##### 1 Read the story. Do Luis and his dad visit the museum?

- Students read the story and answer the question.

#### ANSWER

Yes, they visit the museum online.

##### 2 Look again at the story. Read and match.

- Students read the story again and match the clock times to the sentences.

#### ANSWER

1 e 2 b 3 a 4 c 5 d

#### 3 Circle the correct answer.

- Students read the sentences and circle the correct answer for each one.

#### ANSWERS

1 b 2 b 3 b 4 a 5 b

#### 4 Tick ✓ and colour.

- Students read and tick the endings for each sentence. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

#### Learning objective

Students will learn about the capital cities of the UK and Singapore.

#### Language

Cities: *capital city, palace, statue, tower*

#### Warm up

- Ask students to think of their own city or, if they live in the countryside, a city that they know well.
- Choose different students around the class and ask *What can you see in the city? What can you do? What do you like to see?*

#### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (the UK and Singapore). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on the page: *Let's learn about the capital cities of the UK and Singapore.*
- Translate the phrase *capital city* if necessary. Choose a student to tell you the capital city of their own country.

#### Student Book pages 26–27

##### 1 Listen, point and repeat. 043

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

##### 2 Listen and say the number. 044

- Focus on the photo of Jenny. Ask *Which country is Jenny from?* (the UK)
- Tell students that they are going to hear Jenny talking about the capital city of her country. They must listen and say the number of the photo when Jenny talks about it.

- Play the recording, pausing each time that Jenny talks about one of the things in the photos, for students to call out the number.

### Audio transcript

Hi! I'm Jenny. I'm from the UK and I live in London.

- London is the capital city of the UK. Lots of people live here. Look! This is Buckingham Palace. There are lots of beautiful flowers in the garden.
- London is a big city. It's got lots of towers. Some are new. Some are very old. This tower is very old.
- London has got lots of statues, too. This one is my favourite. It's a lion! It's near a museum.

### ANSWERS

1, 4, 2, 3

### 3 Listen and tick ✓ the places Jenny sees. 045

- Tell the class that now they are going to hear Jenny giving a tour of some of the places in London. They must listen and tick the places that Jenny sees.
- Play the recording, pausing for students to tick the correct photos in each pair.

### Audio transcript

London is my capital city. It's fun to visit London. Let's take a tour.

- Look! I can see a tower. Some towers in London are very old. This tower isn't old. It's round and it's got lots of windows. It's tall!
- Can you see a palace? There are ten palaces in London. Buckingham Palace is big and white. The king or queen lives there.
- There are lots of statues in London. This one is at Paddington Station. It's a statue of a bear. The bear's called Paddington, too. It's from a story.

### ANSWERS

a, d, f

### 4 Watch the video. 046 Where is Liam's favourite statue?

- Play the video for students and find out which clubs and teams Lucy is in.

### Video transcript see page 158.

### ANSWER

It's at Paddington station.

### 5 Listen and follow. 046 Then talk about your capital city.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about the things in their capital city.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. What can you see?

- Focus on the photo of Lin. Ask *Which country is Lin from?* (Singapore).

- Ask students to look at the rest of the photos and name, in English, what they can see. Elicit answers from different students around the class.

### SUGGESTED ANSWERS

towers, flowers, plants, a park, a statue, a lake

### 7 Listen and read. 047 What is Lin's favourite place?

- Play the recording for students to follow the text in Lin's postcards.
- Allow students to discuss the question *What is Lin's favourite place?* with their partner before you elicit the answer from a chosen student.

### ANSWER

a museum

### 8 Read again. Answer the questions.

- Ask the students to read through the questions.
- They read the postcards again and write their answers.

### ANSWERS

- 1 Singapore City
- 2 tall towers, plants and flowers
- 3 next to the lake
- 4 a statue

### 9 Read and circle the capital letters below. Find more examples in Lin's postcards.

- Read the rule about capital letters in the *Look!* box with the class.
- Ask students to read the words and circle the capital letters.
- Students read Lin's postcards again and find the names of people and places. They circle the capital letters at the beginning of the words.

### ANSWERS

the UK, Buckingham Palace, Jenny  
Postcard 1: Singapore, Singapore City, Gardens by the Bay  
Postcard 2: Merlion, Singapore City

### Mixed ability

- Ask weaker students to complete the exercise in groups of four. One pair finds the names in the first postcard and the other finds the names in the second. Pairs then compare with each other and circle the capital letters.
- Stronger students who finish the activity quickly can write down the names of some of the places in their city, using capital letters at the beginning of the words.

### Assessment for learning

- Using the traffic light system, establish how confident students are about using capital letters for the names of people and places.
- If further practice is needed, ask them to turn to page 25 of the Workbook and complete exercise 3.

### 10 Write a postcard from your capital city. Go to your Workbook page 25.

- Ask students to turn to page 25 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 24–25

### 1 Look, read and complete.

- Students look at the photos and identify the things they can see. They read the text and complete it with the correct words.

#### ANSWERS

1 capital city 2 Palace 3 towers 4 statues

### 2 Read and tick ✓.

- Students read the postcard and tick the correct sentence.

#### ANSWER

3

### 3 Rewrite the sentences with capital letters.

- Students read the sentences and rewrite them, using capital letters for the names of people and places.

#### ANSWERS

- I'm in London with my friend Tom.
- This palace is called Buckingham Palace.
- There's a famous statue in Singapore City called the Merlion.
- My favourite park in New York City is Central Park.
- We're climbing the Eiffel Tower.

### 4 Write notes about a visit to the capital city of your own country.

- Students think about a visit to their own capital city. They complete the notes about it.

#### ANSWERS

Students' own answers

### 5 Write a postcard from your capital city. Use your notes in 4 and Peter's postcard to help you.

- Refer students back to Peter's postcard in exercise 2. Read it aloud while students follow it in their books. Establish that this is what a piece of writing about a capital city looks like.
- Ask students to look at the notes they made in exercise 4 about their capital city. They use this information and Peter's text to write a postcard from their capital city.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a city tour leaflet.

#### Language

Grammar and vocabulary from the unit

#### Materials

An A4 sheet of plain paper, photos from magazines or the internet of places in students' capital city, scissors, glue, pens and pencils

### Warm up

- Play *The chain game* (see *Ideas bank* page 154) with places in the city.

### Lead-in

- Ask students to look at the photo of the leaflet at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on page 28: *Make a city tour leaflet*. Ask different students for suggestions about what they might put in their leaflet.

## Student Book page 28

### 1 Listen and read. Learn how to do the project.

048

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their leaflet.
- Walk around the class as students work, helping where necessary.

### Audio transcript

1

**Tang** OK. What's first? Choose four places in your capital city.

**Emma** Hmm. There's a statue ... And a museum.

**Omar** And there's a big library.

**Tang** That's good. We need one more. What about a park?

2

**May** Find or draw pictures of the places.

**Omar** I'm drawing my favourite statue. It's in the park.

**Emma** That's great! Look! I've got a picture of the museum.

3

**Tang** Right! What's next?

**Emma** Think! What can you do there?

**Omar** OK. What can you do at the museum?

**Emma** You can meet friends. And you can take pictures.

4

**May** Write about each place. Say what people are doing.

**Tang** OK. I'm writing about the park. Listen: Look! We're at the park. I can see a statue. It's next to a lake. What are they doing? They're walking and talking.



Emma Great.

5

Tang Stick your writing and pictures.

Emma Let's stick this picture here.

Omar OK. Please can I have the glue?

6

Emma What's next? Fold and finish your leaflet.

Tang We need two folds.

May We can use a ruler to help us. There!

Omar That's great!

### Team Up! 5 DOWNLOAD

- Students can use the worksheet as a template for their leaflets. They draw or stick their pictures and write their text on the template. Alternatively, provide students with a plain piece of A4 paper so they can make their own leaflets.

#### Global skills: digital literacies

If students are able to use the internet to find photos and information for their projects, talk to the class about appropriate websites they can use to find reliable information before they begin their research. You may wish to give them a list of recommended sites.

### 2 Watch the video. Where is the capital city?

- Play the video for the students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript see page 158.

#### ANSWER

Australia

### 3 Listen and follow. 049 Then talk to the class about your leaflet.

- Play the recording for students to listen and follow.
- Ask different groups to present their leaflet to the class.

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 29

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for places in the city and things to do there.

#### ANSWERS

Places in the city: restaurant, sports centre, shopping centre, cinema, museum, university, library, station

Things to do in the city: watch a film, take photos, meet friends, go shopping, catch a train, have a meal

### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose the miming game. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- He's going shopping.  
She's taking photos.  
She's watching a film.
- Students' own answers
- He isn't going to hospital.  
We aren't going to the park.  
I'm not going to the cinema.
- Students' own answers
- Students' own answers
- Students' own answers

### Workbook pages 26–27

#### 1 Find and circle. Then complete.

- Students find and circle the words. They use the words to complete the phrases.

#### ANSWERS

- meal
- city
- watch
- train
- centre
- take
- go
- meet

#### 2 Read and match.

- Students read the sentences and match them to the correct pictures.

#### ANSWERS

- d
- e
- a
- c
- b

#### 3 Read and complete.

- Students read the postcard and complete the words.

#### ANSWERS

- capital
- Palace
- photo
- statue
- restaurant
- meeting
- meal

#### 4 Read the answers and write the questions.

- Students read the answers. They use them to work out and then write the questions.

#### ANSWERS

- Where's she going?
- Are you watching a film?
- Is he taking photos?
- Where are they going?
- Where are you going?
- Are they having a meal?

## 5 Look and write.

- Students look at the pairs of pictures and write affirmative and negatives sentences.

### ANSWERS

- 1 She's going to the sports centre. She isn't going to the library.
- 2 They aren't watching a film. They're meeting friends.
- 3 We aren't having a meal. We're going shopping.
- 4 I'm catching a train. I'm not taking photos.

### Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- At the end of the activity, students should colour the hexagons to show how hard they have tried throughout the unit. Emphasize that this task is about effort, rather than achievement; if students have worked hard, they should colour the hexagons accordingly, even if they feel they have not achieved as much as they would have liked to.

## Unit 2 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 2 test, downloadable from Oxford English Hub.

## Appearance and personality

### Learning objectives

Students will be able to read and follow instructions to draw a face.

Students will be able to read and understand a play about getting a job.

### Language

**Drawing a face:** *ears, eyes, hair, mouth, nose, oval, lines, pen, pencil*

### Warm up

- Display the flashcards from lesson 1 on the board. Point to each picture and ask *What does he / she look like?* Choose different students to respond.
- Ask students to discuss the pictures with a partner. They choose one of the people from the flashcards without telling their partner who it is. They draw the person for their partner to guess.
- Discuss the activity with the class. Ask *Is your picture good? Can your partner guess who it is?*
- Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

### Student Book pages 30–31

#### 1 Listen and read. 050 Can you follow the instructions and draw your friend?

- Ask the class to look at the pictures. Ask *What is the text about?* Choose a student to respond (It's about how to draw a face).
- Play the recording for students to listen and follow the text.
- Explain, or translate, any unknown vocabulary, such as *silhouette, trace* and *rub out*.
- Play the recording again for students to listen and follow.
- Ask students to work in pairs. Give each student a plain piece of paper and ask them to follow the instructions to draw their partner. Set a time limit of five minutes.
- Walk around the class as students draw, checking that they understand and can follow the instructions.
- Ask some of the students to hold up their pictures and describe their drawings to the class.
- If the class did the warm up activity, ask different students *Can you draw faces? Do you think your new picture is better than your old one?*

#### 2 Read again and complete the sentences.

- Ask students to read the text again and complete the sentences with the words in the box.

#### ANSWERS

1 oval, lines 2 nose 3 mouth 4 ears 5 hair  
6 pen, pencil

#### 3 Listen and read. 051 Why does Eva go to the palace?

- Tell students that they are going to read a play. Ask them to look at the pictures. Choose students to describe some of the people they see. Ask *Who do you think is the tallest / fastest / strongest?*
- Ask the class to work in pairs. They read the title of the play and make predictions about what will happen. Encourage them to speak in English as much as possible, but allow them to use their own language for any ideas they can't express in English.
- Ask some of the students to share their predictions with the class.
- Focus attention on the question *Why does Eva go to the palace?* Play the recording for students to listen and follow the play.
- Choose a student to answer the question. Then ask different students if any of their predictions were correct.

#### ANSWER

Eva goes to the palace because she wants a job.

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

- Ask students to read the play again and write answers to the questions.

#### ANSWER

- 1 They are going to the palace.
- 2 They want the job at the palace.
- 3 They want someone who is brave and tells the truth.
- 4 The Queen uses a mirror to help her choose.
- 5 Suggested answer: Eva is brave because she looks in the mirror.

#### Mixed ability

Show weaker students that the play is set out in five sections, divided by symbols. Tell them which section they can look at to find the answer to each question:

Questions 1 and 2: section 1

Questions 3 and 4: section 3

Question 5: section 4

Stronger students can think of a new question to ask their partner.

#### Optional activity

- Divide the class into groups of eight, one for each of the following parts: the narrator, Eva, Boy 1, Boy 2, Girl 1, Girl 2, the King and the Queen. If the class does not divide exactly, some students can have more than one part.
- Ask students to practise acting out the play. Walk around the class as they do so, helping with any problems and correcting pronunciation where necessary.
- Ask some of the groups to act out the play for the class.

## Lesson 1: Words

### Learning objective

Students will be able to talk about jobs.

### Language

**Jobs:** ambulance driver, chef, doctor, pilot, scientist, shop assistant, sports coach, vet

**Functional language:** Can you guess? I think ... I think you're right.

### Warm up

- Play a game of *Word circles* (see *Ideas bank* page 154) using job vocabulary that students learned in previous levels (*teacher, police officer, taxi driver, dentist*).

### Lead-in

- Ask students to think about the game they played in the Warm up. Ask *What are we learning today?* Choose a student to answer (jobs).
- Ask students to look at page 32 of the Student Book and find the learning objective: *Let's talk about jobs.*

### Student Book pages 32–33

#### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture, or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### SUGGESTED ANSWERS

a hospital, a restaurant, a police station, a plane, a sports centre and a shopping centre

#### 2 Listen, point and repeat. 🎧 052

- Play the recording for students to listen and point to the jobs in the picture.
- Play the recording again for students to repeat the words.

#### 3 Listen and say. 🎧 053

- Play the recording, pausing for students to find the people and complete each sentence with the job word.
- Play the recording again for students to listen and say.

#### Audio transcript

- He works at the restaurant. He's a ...
- She works at the hospital. She's a ...
- He works at the hospital. He's an ...
- She works at the university. She's a ...
- He works at the animal hospital. He's a ...
- She works in a plane. She's a ...
- He works at the shopping centre. He's a ...
- She works at the sports centre. She's a ...

#### ANSWERS

chef, doctor, ambulance driver, scientist, vet, pilot, shop assistant, sports coach

#### Optional activity

Play a game of *Snap!* (see *Ideas bank* page 152), using the flashcards from the lesson.

#### 4 Play the *Guessing* game.

- Ask students to look at the picture. Choose one of the people and describe the colour of the clothes he / she is wearing, for example, *She's wearing white*. Ask students to find all the female workers who are wearing white (the doctor and the scientist). Next, tell the class where he / she works, for example, *She works at a hospital*. Choose a student to identify the person's job (doctor).
- Ask students to work in pairs and take turns describing people from the picture for their partner to guess the job.

#### 5 Look at 2. Write the jobs.

- Ask students to look at the picture in exercise 2 again. Show how the picture is divided into day and night. Ask students to use the picture to write the jobs in the chart. If they think a job can be done in the day or at night, they can put it in both columns.

#### SUGGESTED ANSWERS

They work at night: pilot, chef, doctor, ambulance driver

They work in the day: pilot, sports coach, shop assistant, scientist, vet

#### 6 Work with your friend. Can you add any more jobs to 5?

- Ask students to think about other jobs that they know of. They can use the picture on page 32, as well as what they remember from the Warm up activity, to help them. Elicit suggestions from different students around the class.
- Ask students to add the jobs to the table.

#### SUGGESTED ANSWERS

Night: police officer

Day: teacher, dentist

#### 7 Listen and repeat. 🎧 054 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Draw attention to the phrase *I think ...*. Explain, using students' own language if necessary, that we use this phrase when we believe something is true but we aren't completely sure.
- Students work in pairs. They take turns to ask and answer about the jobs of the people in silhouette.

#### Team Up! 1 DOWNLOAD

- Students cut up the cards and play the memory game to match the people to the places where they work.



## Workbook pages 28–29

### 1 Look and circle.

- Students look at the pictures and circle the correct jobs.

#### ANSWERS

1 sports coach 2 ambulance driver 3 scientist  
4 chef 5 pilot 6 shop assistant

### 2 Look, follow and write.

- Students look at the sentences and follow the lines to find the objects for the job in the picture. They complete the sentences with the correct words.

#### ANSWERS

1 scientist 2 chef 3 pilot 4 shop assistant  
5 doctor 6 sports coach

### 3 Read and complete. Then number.

- Students read the sentences and complete each with the correct job word.
- Students match the sentences to the pictures.

#### ANSWERS

1 doctor, e 2 ambulance driver, a 3 vet, g 4 chef, h  
5 sports coach, b 6 shop assistant, f 7 pilot, d  
8 scientist, c

### 4 Look and write.

- Students look at the pictures and complete the conversations using the functional language from the lesson.

#### ANSWERS

1 I think she's a vet.  
2 I think he's a scientist!  
3 I think she's a chef!  
4 I think you're right.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to ask about jobs.

### Language

**Wh- questions (present simple):** *What does he wear?*  
*Where does he work? When does he work?*

**Present simple (negative):** *I don't go to work at night. She doesn't work at the shop. They don't bake bread.*

### Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 154) with the words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

## Lead-in

- Tell students that in today's lesson, they are going to talk more about jobs.
- Hold up a flashcard, for example, *doctor*. Choose a student to tell you all he / she can about the person, using the language from lesson 1, for example, *She's a doctor. She's wearing white. She works in a hospital*. Repeat by asking different students about other flashcards.
- Ask students to look at page 34 of the Student Book and find the learning objective: *Let's ask about jobs*.

## Student Book pages 34–35

### 1 Listen and follow. 055 Then act.

- Focus on the pictures in the grammar cartoon. Choose a student to tell you what they can see, for example, *I can see Tang and Omar. They are eating*. Invite other students to share their ideas about what is happening in the story.
- Play the recording for students to listen and follow the grammar cartoon.
- Ask questions to check understanding, for example, *What time is it for Tang and Omar? What time is it for Tang's mum? What does Tang's mum do in the day? Where does she work? What is her job?*
- Play the recording again for students to follow.
- Ask students to work in pairs. One student takes the part of Tang, the other takes the part of Omar.
- Students act out the story in pairs. Walk around the class while students practise, helping with pronunciation where necessary.
- Ask some of the pairs to act out the story for the class.

### 2 Look, listen and learn. 056 Which question word do we use to ask about time?

- Play the recording for students to listen and follow the sentences in the grammar box. Draw attention to the question words in bold. Ask *Which question word do we use to talk about time?* (When). Once you have established the correct answer, ask a different student, *Which question word do we use to talk about places?* (Where)
- Ask students to work in pairs and practise the questions and answers.
- Read the information in the *Look!* box to the class. For further practice, use the activity below.

#### ANSWER

When

#### Optional activity

Ask students to work in pairs. They look at the picture on page 32 of their Student Book. Students take turns to point to a person in the picture and ask *When does he / she work?* for his / her partner to reply with one of the phrases in the *Look!* box.

### 3 Listen and circle. 057 Then write the jobs.

- Ask students to look at the photos. Tell students that they are going to hear conversations about the people. They must listen and circle the correct words in the first two sentences.
- Play the recording, pausing after each conversation for students to circle the words.

- Play the recording again, pausing after each conversation for students to write the job.
- Play the recording a final time for students to complete or check their answers.

### Audio transcript

#### 1 Jane

**Man** Where does Jane work?

**Woman** She works at the hospital.

**Man** When does she work?

**Woman** She works at night.

**Man** What does she do?

**Woman** She's a doctor.

#### 2 Paul

**Woman** Where does Paul work?

**Man** He works at the animal hospital.

**Woman** When does he work?

**Man** He works in the morning.

**Woman** What does he do?

**Man** He's a vet.

#### 3 Sally

**Man** Where does Sally work?

**Woman** She works at the university.

**Man** When does she work?

**Woman** She works in the day.

**Man** What does she do?

**Woman** She's a scientist.

#### 4 Jim

**Woman** Where does Jim work?

**Man** He works on a plane.

**Woman** When does he work?

**Man** He works in the evening.

**Woman** What does he do?

**Man** He's a pilot.

### ANSWERS

- 1 a hospital, at night, doctor
- 2 animal hospital, in the morning, vet
- 3 university, in the day, scientist
- 4 on a plane, in the evening, pilot

### 4 Look at 3. Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Ask students to work in pairs. They take turns to choose a person from exercise 3 and ask a question beginning with *What*, *Where* or *When* for their partner to answer.

### 5 Look, listen and learn. 058 How do we make negative sentences?

- Play the recording for students to listen and follow.
- Ask students to work in pairs to answer the question. Choose a student to tell the answer to the class.
- Ask students to look at the explanation at the bottom of the box. Read it with the class. Choose a student and ask *When do we use don't?* (in negative sentences with *I*, *you*, *we* and *they*) *When do we use doesn't?* (in negative sentences with *he* or *she*)
- Ask students to practise reading the sentences with their partner.

### ANSWER

We use *don't* or *doesn't*.

### 6 Look and write *He* or *She*.

- Ask students to look at the photos. Ask questions about the people for different students to answer, for example, *What does he do? What does he wear? What does she wear? Where does she work?*
- Ask students to read the sentences and complete them with *He* or *She*, using the information in the photos.

### ANSWERS

- 1 He 2 She 3 He 4 She 5 He 6 He

### 7 Complete the sentences.

- Ask students to read the sentences and complete them with the negative forms of the verbs in brackets.

### ANSWERS

- 1 doesn't work 2 doesn't go 3 doesn't play
- 4 doesn't go 5 doesn't work 6 doesn't wear

### Mixed ability

Allow weaker students to work in pairs to complete exercise 7. Fast finishers can choose a person from exercise 3 and write two negative sentences about him or her, for example, *Jim doesn't work in an ambulance. He doesn't work in the morning.*

### Assessment for learning

Using the traffic light system, ask students how confident they feel about the grammar from the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 126 of the Workbook and complete exercises 1 and 2.

### Team Up! 2 [DOWNLOAD](#)

- Students cut out the job files from the worksheet. They ask and answer to find the missing information.

### Workbook [pages 30–31](#)

#### 1 Read and match.

- Students read the questions and match them with the correct answers.

### ANSWERS

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

#### 2 Read and write questions. Then look and number.

- Students read the answers and write the questions.
- They number the picture to match the questions and answers about the two people.

### ANSWERS

- 1 What does he, Where does he, When does he
  - 2 Where does he, What does he, When does he
- a 2  
b 1

#### 3 Look and circle.

- Students look at the picture. They read the sentences about the different people and circle the correct words.

### ANSWERS

- 1 work, don't 2 doesn't, wears 3 works, doesn't

#### 4 Read and complete.

- Students read the text and complete it with the positive or negative forms of the verbs in brackets.

##### ANSWERS

1 don't work 2 work 3 don't wear 4 works  
5 doesn't work 6 doesn't wear 7 don't go 8 go

#### 5 Think and complete.

- Students read the first sentence in each pair and think about whether they need the positive or negative form of the verb in brackets to complete the second sentence.
- Students complete the sentences with the correct form of the verbs.

##### ANSWERS

1 don't work 2 works 3 don't wear 4 works 5 go  
6 don't play 7 doesn't work

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

#### Learning objective

Students will be able to talk about the work they want to do.

#### Language

**Actions at work:** cook food, drive, help people, sell things, work outside, work with animals

*I want to be ... Why? Because ...*

#### Warm up

- Put the flashcards from lesson 1 on the board. Ask students to work in pairs. They take turns to choose one of the people and tell their partner all they can about their job, for example, *He's a shop assistant. He works in the day. He works in a shop.*
- Choose some of the students to tell the class about the different jobs.

#### Lead-in

- Leaving the flashcards from the Warm up on the board, tell the class about something you like. Invite a student to choose a job for you, for example – *I like animals. – Vet!*
- Ask *What are we learning about today?* Invite different students to make suggestions. Encourage them to use English, but allow them to use their own language if they need to.
- Ask students to look at page 36 of the Student Book and find the learning objective: *Let's talk about the work we want to do.*
- Ask students to work in pairs. They choose the job they like best from the flashcards on the board and tell their partner what it is.

## Student Book pages 36–37

### 1 Listen, point and repeat. 059

- Focus attention on the poster. Choose a student and ask *What's the poster about?* (future jobs). Ask different students to point to a photo and tell you what they can see, for example, *I can see a man. He's a sports coach. He's talking to some children.*
- Play the recording for students to listen, point to the pictures and repeat the words.
- Play the recording again for students to point and say the words.

### 2 Listen and say. 060

- Tell students that they are going to hear people talking about their jobs. They must listen and complete the sentences with the phrases from exercise 1.
- Play the recording, pausing at the end of each sentence for students to complete it with the correct phrase.

#### Audio transcript

- I'm a shop assistant. In my job I ...
- I'm a vet. In my job I ...
- I'm a chef. In my job I ...
- I'm a sports coach. In my job I ...
- I'm an ambulance driver. In my job I ...
- I'm a doctor. In my job I ...

##### ANSWERS

sell things, work with animals, cook food, work outside, drive, help people

#### Optional activity

Practise the vocabulary by playing a game of *What's missing?* (see *Ideas bank* page 152) with the flashcards from the lesson.

### 3 Listen and number. 061 Then point and say.

- Ask the class to look at the pictures. Ask a different student to tell you about each one, for example, *I can see a boy. I think he's helping his grandma.*
- Tell students that they are going to hear children talking. They must listen and number the pictures to match the order that the children speak in.
- Play the recording for students to listen and number.
- Play the recording again for students to complete or check their answers.
- Go through the answers with the class. Then ask students to work in pairs. They take turns to point to a person and tell their partner about the job he / she wants to do, for example, *She likes cooking. She wants to be a chef.*

#### Audio transcript

1

**Girl** I like cooking. I'm good at baking cupcakes. I want to be a chef. I want to cook food for my job.

2

**Boy** I don't like being inside all the time. I'm happy in the playground or the garden. In fact, I love gardening. I want to work outside.

3

**Girl** I've got a cat, a tortoise and two hamsters. I love animals! I want to be a vet or a farmer. I want to work with animals.

4

**Girl** I've got lots of ideas and I like making things. I want to work in a shop. I want to sell things.

5

**Boy** I like cars and trains and buses. I want to work in an ambulance – or maybe a train. I want to drive for my job.

6

**Boy** I go shopping for my grandma. She's old, and it's difficult for her. I want to help people for my job.

#### ANSWERS

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

#### 4 What do you want to do? Talk with your friend.

- Focus on the conversation. Choose a confident student to read it aloud with you.
- Students work in pairs. They take turns to tell each other what they want to do when they are older.

#### Mixed ability

- Support weaker students by writing the beginnings of sentences they can use on the board: *I like ... I'm good at ... I want to ...*
- Encourage stronger students to give a reason why they want to do that particular job, like the children in the audio.

#### 5 Look, listen and learn. 062 Then circle the question and underline the reason.

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs to circle the question and underline the reason.
- Check the answers and read the explanation in the box to the class.

#### ANSWERS

Circle: Why? Underline: Because I want to work outside.

#### Optional activity

- Demonstrate further examples with the class. Say *I want to be a doctor / chef / vet*. Choose different students to ask you *Why?* and then give an answer with *because* and a phrase from the lesson: *Because I want to help people / cook food / work with animals*.
- Write your answers on the board as models. Use different colours to draw attention to the different parts: *Because + I want to + phrase*.
- If students are confident about the grammar, choose one or two of them to tell you about a job that they want to do.

#### 6 Write. Then listen and check. 063

- Ask students to look at the pictures. Point to the children and ask *What does she want to be? What does he want to be?* Elicit answers from chosen students.
- Ask students to complete the conversations. They can use the grammar box from exercise 5 to help them.
- Play the recording for students to listen and check.
- Play the recording again if necessary.

#### ANSWERS

- 1 want to be, sell things
- 2 want to be, Because I want to

#### Assessment for learning

Using the traffic light system, establish how confident students feel about the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 126 of the Workbook and complete exercise 3.

#### 7 Listen and follow. Then sing. 064–065

- Ask students to look at the song. Remind students of how the coloured words are substituted for the second verse.
- Play the song for students to listen and follow the lyrics.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

#### Team Up! 3 DOWNLOAD

- Students ask and answer the questions on the worksheet to find out which job is right for them.

#### Workbook pages 32–33

#### 1 Look, read and complete.

- Students look at the picture and complete the sentences about what the people do in their jobs, using the words in the box.

#### ANSWERS

- 1 cooks
- 2 people
- 3 drives
- 4 sells
- 5 outside
- 6 animals

#### 2 Look, read and complete.

- Students look at the pictures and complete the sentences with the correct phrases.

#### ANSWERS

- 1 cook food
- 2 work with animals
- 3 drive
- 4 work outside
- 5 help people
- 6 sell things

#### 3 Look and complete.

- Students look at the pictures and complete the conversations with a job from the first box and a phrase from the second.

#### ANSWERS

- 1 chef, cook food
- 2 police officer, help people
- 3 taxi driver, drive a taxi
- 4 pilot, fly a plane

#### 4 Read and write. Use *want to* and *because*.

- Students look at the picture and complete the conversation. They use *want to* and *Because* in their answers.

#### ANSWERS

- 1 I want to be a dentist.
- 2 Because I want to help people.
- 3 I want to be a teacher.
- 4 Because I want to work with children.



### 5 Write for you.

- Students complete the conversation by writing answers about themselves.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

#### Learning objective

Students will be able to read a story about a girl with a dream.

#### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- As a class, discuss the kinds of jobs students want to do in the future. Ask chosen students, *Are you good at ... ? Do you want to help people / work outside / cook food? What do you want to do?*

### Lead-in

- Ask students what the topic of today's story might be. Invite suggestions from different students.
- Ask students to look at page 38 of the Student Book and find the learning objective: *Let's read about a girl with a dream.*

## Student Book pages 38–39

### 1 Look at the pictures. What jobs can you see?

- Ask students to look at the pictures in the story. They work in pairs to find and name the jobs.
- Ask some of the students to share their answers with the class.

#### ANSWERS

astronaut, singer, doctor

### 2 Listen and read. 066 What is Junko's dream?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *What is Junko's dream?* Invite different students to make predictions.
- Play the video or the recording for students to follow the story. They check their predictions. Choose a student and ask the question again: *What is Junko's dream?*
- Play the video or recording again for students to follow again. If you wish, play the story a final time for students to enjoy.

#### ANSWERS

Junko wants to be an astronaut.

### 3 Read again and match.

- Ask students to read the story again and match the beginnings of the sentences with the correct endings.

#### ANSWERS

1 b 2 d 3 a 4 c

### 4 Complete the sentences.

- Ask students to read the sentences and complete each one with the correct word or phrase from the box.

#### ANSWERS

1 dream 2 singer 3 help people, doctor  
4 university, vet 5 astronaut

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Give students a few moments to think about their answers.
- Choose students to answer the first two questions. Encourage them to give reasons with *because*, for example, *Because she has a dream but it's difficult.*
- Choose different students to answer the second two questions. Encourage them to use English as much as they can. If they have ideas they can't express in English, allow them to use their own language. Reformulate their answers in English, if possible, for them to repeat.

#### Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in students' own language. Ask *What does Junko's story tell us?* (Don't give up on your dreams, even when they are difficult.) Invite different students to make suggestions about how we can achieve our dreams.

### 5 Act out the story.

- Divide the class into groups of five, with one student for each of the speaking parts: the narrator, Junko, Junko's mum, Junko's dad and Junko's friend. If the class does not divide exactly, some of the students can have more than one part (for example, Mum and Junko's friend). Students decide in their groups who should play each part.
- Ask students to act out the story. Walk around the class, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team Up! 4 DOWNLOAD

- Students draw a picture in the middle of the worksheet and complete the sentence about their own dreams.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook pages 34–35

### 1 Read the story. Can Antonio make the tower cake?

- Students read the story and answer the question.

#### ANSWER

Yes, he can.

## 2 Read and circle.

- Students read the sentences and circle the correct words. They refer back to the story as necessary.

### ANSWERS

1 chefs 2 difficult 3 isn't 4 smaller 5 isn't  
6 third 7 likes

## 3 Answer the questions.

- Students read the questions and write the answers.

### ANSWERS

- He works at a restaurant. / He works at Happy Fork restaurant.
- He wants to be a great chef.
- Because it's difficult. / Because he wants to make the best tower cake.
- Because he makes a good cake. / Because he is a great chef.
- Suggested: Yes, he does. He likes his job because he works hard.

## 4 Tick ✓ and colour.

- Students read and tick the appropriate endings for each sentence. They rate the story by colouring the stars.

### ANSWERS

Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn about exciting jobs in Tanzania and Malaysia.

### Language

Adjectives for jobs: *dangerous, exciting, interesting, safe*

### Warm up

- Play a game of *Descriptions* with the class (see *Ideas bank* page 153). Students think of a job a person does, describing the things they do, the place they work and the clothes they wear.

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Tanzania and Malaysia). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to look at page 40 of the Student Book and find the learning objective: *Let's learn about exciting jobs in Tanzania and Malaysia.*
- Ask students to work in pairs. They think about exciting jobs and name the ones they can, for example, *police officer, pilot* and *ambulance driver*.
- Ask some of the students to share their ideas with the class.

## Student Book pages 40–41

### 1 Listen, point and repeat. 067

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 068

- Focus on the photo of William. Ask *Which country is William from?* (Tanzania)
- Ask students to look at the photo below William. Say *This is a national park*. Translate *national park* into students' own language if necessary. Write it on the board and say it for students to repeat.
- Ask *What can you see in the national park?* Elicit responses from around the class, for example, *zebras, a bird, trees*.
- Tell students that they are going to hear William talking about a national park near his home in Tanzania and the different jobs that people do there. They must listen for the words in exercise 1. Each time they hear one, they say the number.
- Play the recording, pausing for students to say the words.

### Audio transcript

Hi! I'm William and I'm from Tanzania. I live near a big national park with lots of animals. Lots of people work there.

- Working in the park can be exciting. You can be a pilot!
- You can be a scientist, too. The animals are interesting. We can learn about them.
- Do you want to work with animals? The animals in the park can be dangerous. There are snakes and lions.
- People can visit the park. Visiting the animals in the park is safe – and fun!

### ANSWERS

3, 1, 2, 4

### 3 Listen and circle. 069

- Ask students to read through the sentences.
- Tell the class that they are now going to hear William talking to some of the people who work in the national park. They must listen and circle the correct words.
- Play the recording, pausing for students to circle.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**William** Let's meet some people who work at the national park.

1

**William** Excuse me. Hello! What's your job?

**Man** I'm a pilot.

**William** A pilot! Cool! Do you like it?

**Man** Yes! I love my job.

**William** Why?

**Man** Because it's exciting. I fly the helicopter and I see lots of animals.

**William** That is exciting!

2

**William** What's your job?

**Woman** I'm a scientist.

**William** A scientist! That's great. Do you like it?  
**Woman** Yes. It's a good job.  
**William** Why?  
**Woman** Because it's interesting. I study the animals and I learn about them.  
**William** Yes, animals are very interesting.

3

**William** What's your job?  
**Woman** I'm a shop assistant!  
**William** Do you like your job? Is it good to be a shop assistant?  
**Woman** Yes!  
**William** Why?  
**Woman** It's safe! I work in the shop, and I sell things to visitors. I meet people from all over the world!  
**William** OK, I understand. Working in a shop is safe!

4

**William** What's your job?  
**Man** I'm a vet.  
**William** Cool! I'd like to be a vet. Do you like it?  
**Man** Yes. I love my job.  
**William** Why?  
**Man** I help animals. They can be dangerous, but they need help. I can help them.  
**William** They can be dangerous, but it's good to help them. Thanks!

#### ANSWERS

- 1 pilot, exciting
- 2 scientist, interesting
- 3 shop assistant, safe
- 4 vet, dangerous

#### 4 Watch the video. ▶ What's Alice's uncle's job?

- Play the video for students to find out what Alice's uncle's job is.

**Video transcript see page 158.**

#### ANSWERS

**He's a park ranger. / He's a vet and he's a scientist.**

#### Optional activity

- Play the video for students again and think about the things Alice's uncle does for his job.
- Ask students to work in pairs. They take turns to ask and answer about Alice's uncle's job, using the language from the unit, for example, *What does he do? He works with animals. Where does he work? He works in a national park.*

#### 5 Listen and follow. 🎧 070 Then talk about jobs.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They ask and answer about the job they want to do.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

#### Global skills: intercultural competence and citizenship

- Ask students to think about the national parks that William and Alice describe. Ask *Which animals live in Tanzania? Are the animals interesting? Are they dangerous? What jobs do the people do in the national parks?*
- Ask students to discuss the questions in pairs. Then ask some of them to share their ideas with the class.
- Discuss the difference between national parks or nature reserves in Tanzania and those in students' own countries. Ask *How is your country the same? How is it different?* Elicit answers from chosen students around the class.
- Discuss why it's important to look after wildlife and how we should behave when we visit national parks or other natural areas in different countries.

#### 6 Look at the photos. What job can you see?

- Focus on the photo of Adam. Ask *Which country is Adam from?* (Malaysia)
- Ask students to look at the photo of the city. Point to the tall buildings and teach the word *skyscraper*. Write it on the board and say it aloud for students to repeat.
- Ask students to look at the photos in the interview. Ask *What are the people doing?* Elicit the answer from a chosen student. (They're cleaning windows.)
- Ask students to think about what the job is. Choose a student to tell the class.

#### ANSWER

**window cleaner**

#### 7 Listen and read. 🎧 071 Does Mr Wan like his job?

- Play the recording for students to follow the interview in their books.
- Allow students to discuss the question, *Does Mr Wan like his job?* in pairs before you elicit the answer.

#### ANSWER

**Yes, he does.**

#### 8 Read again and match.

- Ask students to read the interview again. They read the questions and match them to the correct answers.

#### ANSWERS

**1 c 2 d 3 e 4 a 5 b**

#### Mixed ability

- Weaker students can work in pairs to match the questions to the answers. First, they find the question in the interview that matches the one in the exercise, and then read the text below to find the answer.
- Write two more questions on the board for stronger students: *What is he doing today? What time does he start work?* Ask students to write the answers.

#### Assessment for learning

Encourage students to read their work to check for mistakes, or swap with a partner for peer correction.

## 9 Read and write *a* or *an*.

- Read the rules in the *Look!* box about using *a* or *an* with the class.
- Ask students to read the sentences and complete them with *a* or *an*.

### ANSWERS

1 a 2 an 3 a 4 an

### Assessment for learning

Use the traffic light system to check how well students understand how to use *a* and *an*. If further practice is needed, ask them to turn to page 37 of the Workbook and complete exercise 3.

## 10 Write an interview about a job. Go to your Workbook page 37.

- Ask students to turn to page 37 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 36–37

### 1 Look, read and complete.

- Students look at the photos and complete the sentences with the correct adjectives.

### ANSWERS

1 interesting 2 safe 3 exciting / dangerous  
4 dangerous / exciting

### 2 Read the interview. Then complete the summary.

- Students read the interview and write the missing words to complete the summary below.

### ANSWERS

1 helicopter 2 night 3 exciting 4 difficult  
5 dangerous

### 3 Write sentences. Add *a* or *an*.

- Students read word prompts and write sentences. They add *a* or *an*, following the rules on page 41 of their Student Book.

### ANSWERS

1 My dad is a dentist.  
2 Carol is an ambulance driver.  
3 Their uncle is an astronaut.  
4 She's a vet.  
5 Mr Smith is a scientist.  
6 My mum is a police officer.

### 4 Write questions for your interview.

- Students choose a job and complete the questions about it for their interview. They can refer to the questions in Harry's interview and the interview on page 41 of their Student Books to help them.

### 5 Write an interview about a job. Use your notes in 4 and Harry's interview to help you.

- Ask students to look at Harry's interview in exercise 2 again. Read it aloud as students follow in their books. Establish that this is what a good interview looks like.

- Ask students to look at questions they wrote in exercise 4. They use these questions and write answers, using Harry's interview as a model.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a jobs poster.

#### Language

Grammar and vocabulary from the unit

#### Materials

An A4 sheet of plain paper, pens, scissors, coloured pencils, pictures of jobs from magazines or the internet and glue for each group

### Warm up

- Tell students that you have a secret job. Choose different students to ask questions to find out what it is, for example, *Is it dangerous? Is it exciting? Where do you work? What do you wear?*
- When students have enough information, invite them to make guesses, for example, *Are you an astronaut / a window cleaner / a scientist?*
- If you wish, ask the students to play the game in pairs.

### Lead-in

- Ask students to look at the picture at the top of page 42 of the Student Book. Choose different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to look at the Student Book and find the learning objective: *Make a jobs poster*. Ask different students for suggestions about what they might include in their poster.

## Student Book page 42

### 1 Listen and read. Learn how to do the project.

072

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their poster.
- Walk around the class as students work, helping where necessary.



## Audio transcript

1

**Nina** OK. What's first? Uhm ... Make a list of jobs.

**May** OK. Doctor ... dentist ...

**Tang** Ambulance driver ...

2

**May** Right. What's next? Choose a job. How can you describe it?

**Tang** Can we choose "ambulance driver"? My mum's an ambulance driver.

**Nina** Good idea. How can you describe it? What do you think, is it an easy job?

**Tang** Hmmm. I don't think it's easy.

3

**Tang** What's next? Ask and answer questions about the job.

**May** OK. Let's see ... Where does this person work?

**Tang** In an ambulance ... and at the hospital. And sometimes at people's houses.

**Nina** That's good. What about this question: When does this person work?

**Tang** Mum works in the day and at night.

4

**Nina** Great. We've got lots of information! What's next?

**Tang** Write your description.

**Nina** OK. I can write it.

**May** Great. Thanks.

5

**Tang** What's next? Find or draw pictures of the job.

**Nina** Can you draw some pictures? You're good at drawing.

**Tang** Thanks! Sure, I can draw some pictures.

6

**May** And finally ... Make your jobs poster.

**Tang** Great. Let's make the poster. Have we got any glue?

**Nina** Yes, here you are.

**Tang** Thanks.

## Team Up! 5 DOWNLOAD

- Students can use the worksheet to help them plan their poster. They make a list of jobs, choose adjectives to describe it and write their description. Alternatively, provide students with a piece of A4 paper that they can use to plan their poster, following the instructions in the Student Book.

### Global skills: communication and collaboration

Students must work as a team to make their poster. Talk to students about how to work well together. Remind students that good communication is about listening as well as speaking. They should listen to everyone's ideas and consider other people's opinions, even if they are different from their own.

## 2 Watch the video. ▶ When does the person work?

- Play the video for students.
- Ask students to discuss the question in pairs. Then choose students to share their ideas with the class.
- Play the video again for students to check their answer.

**Video transcript see page 159.**

### ANSWER

He works (early) in the morning and in the evening.

## 3 Listen and follow. 🔊 073 Then talk to the class about your poster.

- Play the recording for students to listen and follow.
- Ask different groups to present their poster to the class.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 43

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases for jobs and actions at work that they can remember.

#### SUGGESTED ANSWERS

Jobs: doctor, ambulance driver, sports coach, pilot, scientist, vet, chef, shop assistant

Actions at work: drive, sell things, help people, work outside, work with animals, cook food

#### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

#### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose the ask-and-answer activity (2). Make sure that each of these students is sitting next to someone who also chose the activity. Do the same for the mime (6). Move students if necessary.
- Ask students to complete the tasks. Walk around the class as they work, helping where necessary.

#### ANSWERS

1 He's a sports coach. He works at the sports centre.

2 Students' own answers

3 What do you do? Where do you work? When do you work?

4 a chef, a shop assistant, a pilot

5 Students' own answers

6 Students' own answers

### Workbook pages 38–39

#### 1 Find, circle and write.

- Students look at the pictures. They find and circle the word for each and then write the correct word below the picture.

## ANSWERS

S	X	C	D	U	P	I	L	O	T
C	C	O	A	C	H	A	G	O	U
I	B	U	A	M	X	S	X	Z	E
E	R	W	N	B	X	S	V	V	O
N	C	W	P	D	R	I	V	E	R
T	R	X	L	B	G	S	T	T	K
I	Q	K	D	O	C	T	O	R	U
S	C	H	E	F	L	A	W	B	I
T	W	V	Q	A	B	N	R	Q	V
K	M	J	E	F	W	T	V	S	U

1 pilot 2 driver 3 chef 4 assistant 5 scientist  
6 coach 7 doctor 8 vet

## 2 Read and circle.

- Students read the sentences and circle the correct word in each one.

## ANSWERS

1 farmer 2 vet 3 sells things 4 sports centre  
5 helps people

## 3 Read and complete. There are two extra words.

- Students look at the text and complete it with the words in the box. There are two words they don't need.

## ANSWERS

1 vet 2 drives 3 animals 4 outside 5 cook

## 4 Read and write questions.

- Students read the answers and write questions for them.

## ANSWERS

1 When does he work?  
2 What does he wear?  
3 Where does he work?  
4 Where does she work?  
5 When does she work?  
6 What does she wear?

## 5 Look and complete.

- Students look at the pictures and complete the sentences in the speech bubbles with the positive or negative forms of the verbs in brackets.

## ANSWERS

1 don't wear 2 wear 3 don't work 4 work

## 6 Read and complete.

- Students read the conversation and complete it with the words in the box.

## ANSWERS

1 be 2 Why 3 want 4 to 5 Because, work

## Assessment for learning

Use the project assessment sheet to evaluate students' learning objectives.

## Unit 3 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 3 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about places and maps.

### Language

**Places in the countryside:** *bridge, car park, forest, path, picnic area, river, rock, waterfall*

**Functional language:** *Great! Is it near here?*

### Warm up

- Play a game of *Draw* with the class (see *Ideas bank* page 154) using a word related to the countryside that students know in English, for example, *tree* or *flower*.
- If you wish, ask the students to play the game in pairs.

### Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Remind them that they shouldn't try to name what they see, as they will learn the words later. Ask the class *What are we learning about today?* Choose a student to answer.
- Ask students to look at page 44 of the Student Book and find the learning objective: *Let's talk about places and maps.*
- Students work in pairs. They try to think of all the words related to the countryside that they know in English.

## Student Book pages 44–45

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### SUGGESTED ANSWERS

Students can see **trees, plants, flowers, a lake, a playground and a beach.**

### 2 Listen, point and repeat. 074

- Play the recording for students to listen and point to the things in the picture.
- Play the recording again for students to repeat the words.

#### Optional activity

Play a game of *Can you remember?* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 075

- Tell students that they are going to hear descriptions of the things in exercise 2. Play the recording for students

to listen and think about what is being described. Allow them to share ideas with a partner.

- Play the recording again, pausing at the end of each description for students to say the word.

### Audio transcript

- There are lots of trees. It's big and dark. Animals and birds live here. What is it?
- There are tables. They're outside. You can have your lunch here. What is it?
- There are lots of cars. They aren't driving. What is it?
- It's beautiful, but it's noisy! Listen to the water! Let's take some photos. What is it?
- It's got water in it. It's not a lake, but it can come from a lake. The water is moving. What is it?
- You can go over the river. It can be big, or it can be small. In the city you can drive on it. You can walk on it or ride a bike. What is it?
- You can walk on it to go to places. You can run on it, or ride a bike, too. What is it?
- It's big. You can climb on it. It's difficult! What is it?

#### ANSWERS

**forest, picnic area, car park, waterfall, river, bridge, path, rock**

### 4 Look at the map. Play the *Squares* game.

- Ask students to look at the map. Draw attention to the letters across the bottom (A–D) and the numbers from bottom to top (1–4).
- Check that students understand how to use grid references. Give an example, such as D2. Ask students to use their fingers to move up from D and across from 2. D2 is the square where their fingers should meet.
- Practise by giving grid references to the class. Choose students to tell you what is in the squares on the map, for example, B1 (rock).
- Ask students to work in pairs. They take turns to give a grid reference for their partner to say what is in the square.

### 5 Look and write the words.

- Ask students to look at the picture on the key of the map and write the words. They can refer back to the map in exercise 2 if necessary.

#### ANSWERS

**a rock b bridge c river d forest e car park  
f picnic area g path h waterfall**

### 6 Look at the map in 2. Find two more symbols. Then draw and write.

- Ask students to look at the map in exercise 2 and find two symbols that are missing from the key in exercise 5. They draw the pictures and write the words.

#### ANSWERS

**beach, playground**

### Assessment for learning

Using your usual feedback method, check how confident students are with the new words. If further practice is needed, ask them to turn to page 40 of the Workbook and complete exercises 1 and 2.

## 7 Listen and repeat. 076 Then look at the map in 2 and ask and answer.

- Ask students to look at the map in exercise 2. Review the prepositions *next to*, *between*, *in front of* and *behind*. Write the words on the board and use classroom objects to demonstrate the positions. Elicit sentences from chosen students, for example, *The ruler is next to the pen*.
- Ask students to look at the map in exercise 2. Ask *Where's the path / rock / car park / picnic area?* Elicit responses using the prepositions, such as *It's between the forest and the bridge. It's behind the path. It's next to the car park*.
- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to work in pairs. They take turns to ask where different things are on the map. Their partner responds, using a preposition in their answer.
- Go around the class, helping and correcting where necessary.
- Ask some of the students to act out their conversations.

### Team Up! 1 **DOWNLOAD**

- In pairs, students take turns to ask and answer about where the different things are and add them to their map.

## Workbook **pages 40–41**

### 1 Look at the map and follow the path. Number the places in order.

- Students look at the map. They number the places in the order that they appear along the path.

#### ANSWERS

bridge 2 waterfall 7 forest 3 car park 1  
river 6 picnic area 5 rock 4

### 2 Read about the forest in 1. Look and complete.

- Students read the text about the forest in exercise 1. They look at the pictures and write the missing words.

#### ANSWERS

1 forest 2 car park 3 bridge 4 path 5 rock  
6 picnic area 7 river 8 waterfall

### 3 Look and complete. Use *There's* and *There isn't*.

- Students look at the maps and complete the sentences with *There's* or *There isn't*.

#### ANSWERS

1 *There's* 2 *There isn't* 3 *There isn't* 4 *There's*  
5 *There isn't* 6 *There's* 7 *There's* 8 *There isn't*

### 4 Read and write the conversation in the correct order.

- Students read the conversation and write it out below in the correct order.

#### ANSWERS

Anna: *There's an amazing waterfall in this forest.*  
Jim: *Great! Is it near here?*

Anna: *Yes, it's behind the car park.*

Jim: *OK. Is there a picnic area, too?*

Anna: *Yes! We can eat our picnic next to the river.*

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about their weekend.

### Language

**There was / There were (with some, any, lots of):** *There was / wasn't a waterfall. There were some rocks. There weren't any cars. Was there a forest? Yes, there was. / No, there wasn't. Were there any birds? Yes, there were. / No, there weren't.*

**Past simple (to be with adjectives):** *It was / wasn't sunny. I was / wasn't hungry. They were / weren't happy.*

### Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 154) to review the vocabulary from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

### Lead-in

- Say *At the weekend, I was in the forest. There were lots of interesting things.* Hold up the flashcards, one at a time, and choose different students to name the things you saw.
- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 46 of the Student Book and find the learning objective: *Let's talk about our weekend.*

## Student Book **pages 46–47**

### 1 Listen and follow. 077 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters and say what they can see.
- Play the recording for students to listen and follow the story.
- Check understanding of the story. Ask *Where were Nina and Hector? What was in the forest? Were there frogs? Was the car clean? Is the car clean now?* Choose different students to answer.
- Play the recording again for students to follow.
- Divide the class into groups of three. In their groups, students choose which character they are going to play.
- Students act out the story in their groups. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.



## 2 Look, listen and learn. 078 Then underline **some, any and lots of** in 1.

- Play the recording for students to listen and follow the sentences.
- Draw attention to the parts of the sentences in bold (*There was ...*, *There were ...*, *Was there ...* and *Were there ...*). Remind students that we use *was* when we are talking about one thing and *were* when we are talking about more than one thing.
- Play the recording for students to listen and follow the sentences in the grammar box again. Students work in pairs to practise asking and answering the questions.
- Ask the class to look at the story from exercise 1 again and underline *some, any* and *lots of*. Read the explanation in the *Look!* box to the class. Ask students to check the examples from the story against the explanation.

### ANSWERS

Students underline: **some** rocks, **lots of** fish, **any** frogs

## 3 Listen and circle. 079

- Ask students to look at the photo. Choose a student and ask *Where were the children at the weekend?* (in the forest / at Camp Explore)
- Tell students that they are going to hear a brother and sister telling their dad about their weekend at the camp. They must listen and circle the correct words in the sentences.
- Allow students to read through the sentences. Then play the recording for them to listen and circle.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**Dad** So, kids. How was your weekend? Was it fun?

**Girl** Yes, it was. We were in a big forest. There were paths, but there weren't any roads and there weren't any cars.

**Boy** In the forest there were lots of trees. And there were some colourful birds.

**Girl** At lunchtime, there was a big picnic area. There were lots of tables.

**Boy** And in the afternoon, we were by the river. There was a bridge. And there was a big waterfall. There were some big rocks and a little beach.

**Dad** Heh! Sounds like a fun weekend! Are you tired?

**Boy and girl** Yes!

### ANSWERS

1 weren't any 2 some 3 lots of 4 was 5 was 6 were some

### Assessment for learning

Allowing students to read through the sentences they have to check before listening to a recording helps them to focus on the details they need to listen out for.

## 4 Look at 3. Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Ask students to work in pairs. They take turns to ask and answer questions about the camp in exercise 3.

## 5 Look, listen and learn. 080 Then look at the picture. Make two more sentences with **was** and **were**.

- Play the recording for students to listen and follow.
- Explain that we can use *was*, *wasn't*, *were* and *weren't* with adjectives to talk about our feelings or to describe things. Draw attention to the way we use *was* / *wasn't* with *he, she* and *it*, and *were* / *weren't* with *we, you* and *they*.
- Ask students to look at the picture and make two more sentences with *was* and *were*.

### SUGGESTED ANSWERS

She was thirsty. He was hungry.

### Mixed ability

- Weaker students can work in pairs to write sentences.
- Stronger students can write more sentences, including negative ones.

## 6 Look at the picture. Read and circle.

- Ask students to look at the picture. Ask questions for different students to respond *Yes* or *No* to. For example, *Were the children in the forest?* *Was it sunny?* *Were they sad?*
- Ask students to read the text and circle the correct words.

### ANSWERS

1 was 2 weren't 3 were 4 wasn't 5 was 6 was 7 weren't

## 7 Complete the blog.

- Ask students to look at the picture and complete the blog with the words in the box.

### ANSWERS

1 was 2 were 3 was 4 wasn't 5 was 6 were 7 weren't 8 were

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 127 of the Workbook and complete exercises 1 and 2.

## Team Up! 2 [DOWNLOAD](#)

- Students work in groups to do the blog. They write a section each and then put the blog together.

## Workbook [pages 42–43](#)

### 1 Look and read. Then circle.

- Students look at the pictures. They read each sentence and circle the letter of the picture it matches.

### ANSWERS

1 B 2 A 3 A 4 A 5 A 6 B

### 2 Look and read. Then complete with **some, any** and **lots of**.

- Students look at the picture and read the text. They complete each gap with *some, any* or *lots of*.

### ANSWERS

1 lots of 2 some 3 any 4 lots of 5 some 6 any

### 3 Order the words. Then look at the picture in 2 and circle the correct answer.

- Students reorder the words to make questions.
- They look at the picture in exercise 2 and circle the correct answers.

#### ANSWERS

- 1 Was there a dog? Yes, there was.
- 2 Were there any rocks? Yes, there were.
- 3 Were there lots of people? No, there weren't.
- 4 Was there a waterfall? No, there wasn't.

### 4 Look, read and circle.

- Students look at the pictures and circle the correct words.

#### ANSWERS

- 1 was, wasn't
- 2 was, wasn't
- 3 weren't, were
- 4 was, wasn't

### 5 Look, read and complete.

- Students look at the picture. They complete the text with *was*, *wasn't*, *were* and *weren't*.

#### ANSWERS

- 1 were
- 2 wasn't
- 3 was
- 4 was
- 5 wasn't
- 6 wasn't
- 7 were

### 6 Write sentences about your weekend. Use the adjectives.

- Students use the adjectives to write sentences about their own weekend.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

#### Learning objective

Students will be able to talk about an adventure park.

#### Language

**Adjectives:** *flat, huge, muddy, narrow, steep, wide*

*Could you ... ? I could / couldn't ...*

#### Warm up

- Play a game of *Word circles* (see *Ideas bank* page 154) with adjectives that students know in English, for example, *big, small, new, old, long, short, quiet* and *noisy*.
- Write the adjectives *big, short, new* and *noisy* on the board. Ask students to work in pairs to write their opposites.

#### Lead-in

- Put the flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three different students and ask *What are we learning about today?* Accept all suggestions but don't confirm whether or not they are correct.

- Ask students to look at page 48 of the Student Book and find the learning objective: *Let's talk about an adventure park.*
- Check students' understanding of the word *adventure park*. Explain or translate into students' own language if necessary. Ask students to work in pairs. They make suggestions of different things people can do in an adventure park, for example, *climb, walk, run, swim*.
- Ask different students around the class to share their ideas. Write a list on the board.

### Student Book pages 48–49

#### 1 Listen, point and repeat. 081

- Focus attention on the photos on the poster. Ask different students to point to a picture and tell you what they can see, for example, *I can see a boy and a big rock. He's climbing.*
- Play the recording for students to listen, point to the pictures and repeat the phrases.
- Play the recording again for students to point and say the phrases.

#### 2 Listen and say. 082

- Tell students that they are going to hear the children from the photos talking about the different things in the adventure park. They must listen and complete the sentences with the correct adjectives from exercise 1.
- Play the recording, pausing after each speaker for students to listen, find the photo and say the word.

#### Audio transcript

**Girl** Ooh! Ooh! This path is ... Ooh!

**Boy** Oh! Can I climb it? It's ...

**Girl** There are some rocks. They're ...

**Boy** I can see a bridge. Wow! It's ...

**Girl** Aah! There's a tree. It's ...

**Boy** There's a river. Can I jump it? It's ...

#### ANSWERS

*muddy, steep, flat, narrow, huge, wide*

#### 3 Listen and match. 083

- Ask the class to look at the pictures. Choose different students to say what each picture shows.
- Tell students that they are going to hear two children talking about each of the things. They must listen and match the pictures to the words.
- Play the recording for students.
- Play the recording again for students to complete or check their answers.

#### Audio transcript

1

**Boy** The adventure park was great!

**Girl** Yes! It was so much fun!

**Boy** What was your favourite?

**Girl** The bridge. It was exciting. The bridge was narrow.

2

**Boy** And there was a waterfall.

**Girl** Yes, the waterfall ... It was HUGE!

**Boy** Yes. The waterfall was huge!

3

**Girl** What about the path?

**Boy** Oof! The path was long – and it was steep!

**Girl** Yes, the path was very steep.

4

**Boy** And at lunchtime the picnic area ...

**Girl** Yes, the picnic area was...

**Boy and girl** Muddy!

**Girl** It was so muddy!

5

**Boy** There was a river.

**Girl** Yes. The river was very wide.

**Boy** The river was wide – and there wasn't a bridge.

6

**Girl** But there were lots of flat rocks.

**Boy** Yes. The rocks were flat.

**Girl** So we could walk and jump.

**Boy** It was fun!

#### ANSWERS

1 bridge – narrow

2 waterfall – huge

3 path – steep

4 picnic area – muddy

5 river – wide

6 rocks – flat

#### Optional activity

Play a game of *Fast talk* (see *Ideas bank* page 152) with the new vocabulary.

#### 4 Look at 3. Describe and draw the Adventure Park.

- Ask a confident student to help you model the dialogue for the class. Say *There was a narrow bridge*. The student responds, finishing his / her sentence with *waterfall* to match the picture the girl has drawn in the photo.
- Students work in pairs. They imagine they went to an adventure park and work together to draw it. They take turns to tell each other about the things in it.

#### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If further practice is needed, ask them to turn to page 44 of the Workbook and complete exercises 1 and 2.

#### 5 Look, listen and learn. 084 Could you swim when you were five?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs, taking turns to read the sentences in the grammar box.
- Ask *Could you swim when you were five?* and elicit answers from different students around the class.
- Focus on the *Look!* box and read the explanation with the class. If you wish, practise by making present simple sentences with *can* for students to give you the past simple form of the sentence, for example, *He can climb rocks. He could climb rocks.*

#### ANSWERS

Students' own answers

#### Optional activity

Ask students to work in pairs. They take turns to make sentences about something they can do now, compared with when they were five, for example, *I can climb trees. I couldn't climb trees when I was five.*

#### 6 Look and write *could* or *couldn't*.

- Ask students to look at the picture. Ask different students what the children could do, for example, *Could they go on a boat? Could they swim in the river?*
- Students read the sentences and complete them with *could* or *couldn't*.

#### ANSWERS

1 couldn't 2 could 3 couldn't 4 could 5 couldn't  
6 could

#### Assessment for learning

- Using your chosen feedback routine, ask students to show you how confident they are with the new grammar.
- If further practice is needed, ask them to turn to the *Grammar check* on page 127 of the Workbook and complete exercise 3.

#### 7 Listen and follow. Then sing. 085–086

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

#### Team Up! 3 DOWNLOAD

- Students choose four activities and ask and answer with their friends to complete the survey on their worksheet.

#### Workbook pages 44–45

#### 1 Look and circle.

- Students look at the picture. They read the sentences and circle the correct words.

#### ANSWERS

1 wide 2 steep, narrow 3 huge, flat 4 muddy, steep

#### 2 Read and complete. Then look and number.

- Students read the sentences and complete the adjectives.
- They number the sentences to match the pictures.

#### ANSWERS

1 steep 2 narrow 3 flat 4 huge 5 muddy 6 wide  
a 3 b 6 c 4 d 5 e 1 f 2

#### 3 Look, read and complete.

- Students look and complete the sentences beneath the pictures with *could* and *couldn't*.

#### ANSWERS

1 couldn't, could 2 couldn't, could 3 could, couldn't  
4 could, couldn't

#### 4 Look and write answers.

- Students write answers to the questions using the information in the table.

##### ANSWERS

- Yes, I could.
- No, I couldn't.
- No, I couldn't.
- Yes, I could.
- Yes, I could.

#### 5 Write sentences for you. Use *could* and *couldn't*.

- Students complete the sentences about what they could do at different ages, using *could* and *couldn't*.

##### ANSWERS

##### Students' own answers

##### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

##### Learning objective

Students will be able to read about children who use their imagination.

##### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Sing the song from the end of the previous lesson with the class.
- Play *Sing the next line* (see *Ideas bank* page 153) with the class.

#### Lead-in

- Ask students to look at page 50 of the Student Book and find the learning objective: *Let's read about children who use their imagination.*
- Translate the word *imagination* into the students' own language. Ask them to think about a time when they used their imagination. Invite some of the students to share their thoughts in their own language.

#### Student Book pages 50–51

##### 1 Look at the pictures. What places can you see?

- Ask students to look at the story and say which places they see.
- Ask students to work in pairs. They look at the pictures without reading the story and make sentences about what the characters are doing, for example, *They're reading a story. It's interesting.*

##### SUGGESTED ANSWERS

a house, the sea, a car park, a picnic area, a beach

#### 2 Listen and read. 087 What do Fin and Orla make?

- Ask students to look at the pictures and read the title of the story. Explain that a *giant* is a very big person from a fairy tale or traditional tale. Ask students to find the giant in the pictures. Explain that a *causeway* is a raised road or path across a wet area (similar to a bridge). Ask students to point to the causeway.

##### Culture note

The Giant's Causeway is a natural geological feature in Northern Ireland. It was formed by a series of volcanic eruptions more than 50 million years ago. The lava flows from the eruptions cooled rapidly as they came into contact with the sea. This created more than 40,000 columns of rock. The pressure between columns gave them their polygonal shapes.

Irish folklore tells the story of the causeway's creation. According to legend, the causeway was built by a giant to link the coast to a nearby island where another giant lived. Your students can enjoy this story by completing the *Team Up!* task.

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask *What do Fin and Orla make?* Invite different students to make predictions. If they can't express their ideas in English, allow them to use their own language.
- Play the video or the recording for students to follow the story. Choose a different student to answer the question *What do Fin and Orla make?* for students to respond in their own language.
- Play the video or recording again for students. If you wish, play the story a final time for students to enjoy.

##### ANSWER

a giant's footprint

##### 3 Read again. Number the sentences in order.

- Ask students to read the story again.
- Students read the sentences and number them in the correct order.

##### ANSWERS

- Fin and Orla read their favourite book.
- The book is about a giant.
- They go to the beach.
- There isn't a giant at the beach.
- They can see some rocks.
- They make a footprint on the beach.

##### 4 Circle the correct word.

- Ask students to read the sentences and circle the correct words, referring back to the story as necessary.

##### ANSWERS

- were
- couldn't
- were lots of
- couldn't
- could
- could

##### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.



- Choose a student to answer the first question and establish that Orla felt disappointed when she couldn't see the giant.
- Look at the second question. Invite different students to share their opinions with the class. Encourage students to use English where possible, but allow them to use their own language if they can't express their ideas in English.

### Global skills: emotional self-regulation and well-being

In order to grow emotionally, students need to identify negative feelings and develop strategies to cope with them. Having the ability to deal with disappointment is an important life skill. Explain to students that everyone feels disappointed at times. Although it is not a nice feeling, finding a way to learn from it can turn it into a positive experience.

### 5 Act out the story.

- Divide the class into groups of five, with one student for each of the following parts: the narrator, Fin, Orla, Mum and Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part (for example, Dad and the narrator).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team Up! 4 DOWNLOAD

- Students cut out the pages from their worksheet and put them in the correct order to make their story book.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook pages 46–47

### 1 Read the story. Why was Cara sad?

- Students read the story and answer the question.

#### ANSWER

Because the White Waterfall was dirty.

### 2 Read again. Tick ✓ the things that happen in the story.

- Students read the story again. They read the sentences and tick the things that happen.

#### ANSWERS

a, d, f

### 3 Read and complete.

- Students read the sentences and complete them with the words from the box.

#### ANSWERS

1 forest 2 waterfall 3 path, rock 4 couldn't 5 dirty  
6 clean 7 beautiful

### 4 Tick ✓ and colour.

- Students read and tick the endings for each sentence. They rate the story by colouring the stars.

#### ANSWERS

#### Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn about places to visit in Vietnam and Portugal.

### Language

Places to visit: *cave, cliff, coast, island*

### Warm up

- Ask students to think about an interesting place that they visited recently. Ask them to work in pairs. They take turns to tell their partner about the place, using the language from lessons 2 and 3. If they need help, write prompts on the board. For example:  
*There was a ...*  
*There wasn't a ...*  
*There were some ...*  
*There weren't any ...*  
*We could ...*
- Ask some of the students to tell the class about the interesting places they visited.

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Vietnam and Portugal). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 52: *Let's learn about places to visit in Vietnam and Portugal.*

## Student Book pages 52–53

### 1 Listen, point and repeat. 🎧 088

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 089

- Focus on the photo of Tien. Ask *Which country is Tien from?* (Vietnam)
- Tell students that they are going to hear Tien talking about an interesting place in her country. They must listen and say the number of the photo when Tien talks about it.
- Play the recording, pausing each time that Tien talks about one of the things in the photos, for students to say the number.

### Audio transcript

My name's Tien. I'm from Vietnam. I want to tell you about a beautiful place in my country. It's called Ha Long Bay.

- It's a very beautiful place, because there are lots of islands in the sea. The small islands are like big rocks. But there are bigger islands, too. You can visit them by boat.
- There are caves in some of the islands. The caves are dark. Some caves go under the sea. You can go inside in a boat. It's very exciting!
- Some islands have got flat beaches, but some have got steep cliffs. Birds live on the cliffs. People can climb them, too, but the cliffs are very steep.
- Ha Long Bay is on the coast. It's next to the sea. The coast is the part of the country that's next to the sea.

### ANSWERS

1, 4, 3, 2

### 3 Listen and tick ✓. 090

- Tell the class that now they are going to hear a tour guide talking about some of the tours you can take in Vietnam. They must listen and tick the places in the table that you can visit on each tour.
- Play the recording, pausing for students to tick.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**Tour guide** Visit Ha Long Bay! It's amazing! What do you want to see? We have three great tours!

**Tour guide** Tour 1 The Flying Tour. This is an exciting tour. On this great tour we travel in a helicopter. We can see the beautiful coast. You can take photos of the steep cliffs and the small islands in Ha Long Bay. The helicopter flies to a huge waterfall.

**Tour guide** Tour 2 The Short Tour. This is a boat tour. It's a big boat. You can see lots of islands of Ha Long Bay. There are interesting caves and wide, flat beaches. We can stop at the beach and swim in the sea.

**Tour guide** Tour 3 The Adventure Tour. This is a fun tour. It's a boat tour, too. You can see the coast and the steep cliffs. The boat is small, so we can go inside some exciting caves and take photos. This tour goes to Cat Ba island. It's a special island. There's a national park, and you can see lots of animals!

### ANSWERS

	coast	cliffs	islands	caves	waterfall	beaches	animals
Tour 1: Flying tour	✓	✓	✓		✓		
Tour 2: Short tour			✓	✓		✓	
Tour 3: Adventure tour	✓	✓	✓	✓			✓

### Optional activity

- Ask students to imagine they are choosing a tour. Play the recording again for them to listen and think about which tour they think sounds best.
- Ask students to work in pairs. They tell each other which tour they would most like to go on and why.
- Ask some of the students to share their ideas with the class.

### 4 Watch the video. Which tour did Binh and his family take?

- Tell students they are going to hear Binh talking about a tour he went on with his family. They must listen and decide whether they went on Tour 1, Tour 2 or Tour 3 from exercise 3.
- Play the video for students to find the answer.
- Play the video again if necessary.

Video transcript see page 159.

### ANSWER

Tour 3: the Adventure Tour

### Optional activity

Put the flashcards from this lesson and lesson 1 on the board. Play the video again for students to write down the places that Binh talks about. Ask some of the students to share their ideas with the class. Then ask *What other interesting things can you see in Ha Long Bay?* and choose a student to respond. (monkeys)

### 5 Listen and follow. 091 Then talk about famous places in your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about famous places in their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. Describe what you can see.

- Focus on the photo of Tiago. Ask *Which country is Tiago from?* (Portugal)
- Ask students to look at the rest of the photos and name, in English, what they can see. Elicit answers from different students around the class.

### SUGGESTED ANSWERS

cliffs, the sea, a cave, dolphins

### 7 Listen and read. 092 Why is the cave famous?

- Play the recording for students to follow the text in Tiago's blog. Ask students to try to work out the meaning of the unknown words, *hole* and *sky*, through context.
- Check students' understanding and translate into their own language if necessary.
- Allow students to discuss the question *Why is the cave famous?* with their partner before you elicit the answer from a chosen student.

### ANSWER

It has got a hole in it (and there's a beach inside), and you can see the sky.

### Assessment for learning

Working out meaning from context helps students to become more independent readers. Ask them to take this approach where possible. You can offer support by allowing them to compare their ideas with those of a partner before you check their understanding as a class.

### 8 Read again. Correct the sentences. Change one word.

- Ask the students to read the text again. They read the sentence, find the word that's wrong and then correct it.

### ANSWERS

- |                                                   |         |
|---------------------------------------------------|---------|
| 1 Tiago was at the coast with his family.         | friends |
| 2 There was a bus tour.                           | boat    |
| 3 There were steep cliffs and flat rocks.         | big     |
| 4 They couldn't swim because the water was dirty. | cold    |
| 5 There was a path to the cave.                   | wasn't  |

### Mixed ability

- Support weaker students by telling them which paragraphs contain the answers to the questions (paragraph 1 contains answers to 1–4; paragraph 2 contains the answer to 5). Allow them to work in pairs to find the wrong word in each sentence and correct it.
- Ask stronger students who finish quickly to write their sentence with an incorrect word. They swap with a partner and correct each other's sentences.

### 9 Read and circle the time phrases in Tiago's blog.

- Read the information about time phrases in the *Look!* box with the class.
- Ask students to read Tiago's blog again and circle the time phrases.

### ANSWERS

Paragraph 1: At first

Paragraph 2: After a while, Then

Paragraph 3: Later

### 10 Write a blog about a visit to a beautiful place in your country. Go to your Workbook page 49.

- Ask students to turn to page 49 of their Workbook and look at the writing task. This can be done in class or set for homework.

### Workbook pages 48–49

#### 1 Find and circle. Then read and complete.

- Students find the words in the word chain and circle them. They use the words to complete the sentences.

### ANSWERS

- 1 coast 2 cliff 3 island 4 cave

### 2 What could Vicky see? Read and tick ✓.

- Students read the blog and look at the pictures. They tick each of the things that Vicky saw.

### ANSWERS

1, 2, 4, 6

### 3 Order the words.

- Students write the words in the correct order to make sentences from a blog about a visit to an interesting place.
- They number the sentences in the correct order, using the time phrases to help them.

### ANSWERS

1 (2) After a while, we saw a huge beautiful waterfall.

2 (3) Later, there was a trip to the caves,

3 (1) At first, there was a steep path.

### 4 Make notes about a beautiful place in your country.

- Students think about a beautiful place in their own country. They complete the notes about it.

### 5 Write a blog about a visit to a beautiful place in your country. Use your notes in 4 and Vicky's blog post to help you.

- Refer students back to Vicky's blog post in exercise 2. Read it aloud while students follow it in their books. Establish that this is a good blog post about a beautiful place.
- Ask students to look at the notes they made about a visit to a beautiful place in exercise 4. They use this information and Vicky's text to write their own blog post.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a map of an island.

#### Language

Grammar and vocabulary from the unit

#### Materials

An A4 and an A3 sheet of plain paper, coloured pens and pencils for each group

### Warm up

- Put the adjective flashcards from lesson 3 (*wide, narrow, steep, flat, huge, muddy*) on the left-hand side of the board. Choose six flashcards from lessons 1 and 5 and put them on the right. Make sure that all the adjectives have at least one place that matches them (for example, *wide – river, narrow – bridge, steep – cliff, huge – cave, muddy – path*).

- Ask students to work in pairs to match each adjective with a place. Explain that there could be more than one match for some of the words.
- Ask some of the students to share their ideas with the class.

### Lead-in

- Ask students to look at the map at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on page 54: *Make a map of an island*. Ask different students for suggestions about what they might put on their map.

## Student Book page 54

### 1 Listen and read. Learn how to do the project.

093

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their leaflet.
- Walk around the class as students work, helping where necessary.

### Audio transcript

1

**Emma** OK. What's first? Make a list of places in nature.

**Tang** Hmm ... Waterfall!

**May** River, cliffs.

2

**May** Alright, now ... Write adjectives. Match them to the places.

**Tang** OK. Cliffs. Hmm ... Steep cliffs?

**May** Yes! Steep cliffs!

3

**Emma** OK. Imagine you are explorers on a new island. Ooh! That's exciting – we're explorers. Give it a name.

**Hector** Mmm ... What about ... Beehive Island?

**May** Good idea! I like that!

**Tang** OK. Beehive Island.

4

**Tang** What's next? Choose and draw six places on the map of your island.

**Emma** OK. I can draw a big lake.

**Hector** Can I draw the waterfall?

5

**Hector** OK. That looks great! Now ... Write a description. What was there? What could you do?

**May** OK. Let's start from the beginning. We were in a boat. We could see an island. A new island!

**Tang** Great. We could see a wide, flat beach.

6

**Emma** Plan and practise your presentation.

**May** Welcome to Beehive Island.

**Tang** It's a new island. We want to tell you all about it ...

## Team Up! 5 DOWNLOAD

- Students can use the worksheet as a template for their island. They complete the details at the top and draw pictures of the places. Alternatively, provide students with a plain piece of A3 paper to design their own map.

### Global skills: creativity and critical thinking

In this lesson, students use their imagination not only to create their own island, but also to write the story of its discovery. Remind students that it's important to listen to everyone's ideas. Sharing thoughts often generates new ideas and inspires creativity.

### 2 Watch the video. Remember one detail about the island.

- Play the video for students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript see page 159.

### SUGGESTED ANSWERS

There were wide, flat beaches. There were steep cliffs. There were lots of birds. There were three big caves. There was a long, narrow river. There was a big waterfall. There was a lake. Next to the lake there was a big rock.

### 3 Listen and follow. 094 Then talk to the class about your map.

- Play the recording for students to listen and follow.
- Ask different groups to present their map to the class.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

## Student Book page 55

### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases for places in the countryside and adjectives to describe them, that they can remember.

### ANSWERS

Places in the countryside: path, picnic area, bridge, car park, river, forest, waterfall, rock  
Adjectives: wide, narrow, muddy, steep, flat, huge

### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.



### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they chose the guessing games 2, 5 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- 1 island, cave, cliff
- 2 Students' own answers
- 3 Suggested answers: a steep bridge, a long bridge, a narrow bridge
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

### Workbook pages 50–51

#### 1 Look and write.

- Students look at the things in the picture and write the words.

#### ANSWERS

- 1 car park
- 2 forest
- 3 waterfall
- 4 path
- 5 bridge
- 6 river
- 7 island
- 8 cave
- 9 picnic area
- 10 rock

#### 2 Look at the code. Write and match.

- Students use the code to write the phrases. They match them to the correct picture.

#### ANSWERS

- 1 huge cave, b
- 2 wide river, e
- 3 muddy path, c
- 4 steep cliff, a
- 5 flat rock, d

#### 3 Read and complete.

- Students read the sentences and complete the words.

#### ANSWERS

- 1 coast
- 2 narrow
- 3 steep
- 4 huge
- 5 picnic area

#### 4 Read and complete.

- Students read the conversation and complete it with the words in the box.

#### ANSWERS

- 1 was
- 2 Were there
- 3 there were
- 4 Could
- 5 couldn't
- 6 were
- 7 There was
- 8 could

#### 5 Answer for you.

- Students read the questions and write answers about themselves.

#### ANSWERS

Students' own answers

### Unit 4 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

#### Tests

- The students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from Oxford English Hub.

## Exploring nature

### Learning objectives

Students will be able to read and understand a short story about getting lost.

Students will be able to read and understand an information leaflet about a wildlife project.

### Language

Language from Units 3 and 4

### Warm up

- Tell students to imagine that they were in the forest yesterday. Ask them to close their eyes and think about all the things that they saw.
- Ask students to work in pairs. They take turns to tell each other what was in the forest, for example, *There was a river and a bridge. And there was a path and a picnic area.*
- Ask some of the students to share their ideas with the class.
- Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

### Student Book pages 56–57

#### 1 Listen and read. 095 Why do Lily and Jim go into the forest?

- Ask the class to look at the pictures and read the title of the story. Explain or translate the word *lost*. Ask *What happens in the story?* Invite predictions from different students. Encourage them to speak English as much as possible, but allow them to use their own language for any ideas that they can't express in English.
- Play the recording for students to listen and follow the text.
- Explain or translate any unknown vocabulary, such as *flash* and *footprint*.
- Ask *Why do Lily and Jim go into the forest?* Elicit the answer from a chosen student.
- Play the recording again for students to listen and follow.

#### ANSWER

Because Jim wants to take a photo of the bird.

#### 2 Read again and write T (true) or F (false).

- Ask students to read the text again and mark the sentences true or false.

#### ANSWERS

1 F 2 T 3 F 4 F 5 T

#### 3 Listen and read. 096 What is the Great Backyard Bird Count?

- Tell students that they are going to read an information leaflet. Ask them to look at the photos. Ask *What can you see?* Choose a student to respond. (birds)
- Ask students to read the title of the leaflet. Explain that *great* can mean *big* as well as *good*, and that in American English, a *backyard* is a garden or small space at the back of a house.
- Focus attention on the question at the top of the page *What is the Great Backyard Bird Count?* Play the recording for students to listen and follow the text to find out the answer.
- Choose a student to answer the question.
- Play the recording again for students to listen and read.

#### ANSWER

It is a project to learn about birds. You count all the birds that you see.

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

- Ask students to read the play again and write answers to the questions.

#### ANSWERS

- 1 The Great Backyard Bird Count is in February.
- 2 You can look for birds in your garden, in the park, or in the countryside.
- 3 You write down the kinds of birds and how many there were.
- 4 We can learn about things in nature, like changes in the weather and the forests.
- 5 Students' own answers

#### Mixed ability teaching

- Ask weaker students to work in small groups to answer the questions. Each student tries to find the answer to one or two questions and then shares it with the rest of the group. Students discuss the last question together and then write down their own answers.
- Ask fast finishers to find and write two more facts about the Great Backyard Bird Count.

#### Optional activity

- If you have classroom access to the internet, look at The Great Backyard Bird Count website with the class (<https://www.birdcount.org>). The website has a video that you can watch together. Students will not understand every word, but they will be familiar with some of the information from the reading text.
- If you wish, ask students to spend 15 minutes watching birds for homework. They count how many different types they see.

## Lesson 1: Words

### Learning objective

Students will be able to talk about staying healthy.

### Language

**Healthy habits:** *do exercise, drink water, eat fruit, eat vegetables, go to bed early, go to the dentist, play outside, wash your hands*

**Functional language:** *I forget to ... I remember to ...*

### Warm up

- Play a game of *Simon says* (see *Ideas bank* page 153) using known verbs and verb / nouns collocations related to healthy living and keeping clean, for example, *play tennis, cook food, brush your hair, do judo, ride a bike, brush your teeth, fly a kite, swim*.
- If you wish, ask the students to play the game in pairs.

### Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Write two headings on the board: *Food* and *Sport*.
- Students work in pairs. They copy the headings and make a list of all the healthy things they eat and drink in the *Food* column, and all the healthy activities they do in the *Sport* column. They can include any kind of physical activity here, such as *walk* or *hop*.
- Ask students to look on page 58 of the Student Book and find the learning objective: *Let's talk about staying healthy*.

## Student Book pages 58–59

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new phrases. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

### SUGGESTED ANSWERS

Students can see apples, bananas, carrots, water, peas, a skateboard, a kite, balls / footballs, trainers, a bed, a clock, a bath, a shower, a hairbrush, some soap, toothbrushes and some toothpaste.

### 2 Listen, point and repeat. 097

- Ask students to look at the poster on page 58. Play the recording for students to listen and point to the activities.
- Play the recording again for students to repeat the phrases.

### Optional activity

Play a game of *Snap!* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 098

- Tell students that they are going to hear children talking about the different activities from exercise 2. Play the recording for students to listen and find the activities in the poster. Allow them to share ideas with a partner.
- Play the recording again, pausing after each child has spoken for students to say the activity.

### Audio transcript

**Girl** I like peas. But I love carrots! Carrots are my favourite. I have carrots for dinner every night.

**Boy** I go to the playground with my friends. We play on the swings. Or we play Frisbee.

**Girl** I visit Dr Green. He's got a big chair. He looks at my teeth. He tells me to brush my teeth.

**Boy** I have a banana at breakfast time. I have an apple in my lunch box. I like grapes, too.

**Girl** In the evening, I'm tired. I don't watch TV. I go to sleep at 8 o'clock.

**Boy** I play basketball and I go to football club. I love swimming, too.

**Girl** I've got a water bottle in my school bag. I drink a lot of water when it's hot.

**Boy** You need to do this when your hands are dirty and before you eat.

### ANSWERS

eat vegetables, play outside, go to the dentist, eat fruit, go to bed early, do exercise, drink water, wash your hands

### 4 What do you do to stay healthy? Talk with your friend.

- Ask students to read the conversation. Explain that students must talk about a habit they have from the poster for their partner to respond.
- Practise with the class. Invite students to tell you about a healthy habit that they have and then give your own response, for example, *I eat vegetables. Me too. I love peas!* or *I play outside. I don't. I play in the house.*
- Students work in pairs. They take turns to talk about a healthy habit for their partner to respond.

### 5 Complete the puzzle. Write the letters to find the secret message.

- Ask students to look at the puzzle and focus on the example. Ask a student to tell you, using their own language if necessary, how they complete the puzzle.
- Explain that students must write the letters in the squares for each of the healthy habits in the pictures. Once they have done this, they write the secret message by finding the correct letter for each of the coloured squares.
- Go around the class as students work, helping where necessary.

### ANSWERS

- 1 eat vegetables
- 2 wash your hands
- 3 go to the dentist
- 4 play outside
- 5 drink water
- 6 go to bed early
- 7 eat fruit
- 8 do exercise

Secret message: Let's be healthy!

### Mixed ability

Ask weaker students to work in pairs or small groups to complete the puzzle. Stronger students can do the puzzle independently and then check with a partner before you go through the answers.

### Global skills: creativity and critical thinking

Puzzles like the one in exercise 5 help students to develop their problem-solving skills. Asking students how to solve the puzzle, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

### 6 Do you remember to do these things? Read and tick ✓.

- Ask students to read through the list and tick the things that they always remember to do.

### 7 Listen and repeat. 099 Then talk with your friend.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Explain the meaning of the words *remember* and *forget*, or translate them into students' own language.
- Ask students to work in pairs. They take turns to tell their partner about a healthy thing that they remember or forget to do. Their partner responds by agreeing or disagreeing and giving an example of something that they remember or forget to do.
- Go around the class, helping and correcting where necessary.

### Team Up! 1 DOWNLOAD

- Students write sentences with *Remember to ...* and *Don't forget to ...* on the worksheet to make a healthy living reminder for a friend.

### Workbook pages 52–53

#### 1 Read and circle. Then look and number.

- Students circle the correct word in each phrase. They then write the number in the box of the picture that matches it.

### ANSWERS

- 1 do 2 bed 3 vegetables 4 drink 5 outside 6 go  
7 hands 8 eat  
a 8 b 1 c 3 d 2 e 7 f 5 g 4 h 6

#### 2 Look, read and complete.

- Students look at the pictures and complete the sentences about each of the people.

### ANSWERS

- 1 hands 2 water 3 fruit 4 vegetables 5 exercise  
6 outside

### 3 Read and complete.

- Students look at the picture and complete the text with the correct words.

### ANSWERS

- 1 water 2 vegetables 3 hands 4 dentist  
5 exercise 6 outside 7 early

### 4 What do you remember or forget to do? Tick ✓. Then write.

- Students look at the pictures of the healthy habits and put a tick in the correct place to show whether they remember or forget to do each one. They write sentences about what they remember or forget to do.

### ANSWERS

#### Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about how often they do things.

### Language

*How often do you ... ? (with expressions of frequency):  
How often do you eat vegetables? I eat vegetables every day /  
once a day / twice a day / five times a day.*

*How often ... ? (he / she / it): How often does he go to the dentist? He goes to the dentist every year.*

### Warm up

- Play a game of *Match* (see *Ideas bank* page 154) with the phrases from lesson 1.
- Hold up the *Vocabulary* poster and go through the phrases for students to check their answers.

### Lead-in

- Put the flashcards for *eat vegetables*, *go to bed early* and *do exercise* on the board.
- Point to each one and tell the class about when and how often you do each thing during the week, for example, *I eat vegetables with my dinner. I go to bed early on Sunday night. I do exercise on Monday, Wednesday and Friday.*
- Ask students to work in pairs. They take turns to tell each other when or how often they do each thing, using known language. Do not teach any of the new language from the lesson yet.
- Choose some of the students to report back to the class.
- Ask *What are we learning about today?* Invite ideas from different students.



- Ask students to look at page 60 of the Student Book and find the learning objective: *Let's talk about how often we do things.*

## Student Book pages 60–61

### 1 Listen and follow. 🎧 100 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters and say what they can see.
- Play the recording for students to listen and follow the story.
- Choose students and ask *Who is tired? Does Omar go to bed early? Does Omar go to sleep early?*
- Play the recording again for students to follow.
- Divide the class into pairs. In pairs, students decide who is going to play Omar and who is going to play Nina.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the pairs to act out the story for the class.

### 2 Look, listen and learn. 🎧 101 How often do you brush your teeth?

- Play the recording for students to listen and follow the sentences.
- Draw attention to the words in pink in the questions (*How often do you ... ?*) and the answers (*every day / once a day / twice a day / five times a day*).
- Play the recording for students to listen and follow again.
- Read the explanation in the *Look!* box to the class.
- Ask students to work in pairs. They practise asking and answering the questions from the grammar box.
- Choose a couple of students to answer the question *How often do you brush your teeth?*

#### SUGGESTED ANSWER

twice a day

### 3 Listen and match. 🎧 102

- Ask students to look at the pictures. Ask a different student to identify the healthy habit in each one.
- Tell students that they are going to hear a radio programme about how often they should do each thing. They must listen and match the pictures to the phrases by writing the correct letter in each box.
- Play the recording, pausing if necessary, for students to write the letters.
- Play the recording again for students to complete or check their answers.

#### Audio transcript

Alright. Today we're talking about staying healthy. Here's how! 5, 4, 3, 2, 1 – go!

OK! How often do you eat fruit and vegetables? Fruit and vegetables are good for you! Eat them every day! Listen! Try to eat fruit and vegetables five times a day. Five times a day! Can you do it?

What's next? Water! Are you thirsty? Water is good for you. Drink water! Try to drink water four times a day. Four times a day. In hot weather, drink more water!

OK. Let's talk about dirty hands and clean hands! Clean hands are good! Wash your hands any time they're dirty. But always wash your hands before breakfast, lunch and dinner. That's 1, 2, 3 – three times a day.

Alright! Who wants to go to the dentist? I don't! So brush your teeth. Brush your teeth twice a day. Brush your teeth in the morning. Brush your teeth at night. Twice a day!

And ... finally! Do exercise every day! Play outside or do exercise once a day. Or more! Exercise is good for you! Play for one hour every day.

Alright! Let's be healthy! 5, 4, 3, 2, 1 – go!

#### ANSWERS

five times a day: b, four times a day: d, three times a day: a, twice a day: e, once a day: c

### 4 Ask and answer.

- Focus on the conversation. Choose a confident student to act it out with you for the class.
- Ask students to work in pairs. They take turns to ask and answer about the healthy habits.

#### Mixed ability

Help weaker students to prepare for exercise 4 by putting the flashcards on the board. Ask each pair to choose four healthy habits and draw pictures or write down the phrases. They write, in numbers, how often they do each one every week. Students ask and answer using the information to help them.

### 5 Look, listen and learn. 🎧 103 How often does the boy go to the dentist?

- Play the recording for students to listen and follow.
- Draw attention to the words in pink in the questions (*How often does he / she*). Remind students that *do* changes to *does* when we talk about *he, she* or *it*.
- Draw attention to the pink words in the answers (*every year / three times a week*). Read the explanation in the *Look!* box to the class.
- Ask students to work in pairs. They take turns to ask and answer the questions in the grammar box.
- Ask *How often does the boy go to the dentist?* Choose a student to answer.

#### ANSWER

every year

### 6 Look and tick ✓ or cross X.

- Ask students to look at the table. Tell them that it shows what Amy does every week. Draw attention to the days of the week across the top and the information listed on the left (*get up, activity, snack, bedtime*).
- Check understanding of how the table works by asking questions, for example, *What time does Amy get up on Thursday / Sunday? Does she do sport on Monday / Tuesday / Thursday? What time does she go to bed on Tuesday / Saturday? Does she eat fruit on Monday / Saturday?*
- Focus on the example sentence. Ask *Does Amy get up early every day?* Choose a student to answer (no). Establish that the sentence is incorrect because Amy gets up late on Saturday and Sunday.

- Ask students to read the rest of the sentences and mark each one with a tick or a cross.

#### ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X

#### Mixed ability

- Ask weaker students to look at each sentence and circle the healthy habit. This will help them to locate the information that they need in the table. They work in pairs or small groups to check the sentences against the information in the table and mark the sentences with a tick or a cross.
- Stronger students who finish quickly can correct the false sentences.

#### 7 Look again and answer.

- Ask students to look at the table again. Ask questions using the language from the lesson for different students to answer, for example, *How often does Amy do sport / eat bananas / go to bed early?*
- Ask students to read the sentences in their Student Book and write the answers.

#### ANSWERS

- 1 Five times a week.
- 2 Once a week.
- 3 Every day. / Seven times a week.
- 4 Twice a week.

#### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 128 of the Workbook and complete exercises 1 and 2.

#### Team Up! 2 DOWNLOAD

- Students do the *Healthy living* quiz and then read the key to see what their answers say about them.

#### Workbook pages 54–55

##### 1 Look and read. Then write *T* (true) or *F* (false).

- Students look at the picture. They read the sentences and write *T* (true) or *F* (false) for each one.

#### ANSWERS

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

##### 2 Answer for you.

- Students read and answer the questions about themselves.

#### ANSWERS

Students' own answers

##### 3 Look, read and complete.

- Students look at the picture and complete the sentences about how often Rob does each of the things.

#### ANSWERS

1 once a week 2 four times a week 3 four times a month 4 twice a month 5 every Sunday 6 every day

#### 4 Look at Rob's diary. Write questions and answers.

- Students look at the pictures and write questions about how often Rob does the different things.
- They look at the diary to find the answers and write them down.

#### ANSWERS

- 1 How often does Rob play football? Twice a week.
- 2 How often does he meet friends? Three times a week.
- 3 How often does he get up early? Five times a week.
- 4 How often does he go to the library? Twice a week.
- 5 How often does he go shopping? Once a week.
- 6 How often does he go to the museum? Once a week.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

#### Learning objective

Students will be able to talk about how they relax.

#### Language

**Free time activities:** *do art, do karate, go fishing, go swimming, play video games, play volleyball*

**Adverbs of frequency:** *always, often, sometimes, never*

#### Warm up

- Play a game of *Draw* (see *Ideas bank* page 154) to review free time activities from this unit and previous ones, for example, *watch a film, meet friends, go shopping, play outside*.

#### Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 62 of the Student Book and find the learning objective: *Let's talk about how we relax*. Explain what the word *relax* means, or translate it into students' own language.
- Ask students to work in pairs. They name as many things as they can, in English, that people do to relax, for example, *read, play board games, listen to music*.
- Ask different students around the class to share their ideas. Compile a list on the board.

#### Student Book pages 62–63

##### 1 Listen, point and repeat. 104

- Focus attention on the photos on the poster. Ask different students to point to a picture and tell you what they can see, for example, *I can see a girl. She's by a river. I think she's with her grandpa*.
- Play the recording for students to listen, point to the pictures and repeat the phrases.
- Play the recording again for students to point and say the phrases.

## 2 Listen and say. 🎧 105

- Tell students that they are going to hear children talking about different activities from exercise 1.
- Play the recording for students to listen to each child and find the photo that matches what he / she is talking about. Pause for students to say the phrase.

### Audio transcript

**Child 1** I can do this at home. I like it because I can play with my family and friends. We can drive a car – or fly a plane!

**Child 2** I go to the river. I go with my grandpa. I like it because it's quiet.

**Child 3** I do exercise. I go to the swimming pool. I like it because I can play in the water.

**Child 4** I go to the sports centre. I go to a class every Saturday. I'm learning a sport from Japan.

**Child 5** I do it at home. I've got colourful paints and pencils. I like drawing and painting.

**Child 6** I'm in a club. We play every Tuesday. I like it because we're a good team!

### ANSWERS

play video games, go fishing, go swimming, do karate, do art, play volleyball

## 3 Listen and number. 🎧 106

- Ask the class to look at the pictures. Choose different students to identify the activity in each one.
- Tell students that they are going to hear children telling their friends about what they do to relax. They must listen and number the pictures to match the conversations. Point out that some of the children mention more than one activity.
- Play the recording for students to listen and number.
- Play the recording again for students to complete or check their answers.

### Audio transcript

1

**Girl 1** What do you do to relax?

**Girl 2** Err ... I do karate twice a week. I do karate after school and then I play video games.

2

**Boy 1** What do you do to relax?

**Boy 2** Well, at home, I do art. I like drawing. And I do exercise. I'm in a volleyball team. So I play volleyball three times a week.

3

**Girl 1** What do you do to relax?

**Girl 2** We go to the river at weekends.

**Girl 3** We go fishing. It's fun!

**Girl 2** And I go ice skating, too. I've got my skates!

4

**Boy 1** What do you do to relax?

**Boy 2** Well ... I love video games! I play video games every day. And on Sundays I go fishing. It's good to play outside!

5

**Boy 1** What do you do to relax?

**Boy 2** We play volleyball.

**Boy 3** Volleyball is our favourite game. We play it everywhere!

**Boy 2** We play it at the swimming pool! We go swimming and we play volleyball.

### ANSWERS

a 3 b 1 c 4 d 5 e 2

### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new phrases, write the words *play*, *go* and *do* on the board. Ask students to close their books and try to complete the phrases from memory. If students get stuck, they can quickly look at their books to refresh their memories and then close them again. Weaker students may have to do this more than once.

## 4 What do you do to relax? Talk with your friend.

- Ask a confident student to help you model the conversation for the class.
- Students work in pairs. They take turns to tell their partner about an activity they do to relax.

## 5 Look, listen and learn. 🎧 107 What do you always do after school?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs taking turns to read the sentences.
- Focus on the *Look!* box and read it to the class.
- Ask students to look at the sentences again and focus on the words in pink. Ask *Where are these words in the sentences?* Choose a student to answer. Elicit that they are the second word in the sentences.
- Ask *What do you always do after school?* Elicit a variety of responses from different students around the class.

### ANSWERS

Students' own answers

## 6 Look and write. Then match.

- Ask students to look at the pictures. Choose students to identify the activity in each one.
- Focus on the sentences. Show how students should use the key to complete each sentence with the correct word and then number the pictures to match.
- Go around the class while students are working, helping where necessary.

### ANSWERS

1 always 2 often 3 never 4 sometimes

a 3 b 1 c 4 d 2

### Mixed ability

Fast finishers can choose one of the sentences from exercise 6 and change it so that it is true for them.

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 128 of the Workbook and complete exercise 3.

### 7 Listen and follow. Then sing. 🎧 108–109

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students ask and answer about how often they do the activities to complete the survey and then complete the bar chart about one of the activities.

### Workbook pages 56–57

#### 1 Complete. Then look and number.

- Students complete the sentences with the verbs in the box and then match them to the correct pictures.

#### ANSWERS

1 do, d 2 go, e 3 play, a 4 play, f 5 go, c 6 do, b

#### 2 What do they do to relax? Look and complete.

- Look at the picture and complete the sentences about the people.

#### ANSWERS

- 1 play volleyball
- 2 goes fishing
- 3 goes swimming
- 4 does art
- 5 do karate
- 6 plays video games

#### 3 Look and complete.

- Students look at the pictures. They complete the sentences using the key and the phrases in the box.

#### ANSWERS

- 1 sometimes takes photos
- 2 never goes fishing
- 3 often watches a film
- 4 always do art
- 5 sometimes do karate
- 6 never catches a train

#### 4 Answer for you.

- Students read the questions and write answers about themselves.

#### ANSWERS

Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

### Learning objective

Students will be able to read and understand a story about feeling too busy.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- Play *Act out the song* (see *Ideas bank* page 153).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

### Lead-in

- Ask students to look at page 64 of the Student Book and find the learning objective: *Let's read about feeling too busy.*
- Explain the word *busy* or translate it into students' own language. Ask *Do you sometimes feel busy? What do you do?* Elicit responses from different students around the class.

### Student Book pages 64–65

#### 1 Look at the pictures. What activities can you see?

- Ask students to look at the story and say which activities they see.
- Ask students to work in pairs. They look at the pictures, without reading the story, and take turns to make sentences about what the characters are doing, for example, *The boy is doing karate. Now he's playing video games.*

#### SUGGESTED ANSWERS

do homework, do karate, play video games, eat breakfast, play football, go fishing

#### 2 Listen and read. 🎧 110 🎥 What does Ben learn?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *What does Ben learn?* Invite different students to make predictions. If they can't express their ideas in English, allow them to use their own language.
- Play the video or the recording for students to follow the story. Choose a different student to answer the question *What does Ben learn?*
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWER

Ben learns that he can't do two things at the same time – it's good to relax.



### 3 Read again. Tick ✓ the things that Ben tries.

- Ask students to read the story again. They read the sentences and tick the things that Ben tries.

#### ANSWERS

a, c, e

#### Mixed ability

- Weaker students can work in pairs to read the sentences and tick them.
- Stronger students can read the sentences and tick them from memory before rereading the story to check.

### 4 Complete the sentences.

- Ask students to complete the sentences, rereading the story as necessary.

#### ANSWERS

- 1 always
- 2 every day
- 3 plays football
- 4 twice a week
- 5 goes swimming
- 6 always

#### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Ben's problem is that he is too busy.
- Look at the second question. Invite different students to share their opinions with the class. Draw attention to Dad's idea at the end of the story.
- Ask students to look at the things in exercise 3 again and think about the options that Ben doesn't try. Ask *Which of these could help him?* Choose students to share their opinions.

#### Global skills: emotional self-regulation and well-being

Students will be aware of the value of working hard and staying physically active, but they need to understand that relaxing is equally important. The story illustrates that sometimes we take on too much without realising it, which can lead to stress and anxiety. When this happens, we need to take a break. Ask different students to share ideas about what they do when they feel too busy. As a class, decide on the best solutions.

### 5 Act out the story.

- Divide the class into groups of four, with one student for each of the following parts: the narrator, Ben, Mum and Dad. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part (for example, Mum and the narrator).
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team Up! 4 [DOWNLOAD](#)

- Students complete the diary in their worksheet and then ask and answer with a partner to arrange a time to meet.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Workbook [pages 58–59](#)

#### 1 Read the story. How does Laila feel at the end of the story?

- Students read the story and answer the question.

#### ANSWER

She feels happy.

#### 2 Read again and match.

- Students read the story again and match the beginning of each sentence to the correct ending.

#### ANSWERS

1 d 2 e 3 b 4 c 5 a

#### 3 Circle the correct answer.

- Students read the questions and circle the correct answer for each one.

#### ANSWERS

1 a 2 b 3 b 4 a 5 a 6 a

#### 4 Tick ✓ and colour.

- Students read and tick the endings for each sentence. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

#### Learning objective

Students will learn about exercise in Brazil and China.

#### Language

Exercise: *careful, high, quick, slow*

#### Warm up

- Ask students to think about the different ways in which they exercise. Ask them to work in pairs. They take turns to tell their partner, for example, *I always play outside after school, and I go swimming twice a week.*
- Ask some of the students to report back to the class.

#### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Brazil and China). If there is a map in the classroom, ask students to find the two countries on it.

- Ask students to think about what the learning objective might be. Then ask them to find it on page 66: *Let's learn about exercise in Brazil and China.*

## Student Book pages 66–67

### 1 Listen, point and repeat. 🎧 111

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 112

- Focus on the photo of Ana. Ask *Which country is Ana from?* (Brazil)
- Tell students that they are going to hear Ana talking about a type of sport that is popular in her country. Ask students to look at the photos. Ask *What do you think the sport is?* Invite suggestions from students around the class. Accept all their ideas, but do not confirm whether or not they are correct.
- Explain that students must listen to the recording carefully. Every time Ana says an adjective from exercise 2, they must say the number of the photo.
- Play the recording, pausing each time that Ana says one of the adjectives, for students to say the number.
- After checking the answers with the class, establish that the sport is capoeira.
- Choose students from around the class and ask *Would you like to try capoeira? Why / Why Not?*

### Audio transcript

I'm Ana. I'm from Brazil. I do a sport called capoeira. It's a sport from my country!

- Capoeira is exciting. We can be quick! We are fast. Capoeira is fun!
- Capoeira can be slow. You watch and wait.
- Capoeira players are strong. We jump in the air and do high kicks.
- It looks dangerous, but it isn't! We're always careful. We don't kick our friends.

### ANSWERS

2, 1, 3, 4

### Culture note

- Capoeira is a Brazilian martial art that involves music, acrobatics and dance. The game was invented in the 16th century by slaves who were brought to Brazil from Africa.
- For hundreds of years, the game was banned, but people continued to practise in secret. In the early 20th century, capoeira was made legal in Brazil, and by the late 20th century, the sport started to become popular in other countries. Now there are capoeira clubs all around the world.

### 3 Listen and write *T* (true) or *F* (false). 🎧 113

- Tell the class that now they are going to hear Ana talking in more detail about the sport.
- Ask students to read through the sentences in their books.

- Play the recording, pausing for students to mark the sentences true or false.
- Play the recording again for students to complete or check their answers.

### Audio transcript

Capoeira is a great sport. I want to tell you a bit more about it!

- Capoeira is very popular in Brazil! You can see people doing capoeira on the beach. You can often see it in the street. You can stop and watch. It's fun.
- Capoeira is a sport, but there is music too. For a big game, there is music and sometimes a singer, too. The music is very important for capoeira. The players listen, and they follow the music.
- The music is sometimes slow. When the music is slow, the players are slow, too. But when the music is quick, the players are quick!
- Capoeira is exciting. We do big jumps and high kicks.
- Some people do capoeira just for fun, but good capoeira players are strong. They practise every day.

### ANSWERS

1 F 2 T 3 F 4 T

### 4 Watch the video. 🎥 Where is capoeira popular?

- Play the video for students to find out where capoeira is popular.

### Video transcript see page 159.

### ANSWER

all around the world

### Optional activity

- Ask students to think about everything they have learned about capoeira from the Student Book, the audio and the video.
- Ask students to work in pairs. They take turns to tell each other facts about the sport, for example, *Capoeira is a sport with music. You can play it on the beach and in the street.*

### 5 Listen and follow. 🎧 114 Then talk about exercise in your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about exercise in their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. What words do you think describe the activity?

- Focus on the photo of Yan. Ask *Which country is Yan from?* (China)
- Ask students to look at the rest of the photos. They work in pairs to think of words they could use to describe the activity.
- Elicit suggestions from different students around the class.

### SUGGESTED ANSWERS

slow, careful, quiet

## 7 Listen and read. 115 How is t'ai chi different from capoeira?

- Play the recording for students to follow the text in Yan's post.
- Allow students to discuss the question *How is t'ai chi different from capoeira?* Choose two or three students to share their answers.

### SUGGESTED ANSWERS

The moves aren't quick. There isn't music.

#### Culture note

T'ai chi is a Chinese martial art form that developed in the 13th century and is now popular all over the world. It combines slow movements with deep breathing, which makes it good for helping people to relax. Other health benefits include reducing stress, improving posture and increasing leg muscle strength.

## 8 Read again. Answer the questions.

- Ask the students to read through the questions.
- They read the post again and write their answers.

### ANSWERS

- 1 Every day.
- 2 He does t'ai chi.
- 3 Early in the morning, or sometimes in the evening.
- 4 Outside in the park.
- 5 Old people and young people.

#### Mixed ability

- To support weaker students, tell them which paragraph contains each piece of information that they need (questions 1 and 2: paragraph 1; questions 3 and 4: paragraph 2; question 5: paragraphs 2 and 3). Allow them to work in pairs.
- Stronger students who finish the activity write an answer to the question at the end of Yan's post: *Would you like to try it?* They use *because* to give a reason for their answer.

## 9 Read and find examples of too in the online post.

- Read the rule about using *too* in the *Look!* box with the class.
- Ask students to read Yan's post again and find all the examples of *too*.
- Ask *Where does too go?* Choose a student to answer (at the end of the sentence).

### ANSWERS

I like playing outside, too. I sometimes do it at the weekend, too. Young people can do t'ai chi, too!

## 10 Write the sentences with too.

- Ask students to look at the example. Draw attention to the use of *too*, its position at the end of the second sentence and the use of the comma. Point out that, although students will write both sentences, they only need to use *too* in the second one as this is the sentence that adds more information.
- Ask students to read the rest of the sentences and write them again, using *too*.

### ANSWERS

- 1 I do exercise. I drink water, too.
- 2 Karate is fun. It's good for you, too.
- 3 I go fishing. I do art, too.
- 4 Capoeira is exciting. It's fun, too.

#### Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using *too* to add more information.
- If further practice is needed, ask them to turn to page 61 of the Workbook and complete exercise 3.

## 11 Write about a popular sport or exercise in your country. Go to your Workbook page 61.

- Ask students to turn to page 61 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 60–61

### 1 Read and complete. Then look and number.

- Students complete the sentences with the words in the box and then match them to the pictures.

### ANSWERS

- 1 careful, d
- 2 quick, a
- 3 high, c
- 4 slow, b

### 2 Why does Juan like beach football? Read and write T (true) or F (false).

- Students read Juan's post and mark the sentences true or false.

### ANSWERS

- 1 F
- 2 T
- 3 F
- 4 T
- 5 T

### 3 Choose and write sentences with too.

- Students read the sentences. For each one, they find another sentence in the box that adds further information. They copy down the sentences and write *too* in the correct place.

### ANSWERS

- 1 It's interesting, too.
- 2 They play outside, too.
- 3 It's dangerous, too.
- 4 I like tennis, too.
- 5 Capoeira is popular, too.

### 4 Make notes about a popular sport or exercise in your country.

- Students choose a popular sport in their country and complete the notes in the mind map.

### 5 Write an online post about a popular sport or exercise in your country. Use your notes in 4 and Juan's post to help you.

- Refer students back to Juan's post in exercise 2. Read it aloud while students follow it in their books. Establish that this is what a good online post about a popular sport looks like.
- Ask students to look at the notes they made about a popular sport / exercise in exercise 4. They use this information and Juan's text to write their post.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a *Healthy living* board game.

#### Language

Grammar and vocabulary from the unit

#### Materials

A large piece of coloured card, two A4 pieces of plain card, an A4 piece of plain paper, scissors, glue, pens and pencils (including a pencil for the spinner)

### Warm up

- Play *Categories* (see *Ideas bank* page 154) with the following headings: *Food, Exercise, Other healthy habits*. Students write down as many words or phrases from the unit as they can under the correct headings.
- Choose two or three students to share their lists. Then ask students around the class *How often do you go to the dentist / eat fruit / drink water?*

### Lead-in

- Ask students to look at the picture of the board game at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on page 68: *Make a Healthy living board game*. Ask different students what healthy habits they might include in their game.

### Student Book page 68

#### 1 Listen and read. Learn how to do the project. 116

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their board game.
- Walk around the class as students work, helping where necessary.

#### Audio transcript

1

**May** Cut out the cards.

**Tang** OK. Have you got the scissors?

**May** Sure. Here you are. Be careful.

2

**May** Make a list of ten things we can do to stay healthy.

**Omar** OK. I can write the list.

**May** Thanks. So ... eat fruit. And eat vegetables.

**Tang** What about *go fishing*? It's important to relax!

3

**Omar** OK. What now? Draw the things we do to stay healthy on ten cards.

**May** Can I draw *eat fruit, eat vegetables* and *wash your hands*?

**Tang** Sure. I want to draw *go to the dentist*.

4

**Emma** Write ten time words or phrases on the other cards ...

**Tang** I can write *once a day, twice a week*.

**Emma** OK. I can write *always, often* and *sometimes*.

5

**Omar** What's next? ... Make your game board. Stick the cards on a big piece of paper.

**Emma** OK. I've got some glue.

**Tang** Here's the *Start* card.

6

**Omar** And now ... Make your spinner.

**Emma** OK, here. Cut this out.

**Omar** Cool!

**Tang** OK. 1, 2, 3, 4 ...

### Team Up! 5 DOWNLOAD

- Students can use the worksheet to make the spinner and counters for their game. They cut out the pieces, stick them onto card and cut out again. Alternatively, allow students to design their own counters and spinner and draw them on the card. The template also supplies the game board and game cards. However, if teachers would like the students to be more creative, they can make their own without using the template.

### 2 Watch the video. How often does Leon eat bananas?

- Play the video for students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answer.

**Video transcript see page 160.**

#### ANSWER

**Leon never eats bananas.**

### 3 Listen and follow. 117 Then play the *Healthy living* board game.

- Play the recording for students to listen and follow.
- Ask students to play their *Healthy living* board game with their group.
- Walk around the class as students are playing, helping and correcting where necessary.
- After students have finished playing, ask some of them to share what they learned about their friends with the class, for example, *Alex never goes fishing. Liz eats vegetables twice a day.*

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.



## Review

### Student Book page 69

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for healthy habits and free time activities.

#### ANSWERS

Healthy habits: eat vegetables, drink water, go to bed early, do exercise, wash your hands, go to the dentist, play outside, eat fruit

Free time activities: do karate, play video games, go swimming, go fishing, play volleyball, do art

#### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

#### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activities 1, 2 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- Students' own answers
- Students' own answers
- Students' own answers
- Students' own answers
- Students' own answers
- Students' own answers

### Workbook page 62

#### 1 Write.

- Students read the sentences and write the missing words in the crossword.

#### ANSWERS

- fishing
- eat
- karate
- hands
- fruit
- dentist
- early

#### 2 Read and complete.

- Students read the sentences and complete the words.

#### ANSWERS

- careful
- high
- quick
- slow

#### 3 Read and complete.

- Students read the text and complete the words from the box.

#### ANSWERS

- go
- volleyball
- do
- water
- art
- video games
- play

#### 4 Read and write questions.

- Students look at the conversation. They read the answers and write the questions.

#### ANSWERS

- How often do you do exercise?
- How often do you drink water?
- How often do you go to the dentist?
- How often do you eat pizza?
- How often do you eat vegetables?

#### 5 Order the words.

- Students reorder the words and write the sentences.

#### ANSWERS

- We always brush our teeth at night.
- He never goes to bed late.
- We play video games once a week.
- They sometimes play volleyball on the beach.
- I play outside three times a day.

#### Unit 5 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

#### Unit test

- The students are now ready to do the Unit 5 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about food and ingredients.

### Language

**Food:** *butter, chillies, flour, milk, mushrooms, onions, sugar, tomatoes*

**Functional language:** *We need ... What else?*

### Warm up

- Play *The chain game* with the class (see *Ideas bank* page 154) to review known food vocabulary. Say *I'm going to the shop to buy some apples*. Choose students to repeat the sentence, adding a new food word each time, for example, *bananas, pizza, biscuits* or *cereal*.
- If you wish, ask the students to play the game in pairs.

### Lead-in

- Put the flashcards on the board. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to look on page 70 of the Student Book and find the learning objective: *Let's talk about food and ingredients*.
- Ask students to work in pairs to write a shopping list of food they want to buy. They should include as many types of food as they can.
- Choose some of the students to share their lists with the class. Write a shopping list with all items on the board.

## Student Book pages 70–71

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the food they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

### ANSWERS

Students can see apples, oranges, bananas, grapes, eggs, cheese, olives, salad and pizza.

### 2 Listen, point and repeat. 118

- Ask students to look at the picture. Play the recording for students to listen and point to the different types of food.
- Play the recording again for students to repeat the words.

### Optional activity

Play a game of *Word cloud* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 119

- Tell students that they are going to hear children describing the different types of food from exercise 2. Play the recording for students to listen and find the food in the picture. Allow them to check with a partner.
- Play the recording again, pausing after each child has spoken for students to say the type of food.

### Audio transcript

**Child 1** It's white. You can drink it. It comes from cows or goats. Some people have it on cereal for breakfast.

**Child 2** It's white. It's in things like sweets and ice cream. It's not good for your teeth.

**Child 3** They're red. You can eat them in salad, or on pizza. But guess what? They're not a vegetable. They're a fruit!

**Child 4** They're white, or brown. They grow in the forest and in caves. There are lots of different kinds. You can't eat all of them! Some of them are dangerous.

**Child 1** It's white. It's in lots of things, like bread and cakes and cookies. It's also in pasta and noodles.

**Child 2** It's yellow. You can put it in a sandwich. You can eat it with bread in the morning.

**Child 3** They're brown. You often cook with them. They're in lots of things, like soup. They can make you cry!

**Child 4** They can be red, orange or green. They're small, but they're very strong!

### ANSWERS

milk, sugar, tomatoes, mushrooms, flour, butter, onions, chillies

### Assessment for learning

- Use the *Vocabulary* poster to review the words with the class. Then ask *Do you know the new words?* Using your usual feedback method, ask students to show you how confident they feel.
- If further practice is needed, ask students to play a game in pairs. They take turns to describe a type of food from the picture for their partner to point to it and say the word.

### 4 Play the *Ingredients* game.

- Ask students to read the conversation. Explain that they must take turns to choose a type of food from the picture and ask their partner what they can make with it.
- Practise with the class. Invite students to ask you about a type of food from the picture and then give your own response, for example, *What can we make with cheese?* *We can make a sandwich*.
- Students ask and answer in pairs.

### 5 Look at the picture in 2. What's in these dishes? Write the ingredients in the recipes.

- Ask students to look at the picture on page 70 again. Show how each child has a different set of ingredients. Ask *What is the boy making?* Invite suggestions from different students and establish that he is making a pizza.

- Tell the class that the girl is making pancakes. Model the word for students to repeat.
- Ask students to look at the photos and write the ingredients for each dish.

#### ANSWERS

Pizza: flour, mushrooms, onions, tomatoes

Pancakes: eggs, sugar, milk, butter

### 6 What do you like on your pizza? Draw and write.

- Ask for suggestions of other ingredients we can have on a pizza (for example, *olives, chillies, chicken, peppers*).
- Focus on the pizza outlines. Ask students to choose and draw the ingredients. They then label the different ingredients by drawing lines to the boxes and writing the words.

#### Global skills: creativity and critical thinking

Designing their own pizza allows students to use the new vocabulary in a creative way, while applying it to a real-life situation. Students are more likely to remember new words when they have used them in a meaningful activity.

### 7 Listen and repeat. 120 Then make a shopping list.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Explain the meaning of the word *shopping list* or translate it into the students' own language.
- Ask students to work in pairs. The first student suggests a dish to make. They then take turns to name the ingredients they need.
- Go around the class, helping and correcting where necessary.

#### Team Up! 1 [DOWNLOAD](#)

- Students use the worksheet to draw the things they need from the supermarket. They then write a shopping list for their friend from memory.

### Workbook [pages 64–65](#)

#### 1 Look and match.

- Students read the words and draw lines to match them to the corresponding types of food in the picture.

#### ANSWERS

The butter is on the bottom shelf behind the plates.

The milk is on the cabinet behind the bottle of water.

The onions are on the cabinet behind the toaster.

The mushrooms are on the cabinet under the tea towel.

The tomatoes are on the table behind the fruit bowl.

The chillies are on the cabinet behind the kettle.

The sugar is on the bottom shelf behind the cups.

The flour is on the top shelf behind the pasta.

#### 2 Look and complete.

- Students look at the pictures and complete the shopping list.

#### ANSWERS

1 butter 2 chillies 3 milk 4 mushrooms 5 flour  
6 tomatoes 7 onions 8 sugar

#### 3 Look, read and complete.

- Students look at the pictures and complete the recipes with the correct words.

#### ANSWERS

1 milk 2 butter 3 flour 4 sugar 5 tomatoes  
6 onion 7 mushrooms

#### 4 Choose and complete.

- Students look at the picture of the fruit salad and complete the conversation.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

#### Learning objective

Students will be able to talk about ingredients that they've got.

#### Language

Countable and uncountable nouns (affirmative): *There's a tomato. There's some flour.*

Countable and uncountable nouns (questions and negative): *Is there any sugar? Yes, there is. / No, there isn't. There's some flour. There aren't any mangoes.*

#### Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 154) with the vocabulary from lesson 1 as well as previously learned food words.

#### Lead-in

- Put the flashcards from lesson 1 on the board. Point to each one for students to say the word.
- Tell the class *I'm going to make a pizza. What ingredients have I got?* Elicit answers from different students around the class (for example, *flour, tomatoes, onions*).
- Repeat with other dishes, such as pancakes and soup.
- Ask *What are we learning about today?* Invite ideas from different students around the class.
- Ask students to find the learning objective on page 72: *Let's talk about the ingredients we've got.*

**1 Listen and follow.** 121 **Then act.**

- Focus on the pictures in the grammar cartoon. Choose students to identify the team characters and say what they can see.
- Play the recording for students to listen and follow the story.
- Choose students and ask *What do they want to make? Have they got a mango? How many bananas have they got? Have they got milk? What can they make?*
- Play the recording again for students to follow.
- Divide the class into groups of three. In their groups, students choose who is going to play each part.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

**2 Look, listen and learn.** 122 **Circle the ingredients you can't count.**

- Play the recording for students to listen and follow the sentences.
- Draw attention to the words in pink. Then ask *How many tomatoes / mushrooms / chillies are there? Can you count the flour? Can you count the cheese?*
- Play the recording for students to listen and follow again.
- Ask students to work in pairs. They take turns to read the sentences from the grammar box.
- Read the explanation in the *Look!* box to the class.
- Ask the class to look at the sentences again and circle the things you can't count.

**ANSWERS**  
cheese, flour

**3 Look and find six differences. Write a or b.**

- Ask students to look at the pictures of the fridges. Choose different students to identify the ingredients in each one.
- Ask *Are the pictures the same?* and elicit the answer. (No, they aren't.) Ask students to look at the pictures and find six differences.
- Students read the sentences and write the letter of the fridge (a or b) each time.

**ANSWERS**  
Differences:

- 1 The butter in a is cheese in b.
  - 2 The oranges in a are lemons in b.
  - 3 The tomatoes in a are chillies in b.
  - 4 There are four onions in a. There are five onions in b.
  - 5 There are six eggs in a. There are four eggs in b.
  - 6 The juice in a is water in b.
- 1 b 2 a 3 a 4 a 5 a 6 b

**Optional activity**

- For further practice of the grammar, put the flashcards on the board. Point to each one and elicit sentences from a student with *There are some ...* or *There's some ...*, for example, *There are some chillies. There's some milk.* If a student makes a mistake, praise their effort and choose a different student to say what there is.
- With weaker classes, you may wish to ask students to do the activity in pairs before they share their ideas.

**4 Look at 3. Play Spot the difference.**

- Focus on the conversation. Choose a confident student to act it out with you for the class.
- Tell students that they must take turns to make a sentence about one of the fridges for their partner to guess which fridge it is. Explain that they must be careful not to make a sentence that could apply to both fridges, for example, *There's some milk.*
- Students work in pairs. They say sentences for their partner to guess the picture.

**Mixed ability**

- Weaker students can prepare for exercise 4 by circling the food in the pictures that is different to help them make their sentences. If they need further support, they can read through the sentences from exercise 3 again.
- Stronger students should cover the sentences from exercise 3.

**5 Look, listen and learn.** 123 **Then point to the picture and answer the questions.**

- Play the recording for students to listen and follow.
- Draw attention to the word *any* and explain how it is used in questions and negative sentences.
- Ask students to look at the picture. They take turns to ask the questions for their partner to look and answer.

**ANSWERS**  
*Is there any sugar? Yes, there is.*  
*Are there any eggs? No, there aren't.*

**6 Listen and tick ✓ or cross X.** 124 **Which recipe can they make?**

- Ask students to look at the photos. Ask different students to identify the food.
- Tell students that they are going to hear a boy and his dad talking about the food they have got in their kitchen. They must listen and tick or cross the food to show what they have got.
- Play the recording, pausing if necessary, for students to tick or cross.
- Play the recording again for students to complete or check their answers.
- Check the answers with the class.
- Ask students to read the recipes and decide which one the boy and his dad have all the ingredients to make.

### Audio transcript

**Dad** It's dinner time. Are you hungry?

**Boy** Yes, I am. What's for dinner?

**Dad** Let's look in the kitchen. What have we got?

**Boy** There's some rice.

There's an onion.

There aren't any mushrooms.

There are some peas.

There isn't any cheese.

There are some peppers.

There isn't any butter.

There are some chillies.

**Dad** OK! I've got a recipe. Let's cook!

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓ 7 X 8 ✓

They can make fried rice.

### 7 Look at 6. Write. Then listen and check. 125

- Ask students to look at exercise 6 again. They use their answers to complete the sentences.
- Play the recording for students to listen to the sentences and check their answers.

### Audio transcript

1 There are some peas.

2 There isn't any butter.

3 There aren't any mushrooms.

4 There's an onion.

5 There isn't any cheese.

6 There are some chillies.

#### ANSWERS

See transcript.

#### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 129 of the Workbook and complete exercises 1 and 2.

### Team Up! 2

- Students choose food words to complete their bingo cards. Then they play the game.

### Workbook pages 66–67

#### 1 Read and circle. Then look and number.

- Students read each sentence and circle the correct word(s).
- They look at the pictures and match them to the sentences by writing the correct number in each box.

#### ANSWERS

1 There's, d 2 There are, a 3 There's, f 4 There's, b  
5 There are, e 6 There's, c

#### 2 Write *There's* or *There are*. Then look and tick ✓.

- Students complete the sentences with *There's* or *There are*.
- They look at the pictures and tick the one that the sentences describe.

#### ANSWERS

1 There are 2 There's 3 There's 4 There are  
5 There's 6 There are  
Picture c.

### 3 Look and complete.

- Students look at the picture and complete the sentences with the phrases from the box.

#### ANSWERS

- 1 There's some
- 2 There aren't any
- 3 There are some
- 4 There isn't any
- 5 There isn't any
- 6 There aren't any

### 4 Look and write the answers.

- Students look at the picture and write the answers to the questions.

#### ANSWERS

- 1 Yes, there are.
- 2 No, there isn't.
- 3 Yes, there is.
- 4 Yes, there are.
- 5 No, there aren't.
- 6 Yes, there is.

### 5 Look at the picture in 4 again. Write questions and answers.

- Students look at the pictures in exercise 4 and write questions and answers using the words in the box.

#### ANSWERS

- 1 Is there any cake? No, there isn't.
- 2 Is there a tomato? Yes, there is.
- 3 Is there an apple? No, there isn't.
- 4 Are there any eggs? Yes, there are.
- 5 Are there any sandwiches? No, there aren't.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

#### Learning objective

Students will be able to talk about cooking.

#### Language

**Cooking (verbs):** *add, chop, measure, mix, pour, serve*

**Adverbs of manner**

#### Warm up

- Write the words *sandwich, pizza, cake, salad* and *pancakes* on the board. Invite a student to mime making one of the dishes for the class to guess. Repeat with another student.
- If you wish, ask the class to play the game in pairs.

#### Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 74 of the Student Book and find the learning objective: *Let's talk about cooking.*



- Ask students to work in pairs. They think of dishes they can make and tell their partner.
- Ask different students around the class to share their ideas.

## Student Book pages 74–75

### 1 Listen, point and repeat. 🎧 126

- Focus attention on the photos in the recipe book. Ask different students to point to a picture and tell you what they can see, for example, *I can see a girl. I think she's making pancakes.*
- Play the recording for students to listen, point to the pictures and repeat the words.
- Play the recording again for students to point and say the words.

### 2 Listen and say. 🎧 127

- Tell students that they are going to hear the children making the recipe in the recipe book.
- Play the recording for students to listen and find the matching photos. Pause for students to say the words.

#### Audio transcript

[sound of knife on chopping board]

**Adult** Be careful with that knife!

[sound of someone mixing with a hand whisk]

**Girl** Phew! I'm tired!

[sound of liquid being poured]

**Boy** Here's some milk.

**Girl** How many eggs do we need?

**Boy** Just two. Put them in the bowl.

[sound of someone cracking two eggs into a bowl]

**Girl** OK, they're in.

[beeping sound of a digital scale]

**Boy** A little bit more ... hmm ... There! That's one hundred grams of butter.

[sound of a plate being put on a table]

**Girl** There you are.

**Mum** Oh! Thank you. This looks great!

#### ANSWERS

chop, mix, pour, add, measure, serve

### 3 Listen and number the steps in order. 🎧 128

- Ask the class to look at the pictures. Choose different students to identify the verb for each one.
- Tell students that they are going to hear a girl and her mum making some pancakes. They must listen and number the pictures to match the conversation.
- Play the recording for students to listen and number.
- Play the recording again for students to complete or check their answers.

#### Audio transcript

**Mum** OK. Are you ready? Let's make pancakes!

**Girl** Right. What's first?

**Mum** Let's read the recipe ... 1 Measure all your ingredients.

**Girl** OK. What's next?

**Mum** 2 Use a knife to chop the bananas. Be careful!

**Girl** OK. What now?

**Mum** 3 Put the flour in a bowl and add the eggs.

**Girl** Flour ... and eggs. OK.

**Mum** 4 Pour in the milk.

**Girl** The milk is in. What's next?

**Mum** 5 Mix them all.

**Girl** OK! That looks good. What now?

**Mum** 6 Cook them and serve them to your friends!

**Girl** Great! Please can you help me cook them?

#### ANSWERS

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

#### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If further practice is needed, ask them to turn to page 68 of the Workbook and complete exercise 1.

### 4 Look at 3. Tell your friend how to make pancakes.

- Ask students to look at exercise 3 again. Explain that they are going to use their answers to give instructions on how to make pancakes. Check students' understanding by asking questions: *What's the first thing you need to do?* (Measure the ingredients.) *What's the second thing you need to do?* (Chop the banana.) *What do you need to do next?* (Put the flour in a bowl and add the eggs.)
- If necessary, play the recording again for students to listen and follow.
- Focus on the dialogue. Ask a confident student to help you model it for the class. Read the first sentence for the student to respond, completing the second instruction.
- Students work in pairs. They take turns to say what they need to do to make the pancakes.
- Walk around the class as students talk, helping where necessary.

### 5 Look, listen and learn. 🎧 129 What is the adverb for good?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs taking turns to read the adjectives and adverbs.
- Focus on the *Look!* box and read the explanation to the class.
- Ask students to look at the adverbs again. Show how we add *-ly* to make the adverb form of *careful*, *slow* and *quick*. Ask *What do we do if the adjective ends in y?* Choose a student to answer. (We remove the *y* and add *-ily*.) Choose another student to find two adverbs that don't follow a pattern (*high* and *well*). Explain that these are irregular.
- Ask *What is the adverb for good?* Elicit the answer from a chosen student.

#### ANSWER

well

### 6 Complete the sentences with the adverbs.

- Ask students to look at the sentences. Explain that there is an adverb missing in each sentence.
- Ask students to read the sentences and complete them by writing adverbs from the adjectives in brackets. They can refer back to the grammar box if they need to.

#### ANSWERS

1 slowly 2 well 3 high 4 carefully 5 quickly

### Optional activity

Play a game of *How are they doing it?* with the adverbs from exercise 5 (see *Ideas bank* page 153).

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 129 of the Workbook and complete exercise 3.

## 7 Listen and follow. Then sing. 🎧 130–131

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team Up! 3 DOWNLOAD

- Students complete the *How to...* guide by ordering the words to make the instructions, matching them to the correct pictures and writing them out in the correct order.

## Workbook pages 68–69

### 1 Look and number.

- Students look at the pictures and match them to the verbs by writing the numbers in the boxes.

#### ANSWERS

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

### 2 Look, read and complete.

- Students look at the pictures and complete the instructions to make the snack.

#### ANSWERS

1 pour 2 Chop 3 Mix 4 pour 5 add 6 Serve

### 3 Read and complete. Then look and number.

- Students complete the sentences by forming adverbs from the adjectives in brackets.
- They then match each sentence to the correct picture by writing the number in the box.

#### ANSWERS

1 easily, e 2 well, c 3 high, a 4 carefully, d  
5 quickly, f 6 noisily, b

### 4 Order the words. Then write the recipe.

- Students order the words to make sentences.
- They write the sentences on the recipe card.

#### ANSWERS

1 Measure the ingredients carefully.  
2 Mix the butter and the sugar quickly.  
3 Add the eggs and the milk slowly.  
4 Cook the cupcakes well.  
5 Serve the cupcakes quickly, when they are hot.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

### Learning objective

Students will be able to read and understand a story about making a mistake.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- Ask students to think about other verbs and adverbs they could use in place of the coloured words (for example, *do*, *serve*, *carefully*). As a class, decide where to put each word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

### Lead-in

- Ask students to look at page 76 of the Student Book and find the learning objective: *Let's read about making a mistake.*
- Explain the word *mistake* or translate it into the students' own language. Ask *When do you make mistakes? How do you feel when you make a mistake? Are mistakes always bad?* Elicit responses from different students around the class.

## Student Book pages 76–77

### 1 Look at the pictures. What food can you see?

- Ask students to look at the story and say which types of food they see.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *Grandma is making a cake. The girl has got some eggs.*

#### SUGGESTED ANSWERS

Students can see peppers, onions, eggs, butter, mushrooms

### 2 Listen and read. 🎧 132 🎧 What's for lunch?

- Ask students to look at the pictures and the title of the story. Ask if they remember the word *giant* from the story in Unit 4. Explain that *giant* can mean a huge person from a fairy tale, but it can also be used as an adjective to mean very big. Ask students if they know what an omelette is. Ask *What ingredients do you need for an omelette?*
- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask *What's for lunch?* Invite different students to make predictions. If they can't express their ideas in English, allow them to use their own language.

- Play the video or the recording for students to follow the story. Choose a different student to answer the question *What's for lunch?*
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWER

a giant omelette

### 3 Read again and write *T* (true) or *F* (false).

- Ask students to read the story again. They read the sentences and mark them true or false.

#### ANSWERS

1 T 2 T 3 F 4 F 5 T

#### Mixed ability

Fast finishers can rewrite the false sentences so that they are correct.

### 4 Complete the summary of the story.

- Ask students to complete the summary with the words in the box. They reread the story as necessary.

#### ANSWERS

1 eggs 2 careful 3 quickly 4 sad 5 cook  
6 lunch 7 happy

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose two or three students to give their thoughts on the first question. Establish that Amina finds out we can learn from our mistakes. She also learns how to make an omelette. Accept any other reasonable suggestions that students have.
- Look at the second question. Invite different students to share their thoughts with the class. Remind students of Amina's grandma's words *We all make mistakes and We can't change the past, but we can learn from our mistakes.* Ask students to think about some of the important things they have learned from their mistakes. Invite some of the students to share their ideas with the class.

#### Global skills: emotional self-regulation and well-being

The message of the story is that we can all learn from our mistakes. Explain to the class that, although making a mistake can sometimes make us feel bad, mistakes are part of life and part of learning. Reinforce the idea that students should not worry about making mistakes in the classroom. If we are afraid to make mistakes, it can stop us from trying new things or sharing our ideas.

### 5 Act out the story.

- Divide the class into groups of four, with one student for each of the speaking parts: the narrator, Amina, Grandma and Grandpa. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part (for example, Grandpa and the narrator).

- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team Up! 4 DOWNLOAD

- Students make the spinner and match the advice to the problems.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook pages 70–71

### 1 Read the story. What mistake does Little Crow make?

- Students read the story and answer the question.

#### ANSWER

She talks with the cheese in her mouth.

### 2 Read again and circle.

- Students read the story again and circle the pictures to show who does each thing.

1 Hippo 2 Little Crow 3 Hippo 4 Little Crow  
5 Giraffe

### 3 Answer the questions.

- Students read the questions and write the answers.

#### SUGGESTED ANSWERS

- 1 Good morning, Little Crow.
- 2 Because Zebra eats her cheese.
- 3 Daddy Crow gives Little Crow more cheese.
- 4 To eat first, then talk. / Not to talk with food in her mouth.

### 4 Complete and colour.

- Students read and complete the sentences by writing and ticking the correct picture. They colour the stars to rate the story.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn about traditional food from Spain and Morocco.

### Language

Traditional food: *garlic, oil, prawns, spices*

### Warm up

- Say *Let's make a cake!* Choose a student to give the first instruction, for example, *Measure the ingredients.* Choose a

different student to give the next instruction. Continue in this way until students have described each of the stages.

- If you wish, put students in pairs to take turns giving instructions on how to make a pizza or omelette.

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Spain and Morocco). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 78: *Let's learn about traditional food from Spain and Morocco.*

## Student Book pages 78–79

### 1 Listen, point and repeat. 🎧 133

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 🎧 134

- Focus on the photo of Teresa. Ask *Which country is Teresa from?* (Spain)
- Tell students that they are going to hear Teresa talking about a type of traditional food from her country. Ask students to look at the photos. Ask *What do you think the food is?* Invite suggestions from students around the class. Accept all the ideas, but do not confirm whether or not they are correct.
- Explain that students must listen for the words in exercise 1. Each time they hear one, they say the number.
- Play the recording, pausing for students to say the numbers.

### Audio transcript

I want to tell you about a kind of food from my country, Spain. It's delicious! It's called tapas. Tapas means lots of different, small dishes, but this one is my favourite.

- First, you need some oil. In Spain we use olive oil.
- Next, the ingredients. We need some spices. Spices are special ingredients that make a dish very tasty! Spices come in lots of different colours.
- We also need garlic. Garlic is a vegetable. It looks like an onion, but it's smaller. It's white.
- And we need some prawns. They come from the sea. You need some big prawns. Yum! I like prawns!

### ANSWERS

4, 1, 3, 2

### 3 Listen and tick ✓ or cross X. 🎧 135 What do they need to buy?

- Ask the class to look at the photos. Choose a different student to identify each type of food.
- Tell the class that now they are going to hear Teresa talking to her mum about the ingredients they need to make dinner. They must listen and tick the things that Teresa and her mum have and put a cross next to those that they don't.
- Play the recording, pausing for students to put a tick or cross in each box.

- Play the recording again for students to complete or check their answers.
- Go through the answers with the class and then ask *What do they need to buy?* Choose a student to answer.

### Audio transcript

**Teresa** Mum, can we make tapas for dinner tonight?

**Mum** That's a good idea. What do you want to make?

**Teresa** I love Spanish omelette. And garlic prawns! And what about fish cakes? Can we make them, too?

**Mum** Sure. What have we got in the kitchen? Are there any eggs?

**Teresa** Let's have a look ... Erm ... No, there aren't. We need to make a shopping list!

**Mum** For the tortilla we need to buy some eggs. There are some onions and some potatoes ... Aw! But there isn't any oil.

**Teresa** OK. So that's eggs and oil. And what about the garlic prawns?

**Mum** Well ... we need some garlic. Is there any garlic? And are there any prawns?

**Teresa** Wait a minute. I can look in the fridge ... Erm ... No, there isn't any garlic and there aren't any prawns.

**Mum** OK then ... We need to buy some garlic and some prawns.

Oh! And we need some spices for the fish cakes. Are there any spices?

**Teresa** No, there aren't.

**Mum** Let's see ... yes. We've got some fish and the other things we need.

**Teresa** OK. I've got the list.

**Mum** So now we can go to the supermarket!

### ANSWERS

a ✓ b X c X d X e ✓ f ✓ g X h X

They need to buy eggs, spices, prawns, oil and garlic.

### 4 Watch the video. 🎥 What's special about tapas plates?

- Play the video for students to find out what is special about tapas plates.

### Video transcript see page 160.

### ANSWER

They are little plates of food.

### Optional activity

- Ask students to watch the video again and write down the tapas dishes that the chef mentions. Stronger students can write down the ingredients for each dish.
- Choose students to share their answers with the class.

### 5 Listen and follow. 🎧 136 Then talk about traditional food from your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about a traditional food from their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

## 6 Look at the photos. What ingredients can you see?

- Focus on the photo of Ali. Ask *Which country is Ali from?* (Morocco)
- Ask students to look at the rest of the photos. They work in pairs taking turns to tell each other what ingredients they can see.
- Elicit answers from different students around the class.

### SUGGESTED ANSWERS

spices, vegetables, meat / chicken, lemons

## 7 Listen and read. 137 Does the dish cook slowly or quickly?

- Play the recording for students to listen to Ali's recipe.
- Ask the question *Does the dish cook quickly or slowly?* Elicit the answer from a chosen student.

### ANSWER

The dish cooks slowly.

## 8 Read again and number the steps in order.

- Ask the students to read the text again. They read the steps and number them in the correct order.

### ANSWERS

- 1 Put oil and spices into your tagine.
- 2 Add the chicken and cook it.
- 3 Chop the onions and add them.
- 4 Mix the ingredients and cook slowly.
- 5 Add the lemons and the olives.

### Mixed ability

- Weaker students can work in pairs or small groups. Ask them to read through the bullet points in the text and circle the cooking verbs (*pour, add, cook, chop* and *mix*). This will help them to locate the information that they need to order the steps.
- Allow stronger students to number the steps from memory and then read Ali's text again to check.

### Global skills: intercultural competence and citizenship

- Food is an important part of a country's cultural identity. Traditional dishes can tell us a lot about the countries that they come from: the recipes have been handed down through generations; they use ingredients that are locally abundant; and they often have stories behind them. The way that food is served or shared can also tell us about the culture of a country.
- Cooking food from other countries allows us to experience some of this culture at home. If students are able to, encourage them to make one of the dishes from the lesson at home, with adult help and supervision.

## 9 Read and find time order words in the recipe.

- Read the rule about time order words in the *Look!* box to the class.
- Ask students to read Ali's recipe again and find all the time order words.

### ANSWERS

First, ..., Then ..., Next, ..., Finally, ...

## 10 Complete the recipe with the time order words.

- Ask students to complete the recipe with time order words. They can use the words from the *Look!* box or Ali's recipe to help them.
- Elicit answers from different students around the class.

### ANSWERS

1 First 2 Then 3 Next 4 Finally

### Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using time order words.
- If further practice is needed, ask them to turn to page 73 of the Workbook and complete exercise 3.

## 11 Write a recipe from your country. Go to your Workbook page 73.

- Ask students to turn to page 73 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 72–73

### 1 Look, read and write.

- Students look at the pictures and read the clues. They write the missing words in the grid.

### ANSWERS

1 prawns 2 oil 3 garlic 4 spices

### 2 What ingredients are not in Julia's recipe? Read and cross X.

- Students read Julia's recipe. They put crosses next to the pictures of the food that she doesn't mention.

### ANSWERS

the mushroom and the cheese

### 3 Order the words. Then number.

- Students order the words to make sentences.
- They number the sentences in the correct order.

### ANSWERS

- 1 First, chop the garlic.
- 2 Next, put oil in the pan.
- 3 Then cook the prawns and the garlic.
- 4 Finally, serve the prawns with rice.

### 4 Make notes about a recipe from your country.

- Students choose a recipe from their country and complete the notes.

### 5 Write a recipe from your country. Use your notes in 4 and Julia's recipe to help you.

- Refer students back to Julia's recipe in exercise 2. Read it aloud as students follow along in their books. Establish that this is what a good recipe looks like.
- Ask students to look at the notes they made in exercise 4. They use this information and Julia's text to write their own recipe.



### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a recipe book.

#### Language

Grammar and vocabulary from the unit

#### Materials

Several pieces of A4 paper per group, pictures of different types of ingredients for students to copy or cut out, pens, pencils, scissors, glue

### Warm up

- Play a game of *Secret message* with the class (see *Ideas bank* page 154). Write a message about ingredients that you need for a recipe in code, on the board, for example, *I need flour, oil, tomato and cheese*.
- Once students have decoded the message, ask them to guess what you are making.

### Lead-in

- Ask students to look at the recipe book at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on the page: *Make a recipe book*. Ask different students to make suggestions of recipes for the book.

### Student Book page 80

#### 1 Listen and read. Learn how to do the project.

🔊 138

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their recipe book.
- Walk around the class as students work, helping where necessary.

#### Audio transcript

1

**Nina** OK. What's first? Hmm. Choose a dish you like.

**Hector** Mmm. I like pizza!

**Tang** Me too. But I like noodles with prawns, too.

2

**Emma** Find or draw pictures of the dish and the ingredients.

**Hector** Ah! There's a photo of a pizza in this magazine.

**Nina** Great. I'm going to draw some tomatoes.

3

**Hector** Label the ingredients ... Hmm. What does that mean?

**Emma** It means write the words.

**Tang** OK. Tomato, t, o, m, a, t, o.

4

**Nina** OK. What's next? Write how to make the dish.

**Hector** Now we write the recipe.

**Emma** How do you make a pizza?

**Tang** Hmm ... Let's look in this book.

5

**Hector** Now ... Put the recipes together to make a book.

**Nina** Here's our recipe.

**Tang** And here's ours.

**Teacher** Well done, kids. It looks great!

6

**Emma** Now ... Plan and practise your presentation.

**Nina** We need to say the name of the dish.

**Hector** And we need to say what's in the dish and where it's from.

### Team Up! 5 DOWNLOAD

- Students can use the worksheet as a template for their recipe. They draw pictures, list the ingredients and write the instructions. Alternatively, provide students with a plain piece of A4 paper for them to make their recipes on.

### 2 Watch the video. 🎥 Which two dishes do they talk about?

- Play the video for the students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript see page 160.

#### ANSWER

Singapore Noodles and pizza

### 3 Listen and follow. 🔊 139 Then talk to the class about your recipe.

- Play the recording for students to listen and follow.
- Ask different groups to present their recipe to the class.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 81

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the types of food and verbs for cooking that they can remember.

### ANSWERS

Food: flour, butter, milk, onion, tomatoes, peppers, mushrooms, sugar

Cooking (verbs): mix, pour, measure, add, chop, serve

### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activity 4. Make sure that each of these students is sitting next to someone who is doing the same activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

### ANSWERS

1 There is some water.

There are some tomatoes. / There are two tomatoes.

There are some lemons. / There are two lemons.

There is some butter.

2 Suggested answers:

countable: tomatoes, mushrooms, onions, chillies

uncountable: flour, sugar, milk, butter

3 Students' own answers

4 Students' own answers

5 well, slowly, high, easily

6 Students' own answers

## Workbook pages 74–75

### 1 Write. Then circle the odd one out.

- Students look at the pictures and write the words.
- They circle the odd one out (the picture that is different) in each group of three.

### ANSWERS

1 pour, onion, tomato

2 flour, milk, sugar

3 measure, chop, spices

4 mix, chillies, mushrooms

odd one out: 1 pour 2 milk 3 spices 4 mix

### 2 Read and complete.

- Students read the sentences and complete them with the words in the box.

### ANSWERS

1 add 2 Serve 3 spices 4 flour 5 milk

6 butter 7 chop

### 3 Look, read and complete.

- Students complete the text using the details from the pictures.

### ANSWERS

1 prawns 2 oil 3 butter 4 garlic 5 tomatoes

6 onions

### 4 Look and correct the sentences.

- Students look at the picture and rewrite the sentences so that they are correct.

### ANSWERS

1 There are twelve onions.

2 There are some mushrooms.

3 There's some cheese.

4 There's a watermelon.

5 There isn't any butter.

### 5 Look, read and complete.

- Students look at the picture and complete the conversation.

### ANSWERS

1 There isn't any

2 Is there any

3 There's some

4 Are there any

5 There are four

6 There are some

7 there isn't

## Unit 6 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 6 test, downloadable from Oxford English Hub.

## Amazing food

### Learning objectives

Students will be able to read and understand an article about the world's biggest pizza.

Students will be able to read and understand a poem about food.

### Language

Language from Units 5 and 6

### Warm up

- Play a game of *The first letter* (see *Ideas bank* page 153) with the food words from Unit 6 and other food words that students know.
- Ask students to think of a special meal or type of food that their parents or grandparents cook (or maybe that they can cook themselves). They work in pairs, taking turns to tell each other about it. Encourage students to speak English as much as possible, but allow them to use their own language if they can't express their ideas in English.
- Ask some of the students to report back to the class.
- Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

### Student Book pages 82–83

#### 1 Listen and read. 140 What is special about the pizza in the article?

- Ask the class to look at the photos. Ask *What are the people making?* Choose a student to respond (pizza).
- Play the recording for students to listen and follow the text.
- Explain or translate any unknown vocabulary, such as *tasty*. Ask students to look at the box at the bottom of the page. Read the definition to the class.
- Play the recording again for students to listen and follow. Ask *What is special about the pizza in the article?* Elicit the answer from a chosen student.

#### ANSWER

It's the biggest pizza in the world.

#### 2 Read again and match the beginnings and ends of the sentences.

- Ask students to read the article again and draw lines to match the beginning of each sentence to the correct ending.

#### ANSWERS

1 c 2 e 3 d 4 b 5 a

#### Optional activity

Ask students to work in small groups and have a quiz to check what they remember about the article. Read out the questions below and allow a few moments for students to share ideas and write down the answers.

*How long did South Africa have the world record for making the biggest pizza? (22 years)*

*How wide was the pizza from South Africa? (over 37 metres wide)*

*How many chefs helped to make the Italian pizza? (five)*

*How many hours did each chef work? (48)*

*How long was the Italian pizza? (40 metres long)*

#### 3 Listen and read. 141 Circle the foods in the poem.

- Tell students that they are going to read a poem. Ask them to look at the pictures. Ask *Which food do you know in English?* Choose a student to identify the known foods (*apples, oranges, bananas, grapes and pizza*). Explain to students that they are going to use the words of the poem to identify the rest of the food.
- Play the recording for students to listen and follow the words.
- Ask students to read the poem by themselves and circle the different types of food. They draw lines from the pictures to the food words in the poem. Encourage students to work out meaning from context as much as possible. Draw attention to clues from the text that help to identify the food, for example, verse 3 tells us that dragon fruit is pink and bright on the outside and black and white on the inside. Allow them to use dictionaries to check any words they don't know.
- Play the recording again for students to listen and check their answers.

#### ANSWERS

vegetables, salad, fruit, jackfruit, pumpkin pie, cactus, cactus jam, oranges, apples, bananas, grapes, dragon fruit, flowers, pizza, roses, cake, ice cream, milkshake, durian fruit, pomegranates

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

- Ask students to read the play again and write answers to the questions.

#### ANSWER

- 1 You need to prepare cactus carefully.
- 2 Dragon fruit is black and white on the inside.
- 3 You can eat flowers on pizza.
- 4 You can eat roses in cake or ice cream.
- 5 You can buy durian fruit and pomegranates at the market.
- 6 Students' own answers

#### Mixed ability teaching

- Allow weaker students to work in pairs. Encourage them to use the pictures to help them locate the places in the poem where they can find the answers.
- Stronger students, who finish quickly, write an extra question. They swap it with a partner and write the answer.

## Lesson 1: Words

### Learning objective

Students will be able to talk about helping at home.

### Language

**Housework:** *clean my room, clear the table, cook the dinner, Hoover the floor, load the dishwasher, wash the car, wash the dishes*

**Functional language:** *I have to ...*

### Warm up

- Ask students to think about the different things they do at home. They discuss their ideas with a partner.
- Ask some of the students to share the ideas with the class.

### Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to look at page 84 of the Student Book and find the learning objective: *Let's talk about helping at home.*
- Ask different students *Do you help at home? When / How often do you help?*

## Student Book pages 84–85

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English. Ask them to think about types of transport, rooms in a house and objects in a house.
- Tell students that they are now going to learn eight new phrases. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

Students can see a bike, a car, a plane, a kitchen, a living room, a bedroom, a dining room, a bed, a vase, a table, a mirror, a picture, a robot, a poster and some books.

### 2 Listen, point and repeat. 142

- Ask students to look at the picture on page 84. Play the recording for students to listen and point to the children doing the different chores.
- Play the recording again for students to repeat the phrases.

### Optional activity

Use the *Vocabulary* poster to review the words. Then play a game of *What's missing?* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 143

- Tell students that they are going hear the sound of people doing different types of housework from exercise 2. Play the recording, pausing after each sound for students to say the correct phrase.
- Play the recording again for students to listen and say the phrases.

### Audio transcript

- *The sound of someone loading a dishwasher*
- *The sound of someone hoovering the floor*
- *The sound of someone washing a car*
- *The sound of someone cooking the dinner*
- *The sound of someone watering the plants*
- *The sound of someone cleaning their bedroom*
- *The sound of someone washing the dishes*
- *The sound of someone clearing the table*

#### ANSWERS

load the dishwasher, Hoover the floor, wash the car, cook the dinner, water the plants, clean my room, wash the dishes, clear the table

### 4 Play the *Mime* game.

- Ask students to read the conversation. Explain that they must mime a type of housework from exercise 2 for their partners to guess.
- Students take turns to mime and guess the phrases.

### 5 Write the housework for each place.

- Ask students to look at the picture. Choose a student to name each of the places.
- Focus on the example, which shows that we wash the dishes in the kitchen. Ask students to label the rest of the places with the housework that we do there.

#### ANSWERS

driveway: wash the car

kitchen: cook the dinner, wash the dishes, load the dishwasher

dining room: clear the table

living room: Hoover the floor

bedroom: clean my room

garden: water the plants

### 6 How do you help at home? Read and tick ✓.

- Ask students to read through the list and tick the chores that they do at home. If a student does a chore that is not included in the list and that can be described in English using known language, for example, *clean the bath* or *wash my clothes*, allow students to add it to the bottom of the chart and tick it.

### Global skills: emotional self-regulation and well-being

- Having to do chores at home helps children develop a sense of responsibility and builds self-discipline. Discussing the topic of helping at home will encourage students to become more involved with helping with the housework.
- You may also wish to assign jobs or roles for different students to do in the classroom. The students doing the jobs can be changed every week so that everyone has a turn.

### 7 Listen and repeat. 144 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to work in pairs. They take turns to ask and answer about how they help at home.
- Go around the class as students talk, helping and correcting where necessary.
- Discuss the activity with the class. Choose two or three students to report back on themselves and their partners. Then ask students to think about what other chores they could help with. Invite suggestions from different students.

### Team Up! 1 **DOWNLOAD**

- Students ask and answer about helping at home to complete the survey table and record the results in the bar chart.

### Workbook **pages 76–77**

#### 1 Match. Then look and number.

- Students draw lines to match the two parts of the phrase for each chore.
- They look at the pictures and number them to match the phrases.

#### **ANSWERS**

- 1 clear the table, f
- 2 load the dishwasher, h
- 3 Hoover the floor, g
- 4 clean my room, d
- 5 wash the dishes, b / wash the car, e
- 6 cook the dinner, c
- 7 water the plants, a
- 8 wash the car, e / wash the dishes, b

#### 2 Look, read and complete.

- Students look at the pictures and complete the text in the speech bubbles.

#### **ANSWERS**

- 1 table
- 2 dishes
- 3 room
- 4 floor
- 5 car
- 6 plants
- 7 dishwasher
- 8 dinner

#### 3 Read and complete.

- Students look at the list and complete Paul's jobs.

#### **ANSWERS**

- 1 clear the table
- 2 water the plants
- 3 wash the dishes

- 4 Hoover the floor
- 5 cook the dinner
- 6 wash the car
- 7 load the dishwasher
- 8 clean my room

### 4 How do you help at home? Write four things you have to do every week.

- Students think about how they help at home and write four jobs they do every week in the list.

#### **ANSWERS**

#### Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about how they helped at home last week.

### Language

**Past simple regular verbs (affirmative):** *Last week I cleared the table.*

**Past simple regular verbs (negative):** *He didn't play basketball.*

### Warm up

- Say the name of a room in the house or an outside area, for example, *living room*. Choose a student to say which chore you can do there (hoover the floor). Repeat with other places.
- If you wish, ask students to play the game in pairs.

### Lead-in

- Put the flashcards from lesson 1 on your desk. Invite a student to come to the front of the class and put the chores that he / she does on the board. He / She tells the class about them, for example, *I clean my room every week. I wash the car on Saturday.*
- Repeat with other students until all the flashcards are on the board.
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 86 of the Student Book and find the learning objective: *Let's talk about how we helped at home last week.*

### Student Book **pages 86–87**

#### 1 Listen and follow. 145 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters and say what they can see.
- Play the recording for students to listen and follow the story.



- Choose students and ask *When did May clean the car? When did she cook the dinner? Did she wash the dishes this morning? What did she design?*
- Play the recording again for students to follow.
- Divide the class into pairs. The students choose who is going to play May and who is going to play Dad.
- Students act out the story in their pairs. Walk around the class and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

## 2 Look, listen and learn. 🎧 146 Then write the verbs in the past.

- Play the recording for students to listen and follow the sentences.
- Ask *How do the verbs end?* Draw attention to the *-ed* endings in pink.
- Read the explanation in the *Look!* box to the class.
- Play the recording again for students to listen and follow.
- Ask students to read the verbs and write the past simple forms by adding *-ed*.

### ANSWERS

cleaned, watched, washed, played, cooked, listened

## 3 Listen and tick ✓. 🎧 147 Who watered the plants?

- Ask students to look at the pictures. Ask different students to identify the chores.
- Tell students that they are going to hear people in a family talking about the housework they did last week. They must listen and tick the chores each person did.
- Play the recording, pausing if necessary, for students to tick the pictures.
- Play the recording again for students to complete or check their answers. Establish that everyone watered the plants.

### Audio transcript

**Danny** In our family, everyone helps at home. Let's find out what we did last week!

OK, Mum. What were your jobs?

**Mum** OK, well, I hoovered the floors. I washed the car and I washed the dishes. Oh! And I watered the plants last Tuesday.

**Danny** Thanks, Mum. Alright. Dad?

**Dad** Let's see ... I cleared the table and I cooked the dinner. And I watered the plants last Wednesday!

**Danny** Hmm. OK. Bella?

**Bella** I helped Mum wash the car ... Oh! And last Thursday I watered the plants!

**Danny** Right. So finally ... me. (I'm Danny.) I cleared the table. And I helped Dad cook the dinner. And I watered the plants yesterday.

Oh dear! We all watered the plants!

### ANSWERS

Mum: watered the plants, hoovered the floor, washed the dishes, washed the car

Dad: watered the plants, cooked the dinner, cleared the table

Bella: watered the plants, washed the car

Danny: watered the plants, cooked the dinner, cleared the table

Open question: Everyone watered the plants.

### Optional activity

Explain that the *-ed* endings of past simple regular verbs can make one of three sounds: /d/, /t/ or /ɪd/. Play the recording from exercise 3 again, pausing after each phrase. Say the verbs for students to repeat, focusing on the ending sound. Then say the whole phrase for students to repeat.

## 4 How did you help at home last week? Talk with your friend.

- Focus on the text in the speech bubble and read it aloud for the class.
- Ask students to work in pairs. They take turns to tell each other how they helped at home last week.
- Go around the class as students talk, helping and correcting pronunciation where necessary.

## 5 Look, listen and learn. 🎧 148 How do we make the past negative?

- Play the recording for students to listen and follow.
- Ask students to look at the affirmative and negative forms. Draw attention to the differences: with the positive, we add *-ed* to the end of the verb. With the negative, we use *didn't* in front of the verb, but we don't add *-ed* to the end.
- Play the recording again for students to listen and repeat.
- Ask *How do we make the past negative?* Choose a student to answer.

### ANSWER

We add *didn't* before the verb. We don't add *-ed* to the end of the verb.

## 6 Look and write a or b.

- Ask students to look at the pictures. Ask questions and choose different students to answer, for example, *What did Dad do last Friday? What did Bella do? What did Mum do last Saturday? What did Danny do?*
- Ask students to read the sentences and write *a* or *b* to match the picture.

### ANSWERS

1 b 2 b 3 a 4 a 5 b 6 a

### Mixed ability

- Ask weaker students to work in pairs. One student reads sentences 1–3 and writes *a* or *b* accordingly, and the other does the same with sentences 4–6. They then compare work and check each other's answers.
- Stronger students who finish quickly can make their own negative sentences for their partner to say *a* or *b*.

## 7 Write.

- Ask students to complete the sentences with the affirmative or negative past simple forms of the verbs in brackets.

### ANSWERS

1 didn't Hoover 2 didn't clean 3 didn't wash  
4 played 5 watched

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 130 of the Workbook and complete exercises 1 and 2.

### Team Up! 2 DOWNLOAD

- Using the worksheet, students write a list of all the jobs they do at home, design a robot to do their jobs and write what the robot did.

### Workbook pages 78–79

#### 1 What did they do on Saturday afternoon? Look and match.

- Students look at the picture and make sentences by matching the people to the jobs they did.

#### ANSWERS

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

#### 2 What did they do on Sunday afternoon? Look, read and complete.

- Students look at the picture to see what the people did on Sunday afternoon. They complete the sentences with the past simple form of the verbs in the box.

#### ANSWERS

1 played 2 baked 3 watched 4 painted 5 listened  
6 played

#### 3 Look, read and complete.

- Students look at the picture and complete the sentences about what Alex did or did not do.

#### ANSWERS

1 didn't play 2 washed 3 didn't climb 4 didn't play  
5 watched 6 didn't watch 7 didn't cook  
8 didn't clean

#### 4 What did you do last weekend? Complete for you.

- Students complete the sentences about themselves.

#### ANSWERS

1 cleaned / didn't clean 2 baked / didn't bake  
3 played / didn't play 4 washed / didn't wash  
5 watched / didn't watch 6 listened / didn't listen  
7 walked / didn't walk

#### 5 Write sentences about things you did or did not do at school yesterday.

- Students read the phrases in the box. They use them to make two positive sentence and two negative past simple sentences about things they did and did not do in school yesterday.

#### ANSWERS

Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

### Learning objective

Students will be able to talk about getting ready for a party.

### Language

**Party preparations:** *decorate, dress up, invite guests, prepare food, set the table, tidy up*  
*had to*

### Warm up

- Play a game of *Categories* (see *Ideas bank* page 154) with the things to do in the city from Unit 3, free time activities from Unit 5 and the housework from this unit.

### Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look at page 88 of the Student Book and find the learning objective: *Let's get ready for a party*. Explain the word *party* or translate it into students' own language.
- Ask students to work in pairs. They name, in English, as many things as possible that they can do to prepare for a party, for example, *hoover the floor, clean my room, bake cupcakes*.
- Ask different students to share their ideas. Compile a list on the board.

### Student Book pages 88–89

#### 1 Listen, point and repeat. 🎧 149

- Focus attention on the photos on the web page. Choose students to point to a photo and tell you what they can see, for example, *I can see a boy. He's making cupcakes*.
- Play the recording for students to listen, point to the pictures and repeat the phrases.
- Play the recording again for students to point and say the phrases.

#### 2 Listen and say. 🎧 150

- Tell students that they are going to hear children doing the different activities from exercise 1.
- Play the recording for students to listen to each conversation and find the photo that matches. Pause for students to say the phrase.

### Audio transcript

**Mum** Can you help me put these clean clothes in your bedroom?

**Girl** Yes! In a minute! I'm cleaning the table.

**Dad** We need eight plates, please.

**Boy** OK, Dad. Does the knife go on the left, or the right? I can't remember.

**Dad** Put it on the right.

**Boy** OK, thanks.

**Girl** Here, put this one in the tree.

**Mum** Wow! The garden looks good! Well done, kids.

**Boy** Dear Aunt Monica ... Oh, Mum? How do you spell Monica?

**Mum** M-O-N-I-C-A.

**Boy** Thanks! Dear Aunt Monica, Please come to our party ...

**Dad** Look! Do you like my new shirt?

**Boy** Yes, I do. You look very nice.

**Dad** Thank you. So do you.

**Girl** How many cakes do we need?

**Dad** Hmm ... about twelve, I think.

**Girl** OK. We have to make some more.

#### ANSWERS

tidy up, set the table, decorate, invite guests, dress up, prepare food

### 3 Listen and follow. 151 Which party is it? Tick ✓.

- Ask the class to look at the pictures. Choose different students to identify the party preparation activities that each one represents. Note that two of them (*go shopping* and *cook the dinner*) were learned previously and do not appear in exercise 1.
- Ask students to read the different types of parties on the right. Choose students to ask *Which party do you like best? Why?*
- Tell students that they are going to hear someone talking about how to prepare for a party. They must listen and follow the maze by drawing a line connecting the pictures as the preparations are mentioned. When they get to the last picture, they look to find out what type of party it is.
- Play the recording, pausing if necessary for students to join the pictures.
- Ask *Which party is it?* Choose a student to answer.

#### Audio transcript

So you want to have a party!

OK! Are you ready?

- First, you have to go shopping. Make a shopping list and go to the supermarket!
- Alright. Now it's time to tidy up. Put the toys in your room. Put the cushions on the sofa. Put the books on the shelf.
- That's right. Tidy up!
- Are your guests hungry? It's time to go to the kitchen. Yes! Next you have to cook the dinner.
- Finally, it's time to dress up. Put on your best clothes! Why don't you wear the sweater that Grandma likes?
- Are you ready? Yes, you are! Your party is ready to go!

#### ANSWERS

path: go shopping, tidy up, cook the dinner, dress up  
They're getting ready for the family party.

#### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If further practice is needed, ask them to turn to page 80 of the Workbook and complete exercise 1.
- Fast finishers can move on to exercise 2.

### 4 Take turns to describe a new path through the maze in 3.

- Ask a confident student to help you model the dialogue for the class.
- Students work in pairs. They take a different path through the maze, taking turns to describe each of the things they have to do to prepare.

#### SUGGESTED ANSWER

First, you have to invite guests. Then you have to decorate. Next you have to prepare food. Finally, you have to set the table.

### 5 Look, listen and learn. 152 Who had to dress up?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs taking turns to read the sentences.
- Draw attention to the words in pink (*had to*). Focus on the *Look!* box and read it to the class.
- Ask *Who had to dress up?* Choose a student to answer.

#### ANSWER

Dad had to dress up.

### 6 Look at the to-do list and write sentences with *had to*.

- Ask students to look at the to-do list. Ask *Who had to decorate / prepare food / dress up?* Elicit answers from different students.
- Ask students to complete the sentences using the information from the to-do list.

#### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 130 of the Workbook and complete exercise 3.

#### ANSWER

- 1 had to decorate
- 2 had to invite guests
- 3 had to set the table
- 4 had to prepare food
- 5 had to dress up

### 7 Listen and follow. Then sing. 153–154

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team up! 3 [DOWNLOAD](#)

- Students use the party planner guide, taking turns to ask and answer the questions with a partner.

## Workbook pages 80–81

### 1 Read and number.

- Read the list and number the people in the picture.

#### ANSWERS

Back row: 1, 4

Front row: 3, 6, 2, 5

### 2 Complete the steps in the party planner.

- Students look at the pictures in the party planner and complete the steps.

#### ANSWERS

1 invite guests 2 tidy up 3 decorate 4 prepare food  
5 set the table 6 dress up

### 3 Read and complete the text with *had to* and the verbs.

- Students read the text and complete with *had to* and a verb from the box.

#### ANSWERS

1 had to invite 2 had to clean 3 had to decorate  
4 had to prepare 5 had to set 6 had to dress

### 4 What did they have to do after the party? Look and complete.

- Students look at the pictures and complete the sentences about what the people had to do after the party.

#### ANSWERS

1 Sarah had to tidy up.  
2 Her dad had to clear the table.  
3 Her mum had to load the dishwasher.  
4 Her brother Dan had to Hoover the floor.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

#### Learning objective

Students will be able to read and understand a story about helping out.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Sing the song from the end of the previous lesson with the class.
- Play *Sing the next line* (see *Ideas bank* page 153).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

#### Lead-in

- Ask students to imagine they have to prepare for a party. Ask *What do you have to do?* Elicit the vocabulary from the previous lesson and encourage as many suggestions as possible, in addition to the phrases from the previous

lesson, for example, *make a shopping list, go shopping, Hoover the floor, cook the dinner, bake cupcakes.*

- Ask students *What do you think today's story is about?* Choose two or three students to make suggestions.
- Ask students to look at page 90 of the Student Book and find the learning objective: *Let's read about helping out.*

## Student Book pages 90–91

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

- Ask students to look at the story. Read the title aloud. Use the pictures in the story to teach or elicit meaning of the word *farmyard*. Ask *Which animals live on the farmyard?* (a horse, goats, chickens, a donkey, a cat, ducks)
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the animals are doing, for example, *The ducks are swimming.*

#### SUGGESTED ANSWERS

The ducks are swimming. The cat is sleeping. The donkey is decorating. The donkey is preparing food. The animals are tidying up.

### 2 Listen and read. 155 Who worked hard?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask *Who worked hard?* Invite two or three students to make suggestions.
- Play the video or the recording for students to follow the story. Choose a different student to answer the question *Who worked hard?*
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWERS

The donkey worked hard.

### 3 Read again and number the jobs in order.

- Ask students to read the story again. They number the jobs in the order that they are mentioned in the story.

#### ANSWERS

a 3 b 5 c 1 d 4 e 2

#### Mixed ability

- Ask weaker students to find and underline the phrases in the story and use them to help number the pictures.
- Stronger students, who finish quickly, use their answers from exercise 3 with sequencing words to talk about the order of events in the story, for example, *First, Donkey had to tidy up. Then, Donkey had to decorate the farmyard and go shopping.*

### 4 Who said it? Circle.

- Ask students to read the pieces of speech and circle the animals that said them. They reread the story as necessary.

#### ANSWERS

1 the horse 2 the donkey 3 the ducks 4 the cat  
5 the goats 6 the horse

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question. Establish that the donkey is upset because none of the other animals helped to prepare for the party. He is also sad because the party isn't fun without guests.
- Look at the second question and choose a student to answer. (The animals helped to tidy up.)
- Ask students what lesson they think the animals have learned. Draw attention to the horse's words at the end of the story: *It's better when we all help out.*

#### Global skills: communication and collaboration

The story reminds students of the importance of sharing work and rewards. The animals learn it isn't fair for just one of them to do all the work, and the donkey learns that a party is only fun when it is shared. Discuss with the class why it is important to share work and what happens if one person does all the work. Encourage them to speak in English as much as possible, but allow them to use their own language if necessary.

#### Optional activity

Ask students to work in pairs or small groups. They think about how the other animals could have helped the donkey with the party preparations. They write a list of jobs for the different animals to do, for example, *ducks: tidy up; cat: decorate.*

### 5 Act out the story.

- Divide the class into groups of eight, with one student for each of the following parts: the narrator, the donkey, the horse, the cat, the ducks (× 2) and the goats (× 2). As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part. Smaller groups are also possible if there is only one duck and one goat.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Team Up! 4 DOWNLOAD

- Students complete the story about the next farmyard party in the worksheet.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

### Workbook pages 82–83

#### 1 Read the story. How did John help with the housework?

- Students read the story and answer the question.

#### ANSWER

He cleaned his room and helped in the kitchen while he listened to music.

### 2 Read again and match.

- Students read the story again and match the jobs to the different characters.

1 John 2 Dad, Mike 3 John 4 Carla 5 Mike  
6 John

### 3 Write T (true) or F (false).

- Students read the sentences and mark them true or false, rereading the story as necessary.

#### ANSWERS

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

### 4 Complete and colour.

- Students complete the sentences and then rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

#### Learning objective

Students will learn about family festivals in the USA and Japan.

#### Language

Family festivals: *daughter, grandparents, parents, son*

### Warm up

- Ask students to think about their families. Ask *Who is in their family? What do they look like? What do they like doing?* In pairs, students take turns to tell each other about their family, for example, *I've got one brother. He's tall. He likes sport. He plays football twice a week.*
- Ask some of the students to report back to the class.

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (the USA and Japan). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on the page: *Let's learn about family festivals in the USA and Japan.*

### Student Book pages 92–93

#### 1 Listen, point and repeat. 156

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 157

- Focus on the photo of Henry. Ask *Which country is Henry from?* (the USA)



- Tell students that they are going to hear Henry describing a festival that he celebrated with his family last year. He will talk about the different people in the photos.
- Explain that students must listen to the recording carefully. Every time Henry says one of the words for a family member, they must say the number of the photo.
- Play the recording, pausing each time that Henry says one of the words for students to say the number.
- After checking the answers with the class, ask *Which festival did Henry celebrate with his family?* (Thanksgiving). Ask different students to tell you what they know about Thanksgiving. Share the information in the *Culture note* (see next page) if you wish.

### Audio transcript

Hi! I'm Henry. In the USA, families get together for a festival called Thanksgiving. Here are some photos of my family from last Thanksgiving.

- This is my mom and my dad. My parents invited all the family to our house. We love Thanksgiving.
- That's Dylan. Dylan is Uncle Joe's son. He's five.
- And there's Vicky. Vicky is Uncle Joe's daughter.
- Can you see Grandpa and Grandma? Last Thanksgiving, my grandparents cooked the dinner. It was delicious!
- Thanksgiving at our house is noisy and fun.

### ANSWERS

1, 3, 4, 2

### Culture note

- Thanksgiving is a festival in the United States that celebrates the harvest of the previous year. It is thought to date back to the early 17th century, when a group of English settlers shared a meal with the native Wampanoag people.
- For American families, Thanksgiving is a time to be together. The festival is celebrated with a traditional meal of turkey, potatoes, cranberries and pumpkin pie.

### 3 Listen and circle. 158

- Tell the class that they are now going to hear Henry talking in more detail about Thanksgiving.
- Ask students to read through the sentences in their books.
- Play the recording, pausing for students to circle the correct words in each sentence.
- Play the recording again for students to complete or check their answers.

### Audio transcript

Thanksgiving in our family is always a big holiday. We have a big family. My grandparents come to our house, and I have lots of aunts, uncles and cousins! Everyone helps out!

- First, we invite our guests. My sister does that. She likes to make cards for everyone.
- Before the holiday, we have to go shopping. Grandpa and Grandma do the shopping at the big supermarket.
- They bring the food to our house, because Mom and Dad cook the dinner. Last year, Grandpa and Grandma cooked the dinner, but usually my parents cook.
- But we help them! My cousins and I all help to prepare the food!
- Then we eat a huge meal. After the meal, the children clear the table, and everyone helps wash the dishes.
- Thanksgiving is lots of fun.

### ANSWERS

1 Henry's sister 2 grandparents 3 parents 4 cousins  
5 wash the dishes

### 4 Watch the video. What sport do people watch on TV?

- Play the video for students to find out which sport people watch on TV during Thanksgiving.

Video transcript see page 160.

### ANSWER

American football

### Optional activity

Ask students to work in pairs. They take turns to tell each other about the things people do on Thanksgiving, for example, *People visit their families. They have a huge meal. They decorate the house.*

### 5 Listen and follow. 159 Then talk about family festivals in your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about a festival that they celebrate.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. Which family members can you see?

- Focus on the photo of Yukiko. Ask *Which country is Yukiko from?* (Japan)
- Ask students to look at the rest of the photos. They work in pairs, taking turns to say which family members they can see.
- Elicit suggestions from different students around the class.

### ANSWERS

grandparents, daughter

### 7 Listen and read. 160 What is the same about Thanksgiving and Grandparents' Day?

- Play the recording for students to follow Yukiko's text.
- Ask students to discuss the question *What is the same about Thanksgiving and Grandparents' day?* in pairs.
- Choose two or three students to share their answers.

### SUGGESTED ANSWER

They are both family festivals. They're both about saying thank you. People prepare food and decorate the house.

### Culture note

- The tradition of Grandparents' day in Japan began in 1947, when the small town of Haka-Cho held a festival to honour the older people in the community. The idea quickly became popular and in 1966, it became a national holiday.
- Many other countries around the world also have a special day for grandparents, including the USA, Australia, Brazil and Spain.

## 8 Read again and write *T* (true) or *F* (false).

- Ask the students to read through the sentences.
- They read Yukiko's text again and mark the sentences true or false.

### ANSWERS

1 F 2 T 3 F 4 T 5 T

## 9 Read and find past forms in the text.

- Read the rule about making the regular past to the class.
- Ask students to read Yuki's text again and find all the past forms.

### ANSWERS

helped, tidied, decorated, cleared, washed

## 10 Complete the sentences with the past forms.

- Ask students to read the sentences and complete them with the past forms of the verbs in brackets.

### ANSWERS

1 danced 2 tidied 3 baked

### Mixed ability

Group weaker students together and refer them to the *Remember* box. Ask them to find the rule for each of the verbs from the sentences (*dance*, *tidy* and *bake*). Establish that with *dance* and *bake*, they should add *-d*, and with *tidy* they should remove the *y* and add *-ied*. Ask students to write down the past forms of the verbs and then use them to complete the sentences.

## 11 Write about a family festival in your country. Go to your Workbook page 85.

- Ask students to turn to page 85 of their Workbook and look at the writing task. This can be done in class or set for homework.

## Workbook pages 84–85

### 1 Read, look and write.

- Students read the sentences and look at the picture to see which family member is being described in each one. They write the words from the box next to the sentences.

### ANSWERS

1 grandparents 2 daughter 3 parents 4 son

### 2 Read and tick ✓ or cross X.

- Students read Amy's magazine article and tick the sentences that are correct.

### ANSWERS

1 X 2 ✓ 3 ✓ 4 X

### 3 Write the sentences in the past.

- Students read the sentences and rewrite them in the past simple.

### ANSWERS

1 I decorated the living room.  
2 My parents prepared lots of food.  
3 My grandparents danced at the party.  
4 We all tidied up after the party.

## 4 Make notes about a family festival in your country.

- Students think about a family festival that people celebrate in their country and complete the notes.

## 5 Write a magazine article about a family festival in your country. Use your notes in 4 and Amy's article to help you.

- Refer students back to Amy's article in exercise 2. Read it aloud while students follow it in their books. Establish that this is what a good magazine article about a family festival looks like.
- Ask students to look at the notes they made in exercise 4. They use this information and Amy's text to write their magazine article.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a family festivals poster.

#### Language

Grammar and vocabulary from the unit

#### Materials

A large piece of coloured paper, several A4 pieces of plain paper, scissors, glue, pens and pencils

### Warm up

- Play *Match* (see *Ideas Bank* page 154) with the collations from lessons 1 and 3.

### Lead-in

- Focus on the poster at the top of the page. Invite different students to make predictions about what they are going to make. Encourage students to use English as much as possible.
- Ask students to find the learning objective on the page: *Make a family festivals poster*. Ask different students for suggestions of festivals they could write about.

## Student Book page 94

### 1 Listen and read. Learn how to do the project.

161

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their poster.
- Walk around the class as students work, helping where necessary.

## Audio transcript

1

**Nina** OK. What's first? Erm ... Make a list of family festivals. Choose one.

**Emma** Mmm. There's Bonfire Night in the UK.

**Hector** And Thanksgiving in the USA.

**Omar** New Year's Eve ...

**Nina** OK. Let's do Thanksgiving.

2

**Hector** Uhm ... Think of three things you do to get ready. Draw.

**Nina** Hmm ... How do you get ready for Thanksgiving?

**Hector** We go shopping!

**Nina** Yes! And then we have to prepare lots of food. I can draw a pumpkin pie!

3

**Emma** Err ... Write a sentence for each picture.

**Hector** OK. Mmm ... We have to prepare food.

**Nina** I always bake a pumpkin pie!

4

**Hector** Uhm ... How do you celebrate it? Think of three ways. Draw.

**Nina** Mmm ... Well, all of the family comes to visit.

**Hector** Yes, and we eat a huge meal.

5

**Emma** OK. What's next? What do you remember about last year's celebration? Write.

**Nina** What does that mean?

**Hector** Let's think. What happened last year on Thanksgiving?

**Nina** Mmm ... Well, we wanted to decorate the house, but we couldn't find the decorations ... So we made new decorations with leaves.

6

**Hector** Make your Family Festivals poster.

**Nina** How to celebrate ... Thanksgiving!

**Emma** OK. Let's stick the pictures on the poster.

## Team up! 5 DOWNLOAD

- Students can use the worksheet to help them plan and write the text for their poster. Alternatively, give them A4 paper to draw pictures and write their own sentences.

## 2 Watch the video. What's the date of the festival?

- Read the question with the class. Remind students that in English we have two ways of saying the date: the number can come before the month or after it, for example, *1st May* or *May 1st*.
- Play the video for the students.
- Ask students to discuss the question in pairs. Then choose a student to answer the question.
- Play the video again for students to check their answer.

## Video transcript see page 161.

### ANSWER

31st December / December 31st

## 3 Listen and follow. 162 Then talk to the class about your poster.

- Play the recording for students to listen and follow.
- Ask different groups to present their poster to the class.

## Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

## Student Book page 95

### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the phrases that they can remember for housework and party preparations.

### ANSWERS

Housework: wash the dishes, load the dishwasher, Hoover the floor, clean my room, water the plants, wash the car, cook the dinner, clear the table

Party preparations: tidy up, invite guests, decorate, dress up, set the table, prepare food

### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activities 3 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

### ANSWERS

1 Students' own answers

2 cleaned, decorated, helped, tidied up, invited, danced

3 Students' own answers

4 Students' own answers

5 Students' own answers

6 Students' own answers

## Workbook pages 86–87

### 1 Find, circle and complete.

- Students look at the pictures and the phrases below. They find the missing words in the grid and circle them.
- They complete the phrases by writing the missing words.

## ANSWERS

R	F	U	E	Q	U	N	B	Y	W
G	G	T	E	O	H	T	R	O	A
W	A	T	E	R	W	J	L	R	S
P	Y	G	D	R	E	S	S	E	H
E	Q	Z	S	J	N	M	N	J	A
Z	H	T	L	W	A	S	H	B	X
N	H	O	O	V	E	R	F	P	Q
V	P	T	I	D	Y	W	J	S	K
C	L	E	A	N	S	E	T	N	J

1 wash 2 water 3 tidy 4 clean 5 dress 6 Hoover  
7 set 8 wash

## 2 Read and complete.

- Students read the text and complete it with the words in the box.

## ANSWERS

1 parents 2 grandparents 3 cooked 4 prepared  
5 table 6 dishwasher

## 3 What did Ellie do at the weekend? Look, read and complete.

- Students look at the pictures and complete the sentences about Ellie. They look at the ticks and crosses to see whether the sentences should be positive or negative.

## ANSWERS

1 didn't cook 2 didn't Hoover 3 watered  
4 didn't load 5 cleaned 6 washed

## 4 Read and complete. What did they have to do after school?

- Students read the note and complete the sentences about what the children had to do.

## ANSWERS

1 had to Hoover the floor  
2 had to load the dishwasher  
3 had to water the plants  
4 had to clean his room  
5 had to cook the dinner  
6 had to set the table.

## Unit 7 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 7 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about how old things are.

### Language

**Everyday things:** *bowl, coins, comb, cup, fan, helmet, lamp, phone*

**Functional language:** *I think it's ... years old. Yes, I agree. / I'm not sure.*

### Warm up

- Elicit the names of rooms in a house from different students and write them on the board.
- Tell students they are going to play a game. Set a time limit of two minutes. Ask students to work in pairs. They write down as many objects from each room as they can.
- Ask different students *How many words have you got?* and find a winner. Ask different students to share their lists. Write a list of objects on the board.

### Lead-in

- Ask students to look at the list on the board. Select an object and tell the class about it, for example, *I've got a table in my kitchen. It's big and old.* Choose three or four students to do the same.
- Put the flashcards on the board. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to look at page 96 of the Student Book and find the learning objective: *Let's talk about how old things are.*

## Student Book pages 96–97

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

Students can see a car, a bike, a motorbike, a shirt, trousers, shoes, a table, a knife, a fork, a plate, a glass, a mirror, a desk, scissors, a book and a painting.

### 2 Listen, point and repeat. 163

- Ask students to look at the picture on page 96. Play the recording for students to listen and point to the objects.
- Play the recording again for students to repeat the words.

### Optional activity

Use the *Vocabulary* poster to review the words with the class. Then play a game of *Stop and say* (see *Ideas bank* page 153) using the flashcards and the karaoke version of any of the songs from previous units.

### 3 Listen and say. 164

- Tell students that they are going hear children describing the objects from exercise 2. Play the recording, pausing after each description for students to say the correct word.
- Play the recording again for students to listen and say the words.

### Audio transcript

- You wear this on your head when you ride a bike or go to the skate park.
- You can use this to brush your hair in the morning.
- You use this in the evening to help you see. You can use it to read, or when you do your homework. Maybe you've got one on your desk.
- You use this when it's hot. It makes the room colder.
- You can use this for your breakfast cereal in the morning. You can use it for soup at lunch or dinner time, too.
- You can use this to talk to people. You can talk to people who are in a different house, a different town, or even a different country!
- You use these to buy things. You can buy small things, like sweets or small toys.
- You use this to have a drink. You can drink water, or milk or tea.

#### ANSWERS

helmet, comb, lamp, fan, bowl, phone, coins, cup

### 4 Look at the picture. When did you use the things? Talk with your friend.

- Ask students to read the conversation. Tell students that they are going to talk to their partners about when they used some of the things in the picture. Draw attention to the verb form in the conversation (*used*). Explain, or elicit, that students are talking about the past, so they need to use the past form of *use*.
- Practise with the class. Say *I used a bowl for my breakfast this morning.* Invite one or two students to tell the class when they used other objects.
- Students work in pairs, taking turns to tell each other about when they used the different objects. Walk around the class as students talk, helping where necessary.

### 5 Look and label some older objects from the museum.

- Ask students to look at photos of the objects and write the correct words for each one.

#### ANSWERS

1 phone 2 fan 3 lamp 4 comb 5 helmet 6 coins  
7 cup 8 bowl



## 6 Listen and repeat. 165 Then guess the age of the objects in 5.

- Ask students to look at the ages in their Student Book. Play the recording for students to listen and repeat.
- Focus on the objects in exercise 5. Ask students to look at the phone and try to guess how old it is. Invite responses from different students and establish that the phone is about 100 years old.
- Ask students to look at the rest of the objects and write down the ages. Emphasize that students only need to guess approximate ages; it doesn't matter if their answers are different from everyone else's. If you complete the *Team Up!* task, students will discover the correct answers.

### Mixed ability

- Draw a timeline on the board for weaker students and mark the ages from exercise 6. Choose one of the objects from exercise 5 and ask different students *How old do you think it is?* Find a general consensus, draw a line to the corresponding place on the timeline and write down the word.
- Ask students to copy the timeline into their notebooks and mark the objects at different points.

## 7 Listen and repeat. 166 Then ask and answer.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to work in pairs. They take turns to ask and answer about the ages of the different objects.
- Go around the class, helping with language and pronunciation where necessary.

### Global skills: creativity and critical thinking

In the activities on this page, students must use skills of reasoning to determine the approximate age of different objects. Ask students to explain what helped them to reach their decisions. Ask, for example, *Is the bowl older than the lamp? How do you know?* Encourage students to use English as much as possible, but allow them to use their own language if necessary.

### Team up! 1 [DOWNLOAD](#)

- Students cut out and match the labels to the objects.

## Workbook [pages 88–89](#)

### 1 Read, look and circle.

- Students read the sentences and look at the picture to see if they are true. They circle *yes* or *no* accordingly.

#### ANSWERS

1 no 2 yes 3 yes 4 no 5 yes 6 no 7 yes 8 no

### 2 Read and complete.

- Students read the sentences and complete them with the correct words.

#### ANSWERS

1 comb 2 fan 3 bowl 4 lamp 5 coins 6 phone  
7 helmet 8 cup

## 3 Look, read and complete.

- Students look at the picture and complete the sentences about how old the objects are.

#### ANSWERS

1 lamp 2 fan 3 comb 4 helmet 5 coins 6 phone

## 4 How old are the objects? Look and answer with your opinion.

- Students look at the pictures and answer the questions about how old the objects are, giving their own opinions.

#### SUGGESTED ANSWERS

The bowl is 500 years old. The phone is 50 years old. The coins are 2,000 years old. The fan is 300 years old. The helmet is 1,000 years old.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about life in the past.

### Language

**Past simple irregular verbs (positive):** *I went to the museum. He ate noodles. They built a huge wall.*

**Past simple irregular verbs (negative):** *They didn't eat pizza. They didn't wear caps.*

### Warm up

- Play a game of *Choose and describe* (see *Ideas bank* page 154) with clothes, food and things at home.

### Lead-in

- Write today's date, including the year, on the board. Ask *What do people eat? What do people wear? What do people do in their free time?*
- Ask students to discuss the questions in pairs and then choose some of them to report back to the class.
- Now change the year on the board to 1000. Ask students to think about how life was then. Invite some of them to share their ideas with the class. Encourage them to use English as much as possible.
- Ask *What are we learning about today?* Ask two or three students for their suggestions. Then tell the class to look at page 98 of the Student Book and find the learning objective: *Let's talk about life in the past.*

## Student Book [pages 98–99](#)

### 1 Listen and follow. 167 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the characters and say what they can see.
- Play the recording for students to listen and follow the story.

- Choose students and ask *What did Omar learn about at the museum? What did the people eat? What did they drink?*
- Play the recording again for students to follow.
- Divide the class into groups of three. In their groups, the students choose who is going to play Omar, Hector and Tang.
- Students act out the story in their groups. Walk around the class as students practise, helping with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

## 2 Look, listen and learn. 168 Then find five irregular past verbs in 1.

- Play the recording for students to listen and follow the sentences.
- Read the explanation in the *Look!* box to the class.
- Draw attention to the words in pink and establish that these are irregular past verbs. Establish that they are not formed by adding *-ed* to the end.
- Play the recording again for students to listen and follow.
- Ask the class to read the story again and find the five irregular past verbs.

### ANSWERS

went, built, wrote, drank, ate

## 3 Write the irregular past verbs. Then listen and check. 169

- Ask students to look at the photos. Choose a student to tell you some of the things he / she can see.
- Ask students to read the texts and complete them with the past form of the verbs in brackets.
- Play the recording for students to listen and check their answers.

### Audio transcript

700 years ago

- An explorer from Portugal went to China. He ate noodles for the first time!
- Did you know? Pasta comes from China!

400 years ago

- A scientist in Italy saw new stars for the first time.
- Did you know? There are mountains on the moon!

180 years ago

- A woman in England wrote the first computer program.
- Did you know? The first computer was bigger than a car!

120 years ago

- Two brothers flew the first plane in the USA.
- Did you know? The first plane flew for three minutes!

30 years ago

- A computer scientist made the first website.
- Did you know? You can still look at the first website – but it's very boring!

### ANSWERS

1 went 2 ate 3 saw 4 wrote 5 flew 6 made

## 4 Close your books. Try to remember the timeline in 3.

- Ask students to look at the words in bold in exercise 3. Explain that we can use the word *ago* to explain how far in the past something happened. Ask questions

for different students to respond with *ago*, for example, *When did you start school? When did your grandparents go to school? When did people live in Ancient China?*

- Focus on the conversation in exercise 3. Choose a confident student to act it out with you for the class.
- Ask students to read through the timeline again and try to remember as much as they can.
- Ask students to work in pairs. They take turns to tell each other about the events in the timeline.

### Mixed ability

- Simplify the activity for weaker students. One student is A and the other is B. Student A keeps his / her book open. He / She read the dates in bold for student B to say what happened. If student B gets stuck, student A can prompt by giving the first part of the sentence.
- Students swap roles and repeat.

## 5 Look, listen and learn. 170 How do we say *don't wear* in the past?

- Play the recording for students to listen and follow.
- Draw attention to the positive and negative past verb forms in pink. Show how the negative is made by adding *didn't* before the main verb, but the main verb does not change.
- Read the explanation in the *Look!* box to the class.
- Ask students to work in pairs. They take turns to read the sentences in the grammar box.
- Ask *How do we say don't wear in the past?* Choose a student to answer.

### ANSWER

didn't wear

## 6 Listen to Grace and tick ✓ or cross X. 171

- Tell students they are going to hear Grace talking to her mum about Ancient China.
- Focus on the table. Explain that students have to listen to the conversation and tick or cross the things to show what the people in Ancient China used, wore and ate.
- Ask students to read through the table. Invite predictions by asking questions, for example, *Do you think people used coins / wore long coats / ate rice and beans in Ancient China?* Choose different students to answer.
- Play the recording for students to tick or cross.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**Mum** Hi Grace! How was school?

**Grace** It was fun, Mum! Today we learned lots of things about Ancient China. There were some surprising things!

**Mum** That's interesting. Did they read and write?

**Grace** Yes. The Chinese made paper over 2,000 years ago. The Ancient Chinese wrote letters and books. They didn't write emails!

**Mum** Did they use money?

**Grace** Yes, they did. They bought things in shops. They used coins, but they also used paper money, like we do today.

**Mum** What did they wear?

**Grace** Well, people in Ancient China didn't wear trousers and T-shirts. They wore long, colourful coats. But they didn't wear yellow. Only very important people could wear yellow in Ancient China!

**Mum** What did they eat?

**Grace** They ate noodles. But did you know? They didn't eat chillies and tomatoes. Do you know why? Tomatoes and chillies didn't grow in Ancient China! They ate rice and beans.

**Mum** Chinese history is very interesting!

#### ANSWERS

books and letters ✓, emails ✗, coins ✓, paper money ✓, trousers and T-shirts ✗, long coats ✓, yellow ✗, tomatoes and chillies ✗, rice and beans ✓

#### Assessment for learning

Asking students to make predictions about what they are going to hear focuses their mind on the task and provides motivation for listening.

### 7 Complete Grace's homework report in the simple past.

- Ask students to read Grace's homework report and complete with the positive or negative form of the verbs in brackets.

#### ANSWERS

1 wore 2 didn't wear 3 ate 4 didn't have 5 ate 6 wrote 7 didn't write 8 bought

#### Optional activity

Ask students to work in pairs. They take turns to make sentences about the Ancient Chinese for their partner to say *True* or *False*.

#### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 131 of the Workbook and complete exercises 1 and 2.

### Team up! 2 DOWNLOAD

- Students find the past verbs in the grid and use them to make sentences about things they did at certain points in the past.

### Workbook pages 90–91

#### 1 Look, read and circle.

- Students look at pictures A and B. They read the sentences and circle A or B for each one.

#### ANSWERS

1 B 2 A 3 A 4 B 5 B 6 A

#### 2 Look, read and complete.

- Students look at the timeline and complete the sentences with the past form of the verbs in brackets.

#### ANSWERS

1 made 2 flew 3 built 4 saw 5 went 6 wrote

#### 3 Read and complete.

- Students read the text and complete it with the past form of the verbs in brackets.

#### ANSWERS

1 went 2 saw 3 didn't have 4 didn't buy 5 had 6 ate 7 drank

### 4 Look, read and complete. Use the affirmative or negative form.

- Students look at the pictures and complete the sentences with the positive or negative past form of the verbs in brackets.

#### ANSWERS

1 didn't go 2 went 3 had 4 ate, didn't drink 5 saw 6 didn't catch

### 5 Look and write.

- Students look at the picture and write sentences about the people in Ancient China, using the words in the box and positive and negative past verbs.

#### SUGGESTED ANSWERS

In Ancient China, people wrote letters. They didn't write emails. They ate rice and beans. They didn't eat chillies. They drank tea. They didn't wear trousers.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

### Learning objective

Students will be able to talk about a Roman town.

### Language

**A Roman town:** gate, market square, theatre, town hall, street, walls

**Simple past:** (Yes / No questions)

### Warm up

- Play a game of *Word circles* (see the *Ideas bank* page 154) with the vocabulary from lesson 1.

### Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look at page 100 of the Student Book and find the learning objective: *Let's learn about a Roman town.*
- Ask *What did Romans use?* Ask students to work in pairs. They write down as many things as they can think of, for example, *cups, helmets, bowls, coins, plates, forks, mirrors.*
- Ask different students around the class to share their ideas.

### Student Book pages 100–101

#### 1 Listen, point and repeat. 172

- Focus attention on the web page. Ask *What is the web page about?* Choose a student to answer (Ancient Rome / a Roman town).

- Ask students to look at the pictures. Tell them that they are going to hear the words for each thing. Play the recording for students to listen, point to the pictures and repeat the words.
- Play the recording again for students to point and say the words.

## 2 Listen and say. 🎧 173

- Tell students that they are going to hear descriptions of the different things from exercise 1.
- Play the recording for students to listen to each description and find the picture that matches. Pause for students to say the word.

### Audio transcript

- In this place you could buy food and other things. People sold fruit and vegetables.
- These were tall and strong. They were around the town. It was dangerous in Roman times, but inside the town, people were safe.
- You went through this to go in and out of the town. It was closed at night and you couldn't come in or go out.
- People could walk or run in this, or ride horses. They didn't have cars, though!
- This was a place you could visit for fun. You could see a play, or listen to music.
- This was a place where important people worked. They talked about the rules in the town and they wrote letters.

### ANSWERS

market square, walls, gate, street, theatre, town hall

## 3 Listen and circle. 🎧 174

- Tell students that they are going to hear more information about Roman towns. They must listen and circle the correct words or phrases in the sentences.
- Ask students to read through the sentences and think about what the correct words or phrase might be.
- Play the recording for students to listen and circle.
- Play the recording again for students to complete or check their answers.

### Audio transcript

- The Romans travelled to lots of countries. We can see Roman towns in many places.
  - All Roman towns were the same. They always built their towns with the same design.
- 1 Roman towns often had four gates. They were closed at night.
  - 2 Roman towns had walls. The walls were wide and tall.
  - 3 They had busy streets. There were two important streets and lots of smaller ones.
  - 4 The town hall was very important. Lots of people worked there. The town hall was in the middle of the town.
  - 5 But people had fun too! People watched shows and sports at the theatre.
  - 6 Romans loved food! People bought food in the market square. They could buy cups and bowls and clothes there too.

### ANSWERS

1 four 2 wide 3 streets 4 town hall 5 at the theatre 6 market square

### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If students are not sure they know the new words, ask them to work in pairs to test each other. They look at the photos in exercise 1 and then take turns to close their eyes while their partner covers a word. They try to remember and say the word.
- Students continue until all the words have been said. If they or their partner have forgotten any, they go back to these words and try again.

## 4 Look at 3 and play True or false.

- Ask a confident student to help you model the dialogue for the class.
- Students work in pairs. They take turns to make a sentence about a Roman town for their partner to say *True* or *False*. They try to correct any false sentences.

## 5 Look, listen and learn. 🎧 175 Look at the picture. Did Romans have toys?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs, taking turns to read the questions and answers.
- Ask students to look at the sentences again and focus on the words in pink. Show that in past simple *Yes / No* questions, the main verb stays the same but we change *do* to *did*. Focus on the *Look!* box and read it to the class.
- Ask *Did Romans have toys?* Choose a student to look at the picture and respond.

### ANSWER

Yes, they did.

## 6 Order the words to make questions. Then look and write the answers.

- Ask students to look at the picture. Choose different students to tell you some of the things they can see.
- Ask students to order the words to make questions about the picture. They look at the picture and write the answer.
- Go around the class as students work, helping where necessary.
- Ask students to work in pairs to practise asking and answering the questions.

### ANSWERS

- 1 Did he wear a helmet? Yes, he did.
- 2 Did they make bowls and cups? Yes, they did.
- 3 Did she buy vegetables? Yes, she did.
- 4 Did they play in the street? Yes, they did.

### Mixed ability

- Put weaker students in a group. Refer them back to the example questions in the grammar box. Ask *Which word comes first in every question?* (Did). Focusing on the examples, show how the pronoun comes next, before the main verb.
- Ask students to complete the questions in pairs. They look at the picture, discuss and agree on the answer and write it down.
- Stronger students think of two more questions to ask about the people in the picture. They write them down for a partner to answer.

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 131 of the Workbook and complete exercise 3.

## 7 Listen and follow. Then sing. 🎧 176–177

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team up! 3 DOWNLOAD

- Students use the word prompts on their worksheets to ask and answer questions about the Romans.

## Workbook pages 92–93

### 1 Look and match.

- Students look at the picture and draw lines to match the things in the town to the correct words.

#### ANSWERS

1 walls 2 gate 3 street 4 town hall 5 theatre  
6 market square

### 2 Look, read and complete.

- Students look at the pictures and complete the sentences below them.

#### ANSWERS

1 town hall, market square 2 walls, gate 3 streets  
4 theatre

### 3 Read and complete.

- Students read the conversation and complete it with the correct words, using the grammar from the lesson.

#### ANSWERS

1 Did 2 did 3 they 4 No 5 Did they 6 didn't  
7 Did they 8 they did

### 4 What did they do? Look and write.

- Students look at the pictures and write questions and answers using the phrases in the box.

### ANSWERS

- 1 Did she see a pyramid? Yes, she did.
- 2 Did he drink water? Yes, he did.
- 3 Did they wear coats? No, they didn't.
- 4 Did she / they buy a mask? Yes, she / they did.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

### Learning objective

Students will be able to read and understand a story about an argument.

### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- Ask students to think about other words they could use in place of the coloured words, for example, *bowls, coins, cups*. As a class, decide where to put each new word to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

### Lead-in

- Ask students to look at page 102 of the Student Book and find the learning objective: *Let's read about an argument.*
- Explain the word *argument* or translate it into the students' own language. Ask *Do you sometimes have arguments? Who with? What are the arguments about?* Elicit responses from different students around the class.

## Student Book pages 102–103

### 1 Look at the pictures. When did the people live?

- Ask students to look at the pictures in the story. Ask *Is the story from today? Did the people live 50 years ago / 100 years ago / 500 years ago?* Invite responses from different students from around the class. Tell the students that the people in the story are Vikings and they lived around 1,000 years ago.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *The men are talking. The man is making a wall.*

#### ANSWER

The people lived about 1,000 years ago.

### 2 Listen and read. 🎧 178 🎥 What did the brothers argue about?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask *What did the brothers argue about?* Invite different students to make predictions.
- Play the video or the recording for students to follow the story. Choose a different student to answer the question.



- Play the video or recording again. If you wish, play the story a final time for students to enjoy.

#### ANSWER

They argued about a helmet.

### 3 Read again and write **T** (true) or **F** (false).

- Ask students to read the story again. They read the sentences and mark them true or false.

#### ANSWERS

1 T 2 F (Per was angry with his brother) 3 T  
4 T 5 F

### 4 Answer the questions.

- Ask students to read the questions and write the answers. They reread the story as necessary.

#### ANSWERS

1 Yes, they were.  
2 His brother had his helmet.  
3 Per and his children built the wall.  
4 No, they weren't.  
5 Yes, he did.

#### Mixed ability

- Provide weaker students with the numbers of the frames where they can find the answers to the questions (question 1: frame 1; question 2: frame 2; question 3: frames 5, 6 and 7; question 4: frame 7; question 5: frame 8). Allow them to work in pairs to write the answers.
- Stronger students can answer the questions from memory before rereading the story to check.

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask them to think about the answers.
- Choose a student to answer the first question and establish that the brothers weren't arguing about anything important.
- Look at the second question. Invite different students to share their opinions with the class. Accept all reasonable answers, for example, *The brothers learned that it's silly to argue about things that aren't important / family is the most important thing / it's better to say sorry than stay angry.*

#### Global skills: emotional self-regulation and well-being

The story deals with the importance of resolving arguments. Explain that there are always times in life when we argue with people, but what's important is how we get over these conflicts. Ask students to think of an argument they had with a brother, sister or friend. Ask them what they did to make things better. Encourage them to speak in English as much as possible, but allow them to use their own language if necessary. Praise all the positive solutions that students share, for example, saying sorry, explaining why they were angry, agreeing that people have different opinions about things.

### 5 Act out the story.

- Divide the class into groups of four, with one student for each of the following parts: the narrator, Per, Johan,

Per's son and Per's daughter. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part (for example, Per's son / daughter and the narrator).

- Ask students to act out the story. Walk around the class as they practise, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

### Team up! 4 [DOWNLOAD](#)

- Students complete the story by writing the text in the correct places on their worksheet.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook [pages 94–95](#)

### 1 Read the story. Why was Haruto angry?

- Students read the story and answer the question.

#### ANSWER

Because the men didn't take off their hats.

### 2 Read again. Correct the sentences. Change one word.

- Students read the story again. They read the sentences and correct them by crossing out the wrong word and writing the correct word at the end.

#### ANSWERS

1 Four Three 2 cap helmet 3 shoes hats  
4 happy angry 5 party presents 6 tired sorry

### 3 Read and complete.

- Students read the summary of the story and complete it with the words from the box.

#### ANSWERS

1 Haruto 2 helmet 3 jacket 4 violin 5 take  
6 angry 7 invited 8 friends

### 4 Complete and colour.

- Students read and complete the sentences by writing and then ticking. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn about history in Norway and Egypt.

### Language

**Materials:** clay, wood, wool, stone

### Warm up

- Ask students what they can remember from the story in the previous lesson about how the Vikings lived. They discuss what they remember with their partners.
- Ask questions about the Vikings for students to answer, for example, *Did they have houses? Did they have animals? Did they live in cities? Did they cook food?*

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Norway and Egypt). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on the page: *Let's learn about history in Norway and Egypt.*

### Student Book pages 104–105

#### 1 Listen, point and repeat. 🎧 179

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

#### 2 Listen and say the number. 🎧 180

- Focus on the photos of Line (/li:nə/). Ask *Which country is Line from?* (Norway)
- Tell students that they are going to hear Line talking about how people lived in her country in the past. They must listen to the recording carefully. Each time they hear Line mention a material from exercise 1, they say the number of the photo.
- Play the recording, pausing after each description, for students to say the number.

### Audio transcript

Hi! I'm Line and I'm from Norway. I want to tell you about life in my country a long time ago.

- People had to make a lot of things at home. They used clay. They made cups and bowls out of clay.
- And they made clothes. They had sheep and they used the wool to make clothes.
- People used wood for lots of things. They used wood for their boats. They built big boats.
- Sometimes they used stone. Stone is strong and a stone wall could keep the people and their animals safe.

### ANSWERS

2, 4, 1, 3

#### 3 Listen and number. 🎧 181

- Ask students to look at the photos. Ask *Which people lived in Norway in the past?* Invite suggestions from students around the class. Accept all ideas, but do not confirm whether or not they are correct.
- Tell students that they are going to hear Line talking about the things in the photos. They must listen and number the photos in the order that Line talks about them.
- Play the recording, pausing after each description, for students to number.
- Play the recording again for students to complete or check their answers.
- After checking the answers with the class, establish that the Vikings lived in Norway. Ask students to think about what they know about the Vikings. Choose some of the students to share their ideas with the class.

### Audio transcript

We know about the Vikings from things that we find. All over Europe, there were Viking villages. Here are some things that people found in different places!

- 1 These little statues are chess pieces. They are part of a board game. So we know that the Vikings played board games!
- 2 This is a helmet. It's very old. It's a very famous helmet. The person who wore it was important!
- 3 In many places we find cups and bowls. The Vikings used clay, and sometimes they used wood. They made things for the kitchen.
- 4 This is a really special thing. It's a boat. It's 20 metres long. Vikings made big boats. They cut down tall trees, and they used the wood.
- 5 These coins are 1,000 years old! Somebody hid them in the ground a long time ago, and then forgot! Or couldn't come back to find them!

### ANSWERS

a 5 b 1 c 4 d 3 e 2

#### 4 Watch the video. 🎥 Remember one fact about the Vikings.

- Play the video for students to learn about the Vikings. They remember one fact to tell the class.
- Choose different students to share their answers.

### Video transcript see page 161.

### SUGGESTED ANSWERS

They were from Norway, Sweden and Denmark.  
They had big boats and they travelled around the world.  
They lived on farms (and had sheep).  
They used wood and stone to build their houses.  
Their houses had one room.  
They cooked on a fire.  
They made cups and bowls out of clay.  
They ate meat and vegetables.  
They drank water and milk.  
They lived in villages.  
There were walls around the villages with big gates.  
They had markets.  
Vikings used coins to buy things.

### Optional activity

- Write the following headings on the board:  
*Where Vikings lived*  
*Viking houses*  
*Eating and drinking*  
*Viking towns*
- Ask students to work in pairs or small groups. Assign a topic to each one, making sure there is roughly the same number of students for each topic. Play the video again for students to listen and make notes on their topic. Allow time for them to discuss their answers in their groups or pairs and complete their notes. Ask a different student to tell the class about each topic.

### 5 Listen and follow. 182 Then talk about history in your country.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about where and how they can learn about history in their country.
- Walk around the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

### 6 Look at the photos. What materials can you see?

- Focus on the photo of Habib. Ask *Which country is Habib from?* (Egypt)
- Ask students to look at the rest of the photos and think about what materials they can see. If students need prompting, point to picture 1 and ask *What do people use to build homes today?* Then point to picture 3 and ask *What do you think they used in the past?* Elicit the answers from chosen students.

#### ANSWERS

stone, clay

### 7 Listen and read. 183 What are the ancient buildings at Giza called?

- Play the recording for students to follow the text in Habib's report.
- Ask *What are the ancient buildings at Giza called?* Choose a student to answer.

#### ANSWER

pyramids

### 8 Read again. Answer the questions.

- Ask the students to read through the questions.
- They read Habib's report again and write their answers.

#### ANSWERS

- 1 Yes, they did.
- 2 No, they didn't.
- 3 No, they didn't.
- 4 Yes, they did.
- 5 No, they didn't.

### 9 Read and count how many paragraphs are in the report.

- Focus on the *Look!* box and read the information about paragraphs.
- Ask students to look at Habib's report again and count the paragraphs.

#### ANSWER

four

### 10 Match the headings to the paragraphs in the report.

- Ask students to read the paragraph headings. Read the first paragraph of Habib's report to the class and show how it has been given the title *Ancient buildings*.
- Ask students to read the rest of the paragraphs and write the headings in the boxes.

#### ANSWERS

- 1 D Ancient buildings
- 2 A Everyday things in Ancient Egypt
- 3 C Ancient houses
- 4 B Towns and cities

### Mixed ability

Before finding the matching headings, allow weaker students to do the activity in pairs or small groups. They can take turns to read the paragraphs to each other and underline key words that help with meaning.

### Assessment for learning

- Using your usual feedback routine, ask students to show you how confident they are about using paragraphs.
- If further practice is needed, ask students to turn to page 97 of the Workbook and complete exercises 3 and 4.

### 11 Write two more paragraphs about Ancient Egypt. Go to your Workbook page 97.

- Ask students to turn to page 97 of the Workbook and look at the writing task. This can be done in class or set for homework.

### Workbook pages 96–97

#### 1 Look, read and complete.

- Students look at the pictures and complete the sentences.

#### ANSWERS

1 wood 2 stone 3 clay 4 wool

#### 2 Read and complete the fact file.

- Students read the report about the Vikings and complete the fact file.

#### ANSWERS

1 Norsemen 2 Norse 3 runes 4 wood and stone  
5 Greenland, America, Turkey

### 3 Match the headings to the paragraphs in the report in 2.

- Students read the report again and draw lines to match the headings to the paragraphs.

#### ANSWERS

1 b 2 c 3 a

### 4 Read the notes. Then write them in the correct paragraph. Think of a heading for each paragraph.

- Students read the notes about the Ancient Egyptians and write them in the correct paragraph.
- Students think of a heading for each paragraph and write it above their notes.

#### SUGGESTED ANSWERS

Paragraph 4: Egyptian clothes  
didn't wear trousers, wore white clothes, wore sandals  
Paragraph 5: Egyptian food  
had two meals a day, ate vegetables and lots of bread,  
used spices to cook

### 5 Write two more paragraphs about Ancient Egypt. Use your notes in 4 and the report in the Student Book to help you.

- Refer students back to the report in exercise 2. Read it aloud while students follow it in their Student Book. Establish that this is what a good report about ancient history looks like.
- Ask students to look at the notes they made about Ancient Egypt in exercise 4. They read through the report on page 105 of their Student Book again and use their notes to write two more paragraphs.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Project and Review

### Project

#### Learning objective

Students will make a museum display.

#### Language

Grammar and vocabulary from the unit

#### Materials

A large piece of coloured card, several A4 pieces of plain paper per group, scissors, glue, pens and pencils

### Warm up

- Play a game of *Descriptions* (see *Ideas bank* page 153) with the words from lessons 1 and 3.

### Lead-in

- Ask students to look at the poster display at the top of the page. Invite different students to make predictions about what they are going to make.

- Ask students to find the learning objective on page 106: *Make a display for a museum*. Ask different students for ideas about what they could include in their display.

## Student Book page 106

### 1 Listen and read. Learn how to do the project.

184

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions in their Student Book to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their display.
- Walk around the class as students work, helping where necessary.

### Audio transcript

1

**Nina** OK. What's first? What ancient history did you learn about?

**Omar** Mmmm. The Romans! I liked them.

**Tang** Oh! And the Ancient Chinese. They were very interesting, too.

2

**Nina** Let's see. Choose a topic for your project. What facts can you remember?

**Omar** Mmm. I like Ancient China. Can we do that?

**Nina** Yes, OK. What can you remember about it?

**Tang** They had noodles!

**Omar** And they built a big wall. It's famous.

3

**Omar** Hmm. Look in your books. Find six interesting facts.

**Nina** OK. Let's look.

**Omar** Hmmm. Look, here ... In Ancient China they didn't eat chillies and tomatoes! That's interesting.

4

**Nina** Eh ... Find or draw pictures for each fact. Write a description for each.

Look! This is the big wall!

**Tang** That's good. What can you write about it?

**Nina** They built a big wall.

**Omar** Great!

5

**Nina** OK. Make your museum display.

**Omar** Here's some paper. We can stick our pictures on it.

**Nina** OK, great. Here's the glue.

6

**Omar** Right! What's next? Plan and practise your presentation.

**Nina** OK. Let's practise. We can talk about our pictures.

**Omar** Let's start with 'Welcome to our museum!'

**Nina** Good idea!

### Team up! 5 DOWNLOAD

- Students can use the worksheet to help them plan and make their display. Alternatively, ask them to follow the instructions in their Student Book to make their display.

### 2 Watch the video. ▶ Can you remember three interesting facts?

- Play the video for students.

- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to listen out for their facts and the facts other students have shared.

**Video transcript see page 161.**

#### SUGGESTED ANSWERS

The Ancient Egyptians wrote with pictures.  
They built the pyramids (5,400 years ago).  
They made bowls with clay.  
They made combs with wood.  
They used water from the river.  
The towns had walls (and the walls had two gates).  
People lived in small houses.  
They used clay to make their houses.  
The houses had one or two rooms and a small garden.

### 3 Listen and follow. 185 Then tell the class about your museum display.

- Play the recording for students to listen and follow.
- Ask different groups to present their museum display to the class.

#### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 107

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words that they can remember for everyday things and things in a Roman town.

#### ANSWERS

Everyday things: helmet, bowl, lamp, fan, coins, comb, cup, phone  
Roman town: wall, town hall, market square, gate, street, theatre

#### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

#### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activities 3, 4 or 5. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- 1 gates, street, market square
- 2 went, ate, drank, wrote, wore, had
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

### Workbook pages 98 and 99

#### 1 Read and match.

- Students read and match the sentence halves.

#### ANSWERS

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

#### 2 Write.

- Students look at the pictures and write the words in the crossword grid.

#### ANSWERS

Across: 1 cup 2 comb 3 lamp 5 bowl 7 street  
Down: 1 clay 4 coins 6 gate

#### 3 Read and write.

- Students read clues and complete the words.

#### ANSWERS

1 theatre 2 wool 3 walls 4 helmet 5 wood  
6 market square 7 fan 8 phone

#### 4 Read and tick ✓.

- Students look at the pictures and tick the correct sentence for each one.

#### ANSWERS

- 1 They went to the museum.
- 2 She didn't buy a fan.
- 3 He saw a helmet.
- 4 They didn't drink tea.

#### 5 Complete the questions about Ancient China. Think and write the answers.

- Students complete the questions about Ancient China using *Did they ...* with the verbs in brackets.
- Students think about what they learned about Ancient China and write their answers.

#### ANSWERS

- 1 Did they build; Yes, they did.
- 2 Did they wear; No, they didn't.
- 3 Did they write; No, they didn't.
- 4 Did they buy; Yes, they did.
- 5 Did they drink; Yes, they did.
- 6 Did they have; No, they didn't.

### Unit 8 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

#### Tests

- The students are now ready to do the Unit 8 test or the End-of-term test 2, downloadable from Oxford English Hub.



## Life in the past

### Learning objectives

Students will be able to read and understand an information text about Ancient Rome.

Students will be able to read and understand a diary.

### Language

Language from Units 7 and 8

### Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 154) with the Ancient Rome vocabulary from lesson 3 in Unit 8.
- Ask students what they remember about Roman times. Choose different students from around the class to respond. If necessary, prompt with questions such as *Did Romans live in houses? Did they wear trousers? Did Roman towns have walls?*
- Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

### Student Book pages 108–109

#### 1 Listen and read. 186 Was life in Ancient Rome like ours? How?

- Ask the class to look at the pictures. Choose different students to tell you what they can see in each one.
- Ask *Was life in Ancient Rome like ours? How?* Elicit ideas from around the class. Accept all suggestions, but don't confirm whether or not they are correct.
- Play the recording for students to listen and follow the text.
- Explain or translate any unknown vocabulary, such as *apartment* and *ground floor*. Ask students to look at the box at the bottom of the page. Read the definition of *neighbours* to the class.
- Ask *Was Roman life like ours? How?* Choose different students to respond. Ask students if their predictions were correct.
- Play the recording again for students to listen and follow.

#### SUGGESTED ANSWER

Some things were the same. Many people lived in towns and cities. People lived in apartments. Children played with toys and went to school.

#### Optional activity

Ask students to read the text again and find ways in which life in Ancient Rome was different from ours. Students work in pairs, taking turns to say what was different. Ask some of the students to share their ideas with the class.

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

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

#### ANSWERS

- 1 Many Ancient Romans lived in towns and cities.
- 2 Ancient Roman children had kites, skipping ropes, dolls and balls.
- 3 Older children studied poems and maths, and they learned about the stars.
- 4 You were an adult when you were 13.
- 5 Suggested answers: Ancient Romans didn't have cars or TV. / Children had school lessons seven days a week. / Children finished school after their 12th birthday. Many Roman children didn't have toys, and they didn't go to school.

#### Mixed ability

- To support weaker students, tell them which paragraph contains each piece of information that they need to answer the questions (questions 1 and 2: paragraph 1; questions 3: paragraph 3; question 4: paragraph 4). Allow them to work in pairs to find the answers.
- Stronger students who finish the activity quickly can write two more facts about life in Ancient Rome.

#### 3 Listen and read. 187 Does Maximus want to grow up?

- Tell students that they are going to read the diary of a Roman child. Ask them to look at the pictures. Choose different students to tell you what they see in each one.
- Play the recording for students to listen and follow. Ask *Does Maximus want to grow up?* Ask two or three students for their responses.
- Play the recording again for students to listen and follow.
- Discuss the Roman idea of becoming an adult at 13 with the class. Ask *Would you like to be an adult at 13? Why? Why not? What are the good things? What are the bad things?* Elicit responses from different students. Encourage them to speak English as much as possible, but allow them to use their own language if they can't express their ideas in English.

#### ANSWER

At the beginning of the story, he wants to be a man, but at the end of the story he wants to be a child again.

#### 4 Read again and write T (true) or F (false).

- Ask students to read the diary again and mark the sentences true or false.

#### ANSWERS

1 T 2 T 3 F 4 F 5 T

## Lesson 1: Words

### Learning objective

Students will be able to talk about places in school.

### Language

**Places in school:** *art room, canteen, corridor, field, gym, IT room, music room, staff room*

**Functional language:** *It's over there. On the left / right / straight ahead.*

### Warm up

- Play a game of *Race the bear!* (see *Ideas bank* page 155) using classroom objects that students have learned about previously, for example, *board, pencil case, dictionary, scissors, cupboard*.

### Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to look at page 110 of the Student Book and find the learning objective: *Let's talk about places in school.*
- Ask *Which places in school can you name?* Elicit suggestions from different students and write them on the board, for example, *playground, classroom, library*.
- Ask students to work in pairs. They take turns to choose a place and describe it to their partner, for example, *Our classroom is big. The walls are white. There are lots of desks.*
- Ask some of the students to share their descriptions with the class.

## Student Book pages 110–111

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming, in English, some of the things they can see.
- Tell students that they are now going to learn eight new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

Students can see a playground, a library, a classroom, a board, desks, chairs, computers, books, folders, bins, a football, guitars, teachers and students.

### 2 Listen, point and repeat. 🎧 188

- Ask students to look at the picture on page 110. Play the recording for students to listen and point to the rooms.
- Play the recording again for students to repeat the words.

### Optional activity

Play a game of *What's missing?* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 🎧 189

- Tell students that they are going hear sounds from the different rooms in the picture. Play the recording, pausing after each sound for students to say the correct word.
- Play the recording again for students to listen and say the phrases.

### Audio transcript

- Sounds from a gym*
- Sounds from a canteen*
- Sounds from a sports field*
- Sounds from a school corridor*
- Sounds from an IT room*
- Sounds from a music room*
- Sounds from an art room*
- Sounds from a staff room*

#### ANSWERS

*gym, canteen, field, corridor, IT room, music room, art room, staff room*

### Assessment for learning

- Using your usual feedback method, ask students to show you how confident they feel using the new words.
- If further practice is needed, ask students to turn to page 100 of the Workbook and complete exercises 1 and 2.

### 4 What's your school got? Look and say.

- Ask students to read the conversation. Explain that they must look at the rooms in the picture and say whether or not they have got one at their school.
- Students work in pairs. They take turns to talk about the things they have or haven't got.

### 5 Look at the photos and write the places.

- Ask students to look at the photos. Choose different students to identify some of the things they can see.
- Ask students to think about the rooms where they would find the different objects. They then write the words below the photos.

#### ANSWERS

1 IT room 2 corridor 3 field 4 art room  
5 music room 6 staff room 7 canteen 8 gym

### 6 Listen and repeat. 🎧 190

- Ask students to focus on the arrows and the labels below them.
- Play the recording for students to listen and follow.
- Play it again for students to listen and repeat.

### Optional activity

- Practise the phrases from exercise 6 by standing at the front of the class, with your back to the students. Reach to the left and say *On the left*. Reach to the right and say *On the right*. Hold your arms straight out front of you and say *Straight ahead*.
- Ask about the position of an object in the class, for example, *Where's the window?* for students to respond in chorus with one of the phrases from exercise 6. Repeat with different objects.

### 7 Listen and repeat. 191 Then give directions for places in your school.

- Ask students to imagine they are standing outside their classrooms, facing away from the door. Ask *Where's the music room / IT room / canteen?*
- Choose different students to respond with one of the phrases from exercise 1.
- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Ask students to work in pairs. They take turns to help each other find different rooms, using the language in their Student Book.
- Go around the class, helping and correcting where necessary.

### Global skills: communication and collaboration

- There will be many times in students' lives when they will need to find their way around a new building. Being able to ask for and give help in navigating an unfamiliar place is an important skill.
- Some students will pick up the terms *left* and *right* easily and put them into practice without any problems; others will need more practice and some will not know left from right in their own language. Provide plenty of practice so students feel confident, and remind them that it's OK to make mistakes.

### Team up! 1 DOWNLOAD

- Students write the places on the worksheet and take turns to give directions using the map.

### Workbook pages 100–101

#### 1 Where can you find these things? Match.

- Students look at the pictures of the objects and draw lines to match them to the rooms where they find them.

#### ANSWERS

1 g 2 a 3 f 4 e 5 h 6 c 7 b 8 d

#### 2 Read and complete.

- Students read the sentences in the speech bubbles and complete them with the correct places.

#### ANSWERS

1 canteen 2 IT room 3 art room 4 corridor  
5 staff room 6 field 7 gym 8 music room

#### 3 Look, read and complete.

- Students look at the picture and complete the sentences with the correct places.

#### ANSWERS

1 music room 2 gym 3 canteen 4 art room  
5 staff room 6 IT room

#### 4 Read and complete.

- Students read the conversation and complete it with the words from the box.

#### ANSWERS

1 help 2 lost 3 looking 4 room 5 there 6 left

#### 5 Look at the picture in 3 again. Write the conversation.

- Students look at the picture from exercise 3 again and write a conversation about finding one of the rooms.

#### ANSWERS

Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about helping people.

### Language

Object pronouns (*me, you, him, her, it, us, them*): *They helped her. I can't find it. Come with me. Let's sit with them. Do you want to sit with us?*

### Warm up

- Play a game of *The first letter* (see *Ideas bank* page 153) with the words from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

### Lead-in

- Ask *Do you help at home? Who do you help? What do you do?* Ask students to discuss the questions in pairs. Then ask some of the students to report back to the class.
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 112 of the Student Book and find the learning objective: *Let's talk about helping people.*
- Ask students to think about how we can help other people at school. Choose some students to share their ideas, for example, *We can tidy up. We can clean the board. I can help my friend with his / her work.*

### Student Book pages 112–113

#### 1 Listen and follow. 192 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the team characters and say what they can see.
- Play the recording for students to listen and follow the story.

- Choose students and ask *Is the woman lost? What is she looking for? Who is the woman?*
- Play the recording again for students to follow.
- Divide the class into groups of four. In their groups, the students decide who is going to play Nina, Tang, the head teacher and the teacher.
- Students act out the story in their pairs. Walk around the class as students practise, helping with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

## 2 Look, listen and learn. 🎧 193 Circle the word that the pronoun replaces.

- Play the recording for students to listen and follow the sentences.
- Draw attention to the object pronouns in pink. Ask students to look at the subject pronouns and corresponding object pronouns in the box.
- Write some pairs of sentences on the board to demonstrate how they work. For example:  
*He is my friend. I like him.*  
*She's in the art room. Can you see her?*  
*I'm lost! Can you help me?*  
Underline the subject pronouns and object pronouns in different colours.
- Focus on the *Look!* box and read the explanation to the class.
- Play the recording for students to listen and follow again.
- Ask students to read the sentences and circle the word or phrase that the pronoun replaces in each one.

### ANSWERS

the woman, the staff room, I

## 3 Read and circle. Then listen and check. 🎧 194

- Ask students to read the sentences and circle the correct object pronouns. They can refer back to the *Look!* box in exercise 2 for help.
- Play the recording for students to listen and check their answers.

### ANSWERS

1 me 2 you 3 her 4 it 5 him

## 4 Act out 3. Take turns.

- Tell students that they are going to act out the conversation from exercise 3.
- Play the conversation again for students to listen and follow.
- Ask students to work in groups of three. If the class does not divide exactly, you can have some pairs with the same student taking the part of Maria and Sally.
- Walk around the class as students work, helping and correcting where necessary.
- Ask some groups to act out the conversation for the class.

## 5 Look, listen and learn. 🎧 195 Who said it? Find the people in the picture.

- Play the recording for students to listen and follow.
- Point out the words in pink in the sentences and ask students to find them in the box. Explain that *them* is the object pronoun for *they*, and *us* is the object pronoun for *we*.

- Play the recording again for students to listen and find out who says each line.

### ANSWERS

Line 1: the children standing

Line 2: the children sitting

## 6 Write *us* or *them*.

- Focus on the example with the class. Look at the first sentence. Ask *What's the object?* (me and Jim). Show how this has been replaced with the object pronoun *us* in the second sentence.
- Do a second example with the class.
- Ask students to read the rest of the sentences and complete the second one in each pair with *us* or *them*.

### ANSWERS

1 us 2 them 3 us 4 them 5 them 6 us

## 7 Write the object pronouns. Replace the words in brackets.

- Ask students to look at the text and the photo. Ask *What is the blog post about?* Choose a student to answer (Lily's first day at school).
- Ask students to read the text and complete it by replacing the words in brackets with the object pronouns in the box.

### ANSWERS

1 it 2 them 3 her 4 us 5 it 6 me

### Mixed ability

- Group weaker students together. Focus on the first sentence in exercise 7 and read it aloud to the group. Show how *the classroom* has been replaced with the object pronoun *it*. Do items 2 and 3 with the group by reading the sentences, asking students which words need to be replaced and eliciting the object pronouns. Remind students to cross out the words in the box that they have used. They work in pairs to complete the rest of the text.
- When stronger students have finished, they can turn to page 103 of their Workbook and complete exercise 3.

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 132 of the Workbook and complete exercises 1 and 2.

## Team up! 2 DOWNLOAD

- Students cut out the cards and match the sentences with the pronouns.

## Workbook pages 102–103

### 1 Read and circle the object pronouns. Then tick ✓.

- Students read the sentences and tick the correct picture in each pair.

### ANSWERS

1 him, b 2 her, b 3 me, a 4 it, a 5 him, a 6 him, b

## 2 Read and circle.

- Students read the text and circle the correct object pronouns.

### ANSWERS

1 me 2 it 3 her 4 it 5 you 6 it 7 him

## 3 Look, read and complete.

- Students look at the picture and complete the sentences with the object pronouns from the box.

### ANSWERS

1 them 2 us 3 me 4 it 5 them 6 her

## 4 Rewrite the sentences using pronouns.

- Students read the sentences and rewrite them, using pronouns to replace the objects.

### ANSWERS

- Mum asked her to wash the dishes.
- The teacher gave them some homework.
- I'm meeting them at the park.
- I lost it.
- Do you want to sit with us?

## 5 Read the questions and complete the answers for you. Replace the bold words with object pronouns.

- Students read the questions and complete the answers for themselves. They use object pronouns in place of the underlined words.

### ANSWERS

Students' own answers with the following object pronouns:

1 them 2 him / her 3 it 4 them 5 us

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

### Learning objective

Students will be able to talk about school rules.

### Language

**School rules:** *be kind, be on time, listen, run inside, share, shout, must and mustn't*

### Warm up

- Play a game of *Correct me!* (see the *Ideas bank* page 155) with sentences about school. Use the ones below, or make up your own:  
*I do art in the IT room.*  
*We play football in the staff room.*  
*The students eat their lunch in the gym.*  
*We always play basketball in the corridor.*  
*I go to the field to use the computer.*  
*There are some guitars in the playground.*

## Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 114 of the Student Book and find the learning objective: *Let's talk about school rules.*
- Make two columns on the board. Put a cross at the top of one and a tick at the top of the other. In the column with the cross, write something that you shouldn't do at school, for example, *run in the corridor*. Choose a student to suggest something that could go next to it in the column with a tick, for example, *run in the field*.
- Ask students to work in pairs. They copy the columns into their notebooks and add as many ideas as they can think of.
- Ask different students around the class to share their ideas. Write them in the columns on the board.

## Student Book pages 114–115

### 1 Listen, point and repeat. 🎧 196

- Focus attention on the poster. Ask different students to point to a photo and tell you what they can see, for example, *I see some children. They're in the classroom.*
- Play the recording for students to listen, point to the photos and repeat the words and phrases.
- Play the recording again for students to point and say the phrases.

### 2 Listen and say. 🎧 197

- Tell students that they are going to hear sounds from the photos from exercise 1.
- Play the recording for students to listen and find the photo that matches the sound. Pause for students to say the word or phrase.

### Audio transcript

[sound of running feet in a school corridor]

**Teacher** OK! ... OK! ... Shhh!

Listen carefully ...

**Boy** What time is it?

[sound of a school bell ringing]

**Boy** Don't worry. It's OK. I can help you.

**Boy** [shouting] I know! I know! Miss Brown, Miss Brown, I know the answer!

**Girl** Can we work together?

**Boy** Of course! Here. Can you see?

### ANSWERS

run inside, listen in class, be on time, be kind, shout, share

### 3 Listen and number. 🎧 198 Which is the 'big rule'?

- Ask students to look at the photos in exercise 1 again. Draw attention to the words *do* and *don't* at the top of each photo. Remind students how imperatives work. Explain that we don't need to use *do* with rules that tell us to do something, we just say the phrase (*listen in class, share, be kind, be on time*). However, if the rules tell us not to do something, we have to use *don't* (*don't run inside, don't shout*).
- Point to the photos one at a time and choose different students to say the rules. Remind them to use *don't* with things that we mustn't do.



- Ask the class to look at the pictures in exercise 3. Choose different students to identify and say the rule for each picture.
- Tell students that they are going to hear some children explaining the school rules to a new student. They must listen and number the pictures in the order that they hear the rules.
- Play the recording for students to listen and number.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**Teacher** OK, we have a new student in class today. Welcome, Paul.

**Paul** Thanks! Hi, everyone!

**Teacher** Now class, I'd like you to help me tell Paul the class rules. Who can tell us one of our rules?

**Girl** Well ... The first rule is ... be on time. School starts at 9 o'clock and we have to be on time.

**Teacher** Yes. Good. Number 1: Be on time. What else?

**Boy** The second rule is 'Don't run inside'. Don't run in the classroom or in the corridor. You can run outside in the playground, but you can't run inside.

**Teacher** OK. Good. Number 2: Don't run inside. What else?

**Boy** The third rule is we can't shout. We have to talk quietly.

**Teacher** OK. That's a good rule. Number 3: We don't shout in school. Other classes are working. What else?

**Girl** We have to listen. When the teacher is talking, or when our friends are talking in class, we listen.

**Teacher** Excellent. That's an important rule! Number 4: Listen. And number five?

**Boy** Well, the fifth rule is ... we have to work together. We have to share books and other things.

**Teacher** Yes. It's important to work together and share things. So what's the sixth rule?

**Several kids** We have to be kind.

**Teacher** Be kind! Yes. That's the big rule! It's very important. We have to be kind. Well done!

### ANSWERS

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

The big rule is d: be kind.

### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If further practice is needed, put the flashcards on the board and ask students to close their Student Book. Ask them to work in pairs. They take turns to choose a photo and say the rule to their partner. If there are any rules they are stuck on, allow them to check in their book and then close it again. Students can repeat the game with a new partner.

### 4 What are your school rules? Talk with your friend.

- Ask a confident student to help you model the dialogue for the class.
- Students work in pairs. They take turns to tell their partner the rules in their school.

### 5 Look, listen and learn. 199 Which sentences mean the same?

- Play the recording for students to listen and follow the sentences.
- Ask students to work in pairs taking turns to read the sentences.
- Focus on the *Look!* box and read it to the class.
- Ask students to look at the sentences again and focus on the words in pink. Establish that we use *must* to talk about things we have to do, and *mustn't* to talk about things we aren't allowed to do.
- Explain that sometimes we can say the same rule in different ways. Tell students that for each of the sentences with *must*, there is a corresponding sentence with *mustn't* that has a similar meaning. Ask *Which sentences mean the same?* Elicit the answer from a chosen student.

### ANSWERS

We must walk inside. – We mustn't run inside.

We must be quiet inside. – We mustn't shout.

### 6 Look at the signs. Write rules with *must* and *mustn't*.

- Focus on the signs. Explain that for each sign there is a rule that can be written in two different ways.
- Focus on the example. Read the sentence to the class. Ask students which word is missing from the first sentence (*mustn't*). Read the second sentence aloud and establish that the two sentences have the same meaning.
- Ask students to look at the remaining signs and complete the sentences with *must* and *mustn't*.

### ANSWERS

1 mustn't 2 must 3 must 4 mustn't 5 mustn't  
6 must

### Mixed ability

Fast finishers can make their own rules with *must* and *mustn't* for the following:

*eat in the classroom / eat in the canteen*  
*play football inside / play football on the field*

### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 132 of the Workbook and complete exercise 3.

### 7 Listen and follow. Then sing. 200–201

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

### Team up! 3 DOWNLOAD

- Students tick and cross the things on the worksheet to show what they *must* and *mustn't* do at school. They say the rules and write five of them down.

## Workbook pages 104–105

### 1 Number and circle.

- Students read the phrases and match them to the pictures. They then circle *do* or *don't* for each one.

#### ANSWERS

1 b, Do 2 e, Do 3 d, Don't 4 c, Do 5 a, Do  
6 f, Don't

### 2 Read and complete.

- Students read the text from the website and complete it with the correct words and phrases.

#### ANSWERS

1 kind 2 shout 3 run 4 share 5 listen 6 on time

### 3 Look, read and complete with *must* or *mustn't*.

- Students look at the pictures and complete the sentences with *must* and *mustn't*.

#### ANSWERS

1 must 2 must 3 mustn't 4 must 5 mustn't  
6 must

### 4 What are the rules in your school library? Write and draw.

- Students write rules for their school library and draw pictures to illustrate them.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

#### Learning objective

Students will be able to read and understand a story about making new friends.

#### Language

Vocabulary and grammar from lessons 1–3

### Warm up

- Sing the song from the end of the previous lesson with the class.
- Play *Act out the song* (see the *Ideas bank* page 153).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

### Lead-in

- Ask students to look at page 116 of the Student Book and find the learning objective: *Let's read about making new friends*.
- Explain the phrase *make friends* or translate it into the students' own language.
- Ask students to work in pairs. They think about a time when they made a new friend and tell their partner about it. Encourage students to use English as much as possible.

If they are stuck, they can use the text from exercise 7 in lesson 2 to help them with ideas.

- Ask some of the students to report back to the class.

## Student Book pages 116–117

### 1 Look at the pictures. What places in school can you see?

- Ask students to look at the story and say which places in school they can see. Elicit answers from different students around the class.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *There are two boys. The boy with brown hair is lost. The boy with black hair is helping him.*

#### ANSWERS

corridor, canteen, IT room, art room, gym

### 2 Listen and read. 202 How do the children help each other?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask *How do the children help each other?* Invite different students to make predictions. If they can't express their ideas in English, allow them to use their own language.
- Play the video or the recording for students to follow the story. Choose different students to answer the question.
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWERS

Each child is kind to the next one: Zach helps Jake because he is lost; Jake sits next to a girl in the canteen because she looks sad; the girl helps Ramona with her books; Ramona helps Tom to use the computer; Tom helps Julio to tidy up; Julio asks Daisy to be in his team.

### 3 Read again. Write the words. Then number the places in order.

- Ask students to read the story again. They look at the pictures and write the names of the places. Then they number them in the order that they appear in the story.

#### ANSWERS

a art room, 4 b canteen, 2 c IT room, 3 d corridor, 1 e gym, 5

### 4 Read and replace the pronouns with the names.

- Ask students to look at the names of the characters from the story. Then focus on the sentences and draw attention to the highlighted pronouns.
- Ask students to read the sentences and write the names of the people that the pronouns refer to. They reread the story as necessary.

#### ANSWERS

1 Jake 2 Ramona 3 Julio 4 Daisy 5 Mum

### Optional activity

Ask students to work in pairs. One student closes their book. They read a sentence from exercise 4, replacing the object pronoun with the child's name. Their partner repeats the sentence using the object pronoun in place of the name. Students swap over and repeat.

### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Invite students to answer the first question. Encourage them to use English as much as possible, but allow them to use their own language if they can't express all their ideas in English. Establish that the idea of the friendship chain is that we pay back the kindness that people have shown to us by helping other people that we meet.
- Look at the second question. Ask different students to share their thoughts with the class. Encourage them to come up with their own ideas, as well as thinking about events from the story.

### Culture note

The phrase 'pay it forward' has come to be used in English following the 2000 film of the same name, starring Kevin Spacey. The film tells the story of a teenage boy who comes up with an idea that changes many lives. He decides that instead of returning a favour, he will 'pay it forward' by doing good deeds for three people.

### Global skills: emotional self-regulation and well-being

Explain to students that being kind to others is part of what makes us human and our world would not function well without it. Everyone has had times in their life when they have relied on others for help. Ask students to think about how people would feel in a world where we were not kind to each other. Use the *Emotions* poster to elicit adjectives (for example, *worried, unhappy, lonely*). Discuss with the class why being kind is so important.

### 5 Act out the story.

- Divide the class into groups of nine, with one student for each of the following parts: the narrator, Zach, Jake, Samira, Ramona, Tom, Julio, Daisy and Mum. As a group, students decide who should take each part. If the class does not divide exactly, some of the students can have more than one part, for example, Samira and Daisy, Zach and Julio, Jake and Tom, Ramona and Mum.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping where necessary.
- Ask some of the groups to act out the story for the class.

### Team up! 4 [DOWNLOAD](#)

- Students complete the mind map and use it to tell their partner about a time when someone was kind to them. They then write a sentence on the doll template, cut it out and make a friendship chain to decorate the classroom.

### 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook pages 106–107

### 1 Read the story. Who is kind to Max?

- Students read the story and answer the question.

#### ANSWER

The team are kind to Max.

### 2 Read again and circle.

- Students read the story again. They read the sentences and circle the correct word in each one.

#### ANSWER

1 could 2 wasn't 3 could 4 could 5 helped

### 3 Read and number the events in order.

- Students read the sentences and number them in the order that they happen in the story.

#### ANSWERS

- 1 Max wanted to play in the match.
- 2 Max climbed onto Tiger.
- 3 The other team kicked the ball high.
- 4 Max ran fast.
- 5 Max kicked the ball high.
- 6 Max's team were the winners.

### 4 How does Max feel after the game? Tick ✓.

- Students tick the picture that shows how they think Max felt after the match.

#### ANSWERS

Students' own answers

### 5 Complete and colour.

- Students read and complete the sentences by writing and then ticking. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn how students go to school in Canada and Switzerland.

### Language

**School transport:** *by car, by school bus, on foot, on public transport*

### Warm up

- Play a game of *Missing letters* (see the *Ideas bank* page 154) with transport words that students know in English, for example, *car, bike, train, tram, taxi, metro*.

## Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (Canada and Switzerland). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 118: *Let's learn about how students go to school in Canada and Switzerland.*

## Student Book pages 118–119

### 1 Listen, point and repeat. 🎧 203

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.
- Ask students to look at photo 3. Explain that *public transport* means any kind of transport that people travel on with other members of the public. Elicit examples from different students (*bus, train, metro, tram, etc.*).

### 2 Listen and say the number. 🎧 204

- Focus on the photo of Lewis. Ask *Which country is Lewis from?* (Canada)
- Tell students that they are going to hear Lewis talking about how people travel to school in Canada. Every time Lewis mentions a way of travelling from exercise 1, students say the number of the photo.
- Play the recording, pausing each time that Lewis mentions a way of travelling, for students to say the number.

## Audio transcript

Hi! I'm Lewis. I'm from Canada. How do you go to school?

- I usually walk to school with my mom. Kids who live close to the school can go to school on foot. It's good exercise.
- Sometimes, when we're late, my dad drives me to school by car. We must get to school on time!
- We also have a school bus. It's yellow. Lots of kids go by bus to school.
- Some kids in big cities go to school on public transport. Canada's cities have buses and trains – and trams, too!

## ANSWERS

1, 4, 2, 3

### 3 Listen and complete the survey table. 🎧 205

- Focus on the pictures. Point to each one and ask *How are they travelling?* Choose different students to respond (by car / on foot / by school bus / by bike / by public transport).
- Tell the class that they are going to hear Lewis talking about a survey he did at school to find out how people travel to school.
- Tell the students that they must listen and write the number of students who travel below the corresponding picture in the table.
- Play the recording, pausing if necessary, for students to write the numbers.
- Play the recording again for students to complete or check their answers.

## Audio transcript

I did a survey about how we go to school. I asked the kids in my class. These are the results. Are you ready?

- Six students live close to the school. They can walk. Six students go to school on foot.
- Three students go to school by bike. I'd like to do that! OK! Three students go by bike.
- Five students go to school on public transport. There's a metro station by the school. Five students travel on public transport.
- Seven students go to school by car. There's a big car park. Did you get that? Seven students go to school by car.
- And now, the biggest group. Ten students travel by school bus. The school bus is very popular. Ten students go by school bus.

## ANSWERS

by car	on foot	by school bus	by bike	on public transport
7	6	10	3	5

### 4 Watch the video. ▶ What is a popular way to go to school?

- Play the video for students to find out what is a popular way for children to go to school.

## Video transcript see page 161.

## ANSWER

by school bus

## Culture note

The video shows children standing up on the school bus, which students may have questions about. In Canada, it is not a legal requirement for children to wear seat belts on school buses, although it is in many other countries.

## Optional activity

Ask students if they can remember the rules on the school bus. Ask them to work in pairs to write down their thoughts. Play the video for students to check.

### 5 Listen and follow. 🎧 206 Then talk about how you go to school.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about how they travel to school.
- Ask some of the students to report back to the class.

### 6 Look at the photos. What are the children doing?

- Focus on the photo of Mia. Ask *Which country is Mia from?* (Switzerland)
- Ask students to look at the photos of the children. Ask *What are the children doing?* Choose a student to answer.
- Ask students to work in pairs. They take turns to tell each other what they can see in the rest of the photos.

## ANSWERS

They're walking to school.

## 7 Listen and read. 207 What school rules does Mia talk about?

- Play the recording for students to follow Mia's text.
- Ask *What school rules does Mia talk about?* Ask students to discuss the question in pairs. They tell each other the rules they remember and then look back at the text to check.
- Elicit the answers from different students around the class.

### ANSWERS

We must walk to school. Our parents mustn't come with us. We must cross on the yellow lines. We mustn't run into the road.

## 8 Read again. Complete the sentences.

- Ask the students to read the text again and complete the sentences.

### ANSWERS

1 foot 2 friends 3 police officer 4 yellow 5 left

### Mixed ability

- Ask weaker students to work in pairs or small groups to complete the sentences.
- Stronger students complete the sentences from memory and then read Mia's text again to check.

## 9 Read and underline the topic sentences in paragraphs 1–3.

- Focus on the *Look!* box and read the information about topic sentences to the class.
- Ask students to look at paragraphs 1–3 and underline the topic sentence in each one.

### ANSWERS

Paragraph 1: At our school, we must walk to school.

Paragraph 2: We have classes about being safe.

Paragraph 3: My journey to school is fun.

### Assessment for learning

- Using your usual feedback routine, ask students to show how well they understand what topic sentences are.
- If further practice is needed, ask them to look back at the text about Ancient Egypt on page 105 on their Student Book and underline the topic sentence in each paragraph.

## 10 Write about your journey to school. Go to your Workbook page 109.

- Ask students to turn to page 109 of their Workbook and look at the writing task. This can be done in class or set for homework.

### ANSWERS

Students' own answers

## Workbook pages 108–109

### 1 Read and number.

- Students read the text in the speech bubbles and write the letters of the corresponding pictures in the boxes.

### ANSWERS

a 2 b 3 c 4 d 1

## 2 Read and answer.

- Students read Elliot's personal account and write answers to the questions.

### ANSWERS

1 No, he doesn't. / No, he never goes to school on foot.

2 ten minutes

3 his friends

4 He must sit down. He mustn't shout.

5 He can listen to music.

6 Because it's faster.

## 3 Match the paragraphs from the personal account in 2 to the topic sentences.

- Students read the missing topic sentences from Elliot's personal account in exercise 2.
- They read Elliot's text again and match the paragraphs to the topic sentences.

### ANSWERS

1 b 2 a

## 4 Make notes about your journey to school.

- Students think about their journey to school and make notes under the headings in their Workbook.

## 5 Write a personal account about your journey to school. Use your notes in 4 and Elliot's account to help you.

- Refer students back to Elliot's text in exercise 2. Read it aloud while students follow it in their books. Establish that this is what a good personal account looks like.
- Ask students to look at the notes they made about their journey to school in exercise 4. They use this information and Elliot's text to write their post.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

# Project and Review

## Project

### Learning objective

Students will design an amazing school.

### Language

Grammar and vocabulary from the unit

### Materials

A large piece of coloured card, A4 pieces of paper, glue, scissors, pens and pencils

## Warm up

- Play a game with the class. Name school objects for students to tell you where you can find them, for example, *paint and paint brushes* (art room).
- Ask students to play the game in pairs.



## Lead-in

- Ask students to look at the picture of the poster at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on page 120: *Design an amazing school*. Ask different students to share their ideas about what they could include in their design.

## Student Book page 120

### 1 Listen and read. Learn how to do the project.

208

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to design their school.
- Walk around the class as students work, helping where necessary.

### Audio transcript

1

**Emma** OK. Design an amazing school. Sounds fun. What's first?

**Tang** Make a list of places in school.

**Emma** OK, places in school ... Hmm ... Classrooms! And the playground.

**Hector** And the canteen.

2

**Tang** OK. Now ... How can you make the places amazing? Share ideas.

**Emma** Ooh! What about a big painting in the corridor? A huge, colourful painting on the walls!

**Hector** That's a fun idea.

**Emma** Thanks!

**Tang** What about a funfair in the playground?

3

**Hector** Uhm ... Choose and draw your three favourite ideas.

**Emma** Hmm. I like the idea of a funfair. It's really fun.

**Tang** Hmmm. OK. And I like the big paintings ... Can you draw that one?

**Hector** And I want to draw ...

4

**Hector** What's next? Write a description.

**Emma** I can write about the paintings in the corridor.

**Tang** OK. I can do the playground. This is the playground. It's amazing! There's a ....

5

**Emma** What's next? Write a rule for each place.

**Tang** Well ... You mustn't stand up on the rides. It's dangerous.

**Emma** Yes! And you must take turns. Everyone must share it.

**Tang** That's a good rule!

6

**Tang** And finally ... Finish your design.

**Emma** OK. Let's draw the school in the middle.

**Hector** We've got our pictures. We can stick them here.

**Emma** Great! This is an amazing design!

## Team Up! 5 DOWNLOAD

- Students can use the worksheet to help them plan and design their school. Alternatively, ask students to follow the instructions in their Student Book to design their school.

### 2 Watch the video. What amazing things are in their design?

- Play the video for the students.
- Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to listen out for the amazing things in the design that they and their classmates noticed.

**Video transcript see page 162.**

### ANSWERS

huge chairs and sofas in the library, an ice cream machine in the canteen, a slide next to the stairs

### 3 Listen and follow. 209 Then talk to the class about your design.

- Play the recording for students to listen and follow.
- Ask different groups to present their design to the class.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 121

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for places in school and school rules.

### ANSWERS

Places in school: IT room, gym, canteen, art room, staff room, corridor, music room, field

School rules: share, (don't) shout, listen to the teacher, be on time, be kind, (don't) run inside

#### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the table in exercise 1.

#### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activities 3 or 4. Make sure that each of these students is sitting next to someone who also chose the activity.

Move students if necessary. Students who do activity 6 can either move around the class to ask their questions or work in small groups with other students who have chosen the same activity.

- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

#### ANSWERS

- 1 Students' own answers
- 2 I – me, you – you, it – it, we – us, he – him, she – her, they – them
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 Students' own answers

## Workbook page 110

### 1 Look at the code. Write and match.

- Students use the key to decode the words.
- They match the words to the correct pictures.

#### ANSWERS

- 1 art room, d
- 2 gym, b
- 3 staff room, f
- 4 corridor, a
- 5 canteen, c
- 6 field, e

### 2 Read and match.

- Students read and match the two halves of the words or phrases.

#### ANSWERS

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

### 3 Read and complete.

- Students read the sentences and complete them with the words from the box.

#### ANSWERS

- 1 time
- 2 field
- 3 share
- 4 listen
- 5 music
- 6 car

### 4 Rewrite the sentences using object pronouns.

- Students read the sentences and rewrite them using the object pronouns in brackets.

#### ANSWERS

- 1 My class teacher asked me a question.
- 2 Katie meets them at the park.
- 3 Can you see it on the left?
- 4 Alex helped us find the gym.

### 5 Read the bus rules. Complete with *must* or *mustn't* and the words.

- Students look at the pictures and complete the rules with *must* or *mustn't* and the correct words and phrases from the box.

#### ANSWERS

- 1 *mustn't* eat food
- 2 *mustn't* talk
- 3 *must* stand up
- 4 *mustn't* be noisy

## Unit 9 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Unit test

- The students are now ready to do the Unit 9 test, downloadable from Oxford English Hub.

## Lesson 1: Words

### Learning objective

Students will be able to talk about holidays.

### Language

**Holiday activities:** *go hiking, go sightseeing, go snorkelling, go to the beach, have a barbecue, see a show, take a boat trip, visit a castle*

**Functional language:** *Why don't we ... ? I'd rather ...*

### Warm up

- Play a game with the class. Write the verbs *play* and *go* on the board. Ask students to work in pairs. Set a time limit of two minutes and ask them to think of as many free time activities as they can for each verb, for example, *play volleyball, play video games, go swimming, go shopping*.
- Ask some of the pairs to share their ideas with the class. Compile a list on the board.

### Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to look at page 122 of the Student Book and find the learning objective: *Let's talk about holidays*.
- Ask *What can you do on holiday?* Elicit suggestions from different students around the class.
- Ask students to work in pairs. They take turns to tell their partner what they like to do on holiday using known language.
- Ask some of the students to report back to the class.

## Student Book pages 122–123

### 1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things that the people are doing in the picture. They should look at the unlabelled activities in the timetable and the things that people are doing at the camp in the background of the picture.
- Tell students that they are now going to learn eight new phrases. If you are using the Classroom Presentation Tool, present the new language using the interactive activity.

#### ANSWERS

**Time table:** Students can see people playing board games, painting pictures and playing table tennis.

**At the camp:** Students can see people playing football and meeting friends.

### 2 Listen, point and repeat. 210

- Ask students to look at the picture on page 122. Play the recording for students to listen and point to the activities in the timetable.

- Play the recording again for students to repeat the phrases.

### Optional activity

Play a game of *Word cloud* using the flashcards (see *Ideas bank* page 152).

### 3 Listen and say. 211

- Tell students that they are going to hear descriptions of the activities from exercise 2. Play the recording, pausing after each description for students to say the correct phrase.
- Play the recording again for students to listen and say the phrases.

### Audio transcript

- This is when you cook food outside. You can cook meat or vegetables.
- This is when you put on a special mask, and you can see under water. You can see all the fish and rocks and plants.
- This is when you go to look at the famous places in a city or an area. You can take photos of famous places like museums and statues.
- This is when you go to the coast and spend time next to the sea. You can swim, or you can make a sandcastle.
- This is when you go to the theatre. You watch people act, dance, sing, or play music.
- This is when you travel on a river, or a lake, or the sea. You can go to see dolphins, or cliffs.
- This is when you go to see a big old house. There are big stone walls.
- This is when you go for a long walk, usually in the countryside. You can follow a path, or use a map. You can walk in forests and in fields.

#### ANSWERS

have a barbecue, go snorkelling, go sightseeing, go to the beach, see a show, take a boat trip, visit a castle, go hiking

### Assessment for learning

- Ask *Do you know the new vocabulary?* Using your usual feedback method, ask students to show you how confident they feel using the new vocabulary.
- If further practice is needed, ask students to close their books. Write the verb from each phrase on the board. Write down verbs more than once if they appear in more than one phrase. Ask students to work in pairs to complete the phrases. If they get stuck, they can quickly open their books and check.
- When they have finished, students take turns to say the verbs for their partner to give the rest of the phrase, without looking at his / her list or book.

### 4 Which activities would you like to do? Talk with your friend.

- Ask students to read the conversation. Explain that they must take turns to tell their partner about the activities from exercise 2 that they'd like to do.

- Go around the class while students talk, helping and correcting where necessary.

## 5 Look at the weather forecast and write two activities for each day.

- Focus on the weather forecast. Ask *What's the weather like on Friday / Saturday / Sunday / Monday?* Choose different students to respond.
- Ask students to choose two activities from exercise 2 for each day, based on the weather. Explain that there are no right or wrong answers. They should just choose the activities they think are best for each kind of weather.
- Ask some of the students to share ideas with the class.

### SUGGESTED ANSWERS

Friday: have a barbecue, take a boat trip

Saturday: go snorkelling, go to the beach

Sunday: go sightseeing, go hiking

Monday: see a show, visit a castle

## 6 Can you add any more activities in 5?

- Ask students to think about the other activities in the picture on page 122 and those that they discussed in the warm up and lead-in. They choose some of these and add them to exercise 5.

### Global skills: creativity and critical thinking

Activities which do not have right or wrong answers, like exercise 5, can reveal a lot about students' attitudes, thought processes and the way in which they approach problems. If students make surprising or interesting choices, like visiting a castle on a hot day, encourage them to explain why. They are likely to have sound reasons for making their choice, even though their answer may at first have seemed illogical: *Castles aren't busy on hot days because people are at the beach.* Praise students who demonstrate creative thinking in this way.

## 7 Listen and repeat. 212 Then talk about another day.

- Focus on the conversation. Play the recording, pausing after each line for students to repeat.
- Draw attention to the words the children use to make suggestions and show preferences: *Why don't we ...* and *I'd rather ...*
- Ask students to work in pairs. They take turns to ask and answer about what they should do on the different days in the chart in exercise 5.
- Go around the class, helping and correcting where necessary.

### Team Up! 1 DOWNLOAD

- Students use the weather forecast in the worksheet to ask and answer questions with their partner and agree on plans for the weekend.

## Workbook pages 112–113

### 1 Look and circle.

- Students look at the pictures and circle the correct phrase for each one.

### ANSWERS

- 1 go snorkelling 2 see a show 3 have a barbecue  
4 go sightseeing 5 go hiking 6 visit a castle

## 2 Read and complete.

- Students look at the pictures and complete the sentences with the words from the box.

### ANSWERS

- 1 show 2 hiking 3 barbecue 4 castle  
5 sightseeing 6 boat trip 7 snorkelling 8 beach

## 3 Look, read and complete.

- Students look at the picture and complete the sentences with the correct words.

### ANSWERS

- 1 boat trip 2 barbecue 3 sightseeing 4 snorkelling  
5 hiking 6 beach

## 4 Complete the question. Then answer for you.

- Students look at the pictures and complete the questions. They use their own ideas to write the answers.

### ANSWERS

- 1 visit a castle 2 take a boat trip  
3 Why don't we have a barbecue  
Students' own answers with *I'd rather ...*

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 2: Grammar

### Learning objective

Students will be able to talk about holiday plans.

### Language

*going to* for future plans (*I / you*): *What are you going to do on holiday? I'm going to go snorkelling. I'm not going to see a show.*

*going to* for future plans (*he / she / we / they*): *What's he going to do on holiday? He isn't going to swim in the sea. He's going to go hiking. What are they going to do on holiday? They aren't going to go to the beach. They're going to go sightseeing.*

### Warm up

- Play a game of *Match* (see *Ideas bank* page 154) with the phrases from lesson 1.
- Hold up the *Vocabulary* poster and go through the phrases for students to check their answers.

### Lead-in

- Draw a chart on the board like the one from exercise 5 on page 123 of the Student Book, with a different weather symbol for each day. Point to the first day and ask *What shall we do?* Choose two or three students to answer. Select the answer you like best and put the corresponding flashcard below the name of the day. Repeat with the other days of the week.

- Ask the class *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 124 of the Student Book and find the learning objective: *Let's talk about holiday plans.*

## Student Book pages 124–125

### 1 Listen and follow. 213 Then act.

- Focus on the pictures in the grammar cartoon. Choose students to identify the team characters and say what they can see.
- Play the recording for students to listen and follow the story.
- Choose students and ask *What is Emma / Nina going to do on holiday? Is Tang going to do homework? Is Omar going to read?* Ask students to guess how many books Omar is going to read.
- Play the recording again for students to follow.
- Divide the class into groups of four. In their groups the students decide who is going to play Nina, Emma, Tang and Omar.
- Students act out the story in their pairs. Walk around the class as students practise and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

### 2 Look, listen and learn. 214 What are you going to do next weekend?

- Play the recording for students to listen and follow the sentences.
- Draw attention to the words in bold (the verb *to be* and *going to*). Show how the verb *to be* changes depending on who we are talking about, but the main verb, which comes after *going to*, remains the same.
- Focus on the *Look!* box and read the explanation to the class.
- Play the recording again for students to listen and follow.
- Ask students to work in pairs to ask and answer *What are you going to do next weekend?*

#### ANSWERS

##### Students' own answers

### 3 Listen and tick ✓ or cross X. 215

- Ask students to look at the photos. Choose a different student to identify the activity each one represents.
- Tell students that they are going to hear a girl interviewing her friends about what they are going to do on holiday. They must listen and put ticks or crosses in the boxes to show what the children are going to do. Point out that they do not need to put anything in the boxes of activities which the children don't mention.
- Play the recording, pausing as necessary, for students to tick or cross.
- Play the recording again for students to complete or check their answers.

#### Audio transcript

**Girl** What are you going to do on holiday, Jack? Are you going to have a barbecue, or maybe go sightseeing?

**Jack** Hmm ... no. I'm not going to have a barbecue, and I'm not going to go sightseeing. I'm going to go the beach! I'm going to take a boat trip. And I'm going to go snorkelling and look at all the fish!

**Girl** That sounds fun!

**Girl** What are you going to do on holiday, Anna?

**Anna** I'm going to go to the beach, too. And I'm going to take a boat trip.

But I'm not going to go snorkelling. I'm going to have a barbecue!

**Girl** Great!

**Girl** What are you going to do on holiday, George?

Are you going to go to the beach, too?

**George** No, I'm not going to go to the beach. So I'm not going to go snorkelling. I'm going to go to London! I'm going to go sightseeing, but I'm going to take a boat trip, too. And I'm going to visit a castle!

**Girl** Exciting!

#### ANSWERS

	boat trip	snorkelling	beach	barbecue	castle	sightseeing
Jack	✓	✓	✓	X		X
Anna	✓	X	✓	✓		
George	✓	X	X		✓	✓

### 4 Ask and answer.

- Ask students to work in pairs. Read the conversation aloud. They take turns to ask and answer about what they are going to do on holiday.

#### Mixed ability

- Put the phrases *I'm going to ...* and *I'm not going to ...* on the board for weaker students. Allow them to look back at the picture on page 122 to remind themselves of the vocabulary if necessary.
- Stronger students can change partners and ask and answer again.

### 5 Look, listen and learn. 216 What form of the verb follows *going to*?

- Play the recording for students to listen and follow.
- Draw attention to the words in bold in the questions (the verb *to be* and *going to*) and the answers. Show how in negative answers we use the negative form of the verb *to be* before *going to*, but the main verb stays the same.
- Play the recording again for students to listen and find out who says each line.
- Ask *What form of the verb follows going to?* Elicit the answer from a chosen student.
- Read the information in the *Look!* box to the class.
- Make some of your own sentences to demonstrate, for example, *Emma's going to have a barbecue tomorrow. Arthur isn't going to go to the beach next weekend. Julia and David are going to see a show next week.*
- If you wish, ask students to practise using time phrases with *going to* in the activity below.



**ANSWER**

The base form of the verb follows *going to*.

**Optional activity**

- Put some of the flashcards from lesson 1 on the board. Below each one, write a child's name, a time word and draw a tick or a cross. Point to the first and make a sentence, for example, *Lucas isn't going to see a show tomorrow*. Ask students to work in pairs to make sentences about the rest of the flashcards.
- Choose different students to share their sentences with the class.

**6 Read and circle.**

- Ask students to look at the picture. Ask *Where are the children? What are they wearing? What are they doing?*
- Ask students to read the email and circle the correct forms of the verb *to be*.

**ANSWERS**

1 're 2 're 3 'm 4 isn't 5 's 6 's 7 're 8 're

**7 Write sentences with *going to*. Then tick ✓ the correct photo for Katy's message.**

- Ask students to look at the photos. Point to each one and ask *What can you see?*
- Focus on the word prompts and explain that students must use these to write the sentences in Katy's message. If there is a tick after the word prompts, they write a positive sentence; if there is a cross, they write a negative sentence.
- Walk around the class as students write, helping where necessary.
- After students have finished writing their sentences, they tick the correct photo for the message.

**ANSWERS**

- I'm not going to go to summer camp.
  - We're going to visit my grandparents.
  - My mum's going to go shopping.
  - I'm going to go sightseeing in the city.
  - We're not going to go to the beach.
- Students tick photo 2.

**Mixed ability**

- Ask weaker students to work in pairs. Ask them to highlight the subject of each sentence and the tick or cross that shows whether the sentence is positive or negative. Do an example together to show how we use the subject with the correct form of *to be* before *going to*.
- Ask stronger students to pretend they are going to go to the place in photo 1. They write sentences about what they're going to do there.

**Assessment for learning**

Using your usual feedback routine, check how confident students are with new the grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 133 of the Workbook and complete exercises 1 and 2.

**Team Up! 2** **DOWNLOAD**

- Students ask and answer questions to fill in the names of the people who are going to do the different activities on their worksheet.

**Workbook** **pages 114–115****1 Read and write S (Sarah) or H (Harry).**

- Students read the conversation and then look at the pictures of the activities. They write *S* for the ones that Sarah is going to do and *H* for the ones that Harry is going to do.

**ANSWERS**

a H b S c H d S e H f S

**2 Look, read and complete.**

- Students look at the pictures and complete the sentences for each person.

**ANSWERS**

- 'm not going to
- 'm going to
- 'm going to
- 'm not going to
- 'm going to
- 'm not going to
- 'm not going to
- 'm going to

**3 What is Helen's family going to do on holiday? Look, read and complete.**

- Students look at the chart showing what the members of Helen's family are going to do on holiday. They use the information to complete the sentences.

**ANSWERS**

- aren't going to
- is going to
- are going to
- isn't going to

**4 Look at 3 again. Correct the sentences.**

- Students look at the chart in exercise 3 again. They rewrite the sentences so that they are correct.

**ANSWERS**

- Helen's parents aren't going to go to the beach on Monday.
- Helen's grandparents aren't going to visit a castle on Wednesday.
- Helen isn't going to go shopping on Tuesday.
- Helen isn't going to go to the beach on Wednesday.

**5 Read the questions and write answers for you.**

- Students read the questions and complete the answers for themselves. They use *going to* with different activities from the lesson.

**ANSWERS**

Students' own answers

**Assessment for learning**

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 3: Words and Grammar

### Learning objective

Students will be able to talk about packing for a holiday.

### Language

**Things to pack:** *backpack, camera, raincoat, sun cream, swimsuit, towel*

*going to* for future plans (Yes / No questions)

### Warm up

- Tell the class that you are preparing for a holiday and they must guess the things you are taking with you. Play a game of *Draw* (see the *Ideas bank* page 154) using different everyday objects that are known to students (*book, T-shirt, water bottle*).

### Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look at page 126 of the Student Book and find the learning objective: *Let's talk about packing for a holiday.*
- Teach or elicit the meaning of the verb *pack*. Ask students to work in pairs. They think of all the things they know in English that they take on holiday with them.
- Ask some of the students to share their thoughts with the class.

### Student Book pages 126–127

#### 1 Listen, point and repeat. 🎧 217

- Focus attention on the list of things to pack. Play the recording for students to listen, point to the photos and repeat the words.
- Play the recording again for students to point and say the words.

#### 2 Listen and say. 🎧 218

- Tell students that they are going to hear descriptions of the objects from exercise 1.
- Play the recording for students to listen and find the photo that matches the description. Pause for students to say the word.

### Audio transcript

- You need this to take photos!
- You wear this when you go swimming.
- You need this on a sunny day.
- You need this on a rainy day.
- You need this after you go swimming or snorkelling.
- You need this to put all your things in.

### ANSWERS

camera, swimsuit, sun cream, raincoat, towel, backpack

#### 3 Listen and tick ✓. 🎧 219 What's Charlie got?

- Ask students to look at the boy in the picture. Say *This is Charlie*. Ask *Where is Charlie?* (in his bedroom) *What is he wearing?* (a shirt, trousers and a cap) *What has he got?*

(a backpack) *What do you think he is going to do?* (go on a day trip).

- Tell students that they are going to hear a recording of Charlie talking to his mum about the things he has packed for his day trip. They must listen and tick the items on the list that Charlie has got.
- Play the recording for students to listen and tick.
- Play the recording again for students to complete or check their answers.
- Go through the answers with the class. Then ask *What did Charlie forget?* Elicit the answer from a chosen student (his sun cream).

### Audio transcript

**Mum** OK, Charlie. Are you ready to go? Have you got everything?

**Boy** Hmmm ... I think so!

**Mum** Well, let's check. Have you got your backpack?

**Boy** Yes, I have. It's got all my things in it.

**Mum** Have you got your raincoat?

**Boy** No, I haven't. It's going to be sunny.

**Mum** OK. Have you got your camera?

**Boy** Yes, I have. I want to take pictures to send to Grandpa and Grandma.

**Mum** That's nice. And have you got your swimsuit – you're going to go to the beach.

**Boy** Yes, I've got my swimsuit.

**Mum** And your towel?

**Boy** Yes, I've got a big, blue towel.

**Mum** So, have you got your sun cream?

**Boy** Oh! No, I haven't.

**Mum** Well quick – go and get it! You must be careful in the sun!

**Boy** OK. Thanks, Mum!

### ANSWERS

backpack, camera, swimsuit, towel

### Assessment for learning

- Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary.
- If further practice is needed, ask students to turn to page 116 of the Workbook and complete exercise 1.
- Fast finishers can move on to exercise 2.

#### 4 Play the *Memory* game.

- Ask a confident student to help you model the dialogue.
- Ask students to imagine they are going on a day trip. They work in pairs, taking turns to tell each other what they are going to take.

#### 5 Look, listen and learn. 🎧 220 Then look at the picture. Are they going to take raincoats?

- Play the recording for students to listen and follow the sentences.
- Draw attention to the words highlighted in bold (the verb *to be* and *going to*). Show how the verb *to be* appears at the beginning of the questions and at the end of the short answers. Explain that in negative answers, we use the negative form of the verb *to be*.

- Ask students to work in pairs taking turns to read the questions and answers.
- Ask the students to look at the picture. Ask the question *Are they going to take raincoats?* Elicit the answer from a chosen student.

#### ANSWER

Yes, they are.

### 6 Look and write.

- Ask students to look at the picture. Point to the boy and then the girl and ask different students *What's he / she got?*
- Ask students to complete the questions and then look at the picture to write the answers.
- Walk around the class as students work, helping where necessary.

#### ANSWERS

- 1 Is she going to take a camera? Yes, she is.
- 2 Is she going to take a swimsuit? No, she isn't.
- 3 Is he going to take a snorkelling mask? Yes, he is.
- 4 Is she going to take sun cream? Yes, she is.
- 5 Are they going to take towels? Yes, they are.
- 6 Are they going to take raincoats? No, they aren't.

#### Mixed ability

- Ask weaker students to work in pairs. One student writes the questions and answers for 1–3, the other writes the questions and answers for 4–6. Students then compare and check each other's work. They complete the missing information in their Student Book.
- Stronger students who finish quickly can write two more questions about the people in the picture. They swap them with their partner and write the answers.

#### Assessment for learning

Using your usual feedback routine, check how confident students are with the new grammar. If further practice is needed, ask them to turn to the *Grammar check* on page 133 of the Workbook and complete exercise 3.

### 7 Listen and follow. Then sing. 🎧 221–222

- Ask students to look at the song. Remind students of how the coloured words are substituted to make the second verse.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

#### Team Up! 3 [DOWNLOAD](#)

- Students write their holiday lists and then ask and answer questions to find out the items on their friend's list.

### Workbook [pages 116–117](#)

#### 1 Read and match.

- Students read the sentences in the speech bubbles and match them to the correct pictures.

#### ANSWERS

- 1 c 2 d 3 b 4 a

### 2 Look, read and complete.

- Students look at the picture and complete the sentences.

#### ANSWERS

- 1 backpack 2 towel 3 camera 4 raincoat  
5 swimsuits 6 sun cream

### 3 Read and complete.

- Students read the conversation and complete it with the correct words, using the language from the lesson.

#### ANSWERS

- 1 Are, going to
- 2 'm not
- 3 Are, going to
- 4 are
- 5 Is, going to
- 6 is
- 7 Is, going to
- 8 isn't

### 4 Write questions. Then look and write the answers.

- Students use the word prompts to write questions about the people in the picture. They look at the picture and write the answers.

#### ANSWERS

- 1 Are Kim and John going to play frisbee? Yes, they are.
- 2 Is Fatima going to swim? No, she isn't.
- 3 Are Samir and his dad going to have a barbecue? No, they aren't.
- 4 Is Dan going to go snorkelling? Yes, he is.
- 5 Is Emma going to go fishing? No, she isn't.

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 4: Story

#### Learning objective

Students will be able to read and understand a story about trying new things.

#### Language

Vocabulary and grammar from lessons 1–3

#### Warm up

- Sing the song from the end of the previous lesson with the class.
- Ask students to think about other phrases they could use in place of the coloured words, for example, *a water bottle, a cap, a ball, a snorkelling mask*.
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

#### Lead-in

- Ask students to look at page 128 of the Student Book and find the learning objective: *Let's read a story about trying new things.*

- Ask students to work in pairs. They think about a time when they tried a new thing and tell their partner about it, for example, *Last weekend, I went snorkelling. It was good fun!*
- Ask some of the students to report back to the class.

## Student Book pages 128–129

### 1 Look at the pictures. What holiday activities can you see?

- Ask students to look at the pictures in the story. Ask *What holiday activities can you see?* Elicit answers from different students.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *There are two mice. One mouse lives in a tree. The other mouse is visiting him.*

#### ANSWERS

take a boat trip, have a barbecue, go hiking

### 2 Listen and read. 223 Does Terry the Town Mouse try something new?

- Tell the class that they are going to watch or listen to the story. Focus on the pictures and ask the question *Does Terry the Town Mouse try something new?* Invite different students to predict the answer.
- Play the video or the recording for students to follow the story. Choose a different student to answer the question.
- Play the video or recording again for students to follow. If you wish, play the story a final time for students to enjoy.

#### ANSWER

Yes, he does.

### 3 Read again and tick ✓ or cross X. How did Terry feel about it? Circle the face.

- Ask students to read the story again. They read the sentences and tick the ones that are true and cross the ones that are false. They circle the face for each activity to show how Terry feels about it.

#### ANSWERS

sleep in a tree ✓ 😊  
 swim in the lake X 😞  
 take a boat trip X 😞  
 have a barbecue ✓ 😊  
 go hiking ✓ 😊  
 see a waterfall ✓ 😊

#### Optional activity

Ask students to work in pairs. They think about the activities they like doing and decide if they are a Town Mouse or a Country Mouse. They take turns to tell each other, for example, *I'm a Country Mouse. I'd like to sleep in a tree and swim in the lake every day. I'm a Town Mouse. I'd rather play video games and eat pizza.*

### 4 Read and circle TM (Town Mouse) or CM (Country Mouse).

- Ask students to read the sentences and decide whether they are about Town Mouse or Country Mouse. They circle TM or CM accordingly.

#### ANSWERS

1 TM 2 CM 3 CM 4 TM 5 TM 6 TM

#### Optional activity

- Ask students to look at the final frame of the story again. Ask *What can they do tomorrow?* Ask students to work in pairs to suggest activities that the Town Mouse and the Country Mouse can do together, and then write a plan for the day.
- Ask some of the students to report back to the class, for example, *They're going to meet some friends in the forest. They're going to play volleyball.*

#### Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Invite students to answer the first two questions. Encourage them to use English as much as possible. Use the *Emotions* poster to help students describe how Terry feels. Accept all reasonable suggestions.
- Look at the third question. Explain or translate the phrase *change (his) mind*.
- Ask different students to share their thoughts with the class. If they need prompting, ask them to look at the story again and find the part where Terry begins to change his mind (at the barbecue in frames 5 and 6). Ask *Did he like the countryside before? Does he like it now? Why?*

#### Global skills: emotional self-regulation and well-being

- Discuss with the class why people may be reluctant to try new things. Allow students to use their own language if they can't express all their thoughts in English. Establish that there are many reasons why people may feel this way: they may fear the unknown; they may be comfortable doing what they are used to; or they could have preconceived ideas that certain things are unpleasant or boring.
- Explain that it is important to challenge these thoughts, as they could mean that we miss out on interesting experiences and the chance to meet new friends. Encourage students to try one new thing in the following week, such as an activity or type of food.

### 5 Act out the story.

- Divide the class into groups of nine, with one student for each of the following parts: the narrator, the Town Mouse, the Country Mouse and the two mice at the end of the story. As a group, students decide who should take each part. If the class does not divide exactly, have some groups of three, leaving out the parts of the mice in frame 8.
- Ask students to act out the story. Walk around the class as they work, checking pronunciation and helping with any problems.
- Ask some of the groups to act out the story for the class.

#### Team Up! 4 DOWNLOAD

- Students choose four activities from the worksheet and write a letter of invitation from the Town Mouse to the Country Mouse.

## 6 Home-school Read the story at home.

- Ask students to read the story again at home. If possible, they should read it aloud to their family.

## Workbook pages 118–119

### 1 Read the story. What new food did Jim try and like?

- Students read the story and answer the question.

#### ANSWER

He tried and liked prawns.

### 2 Read again and complete.

- Students read the story again. They read the sentences and complete them with the correct words.

#### ANSWERS

1 boat trip 2 snorkelling 3 fish 4 sandwich  
5 hungry 6 barbecue

### 3 Answer the questions.

- Students read the questions and write the answers.

#### ANSWERS

1 He wants cereal because he always has it at home.  
2 Yes, he does.  
3 Yes, he does.  
4 No, he doesn't.  
5 He tries a prawn.  
6 Yes, he does.

### 4 Complete and colour.

- Students read and complete the sentences by writing and then ticking. They rate the story by colouring the stars.

#### ANSWERS

Students' own answers

#### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

## Lesson 5: Skills and Culture

### Learning objective

Students will learn about holiday places in the UK and Ukraine.

### Language

**Holiday places:** *campsite, canal boat, caravan, cottage*

### Warm up

- Ask students to think about their favourite kind of holiday. Ask *Where do you like to go: to the city, the countryside or the beach? What do you like to see? What do you like to do?*
- Students discuss the questions in pairs.
- Ask some of the students to report back to the class.

### Lead-in

- Ask the class to look at the photos and try to work out which countries they will be learning about today (the UK and Ukraine). If there is a map in the classroom, ask students to find the two countries on it.

- Ask students to think about what the learning objective might be. Then ask them to find it on page 130: *Let's learn about holiday places in the UK and Ukraine.*
- Ask students to suggest places they can stay in on holiday using known language, for example, a hotel, a tent, a grandparent's / aunt and uncle's / friend's house.

## Student Book pages 130–131

### 1 Listen, point and repeat. 224

- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat.

### 2 Listen and say the number. 225

- Focus on the photo of Maisie. Ask *Which country is Maisie from?* (the UK)
- Tell students that they are going to hear Maisie talking about the holiday places in the UK. Every time Maisie mentions a holiday place from exercise 1, students say the number of the photo.
- Play the recording, pausing each time that Maisie mentions a holiday place, for students to say the number.

### Audio transcript

Hi! I'm Maisie and I'm from the UK.

I want to talk to you about holidays!

There are lots of places to visit in the UK.

And lots of places to stay!

- Do you want a quiet holiday in a beautiful village? You can stay in a cottage. A cottage is a small, old house in the countryside.
- A canal boat is a fun place to stay. A canal boat is a long, narrow boat. It's like a house inside. It's got a kitchen, a bathroom and small bedrooms.
- By the coast there are lots of caravans. Lots of people like to stay in a caravan by the coast and go to the beach every day!
- I love camping! You can stay on a campsite. Campsites are popular with families.

#### ANSWERS

2, 4, 1, 3

### 3 Listen and number. 226

- Focus on the photos. Ask a different student to identify each of the holiday places.
- Tell the class that now they are going to hear Maisie asking six of her friends what they are going to do on holiday. Students must listen to find out where the children are going to stay. They number the photos to match the conversations.
- Play the recording, pausing if necessary, for students to write the numbers.
- Play the recording again for students to complete or check their answers.

### Audio transcript

**Maisie** Let's find out what my friends are going to do on holiday!

1

**Maisie** Hi, Tanya. What are you going to do on holiday?

**Tanya** Ooh, I'm very excited! I'm going to go to London.

We're going to stay in a hotel. And we're going to see a show.



2

**Maisie** Hi, Liam. What are you going to do on holiday?

**Liam** I'm going to go to the coast with my family. We're going to stay in a caravan. I'm going to go on a boat trip to see dolphins!

3

**Maisie** Hi, Lucy. What are you going to do on holiday?

**Lucy** Oh! We always visit my grandparents. I'm going to stay with them at their house. We're going to have barbecues and visit a castle. I love visiting my grandparents!

4

**Maisie** Hi, Fred. What are you going to do on holiday?

**Fred** I'm going to climb trees. And I'm going to go fishing. We're going to stay in a cottage in the countryside.

5

**Maisie** Hi, Tina. What are you going to do on holiday?

**Tina** I'm going to ride my bike every day! We're going to stay on a campsite. I'm going to go hiking and see a waterfall.

6

**Maisie** What are you going to do on holiday, Max?

**Max** Oh! I'm excited. I'm going to stay on a canal boat! And Dad says I can drive it! I can't wait!

#### ANSWERS

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

#### 4 Watch the video. What's Hannah going to do this year on holiday?

- Play the video for students to watch and find the answer to the question.

Video transcript see page 162.

#### ANSWER

She's going to stay on a canal boat.

#### Optional activity

- Write two headings on the board: *Holiday places* and *Holiday activities*. Ask two or three students if they can remember any of the holiday places or activities that Hannah mentions. Write their suggestions under the correct headings on the board.
- Ask students to copy the information. Play the video again for students to write down any other places or activities that Hannah mentions. Students compare with a partner and add any missing information to their lists.

#### 5 Listen and follow. 227 Then talk about your holidays.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to tell each other what they are going to do on holiday.
- Ask some of the students to report back to the class.

#### 6 Look at the photos. Where's Andrii going to stay on holiday?

- Focus on the photo of Andrii. Ask *Which country is Andrii from?* (Ukraine)
- Ask students to look at the rest of the photos. Ask *Where is Andrii going to stay on holiday?* Choose a student to answer.

#### ANSWER

He's going to stay in a "dacha" (a small cottage).

#### 7 Listen and read. 228 What does Andrii do on holiday?

- Play the recording for students to follow Andrii's email.
- Ask *What does Andrii do on holiday?* Ask students to discuss the question in pairs. They tell each other what they remember and then look back at the email to check.
- Elicit the answers from different students around the class.

#### ANSWERS

He sometimes goes hiking. He's going to go swimming in the lake, read books and paint pictures.

#### 8 Read again. Write 's going to or isn't going to.

- Ask the students to read the text again and complete the sentences with 's going to or isn't going to.

#### ANSWERS

1 's going to 2 isn't going to 3 's going to 4 isn't going to 5 's going to

#### 9 What phrases does Andrii use to start and end his email?

- Focus on the *Look!* box and read the information to the class.
- Ask students to look at Andrii's email and find the phrases that he starts and ends with. Check the answers with the class.
- Explain that Andrii has used quite a formal way to begin the email as he doesn't know the name of the person he's writing to. When we are writing to our friends, we are more likely to begin with *Hello* or *Hi*.

#### ANSWER

Dear friend, Write soon!

#### 10 Read and write S (start) or E (end).

- Ask students to read the email words and phrases.
- They write whether they come at the start or end of an email. They write S or E for each one.
- Elicit the answers from different students around the class.

#### ANSWERS

1 S 2 E 3 E 4 S

#### Assessment for learning

- Using your usual feedback routine, ask students to show how well they understand what email phrases are.
- If further practice is needed, ask them to turn to page 121 of the Workbook and complete exercise 3.

#### 11 Write an email about your holiday plans. Go to your Workbook page 121.

- Ask students to turn to page 121 of their Workbook and look at the writing task. This can be done in class or set for homework.

#### Workbook pages 120–121

#### 1 Look, read and circle.

- Students look at the pictures. They read the sentences and circle the correct word.

#### ANSWERS

1 campsite 2 cottage 3 canal boat 4 caravan

## 2 Read and complete.

- Students read Laura's email and complete the sentences with the correct words.

### ANSWERS

1 family 2 farm 3 horses 4 isn't 5 's

## 3 Look at the email phrases. Write S (start) or E (end).

- Students read the email phrases and write S or E for each one.

### ANSWERS

1 E 2 S 3 S 4 E 5 S 6 E

## 4 Make notes about your holiday plans.

- Students think about their holiday plans and make notes under the headings in their Workbook.

## 5 Write an email about your holiday plans. Use your notes in 4 and Laura's email to help you.

- Refer students back to Laura's email in exercise 2. Read it aloud as students follow it in their books. Establish that this is what a good email to a friend looks like.
- Ask students to look at the notes they made about their holiday plans in exercise 4. They use this information and Laura's text to write their email.

### Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

# Project and Review

## Project

### Learning objective

Students will make a plan for a class trip.

### Language

Grammar and vocabulary from the unit

### Materials

A4 pieces of paper, scissors, glue, pens and pencils

## Warm up

- Play a game of *Categories* with the class (see the *Ideas bank* page 154). Use the headings *Holiday activities*, *Places to stay* and *Transport*.

## Lead-in

- Ask students to look at the plan at the top of the page. Invite different students to make predictions about what they are going to make. Encourage them to use English as much as possible.
- Ask students to find the learning objective on page 132: *Make a plan for a class trip*. Ask different students to share their ideas about what they could include in their plan.

## Student Book page 132

## 1 Listen and read. Learn how to do the project.

229

- Play the recording for students to listen and follow the pictures in the Student Book.
- Students read the instructions to themselves or a partner.
- Ask students to work in groups of three or four. They follow the instructions to make their plan.
- Walk around the class as students work, helping where necessary.

## Audio transcript

1

**May** Make a plan for a class trip. That's fun! What's first?

**Omar** Choose a place for your trip. Start a mind map.

**May** Hmm. What about the coast? There's lots to do at the coast.

**Emma** Good idea. A trip to the coast.

2

**Emma** What's next? Share ideas. Think about transport, activities and where to stay.

**Omar** What about places to stay?

**May** Hmm ... There are hotels. And campsites!

**Emma** OK. Activities ...

**Omar** Go snorkelling ...

**May** Have a barbecue ...

**Omar** Good. We've got lots of ideas.

3

**May** Make a plan for each day. Choose three activities. Write notes.

**Emma** Right. Day 1. Shall we put 'take a boat trip' on Day 1?

**Omar** Yes, OK. That's a nice idea.

**May** What can you do on a boat trip?

**Omar** You can see dolphins!

4

**May** What's next? Write a short introduction for your trip.

**Omar** What does that mean?

**Emma** I think it's a short description that goes at the start of the leaflet.

**Omar** Ah, OK. What about: 'Let's go to the coast! The coast is beautiful!'

**Emma** That's great! Write it on the front.

5

**May** What's next? Draw and stick pictures and write the plans for each day.

**Omar** OK. Day 1.

**Emma** I can write the plan for Day 1. Can someone draw pictures?

6

**Omar** Plan and practise your presentation.

**May** OK. Let's practise our presentation.

**Omar** Great. Do you want to talk first?

**Emma** Sure! ... Let's go to the coast! The coast is beautiful!

## Team Up! 5 DOWNLOAD

- Students can use the first worksheet to help them prepare their plan and the second as their template. Alternatively, give students several A4 sheets of paper to make the plan themselves.

## 2 Watch the video. ▶ What activity are they going to do first at the beach?

- Play the video for the students to watch and find the answer to the question.
- Elicit the answer from a chosen student.
- Play the video again for students to listen out for the other things that the children are going to do on their class trip.
- Ask some of the students to share the things they heard.

Video transcript see page 162.

### ANSWER

They're going to make sandcastles.

## 3 Listen and follow. 🎧 230 Then talk to the class about your plan for a trip.

- Play the recording for students to listen and follow.
- Ask different groups to present their plan to the class.

### Assessment for learning

Ask students to reflect on their project work. What did they do well? What could they improve next time? They could complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

## Review

### Student Book page 133

#### 1 Test yourself! How many words can you remember? Write.

- Ask students to look at the pictures and write down all the words and phrases that they can remember for holiday activities and things to pack.

### ANSWERS

Holiday activities: go to the beach, visit a castle, go sightseeing, have a barbecue, take a boat trip, go snorkelling, go hiking, see a show

Things to pack: swimsuit, backpack, sun cream, raincoat, towel, camera

#### 2 Which words can't you remember yet? Check lesson 1 and 3. Add them to 1.

- Ask students to look back at lessons 1 and 3 to see if they remembered all the words. They add any words that they missed to the tables in exercise 1.

#### 3 Choose and do two activities. Use your notebook.

- Allow time for students to read all the activities and choose two that they want to do.
- Ask students to put up their hands if they have chosen activities 1, 2 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work, helping where necessary.

### ANSWERS

- 1 Students' own answers
- 2 Students' own answers

3 Students' own answers

4 Students' own answers

5 Students' own answers

6 Students' own answers

## Workbook pages 122–123

### 1 Write and number.

- Students complete the words and number them to match the pictures.

### ANSWERS

- 1 raincoat
- 2 cottage
- 3 caravan
- 4 go hiking
- 5 go snorkelling
- 6 campsite

### 2 Read and complete.

- Students read the sentences and complete them with the correct words.

### ANSWERS

- 1 canal
- 2 sightseeing
- 3 barbecue
- 4 castle
- 5 show

### 3 Look, read and complete.

- Students look at the pictures and read the email. They complete it with the correct words.

### ANSWERS

- 1 beach
- 2 sun cream
- 3 towel
- 4 swimsuit
- 5 boat
- 6 snorkelling
- 7 camera
- 8 backpack

### 4 Look and correct the sentences.

- Students look at the pictures. They read the sentences and rewrite them so that they are correct.

### ANSWERS

- 1 I'm not going to visit a museum. I'm going to visit a castle.
- 2 She isn't going to eat cake. She's going to eat ice cream.
- 3 They aren't going to play video games. They're going to play volleyball.
- 4 He isn't going to stay in a cottage. He's going to stay in a caravan.

### 5 Read and write answers.

- Students look read the sentences and write positive or negative short answers, as indicated by the ticks and crosses.

### ANSWERS

- 1 No, I'm not.
- 2 Yes, they are.
- 3 Yes, she is.
- 4 No, we aren't.
- 5 No, he isn't.

## Unit 10 My progress

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives. They also assess their effort and colour the hexagons.  
1 hexagon = little effort; all 4 hexagons = maximum effort.

## Tests

- The students are now ready to do the Unit 10 test, the End-of-term test 3 or the End-of-year test, downloadable from Oxford English Hub.

## Travelling around the world

### Learning objectives

Students will be able to read and understand a geography article about time zones.

Students will be able to read and understand a summary of a classic story.

### Language

Language from Units 9 and 10

### Warm up

- Ask students to think about a long journey that they have been on. Ask them to work in pairs, taking turns to ask and answer the following questions: *Where did you go? How did you travel there? How long did it take?*
- Ask some of the students to report back to the class.
- Ask students to think about what the journey would have been like 100 years ago. Ask *Did people travel in the same way? What was different? How long do you think the journey took?* Choose students to respond.
- Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

### Student Book pages 134–135

#### 1 Listen and read. 231 What happens at the International Date Line?

- Ask the class to look at the pictures and read the title of the article. Ask students if they think their predictions from the warm up were correct.
- Play the first part of the recording (*Different places, different times*) for students to listen and follow the text.
- Explain or translate any unknown vocabulary, such as *time zones*, *opposite* and *sides*. Say to the class *It's breakfast time in our country. Is it breakfast time in Norway / Singapore / Mexico?* Choose a student to respond.
- Play the second part of the recording (*A very special line*). Explain or translate unknown vocabulary, such as *imaginary*, *cross*, *direction*, *surprisingly* and *strange*. Use picture of the compass to elicit or explain the meanings of *east* and *west*.
- Ask *What happens at the International Date Line?* Choose a student to respond. Ask students to find the International Date Line in the picture and look at the arrows. Ask *What happens when you travel from east to west?* (You arrive the next day.) *What happens when you travel from west to east?* (You travel back to yesterday).
- Play the complete recording for students to listen and follow.

#### ANSWER

The date changes when you cross the International Date Line.

### Optional activity

- Use the seasons poster to review the words *morning*, *afternoon*, *evening* and *night*.
- Draw attention to the clock faces in the article and ask students to read the text again. Say *It's morning in Los Angeles. Is it morning in Brazil?* Choose a student to reply (*No, it isn't. It's the afternoon / lunch time.*) Do the same with Egypt and India. Then ask about New Zealand. Establish that it's morning, but it's also the next day.

### 2 Read again and complete the sentences.

- Ask students to read the text again and complete the sentences with the correct words.

#### ANSWERS

1 time 2 lunchtime, dinner time 3 Pacific  
4 add 5 east

### Mixed ability

Provide weaker students with a jumbled list of words to complete the sentences with (see answers above).

### 3 Listen and read. 232 Did Phileas's journey go as he planned?

- Tell students that they are going to read a summary of a famous story. Ask them to look at the pictures and the title and think about what might happen. Invite different students to share their ideas.
- Play the recording for students to listen and follow. Ask students if their predictions were correct. Then ask *Did Phileas's journey go as planned?* Ask two or three students for their responses. Ask them to give reasons for their answers.
- Play the recording again for students to listen and follow.

#### ANSWER

No, it didn't. He had a lot of problems on his journey: there wasn't a new train in India; there were broken bridges, dangerous animals and snow in America; he had to buy a boat to get home.

### Optional activity

Read out sentences about the story for students to respond *True* or *False*. Use the ones below or make your own:

*Phileas wanted to travel around the world in 100 days.* (False)

*His friends thought it was a great idea.* (False)

*He wanted to be back in London at 8 o'clock on December 21st.* (True)

*In India, he travelled by elephant.* (True)

*There weren't any problems in Singapore, China or Japan.* (False)

*He arrived in New York in time for the boat to England.* (False)

*Phileas thought he arrived back home at 8.05 p.m. on 21st December.* (True)

*Phileas was wrong about the date because he travelled across the International Date Line.* (True)

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

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

#### ANSWERS

- 1 He wanted to travel around the world in 80 days.
- 2 There wasn't a new train.
- 3 There were broken bridges, dangerous animals and snow.
- 4 He saw a story about a new train. / He saw the date.  
(It was December 21st.)
- 5 Students' own answers

#### Mixed ability

- Allow weaker students to work in small groups. Some of the students answer questions 1 and 2 and the others answer questions 3 and 4. Students share their ideas and check each other's answers before they write them down. They discuss question 5 together and write their own answers.
- Stronger students, who finish quickly, can write two more questions for a partner to answer.



## Unit 1

### Workbook page 124

#### 1 What do they look like? Look, read and complete.

- Students look at the picture and complete the sentences.

#### ANSWERS

1 hasn't got 2 've got 3 's got 4 haven't got 5 's got

#### 2 Look at the picture in 1 again. Write the answers.

- Students look at the picture and answer the questions.

#### ANSWERS

1 No, they haven't. 2 Yes, they have. 3 Yes, he has.  
4 Yes, she has. 5 No, he hasn't.

#### 3 Look at the picture and answer the questions.

- Students look at the picture and answer the questions.

#### ANSWERS

1 Tom's the youngest. 2 Pat's the tallest.  
3 Tom's the fastest. 4 Tom's the best at basketball.

## Unit 2

### Workbook page 125

#### 1 Read and complete.

- Students complete the sentences.

#### ANSWERS

1 is, going, 's going 2 are, going, 're going  
3 is, going, 's going 4 are, going, 'm going  
5 is, going, 's going 6 are, going, 're going

#### 2 Write negative sentences.

- Students write negative sentences, using the prompts supplied.

#### ANSWERS

1 I'm not catching a train.  
2 We aren't having a meal.  
3 She isn't watching a film.  
4 They aren't taking photos.  
5 You aren't meeting friends.  
6 He isn't going shopping.

#### 3 Complete the questions. Then write the answers.

- Students complete the questions using the words in brackets. Then they answer the questions: ✓ Yes or ✗ No.

#### ANSWERS

1 Are, watching, Yes, I am. 2 Is, riding, No, she isn't.  
3 Is, dancing, Yes, he is. 4 Are, eating, No, they aren't.

## Unit 3

### Workbook page 126

#### 1 Read and complete.

- Students complete the questions and sentences with the correct question word and present simple verb.

#### ANSWERS

1 Where does, He works 2 What does, He wears  
3 sports coach 4 When does, She works  
5 Where does, She works 6 chef

#### 2 Correct the sentences.

- Students read the sentences and then correct them using the present simple negative and affirmative forms.

#### ANSWERS

1 I don't work in a shop. I work in a hospital.  
2 They don't work at night. They work in the day.  
3 He doesn't help people. He helps animals.  
4 She doesn't fly kites. She flies planes.

#### 3 Look and write. Explain why.

- Students look at the pictures and complete the sentences using their own ideas.

#### ANSWERS

1 I want to be a farmer. Because I want to ... (Students' own answers)  
2 I want to be a teacher. Because I want to ... (Students' own answers)

## Unit 4

### Workbook page 127

#### 1 Read and complete.

- Students complete the sentences using *There was* or *There were*.

#### ANSWERS

1 There were 2 Were there 3 There were  
4 Was there 5 There weren't

#### 2 Look, read and circle.

- Students look at the picture and circle the correct word to complete each sentence.

#### ANSWERS

1 wasn't 2 were 3 weren't 4 wasn't 5 was

#### 3 Read and write *could* or *couldn't*. Then answer the questions.

- Students complete the sentences using *could* or *couldn't*, following the ✓ or ✗. Then they answer the questions.

#### ANSWERS

1 could 2 couldn't 3 couldn't 4 could  
5 No, he couldn't. 6 Yes, she could.

## Unit 5

### Workbook page 128

#### 1 Read and complete for you.

- Students read the sentences and complete them with the correct adverb of frequency so that they are true for them.

#### ANSWERS

Students' own answers

#### 2 Look, read and complete.

- Students look at the picture and complete the sentences with the correct adverb of frequency.

#### ANSWERS

1 twice a week 2 every day 3 three times a week  
4 once a week 5 twice a week

#### 3 Complete for you.

- Students complete the sentences with the correct adverb of frequency so that they are true for them.

#### ANSWERS

Students' own answers

## Unit 6

### Workbook page 129

#### 1 Look, read and complete.

- Students look at the picture and complete the sentences with *There's* or *There are*.

#### ANSWERS

1 There's 2 There's 3 There are 4 There are 5 There's

#### 2 Look, read and complete. Use *some* or *any*.

- Students look at the shopping list and complete the sentences and questions with the correct form of *There's* or *There are* and *some* or *any*.

#### ANSWERS

1 There are some 2 Are there any 3 No, there aren't.  
4 There aren't any 5 There isn't any 6 Yes, there is.

#### 3 Read and complete. Which are true for you? Tick ✓.

- Students complete the questions using the correct adverb form. Then they answer the questions and tick the ones that are true for them.

#### ANSWERS

1 slowly 2 high 3 quickly 4 well 5 easily 6 noisily

## Unit 7

### Workbook page 130

#### 1 Follow and write.

- Students follow the lines in the maze and then complete the sentences in the past simple, using the prompts.

#### ANSWERS

1 cleaned his room 2 watered the plants 3 hoovered the floor 4 loaded the dishwasher 5 washed the car

#### 2 Look, read and complete.

- Students look at the picture and complete the sentences using the correct negative or affirmative form of the verbs in brackets.

#### ANSWERS

1 didn't cook 2 hoovered 3 loaded 4 didn't wash  
5 didn't watch 6 listened

#### 3 Read and complete.

- Students read the text and complete it using *had to* and the verbs in brackets.

#### ANSWERS

1 had to get 2 had to eat 3 had to brush  
4 had to prepare 5 had to run

## Unit 8

### Workbook page 131

#### 1 Read and complete.

- Students complete the sentences using the past simple affirmative and the words in brackets.

#### ANSWERS

1 went 2 ate 3 drank 4 flew 5 made

#### 2 Read and complete.

- Students complete the sentences using the past simple negative and the words in brackets.

#### ANSWERS

1 didn't eat 2 didn't fly 3 didn't write 4 didn't buy  
5 didn't wear 6 didn't build

#### 3 Write questions and answers about the Romans.

- Students complete the questions using the past simple. Then they answer the questions ✓ *Yes, they did.* or ✗ *No, they didn't.*

#### ANSWERS

1 Did they wear, Yes, they did.  
2 Did they have, Yes, they did.  
3 Did they buy, No, they didn't.  
4 Did they watch, No, they didn't.  
5 Did they eat, Yes, they did.  
6 Did they drive, No, they didn't.

## Unit 9

### Workbook page 132

#### 1 Read and match.

- Students read the questions and the statements on the left and then match them to the correct exchange on the right.

#### ANSWERS

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

## 2 Read and complete with object pronouns.

- Students read the dialogue and complete it with the correct object pronouns.

### ANSWERS

1 you 2 it 3 me 4 them

## 3 Look, read and complete with *must* or *mustn't*.

- Students look at the sign showing the rules and complete the sentences with *must* or *mustn't*.

### ANSWERS

1 mustn't 2 must 3 must 4 must 5 mustn't  
6 mustn't

# Unit 10

## Workbook page 133

### 1 Look, read and complete.

- Students look at the chart and complete the dialogue with the correct form of *going to*.

### ANSWERS

1 'm going to 2 'm not going to 3 'm going to  
4 'm not going to

### 2 Look, read and complete.

- Students look at the pictures and complete the questions and answers with the correct form of *going to*.

### ANSWERS

1 What's ... going to, going to, isn't going to  
2 are ... going to, 're going to, aren't going to  
3 are ... going to, 're going to, aren't going to

### 3 Read and complete.

- Students complete the questions and answers using the correct form of *going to*.

### ANSWERS

1 Are you going to, I am 2 he isn't. 3 Are they going to

The *Ideas bank* contains ideas for warmer activities. These activities practise and reinforce the target language of the unit in a fun and engaging way. Warmer activities are a great way to start the lesson, or you can also use them for extra practice where you choose.

## Flashcard games

### What's missing?

- Display the flashcards on the board. Point to each one in turn for students to say the words. Give the class a few seconds to look at the cards and try to remember them.
- Tell students to cover their eyes or turn their backs to the board. Remove a card and ask *What's missing?*
- The student who identifies the missing card correctly takes your place at the board and the game continues.

### Can you remember?

- Display the flashcards on the board in a row.
- Students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- Students say each word again, including the last one from memory.
- Repeat the procedure, so that finally students are saying each word from memory.

### Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down again. Repeat with the rest of the cards, becoming faster with each one. Students must try to keep up with you by saying the words as quickly as they can.

### Word cloud

- Show a flashcard to the class, then put it on the board, with the picture facing towards the board so that students can't see what is on the card.
- Repeat with the rest of the cards, making a cloud formation on the board.
- Once all the cards are on the board, invite a student to come to the front, name a vocabulary item and turn over the correct card. If he / she gets the answer right, keep the card with its picture displayed and give the student another go. If he / she is wrong, turn the card over again and invite another student to the front of the class.
- Continue until all the cards have been identified.

### What's wrong?

- This game can be played using flashcards or words. If you are using flashcards, you will need sets for at least three vocabulary groups.
- Put three flashcards, or write three words, on the board. Two should have an obvious connection (for example, two types of food), the other should not fit the pattern.

- Ask students to tell you which card / word is wrong and why, for example, *The cinema is wrong. You can eat olives and tomatoes. You can't eat a cinema!*

### Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Turn the flashcards over one by one. When the flashcard matches their word, the team calls out *Snap!* and they get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word, and continue the game in the same way until all the flashcards have been turned over.
- The team with the most points at the end wins.

## Miming games

### What's she doing?

- Ask a student to mime an activity. Ask the class *What's he / she doing?* The students respond, *He's / She's drinking / watching TV / talking*, etc.
- Continue with other students.

### She likes going swimming!

- This is a variation on the game *What's she doing?*
- Invite a student to the front of the class and ask him / her to mime something he / she likes doing. Ask, for example, *What does Sara like doing?*
- Students respond using the correct grammar, for example, *She likes going swimming!*
- Repeat with other students.
- The game can also be played in groups, with one student taking the part of the teacher.

### What's he like?

- Ask six students to think of an adjective they want to mime (or give them an adjective flashcard).
- Invite students to the front of the class to mime the adjective. The class makes guesses, for example, *He's funny*.

### He can skip!

- Brainstorm a list of activities that the students know and write them on the board, for example, *skip, play football, draw, ride a bike, ice skate, play chess*.
- Ask students to choose one thing from the list that they can do.
- Invite a student to the front of the class to mime one of the activities. Ask *What can he / she do?* The students respond, for example, *He / She can skip!*

### What did you do yesterday?

- Invite a student to the front of the class. Ask him / her to mime something that he / she did yesterday. This could be true or imaginary.
- The class guesses what he / she did using a past simple sentence.

### Who did it?

- Ask three students to come to the front of the class and give each one a flashcard or whisper an activity. Tell students that this is what they did yesterday. Students mime the actions simultaneously.
- Ask the class, for example, *Who baked cupcakes?* Students call out the name of the child.
- Ask about other students in the group, for example, *What did Daisy do?*
- Invite three more students to come to the front of the class and play the game again.

### What are you going to do?

- This is a variation on the games above using *going to*. Tell students they are planning a day out to a particular place, for example, a museum, a gallery or the beach.
- Invite a student to come to the front of the class and mime something he / she is going to do.
- Ask the class *What's he / she going to do?*
- Students respond using a sentence with *going to*, for example, *She's going to take a boat trip.*

### How are they doing it?

- Ask three students to come to the front of the class.
- Whisper an instruction for them to mime an action in a certain way, for example, *walk slowly, sing quietly, run quickly, laugh happily, play the guitar badly.*
- The students mime the action together. Choose a student and ask the class what he / she is doing. If students reply with the verb only, ask for the adverb. For example:  
**Teacher** What's (Dylan) doing?  
**Student** He's walking.  
**Teacher** How is he doing it?  
**Student** He's walking slowly.
- Repeat the activity asking about the other students at the front of the class.
- Ask three more students to come to the front and mime.

### Simon says

- Ask the students to stand up.
- Give an instruction to the class. If the sentence begins with *Simon says*, for example, *Simon says have a drink*, the students must do the action. If the sentence does not begin with *Simon says*, for example, *Have a drink*, the students mustn't move.
- Students who don't mime when they should be miming, or mime when they should be standing still, are out of the game and have to sit down.
- Continue the game until only one student is standing.

## Song games

### Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

### Mime the action

- This game can be played with flashcards representing actions or activities.
- The students sit or stand in a circle. Play the song as students pass around the flashcards, face down.
- Stop the music. Everyone with a card takes turns to mime their action or activity. The rest of the class calls out the activity.

### Act out the song

- Divide the class into two groups. Assign a different verse of the song to each group. Students read the words of the song and decide on some actions.
- Students take turns to stand up with their groups, sing and do the actions as you play the song.

### Sing the next line

- Ask students to read the words of the song and then close their books. Play a few lines of the song and stop the recording. Ask students to sing the next line.
- Repeat, pausing more frequently until the song is finished.

## Other classroom games

### One thing about me

- Tell the class some simple facts about yourself, for example, *My favourite colour is red. I've got two brothers. I like watching films.*
- Ask the students to think of one interesting thing about themselves that they can share with the class.
- Invite individual students to stand up and tell the class their facts.
- At the end of the activity, check how much the students remember about each other by asking questions, for example, *Who likes playing football? What's Hannah's favourite animal?*

### The first letter

- Write the first letter of each word from the vocabulary set, or sets, you want to revise on the board.
- Ask the students to look at the letters and say the words.
- If the students get stuck on any of the words, add a second letter.

### Descriptions

- Describe a word to the class to guess. For example:
  - It's round. You throw it.
  - A Frisbee!



- Invite students to take turns to describe other words for the class.
- This game can also be played with descriptions of people.

### Draw

- Invite a student to the front of the class. He / She chooses an item of vocabulary from the topic you are focusing on and draws it on the board. The rest of the class guesses what the word is. Repeat with other students.
- This can also be played as a team game. Divide the class into two teams. Invite students from each team alternately to draw pictures. The first student to guess the word each time scores a point for his / her team.

### Word circles

- Divide the class into four. Write the letters of a word from the vocabulary set you are focusing on jumbled up in a circle. The first team to guess the word wins a point.
- Continue with other words from the set. The team with the most points at the end of the game is the winner.

### Missing letters

- Write a word from the vocabulary set on the board, replacing some of the letters with dashes.
- Ask the class if anyone can remember the word. If so, invite one of them to complete the word on the board. If not, add another letter and ask again.
- Repeat with other words from the vocabulary set.

### Match

- This game practises verb and noun collocations.
- Write the verbs from the phrases you want to practise in a column on one side of the board. Write the nouns on the other, in a jumbled order.
- Invite students to the front of the class, one at a time, to draw a line to link the verbs to the correct nouns.

### Categories

- Divide the class into groups. Write the headings for three categories on the board, for example, *animals, musical instruments, food*.
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words for each category as they can.

### Choose and describe

- This activity is based on the traditional game *Animal, vegetable or mineral*.
- Write three categories on the board. These categories should relate to topics that students have covered in the unit or should be revision for topics that students are going to look at again.
- Choose one of the topics yourself and tell the class which it is. Describe a vocabulary item from that category for the class to guess. For example,  
**Teacher** Sport: This is a very popular game. There are two teams. The players kick a ball.  
**Class** Football.
- Continue the game by asking students to choose a category and describe a word in the same way.

### Line-of-three

- Ask students to draw a grid of three rows by three columns in their notebook. Students write a different number (from the group you are practising) in each square.
- Read out numbers in a random order, one at a time, keeping a record as you go. Students cross out numbers in their square as they hear them.
- The first student to cross out all the numbers in a line (horizontally, vertically or diagonally) is the winner.

### Pictures in a line

- This is a variation of the game above, using pictures for vocabulary items rather than numbers.
- Ask students to draw a different picture in each square.
- Call out vocabulary items for students to cross out the corresponding pictures until someone has a line of three.

### Secret message

- Divide students into four groups.
- Write a message on the board using a simple code, for example, replace letters a–z with numbers 1–26.
- Ask students to find the secret message. The first group to do so gives the answer.
- Ask students to work in their groups to write a short message for the other groups, using the same code.
- Groups take turns to come and write their secret message on the board for the other groups to decode.

### The chain game

- Start the game with a sentence relevant to the language you want to practise. For example, *In the city, you can go shopping ...* Ask a student to repeat your sentence and add to it using the same vocabulary set, for example, *In the city, you can go shopping and meet friends ...*
- Continue in this way until all the items have been added to the sentence or the students can no longer remember the sentence.

### Rhyme time

- Before you begin the game, choose some familiar words that rhyme with several others, for example, *day* (play, grey, may); *share* (care, hair, where); *you* (true, new blue); *me* (tree, bee, three); *boat* (goat, coat, note); *bin* (thin, twin, win).
- Divide the class into several teams. Read the first word aloud. Teams have 20 seconds to write down as many words as they can that rhyme with it.
- Continue in the same way with the rest of the words.
- Ask students to add up their words.
- Ask each team to give their score and read their words.
- Declare the winner.

### Find the answer

- This is an activity to review the language and content of the unit.
- Ask questions about anything from the unit (this could be related to vocabulary, grammar, the story or culture lessons, or details from pictures).
- The students search the pages of their Student Books to find the answers as quickly as possible.

### Race the bear!

- Choose a word from the vocabulary set and draw the corresponding number of dashes on the board.
- Invite a student to suggest a letter. Write the letter on the board.
- If the letter is in the word, write it above the correct dash.
- If their letter does not belong in the word, cross it out and then draw the simple outline of a bear's head.
- Continue with other students, adding the letters that they guess correctly to the word. For each incorrect guess, draw another part of the face until it has eyes, ears, a nose and a mouth.
- Continue in this way until the word has been guessed or the bear picture is complete.
- To make the game less challenging, allow the students more guesses by adding a body and arms and legs to the bear.

### What's the time, Mr Wolf?

- This activity is based on the traditional children's game.
- Ask students to stand up and make sure that they have an arm's length of space between them and the person next to them.
- In chorus, students ask you *What's the time, Mr Wolf?*
- Give a time, with *o'clock*, *half past*, *quarter to* or *quarter past*. Students make the shape of the time, using their arms as clock hands. Check that the 'times' are correct.
- Repeat the process two or three times.
- The next time, answer students' question with *It's dinner time!* Students must sit down on their chairs as quickly as they can.

### Correct me!

- Make a sentence with a mistake in it. Invite students to correct you. For example,  
**Teacher** Remember the story. He built a gate.  
**Student** No, he built a wall.

### Time machine

- Tell students that you have a time machine and they are about to go travelling with you. Put a date and destination on the board, for example, *London, 1900*. Ask students *What can you see?* Encourage a variety of answers from around the class.
- Change the date and time on the board and play again.

### Look at this!

- Ask students to imagine that they are in a museum. Elicit a list of things you might see, for example, a dinosaur, old clothes, old toys, old coins, an old car. Write the words on the board.
- Pretend to see an interesting object from the list. Point and say *Look at this!* Encourage students to ask questions to find out what you are looking at. For example:

**Teacher** Look at this!

**Student A** Can you play with it?

**Teacher** No, you can't.

**Student B** Can you wear it?

**Teacher** No, you can't.

**Student C** Can you buy things with it?

**Teacher** Yes, you can.

**Student D** Is it an old coin?

**Teacher** Yes, it is.

- Invite a student to the front of the class to 'see' an object for the class to guess.

### What did you do on Sunday?

- This is a variation on the game above. Tell the class that you did something interesting at the weekend. Students must ask you questions to find out what you did.
- Once the class has guessed, invite a student to the front of the class to take your role. Repeat the game.

### Why is it better?

- Write two nouns on the board, for example, *pen* and *computer*.
- Invite students to give an argument for why the first is better than the second, for example, *A pen is better than a computer because you can put it in your pencil case*.
- Repeat with other pairs of nouns.

### What have I got?

- Mime using an object that students know in English, for example, pretend to be reading a book. Ask the class *What have I got?* Elicit *You've got a book* or continue the mime until students are able to guess.
- Continue as a class game or ask the students to play the game in pairs.

### Whispers

- Organize the class into teams. Each of the teams form a line.
- In secret, show the first student in each team a flashcard.
- Say *Go!* The first student in each team whispers the word to the student behind him / her.
- The students continue whispering the word to the student next to them until the word reaches the last student in the line.
- The last student says the word aloud, and the first student holds up the flashcard so the team can check whether the word and the card are the same.

### Emotions poster

There are three *Emotions* posters that accompany the Beehive course. These can be found in the Classroom Resources Pack of Levels 1, 3 and 5, and also in the Teacher resources section on Oxford Hub, to download or project onto your interactive whiteboard. The posters provide an opportunity to explore and promote students' emotional well-being. It is important to nurture strong social and emotional well-being in the classroom, as this is likely to lead to many positive outcomes, both in education and also in students' future relationships.

#### How do you feel today?

- Before the students arrive for class, display the *Emotions* poster at a height they can reach. Ask the students to line up to come into the classroom. Give each of them a small sticky note. Encourage them to stick their sticky note on the photo which matches how they are feeling today. Then look at the poster and the sticky notes with the students and talk about how everyone is feeling. If possible, try to respond to common feelings, for example, if a lot of students are tired, play a lively game or sing a song with actions to energize them.

#### Guess the feeling

- Ask a student to come to the front of the class and stand with their back to the *Emotions* poster. Choose a feeling from the poster and point to it so that the rest of the class can see, but the student standing at the front of the class can't see it. Encourage the rest of the class to mime the feeling for the student to guess. Repeat with different feelings and different students.

#### The colour of feelings

- Explain to students that we can think of feelings as colours, and we might have different ideas about which colour different feelings are. Use the *Emotions* poster with the colour flashcards from **Beehive 1** Unit 1, encouraging students to share their ideas about what colour suits each feeling. As a follow-up activity, ask students to draw simple emoji-style faces for the feelings from the poster and then colour them using a suitable colour.

#### What's your weather like today?

- Explain to students that we can think of our feelings as weather, and we might have different ideas about which weather different feelings are like. Use the *Emotions* poster with the weather flashcards from **Beehive 2** Unit 10, encouraging the students to share their ideas about which kind of weather suits each feeling. You might like to point out that, like the weather, our feelings sometimes change very quickly! The students can also draw a picture of themselves experiencing the weather that matches their feeling. Alternatively, you can use the *Emotions* poster in conjunction with the weather flashcards by asking students how they feel in different kinds of weather, for example, *When it's sunny, I feel happy.*, etc.

### Noticing the feelings of others

- After reading the grammar presentations and the stories in the **Beehive** Student Book, take the opportunity to ask the students how the different characters feel at different points in the story. You can refer to the *Emotions* poster when you do this. Encourage the students to share their ideas about why characters have these feelings, and why their feelings change. You can also link the character's behaviour to their feelings, challenging the students to notice the way that characters act as a result of the feelings they are experiencing. If you like, invite students to imagine how they would feel in the situations the characters find themselves in.

### Feelings in my body

- Explain to students that we often have sensations in our bodies when we have strong feelings. Choose and point to some of the feelings on the *Emotions* poster and ask students to think about where in their body they feel this feeling. You might like to use the body flashcards from **Beehive 1** Unit 5 as well as the poster. Ask *Where can you feel this feeling?* Encourage them to respond with the body words they know in English, for example, *My hands!* or *My head!* Alternatively, they can touch or point to the parts of their bodies and say *Here!* Encourage them to try and tell you what the feeling is like, for example, *Is the feeling good or bad? Is it hot or cold?* If you like, explain to students that noticing how our bodies feel when we have strong feelings can be useful, because it shows us when a feeling is just beginning, before it overwhelms us. If this is a feeling like anger, stress or worry, for example, we can stop for a moment and take some deep breaths to help us feel calmer.

### How does it make you feel?

- Prepare a mixed set of flashcards from **Beehive**, which show things people would naturally have feelings about, for example, animals, activities, sports and games, etc. Explain to the students that you are going to show them a flashcard and then ask them to tell you how they feel about what they see in the photo. Hold up a flashcard and then point to relevant photos on the *How do you feel?* poster. Say, for example, *What's this?* (Answer) *A cat.* Then ask *Do cats make you feel happy? Do they make you feel scared?*, etc. Repeat with different flashcards. If you like, count the students who put up their hands for each feeling. Then lead a discussion about how our feelings about something can be similar to other people's feelings about that same thing, but they can also be different.

### Small things

- Point to the photo for *happy* on the *How do you feel?* poster and encourage students to think about things that make them feel happy. Tell them that these can be small things, because often small things can make you happy. Give students some examples, for example, a season, a special place or a natural feature like the sea or mountains, a favourite food or drink, a certain kind of music, an

activity, a person who is important to you, etc. Make a *Happy Poster* for the class, by asking each of the students to choose one thing and then either writing it down or drawing a picture of it. Stick the words and pictures onto a large piece of card to make the *Happy Poster*. Focus the students' attention on the *Happy Poster* whenever the opportunity arises, encouraging them to remember the things that make them happy. Alternatively, you can make a classroom *Happy Box* with the pictures or words inside. Whenever a student feels happy about something, they can write it down or draw a picture of it and put it in the box.

### Catch a smile

- Point to the smile on the face of the team character, Emma, on the *How do you feel?* poster. Tell students that a smile is a powerful thing! Explain that you are going to play a game, in which they have to catch a smile and then pass it on to another student. Smile broadly at the class. Then pretend to take the smile off your mouth and throw it to a student in the class. Say, for example, *Catch, Ana!* This student pretends to catch the smile and put it on their own mouth. Then they choose another student to throw a smile to. Continue so that smiles are passed all around the classroom.

## Seasons and Time poster

### Seasons

- You can use the *Seasons and Time* poster to present the seasons at any time during the year. Point to the seasons on the poster and say the words, then point to the seasons again and model the words for students to repeat, first chorally and then individually.
- You might choose to present this new vocabulary when students are learning the names of the months in the Starter unit. Ask *What month is your birthday? What season is (January)?*
- You can check understanding of the new vocabulary and review weather vocabulary from **Beehive 2** by asking *What's the weather like in (spring)?* Ask *What's your favourite season?* and encourage students to explain why. They can use their own language, if necessary.

### Time

- You can use the *Seasons and Time* poster to present time at any time during the year. Point to the times on the clock on the poster and say the words, then point to the times again and model the words for students to repeat, first chorally and then individually. Point to the clock in the classroom and ask *What time is it?*
- Draw a clock face on the board and draw some clock hands indicating, for example, five past four. Ask students *What time is it?* (It's five past four.) Repeat with other times until students are familiar with the new vocabulary.
- Point to *morning, afternoon, evening, night* at the bottom of the poster. Say the words, then point again and model the words for students to repeat, first chorally and then individually.
- Draw a clock face on the board and draw some clock hands indicating, for example, nine o'clock. Ask *What time is it?* (It's nine o'clock.) Then ask *Is it morning or afternoon?*

(It's morning.) Repeat with other times until the students are familiar with the new vocabulary.

## Vocabulary posters

You can use the *Vocabulary* posters to practise and review Lesson 1 vocabulary at any point. Point to known items on the poster and ask *What's this?* Encourage students to say the words. Alternatively, you can use the poster to play one of the vocabulary games below. If you wish, increase the level of challenge by covering up the words with pieces of paper.

### Find the word

- Divide the class into two teams and invite one student from each team to come to the poster. Say *Find a (station)*. The first student to point to the correct picture on the poster wins a point for their team.

### Yes or no

- Point to a picture on the poster and ask students around the class *Is it a (restaurant)?* Encourage students to say *Yes* or *No*, then say the correct word if necessary. You can also play this game in teams.

### Close your eyes

- Divide the class into two teams. Invite students from each team to come to the poster in turn, close their eyes and point to a picture on the poster. Their team has to say the word. Award one point for each correct answer.

### Five questions

- Divide the class into two teams. Invite students from each team in turn to secretly choose a picture on the poster. Their team can ask five questions to guess the picture, for example, *Is it a (museum)?* Award one point for each correct guess.
- You could also create more vocabulary posters for the vocabulary from Lesson 3 and Lesson 5, using drawings made by the students.

## Unit 1

### Lesson 5

**Dan** Let's watch the video! It's about clubs and teams in Australia.

**Amy** Great! What clubs have they got in Australia?

**Dan** I don't know. Let's find out!

**Lucy** Hi, I'm Lucy. I live in Australia. We've got lots of clubs at my school. I go to book club. And I'm in the netball team. Netball is like basketball. It's fun!

Me and my friends are in the gardening club. We grow flowers and we grow vegetables. I love gardening. Let's take a look!

That's Jess. She's got straight, fair hair. She's got a watering can. She's happy in the garden.

Look! It's Yukiko and Keiko. They're sisters. They've got straight, dark hair and they're tall. They're wearing gloves. They like flowers.

Miss Phillips is our teacher. She's got long, dark hair. She teaches us about plants.

Look, here are some vegetables! They're yummy!

**Amy** That looks fun. I'd like to be in a gardening club.

**Dan** Me too. Have you got a gardening club at your school?

**Amy** No, we haven't. But we've got a book club. What about you? What do you do after school?

**Dan** I'm in a music club and a basketball team.

**Amy** That's fun. I like playing music, too.

What do you do after school?

### Project

**Amy** This is our friend. Who is it? Can you guess?

**Dan** Err ... Is it Ben? Ben's got short hair. He hasn't got curly hair. And Ben's got glasses. I don't know ...

**Amy** OK. Let's read the description. Listen.

This is my friend.

He's got short, dark hair.

He hasn't got straight hair. He's got curly hair.

He's got brown eyes.

He's tall. He's the tallest boy in the class!

He's funny, too.

He can run. He's fast!

Who is it? Can you guess?

**Dan** Err ... He can run ... No, I'm not sure.

**Amy** Let's look!

**Dan** It's Leon!

Who is your friend?

## Unit 2

### Lesson 5

**Sarah** Let's watch the video! What's it about?

**Leon** It's about London. London is the capital city of the UK.

**Sarah** Cool! What can you see in London?

**Leon** Let's watch!

**Liam** Hi! I'm Liam. I live in London. London is a big city. This is a famous street in London. It's called Oxford Street. Look at the people! They're going shopping. This is my favourite place. It's called China Town. It's a great place to have a meal. This is Buckingham Palace. The kings and queens of the UK live there! Look at all the people. They're taking photos. I want to take some photos, too!

Here's a famous tower. It's called the Tower of London. It's the oldest tower in London.

This is my favourite statue! It's at Paddington station. It's a bear. It's called Paddington.

There are lots of things to see in stations in London. This is Kings Cross station. You can see this statue there. It's fun! You can listen to music. And you can catch a train, too.

OK. Let's go to the park. We're meeting my friends.

I hope you like the tour of London!

**Sarah** London is cool.

**Leon** Yeah, it is! What's the capital city of Scotland, Sarah?

**Sarah** The capital city of Scotland is Edinburgh.

**Leon** What can you see in your capital city? Are there any statues?

**Sarah** Yes, there are. There's the Sherlock Holmes statue. Sherlock Holmes is a book character. There are lots of famous stories about him.

**Leon** What can you do there?

**Sarah** You can take photos. Lots of people take photos there.

**Leon** What can you see in your city?

### Project

**Sarah** Canberra is the capital city of Australia. Let's take a tour.

**Leon** Welcome to Canberra!

**Amy** What can you see in Canberra? Let's find out! Come on! We're catching a bus.

**Dan** Thanks. Look! We're at the museum. It's colourful. I think it's cool.

What are they doing? They're taking photos.

**Leon** Where are we going now? I can see a big shopping centre.

Look. What are they doing? They're going shopping.

**Sarah** Look! We're at the park. I can see a tall tower. It's next to a lake. What are they doing? They're swimming.

**Leon** Where are we going now? I can see a sports centre.

What are they doing? They are playing cricket!

**All** Canberra is a fun place to visit!

## Unit 3

### Lesson 5

**Amy** Look! Here's a video about an exciting job in Tanzania.

**Dan** It's about a vet. He works with animals.

**Amy** Sounds great. I love animals.

**Dan** Me too. Let's watch!

**Alice** Hi! I'm Alice. I live in Tanzania. This is my uncle. He's got an exciting job.

**Child** What's his job?



**Alice** He's a park ranger – he's a vet and he's a scientist. He works with animals. He works with elephants! He helps the animals and he learns about them. The animals are interesting.

**Child** Cool! Where does he work?

**Alice** He works in the Serengeti National Park. It's a big park. There are lots of amazing animals.

**Child** When does he work?

**Alice** He works in the day. And at night, too. The animals don't sleep at night. It's an exciting job.

**Child** Is it dangerous?

**Alice** Sometimes the animals are dangerous.

**Child** Do you want a job like this?

**Alice** Yes, I do. I want to be a ranger, too. I want to help the animals.

**Dan** Wow! That's a cool job!

**Amy** Yes, it looks amazing! There aren't any National Parks in this country. I'd like to see elephants and lions! Do you want an exciting job like that?

**Dan** No, I don't! I don't want to work with dangerous animals!

I want a fun job. I want to be a sports coach.

**Amy** What job do you want to do?

## Project

**Leon** Today we want to tell you about a fun job!

**Dan** What's the job?

**Sarah** It's a sports coach!

**Dan** That's cool. Where does a sports coach work?

**Leon** A sports coach works at the sports centre. Or he can work outside at the park, too.

**Dan** What does he do?

**Sarah** He helps people to do exercise. People want to be fast and strong. They can run and jump. The sports coach helps them. They can run faster. They can feel better.

**Dan** When does he work?

**Leon** He works in the day. He works early in the morning, and in the evening, too.

**Dan** That's interesting. What about you? Do you want to do this job?

**Sarah** Yes. I want to be a sports coach. I think it's a fun job. What job do you want to do?

## Unit 4

### Lesson 5

**Sarah** Let's watch the video! What's it about?

**Leon** It's about a place in Vietnam. It's beautiful and it's famous.

**Sarah** Cool! I'd like to visit Vietnam.

**Leon** Yes, me too. Let's watch!

**Binh** Hi! I'm Binh. I'm from Vietnam. This is Ha Long Bay. It's a famous place in Vietnam. It's very beautiful. It's on the coast. Last summer, I was in Ha Long Bay with my family. Here are some of my favourite places. Me and my family were in a small boat. There were lots of islands. I could see steep cliffs, and lots of trees. I could see caves, too!

In the morning, we were at a famous cave. We could walk into the cave. There were narrow paths and steep stairs.

It was exciting!

But my favourite part of the day wasn't the cave.

In the afternoon, we were at the biggest island in Ha Long Bay. It's called Cat Ba island. There was a national park there, and a big forest. And my favourite thing – there were lots of monkeys! They could climb the steep rocks and play on the flat beach.

It was fantastic!

**Sarah** What a beautiful place! I love the coast.

**Leon** Yes, it looks amazing. Are there any famous places in this country?

**Sarah** Yes, there are. There's the Lake District.

**Leon** Oh, yes! That's very famous. What's it like?

**Sarah** It's fantastic. There are lots of lakes. It's beautiful.

**Leon** Are there any famous places in your country?

## Project

**Amy** This is Mango Island!

**Leon** It's a new island. We want to tell you all about it.

**Dan** We're explorers!

**Amy** We were in our boat. We could see an island.

**Leon** It was a beautiful island. There were wide, flat beaches. And we could swim in the sea.

**Dan** But, there were steep cliffs, too. And there were lots of birds.

**Amy** There were three big caves! We could walk inside the caves.

**Dan** There was a long, narrow river. And a big waterfall.

**Leon** There was a lake. Next to the lake there was a big rock. We couldn't climb it! It was huge!

**Amy** So – that was our island.

**Leon** Mango Island!

**Dan** It was beautiful!

## Unit 5

### Lesson 5

**Amy** What's the video about today?

**Dan** It's about a sport from Brazil. It's called capoeira. It's very cool.

**Amy** Oh! I love capoeira.

**Dan** Yes, me too. Let's watch!

**Adult narrator** Capoeira is a sport from Brazil. People do capoeira in clubs. They often do it on the beach – or in the streets. People can watch – or join in!

There are lots of interesting things about capoeira. OK, let's start with the music. Capoeira is a sport. It's a bit like judo or karate. But it has music. The music is very important. The players follow the music, like a dance.

At the start, the music is slow. The players are slow, too. They are watching.

But capoeira isn't a slow sport! The capoeira players are also strong and quick.

That's a high kick! In capoeira you can kick.

We're careful when we kick.

We do capoeira with friends. It's cool!

Capoeira is popular all around the world now! You can do it in clubs and schools in lots of countries. Would you like to try it?

**Amy** That looks so cool! I'd like to try it!  
**Dan** Yes, it's fun to do activities with friends. We can do capoeira at my school now. It's very popular. What about you? Which activities are popular at your school?  
**Amy** Volleyball is popular. And I do karate.  
**Dan** Yes, karate is popular at my school, too.  
 Which activities are popular at your school?

## Project

**Leon** OK! We're on Start. Who wants to go first?  
**Amy** I do!  
**Sarah** OK, spin!  
**Amy** Four! One, two, three, four.  
**Sarah** What is it?  
**Leon** It's a picture. It's a boy. He's playing basketball!  
**Sarah** OK. It's a picture, so we need to ask Amy a question. Amy, how often do you play basketball?  
**Amy** Err ... I play basketball twice a week.  
**Leon** Good. OK. Sarah, it's your turn. Here you are.  
**Sarah** Thanks. Two! One, two.  
**Leon** It's a word: "often."  
**Amy** It's a word so we need to make a sentence. Can you make a sentence, Sarah?  
**Sarah** I often eat fruit for breakfast.  
**Leon** Great! It's my turn. Three! One, two three.  
**Sarah** It's a picture again. It's a banana!  
**Amy** OK. A question ... Leon. How often do you eat bananas?  
**Leon** I never eat bananas! But I like to eat other fruit. I eat fruit every day!  
 OK. Your turn.

## Unit 6

### Lesson 5

**Sarah** Let's watch the video! What's it about?  
**Leon** It's about a kind of food from Spain. It's called tapas.  
**Sarah** Mmmm – yummy! What's tapas?  
**Leon** I don't know. Let's watch and find out!

**Mateo** Hi! I'm Mateo and I'm a chef. I work in a restaurant in Spain.  
 I make tapas. Tapas are little plates of different food. People eat them in restaurants or cafés. Tapas are traditional in Spain. And they're delicious!  
 Here are some favourites!  
 These are garlic prawns.  
 First you need some oil. Chop the garlic and add it. Now add the prawns and cook. Finally add some spices.  
 And this is a classic – Spanish omelette. It's called "tortilla de patatas". You can make it with potatoes and eggs.  
 First, chop the potatoes. Then cook them. Put them in a pan. Add the eggs to the potatoes and cook the omelette. It's simple, but it's delicious!  
 Everyone loves tapas! Families eat tapas together. They share the little dishes and children can try new things!

**Leon** Mmm! That looks delicious.  
**Sarah** Yes, it does. I love trying new foods from around the world.  
**Leon** Me too.  
**Sarah** What's a traditional dish from this country?

**Leon** Err ... I like a dish called shepherd's pie. My grandma makes it.  
**Sarah** Shepherd's pie ... What's in it?  
**Leon** Meat and potatoes. And there some other vegetables, like carrots and onions.  
**Sarah** Nice.  
 What's a traditional dish from your country?

## Project

**Leon** This is our recipe book! There are dishes from different countries.  
**Amy** This is our recipe. It's called Singapore Noodles.  
**Leon** It's my favourite food!  
**Amy** It's from Singapore.  
**Leon** These are the ingredients. There are noodles and prawns.  
**Amy** There are spices and some vegetables, like red peppers and peas.  
**Leon** There are chillies and garlic, too.  
**Amy** First, you cook the noodles quickly in hot water.  
**Leon** Then you cook the other ingredients in a big pan. The pan is very hot.  
 Finally, you add the noodles and mix everything quickly. It's delicious!  
**Amy** What's your recipe, Dan?  
**Dan** This recipe is popular all around the world. It's called pizza!  
**Sarah** It's from Italy.  
**Dan** Here are the ingredients. There's some cheese. It's called mozzarella. And there are tomatoes.  
**Sarah** What do you like on your pizza?  
**Dan** I like olives and mushrooms. But you can have lots of different things.  
**Amy** It looks delicious.  
 What's your recipe?

## Unit 7

### Lesson 5

**Dan** Let's watch the video!  
**Amy** What's it about?  
**Dan** It's about a family festival in the USA. It's called Thanksgiving.  
**Amy** Oh! That's interesting. We don't celebrate Thanksgiving in this country. What happens at Thanksgiving?  
**Dan** Let's watch and find out!

**Adult narrator** Thanksgiving is a very important festival in the USA. We celebrate it every year in November.  
 Thanksgiving Day is lots of fun. There's a huge parade in New York City. It's called the Macy's Day Parade and you can watch it on TV.  
 Lots of people watch football games, too. That's American football, by the way!  
 But Thanksgiving is not all about TV! Let's find out more ...  
 Everyone invites their family over. People fly home from far away to be with their families for Thanksgiving. It's a family festival.  
 First, everyone has to get ready. They decorate the house and they prepare a huge meal! Everyone helps.  
 And then we sit down and eat together.

At Thanksgiving, we spend time with our family and people that we love. We think about all the things that we are thankful for – all the good things that we have. I'm thankful for chocolate! I love chocolate! It's a nice holiday!

**Amy** That's a nice festival. It's good to say thank you.

**Dan** Yes. Thanksgiving looks like a lot of fun.

**Amy** Do you celebrate Thanksgiving in your family?

**Dan** No, we don't. In my family we celebrate Bonfire Night. It's in November.

**Amy** What do you do?

**Dan** We have a party and there's a big fire.

**Amy** What family festivals do you celebrate in your country?

## Project

**Sarah** This is our poster about how to celebrate New Year's Eve in the UK.

**Leon** New Year's Eve is on December 31st.

**Sarah** In my family, we have a big party.

**Amy** What do you do to get ready?

**Leon** First, you have to invite guests for the party. Tell all your family!

**Sarah** Yes! You have to tell them what time the party starts and what food to bring.

**Amy** Now you're ready to celebrate! What do you do on New Year's Eve?

**Leon** We go to bed late!

**Sarah** We all go to bed after 12 o'clock!

**Leon** At 12 o'clock we count 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. Then we say "Happy New Year!"

**Amy** What do you remember about last year's celebration?

**Leon** Last year, we didn't decorate the house, we decorated the garden. We had a party outside. It was cold, but it was fun!

**Sarah** Last year, I wanted to go to bed late, but I was very tired. I was asleep by 10 o'clock!

And that's how you celebrate New Year's Eve! It's lots of fun.

## Unit 8

### Lesson 5

**Sarah** Let's watch a video about the Vikings.

**Leon** Great! Who were the Vikings?

**Sarah** The Vikings were from Sweden, Denmark and Norway. They travelled to lots of different countries.

**Leon** OK. When was that?

**Sarah** Well, they lived about a thousand years ago.

**Leon** A thousand years ago! Cool. Let's find out more!

**Adult narrator** The Vikings lived about a thousand years ago. They were from Norway, Sweden and Denmark. They had big boats and they travelled around the world. They even travelled to Canada!

But when they were at home, they lived on farms. They had sheep and they worked in the fields.

They used wood and stone to build their houses. But they weren't like our houses today. They had one room and they cooked on a fire.

They made cups and bowls out of clay, too. They ate meat and vegetables. And they drank water and milk.

Vikings didn't live in towns or big cities. They lived in villages. There were walls around the villages, and big gates. And there were markets. They used coins to buy things.

Of course, Norway isn't like this today! You're watching people in a museum. It's a special museum called a living museum. People live and work there. It's a great place to visit and learn about Viking history.

**Sarah** That's cool. I like the living museum!

**Leon** Me too. Where can we learn more about our history?

**Sarah** Well, last summer I went to Leeds Castle.

**Leon** Cool. What did you see there?

**Sarah** I saw some big old walls and a gate.

**Leon** How old is it?

**Sarah** It's 900 years old.

**Leon** Wow!

Where can you learn about your history?

## Project

**Amy** Welcome to our museum.

**Leon** Today we want to tell you about Ancient Egypt.

**Sarah** The Ancient Egyptians were very interesting.

**Leon** Did you know? The Ancient Egyptians wrote with pictures. You can see writing like this on many walls and buildings in Egypt.

**Amy** They built the pyramids five thousand years ago. That's a long time ago. The pyramids are very big and very famous.

**Sarah** People found Ancient Egyptian bowls and cups in the pyramids. They made bowls with clay. They made combs, too. They used wood.

**Leon** This is an Ancient Egyptian town. Many towns were near the river. They used the water from the river.

**Amy** The towns had walls. And the walls had two gates. Between the gates was a wide street. That was an important street. There were lots of narrow streets, too.

**Sarah** People lived in small houses. They didn't live in the pyramids! They used clay to make their houses. They had one or two rooms and a small garden.

**Leon** We think Ancient Egypt is very interesting!

## Unit 9

### Lesson 5

**Amy** Let's watch the video! What's it about?

**Dan** It's about a popular way to get to school in Canada.

**Amy** Oh? What's that?

**Dan** Maybe they ice skate to school!

**Amy** Ooh! Or maybe they go by helicopter!

**Dan** Let's find out more!

**Lewis** Canada is a huge country, and there are lots of ways to get to school.

Children who live in cities can go by public transport. They can take the tram or the metro.

Some children live close to school. They can go by bike, or on foot.

Some children go by car.

But a very popular way to go to school is by bus. Our school buses are yellow. You can see them all over Canada.

There are a few rules on the bus. You must sit down. You mustn't shout, and you must be kind to the other children. And you must be on time!

Oh dear!

It's a fun way to travel. You can meet your friends, or you can listen to music. Some children do their homework on the bus. I don't think that's a good idea!

At the end of the day it's time to go home again.  
We say goodbye to our friends and the bus driver.

**Amy** That's looks fun. We haven't got yellow school buses at our school.

**Dan** How do you go to school?

**Amy** I usually go to school by car. How about you?

**Dan** I go to school on the train with my Dad. But sometimes, I go to school by bike.

**Amy** Lucky you! That's fun.

**Dan** How do you go to school?

### Project

**Sarah** This is our amazing school!

**Amy** We designed some fun places.

**Dan** Look! This is the library.

**Sarah** The library's got HUGE chairs and sofas.  
We can sit on them and read books. Can you see us?

**Dan** The rule in the library is ... You mustn't eat or drink on the big sofas!

**Amy** Look! This is the canteen.

**Dan** The canteen's got an ice cream machine!

**Sarah** We can eat ice cream for lunch.

**Amy** The rule in the canteen is ... You mustn't eat ice cream every day!

**Dan** Yes! You must eat healthy things, too!

**Sarah** The ice cream machine is cool!

**Sarah** And this is the corridor.

**Amy** Look carefully. What can you see next to the stairs?

**Dan** It's a slide!

**Sarah** Yes. You can go upstairs by the stairs, but you can come down on the slide!

**Amy** It's fast – so we're always on time!

**Sarah** The rule on the slide is, you must share. We take turns!

**Dan** The slide is fun!

**Amy** And that's our amazing school! What's your school like?

**Leon** That looks fun! Would you like to stay on a canal boat?

**Sarah** Yes! It looks great. I'm looking forward to the holidays!

**Leon** Me too. I'm going to stay with my grandparents.

**Sarah** That's nice. I'm going to stay in a caravan by the sea.  
I can't wait!

**Leon** Are you going to swim in the sea?

**Sarah** No, I'm not! It's too cold. But we are going to take a boat trip.

What are you going to do on holiday?

### Project

**Sarah** This is our class trip. We're going to go to an island. An island is a fun place to visit!

**Leon** We're going to travel by helicopter! Cool!

**Sarah** We're going to stay on a campsite.

**Leon** We're going to have a lot of fun!

**Amy** Day 1. In the morning, we're going to go to the beach.

**Dan** We're going to make sandcastles and we're going to play volleyball!

**Amy** In the afternoon, we're going to take a boat trip.

**Dan** We're going to see dolphins! Don't forget your camera!

**Amy** In the evening, we're going to have a barbecue.

**Leon** Day 2. In the morning, we're going to go hiking! There are cliffs and caves to explore.

**Sarah** There's a picnic area in a cave. We're going to eat lunch there.

**Leon** In the afternoon, we're going to go snorkelling. We're going to see lots of fish!

**Sarah** It's going to be sunny. Don't forget your sun hat!

**Leon** In the evening, we're going to play board games and sing songs.

**Amy** Are you going to come with us?

**Dan** We're going to have lots of fun!

## Unit 10

### Lesson 5

**Sarah** Let's watch the video!

What's it about?

**Leon** It's about holidays in the UK!

**Sarah** Oh yes! There are lots of great places to visit!

**Leon** Let's find out all about it!

**Hannah** Hi everyone! I'm Hannah and I'm from the UK. Let's find out more about holidays in the UK!

The UK is an island, so there are lots of beaches. British people love to go to the beach! They stay in a caravan, a cottage, or on a campsite.

We go hiking on the cliffs or have barbecues on the beach.

Some people even swim – but the water is cold!

The weather in the UK can be cold and windy!

Or it can be rainy, so sometimes we have to stay inside when we're on holiday. But there are lots of museums to visit. And castles. Or you can play board games. Or read a good book!

Last year, we went to London for our family holiday. We stayed in a hotel. We went sightseeing and we saw some shows. It was fun!

But this year, we're going to do something different!

We're going to stay on a canal boat! We're going to spend a week on a boat! My grandparents are coming too.  
I can't wait!

# Key vocabulary

All the key vocabulary items have accompanying flashcards.

## Unit 1

### Lesson 1

curly hair  
dark hair  
fair hair  
freckles  
glasses  
long hair  
short hair  
straight hair

### Lesson 3

brave  
fast  
funny  
strong  
tall  
young

### Lesson 5

cooking club  
cricket team  
gardening club  
music club

## Unit 2

### Lesson 1

cinema  
library  
museum  
restaurant  
shopping centre  
sports centre  
station  
university

### Lesson 3

catch a train  
go shopping  
have a meal  
meet friends  
take photos  
watch a film

### Lesson 5

capital city  
palace  
statue  
tower

## Unit 3

### Lesson 1

ambulance driver  
chef  
doctor  
pilot  
scientist  
shop assistant  
sports coach  
vet

### Lesson 3

cook food  
drive  
help people  
sell things  
work outside  
work with animals

### Lesson 5

dangerous  
exciting  
interesting  
safe

## Unit 4

### Lesson 1

rock  
bridge  
car park  
forest  
path  
picnic area  
river  
waterfall

### Lesson 3

flat  
huge  
muddy  
narrow  
steep  
wide

### Lesson 5

cave  
cliff  
coast  
island

## Unit 5

### Lesson 1

drink water  
do exercise  
eat fruit  
eat vegetables  
go to bed early  
go to the dentist  
play outside  
wash your hands

### Lesson 3

do art  
do karate  
go fishing  
go swimming  
play video games  
play volleyball

### Lesson 5

careful  
high  
quick  
slow

## Unit 6

### Lesson 1

butter  
chillies  
flour  
milk  
mushrooms  
onions  
sugar  
tomatoes

### Lesson 3

add  
chop  
measure  
mix  
pour  
serve

### Lesson 5

garlic  
oil  
prawns  
spices

## Unit 7

### Lesson 1

clean my room  
clear the table  
cook the dinner  
hoover the floor  
load the dishwasher  
wash the car  
wash the dishes  
water the plants

### Lesson 3

decorate  
dress up  
invite guests  
prepare food  
set the table  
tidy up

### Lesson 5

daughter  
grandparents  
parents  
son

## Unit 8

### Lesson 1

bowl  
coins  
comb  
cup  
fan  
helmet  
lamp  
phone

### Lesson 3

gate  
market square  
street  
theatre  
town hall  
walls

### Lesson 5

clay  
stone  
wood  
wool



## Unit 9

### Lesson 1

art room  
canteen  
corridor  
field  
gym  
IT room  
music room  
staff room

### Lesson 3

be kind  
be on time  
listen in class  
run inside  
share  
shout

### Lesson 5

by car  
by school bus  
on foot  
on public transport

## Unit 10

### Lesson 1

go hiking  
go sightseeing  
go snorkelling  
go to the beach  
have a barbecue  
see a show  
take a boat trip  
visit a castle

### Lesson 3

backpack  
camera  
raincoat  
sun cream  
swimsuit  
towel

### Lesson 5

campsite  
canal boat  
caravan  
cottage

Dear parents,

This year, your child will be learning English using **Beehive** Level 3. **Beehive** provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

**Beehive** recognizes that your support and encouragement are important to your child's success and the course provides plenty of ways for you to join in actively with the **Beehive** community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English, and improve their understanding of a variety of topics. Make time to read the stories with your child, and encourage them to sing you the songs they learn in class. Ask them to tell you about the texts they have read, and invite them to tell you what topics they have learned about in **Beehive**. Try to look at their work regularly and ask them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

The stories in **Beehive** teach important values which promote good citizenship. They provide an opportunity to talk about emotions and social skills, which will promote your child's emotional well-being. **Beehive** also has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading the stories and texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of **Beehive** presents aspects of life in other countries for students to read about and compare to their own lives. The lively and motivating videos in **Beehive** introduce students to many different cultures and provide a fascinating window onto the world around them. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of **Beehive**, students carry out a project, which enables them to take the language they have learned and use it to talk about something they have created. Ask your child to describe their projects to you and tell you what they said about their projects in English, so that they can demonstrate how much they have learned.

**Beehive** provides individual digital learning, too. Your child will have access to Oxford Online Practice which supports students' learning outside the classroom with varied and engaging practice activities.

In addition to the material they will encounter in the **Beehive** course, you can help to expose your child to the English language by finding English films or online videos to watch, and English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit, and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely

Class teacher

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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