

OXFORD

Beehive

Teacher's Guide

with Digital Pack

5



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

Katie Foufouti



Beehive

Teacher's Guide

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Syllabus

Starter Big numbers! page 4	Numbers (101–1,000) and measuring words ♦ Question tags		
	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 Travel in the city page 6	Places in a city Functional language <i>Can you tell me how to get to the ..., please?</i>	Present perfect statements with <i>for</i> Present perfect statements with <i>since</i>	Travel Present perfect statements and questions with <i>ever / never</i>
2 The seasons page 18	Seasonal activities Functional language <i>It's too ... / It isn't ... enough.</i>	<i>be going to</i> for plans <i>will</i> and <i>be going to</i> for predictions	Weather Comparisons with <i>(not) as ... as</i>
Extensive reading Travelling around page 30 A diary extract ♦ An information text			
3 The environment page 32	Helping the environment Functional language <i>Why don't we ...?</i> <i>I'm not sure about that. / That's a good idea.</i>	Present perfect statements with <i>already, just</i> and <i>yet</i> Present perfect questions and answers with <i>yet</i>	Reducing waste and pollution Present perfect review
4 A trip to the theatre page 44	The theatre Functional language <i>What was / were the ... like?</i> <i>It was ... / They were ...</i>	Past continuous statements and questions Past continuous with past simple	Verbs Past simple statements with <i>ago</i>
Extensive reading Helping the environment page 56 A magazine article ♦ A short story			
5 World food page 58	World food 1 Functional language <i>How's your ...?</i> <i>It smells / looks / tastes ...</i>	Present simple passive statements Present simple passive questions and answers	World food 2 <i>hope, think</i> and <i>know</i>
6 Let's connect page 70	Using technology Functional language <i>How often do you use a ...?</i> <i>I use one ... What do you use it for? I use it to ...</i>	Zero conditional affirmative statements Zero conditional negative statements	Technology Past simple passive statements
Extensive reading Using technology page 82 An online article ♦ An adventure story			
7 In the countryside page 84	Camping items Functional language <i>I think ... I agree / disagree. / I'm not sure.</i>	First conditional statements First conditional Yes / No questions	Hiking Modal verbs of obligation
8 A journey to space page 96	Space Functional language <i>How do you spell ...?</i> <i>What does it mean?</i> <i>It means ...</i>	Modal verbs of possibility Modal verbs of certainty	Space travel Statements with relative pronouns
Extensive reading Space page 108 A historical fiction text ♦ A factual text			
9 Life in the past page 110	Life in the past Functional language <i>What's this?</i> <i>It's a ... from ... It's made of ...</i>	<i>used to</i> statements <i>used to</i> questions and answers	Life events Verb patterns
10 Helping our community page 122	Adjectives Functional language <i>How are you today?</i> <i>I'm extremely / really / quite ...</i>	Reported speech statements 1 Reported speech statements 2	Helping at a community event Present continuous for future plans
Extensive reading Clothes in the past page 134 An online history article ♦ Historical letters			

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Lesson 4 Story

Lesson 5 Skills and Culture

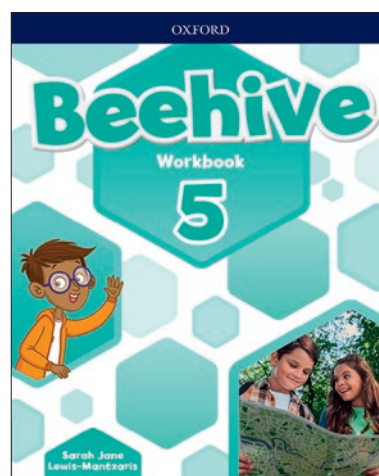
Lesson 6 Writing focus, Project and Review

<p>The tickets Emotional wellbeing Helping others</p>	<p>Life in the countryside and the city in the UK and Thailand</p>	<p>Writing focus An interview Project Make and play the <i>Travel through the city</i> board game</p>
<p>The three brothers Emotional wellbeing Making an effort</p>	<p>Weather and the seasons in Vietnam and Norway</p>	<p>Writing focus A travel blog Project Make a seasonal activities guide</p>
<p>The repair shop Emotional wellbeing Being confident</p>	<p>Where energy comes from in Germany and Chile</p>	<p>Writing focus A persuasive report Project Make a poster about the four Rs</p>
<p>A star on stage Emotional wellbeing Dealing with anxiety</p>	<p>Famous theatres in Australia and Italy</p>	<p>Writing focus A review of a show Project Act out a play</p>
<p>The cooking competition Emotional wellbeing Winning and losing</p>	<p>Bread in France and India</p>	<p>Writing focus A recipe Project Make a menu for a restaurant and act out a role play</p>
<p>The clever fridge Emotional wellbeing Focusing on what is important</p>	<p>Technology for hobbies in the USA and Cameroon</p>	<p>Writing focus An opinion essay Project Present four technology items</p>
<p>The rescue Emotional wellbeing Dealing with challenges</p>	<p>Volcanoes and hiking in New Zealand and Japan</p>	<p>Writing focus A story Project Make an information leaflet about a place in the countryside</p>
<p>The pink planet Emotional wellbeing Being curious</p>	<p>The night sky in South Africa and the UAE</p>	<p>Writing focus A news report Project Make a space display</p>
<p>Queen of the air Emotional wellbeing Being brave</p>	<p>Homes in the past in Turkey and Egypt</p>	<p>Writing focus A biography Project Make a quiz about life in the past</p>
<p>The street party Emotional wellbeing Caring for others</p>	<p>Volunteering in the UK and Mexico</p>	<p>Writing focus A personal narrative Project Plan an event for your community</p>

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Print components

FOR STUDENTS



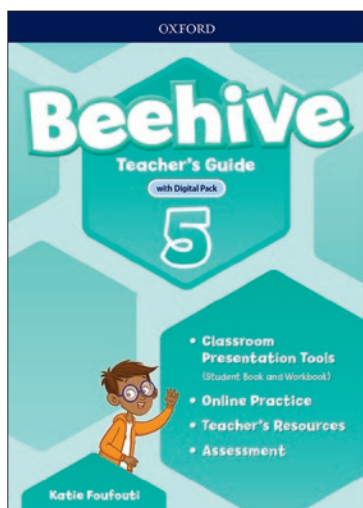
Student Book

- A two-page Starter spread
- 10 units of six 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
- 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

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

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 to accompany *Beehive* Starter and Levels 1 and 2
- 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 Hector and Nina, 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 154 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 and engaging facsimiles, which clearly demonstrate the meaning of the new language in a humorous or real-world 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). 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 well-being

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 *Emotions* posters (for notes about how best to use these posters, please see page 153).

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 and facsimiles in Lessons 2 and 3, the stories in Lesson 4, and the reading texts in Lessons 5 and 6, 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 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 1–5 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**, 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 longer texts by the end of Level 6.

At Levels 4–6, a whole lesson in every unit is devoted to developing writing skills. In Lesson 6 of each unit, students follow a carefully staged series of activities in the Student Book and Workbook to develop their writing skills. First, they read a text on the Student Book page, which will form a model for their own writing. Through reading these texts, students have the opportunity to become familiar with the language and structures they will need to prepare them for their own writing. Then they are introduced to the overall structure and specific features of the various text types. The model text and information provided on the Student Book page, alongside the scaffolded activities in the Workbook, gives students the necessary support and guidance to write their own personalized version.

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 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.

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 being confident, winning and losing, dealing with challenges, caring for others, 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. In Level 5, 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 153 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.

Team Up!

Beehive promotes inclusivity and collaboration through the *Team Up!* tasks which can be found at the end of lessons 1–5. 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 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!* 6 task. Students create something, such as a board game, their own version of a play, a menu for a restaurant, a quiz, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features step-by-step instructions outlining how students complete the project. The downloadable worksheet provides a framework students can use to plan and produce their project. Students can also watch a video which shows children preparing their project and interacting with a finished project of their own. Students listen to the model exchange, then practise talking about 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 three 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 and effort. 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 and speaking skills, with further writing skills practice in the Workbook. 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. 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 167 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

Professional development

Methodology support

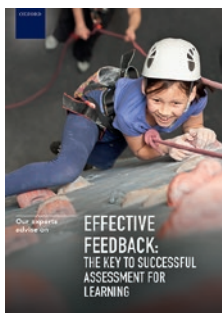
Beehive is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning. Relevant to the course methodology, the *Beehive* team have selected the following topics to help you teach with confidence:

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

Find out more: oxfordenglishhub.com

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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.



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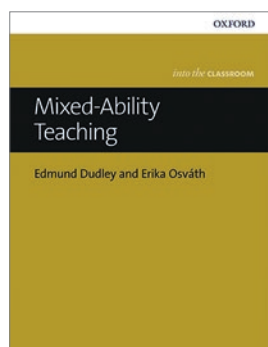
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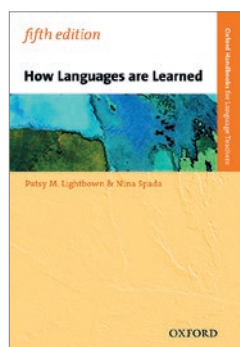
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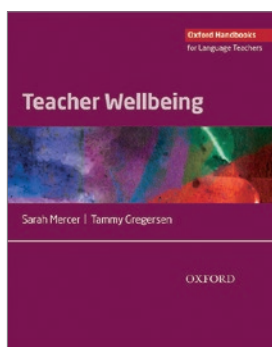
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Supplementary resources

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



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



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:

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Teachers can:

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Find out more: oxfordreadingclub.com

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

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Tour of a unit

Lesson 1 Words

Student Book

Lesson 1 introduces ten new vocabulary items: six items through a colourful illustration and a further four items through a short text, both of which are set in the context of the unit topic. This lesson 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.

Four additional new vocabulary items are presented and practised in the context of a facsimile, with photographic images of the new vocabulary.

Students practise the new vocabulary in a writing activity. This task often involves an aspect of critical thinking, such as ordering, sequencing, categorizing, ranking, identifying, etc.

2 The seasons
Lesson 1 Words

Let's talk about activities for different seasons.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🎧 030
- 3 Listen and say. 🗣️ 031

1 pick fruit

2 sow seeds

3 grow vegetables

4 rake the leaves

5 shovel the snow

6 check the weather forecast

4 Write.

Growing things	Tidying up outside	Other activities
1 pick fruit		
2	5	6
3		

18 Words Seasonal activities

The four seasons
In many countries around the world there are four seasons in one year. Each season is about three months long.

In _____, the leaves change colour and they fall from the trees. We rake the leaves and we can play in them, too.

In _____, the days are the shortest. It's the coldest season. We shovel the snow when it's snowy, so it's safe to walk outside.

In _____, the days become longer and the nights become shorter. We sow seeds, and flowers start to grow.

In _____, the days are the longest. It's often hot and sunny, so we play outside!

1 spring 2 summer 3 autumn 4 winter

5 Listen, point and repeat. 🎧 032
6 Read and write the words. Listen and check. 🗣️ 033

7 Read again and write the seasons for the activities.

1 flowers start to grow _____	4 shovel the snow _____
2 play outside in the sun _____	5 play in the leaves _____
3 rake the leaves _____	6 sow seeds _____

8 Listen and repeat. 🎧 034 Then make a new dialogue and practise.

Can you sow seeds in winter?
No, you can't. It's too cold.

Can you shovel the snow in spring?
No, you can't. It isn't cold enough.

rake the leaves
plant flowers
summer
autumn
It's too hot.
It isn't hot enough.

Team Up! 1
Complete the seasons mind maps.

Functional language It's too ... / It's isn't ... enough. 19

Students listen to short audio prompts and say the correct vocabulary.

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

A functional language exchange is presented and practised before the children make their own dialogue using this language.

Students complete a pair or group task to review the language from this lesson.

Students practise the new vocabulary in a writing activity.

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

Workbook

The vocabulary is reviewed at word and sentence level.

Students practise writing the additional four vocabulary items as well as some of the first six items.

Students practise reading and writing the first six items of new vocabulary.

Students practise writing the functional language from the Student Book.

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

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

Warm-up

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

Lead-in

- Introduce the lesson objective. Tell the class **Today we're learning about the seasons**. Discuss the seasons where the students live and invite predictions about the things they're going to talk about in the unit.

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 six 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 listen to the audio and point to the items in the illustration.
- Students listen to the audio again and repeat the new vocabulary.
- **Activity 3:** Students listen to the audio and say the correct seasonal activity.
- **Activity 4:** Students complete the writing activity using the new vocabulary.
- **Activity 5:** Students learn four additional new words. Focus students' attention on the four photos. They listen to the words and point to the photos. Then they listen again and repeat the new vocabulary.

- **Activity 6:** Read the text aloud for students to follow. Students read the text again and write the missing words, using the labels on the photos. Play the audio for students to check.

- **Activity 7:** Focus students' attention on the critical thinking activity. Here, students identify and write the correct seasons according to the seasonal activities.

- **Activity 8:** Play the audio for students to listen and repeat the exchange. Then they practise the new language by making a new dialogue 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 1–3:** Students complete reading and writing activities to practise the first six new vocabulary items.
- **Activities 4–6:** Students complete reading and writing activities to practise the additional four vocabulary items and some of the previous six items.
- **Activity 7:** 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 two new grammar structures: the first through a humorous cartoon featuring the team characters and the second through a short facsimile text that students might encounter in their own lives. The new structures are consolidated via the grammar overview boxes, then practised through listening, speaking, reading and writing activities.

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

Students read and listen to a description of the new structure and model sentences in the grammar overview box.

The second new grammar structure is presented in context in a short facsimile text.

The new grammar structure is consolidated in another grammar overview box.

2 Lesson 2 Grammar

1 Listen and read. 035 What did Omar find?

The next day ...

Did you sow any seeds yesterday?

Wow! It's a really old coin.

I'm going to sow some seeds after school.

Yes, I did. Look! I found this in the ground!

I'm going to show it to our history teacher later!

2 Listen and read. 036

be going to for plans

We use **be going to** to talk about future plans.

I'm **going to** sow some seeds after school.

I'm **not going to** go to music club later.

He **isn't going to** play football at the weekend.

Look! We can use these time words and phrases to talk about **when** in the future:

later	after school	at the weekend
tomorrow		next month
this week		

3 Listen and tick ✓ or cross ✗. 037 Then read and write the name.

	1 Charlotte	2 Jasmine	3 Martina	4 Samantha
a pick fruit		✗		
b sow seeds				
c water the plants				
d check the weather forecast				

She's going to check the weather forecast. She isn't going to pick fruit. She's going to water the plants and sow seeds. Who is it? _____

4 Ask and answer.

What are you going to do after school?

I'm going to go swimming. Then I'm going to do my homework.

20 Grammar be going to for plans

5 Listen and read. 038 Why does Maria think it's going to rain soon?

Hi Aunt Sue!

I'm going to start my new job at an olive farm tomorrow! Lots of people work there in autumn. The farm has got 800 olive trees, so I think I'll pick olives all day. I'll be tired when I go home! I can see dark clouds in the sky now. It's going to rain soon! I'll be outside all day tomorrow, so I'll check the weather forecast in the morning. See you soon, Maria ☀️

6 Listen and read. 039

Look! 'll = will won't = will not

will and be going to for predictions

We use **will** for predictions about the future.

I'll be tired when I go home. I **won't** want to play football!

We use **be going to** for predictions about the future based on what we can see now.

I can see dark clouds in the sky now. It's **going to** rain soon!

7 Look, read and circle.

- It is going to / isn't going to rain soon.
- Maria is going to / isn't going to pick olives.
- Ed is going to / isn't going to drive the tractor.
- They are going to / aren't going to shovel snow.
- They are going to / aren't going to have lunch soon.

8 Maria will be tired and hungry when she goes home. Predict what she will or won't do. Write sentences.

- (have a shower) She'll have a shower.
- (do exercise) _____
- (cook food) _____
- (clean her house) _____
- (go to bed early) _____

Team Up! 2

Plan an amazing holiday!

Grammar will and be going to for predictions 21

The new grammar structure is practised through a listening activity.

Students develop their communication skills using the new grammar structure.

The new grammar is consolidated in reading and writing activities, combining the two structures from this lesson in the final activity where possible.

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 first new grammar structure.

2 Lesson 2 Grammar

1 Look, read and write T (True) or F (False).

1 He's looking at the TV guide. He isn't going to go to the cinema this evening.

2 She isn't going to go to work today.

3 She's going to go to the Museum on Saturday.

4 They're going to ride their bikes later.

2 Order the words.

1 I read / next week / I'm / to Norway / I going to _____

2 we're going to / this Saturday / their vegetables / I they're _____

3 I'm going to / today / the snow / He / about _____

4 play / going to / outside / this afternoon / I'm _____

3 Mark is going to go on holiday next week. Write sentences using *be going to* in the correct form.

1 Mark is going to _____ on Monday.

2 He _____

3 _____

4 _____

4 Write will or won't.

1 It's winter, so it _____ be very hot tomorrow.

2 I think the city center _____ be very crowded on Saturday. Let's go on Monday instead.

3 It's raining so Ben _____ ride his bike to school today.

4 The blackbird is making a nest. There _____ be baby birds in the spring.

5 Dad is shopping at the supermarket. We _____ go to a restaurant for dinner tonight.

5 Circle the correct verb.

1 Look, Julia is getting into the tractor. She is going to / will use it through the field.

2 My mum is working on the farm all day today. She is going to / will be tired tonight.

3 There is lots of snow. The children are making a ball with it. They are going to / will make a snowman.

4 My grandpa has sowed some seeds. He is going to / will grow vegetables.

5 The sky is grey. It won't / isn't going to be bright and sunny today.

6 I have practised my spellings and finished my homework. I think my teacher will / is going to be happy.

6 Predict what you will and won't do this evening. Write sentences.

1 (do my homework) I will do my homework this evening.

2 (watch TV) _____

3 (play an instrument) _____

4 (play football) _____

5 (wash the dishes) _____

Further reading and writing activities practise the second new grammar structure.

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

Grammar check

The grammar structures are presented clearly for students to use as a reference.

2 Lesson 2

be going to for plans

We use *be going to* to talk about future plans.

1 I **am going to** mow the lawn in the garden tomorrow.

We **aren't going to** go swimming after school.

Affirmative	Yes/No	going to	pick fruit later.
You/We/They	Yes/No	are going to	pick fruit later.
He/She/It	Yes/No	is going to	pick fruit later.

Negative

Affirmative	Yes/No	going to	pick fruit later.
You/We/They	Yes/No	are not going to	pick fruit later.
He/She/It	Yes/No	is not going to	pick fruit later.

Future time words and phrases

We use future time words and phrases to talk about what is in the future.

this morning, this week, this year, next week, next month, next year, later tomorrow, after school, at the weekend at 3 p.m., on Monday, in July

will and be going to for predictions

We use *will* for predictions about the future.

I **will** get 100% in my maths test.

The tomatoes **will** be ready to eat next week.

She **won't** finish her homework tonight.

Affirmative	Yes/No	will	be ready after school.
You/We/They	Yes/No	will	be ready after school.
He/She/It	Yes/No	will	be ready after school.

Negative

Affirmative	Yes/No	will	be ready after school.
You/We/They	Yes/No	will not	be ready after school.
He/She/It	Yes/No	will not	be ready after school.

2 Lesson 3

Comparisons with half as ... as

We use *half as ... as* to talk about how two things are the same.

My bike is **half as big as** your bike.

We use *twice as ... as* to talk about how two things are different.

Our cat isn't **twice as big as** our dog.

Affirmative	Yes/No	as tall as	the door.
You/We/They	Yes/No	are half as tall as	the door.
He/She/It	Yes/No	is half as tall as	the door.

Negative

Affirmative	Yes/No	as tall as	the door.
You/We/They	Yes/No	are not half as tall as	the door.
He/She/It	Yes/No	is not half as tall as	the door.

Grammar reference 125

Clear explanations and examples of the grammar structure are provided.

Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the *Ideas bank* on page 150.

Lead-in

- Introduce the lesson objective. Tell the class, in their own language, that today they will learn how to talk about plans and predictions for the future. For the complete lead-in notes, please see page 47.

Student Book

- Activity 1:** Pose the gist question in the rubric and play the audio for students to follow the grammar cartoon story. Check answers, then play the recording a second time.
- Activity 2:** Students listen to the grammar explanation and follow the example sentences. They take turns to read the example sentences with a partner.
- Activity 3:** Students listen and tick or cross the activities in the table. They compare answers in pairs.
- Activity 4:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.

- Activity 5:** Pose the gist question in the rubric and play the audio for students to follow the text. Check answers, then play the recording a second time. Ask further questions to check understanding. See teaching notes on page 48.

- Activity 6:** Follow the same procedure as for Activity 2. Ask questions using the flashcards if more support is needed.
- Activities 7 and 8:** Do the examples with the class, then students complete the reading and writing 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:** Ask students to do the reading and writing activities to practise the new grammar structures from the Student Book.

Grammar reference

- Students turn to the *Grammar reference* section for extra reinforcement. They can read the explanation and see further examples of the grammar structures.

Tour of a unit

Lesson 3 Words and Grammar

Student Book

Lesson 3 presents eight new vocabulary items. Some of these items are previewed in context in a short facsimile text before being presented with colour photos. The vocabulary is then practised through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's third new grammar structure through reading and writing activities and a song.

The new vocabulary items and grammar structure are previewed in context in an engaging facsimile text.

The new vocabulary items are presented with colour photos.

The new grammar structure is consolidated in a grammar overview box. The Classroom Presentation Tool features another engaging cartoon with the team characters.

The new grammar structure is practised through reading and writing activities.

2 Lesson 3 Words and Grammar

1 Listen and read. 040 When will you need a coat? Why?

Welcome to the weather forecast for this week. Today isn't as warm as yesterday. This afternoon it will be cool. It will be rainy all day tomorrow, so it will be very wet. On Wednesday it will be cool and bright in the morning, but it will be stormy in the afternoon. On Thursday it will be 6°C, so wear a coat in the afternoon it will be snowy. Friday will be as cold as Thursday, but it won't be icy.

Let's talk about the weather.

2 Listen, point and repeat. 041

1 °C (degrees Celsius) 2 cool 3 warm 4 bright 5 icy 6 wet 7 dry 8 stormy

3 Look and write the correct weather words from 2.

4 Ask and answer.

What do you think the weather will be like tomorrow?
I think it will be warm and dry.

22 Words Weather

5 Listen and read. 042

Comparisons with (not) as... as

We use **as... as** to talk about how two things are the same. Friday will be **as cold as** Thursday. We use **not as... as** to talk about how two things are different. Today **isn't as warm as** yesterday.

6 Write T (true) or F (false).

1 Summer isn't as cool as autumn. ___ 3 Spring isn't as bright as summer. ___
2 Autumn is as icy as winter. ___ 4 Summer is as wet as spring. ___

7 Listen and write the temperature. 043 Then look and write sentences with (not) as... as.

Rome	Beijing	Singapore	New York
16 °C	___ °C	___ °C	___ °C

1 (New York / warm / Rome) New York isn't as warm as Rome.
2 (Beijing / wet / Singapore) _____
3 (New York / warm / Beijing) _____
4 (Singapore / dry / New York) _____
5 (Rome / sunny / New York) _____
6 (Rome / cool / Beijing) _____

8 Listen and read. Then sing. 044-045

Spring, Summer, Autumn, Winter

Spring, summer, autumn, winter.
Flowers, leaves, snow and sun.
Spring, summer, autumn, winter.
Each season is so much fun!

Autumn is my favourite season.
It isn't as warm as spring.
But it's still my favourite time of year
When I can do my favourite things!

Summer cool

Team Up! 3
Talk about the weather forecast.

Grammar Comparisons with (not) as... as 23

The new vocabulary is practised through a writing activity.

Students play a speaking game to practise the new vocabulary and develop their communication skills.

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.

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.

Clear explanations and examples of the grammar structure are provided.

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 the weather.** Ask students to describe the weather today using the weather words they already know.

Student Book

- **Activity 1:** Pose the gist question in the rubric and play the audio for students to follow the text. Check answers, then play the recording a second time. Ask further questions to check understanding. See teaching notes on page 49.
- **Activity 2:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 3:** Students look and write the correct words from the new vocabulary set.
- **Activity 4:** Demonstrate the speaking activity with two volunteers. Students then do the activity in pairs.
- **Activity 5:** Students listen to the grammar explanation and follow the example sentences. They take turns to read the example sentences with a partner. If you are using the Classroom Presentation Tool, use the grammar cartoon story to present the new grammar.

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

- **Activity 8:** Students listen and read 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 1–3:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.
- **Activities 4–6:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

Grammar reference

- Students turn to the **Grammar reference** section for extra reinforcement. They can read the explanation and see further examples of the grammar structures.

Tour of a unit

Lesson 4 Story

Student Book

Lesson 4 consists of a story text or cartoon story which recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students evaluate the story for themselves, complete reading and writing comprehension activities, then discuss the emotional well-being theme.

Students answer a pre-reading question about what they can see in the story pictures, reviewing language from the course so far.

A gist question is provided to encourage students to think about their general understanding of the story.

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

Comprehension activities check students' understanding of the story.

2 Lesson 4 Story

1 Look at the pictures. What do they grow on the farm?
2 Listen and read. **046** Do the brothers find a box of money in the ground?

Let's read about three brothers.

The three brothers

1 Charlie, Zach and Robert lived on a farm with their father, but the three brothers didn't want to work hard in the countryside. They thought they could make money more easily in another place. So as soon as they were old enough, they left the farm and they moved to the city.
Their father worked hard at the farm, but one day he became sick, so the three sons visited him. "There's a big box of money in the fields," he said. "It's in the ground, but I can't remember where. I'm too sick to dig. Will you help me find it?"

2 The next day, the brothers started digging in the fields. They dug long lines in the ground, but they found only water.
On the second day, Charlie looked at the lines in the fields. "I've got an idea!" he said. "I'm going to sow some seeds here!"
"That's a good idea!" said Zach.
"We've found this water. Let's use it!" said Robert. On the third day, the weather was warm and bright, so the brothers sowed lots of seeds in the fields.

3 After a few weeks, there were lots of big vegetable plants in the fields.
Soon, the brothers were working hard on the farm every day and they were happy. Every week, they sold their vegetables at the market and soon their father got better.

4 A year later at the farm, Robert said to his father, "There wasn't a box of money in the ground, was there?"
His father smiled. "No, there wasn't," he said. Zach laughed and Charlie looked at the fields. "That's OK, Father," said Charlie. "I think we'll be very happy here."





3 Complete for you.

- I don't like / like / love the story.
- I think the story is important / interesting / nice / different.
- My favourite character is _____.

4 Read again and circle the correct words.

- The brothers looked for a box of money in the house / fields.
- The brothers found food / water in the fields.
- The brothers grew vegetables / flowers in the lines in the fields.
- At the end of the story, the brothers liked / didn't like working on the farm.

5 Find the words in the story. Then look and write. dig work hard father get better

1  2  3  4 

6 Complete. father happy market ground city seeds

The three brothers moved to the 1 _____ to make money more easily, but they came back to the farm when their 2 _____ was sick. Their father said there was a box of money in the 3 _____. The brothers started digging in the fields the next day. They decided to sow 4 _____ in the ground. When the vegetables grew, they sold them at the 5 _____. The brothers worked hard and they were 6 _____ at the end of the story.

Think, feel, grow

- How are the three brothers and their father different?
- Why do you think their father says there's a box of money in the fields?
- How do the brothers change in the story?
- At the end of the story, what do you think the brothers have learned?

7 Home-school Read the story at home.

Team Up! 4
Talk about how you work hard.

24 Story Vocabulary and grammar review

Story Comprehension and discussion 25

A continuous story text or cartoon story reviews the language from the unit in an entertaining way.

Students review the new grammar structures in context.

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

Varied pair or group work tasks keep students motivated.

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

A new continuous story text or cartoon story reviews the vocabulary and grammar 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 Look at the pictures. What do they grow in the garden?
2 Read the story.

A long wait!

1 One April and Ben's mum was in the garden. "What are you doing, Mum?" asked Ben. "I've got some seeds. I'm going to grow some vegetables. They'll be nice to eat at the supermarket." "Yes, but these vegetables will be fresher and tastier. Do you want to help?" asked Mum.

2 That afternoon, Ben and his mum sowed the seeds in the ground. "When will they grow?" asked Ben. "It's hungry!" Ben's mum laughed. "It's spring now, so we need to wait until July." "July?" said Ben. He was disappointed. "That was a long time to wait!"

3 Every weekend, Ben helped his mum in the garden. It was slow but the plants were starting to grow. Ben watered them, asked the leaves and waited. "Today isn't hot so probably," said Ben. "Don't worry," said Mum. "I've checked the weather forecast and it will be warm all week. And look at those clouds! It's going to rain soon, so we don't need to water the plants today."

4 Over the next two months, the plants grew taller and they had lots of vegetables. One morning in July, Ben ran into the garden. He was still wearing his piggyback "look!" he shouted excitedly. "The vegetables are big now!" "Well done, Ben! Because you worked hard, we now have lots of lovely vegetables to eat!" "Let's have some and carrots for breakfast!" laughed Ben.

3 Find and underline these words in the story. Then tick ✓ the correct picture.

1 fresher 2 taste 3 ground

4 Read the story again. Circle the correct words.

1 Ben and his mum sowed the vegetable seeds in spring / summer.
2 Vegetables from the supermarket are fresher / older.
3 They sowed the seeds in April / May / July and they will be ready to eat in April / May / July.
4 Ben helped his mum in the garden every day / weekend.
5 Ben is excited / disappointed when the vegetables are ready to eat.

5 Answer the questions.

1 Why does Ben's mum think growing vegetables is better than buying them at a supermarket?
2 What jobs did Ben do in the garden?
3 Did the vegetables grow quickly?
4 Why was Ben excited at the end of the story?

6 Complete.

1 Choose and write. excited sad hungry happy
At the beginning of the story, Ben and his mum were _____.
At the end of the story, Ben and his mum were _____.

2 Write. What fruit or vegetable would you like to grow?

3 Rate the story. I like this story ☆☆☆☆☆ stars.

Comprehension activities check students' understanding of the story.

Students evaluate the story.

Warm-up

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

Lead-in

- Introduce the lesson objective. Establish the story context by asking if the students know of any other stories about brothers or sisters. See the teaching notes on page 51.

Student Book

- **Activity 1:** Introduce the story by posing the pre-reading question in the rubric. Encourage students to look at the pictures and invite ideas from the class.
- **Activity 2:** Pose the gist question in the rubric and play the audio for students to follow the story in their books. Check answers, then play the recording a second time for students to enjoy the story.
- **Activity 3:** Students assess the story for themselves. They choose how much they liked the story and adjectives to describe the story. Then they write their favourite character.
- **Activities 4–6:** Ask students to read the story again silently for themselves. Then do the examples with the class. Students complete the activities 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. As students progress through the course, they can use more English to share their ideas. See also page 153 for notes about how to use the *Emotions* poster.

- **Activity 7:** 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:** Pose the pre-reading question in the rubric. Encourage students to look at the pictures and invite ideas from the class.
- **Activities 2–5:** Students read the story, and then complete the comprehension activities.
- **Activity 6:** Students evaluate the story, choosing adjectives to describe the characters. 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 audio recordings, a video and a reading text. Students complete comprehension activities and a speaking task. In the Workbook, students read a text on the same culture topic as in the Student Book and complete a writing skills 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.

Lesson 5 Skills and Culture
Listening and Speaking
 1 Listen, point and repeat. 047
 2 Listen and say the number. 048

Let's learn about weather and the seasons in Vietnam and Norway.

1 wet season 2 humid 3 indoors 4 outdoors

Hien VIETNAM

3 Listen to Hien and write T (true) or F (false). 049
 1 Hien lives in Ho Chi Minh City. _____
 2 The wet season is from April to August. _____
 3 It rains all day in the wet season. _____
 4 People go indoors when it rains. _____
 5 Hien likes walking in the rain. _____
 6 The city is humid after the rain stops. _____

4 Watch the video. When is the dry season in the south of Vietnam?
 5 Listen and read. 050 Then talk with a partner.

What's your favourite season?
 My favourite season is summer because I like warm weather. How about you?
 I like autumn. I like the colours of the leaves on the trees.

26 Listening and Speaking Weather and the seasons

Reading
 6 Look at the photos. What food can you see?
 7 Listen and read. 051 How long is the Polar Night?

Home About me Search

Winter in Tromsø
 Hi, I'm Astrid. I live in a city called Tromsø, in Norway.

Here in Tromsø, the weather is cool and often rainy in spring, summer and autumn. In winter, it's snowy and icy, but it isn't as cold as winter in other countries like Canada.

In Tromsø, the really interesting time is from November to January. This is when we have the 'Polar Night'. During this time, the sun doesn't come up, and it's dark all through the day and night! The Polar Night isn't just one night - it's 48 days (and nights) long!

During the Polar Night, I wake up in the dark. I walk to school in the dark and I walk home in the dark. After school, I go skating on the ice and I play with my friends in the snow. It's dark, but my friends and I still like being outdoors! When I go indoors, it's warm in my house, and my dad makes me a hot drink.

In Tromsø during the Polar Night, we know that the sun will come up and it will be light again. This happens every year on 21st January. We celebrate this day with a festival called Soddagen, which means 'day of the sun' in Norwegian. At the festival, we drink hot chocolate and we eat cakes called 'sun buns'. This year, I'm going to get up very early in the morning to watch the sun come up, and then I'm going to go back to bed!

8 Read again and complete.
 1 Winter in Tromsø isn't as _____ as winter in Canada.
 2 The Polar Night is from _____ to January.
 3 During the Polar Night, Astrid plays outdoors with her friends in the _____.
 4 Astrid is going to watch the sun come up on _____ January.

9 Answer the questions for you.
 1 Would you like to visit Vietnam in the wet season or Norway during the Polar Night? Why?
 2 What are the seasons like in your country?

Team Up! 5 Compare the weather and seasons in three places.

Reading Weather and the seasons 27

The new vocabulary items are practised through a listening comprehension 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.

Students are given the opportunity to respond to the culture topic of the lesson and think about their own country.

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

Students complete a pair or group work task that focuses on the culture topic from this lesson.

Students read a text on the same culture topic as in the Student Book. The text is written from the perspective of a different child from the country in the audio recording and video in the Student Book.

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

2 Lesson 5 Skills and Culture

Reading and Writing

1 Read. What does Mai do when it's really hot?

Mai, Vietnam

The seasons in Hanoi

Hi, Tim Mai, I live in Hanoi, Vietnam. There are four seasons in Hanoi, but in other parts of Vietnam there are only two seasons – the wet season and the dry season.

My favourite season is autumn. The weather is cool, dry and sunny. Everywhere you go, you can smell flowers called 'milk flowers'. They are small white or yellow flowers, and they smell beautiful.

Our winter here is cool. It doesn't rain a lot, but people still like to stay indoors.

Spring is short in Hanoi. I go to the market with my mum to buy flowers and we like walking in the park. People like to take photos of the spring flowers. In spring, we celebrate the Lunar New Year. We cook special food and visit friends.

From April to August, it's the wet season. This is our summer. It's really hot and humid. When I go to school, I usually have to walk in the rain, but it can be fun, too. When it's really hot, I go to the river to swim with my friends.

I like being outdoors and I like the rain!

2 Read again. Write T (true) or F (false).

- The weather is cool and dry in autumn in Hanoi. _____
- Milk flowers are small pink flowers. _____
- In Hanoi, people like being outdoors in winter. _____
- Mai always stays indoors during the wet season. _____
- The wet season is hot and humid. _____
- The wet season is in summer. _____

3 Answer the questions. Write.

- When would you prefer to be in Hanoi? Why?

- What is your favourite season in your country? Why?
I like _____ because _____.

24 Reading and Writing Weather and the seasons

Students complete a writing activity that asks them to think about the culture in the text in relation to their own culture. After they have completed this page in the Workbook, students then return to the second page in the Student Book.

Warm-up

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

Lead-in

- Students look at the photos and guess which countries they will be learning about. Recast correct guesses in English. Display a world map and ask students to find the two countries on it.
- Introduce the learning objective and ask students to notice the location of the two countries in reference to the equator. Ask **How do you think the weather is different?** Elicit ideas from students.

Student Book

- **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:** Indicate the photos of the child and their country, and tell students they are going to listen to Hien talking about the weather and the seasons in his city. Students listen and mark the sentences true or false. Play the recording again to check answers.
- **Activity 4:** Explain to students that they are now going to watch a video about this country. Students watch the video and find the answer to the gist question in the rubric.
- **Activity 5:** Play the audio example. Model further examples with volunteers, encouraging students to discuss their favourite season, giving reasons why. Students then complete the speaking activity in pairs.

Workbook

- **Activity 1:** Indicate the photo of the child, reading out their country. Explain to the class that they are going to read a text written by a different child from Vietnam. Pose the gist question in the rubric. Allow students time to read the text and find the answer.
- **Activity 2:** Students complete the comprehension activity.
- **Activity 3:** Students complete the writing activity by scanning the text in the Workbook and thinking back to the audio recording and listening in the Student Book.

Student Book

- **Activity 6:** Students look and say what food they can see in the photos.
- **Activity 7:** Pose the gist question in the rubric and play the audio for students to follow in their books. Check answers.
- **Activity 8:** Go through the sentences with the class. Students then read the text again to themselves, and complete the activity individually or in pairs.
- **Activity 9:** Students read the questions individually and think about their answers, before sharing their answers in small groups.
- **Team Up!:** Students work in pairs or groups to complete the task using the downloadable worksheet.

Tour of a unit

Lesson 6 Writing focus

Student Book

Lesson 6 presents a model of a text type. Students read the text and complete a comprehension activity with their partner before analysing the structure of the text type. In the Workbook, they complete planning tasks in preparation for writing their own text.

Students answer a pre-reading question about what they can see in the photos that accompany the text.

Students read a text in the context of the unit topic. Text types vary from unit to unit.

2 Lesson 6 Writing focus

Let's learn how to write a travel blog.

1 Look at the photos. Which country do you think Adam is visiting?
2 Read and listen. Why is it a good time to visit this country?

Adventures with Adam! New posts Photos

Norway, January

Hi, everybody! I've arrived in Norway. What a cool place! Actually, it's cold here. VERY cold! It's about minus 6°C at the moment!

January is a good time to visit Norway because it's very snowy, and that means ... you can go dog sledding! Yesterday, I went dog sledding for the first time and it was fantastic! The dogs run at 20 kilometres an hour. That's as fast as I can ride my bike!

Next week, I'm going to travel to Oslo, the capital city of Norway. There's a Viking ship museum in Oslo. I think it will be amazing! I'll tell you all about it in my next blog post.

Ha det! (That's 'goodbye' in Norwegian!)

3 Read again. Then answer the questions with a partner.

1 How fast do the dogs run? 2 Where is Adam going to go next in Norway?

4 Read. Then write the labels in 2.

How to write a travel blog

Title: This is the name of your blog. Use an interesting title which makes people want to read your blog.

Place and date: This tells us where you are and when.

What to do: This describes what the weather is like and the activities you can do. Use informal language.

Travel plans: This says what you're going to do next.

Photos: These are interesting photos from your trip.

5 Write a travel blog about a place you've visited. Go to your Workbook page 25

2B Writing focus A travel blog

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

Students check their understanding of the text through a comprehension activity, discussing their answers with a partner.

Students focus on the structure of the text type, preparing them to produce their own piece of writing.

Students are directed to the Workbook to prepare for the writing task.

Lesson 6 Writing focus **2**

1 Read and match.

1 Title	a Where you are and when.
2 Place and date	b These are pictures from your trip.
3 What to do	c This is the name of your blog.
4 Travel plans	d What you are going to do next.
5 Photos	e The activities you can do.

2 Read the travel blog on Student Book page 28 again. Find examples of sentences using these tenses and write them in the table. Then answer the questions.

present simple	
past simple	
future with be going to or will	

1 Which two tenses does Adam use in the "What to do" section?

2 Which tense does he use in the "Travel plans" section?

3 Which tense does he use most often in the blog?

3 Plan your ideas. Write notes.

- 1 Title: _____
- 2 Place and date: _____
- 3 What to do: _____
- 4 Travel plans: _____
- 5 Photos / Pictures: _____

4 Write a travel blog about a place you've visited in your country or another country. Use your notebook.

Writing focus A travel blog 25

Students prepare and organize their ideas for the writing task.

Students can also refer to the Level 4 *Let's Write!* poster to help with planning, checking and revising their writing.

Students are encouraged to recycle the language from the unit in their writing.

In their notebooks, students produce a travel blog about a place they've visited in their country or another country, using their ideas from the previous tasks and the model text on the Student Book page for support.

Warm-up

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

Lead-in

- Introduce the lesson objective. Invite students to talk about, and if possible show, travel or other blogs that they follow. What are they about? Why do they like them?

Student Book

- **Activity 1:** Pose the pre-reading question in the rubric. Encourage students to look at the photos and invite ideas from the class, but without confirming answers at this stage.
- **Activity 2:** Pose the gist question in the rubric and play the audio for students to follow in their books. Check answers, and confirm if their ideas were correct for Activity 1.

- **Activity 3:** Students read the travel blog again and discuss the questions in pairs.
- **Activity 4:** Present the *How to write ...* box to the class. Do an example with the class, then students complete the rest of the activity individually or in pairs.
- **Activity 5:** Students go to their Workbook to complete the planning exercises before writing their travel blog.

Workbook

- **Activities 1–3:** Students complete the planning activities.
- **Activity 4:** Students produce a piece of writing about themselves, their country or an aspect of life in their own country. They can refer to the text on the Student Book page as a model to help them with their writing. See also page 153 for notes about how to use the Level 4 *Let's Write!* poster in this lesson.

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 choice board. Students choose activities from the choice board to review the language they have learned in the unit.

The **Team Up!** worksheet can be used to help explain the project and to show students what they are going to create.

A listening activity provides step-by-step instructions for how to do the project.

Students watch a video showing children preparing and presenting their 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 of useful language students can use when working on their own project.

Students can also refer to the **Let's Present!** poster for help with presenting their project to the class.

Team Up! 6
Make a seasonal activities guide.

1 Listen and match.

- 1 Think of a place you like in your country. a guide and present it to the class.
- 2 Research the weather in the country or in a different country.
- 3 Research activities for each season. c in this place or think of your own ideas.
- 4 Make your seasonal activities. d different seasons for this place.

2 Watch the video. When is it a good time to pick apples in Los Angeles?

3 Listen and read. Then present your guide.

What can you do in Los Angeles in summer?
In summer, you can go to the beach.

Review

4 Choose and do three activities. Use your notebook.

- 1 Mime a seasonal activity in the garden for your partner to guess.
What am I doing?
You're sowing seeds!
- 2 What are you going to do tomorrow?
Where do you think you will live in 2050?
Write sentences.
- 3 What do you know about the wet season in Vietnam and the Polar Night in Norway?
Tell your partner.
- 4 Describe a season for your partner to guess.
Use three weather words.
warm, bright, sunny
It's summer!
- 5 Look at your classmates and teacher. Predict what they are going to do next. Write sentences.
Marie is going to look in her bag.
- 6 Compare two seasons. Write sentences with (not) as ... as.

My progress and effort Go to your Workbook page 27

Project and 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 Circle the odd word out.

1 warm sunny icy bright
2 cool cold icy warm
3 spring bright summer autumn

4 stormy rainy dry wet
5 seeds fruit vegetables snow

2 Complete. *dry summer spring degrees seeds grow leaves*

Carl is sowing '_____ in the garden. He's going to '_____ carrots and beans. They will grow big and be ready to eat in '_____. Now it's '_____. The birds are making nests and the '_____ are growing on the trees. It's 10 '_____ Celsius and it's cool and '_____.

3 What is Annisa going to do in the school holidays? Write.

1 ride her bike/ She is going to ride her bike on Saturday.
2 pick fruit _____
3 go swimming _____
4 play football _____
5 do her school science project _____

4 Complete. Use will or be going to in the correct form.

1 My brother loves tractors and animals. I think he _____ be a farmer in the future.
2 Look, she's picking an apple from the tree. I think she _____ eat it.
3 My little sister is asleep now, but she _____ be hungry when she wakes up.
4 They're putting on cycle helmets. They _____ walk to school.
5 Our car is 10 years old. I think we _____ need to buy a new car soon.
6 Look at that blue sky. It _____ be warm today.
7 My mum sowed tomato seeds in May. There _____ be big red tomatoes in August.

5 Write sentences using (not) as ... as.

Oslo	London	Sydney	Hanoi
4°C	10°C	20°C	20°C

1 (Oslo / warm / London) *Oslo isn't as warm as London.*
2 (Sydney / warm / Hanoi) _____
3 (London / sunny / Hanoi) _____
4 (Hanoi / cool / London) _____
5 (Sydney / wet / Oslo) _____

My progress and effort

I can talk about seasonal activities and the weather.
I can use will and be going to.
I can make comparisons with (not) as ... as ...
I can read and understand a story.
I can write a travel blog.
I can make a seasonal activities guide.

My effort in Unit 2: _____

The unit grammar is reviewed through reading and writing activities.

Students assess their progress throughout the unit and their overall effort. 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

- Write this unit's project on the board: *Make a seasonal activities guide*. Ask students to tell you all the activities they do in the different seasons.
- Note:** Use the downloadable worksheets supplied on Oxford English Hub to explain the project and the processes involved.

Student Book

- Activity 1:** Show students a copy of the worksheet. Indicate the sentence halves in the Student Book. Explain that they are the steps they are going to follow for the project. Play the audio recording for students to complete the listening activity.
- Activity 2:** Explain to students that they are now going to watch a video of a group of students making and presenting their seasonal activities guide. Students watch the video and find the answer to the gist question in the rubric.
- Activity 3:** Students listen to the model exchange. Then they make and present their own seasonal activities guide. Hand out the worksheets and craft materials as required.

Review

Student Book

- Activity 4:** Each student chooses three activities from the choice board to review the language they have learned in the unit. Ensure students have a partner for any activities involving pairwork.

Workbook

- Activities 1-5:** Students complete the activities to review the new words and grammar 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 and effort* chart. You can use students' answers as informal assessment and provide extra support if needed.

Tour of a unit

Extensive reading

Student Book

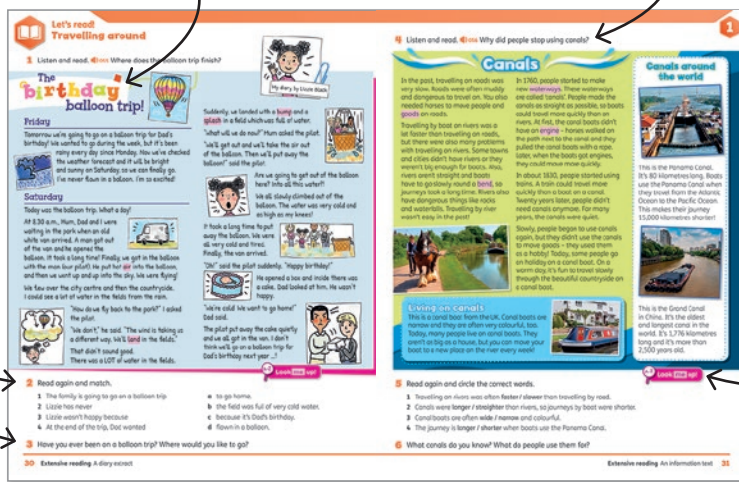
There are five Extensive reading spreads in each level of *Beehive*. Each spread relates to the topic of one of the preceding two main units and features one fiction text and one non-fiction text. These spreads aim to encourage students to read for pleasure. They help them to understand how the language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

Students read a fiction text, of several text types, e.g., a diary extract, a story, letters. The text recycles the vocabulary and grammar from the two previous units. The audio recording of the text supports students as they read.

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., an online article, a factual text, a magazine article.

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

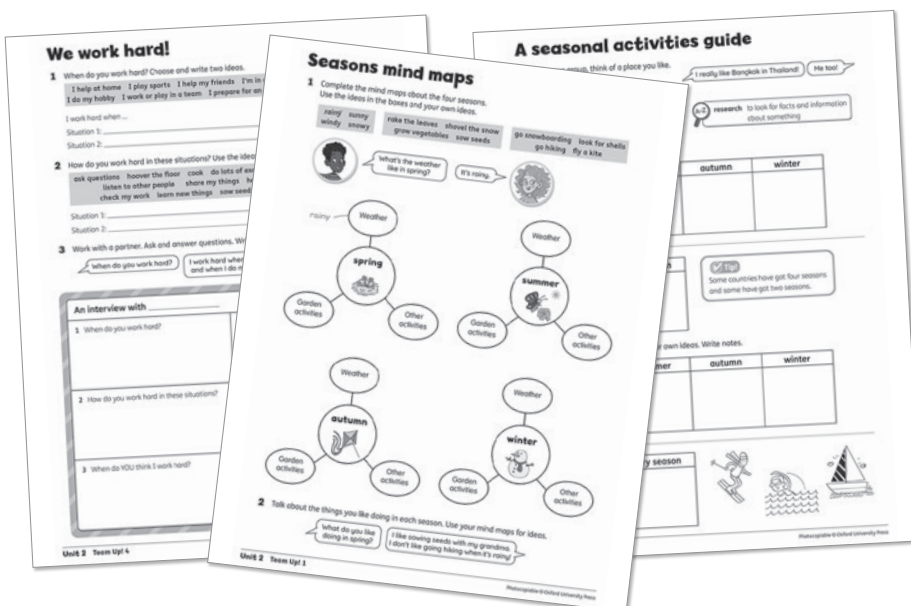
Students are encouraged to react to the text by asking and answering an open-ended question.



New vocabulary items are highlighted in the text. Students can try to work them out from context or can start working on dictionary skills by looking up their definitions.

Team Up! worksheets

There are six *Team Up!* tasks in each main unit of *Beehive*. In Lessons 1–5 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In the final Project and Review lesson, 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, 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 150 provides an array of engaging flashcard games for consolidation and revision.

Let's Present!

1 Write your main points. **2 Prepare pictures and props.**

3 Practise. **4 Present to the class.**

Decide who will say each part. Remember the important points, not your whole presentation! Prepare answers to possible questions.

Remember!

- ✓ Smile ... and take a deep breath!
- ✓ Make eye contact.
- ✓ Talk slowly and clearly.
- ✓ Listen well!

Useful language

Greeting: Good morning. / Good afternoon. / Hello, everybody. / Welcome.
Introduction: Today, we would like to tell you about ... / We're going to talk to you about / show you ...
Main points: First ... / Now ... / Next ... / Finally ... / This picture shows ...
Conclusion: We think ... / Thank you for listening.
Questions: Have you got any questions?

The seasons

sow seeds rake the leaves spring

grow vegetables shovel the snow summer

pick fruit check the weather forecast autumn

winter

The *Let's Present!* poster presents a useful process students can follow when preparing for and giving a presentation. It can be used to provide ongoing support throughout the year, particularly during the Project and Review lessons.

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

Fostering emotional well-being is an important part of children's education. The *Emotions* poster and accompanying notes on page 153 support conversations around social and personal development which underpin emotional well-being.

When I feel confident, I ...

Think, feel, grow

anxious **confident** **confused** **curious** **determined** **embarrassed**

take a deep breath stand straight ask for help learn new things complete difficult tasks laugh
 talk to somebody talk clearly write a list look for information solve problems learn from a mistake

frightened **generous** **jealous** **lazy**

write about it or draw it help other people think about why challenge myself
 tell somebody share my things try to be kinder work harder

I feel anxious when I have exams.
 What do you do when you feel anxious?
 When I feel anxious, I talk to my friends.

How do you feel when you feel nervous? When do you feel nervous? What do you do when you feel nervous? What do you do when you feel nervous? What do you do when you feel nervous? What do you do when you feel nervous?

Lesson 1: Words and Grammar

Learning objective

Students will be able to use big numbers and question tags.

Language

Numbers (101–1,000) and measuring words:

centimetre, four hundred and seventy-five, metre, nine hundred and ninety-nine, one thousand, three hundred, two hundred

Question tags (with *be* and with *do*): *You're taller than your sister, aren't you? Maths isn't your favourite subject, is it? You play basketball, don't you? He doesn't go horse riding, does he?*

Warm up

- Play a game of *Walk around and pair up* with the class (see *Ideas bank* page 151). Ask students to write a true sentence about themselves containing a number 1 to 100 and to then mingle and share it with the class.

Lead-in

- Write the title for the Starter unit on the board: *Big Numbers!*
- Write random numbers from 1 to 100 on the board. Invite students to call out a number and choose a volunteer to circle it on the board.
- Ask *What do we use numbers for?* Let students work in pairs to discuss ideas and report back to the class.

Student Book pages 4–5

1 Listen, point and repeat. 🎧 001

- Ask students to look at the picture in their Student Book.
- They work in pairs to name the different team characters (from left to right and top to bottom, they are Hector, Nina, May, Emma, Omar, Tang).
- Play the recording for students to listen and point to the different parts of the picture.
- Play the recording again for students to repeat the numbers and measurements.

2 Listen and circle. 🎧 002 Then write.

- Ask students to look at the sets of numbers. They can say the numbers with a partner.
- Play the recording, pausing for students to listen and circle the number they hear in each set.
- Play the recording again for students to check their answers.
- Students write the numbers using the words in the box.

ANSWERS

- 1 800, eight hundred
- 2 350, three hundred and fifty
- 3 1,000, one thousand
- 4 607, six hundred and seven
- 5 401, four hundred and one
- 6 1 m, one metre

3 Listen and read. 🎧 003 Is George taller than his sister?

- Read out the question in the rubric with the class. Prompt students to look at the photo. Explain the boy is George and the woman is his Aunt Jill.
- Play the recording for students to listen attentively and follow the dialogue.
- Ask the question again and elicit the answer from chosen students.

ANSWER

Yes, George is taller than his sister.

4 Listen and read. 🎧 004

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Play the audio again for students to hear the falling intonation in the question tag.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read the explanation in the *Look!* box to the class.

5 Complete. Then listen and check. 🎧 005

- Focus on the photo. Say *This is Angel Falls in Venezuela. It's the tallest waterfall in the world. How tall do you think it is?* Choose students to answer, but don't confirm the answer yet.
- Read out the sentences and the question tags. Students read the sentences and complete the question tags.
- Students compare answers with a partner. Play the recording for students to listen and check their answers.

ANSWERS

- 1 are you?
- 2 doesn't it?
- 3 is she?
- 4 do they?
- 5 isn't it?

Mixed ability

Ask weaker students to underline the verbs before they complete the question tags in activity 5. Prompt them to discuss with a partner whether they need a positive or negative question tag with *be* or *do* in each item. Fast finishers can work with another partner to ask and answer the question tags. You can provide them with the answers to items 2, 4 and 5: 2 No, it weighs a bit more, about 120 kilograms. 4 No, they weigh 0.5 grams. 5 Yes, it's 979 metres tall.

6 What do you know about your partner? Ask and answer.

- Invite two confident students to read out the example exchange. Then ask them to think of one more example.
- Put students in pairs or ask them to pair up with someone they know from last year. New students can ask each other a few questions before they think of their question tags. Allow time for students to think about what they know about each other and make their sentences and question tags. Monitor and help if necessary.

- Students take turns to share what they know about each other. When they respond, encourage them to give extra information.

Optional activity

Ask students to write a big number from 101 to 1,000 on a piece of paper. Invite groups of four students to stand at the front of the class, holding their numbers high up towards the class. Count a few seconds and then ask students to hide their numbers. Elicit from the class what number each student was holding. Repeat with different groups of students.

ANSWERS

- 1 don't play, do they 2 likes, doesn't he 3 isn't, is it
4 are, aren't they

Assessment for learning

Ask the class *Can you use big numbers and question tags?* 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.

Workbook pages 2–3

1 Match.

- Students match the numbers in words to the digits.

ANSWERS

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

2 Read and write the numbers (a–d). Then write the words (e–h).

- Students read the numbers in words and write the digits for items a–d.
- Then they look at the digits and write the numbers in words for items e–h.

ANSWERS

a 276 b 584 c 6,418 d 8,302
e three hundred and twenty-eight
f nine hundred and ninety-nine
g three thousand, seven hundred and seventy-three
h one thousand, eight hundred and twelve

3 Look and write how tall the children are in metres and centimetres.

- Students look at the picture and answer the questions about how tall the children are.

ANSWERS

1 1 metre 50 centimetres 2 1 metre 20 centimetres
3 1 metre 40 centimetres 4 1 metre 10 centimetres
5 1 metre 60 centimetres 6 Students' own answers

4 Read and circle.

- Students read the sentences and choose a–c.

ANSWERS

1 a 2 b 3 a 4 c 5 b

5 Complete. Use the verb pairs in the box.

- Students complete the sentences and the question tags with the verb pairs in the box.

ANSWERS

1 is / isn't 2 don't play / do 3 work / don't
4 are / aren't 5 isn't / is

6 Complete. Use the verbs in the correct form.

- Students look at the pictures and complete the sentences with the correct form of the verb in brackets. Then they write the question tags.

Lesson 1: Words

Learning objective

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

Language

Places in a city: *airport, city centre, cycle path, fire station, motorway, petrol station, platform, road, traffic lights, zebra crossing*

Functional language: *Can you tell me how to get to the (city centre), please?*

Warm up

- Play a game of *Race to the board* using eleven big numbers (see *Ideas bank* page 152).

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about places in a city.* Check understanding and translate to students' own language if necessary.
- Ask *What places do you know in a city?* Students work in pairs to brainstorm places they know. Prompt them to think about places near their home and school.

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 places they can see.
- Tell students that they are now going to learn six new words. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

a supermarket, a café, a hotel, a train station, shops, streets, a square, a restaurant, a car park, a lorry, a bus, a car, a train

2 Listen, point and repeat. 🎧 006

- 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.

3 Listen and say. 🎧 007

- Explain to students that they are going to hear sounds from different places. Students must listen and call out the correct place.
- Play the recording, pausing after each set of sound effects. Students discuss which place it is with a partner before you elicit the responses from chosen students.

Audio transcript

- (Sound effects of a fire station.)
- (Sound effects of fast-moving traffic.)
- (Sound effects of an airport.)
- (Sound effects of a platform at train station.)
- (Sound effects of a petrol station.)
- (Sound effects of a city centre.)

ANSWERS

- fire station
- motorway
- airport
- platform
- petrol station
- city centre

4 Write.

- Ask students to read the definitions and write the places. Encourage them to spot the key word in each definition, for example, *petrol, train, planes*.
- Students compare their answers in pairs.

ANSWERS

- petrol station
- platform
- airport
- fire station
- city centre
- motorway

5 Listen, point and repeat. 🎧 008

- Focus attention on the four photos.
- Play the recording for students to listen and point to the places in the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 009

- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the gaps, using the labels on the photos below.
- Play the recording for students to check.

ANSWERS

zebra crossing, traffic lights, road, cycle path

Mixed ability

Monitor weaker students and help them identify clues that can help them decide which word is missing. Point out that they should read before and after a gap for useful information. For instance, the second sentence describes what a zebra crossing is.

7 Read again and write.

- Ask students to read the text again. Then they read the definitions and write the words.

ANSWERS

- traffic lights
- zebra crossing
- cycle path
- road

Optional activity

Play a game of *Can you remember?* (see *Ideas bank* page 150) using the ten flashcards from lesson 1.

8 Listen and repeat. 010 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that this is a polite way of asking for directions. Gesture the directions with your arms *Turn left / right.* and *Go straight ahead.* Repeat and encourage students to join you.
- Demonstrate another dialogue for the class. Choose *airport* from the green box and encourage a student to ask you *Can you tell me how to get to the airport, please?* Respond with imaginary directions from the orange box.
- Ask students to work in pairs. They take turns to ask for and give directions, using the example dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1

- Students describe their pictures on the worksheet to find and circle six differences in their city centres.

Workbook pages 4–5

1 Circle the correct words. Then match.

- Students read the sentences and choose the correct words.
- Then they write the correct number in the box on each picture to match it to the corresponding sentence.

ANSWERS

- 1 petrol station, b 2 motorway, e 3 platform, a
4 city centre, d 5 fire station, c

2 Answer the questions.

- Students read the questions and write the words.

ANSWERS

- 1 petrol station 2 fire station 3 airport 4 platform
5 motorway

3 Rewrite the sentences with the correct place.

- Students read the sentences that contain wrong places. Draw attention to the words in bold. They rewrite the words in bold with the correct place.

ANSWERS

- 1 The airport is a place where you see planes.
2 You visit shops in the city centre.
3 You drive your car very fast on a motorway.
4 Firefighters work at the fire station.
5 You buy petrol for your car at a petrol station.

4 Tick ✓ the correct answer.

- Students read the clues and tick the correct place.

ANSWERS

- 1 a 2 c 3 b 4 a

5 Complete. Then read again and draw the route.

- Students read the text once for gist and look at the picture for clues. They read the text again and complete it.

ANSWERS

- 1 zebra crossing 2 traffic lights 3 road 4 fire station
5 petrol station 6 cycle path

6 Complete. Use the map in activity 5 to help you. Start from home.

- Students look at the map in activity 5 again and complete the conversations with the phrases in the boxes. Point out where 'home' is on the map.

ANSWERS

- 1 Can you tell me 2 straight ahead 3 turn left
4 can you tell me 5 of course 6 straight ahead
7 turn right 8 zebra crossing

Assessment for learning

Ask students to look at the learning objective on the board. Allow students to discuss the objective with a partner and decide whether 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 explanation 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 talk about the history of places.

Language

Present perfect statements with for: *There's been (a train station in our town) for (150 years).*

Present perfect statements with since: *There's been (a tropical garden in the old station) since (1992).*

Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 150) using the ten flashcards from lesson 1.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about the history of places.*
- Elicit new and old places in the students' city or town. Encourage students to say or guess how old these places are.

Student Book pages 8–9

1 Listen and read. 011 How many types of station are there in Tang's town?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story. Elicit the answer to the gist question.
- Play the recording again for students to follow.

ANSWER

There are three types of station: a train station, a fire station and a petrol station.

2 Listen and read. 012

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read through the *Look!* box with the students. Point out that in the present perfect, 's is *has* (not *is*) and 've is *have*.

Grammar

Write the full form and contraction of the present perfect on the board: *There has been* and *There's been*. Choral drill the two forms around the class a few times. Then add information to make a full sentence, for example, *There has been a road here for 60 years.* and *There's been a road here for 60 years.* Drill the sentences slowly at first and gradually build up to a natural speed. Repeat the process with *I have* and *I've* sentences. For example, *I have lived in this house for three years.* and *I've lived in this house for three years.*

3 Listen to the tour guide in Marrakesh and complete. 013

- Ask students to look at the photos. Elicit in which country Marrakesh is. (Morocco) Tell students that they are going to hear a tour guide talk about these places. Point out the tour guide in the photo. Students must complete what the tour guide says with the missing numbers from the box.
- Ask students to read the sentences once. Then play the recording for students to complete the numbers.
- Play the recording again for students to check their answers.

Audio transcript

Tour guide: Welcome to the beautiful city of Marrakesh, in Morocco!

1
The city centre is very old here in Marrakesh. This market square is called the *Jemaa El Fna* square. There have been market stalls here for about 950 years.

2
This is the El Badi palace. There's been a palace here for about 430 years.

3
The Marrakesh museum has been here for about 25 years. In the past, it was a palace.

4
The train station in Marrakesh is modern and beautiful. The station has been open for about 13 years. You can travel from the train station to the airport by bus, or you can walk.

5
Is anybody thirsty? I've lived near this tea shop for 6 months. The tea here is delicious! Would you like to try some?

ANSWERS

1 950 2 430 3 25 4 13 5 6

Assessment for learning

Encourage students to compare answers before checking with the whole class. If they have left any items unanswered, they can help each other to complete them.

4 Play True or False.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Ask students to work in pairs. They take turns to say a true or false sentence about Marrakesh, referring to the sentences in activity 3.

Mixed ability

Stronger students test each other with closed books. Weaker students first write out their true or false sentences and then read them out to their partner.

5 Listen and read. 014 What animals were at the station in the past?

- Focus attention on the photos and the title. Check if students have heard of Atocha station.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Where can you go from Atocha station?* (to the beach or even France) *How old is the train station?* (over 170 years old) *How old is the tropical garden?* (over 29 years old).

ANSWER

turtles

6 Listen and read. 015

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Point out the negative form *haven't* and elicit the singular *hasn't*.
- Ask students for feedback, to check understanding of the difference between *for* and *since*.

Optional activity

Elicit when we use *for* (+ how long ago) and *since* (+ time the action started). Write these *for* and *since* time references on the board, but in a mixed-up order: (*for*) *eight years, 100 years, three hours, five months, 12 days*, and (*since*) *2010, 1980, Monday, June, yesterday, last week, this afternoon*. In pairs, students say the time references with *for* or *since*. Fast finishers can also make sentences for some of the time expressions.

7 Circle the correct words.

- Ask students to look at the photo and guess the woman's job. Then students read the text once to find out the answer (train driver).
- Students read the text again and circle the correct words.

ANSWERS

1 for 2 since 3 since 4 for

8 Write sentences. Use *for* or *since*.

- Ask students to look at the prompts and underline the time phrase in each item. Elicit the time phrase and each time ask students whether they are going to use *for* or *since*.
- Draw students' attention to the example. Elicit the words that have been added (*'ve*, *for*) and the word that has changed (*lived*).
- Students write the present perfect sentences, adding *for* or *since*. They compare sentences with a partner.

ANSWERS

- 1 I've lived next to the airport for eight years.
- 2 She's worked at this petrol station for three months.
- 3 We've been in the city centre since this morning.
- 4 They haven't eaten for four hours.
- 5 The train has been at the platform since 10 o'clock.

Assessment for learning

Ask the class *Can you use the present perfect with for and since?* Using the traffic light system, establish how confident students are with the new structure. If further practice is needed, ask them to turn to page 7 of the Workbook and complete activity 6. Elicit feedback again.

Team Up! 2 DOWNLOAD

- Students find the matching pairs and say sentences with the present perfect and *for* or *since*.

Workbook pages 6–7

1 Circle the correct words.

- Ask students to read the sentences and circle the correct words.

ANSWERS

- 1 has baked 2 has had 3 hasn't been 4 've lived

2 Look and complete. Use *for* and the correct time.

- Students look at the pictures and complete the sentences using *for* and the correct time from the box, referring to the clocks in the pictures.

ANSWERS

- 1 has played, for 30 minutes 2 has had, for 45 minutes
3 have been, for six hours 4 have had, for five years

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

- Students read the questions and write their answers using *for*.

ANSWERS

Students' own answers

4 Order the words.

- Students put the words in order to write sentences using the present perfect with *since*.

ANSWERS

- 1 He's been on this sightseeing bus since this morning.
- 2 She's worked at the petrol station since 2017.
- 3 We've lived near the train station since last year.
- 4 I haven't been to the city centre since June.

5 Rewrite the sentences. Use the present perfect and *since*.

- Students combine the sentences into one using the present perfect and *since*.

ANSWERS

- 1 The model dinosaur has been in the museum since last summer.
- 2 Tiago's played basketball since 2019.
- 3 We've been on platform 4A since 11 o'clock.
- 4 Lea's worked at the fire station since June.

6 Write sentences about Talia. Use the present perfect with *for* or *since*.

- Students look at the pictures and write sentences about the girl using the present perfect with *for* or *since*.

ANSWERS

- 1 She's had her bike since last June.
- 2 She's lived in Paris for ten months.
- 3 She's known her best friend for six years.
- 4 She hasn't seen her Grandma since last May.
- 5 She's been in school since 9 o'clock.

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 a record sheet and ask them to assess their learning for this lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 124 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk and ask about travel experiences.

Language

Travel: *arrive, flight, leave, passenger, passport, suitcase, ticket, ticket agent's*

Present perfect statements and questions with *ever* / *never*: *Have (any famous people) ever travelled (on your flight)? Yes, they have. I've never counted (the passengers).*

Warm up

- Tell the class that you are going to say sentences with the present perfect and *for* or *since*. Instead of saying *for* or *since*, you are going to say *Beep*. If the sentence needs *for*, students stand up. If it needs *since*, students remain seated. Write the key on the board: *for* = *stand up*, *since* = *sit down*. Play the game using your own sentences or sentences from the Student Book and / or Workbook lesson 2.

Lead-in

- Tell the class the learning objective and write it on the board: *Let's talk and ask about travel experiences.*
- Give the children examples of your own travel experiences by plane. Say *I've travelled on a plane many times. I've been to (Paris / China) by plane.*

- Encourage children to think about their own travel experiences and share them in pairs.
- Explain that in this lesson, students will talk about travel experiences in more detail.

Student Book pages 10–11

1 Listen and read. 🎧 016 How long has Sarah been a pilot?

- Focus students' attention on the photo. Choose a student and ask *What's her job?* (She's a pilot.)
- Read the gist question in the rubric with the class. Encourage students to guess.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again for students to follow.

ANSWER
15 years

2 Listen, point and repeat. 🎧 017

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

Optional activity

Play a game of *What's missing?* (see *Ideas bank* page 150) to consolidate the new words.

3 Complete.

- Ask students to read the sentences once and then complete them with words from activity 2.
- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

1 passengers, flight 2 passport 3 travel agent's
4 leave, suitcase

4 What should you do when you go on holiday? Tell your partner.

- Read out the question and ask two students to read the example answers.
- Give students time to come up with ideas. Then they take turns to say their ideas in pairs.

Global skills: communication and collaboration

Put students in new pairs or small groups. Ask them to list the five most important things somebody should do before a holiday. They can also list them in order of importance. When their lists are ready, invite students to present them to the class or put them in different groups to compare lists.

Assessment for learning

Using the traffic light system, establish how confident students are with the new vocabulary. If they find some words challenging, discuss what it is that makes each word difficult. Is it the spelling, the pronunciation, the meaning? Elicit further examples for each challenging word until students feel more confident.

Elicit feedback again. Finally, hold up the flashcards one at a time for students to say the words.

5 Listen and read. 🎧 018

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the cartoon story. Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask the pupils to open their books again and focus their attention on activity 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Draw students' attention to the irregular verbs in the *Look!* box and drill them around the class.

Grammar

Point out to students how irregular verbs don't use suffixes when changing the tense: *be, buy, drive, eat, fly, forget, go, have, put, ride, take*.

6 Complete with *ever* or *never* and the past participles.

- Ask students to look at the verbs in brackets and call out the correct form in the present perfect. Remind students that they need to use the past participle of the verb. Elicit that it's usually the third form (1 base form, 2 past simple, 3 past participle).
- Ask students to work in pairs to complete the questions or sentences with *ever* or *never* and the correct form of the verbs in brackets.

ANSWERS

1 ever forgotten 2 never had 3 never gone
4 ever ridden

7 Write questions. Then ask and answer with a partner.

- Do the example with the class. Ask students to write the questions.
- After checking the questions, put students in pairs. They take turns to ask and answer the questions. Monitor the class as students work and help where necessary.

ANSWERS

- Have you ever bought a train ticket?
Students' own answers
- Have you ever been a passenger in a taxi?
Students' own answers
- Have you ever arrived late at school?
Students' own answers
- Have you ever been inside a fire station?
Students' own answers

Optional activity

Write *Have you ever ...?* on the board. To the right of this, elicit a list of five question prompts. If possible, invite students to contribute to the list. For example: *travelled by plane, been on a very fast train, left for school without your bag, seen a pilot*. Students can work in pairs to interview each other using the prompts on the board. They can also do a class mingle. In this case, each student chooses a question to ask as many classmates and record their answers.

For further practice with present perfect statements with *never*, students can write two *I've never ...* sentences about themselves. They compare their sentences in pairs or small groups.

Assessment for learning

Ask *How do you feel about the new grammar?* Ask students for feedback about how confident they feel.

8 Listen and read. Then sing. 🎧 019–020

- 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 *Have you ever ...?* questions to complete their bingo cards.

Workbook pages 8–9

1 Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS

1 passenger 2 leave, arrive 3 ticket 4 flight

2 Complete.

- Students complete the dialogue with the correct words. Point out the first letter of the missing words.

ANSWERS

1 flights 2 arrive 3 suitcase 4 ticket 5 passport

3 Complete. Then number the pictures in order.

- Ask students to look at the pictures. Explain that they need to complete the text and then order the pictures according to the text.

ANSWERS

1 travel agent's, e 2 suitcase, d 3 airport, f
4 passport, b 5 plane, c 6 passenger, a

4 Complete. Use *ever / never* and the past participle.

- Students complete the questions and sentences with *ever* or *never* and the past participle of the verbs in brackets. If necessary, revise the use of *ever* (with questions) and *never* (with statements), and elicit the irregular past participles (*eaten, met, ridden*).

ANSWERS

1 never ridden 2 ever walked 3 never eaten
4 never had 5 ever travelled

5 Write. Use the present perfect and *never*.

- Students write sentences with the present perfect and *never* using the prompts.

ANSWERS

1 Luis has never bought a plane ticket to Australia.
2 He has never made a chocolate pizza.
3 I've never ridden a unicycle on a cycle path.
4 We've never seen a giraffe on a zebra crossing.
5 She's never travelled to an island.

6 Write questions with *ever*. Then answer for you.

- Students write the questions with *ever* and answer them for themselves.

ANSWERS

1 Have you ever been to an aquarium?
Students' own answers
2 Have you ever been a passenger in a tuk-tuk?
Students' own answers
3 Have you ever seen the Northern Lights?
Students' own answers
4 Have you ever flown to Australia?
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. If further help is needed, ask them to turn to the *Grammar reference* on page 124 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about a trip to a sports match.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play a game of *Stop and say* (see *Ideas bank* on page 150) to revise the unit's vocabulary. Challenge stronger students to make a sentence for their card.

Lead-in

- Ask students to look at page 12 of the Student Book and find the learning objective: *Let's read about a trip to a sports match.*
- Ask students what the topic of today's story might be. Invite suggestions from different students.

Student Book pages 12–13

1 Look at the pictures. What sport are they going to watch?

- Ask students to look at the story pictures. Ask the question in the rubric and elicit the answer. (They can guess from the T-shirts and also from the screen in pictures 3 and 4.)

ANSWER
football

2 Listen and read. 021 What does Miguel give to Juan and Elena?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Point out Miguel (picture 1) and Juan and Elena (picture 2).
- Play the recording while students follow the story in their books. Choose a student and ask the gist question again. Elicit the answer.
- Play the recording again for students to follow.

ANSWER
He gives them two tickets.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS
Students' own answers

4 Read again and number the sentences in order.

- Ask the students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and number them in the correct order. Walk around in the class and help students where necessary.

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

5 Write T (true) or F (false).

- Ask students to read the sentences and write T or F.
- In class feedback, ask the students to correct the false sentences.

ANSWERS
1 F (Miguel found two football tickets near the bus stop.)
2 F (Miguel decided to take the tickets to the ticket office.)
3 T
4 F (Elena has never seen their team play.)
5 T
6 T

6 Read and answer.

- Ask students to read the questions and discuss them in pairs before they write their answers.

ANSWERS
1 by bus, on foot
2 Yes, they do. They're all wearing the same clothes.
3 Because Miguel gave her and Juan their tickets, so she could see the game.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *How does Juan help Miguel? How does Miguel help Juan and Elena?*
- For the third question, ask students to tell their partner what they think before getting feedback from the whole class.

SUGGESTED ANSWERS

- 1 Elena is very upset. Juan is probably upset too and feels bad because he says 'I'm sorry'.
- 2 Juan helps Miguel when he gives Miguel directions. Miguel helps Juan and Elena when he gives them the tickets.
- 3 Because they're becoming friends.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of helping others when they are in need. During class feedback, establish that we should always try to help other people and that we also shouldn't hesitate to ask others for help when we need it. Invite students to share their own experiences of helping others and receiving help from others.

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, reformulate their answer 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 feelings and experiences.

Team Up! 4 DOWNLOAD

- Students read five situations and discuss possible ways of helping each person.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 10–11

1 Look at the pictures. How does Grandma Lu talk to her friend?

- Tell students that they are going to read a different story. Ask students to look at the pictures.
- Allow time for them to discuss the question in the rubric with their partner. Check answers with the class.

ANSWER
She makes a call on the computer.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 Who says the words? Match.

- Students match the speech bubbles to the characters.

ANSWERS

1 b 2 c 3 a

4 Read the story again and number the sentences in order.

- Ask students to number the sentences in the order they happen in the story.
- Encourage them to read the story again to check their answers.

ANSWERS

1 d 2 a 3 b 4 c

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

- 1 She's sad because she moved to a new city and she misses her friends.
- 2 He teaches her how to make a video call to her friends.
- 3 She gives him directions to the museum.

6 Complete.

- Read the first task and explain *confused* and *confident*, if necessary. Ask the students to circle the words and complete the sentences with the adjectives they chose.
- Then they think and write about their favourite part of the story. Elicit ideas from the class and write some examples on the board for how to complete the sentence; for example, ... *Lu helps Shen*.
- Lastly, they rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

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 circle, write and colour the stars to show how they feel about the story. When students have completed the evaluation task, they can compare their opinions in pairs.

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, using the traffic light system or another method, 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 life in the countryside and the city in the UK and Thailand.

Language

Life in the countryside and the city: *countryside, crowd, move, village*

Warm up

- Play a game of *Whispers* (see *Ideas bank* page 152) to review places in the countryside from Level 3 (*forest, river, bridge, waterfall, picnic area, car park, rock path*) and things to see and do from Level 4 (*pyramid, mountain, safari, turtle, whale, go surfing, go horse riding, go skydiving, go scuba diving, go rock climbing, go kayaking*).

Lead-in

- Ask the class to look at the photos on pages 14 and 15, and try to work out which countries they will be learning about today (the UK and Thailand). If there is a map in the classroom, ask students to find the two countries on it. Point out that the UK is made up of the countries England, Scotland, Wales and Northern Ireland.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about life in the countryside and the city in the UK and Thailand.*
- Ask students to work in pairs or small groups. They discuss, in their own language, differences between life in the countryside and the city.
- Nominate students to share ideas with the class.

Student Book page 14

1 Listen, point and repeat. 🎧 022

- 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. 🎧 023

- Focus on the photo of Martin. Ask *Which country is Martin from?* (the UK).
- Tell students that they are going to hear Martin talking about life in the countryside and the city in Scotland, in the UK. They must listen for the words in activity 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hi, I'm Martin. I live in Scotland, in the UK. In the past, I lived in Edinburgh, the capital city of Scotland, but now I live in a very different place! In Edinburgh, there were often crowds in the city centre. A crowd is a lot of people in one place. It was often difficult to travel to places in Edinburgh because there were crowds in the streets and at the bus stops.
- I don't live in a city now. My parents wanted a quieter life, so we moved from Edinburgh to a small island in Scotland. When you move, you change the place where you live. You leave your old house and you arrive at your new house!
- I live in a small village on an island now. A village is smaller than a town, and it's a lot smaller than a city! There isn't a train station in my village, but there's a bus stop.
- My village is in the countryside. There are lots of fields and trees here, and there aren't any crowds!

ANSWERS

4, 3, 1, 2

3 Listen to Martin and complete. 024

- Tell the class that now they are going to hear an interview with Martin. They must listen and complete the text with the words in the box.
- Have students read the text before they listen.
- Play the recording, pausing for students to write the missing words.
- Play the recording again for students to complete or check their answers.

Audio transcript

Presenter Today, I'm talking to Martin. He moved from the city to the countryside. Hello, Martin!

Martin Hello!

Presenter Tell us about where you lived in the past, Martin.

Martin In the past, I lived in Edinburgh, the capital city of Scotland, but my parents wanted to move to a small Scottish island called Skye because there were too many people in Edinburgh.

Presenter Did you like living in Edinburgh?

Martin It was OK. There were lots of shops and restaurants, but it wasn't easy to travel around the city.

Presenter Really?

Martin Yes. There were many bus stops and two big train stations in Edinburgh, but there were always big crowds there. I don't like crowds.

Presenter How long have you lived on Skye for?

Martin I've lived here for six months. I live in the countryside and it's a lot quieter here than in Edinburgh! Only 45 people live in my village!

Presenter Wow! Is it easy to travel around Skye?

Martin Yes, it is! There isn't a train station or an airport here, but you can travel by bus, bike or boat. I go to school by boat and sometimes I see dolphins!

Presenter Amazing!

ANSWERS

1 move 2 crowds 3 for 4 countryside 5 village
6 boat

4 Watch the video. Has there ever been an airport on Skye?

- Play the video to the class for students to watch.
- Ask the gist question in the rubric and choose a student at random to answer.

Video transcript, see page 155.

ANSWER

No, there hasn't.

5 Listen and read. 025 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss if they have ever moved to a different place in their country or another country. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 12

1 Read. How long has Anna's uncle lived in Edinburgh?

- Explain that students are going to read a text written by a different child from Scotland, in the UK. Point to the photo and elicit the child's name (Anna).
- Ask students to look at the photos and the title of the text. Ask the question in the rubric.
- Allow students time to read and find the answer.

ANSWER

He's lived in Edinburgh for six years.

2 Read again. Write T (true) or F (false).

- Students read the interview again and decide if the sentences are true or false.

ANSWERS

1 F 2 F 3 T 4 F 5 F

3 Look at the adjectives and nouns. Answer the questions.

- Go through the adjectives and nouns and check understanding. Read out the questions and elicit answers from different students. If necessary, write some examples on the board, for example, *1 It's quiet and there aren't crowds in the villages. 2 There are beautiful trees and it gets busy in the summer. 3 I'd like to live in the countryside in Scotland because I'd like to see dolphins.*
- Students read the questions again and write their answers, using the adjectives and nouns from the boxes and their own ideas.

ANSWERS

Students' own answers

6 Look at the photos. Where do you think Lawan lives?

- Focus on the photos. Ask the question in the rubric. Students will probably say *Thailand*, but encourage them to think about whether she lives in the countryside or a city.
- Encourage students to share any facts they know about Thailand with their partner.

ANSWER
Bangkok, Thailand

7 Listen and read. 026 Why did Lawan's family move?

- Read the gist question in the rubric with the class. Encourage students to think of possible reasons.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER
They moved because her dad got a new job in Bangkok.

8 Read again and write **T** (true) or **F** (false).

- Ask students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to mark the sentences true or false.

ANSWERS
1 T 2 F 3 T 4 F

Global skills: intercultural competence and citizenship

The ability to think about how other children's lives are similar or different to their own promotes intercultural competence and citizenship. In this lesson, students learn about life in the UK / Scotland and Thailand. You can encourage students to find similarities and differences between the two countries as well as with where they live. Discuss children's basic needs no matter where they live, for example, a safe home, someone to look after them and education.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share their answers.

Team Up! 5 DOWNLOAD

- Students complete a Venn diagram about similarities and differences between life in the countryside and in the city.

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, using the traffic light system or another method, and address any problems. Make a note of anything you need to reinforce in the following lesson.

Lesson 6: Writing focus

Learning objective

Students will learn how to write an interview.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 152) with sentences about Martin and Lawan from lesson 5. For example, *Martin lives in Edinburgh now.* (He lived in Edinburgh. Now he lives on Skye.) *It was easy to travel around in Edinburgh.* (It was difficult.) *Lawan's family moved to Bangkok because her dad got a new job at the fire station.* (He got a new job at the airport.) *Lawan travels by train and by car to see her grandparents.* (She travels by train and by bus.)

Lead-in

- Write the learning objective on the board: *Let's learn how to write an interview.*
- Ask students to talk about interviews they have read. Who was being interviewed? What about? Have a class discussion about what makes a good interview, for example, the questions the interviewer asks, the order he / she asks the questions, follow-up questions depending on the information the interviewee gives.

Student Book page 16

1 Look at the photo. Who is Sophia interviewing?

- Focus attention of the photo and ask the question in the rubric. Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER
Sophia is interviewing her teacher.

2 Read and listen. 027 How many countries has Mr Brown lived in?

- Play the recording for students to follow the interview in their books.
- Ask the gist question in the rubric and allow students to discuss the question with their partner before you elicit the answer. Also confirm if their guesses were correct in the *Warm up* in activity 1.

ANSWER
one

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the interview again and discuss the questions in pairs.

ANSWERS
1 six years 2 because there are lots of cycle paths

4 Read. Then write the notes.

- Read through the information with the class. Look at the example notes in pink and point out that only the most important words (the key words) are needed.
- Ask students to read the next question and answer. Allow students to work in pairs to write the notes.

ANSWERS

1 ever lived another country? 2 no never

5 Write an interview about somebody's travel experiences. Go to your Workbook page 13.

- Ask students to turn to page 13 of their Workbook and complete activities 1 and 2 before writing their interview.

Workbook page 13

1 Cross out words in the questions and sentences. Then write the notes.

- Ask students to work in pairs to write the notes.

ANSWERS

1 where live? 2 live London 3 how long lived in city?
4 lived here 4 months 5 favourite place? 6 history museum in city centre 7 ever lived another country?
8 lived Australia 2 years

2 Read and match the questions and answers. Then look at the table. Which child answered the questions?

- Allow students time to read the questions and match them to the answers. Then they look at the notes in the table to find out who gave the answers a–d.

ANSWERS

1 d 2 c 3 b 4 a
Jimmy

3 Choose a person. Write an interview with four questions and answers. Use your notebook.

- Refer students back to the interview with Mr Brown in their Student Book. Remind students that this is what a good interview looks like, and they should use this as a model to help them in their own writing.
- Allow time for students to think of questions they could ask. They write their questions in their notebooks and compare them with a partner.
- Ask the students to choose four questions and write them in note form in their notebooks. Next, students conduct their interviews. You can choose between the following options:
 - Students interview a partner in class. In this case, make sure the spoken part of the task is in English and monitor students' note-taking skills.
 - Students interview a family member or a friend outside class. In this case, they should try to conduct their interviews in English. Ask students to keep a copy of their notes so you can see how they developed them into the full interview.
 - Students use one of the children from activity 2 in the Workbook for their interview.
- Allow time for students to write out their full interviews using their notes.

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, using the traffic light system or another method, and address any problems. Make a note of anything you need to reinforce in the following lesson.

Project and Review

Learning objective

Students will make and play the *Travel through the city* board game.

Language

Grammar and vocabulary from the unit

Materials

A copy of the *Team Up! 6* (Project) worksheet (2 pages), scissors, rubbers / counters, pens and pencils for each group

Warm up

- Play a game of *Look at this!* (see *Ideas bank* page 152) with places in the city and the countryside. Write the words from lessons 1 and 3 on the board. You can also add *village, island, dolphin*.

Lead-in

- Write this unit's project on the board: *Make and play the Travel through the city board game*.
- Discuss as a class, board games the children have played, and what this board game might involve.

Student Book page 17

Project

Team Up! 6 DOWNLOAD

- The *Team Up! 6* worksheet is integral to the project. Before the lesson, you will need to download and make a copy for each group of four students in your class. Use the worksheet to help explain the task and processes involved.
- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheet for students to make and play the game.

1 Listen and number the project steps in order. ① 028

- Read out the steps and ask students which order they think they should be in.
- Play the recording for students to listen and number the steps correctly.

Audio transcript

- 1 Read the question cards. Cut them out and write two more question cards each.
- 2 Mix the question cards. Put them face down on the board.
- 3 Take turns picking the top question card and moving your game piece.
- 4 The first player to travel to the city centre is the winner.

ANSWERS

1 d 2 a 3 c 4 b

2 Watch the video. Who is the winner?

- Play the video for the students to watch and find the answer to the question in the rubric.
- Allow thinking time for students to remember the characters from the video. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 155.

ANSWER

Billy

3 Listen and read. 029 Then play the game.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to make and play the game.

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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 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 in the class as they work and help where necessary.

Workbook pages 14–15

1 Look and write. What's the mystery word?

- Students look at the pictures and complete the crossword. Then they write the mystery word.

ANSWERS

1 motorway 2 fire station 3 city centre 4 platform
5 petrol station 6 road 7 cycle path
Mystery word: airport

2 Complete the dialogue.

- Ask students to read the dialogue and complete it using the words from the box.

ANSWERS

1 travel agent's 2 flight 3 leave 4 arrive 5 suitcase
6 ticket

3 Complete. Use *for* or *since*.

- Ask students to read the text once and complete it using *for* or *since*.

ANSWERS

1 for 2 since 3 for 4 since 5 since

4 Circle the correct words.

- Ask students to read the interview and circle the correct words.

ANSWERS

1 ever, never, have visited 2 for 3 Have, 've been

5 Write questions with *Have you ever ...?* Then answer the questions for you.

- Remind students to use the past participle of the verbs in brackets. Students write the questions and then their answers.

ANSWERS

- 1 Have you ever arrived late for school?
Students' own answers
- 2 Have you ever seen an eagle?
Students' own answers
- 3 Have you ever been / gone horse riding?
Students' own answers

6 Write four things you haven't done. Use *never*.

- Ask students to think about things they have never done and choose four to write about.

ANSWERS

Students' own answers

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.

Read out the sentences for the students to follow. Explain that the students tick the sentences to show how they feel about their progress for each objective. Point out the faces of the bees and explain if they don't feel so confident about their progress, they draw in the ticks under the sad bee; if they feel OK, it's the middle bee; and if they're confident with their progress, it's the happy bee. They do the same for their overall effort in the unit for the final sentence.

Emphasize that this task is about how well they feel they can do the things from the unit, and there's no wrong or right answer. Explain it also helps you to understand what might need to be reviewed.

Unit 1 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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 activities for different seasons.

Language

Seasonal activities: *autumn, check the weather forecast, grow vegetables, pick fruit, rake the leaves, shovel the snow, sow seeds, spring, summer, winter*

Functional language: *It's too ... / It isn't ... enough.*

Warm up

- Play a game of *Race the bear!* with the class (see *Ideas bank* page 151) using weather words that students know, for example, *sunny, rainy, windy, snowy, cloudy* and *foggy*. At the end of the game, leave the words on the board.

Lead-in

- Draw students' attention to the weather words on the board. Say *Today, we're learning about the seasons*. Discuss the seasons where the students live. Ask *What things you think we're going to talk about in this unit?* Choose different students to answer.

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 some of the things and activities they can see.
- Tell students that they are now going to learn six new activities. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new phrases.

ANSWERS

jackets, boots, carrots, apples, T-shirts, trousers, sandals, hats, a tablet, coats, scarves, gloves, a girl watering a plant, a girl taking a photo, girl making a snowman

2 Listen, point and repeat. 🎧 030

- Play the recording for students to listen and point to the activities in the pictures.
- Play the recording again for students to repeat the phrases.

3 Listen and say. 🎧 031

- Explain to students that they are going to hear children describing the different activities. Students must listen carefully and say the correct seasonal activity.
- Play the recording, pausing after each description. Students discuss which activity it is with a partner before you elicit the answers from chosen students.

Audio transcript

- We go outside and we do this when it's snowy. We have to work hard! We can walk safely outside after we do this.
- In our garden we've got lots of trees. The leaves from the trees fall to the ground when it gets cold. We can walk and play in the leaves. Then we must do this to collect the leaves.
- We've got some trees with apples in our garden. My favourite time of year is when the apples on the trees are ready. We do this when we collect the apples. Then we can eat them!
- Will it be hot and sunny today, or will it be cold and rainy? I want to know, so I do this on my tablet every morning. I can also watch TV to find this information.
- We do this when we put very small things in the ground or in pots and we water them. After a few weeks or months, they become big plants. You can have flowers, fruit or vegetables in your garden when you do this.
- We do this because we love eating beans, potatoes, carrots and peppers! There's a special place where we can do this in our garden.

ANSWERS

- shovel the snow
- rake the leaves
- pick fruit
- check the weather forecast
- sow seeds
- grow vegetables

4 Write.

- Point out the three categories and the example. Ask students to write each activity from activity 2 under the correct category.
- Students compare their answers in pairs.

ANSWERS

- pick fruit
- sow seeds / grow vegetables
- grow vegetables / sow seeds
- rake the leaves / shovel the snow
- shovel the snow / rake the leaves
- check the weather forecast

5 Listen, point and repeat. 🎧 032

- Focus the students' attention on photos 1–4.
- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 033

- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the gaps, using the labels on photos 1–4.
- Play the recording for students to check.

ANSWERS

autumn, winter, spring, summer

7 Read again and write the seasons for the activities.

- Ask students to read the text again. Then they read the activities and write the correct season.

ANSWERS

- spring
- summer
- autumn
- winter
- autumn
- spring

Global skills: intercultural competence and citizenship

Depending on where students live (tropical zone or temperature zone), they may experience two or four seasons. Discuss this with students and encourage them to think about how life might be different for people who live in a zone different to theirs. If your students live in a temperate zone, you can also point out that the four seasons in the northern hemisphere are the opposite of those in the southern hemisphere.

8 Listen and repeat. 034 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that we use an adjective after *too* in affirmative sentences. We use an adjective before *enough* in negative sentences.
- Demonstrate another dialogue for the class. Choose *rake the leaves* from the green box and *summer* from the orange box. Encourage a student to ask *Can you rake the leaves in summer?* Respond *No, you can't. It's too hot.*
- Ask students to work in pairs. They take turns to ask and answer about activities in different seasons, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1 [DOWNLOAD](#)

- Students complete the seasons mind maps and then talk about their favourite seasonal activities in pairs.

Workbook [pages 16–17](#)

1 Look and circle the correct words.

- Students look at the pictures and circle the correct words.

ANSWERS

1 sow 2 shovel 3 pick 4 check 5 grow 6 rake

2 Complete. Use the verbs from activity 1.

- Students read the sentences and complete them with the words from activity 1.

ANSWERS

1 shovel the snow 2 check the weather forecast
3 grow vegetables 4 rake leaves 5 pick fruit

3 Complete. Use the present continuous.

- If necessary, elicit how we form the present continuous. Invite students to give examples. Then students look at the pictures and complete the sentences.

ANSWERS

1 I'm sowing seeds. 2 I'm shovelling the snow.
3 I'm raking the leaves. 4 I'm picking fruit.
5 I'm checking the weather forecast.

4 Write.

- Students complete the labels below the pictures.

ANSWERS

1 spring 2 summer 3 autumn 4 winter

5 Look at the pictures in activity 4. Rewrite the sentences with the correct season.

- Explain that the sentences are about the pictures in activity 4. Students read the sentences and correct the seasons.

ANSWERS

1 He sows seeds in spring. 2 She picks fruit in summer.
3 He rakes the leaves in autumn. 4 She makes a snowman in winter.

6 Complete.

- Students read the text once for gist and look at the picture for clues. They read the text again and complete it.

ANSWERS

1 winter 2 shovel the snow 3 spring 4 sow seeds
5 grow vegetables 6 summer 7 pick fruit
8 autumn

7 Complete the dialogues.

- Read the example and remind students of the structures *too* + adjective and *not* + adjective + *enough*.
- Ask students to read the questions and discuss possible responses in pairs using the prompts in the wordpool. Then they write their sentences.

ANSWERS

1 No, I don't. It isn't cold enough. 2 No, I don't. It's too cold.
3 No, I don't. It isn't hot enough. 4 No, I don't. It's too hot.

Assessment for learning

Students discuss the learning objective 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 plans and predictions for the future.

Language

be going to for plans: *I'm going to sow some seeds after school. I'm not going to go to the music club later. He isn't going to play football at the weekend.*

will and be going to for predictions: *I'll be tired when I go home. It's going to rain soon.*

Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 150) with the vocabulary from lesson 1, page 18. As students find the activities, put the flashcards on the board.
- Hold up the seasons flashcards. Elicit the word for each one and invite chosen students to spell the word.

Lead-in

- 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 20 of the Student Book and find the learning objective: *Let's talk about plans and predictions for the future.*

1 Listen and read. 035 **What did Omar find?**

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read out the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story. Elicit the answer to the gist question.
- Play the recording again for students to follow.

ANSWER

a really old coin

2 Listen and read. 036

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read through the *Look!* box with the students.

Grammar

Point out that after *be going to*, we use the base form of the verbs. Elicit more time phrases students can use, for example, *next Tuesday, in summer, after lunch*.

3 Listen and tick ✓ or cross X. 037 **Then read and write the name.**

- Draw attention to the four names in the table and the four activities. Explain that students are going to hear each person say what they are and aren't going to do. They must listen and tick or cross the activities in the table.
- Play the recording once for students to do the task. They compare answers in pairs.
- Play the recording again for students to check answers.
- Point out the text in the orange box and invite a student to read it out. Students look at the table and decide with a partner who the text is about.

Audio transcript

1 Charlotte

Today it will be cold and rainy, so I'm not going to pick fruit and I'm not going to sow seeds. I'm not going to water the plants later! I'm going to check the weather forecast this afternoon.

2 Jasmine

I've got lots of work to do this week! I'm going to check the weather forecast today. Then I'm going to sow some seeds at the weekend. On Sunday I'm going to water the plants. There aren't any fruit trees in my garden, so I'm not going to pick fruit.

3 Martina

I'm going to go on holiday tomorrow. So today I'm going to water the plants and I'm going to check the weather forecast. I'm not going to pick fruit or sow seeds.

4 Samantha

My sister and I are going to sow seeds after school and later we're going to pick fruit. We've got lots of big, red apples in our garden. We aren't going to water the plants. And we aren't going to check the weather forecast because we can see a big sun in the sky!

ANSWERS

	1 Charlotte	2 Jasmine	3 Martina	4 Samantha
a pick fruit	X	X	X	✓
b sow seeds	X	✓	X	✓
c water the plants	X	✓	✓	X
d check the weather forecast	✓	✓	✓	X

Who is it? Jasmine

4 Ask and answer.

- Focus on the exchange. Choose a confident student to demonstrate the example with you for the class.
- Give students some thinking time to make their plans.
- Ask students to work in pairs. They take turns to ask and answer about their plans.

5 Listen and read. 038 **Why does Maria think it's going to rain soon?**

- Draw attention to the text and the photo. Elicit that it's an email. Ask *Who is it from? What is it about?* Elicit that it's from Maria and it's about her new job.
- Read out the gist question in the rubric with the class.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Where is Maria going to work?* (at an olive farm), *What season is it?* (autumn), *What job is Maria going to do?* (pick olives), *What is Maria going to do tomorrow morning?* (check the weather forecast)

ANSWER

Because she can see dark clouds in the sky now.

6 Listen and read. 039

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read through the *Look!* box with the students.

Grammar

Elicit that we use the base form of the verbs after *will*, *won't* and *going to*.

7 Look, read and circle.

- Ask students to look at the picture. Explain that it's Maria who is working on the farm and that students are going to make predictions based on what they see in the picture.
- Students read the sentences and look at the picture to choose and circle the correct words.

ANSWERS

1 isn't going to 2 is going to 3 is going to
4 aren't going to 5 are going to

8 Maria will be tired and hungry when she goes home. Predict what she will or won't do. Write sentences.

- Read out the instructions and elicit predictions from students about what Maria will and won't do when she goes home.
- Students write sentences with *will* and *won't*. They compare their sentences with a partner.

ANSWERS

- 1 She'll have a shower.
- 2 She won't do exercise.
- 3 She'll cook food.
- 4 She won't clean her house.
- 5 She'll go to bed early.

Team Up! 2 DOWNLOAD

- In pairs, students plan an amazing holiday. Then they make predictions about another pair's holiday plans.

Workbook pages 18–19

1 Look, read and write *T* (true) or *F* (false).

- Students look at the pictures and read the sentences. They mark the sentences true or false based on the pictures.

ANSWERS

- 1 T 2 F 3 T 4 F

2 Order the words.

- Students correctly order the words to make sentences with *be going to*.

ANSWERS

- 1 I'm going to travel to Norway next week.
- 2 They're going to sell their vegetables this Saturday.
- 3 He isn't going to shovel the snow today.
- 4 We're going to play outside this afternoon.

3 Mark is going to go on holiday next week. Write sentences using *be going to* in the correct form.

- Students look at the diary and write sentences about what Mark is going to do on holiday.

ANSWERS

- 1 Mark is going to go surfing on Monday.
- 2 He's going to go to the theme park on Wednesday.
- 3 He's going to visit a castle on Thursday.
- 4 He's going to fly home on Saturday.

4 Write *will* or *won't*.

- Ask students to read the sentences. Explain that they need to write *will* or *won't* based on the information given in each sentence.

ANSWERS

- 1 won't 2 will 3 won't 4 will 5 won't

5 Circle the correct verb.

- Ask students to read the sentences once and notice which predictions are based on visual evidence. Students read the sentences again and circle the correct verbs.

ANSWERS

- 1 is going to 2 will 3 are going to 4 will
5 isn't going to 6 will

6 Predict what you will and won't do this evening. Write sentences.

- Ask students to look at the prompts and think about their evening. They write sentences.

ANSWERS

- 1 I will / won't do my homework this evening.
- 2 I will / won't watch TV this evening.
- 3 I will / won't play an instrument this evening.
- 4 I will / won't play football this evening.
- 5 I will / won't wash the dishes this evening.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 125 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about the weather.

Language

Weather: °C (*degrees Celsius*), *bright, cool, dry, icy, stormy, warm, wet*

Comparisons with (not) as ... as: *Friday will be as cold as Thursday. Today isn't as warm as yesterday.*

Warm up

- Play *The chain game* (see *Ideas bank* page 151) with plans and predictions. You can play two rounds with the following prompts: 1 *Next Sunday, I'm going to ...* 2 *This evening, I will ...*

Lead-in

- Put the weather flashcards on the board. Students look at the pictures. Ask the class *What are we going to learn about today?* Students share predictions in pairs.
- Ask students to find the learning objective on page 22 of their Student Book: *Let's talk about the weather.*
- Ask *What's the weather like today?* Elicit answers from different students.

Student Book pages 22–23

1 Listen and read. 🎧 040 When will you need a coat? Why?

- Focus on the photo. Choose a student and ask *What's his job?* (He gives the weather forecast.)
- Read out the gist question in the rubric with the class.
- Play the recording for students to listen, follow and find the answer. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

Thursday, because it will be cold (6°C).

2 Listen, point and repeat. 🎧 041

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

3 Look and write the correct weather words from 2.

- Ask students to look at the pictures and describe the weather in pairs. Students write words from activity 2 under the correct pictures.
- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

1 cool, dry, bright, icy 2 wet, stormy, warm

Optional activity

Play a game of *Draw* (see *Ideas bank* page 151) with the new vocabulary.

4 Ask and answer.

- Focus on the exchange. Choose two confident students to read it aloud for the class.
- Students work in pairs. They take turns to ask questions and answer.

Assessment for learning

Using the traffic light system, ask students to show you how confident they are with the new vocabulary. For further practice, hold up the flashcards one at a time and drill the words in different ways, for example, loudly, whispering, sound by sound.

5 Listen and read. 🎧 042

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Draw students' attention to the adjectives *cold* and *warm* in the example sentences. Explain that even though it's a comparison, we don't change the adjectives to *colder* or *warmer*.

6 Write T (true) or F (false).

- Ask students to read the sentences and use their world knowledge to decide whether they are true or false.

ANSWERS

1 T 2 F 3 T 4 F

7 Listen and write the temperature. 🎧 043 Then look and write sentences with (not) as ... as.

- Draw attention to the four cities and the weather pictures. Explain that students are going to listen to the temperature for each city.
- Play the recording and pause after the sentence about Rome. Look at the example temperature.

- Play the rest of the recording. Students write the temperatures and compare answers with a partner.
- Draw attention to the first example sentence below the table. Refer to the prompts and the temperatures for New York and Rome in the completed table to demonstrate why the sentence is correct. Repeat with sentence 2 and the pictures in the table before asking students to continue writing sentences individually.
- Students compare their sentences in pairs.

Audio transcript

- The temperature in Rome today is 16 degrees Celsius.
- The temperature in Beijing today is 12 degrees Celsius.
- The temperature in Singapore today is 32 degrees Celsius.
- The temperature in New York today is 12 degrees Celsius.

ANSWERS

Rome	Beijing	Singapore	New York
16°C	12°C	32°C	12°C

1 New York isn't as warm as Rome. 2 Beijing isn't as wet as Singapore. 3 New York is as warm as Beijing. 4 Singapore isn't as dry as New York. 5 Rome is as sunny as New York. 6 Rome isn't as cool as Beijing.

Optional activity

Elicit topics and words on the board that students are interested in, for example, pets, video games, films, music. For each topic, elicit a sentence with (not) as ... as from the class: *Dogs aren't as funny as cats. (Video game X) is as difficult as (Video game Y).* Then put students in pairs or small groups to come up with another sentence for each topic. Elicit new sentences on the board.

8 Listen and read. Then sing. 🎧 044–045

- 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 complete a weather forecast and use it to plan activities on different days.

Workbook [pages 20–21](#)

1 Look, read and circle.

- Students read the sentences and circle the correct words.

ANSWERS

1 stormy 2 cool 3 Celsius 4 warm 5 wet 6 icy

2 Write. Use the words from activity 1.

- Students read the clues and complete the crossword. Point out that the words they need are in bold in activity 1.

ANSWERS

Across: 2 dry 3 bright 4 wet 6 cool 7 stormy
Down: 1 warm 2 degrees 5 icy

3 Write the weather forecast. Use the words from activity 1.

- Students look at the pictures of the weather and write sentences to describe the forecast. Again, they can refer to activity 1 for the words.

ANSWERS

1 On Monday it will be wet. 2 On Tuesday it will be stormy. 3 On Wednesday it will be cool / 11 degrees Celsius. 4 On Thursday it will be icy. 5 On Friday it will be bright.

4 Look, read and answer.

- Draw attention to the children's names, ages and heights. Read the example with the class.
- Students read each riddle and refer to the picture to write the correct name.

ANSWERS

1 Andy 2 Max 3 David 4 Jane 5 Andy

5 Write. Use *is / are (not) as ... as*.

- Students write sentences using the prompts and their own world knowledge.

ANSWERS

1 London isn't as hot as Rome. 2 Winter isn't as dry as summer. 3 Vegetables are as healthy as fruit. 4 Rain isn't as cold as snow. 5 Olives aren't as big as apples. 6 Scotland isn't as hot as Thailand.

6 Write sentences about countries or places with *(not) as ... as*.

- Read out the adjectives and elicit a few countries and places on the board. Do an example with the class. Then students write their own sentences.

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. If further help is needed, ask them to turn to *Grammar reference* on page 125 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about three brothers.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Put the seasons flashcards in different places in the classroom. One group of students stands next to each flashcard.
- Then say sentences about seasonal activities and the weather. For example, *It's usually dry and warm in this season. / People shovel the snow in this season.*

- Give the class a few seconds to discuss whether this is true for their season. If it is, they all raise their hands. Invite a student from that group to repeat the sentence. If students in other groups disagree, they can challenge them.

Lead-in

- Ask students to look at page 24 of the Student Book and find the learning objective: *Let's read about three brothers.*
- Ask *Do you know any other stories about brothers and sisters?* Elicit ideas and discuss the plots. If necessary, prompt students with the story *Swiss Family Robinson* that they read in Level 3.
- Ask *What do you think this story is going to be about?* Students think of ideas in small groups, but don't confirm if their guesses are correct at this stage.

Student Book pages 24–25

1 Look at the pictures. What do they grow on the farm?

- Ask students to look at the story pictures and say what they grow on the farm. Have students discuss in pairs.
- Elicit the answer and which picture shows it (the third picture).

ANSWER

vegetables (tomatoes and beans)

2 Listen and read. 046 Do the brothers find a box of money in the ground?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question.
- Play the recording for students to follow the story. Choose a student and repeat the question. Elicit the answer.

ANSWER

No, they don't.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and circle the correct words.

- Ask the students to read the story again silently for themselves.
- When they have finished, ask students to read the sentences and circle the correct words. They compare answers with a partner.

ANSWERS

1 fields 2 water 3 vegetables 4 liked

5 Find the words in the story. Then look and write.

- Read out the words in the box. Ask students to look for the words in the story.
- Elicit where each word is. Then ask students to label the pictures with the words.

ANSWERS

1 father (part 1) 2 work hard (part 1) 3 dig (part 1)
4 get better (part 3)

6 Complete.

- Read out the summary of the story while students follow in their books.
- Ask students to read the text again and complete it with the words in the box.

ANSWERS

1 city 2 father 3 ground 4 seeds 5 market
6 happy

Think, feel, grow

- Focus on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class.
- For the third question, ask students to read the first paragraph again. Ask *What did the brothers want at first?* (to make money easily in the city). Then prompt them to read part 3 again.
- For the fourth question, ask students to think again about what the brothers wanted at the beginning of the story (to make money without working hard).

SUGGESTED ANSWERS

- 1 The three brothers don't want to work hard in the countryside, but their father stays and works hard on the farm.
- 2 Maybe he wants his three sons to try working in the fields because he thinks they will enjoy it.
- 3 They are happy to work hard in the countryside at the end of the story.
- 4 The brothers have learned that working hard can make you happy.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of making an effort. During class feedback, establish that working hard and doing our best gives us a sense of fulfilment. Discuss with students how they would feel if they got a prize without trying hard. Would the prize have the same value? Invite students to share their own experiences of working hard on their own or as part of a team.

Team Up! 4 [DOWNLOAD](#)

- Students talk about situations when they work hard.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook [pages 22–23](#)

1 Look at the pictures. What do they grow in the garden?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Allow time for them to discuss the question in the rubric with their partner. Check answers with the class.

ANSWER
vegetables

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

3 Find and underline these words in the story. Then tick ✓ the correct picture.

- Students find and underline the words in the story. Then they tick the correct picture for each word.

ANSWERS

1 second picture (part 1) 2 first picture (part 1)
3 second picture (part 2)

4 Read the story again. Circle the correct words.

- Students read the story again. They circle the correct words to complete the sentences.

ANSWERS

1 spring 2 older 3 April, July 4 weekend 5 excited

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

- 1 Because their vegetables will be fresher and tastier.
- 2 He watered the plants and raked the leaves.
- 3 No. It took two months.
- 4 Because the vegetables were big and lovely, and they were ready to eat.

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the exercise.
- Students compare and discuss their answers in pairs.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about weather and the seasons in Vietnam and Norway.

Language

Weather and the seasons: *humid, indoors, outdoors, wet season*

Warm up

- Put all the flashcards from lessons 1 and 3 on the board. Play a game of *Correct me!* (see *Ideas bank* page 152) with sentences about the weather and seasonal activities. For example, *It's icy. I can sow seeds. (You can't sow seeds.) We rake the leaves in spring. (We rake the leaves in autumn.) It's cool and wet in summer. (It's hot and bright in summer.)* Accept all possible corrections from students.

Lead-in

- Ask the class to look at the photos on pages 26 and 27 of the Student Book, and try to guess which countries they will be learning about today (Vietnam and Norway). Display a world map and ask students to find the two countries on it.
- Ask students to look at page 26 of the Student Book and find the learning objective. Write it on the board: *Let's learn about weather and the seasons in Vietnam and Norway.*
- Using the world map again, ask students to notice the location of the two countries in reference to the equator. Ask *How do you think the weather is different in Vietnam and Norway?* Elicit ideas from students.

Student Book page 26

1 Listen, point and repeat. 🎧 047

- 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. 🎧 048

- Focus on the photo of Hien. Ask *Which country is Hien from?* (Vietnam)
- Tell students that they are going to hear Hien talking about the weather and the seasons in Vietnam. They must listen for the words in activity 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hello! I'm Hien and I'm Vietnamese. The weather and seasons in my country are really interesting. The weather in Vietnam is often warm and wet. When it's warm and wet, we say it's humid. This means there's a lot of water in the air and you can feel it. For example, the air in a rainforest is very humid.
- In some parts of Vietnam there are four seasons: spring, summer, autumn and winter, but in other parts of Vietnam, there are only two seasons. These seasons are called the wet season and the dry season. It rains a lot in the wet season!
- When you are inside your house, inside your school or inside another type of building, you're indoors. You can stay indoors when it's rainy, so you don't get wet! At home, I watch TV, do my homework or clean my room when I'm indoors.
- When you are outside a house or outside a building, you're outdoors. It's good to go outdoors every day! My favourite thing to do outdoors is to read a book under a tree. I sometimes go to the beach, too.

ANSWERS

2, 1, 3, 4

3 Listen to Hien and write T (true) or F (false). 🎧 049

- Tell the class that now they are going to hear Hien talking about the weather and the seasons in his city. Students must listen and mark the sentences true or false.
- Play the recording, pausing for students to mark the sentences true or false.
- Elicit corrections for the false sentences (2 It's from May to November. 3 It's sunny and humid in the morning. It rains in the afternoon. 6 It's nice and cool after the rain stops.)

Audio transcript

I live in Ho Chi Minh City, in Vietnam.

At the moment, it's the wet season here in Ho Chi Minh City. The wet season is from May to November. Some people call it the 'rainy season' because there's a lot of rain! But it doesn't rain all day in the wet season. It's usually sunny and humid in the morning. Then the sky goes dark in the afternoon, and the rain suddenly comes. The rain is as powerful as a waterfall! When you're outdoors, you get very wet! When it rains, everybody runs to their house or a different building, and they go indoors. It usually rains for one hour, and then it's sunny again! It often starts raining when I walk home after school, but I like the rain, so I put on my raincoat and I don't stop walking! When the rain stops, it's quiet in the streets for a few minutes. Then people go outdoors, and it's noisy again. Usually Ho Chi Minh City is very humid, but it feels nice and cool after the rain stops.

ANSWERS

1 T 2 F (It's from May to November.) 3 F (It's sunny and humid in the morning. It rains in the afternoon.) 4 T 5 T 6 F (It's nice and cool after the rain stops.)

4 Watch the video. 🎥 When is the dry season in the south of Vietnam?

- Play the video to the class for students to watch and find out when the dry season is in the south of Vietnam.

Video transcript, see page 155.

ANSWER

from November to May

5 Listen and read. 🎧 050 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss their favourite season giving reasons why. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary. Ask some of the pairs to act out their conversation.

Workbook page 24

1 Read. What does Mai do when it's really hot?

- Explain that the students are going to read a text written by a different child from Vietnam. Point to the photo and elicit the child's name (Mai).
- Read the gist question in the rubric. Students skim the text to find the answer.

ANSWER

She goes to the river to swim with her friends.

2 Read again. Write T (true) or F (false).

- Students read the text again and decide if the sentences are true or false.

ANSWERS

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

3 Answer the questions. Write.

- Read out the questions and give examples of your own answers with reasons. Write sentence prompts on the board to help students formulate their own answers.
- Then ask students to discuss ideas with a partner before they write their own answers.

ANSWERS

Students' own answers

Student Book page 27

6 Look at the photos. What food can you see?

- Focus on the photo of the cakes. Ask *What kind of food is it? What does it look like?* Elicit different ideas from students, but don't confirm them.
- Encourage students to share any facts they know about Norway with the class.

ANSWER

cakes

7 Listen and read. 051 How long is the Polar Night?

- Read the gist question with the class.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

48 days (and nights)

8 Read again and complete.

- Ask the students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to complete the sentences.

ANSWERS

1 cold 2 November 3 dark 4 21st

Global skills: intercultural competence and citizenship

The weather has a big effect on our lives and our culture. It affects the food we eat, the activities we do, the traditions we have and how we interact with each other. Discuss with students how their daily life is different to that of Hien and Mai in Vietnam and Astrid in Norway. You can also hold a class discussion on climate change and how that is affecting and will affect life around the world.

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts.

Team Up! 5 DOWNLOAD

- Students compare the weather and seasons in Vietnam, Norway and a place of their choice.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a travel blog.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Read out random sentences from the recordings with Hien and the text by Astrid in lesson 5. After each sentence, have students call out *Vietnam!* or *Norway!* accordingly.

Lead-in

- Write the objective on the board: *Let's learn how to write a travel blog.*
- Students discuss travel blogs. Invite students to talk about, and if possible show, blogs that they follow. What are they about? Why do they like them?

Student Book page 28

1 Look at the photos. Which country do you think Adam is visiting?

- Focus on the photos and ask the question in the rubric. Elicit the answer from the class.

ANSWER

Norway

2 Read and listen. 052 Why is it a good time to visit this country?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the blog.
- Ask the question again and allow students to discuss the question with a partner before you elicit the answer.

ANSWER

Because you can go dog sledding.

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the blog again and discuss in pairs.

ANSWERS

1 20 kilometres an hour 2 Oslo

4 Read. Then write the labels in 2.

- Read through the box about how to write a travel blog.
- Students work individually to label the paragraphs with the words in bold.

ANSWERS

Title, Place and date, What to do, Travel plans, Photos

5 Write a travel blog about a place you've visited. Go to your Workbook page 25.

- Ask students to turn to page 25 of their Workbook and complete activities 1–3 before writing their travel blog.

Workbook page 25

1 Read and match.

- Students match the blog sections and features with the explanations.

ANSWERS

1 c 2 a 3 e 4 d 5 b

2 Read the travel blog on Student Book page 28 again. Find examples of sentences using these tenses and write them in the table. Then answer the questions.

- Draw attention to the three tenses and elicit an example for each one. Ask students to scan the blog on page 28 of the Student Book to find examples. They compare examples with a partner and then discuss the questions.

ANSWERS

present simple	Actually, it's cold here. It's about minus 6°C at the moment! January is a good time to visit Norway because it's very snowy, and that means you can go dog sledding! The dogs run at 20 kilometres an hour. That's as fast as I can ride my bike! There's a Viking ship museum in Oslo.
past simple	Yesterday, I went dog sledding for the first time and it was fantastic!
future with <i>be going to or will</i>	Next week, I'm going to travel to Oslo. I think it will be amazing! I'll tell you all about it in my next blog post.

1 present simple and past simple 2 future with *be going to or will* 3 present simple

3 Plan your ideas. Write notes.

- Refer students back to Adam's blog in their Student Book. Remind students that this is what a good post looks like, and that they should use this model to help them in their own writing.
- Focus on the five headings. Remind students that they are going to write a blog about a place they've visited. Ask them to think about their blog and make notes.
- Ask the students to show their notes to a partner, and explain what their blog is going to be about and how it's going to look.

4 Write a travel blog about a place you've visited in your country or another country. Use your notebook.

- Refer students back to Adam's blog in their Student Book. Remind students that this is what a good travel blog looks like, and that they should use this model to help them in their own writing.
- Allow time for students to write out their blogs using their notes from activity 3. Encourage them to use real photos or draw pictures.
- When they are ready, ask students to exchange blogs with a partner. They read their partner's blog and ask a question about it.

Assessment for learning

Give students a checklist: 1 Vocabulary and grammar, 2 Organization, 3 Appearance (handwriting, photos), 4 Interesting ideas. Ask students to read their blogs again, thinking about the four items in the checklist. Monitor and discuss with students individually.

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

Project and Review

Learning objective

Students will make a seasonal activities guide.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet, several A4 sheets of plain paper, a large sheet of paper, pictures of various weather conditions and activities from magazines, scissors, pens, coloured pencils and glue for each group

Warm up

- Play *The chain game* (see *Ideas bank* page 151) with seasonal activities. Begin: *The best things to do in spring are ...* Play four short rounds, one for each season.

Lead-in

- Write this unit's project on the board: *Make a seasonal activities guide*. Ask students to tell you the activities they do in the different seasons.

Student Book page 29

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheet for students to prepare for making the guide.

1 Listen and match. 053

- Show the students a copy of the *Team Up! 6* worksheet.
- Read out the sentence halves. Explain that they are the steps they are going to follow for the project.
- Play the recording for students to listen and match the steps.

Audio transcript

- Think of a place you like in your country or in a different country.
- Research the weather in the different seasons for this place.
- Research activities for each season in this place or think of your own ideas.
- Make your seasonal activities guide and present it to the class.

ANSWERS

1 b 2 d 3 c 4 a

2 Watch the video. When is it a good time to pick apples in Los Angeles?

- Read out the gist question in the rubric with the class. Play the video for the students to watch and find the answer.
- Ask further questions about the video, for example, *What other places do the children suggest?* (Barcelona in Spain, New York) *What do they include in their guide?* (photos, drawings, sentences) *What do the children say about the weather in each season and what activities do they recommend?* Students discuss the questions in pairs.
- Play the video again for students to check their answers.

Video transcript, see page 156.

ANSWER

autumn

3 Listen and read. 054 Then present your guide.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the worksheet (see separate teaching notes) for students to make their seasonal activities guide.
- Before students start, display the *Let's Present!* poster and go through the four steps with 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 complete the *Project record* sheet (downloadable from Oxford English Hub) to assess their learning for this lesson.

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 3 or 4. 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 in the class as they work and help where necessary.

Workbook pages 26–27

1 Circle the odd word out.

- Students decide which word is the odd one in each set and circle it. Elicit why each word doesn't fit.

ANSWERS

1 icy 2 warm 3 bright 4 dry 5 snow

2 Complete.

- Ask students to read the text once. Then they read it again and complete it with the words from the box.

ANSWERS

1 seeds 2 grow 3 summer 4 spring 5 leaves
6 degrees 7 dry

3 What is Annisa going to do in the school holidays? Write.

- Students look at the pictures and write about Annisa's holiday plans.

ANSWERS

- 1 She is going to ride her bike on Saturday.
- 2 She is going to pick fruit on Thursday.
- 3 She is going to go swimming on Tuesday.
- 4 She is going to play football on Sunday.
- 5 She is going to do her school science project on Wednesday.

4 Complete. Use *will* or *be going to* in the correct form.

- Students read the sentences and decide what kind of prediction each one is. They complete the sentences with *will* or *be going to*.

ANSWERS

1 will 2 is going to 3 will 4 aren't going to 5 will
6 is going to 7 will

5 Write sentences using (*not*) *as ... as*.

- Students look at the temperature in the different cities and write sentences to compare them.

ANSWERS

- 1 Oslo isn't as warm as London.
- 2 Sydney is as warm as Hanoi.
- 3 London is as sunny as Hanoi.
- 4 Hanoi isn't as cool as London.
- 5 Sydney isn't as wet as Oslo.

Assessment for learning

The *My progress and effort* assessment gives students the opportunity to check their progress and success against the unit learning objectives. Divide the class into pairs to compare their assessment and discuss their ranking. Allow them to do this in their own language to encourage them to talk about how they feel about their achievements.

Unit 2 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

Unit test

- The students are now ready to do the Unit 2 test, downloadable from Oxford English Hub.

Travelling around

Learning objectives

Students will be able to read and understand a diary extract about a balloon trip.

Students will be able to read and understand an information text about canals.

Language

Travelling around: *air, bend, bump, engine, land, goods, splash, waterways*

Warm up

- Ask *How do we travel?* and allow students to discuss the question with a partner. Elicit ideas from the class, for example, *by train, by plane, by car, by bus, by bicycle, on foot*.
- Draw a hot-air balloon and a boat on a canal on the board. Ask students *What are we reading about today?* Invite ideas from different students. Accept all of suggestions, but do not confirm whether they are right.

Student Book pages 30–31

1 Listen and read. 055 Where does the balloon trip finish?

- Ask the class to look at the pictures. Ask *What type of text is it? What is it about?* Choose a student to respond (it's a diary about a balloon trip).
- Ask the gist question in the rubric.
- Play the recording for students to listen carefully and follow the text in their books.
- Ask the question again and elicit the answer.
- Point out the highlighted words in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

It finishes in a field which is full of water.

2 Read again and match.

- Ask students to read the text again and match the sentence halves.

ANSWERS

1 c 2 d 3 b 4 a

Mixed ability

Encourage weaker students to read the text again and underline the sentences with the information. Fast finishers can discuss what happened after the family got home.

3 Have you ever been on a balloon trip? Where would you like to go?

- Read out the questions and give an example answer.
- Allow time for students to think of their answers. Then ask them to compare ideas in pairs.

ANSWERS

Students' own answers

Optional activity

Students imagine going on a balloon trip over a place of their choice. They write a short diary entry to describe what they saw and what happened when they landed.

4 Listen and read. 056 Why did people stop using canals?

- Tell students they are going to read an information text.
- Draw students' attention to the photos. Invite students to share ideas of what each photo shows. If any of the students have ever been on a canal, ask them to share their experience with the class.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording again for students to listen and follow.

ANSWER

They stopped using canals because they started using trains instead, which were faster.

5 Read again and circle the correct words.

- Ask students to read the text again. Then ask them to read the sentences and circle the correct words.

ANSWERS

1 faster 2 straighter 3 narrow 4 shorter

6 What canals do you know? What do people use them for?

- Read out the questions and have students discuss them in pairs. Encourage them to use information from the text.
- If there's time, allow students to do some online research and find information about other canals or further information about the canals mentioned in the text.

ANSWERS

Students' own answers

Lesson 1: Words

Learning objective

Students will be able to talk about helping the environment.

Language

Helping the environment: *look after, make an insect hotel, pick up litter, plant a tree, put plastic in the recycle bin, repair, reuse a shopping bag, throw away, turn off the tap, waste*

Functional language: *Why don't we ... ? I'm not sure about that. / That's a good idea.*

Warm up

- Play a game of *Categories* (see *Ideas bank* page 151) with words for places in a city, seasonal activities and weather from Units 1 and 2.

Lead-in

- Ask students to discuss the things they do or don't do to help the environment. Prompt them by saying *I don't use plastic bags*. Elicit words related to the environment that they already know, for example, *trees, animals, insects, lakes, rivers, mountains*.
- Ask students to look at page 32 and find the learning objective: *Let's talk about helping the environment*.

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 some of the things they can see.
- Tell students that they are now going to learn six new phrases. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new phrases.

ANSWERS

a park, a path, gloves, water bottles, a bin for plastic, a bin for glass, a bin for metal, a bin for cardboard and paper, a café, oranges, bananas, a lemon

2 Listen, point and repeat. 🎧 057

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

3 Listen and say. 🎧 058

- Play the recording, pausing after each exchange. Then ask students to discuss which action it is with their partner before you elicit answers from chosen students.

Audio transcript

- Girl** Look at the sign! You must remember to do this after you water the plants.
- Girl 1** Look at this! I made it for my garden. It's made of wood and sticks.
Girl 2 Wow! The bees and butterflies will love sleeping in this.
- Girl** I can put things like water bottles and yoghurt pots in this special yellow bin.
- Boy** We need lots of fruit from the shop, so I mustn't forget to bring an old bag! We can use it again.
- Boy** Look at all this paper and plastic. Somebody has dropped these things on the ground. I should do something to make it clean here. I'll put them in this bag.
- Boy 1** Let's put it in the ground here, near the flowers.
Boy 2 OK.
Boy 1 Now let's water it, so it can grow big and tall.

ANSWERS

- turn off the tap
- make an insect hotel
- put plastic in the recycling bin
- reuse a shopping bag
- pick up litter
- plant a tree

4 Complete. Then look and write the letter.

- Ask students to first look at the verbs and complete the phrases. Encourage them to refer to the picture above if they need to.
- Then draw attention to the pictures a–f. Ask students to match each phrase to a picture.
- Students compare their answers in pairs.

ANSWERS

- plastic in the recycling bin, f
- a shopping bag, d
- a tree, b
- the tap, c
- litter, a
- an insect hotel, e

5 Listen, point and repeat. 🎧 059

- Focus students' attention on the four photos.
- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the verbs.

6 Read and write the words. Listen and check. 🎧 060

- Read the text aloud for students to follow.
- Students read the text again and write the missing verbs in the gaps, using the labels on the photos to the side.
- Play the recording for students to check.

ANSWERS

look after, waste, repair, throw away

7 Read again. Tick ✓ the things you should do. Cross X the things you shouldn't do.

- Read out the eight actions. Ask *Should you drop litter?* Elicit the answer (no) and point out the first of Sam's tips.
- Allow time for students to think about each action, referring back to Sam's tips.
- Have students compare their answers in pairs before discussing with the class.

ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 X 7 ✓ 8 X

Global skills: creativity and critical thinking

Look back at the actions in activity 7 and discuss as a class why we should or shouldn't do each thing. Ask further questions to activate students' critical thinking skills. For example, *Where does our litter go? What happens to animals because of litter? Is it best to look after wild animals in zoos or natural reserves? Why is it important to have trees?*

8 Listen and repeat. 061 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that *Why don't we ... ?* is a way of suggesting ideas.
- Demonstrate another dialogue for the class. Choose *an old shoebox* from the green box and say *Here's an old shoebox. Why don't we reuse it?* Choose a student to respond.
- Ask students to work in pairs. They take turns to suggest and respond to ideas, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Mixed ability

Encourage stronger students to use different positive responses, for example, *Good idea! / That would be great! / That's fantastic!*

Optional activity

Play a game of *Snap!* (see *Ideas bank* page 150) using the phrases from the lesson.

Team Up! 1 [DOWNLOAD](#)

- Students do a survey about how green their lifestyle is.

Workbook [pages 28–29](#)

1 Match. Then write.

- Students match to make phrases about looking after the environment. They write them on the relevant lines.

ANSWERS

1 plant a tree 2 pick up litter
3 put plastic in the recycling bin 4 turn off the tap
5 reuse a shopping bag 6 make an insect hotel

2 Complete. Use the phrases from activity 1. Then match.

- Students complete the sentences with the phrases from activity 1.
- Then they write the correct number to match each sentence to a picture.

ANSWERS

1 Put, plastic, in the recycling bin, c
2 reuse a shopping bag, e
3 make an insect hotel, f
4 turn off the tap, b
5 plant a tree, d
6 pick up litter, a

3 Answer the questions for you.

- Read the questions and elicit the short answers *Yes, I have* and *No, I haven't*. Students answer the questions for themselves.

ANSWERS

Students' own answers

4 Complete.

- Students write the verbs to complete the advice.

ANSWERS

1 repair 2 look after 3 reuse 4 waste 5 throw away
6 litter

5 Find and circle one mistake in each sentence. Write the correct word.

- Students read the sentences and circle a mistake in each one. Then they write the correct word.

ANSWERS

1 plastic water
2 borrowed repaired
3 repair look after
4 plant reuse
5 insect hotel shopping bag

6 Complete the dialogues.

- Students look at the pictures and read the prompts. They complete the dialogues using the ideas in the box.

ANSWERS

1 repair it with glue? 2 reuse it? We can make clothes for dolls. I'd rather not. / No, I don't think that will work.

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk and ask about things they have and haven't done.

Language

Present perfect statements with *already*, *just* and *yet*:

I've already picked up the litter. I've just put the cardboard in the recycling bin. I haven't cleaned the kitchen yet.

Present perfect questions and answers with *yet*: Have you finished your project yet? Yes, I have. / No, I haven't. / No, not yet.

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 151) with the words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Say *Today I've already reused a shopping bag. I haven't picked up litter yet*. Invite a student to pick out the two flashcards from the lesson 1 set.

- Repeat the process with different sentences as you hold up the flashcards. Elicit ideas about what students are going to learn today.
- Ask students to look at page 34 of the Student Book and find the lesson objective: *Let's talk and ask about things we have and haven't done.*

Student Book pages 34–35

1 Listen and read. 🎧 062 Where's Hector's school project?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story. Elicit the answer to the gist question.
- Play the recording again for students to follow.

ANSWER

It's in the recycling bin.

2 Listen and read. 🎧 063

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read through the *Look!* box with the students.

Grammar

Point out to students that *already / just* is placed before the verb in the sentence, and that *yet* is placed at the end.

3 Listen and circle the correct words. 🎧 064

- Draw attention to the picture and say *This is Jack. Where is he? What's he doing?* Tell students that they are going to hear Jack and his mum talking on the phone. They must listen and circle the correct words in the sentences.
- Ask students to read the sentences once. Then play the recording for students to circle the correct words.
- Play the recording again for students to check answers.

Audio transcript

Mum Hello, Jack. It's Mum.

Jack Hi, Mum.

Mum I'm coming home now. I'll be there in ten minutes. Have you done all your chores?

Jack Yes, I have. I've already done my homework.

Mum And your project about looking after animals? Have you done that?

Jack Yes, I've already done that. I did it yesterday!

Mum Have you washed the dishes?

Jack Erm, no. I haven't washed the dishes yet. And I haven't put the cardboard in the recycling bin yet. I'll do that later.

Mum And have you watered the plants?

Jack Yes, Mum. I've just turned off the tap. Now I'm helping to waste less food in our kitchen!

Mum Oh? How?

Jack I've just eaten the last piece of cake!

Mum Thank you for helping! OK, see you soon, Jack.

Jack Bye, Mum.

ANSWERS

1 already 2 has 3 hasn't 4 yet 5 has 6 just

Assessment for learning

Provide students with the recording script and play the recording again. Ask students to listen and follow the recording script, noticing words and phrases that they didn't understand while doing the listening task. Discuss possible reasons. Did the speaker say them too quickly? Did he / she pronounce them differently? Are they new words or phrases? Assessing these challenges will help develop students' listening skills.

4 Ask and answer.

- Focus on the exchange. Choose a confident student to act out the exchange with you for the class.
- Ask students to work in pairs. They take turns to ask and talk about what they have done today. Monitor and help with ideas if necessary.

5 Listen and read. 🎧 065 What has Priya made?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Why has Priya made a bee bath?* (for bees to drink water) *Where did she make it?* (in their garden) *Has she planted any flowers?* (no) *What are two bees doing now?* (They're drinking water.)

ANSWER

a bee bath and an insect hotel

6 Listen and read. 🎧 066

- Play the recording for students to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Point out the position of *yet* in the question. Elicit that it's the same as in a negative sentence because we put it at the end.

- Read through the *Look!* box with the students.

7 Look and write questions with yet.

- Ask students to look at the pictures and the example.
- Students write questions with *yet*. Fast finishers can practise asking and answering the questions.

ANSWERS

1 Have they picked up the litter yet?

2 Has she repaired the kite yet?

3 Have you put the plastic in the recycling bin yet?

4 Have they planted the flowers yet?

8 Answer the questions for you.

- Ask students to read the questions and answer them for themselves. Remind them of the three possible answers from the box in activity 6.

ANSWERS

Students' own answers

Assessment for learning

Ask the class *Can you use the present perfect with already, just and yet?* Using the traffic light system, ask students how confident they feel about the grammar from the lesson. If they need further practice, do one of the Workbook activities with the whole class. Elicit feedback.

Team Up! 2 DOWNLOAD

- Students look at pictures and complete John and Molly's to-do lists.

Workbook pages 30–31

1 Read and circle the correct words.

- Ask students to read the sentences, look at the pictures and circle the correct words.

ANSWERS

1 yet 2 already 3 just 4 yet

2 Rewrite the sentences. Add *just* or *yet* in the correct place.

- Students look at the picture and rewrite the sentences with *just* or *yet*.

ANSWERS

- 1 Lia hasn't finished reading her book yet.
- 2 She has just eaten a cupcake.
- 3 She has just planted a tree.
- 4 She hasn't repaired her bag yet.

3 Look at Ali's to-do list. Write sentences with *already* or *yet*.

- Students look at the list and write sentences with *already* or *yet*. Point out that the items that have a tick in the list are the ones Ali has already done today.

ANSWERS

- 1 Ali has already raked the leaves.
- 2 He hasn't made an insect hotel yet.
- 3 He's already watered the plants.
- 4 He's already picked peas for dinner.
- 5 He hasn't cooked dinner yet.

4 Order the questions.

- Students order the words to write questions with *yet*.

ANSWERS

- 1 Has she turned off the tap yet?
- 2 Have you checked the weather forecast yet?
- 3 Has he repaired his bike yet?
- 4 Have they grown any vegetables yet?

5 Look and complete the questions with the verbs in the correct form. Then answer the questions.

- Students complete the questions with the verbs from the box. Remind them that they need to use the present perfect form. Then they look at the picture to write the short answers.

ANSWERS

- 1 Has, cooked; Yes, he has.
- 2 Have, washed; No, they haven't.
- 3 Has, finished; No, he hasn't.
- 4 Has, repaired; No, she hasn't.

- 5 Have, bought; Yes, they have.
- 6 Have, eaten; No, they haven't.

6 Write two things you've already done this week and two things you haven't done yet.

- Allow students time to think about things they have already done and things they haven't done yet. They can share ideas with a partner before writing their sentences.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 126 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about reducing waste and pollution.

Language

Reducing waste and pollution: *borrow, electricity, leftovers, packaging, pollution, recycle, reduce, swap*

Present perfect review: *I've lived here for / since ... , I've (never) ... , I've already / just ... , I haven't ... yet.*

Warm up

- Put the 'helping the environment' flashcards on the board. Ask students to work in pairs. They take turns to interview each other asking questions with *yet*, for example, *Have you made an insect hotel yet? Have you picked up litter yet?* Remind students they can answer *Yes, I have. / No, I haven't. / No, not yet.*
- Choose some of the students to report on what their partner has and hasn't done.

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 find the learning objective on page 36 of the Student Book: *Let's talk about reducing waste and pollution.* Check understanding of *waste* and *pollution*.
- As a class, think of ideas about how to reduce waste and pollution. Write their ideas on the board so students can compare them with the ideas from the lesson.

Student Book pages 36–37

1 Listen and read. 067 How much litter has Class 5A picked up from the beach?

- Focus attention on the photo. Choose a student and ask *What are they holding?* (plastic bottles).
- Read the gist question in the rubric with the class.
- Play the recording for students to listen, follow and find the answer. Elicit the answer.

- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Who is going to eat the leftovers from the canteen?* (the animals at a farm) *How much paper have they recycled?* (15 kilograms) *How have they saved electricity?* (They've turned off the lights every day.)

ANSWER

20 bags of litter

2 Listen, point and repeat. 🎧 068

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

Optional activity

Play a game of *Can you remember?* (see *Ideas bank* page 150) to consolidate the new words.

3 Complete. Then listen and check. 🎧 069

- Ask students to read the sentences once and then complete them with words from activity 2.
- Ask students to compare their answers in pairs.
- Play the recording for students to listen and check answers.

ANSWERS

1 packaging, recycle 2 leftovers 3 reduce, electricity
4 pollution 5 swap 6 borrow

4 Ask and answer.

- Focus on the exchange. Choose two confident students to read it aloud for the class.
- Students work in pairs. They take turns to tell each other what they have done to help the environment this month.

Mixed ability

Support weaker students by discussing simple everyday actions that can help the environment. Write ideas on the board that students can use, for example, *walk / cycle to school, take a shower (not a bath), buy food from a local market, turn off the computer / TV.*

Encourage stronger students to think about what they could do next month to help the environment.

5 Listen and read. 🎧 070

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

Optional activity

Play *The chain game* (see *Ideas bank* page 151). Play a few rounds using the different structures with the present perfect. For example, start with *I've been to India and ...*

6 Circle the correct words.

- Students work with a partner to circle the correct words, referring to the grammar box if necessary.

ANSWERS

1 ever 2 for 3 hasn't 4 been 5 never 6 since

7 Complete for you.

- Read out the sentence prompts and elicit examples from the class.
- Ask students to complete the sentences so they are true for themselves. Monitor and help if necessary.

ANSWERS

Students' own answers

Assessment for learning

Using the traffic light system, establish how confident students feel about using the present perfect. If further practice is needed, ask them to turn to page 33 of the Workbook and complete activity 5.

8 Listen and read. Then sing. 🎧 071–072

- 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 revise past participles and then practise making sentences about pictures using the present perfect.

Workbook [pages 32–33](#)

1 Circle the correct words.

- Students look at the pictures and circle the correct words.

ANSWERS

1 leftovers 2 packaging 3 pollution 4 reduce
5 swap 6 electricity

2 Complete. Use the words from activity 1.

- Students use the words from activity 1 to complete the sentences.

ANSWERS

1 pollution 2 electricity 3 borrow 4 swap
5 packaging, recycle 6 leftovers

3 Complete.

- Students read and complete the text using the words from the box.

ANSWERS

1 pollution 2 reduce 3 electricity 4 packaging
5 waste 6 leftovers 7 swap

4 Write the past participles.

- Students write the past participles of the verbs.

ANSWERS

1 been 2 been / gone 3 bought 4 put 5 lived
6 had 7 made 8 repaired

5 Look and read about Billy. Write T (true) or F (false).

- Students look at the pictures and read the labels. They decide if the sentences are true or false.

ANSWERS

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

6 Look and write sentences about Tanya. Use the sentences in activity 5 as a model. Use the present perfect.

- Students look at the pictures with labels and write sentences about Tanya, using the prompts and the sentences in activity 5 as a model.

ANSWERS

1 She's lived in New York for 10 years.
2 She's been friends with Sophia since 2020.
3 She's been to Japan.
4 She's never been to Canada.
5 She's already repaired her bike.
6 She hasn't recycled the cardboard yet.

7 What have you just done? Write.

- Read out the question and elicit example sentences, for example, *I've just had some water.* Students write their sentences.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 126 of the Workbook and read the explanation and examples.

Lesson 4: Story**Learning objective**

Students will be able to read about repairing things.

Language

Vocabulary and grammar from lessons 1–3

Warm up 🎧 071–072

- Sing the song from lesson 3 with the class.
- As a class, discuss what things you are going to reduce, reuse, recycle and repair in the near future. Ask chosen students *Are you going to reduce electricity? How? Are you going to reuse plastic bags? How? What are you going to recycle? What are you going to repair?*

Lead-in

- Ask students to look at page 38 of their Student Book and find the learning objective: *Let's read about repairing things.*
- Ask students what the topic of today's story might be. Invite suggestions from different students.

Student Book pages 38–39**1 Look at the pictures. What things can the man repair?**

- Ask students to look at the story pictures. Ask *What things can the man repair?* and elicit the answer.

ANSWER

He can repair washing machines, TVs, dishwashers and fridges.

2 Listen and read. 🎧 073 **What does Mali say is fun?**

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Point out Mali (the girl in pictures 2, 3 and 4).
- Play the recording while students follow the story in their books. Choose a student and ask the gist question again. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

She says it's fun to repair things.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and number the sentences in order.

- Ask the students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and number them in the correct order. Walk around in the class and help students where necessary.

ANSWERS

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

5 Find the words in the story. Then look and write the letter.

- Ask students to scan the story for the words. Encourage them to read the whole sentence when they find the word.
- Students match each word to a picture by writing the letter.

ANSWERS

1 a 2 d 3 b 4 c

6 Write T (true) or F (false).

- Ask students to read the sentences and write *T* or *F*.
- In class feedback, ask the students to correct the false sentences.

ANSWERS

1 T
2 F (Mali was usually very quiet.)
3 F (Their washing machine is broken.)
4 F (They were all clean and sparkling in the sun.)
5 T

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. Prompt students to look at how Mali looks different in picture 2 (shy, reserved) and in picture 4 (more confident).
- For the third question, students tell their partner what they think before getting feedback from the whole class.

SUGGESTED ANSWERS

- 1 Because he knows that she's very quiet and so he likes it when she's more confident.
- 2 She's more confident.
- 3 He has helped her by showing her a new skill and perhaps this gave her confidence.

Global skills: emotional self-regulation and well-being

This story teaches students the importance of feeling confident. During class feedback, establish that it's OK to be shy. Explain that some people are introverts and others are extroverts. However, it's important that we all feel good about ourselves and confident in our abilities to learn and do new things. Invite students to share their own experience of a time when they learned and did something new.

Team Up! 4 DOWNLOAD

- Students read about what confident people do and think how often they do those things. They discuss what they are good at and what they can get better at.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from it.

Workbook pages 34–35

1 Look at the pictures. Does Carla live in the countryside or in a city?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *Does Carla live in the countryside or in a city?*
- Allow time for them to discuss the question with their partner. Check answers with the class.

ANSWER

She lives in a city.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 Read the story again. Then tick ✓ or cross X.

- Students read the story again and tick the sentences that are true or cross the sentences that are false.

ANSWERS

1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

4 Complete.

- Ask students to read the sentences first. They complete them with words from the story. Point out there's only one word missing in each gap.

ANSWERS

1 apple 2 library, museum 3 shy 4 plant
5 children 6 friends

5 Complete.

- Read through the tasks and check students understand what they have to do.
- Ask students to compare their answers and opinions in pairs. Encourage them to give reasons where possible. Invite students to share with the class.

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 where energy comes from in Germany and Chile.

Language

Where energy comes from: fossil fuels, renewable energy, solar panel, wind turbine

Warm up

- Play a game of *Descriptions* with the class (see *Ideas bank* page 151). Use the following words that appear in the lesson: *desert, electricity, farm, pollution, roof, sea, swimming pool.*

Lead-in

- Ask the class to look at the photos on pages 40 and 41, and try to guess which countries they will be learning about today (Germany and Chile). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about where energy comes from in Germany and Chile.*
- Ask students to work in pairs or small groups and think about where the energy they use comes from.

Student Book page 40

1 Listen, point and repeat. 074

- 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. 075

- Focus on the photo of Veronika. Ask *Which country is Veronika from?* (Germany)
- Tell students that they are going to hear Veronika explaining where energy comes from in Germany. They must listen for

the words in activity 1. When they hear a beep, they say the number of the word.

- Play the recording, pausing after the beeps for students to call out the relevant number.

Audio transcript

- Hi, I'm Veronika and I live in Germany. I want to tell you about where energy comes from in my country. Today, many German people use energy which comes from the sun and the wind. This energy is called renewable energy. Every time it's sunny or windy, we can make energy for electricity. There's another type of renewable energy, too – it's water. The sea is very powerful, and the power of the water can make electricity.
- A wind turbine can make energy, too. A wind turbine is very tall. When it's windy, the turbine moves round and round. This makes energy. In countries like Germany, there are many wind turbines in the countryside and in the mountains, and there are also wind turbines in the sea.
- Many houses in Germany have got a solar panel on the roof. Solar panels are big and black, and they make energy. They use the light from the sun to make electricity.
- In the past, people used fossil fuels. Fossil fuels are gas, coal and oil. People have to find these things under the ground. Factories use gas, coal and oil to make electricity. The factories make a lot of pollution and this is bad for the environment.

ANSWERS

2, 3, 4, 1

3 Listen to Veronika and write T (true) or F (false).

🎧 076

- Tell the class that now they are going to hear Veronika talking about her town and the energy people use there. They must listen and mark the sentences true or false.
- Ask students to read through the sentences.
- Play the recording, pausing for students to write T or F.
- Play the recording again for students to complete or check their answers.
- Students compare answers in pairs and correct the false sentences.

Audio transcript

I live in a small town in Brandenburg. Brandenburg is a beautiful area in Germany. It's got lots of castles, lakes and rivers. The countryside and villages here are beautiful, too. In the past, there were big factories in Germany. Many of the big factories used fossil fuels and this made a lot of pollution. In my town, there was pollution in the air and pollution in the rivers, too.

But then things started to change. The people in my town and the people who worked in the factories wanted to look after the environment. They didn't want to use fossil fuels anymore. They wanted to use renewable energy. So they put wind turbines in the fields near our town, and they put solar panels on houses. There's a solar panel on the roof of my house and it makes lots of electricity on sunny days. After school, I often go to an outdoor swimming pool with my friends. The swimming pool is outside, but the water isn't cold because there are solar panels there! The solar panels make electricity and they make the water warm. Today, in my town in Germany, we use more renewable energy than fossil fuels. I think that's fantastic!

ANSWERS

- 1 F (She lives in a small town.)
- 2 T
- 3 F (They are in the fields.)
- 4 T
- 5 F (It uses solar panels.)
- 6 T

Mixed ability

The recording in activity 3 is a longer monologue, which is more challenging to follow than a dialogue. After the first listening, allow weaker students to discuss what they heard in pairs. Stronger students work with a partner to see if they can complete the activity before they listen.

4 Watch the video. ▶ How do German people look after the environment at home?

- Ask the gist question in the rubric. Ask students to suggest ways of looking after the environment at home.
- Play the video to the class for students to watch and answer the question.
- Ask the question again and choose a student at random to answer.

Video transcript, see page 156.

ANSWER

They try to recycle lots of the waste from their homes in different coloured recycling bins.

Optional activity

Play the video for students to watch again and think how Germany and their own country are similar or different with regard to using renewable energy and looking after the environment. Ask students to make notes and discuss ideas in pairs. Invite students to share ideas with the class.

5 Listen and read. 🎧 077 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss different ways they and their families look after the environment. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary. Ask some of the pairs to act out their conversation.

Workbook page 36

1 Read. How does the school make its own energy?

- Explain that students are going to read a text written by a different child from Germany. Point to the photo and elicit the child's name (Markus).
- Ask students to look at the photo and the title of the text. Ask the question in the rubric.
- Allow students time to read the text and find the answer.

ANSWER

The school has more than 100 solar panels and two wind turbines which make energy.

2 Read again. Circle the correct words.

- Students read the text again and circle the correct words.

ANSWERS

1 energy 2 warm 3 pollution 4 doesn't travel

3 Answer the questions. Write.

- Read out the questions and give an example of possible ways to answer each one (1 *I know energy comes from ...*; 2 *My country uses ...*).
- Students discuss the questions in pairs. Then they write their answers.

ANSWERS

Students' own answers

Student Book page 41

6 Look at the photos. What type of energy can you see?

- Focus students' attention on the photos. Ask *Where do you think Tomas lives?* (Chile)
- Ask students to look at the photos in the text and ask *What type of energy can you see?* Elicit the answer from a chosen student.

ANSWER

solar energy / panels

7 Listen and read. 078 What does Tomas want to do in the future?

- Read the gist question in the rubric with the class. Encourage students to think of possible jobs for Tomas.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

He wants to be an alpaca farmer.

8 Read again and complete.

- Ask students to read the text in activity 7 again quietly to themselves. Then they work in pairs to complete the text using the words in the box.

ANSWERS

1 Desert 2 potatoes 3 solar panels 4 ground
5 electricity 6 fur

Global skills: intercultural competence and citizenship

Point out how people in different parts of the world are trying to use energy that's renewable so they can help protect the environment. Ask *How can our school and homes use renewable energy?* Students discuss the question in pairs and then share their views with the class.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share their answers.

Assessment for learning

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

Team Up! 5 DOWNLOAD

- Students compare a town in the past and now, and discuss ways their town could be greener.

Lesson 6: Writing focus

Learning objective

Students will learn how to write a persuasive report.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Word circles* (see *Ideas bank* page 151) with the words from lesson 5: *fossil fuels*, *renewable energy*, *solar panel* and *wind turbine*. After the game, ask students to work in pairs and make a sentence with each noun.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a persuasive report.*
- Explain that a report is a text that explains a serious problem and suggests possible solutions. Today, for example, students are going to read a report about renewable energy. Have students work in pairs and discuss one or two ideas that they might read about in the report. Elicit ideas and make notes on the board.

Student Book page 42

1 Look at the title. What is Claire's opinion of renewable energy?

- Focus students' attention on the title and ask *What is Claire's opinion of renewable energy?* Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

She thinks it's a good thing.

2 Read and listen. 079 Where does renewable energy come from? Say three places.

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the persuasive report in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also confirm if their guesses were correct in the *Warm up* and in activity 1.

ANSWERS

sun, wind and water

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the report again and discuss the questions in pairs.

ANSWERS

1 fossil fuels 2 She thinks we should stop using fossil fuels and change to renewable energy.

4 Read. Then read the report again and complete the sentences.

- Read through the information with the class and look at the example sentence.
- Ask students to scan the report and complete the two sentences.

ANSWERS

1 change the type of energy we use
2 find other types of energy soon
3 stop using fossil fuels and change to renewable energy

Optional activity

Write sentences on the board and have students work in pairs to make them more persuasive. For example, write *Maybe we can reduce plastic packaging.* / *We could start recycling more.* / *Maybe it's a good idea to stop using plastic bags.* Elicit more persuasive versions of the sentences from the class, for example, *I think we need to / should reduce plastic packaging.*

5 Write a persuasive report about a way of looking after the environment in your country. Go to your Workbook page 37.

- Ask students to turn to page 37 of their Workbook and complete activities 1 and 2 before writing their report.

Workbook page 37

1 Complete the table. Use the ideas in the box and your own ideas.

- Ask students to work in pairs to complete the table.

ANSWERS

Good for the environment: making renewable energy, growing your own food, putting paper in the recycling bin, reducing pollution, planting trees, reducing water
Bad for the environment: using fossil fuels, buying food with lots of packaging, throwing away plastic, making pollution, wasting water

2 Plan your ideas. Write notes.

- Allow students time to read the questions and discuss ideas in pairs.

ANSWERS

Students' own answers

3 Write a persuasive report about a way of looking after the environment in your country. Use your notebook.

- Refer students back to Claire's report in the Student Book. Remind students that this is what a good report looks like, and that they should use this model to help them in their own writing.
- Allow time for students to read Claire's report again and notice how it's structured. Elicit that paragraph 1 is an introduction that presents the problem, paragraph 2 explains the problem and paragraph 3 gives a solution. The last line is a closing sentence with Claire's opinion.

- Allow time for students to write their report using their notes from activities 1 and 2. Encourage them to follow the structure of Claire's report.
- Monitor students as they work and help where necessary.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. Ask students to exchange their report with their partner to read. Ask students to draw three stars next to something their partner did well in the report.

Project and Review

Learning objective

Students will make a poster about the four Rs.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each student, a large piece of paper, several pieces of A4 plain paper, sticky notes / small pieces of paper and sticky tape, scissors, glue, pens and pencils for each group

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 152) with sentences about the unit's topic. For example, *Fossil fuels don't make pollution.* (They make pollution.) *We should throw away all leftovers.* (We should try to reuse them.) *Solar panels use energy from the wind.* (They use energy from the sun.) Accept all possible corrections from students.

Lead-in

- Write this unit's project on the board: *Make a poster about the four Rs.*
- Elicit from students the four Rs and write them on the board: *reduce, reuse, recycle, repair.* Discuss as a class what things they can reduce, reuse, recycle and repair.

Student Book page 43

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to make and present their poster.

1 Listen and complete. 080

- Read out the sentences to the students, one by one, and ask them to predict the missing word.
- Play the recording for students to listen and complete the sentences.

Audio transcript

- 1 Brainstorm ideas for the four Rs. Write your ideas on the mind map.
- 2 Think about ways to design your poster about the four Rs. Be creative!
- 3 Make your poster.
- 4 Present your poster to the class.

ANSWERS

1 mind map 2 design 3 poster 4 class

2 Watch the video. ▶ What idea does the group talk about for 'repair'?

- Read out the gist question in the rubric with the class. Play the video for the students to watch and find the answer.
- Ask the students which idea they talked about. Allow thinking time for students to discuss their answers with a partner. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 157.

ANSWER

They talk about repairing a broken cup with glue.

3 Listen and read. 🎧 081 Then present your poster.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to make their poster about the four Rs and then present their poster to the class.
- Before students start, display the *Let's Present!* poster and go through the four steps with the class.

Global skills: communication and collaboration

Students must work as a team to make their poster. Talk to students, in their own language, 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.

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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 3 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 in the class as they work and help where necessary.

Workbook pages 38–39

1 Match the speakers.

- Students read and match the speakers to make exchanges.

ANSWERS

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

2 Complete.

- Students read and complete the text with the words in the box.

ANSWERS

1 Recycle 2 packaging 3 Borrow 4 swap 5 reduce
6 electricity 7 pollution 8 insect hotel 9 plant

3 Complete for you.

- Students discuss their answers with a partner before completing the sentences.

ANSWERS

Students' own answers

4 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 been 2 haven't 3 never 4 yet 5 ever 6 for
7 already

5 Write questions with the present perfect and ever. Then answer for you.

- Students write the questions with *ever*. Then they write their own answers.

ANSWERS

- 1 Have you ever made an insect hotel?
Students' own answers
- 2 Have you ever borrowed a book from a friend?
Students' own answers
- 3 Have you ever repaired a bike?
Students' own answers
- 4 Have you ever looked after a baby animal?
Students' own answers
- 5 Have you ever eaten leftovers for breakfast?
Students' own answers
- 6 Have you ever seen a wind turbine in the sea?
Students' own answers

Assessment for learning

Ask students to look back through the lessons in Unit 3 and choose their favourite lesson. Divide them into small groups to discuss their favourite lessons. Ask a few students to tell you about their favourite lesson and why they liked it.

Unit 3 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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 the theatre.

Language

The theatre: *actor, audience, character, curtain, costume, lights, make-up, play, script, stage*

Functional language: *What was / were the ... like? It was ... / They were ...*

Warm up

- Play a game of *Draw* with the class (see *Ideas bank* page 151) using words connected to the environment from Unit 3, for example, *shopping bag, insect hotel, recycling bin, electricity, leftovers, pollution, wind turbine* and *solar panel*. If you wish, ask the students to say something about each word.

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 *What are we going to talk about today?* Students discuss in pairs.
- Ask students to open their Student Book on page 44 and find the learning objective: *Let's talk about the theatre.* Ask *Have you ever been to the theatre?* Students raise their hands to find out how many students have seen a play.

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 some of the things they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

a tall man with dark hair, a young boy who's short, a woman with glasses and fair, curly hair. They can see the following musical instruments: clarinet, flute, drums, piano, saxophone, trombone

2 Listen, point and repeat. 🎧 082

- 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.

3 Listen and say. 🎧 083

- Tell students that they are going to hear descriptions of the people and things in activity 2. Students must listen and call out the correct words.

- Play the recording, pausing after each description. Students discuss which person or thing it is with a partner before you elicit it from chosen students.

Audio transcript

- This person works in a theatre, on TV or in films. They have to remember lots of words. Who is it?
- People go to the theatre to see this thing. Some of these shows are very famous. A writer writes it. People act in it. What is it?
- This thing is at the front of the theatre. It's big and it's flat. People stand on it. It's usually made of wood. What is it?
- This thing is at the front of the theatre, too. It's usually red and it's very big. It goes up at the start of the play. It goes down at the end of the play. What is it?
- These people watch the play. They sit down on chairs. They don't act and they don't talk. At the end of the play, they clap their hands like this. Who are they?
- These things are very bright. They help everybody to see the stage and the actors. They need electricity. What are they?

ANSWERS

- 1 actor 2 play 3 stage 4 curtain 5 audience
6 lights

4 Complete.

- Students read the text once. Ask *Did the people like the play?* Elicit the answer (yes).
- Allow students time to read the text again and complete it with the words from activity 1.
- Ask students to compare answers with a partner before they check with the class.

ANSWERS

- 1 play 2 lights 3 curtain 4 actor 5 stage
6 audience

5 Listen, point and repeat. 🎧 084

- Focus on the four photos.
- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 085

- Ask students to look at the picture of Ali. Say *You are going to read about an actor called Ali. What do you think he does every day?* Elicit ideas from the class, but don't confirm them yet.
- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the gaps, using the labels on photos 1–4.
- Play the recording for students to listen and check answers.

ANSWERS

character, costume, make-up, script

7 Read again and circle the correct words.

- Ask students to read the text again. Then they read the sentences and circle the correct words.

ANSWERS

- 1 character 2 costume 3 make-up 4 script

Optional activity

Play a game of *Can you remember?* using the flashcards (see *Ideas bank* page 150).

8 Listen and repeat. 086 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that we ask questions with *What was / were ... like?* to ask about someone's opinion. Point out the adjectives in the box and explain that we use them to give our opinion.
- Demonstrate another dialogue for the class. Choose *costumes* from the green box and encourage a student to ask you *What were the costumes like?* Respond with a neutral opinion, for example, *They were unusual.*
- Ask students to work in pairs. They take turns to ask about each other's opinion, using the dialogue given in the Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1

- Students play a card game to ask and answer about a theatre play.

Workbook pages 40–41

1 Look and circle the correct words.

- Students look at the picture and circle the correct words.

ANSWERS

1 lights 2 curtain 3 stage 4 actor 5 play
6 audience

2 Look at the picture in activity 1 and write T (true) or F (false).

- Students read the sentences about the picture in activity 1 and decide if they are true or false.

ANSWERS

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

3 Answer the questions.

- Students read the questions and write the words.

ANSWERS

1 play 2 audience 3 curtain 4 actor 5 stage
6 lights

4 Circle the correct words.

- Students look at the picture and circle the correct words to complete the sentences.

ANSWERS

1 make-up 2 script 3 character, costume
4 curtain, lights 5 actor

5 Complete.

- Students read the text once. Then they read it again and complete it with the words in the box.

ANSWERS

1 actor 2 character 3 costume 4 make-up
5 script 6 stage 7 curtain 8 audience 9 lights

6 Write. Look at the faces and use different adjectives.

- Remind students of the adjectives in activity 8 on page 45 of the Student Book. They read the questions and answer them with their own ideas.

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 and ask about events in the past.

Language

Past continuous statements and questions: *What were you doing yesterday? I was acting. Were you watching TV? Yes, I was. / No, I wasn't. There was / There were (with some, any, lots of)*

Past continuous with past simple: *While he was trying to turn off his phone, he dropped it. We were watching the play when his phone rang.*

Warm up

- Play a game of *Word circles* (see *Ideas bank* page 151) to review the vocabulary from lesson 1.

Lead-in

- Tell the class *I was at the theatre yesterday.* Hold up the flashcards, one at a time, and choose different students to name the things you saw.
- Ask students to look at page 46 of the Student Book and find the learning objective: *Let's talk and ask about events in the past.*

Student Book pages 46–47

1 Listen and read. 087 Where was Omar yesterday?

- Read out the gist question in the rubric.
- Play the recording for students to listen and follow the cartoon story. Ask the question again and elicit the answer.
- Play the recording again for students to follow.

ANSWER

He was at the theatre.

2 Listen and read. 088

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out that we form the past continuous with *was / were* and a verb with *-ing*.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students for feedback, to check understanding.

Optional activity

Play a variation of the game of *What's she doing?* (see *Ideas bank* page 150) to practise questions and answers with the past continuous.

3 Listen and number. Then listen again and write the time. 🎧 089

- Tell students that they are going to hear Julia, the girl in the pictures, talk about what she was doing at certain times yesterday. Ask students to look at the pictures and predict words they are going to hear.
- Point out the example. Then play the recording for students to number the pictures in order.
- Allow students to compare answers in pairs. Then play the recording for them to listen and write the time.

Audio transcript

1

Man What were you doing at 11 o'clock, Julia?

Woman I was at the theatre at 11 o'clock. I was repairing the lights.

2

Man Were you reading the script at 3 o'clock?

Woman Yes, I was. At 3 o'clock, I was reading the script at home.

3

Man What were you doing at 7 o'clock?

Woman At 7 o'clock, I was at the theatre. I was putting on make-up.

4

Man Were you acting at 8 o'clock?

Woman No, I wasn't. At 8 o'clock, I was standing behind the curtain and I was watching the audience!

ANSWERS

- a 4, 8 o'clock b 1, 11 o'clock c 3, 7 o'clock
d 2, 3 o'clock

Assessment for learning

Encouraging students to predict what language they are going to hear before listening to a recording helps them to understand the details that they need to listen out for.

4 Match.

- Read out the questions.
- Ask students to match the questions to the answers. They can check answers in pairs.

ANSWERS

- 1 b 2 d 3 a 4 c

5 Ask and answer.

- Focus on the example exchange. Choose a confident student to demonstrate the example for the class.
- Ask students to work in pairs. They take turns to ask a question using a different time and answer.

6 Listen and read. 🎧 090 Why didn't Dad enjoy the play?

- Focus on the photos and the text messages.
- Read out the gist question in the rubric with the class. Elicit ideas from the class, but don't confirm them yet.

- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Did Ken like the play?* (Yes, he did.) *Who forgot to turn off his phone?* (Ken's dad) *Why was the audience angry?* (because the play stopped) *What will happen next time?* (Ken's dad will remember to turn off his phone.)

SUGGESTED ANSWER

Because he dropped his phone while it was ringing, the actors had to stop the play and the audience was angry.

7 Listen and read. 🎧 091

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Say each personal pronoun: *I, you, he, she, it, we, you, they*, and elicit *was* or *were* from the class.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Check understanding of the difference between *while* and *when*. Read the information in the *Look!* box to the class.

Grammar

Point out to students that *while* and *when* can be placed in the middle or the end of sentences without changing their meaning.

8 Complete with *while* or *when*.

- Ask students to look at the picture and read the sentences. Students complete the sentences with *while* and *when*.

ANSWERS

- 1 When 2 While 3 when 4 while

9 Write sentences with *while* or *when*.

- Tell students to look at the words. Explain that there are three different sentences they can write with *while* or *when*. Do an example with the class.
- Allow time for students to write their sentences and compare them in pairs.

ANSWERS

- 1 The actor was reading the script when the boy took a photo. / While the actor was reading the script, the boy took a photo. / When the boy took a photo, the actor was reading the script. / The boy took a photo while the actor was reading the script.
- 2 When the curtain went up, the woman was repairing the lights. / The woman was repairing the lights when the curtain went up. / While the woman was repairing the lights, the curtain went up. / The curtain went up while the woman was repairing the lights.
- 3 When she found the costumes, we were putting on make-up. / We were putting on make-up when she found the costumes. / While we were putting on make-up, she found the costumes. / She found the costumes while we were putting on make-up.
- 4 They were cleaning the stage when the audience arrived. / While they were cleaning the stage, the audience arrived. / When the audience arrived, they were cleaning the stage. / The audience arrived while they were cleaning the stage.

Team Up! 2 DOWNLOAD

- Students work in pairs to order story cards and then complete sentences about the story.

Workbook pages 42–43

1 What were they doing yesterday? Read and match.

- Students look at the pictures. They read the sentences and match them to the pictures by writing a number.

ANSWERS

1 c 2 a 3 d 4 b 5 e

2 What were the family doing at 4 o'clock yesterday? Look and write *was* or *were* / *weren't*.

- Students complete the questions and look at the picture to complete the answers.

ANSWERS

1 was, was 2 were, were 3 was, was 4 Was, was
5 Were, weren't

3 Answer for you.

- Students answer the questions for themselves.

ANSWERS

Students' own answers

4 Underline the past simple verbs and circle the past continuous verbs in the dialogue. Then complete with *when* or *while*.

- Students underline the verbs in the past simple form and circle the verbs in the past continuous form.
- Students then complete the dialogue with *when* and *while*.

ANSWERS

Past simple: was, wasn't, went up, started, was, saw, had, told

Past continuous: was talking, were singing, was walking, was wearing, was trying

1 when 2 while 3 While 4 when

5 Complete. Use the verbs in the correct form.

- Students look at the pictures and complete the sentences with the past simple or the past continuous form of the verbs in brackets.

ANSWERS

1 was trying on, made 2 was singing, fell
3 was sitting, rang 4 saw, were walking

6 Complete the sentences with your own ideas.

- Students can discuss ideas in pairs before they complete the sentences.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 127 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about when they did something in the past.

Language

Verbs: *calm down, cheer up, join in, look at, take off, try on, turn on, worry about*

Past simple statements with *ago*: *Archie saw William an hour ago.*

Warm up

- Invite four students to say a time and write it on the board, for example, *8 o'clock in the morning*. Put students in pairs. They take turns to interview each other asking *What were you doing yesterday at (8 o'clock in the morning)?* They answer with full sentences, for example, *I was brushing my teeth.*

Lead-in

- Ask students to look at page 48 of the Student Book and find the learning objective: *Let's talk about when we did something in the past.*
- Ask different questions around the class, for example, *When did you go to the theatre? When did you see your grandparents / best friend? When did you learn to ride a bike?* Elicit responses from different students around the class. They might use the following phrases: *on Monday, last month, when I was 7*. Explain that today, they are going to learn a new way of saying when they did something.

Student Book pages 48–49

1 Listen and read. 092 Can you find William?

- Focus on the picture of the play. Ask students what they can see. Point to the picture of the director and explain that she's looking for one of the actors.
- Read out the gist question in the rubric with the class. Encourage students to look at the picture and guess who William might be.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again. Then ask questions to check understanding, for example, *When is the play going to start? (soon) Why is it important to find William? (He's the most important character in the play.) What's William's costume? (a lion) What did Monica do while William was sitting next to the curtain? (She turned on the lights.)*

ANSWER

He's next to the curtain. He's wearing a lion costume.

2 Listen, point and repeat. 093

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

3 Match.

- Ask students to read the definitions a–f once and then match them with the verbs.
- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

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

Optional activity

Play a game of *Fast talk* (see *Ideas bank* page 150) with the new vocabulary.

4 Mime and guess.

- Ask two students to demonstrate the example for *try on*. Prompt them to read the example exchange.
- Students work in pairs. They take turns to mime a verb from activity 1 and guess it.

Assessment for learning

Using the traffic light system, establish how confident students are with the new vocabulary. If they find some phrasal verbs challenging, encourage them to think of examples that are meaningful to them, which will help make new words more memorable.

5 Listen and read. 🎧 094

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Draw students' attention to the past form of the phrasal verbs and drill them around the class.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read the information in the *Look!* box to the class.

Grammar

Point out to students that in past simple statements with *ago*, the verb changes but the preposition stays the same.

6 Read and match. Then write sentences.

- Ask students to read the words in brackets and look at the pictures. They match the items to the pictures.
- Students then write sentences with the time phrase above each picture. Remind them that the time phrase goes at the end of the sentence.

ANSWERS

- 1 b, He tried on his costume two days ago.
- 2 a, She took off her make-up an hour ago.
- 3 d, I bought tickets for the play three weeks ago.
- 4 c, We looked at the famous theatre three months ago.

7 Answer for you. Write sentences with ago.

- Ask students to read the questions and think about their answers.
- Allow time for students to write their answers with *ago*.
- Students compare their sentences in pairs.

ANSWERS

- 1 I ate breakfast [students' own answers] ago.
- 2 I had a maths lesson [students' own answers] ago.
- 3 I tried on some clothes [students' own answers] ago.
- 4 I cheered up a friend [students' own answers] ago.

8 Listen and read. Then sing. 🎧 095–096

- 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.
- 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 about their past activities to complete a table.

Workbook pages 44–45**1 Write.**

- Students look at the set of pictures and label them with the prepositions in the box.

ANSWERS

1 in, up 2 on, off 3 about, down 4 on, at

2 Write.

- Students read the sentences and complete the crossword.

ANSWERS

Across: 4 worry about 6 try on

Down: 1 look at 2 turn on 3 join in 5 take off

3 Write as many nouns as you can for each verb.

- Students think of as many nouns as they can for each verb and write them down.

ANSWERS

- 1 a tap, the TV, the light, the radio, the computer, the controller, the monitor, the tablet
- 2 a costume, a T-shirt, shoes, a bracelet, a helmet, a raincoat
- 3 an exam, talking in front of people, acting on stage, going to the dentist, doing well in school or a club, the environment, arriving somewhere on time, being ill, making a mistake
- 4 a picture, a photo, a poster, a watch, the teacher, a camera, a bird, the sky

4 Do the quiz! Circle the correct answers.

- Students read and do the quiz. They compare answers in pairs.

ANSWERS

1 b 2 a 3 b 4 c

5 Write sentences about Stacey's day.

- Read out the sentence above the pictures. Draw attention to the first picture and the time (8 a.m.). Read the example and explain that students need to calculate the hours between the activity and 4 p.m. Students look at the pictures and write the sentences.

ANSWERS

- 1 She cycled to school eight hours ago.
- 2 She played tennis six hours ago.
- 3 She had lunch three hours ago.
- 4 She did a science experiment 45 minutes ago.
- 5 She joined in with a game of football 15 minutes ago.

6 Answer for you. Write answers with *ago*.

- Students read the questions and write their answers.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 127 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about acting in a play.

Language

Vocabulary and grammar from lessons 1–3

Warm up 095–096

- Sing the song from the previous lesson with the class.
- Play *Sing the next line* (see *Ideas bank* page 151) 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 acting in a play.*
- Look at the word *star* in the story title. Elicit from students that it means a talented actor and ask them to name some star actors they know. Students discuss in groups what it takes to become a star. Elicit ideas from different groups.

Student Book pages 50–51

1 Look at the pictures. Where does Nadia go to in the story?

- Read out the question in the rubric. Ask students to look at the story pictures and discuss the question in pairs.
- Elicit the answer and ideas about what students think happens at the theatre.

ANSWER

She goes to a theatre (in London).

2 Listen and read. 097 What two things does Nadia worry about?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question.
- Play the recording while students follow the story in their books. Point out that the text is written by Nadia as a diary. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

She worries about meeting Brad, and she worries about remembering her lines in the script.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and cross out the wrong word. Write the correct word.

- Read the example sentence. Invite a student to read it again with the correct word in place.
- Ask students to read the sentences and cross out the wrong words, referring back to the story as necessary.

ANSWERS

1 ~~sing~~ act 2 Mum Brad 3 ~~costume~~ script
4 ~~character~~ lines 5 ~~listened~~ clapped

5 Write the adjective.

- Read out the adjectives in the box and check understanding.
- Ask students to read the questions and write the adjectives.

ANSWERS

1 excited 2 beautiful 3 friendly 4 amazing 5 excellent

6 Complete.

- Ask students to read the story summary once.
- Students work in pairs to complete it with the words from the box.

ANSWERS

1 competition 2 play 3 actor 4 helped
5 audience 6 newspaper

Think, feel, grow

- Focus on the task and read the questions aloud. Ask students to think about the answers.
- For the first question, ask students to look back in the story and discuss the answers with a partner.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, point out the word *disaster* in the third section of the story.
- For the third question, ask students to think about one or two people that help them and tell their partner. Choose different students to share their ideas.

SUGGESTED ANSWERS

- 1 He practised her lines with her.
- 2 Nadia was panicking and very worried. Brad helped her by telling her a funny story about his first play.
- 3 Students' own answers

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 anxiety and stress is an important life skill. Explain to students that everyone feels stressed and worried at times. Although it is not easy to control anxiety, finding a way to accept it and think about it reasonably can allow us to perform well even under pressure. Elicit from students different ways of dealing with anxiety, for example, talking to others about it, practising more, taking deep breaths, making sure you get rest and eat well.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Team Up! 4 **DOWNLOAD**

- Students read about different people's problems and come up with ideas of how they can stop worrying.

Workbook **pages 46–47**

1 Look at the pictures. What does the girl make?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Allow time for them to discuss the question with their partner and say what Kumiko makes. Check answers with the class.

ANSWER

She makes costumes for puppets.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 Read the story again and number the sentences in order.

- Students read the sentences and order them according to the story.

ANSWERS

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

4 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

- 1 She works at a famous puppet theatre in Japan.
- 2 She was worried about finishing one of the costumes.
- 3 Hana helped Kumiko finish the costumes and she told her a story about the first costume she made.
- 4 Her advice is 'don't worry about things so much'.

5 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity. For question 2, put students in pairs to discuss ideas before they write their answers.

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 famous theatres in Australia and Italy.

Language

Famous theatres: *building, musical, opera, seats*

Warm up

- Ask students to close their eyes and listen to what you are going to say. Tell them to notice what images they see as they listen to your voice. When students are ready and sitting comfortably, say *You are walking with a friend. You turn left and you see a big building in front of you. It's the theatre! There are lots of lights and a big poster. You walk inside. You put your hand in your pocket and you take out a ticket. You look at it. Then you walk through a big door. You sit down with your friend and you look at the stage. It's dark. Then the lights turn on and the actors come on stage. You see the play and you clap at the end.*
- You can repeat the visualisation if necessary. Then ask students to open their eyes and tell their partner what they saw. Invite a confident student to give an example. You can also ask questions to prompt discussion.

Lead-in

- Ask the class to look at the photos on pages 52 and 53, and try to guess which countries they will be learning about today (Australia and Italy). Display a world map and 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 famous theatres in Australia and Italy.*

Student Book **page 52**

1 Listen, point and repeat. 098

- 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. 099

- Focus on the photo of Anna. Ask *Which country is Anna from?* (Australia) Elicit that Australia is also a continent.
- Tell students that they are going to hear Anna talking about a theatre in Australia. They must listen for the words in activity 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hi, I'm Anna and I'm Australian. I live in Sydney, which is a big city in Australia. I love going to the theatre with my mum and dad. We sometimes watch operas. Have you ever seen an opera at the theatre? An opera is like a play, but the actors don't talk. They only sing! Listen.
- You can also watch a musical at the theatre. There are lots of famous musicals, like *The Lion King*. There are often lots of children in the audience at a musical, but many adults enjoy musicals, too. In a musical, the actors tell a story by talking, dancing and singing. Listen.

- Have you ever seen this building? It's called the 'Sydney Opera House'. It's a very famous theatre in Sydney. The building is unusual. Look at the roof! It took 14 years to build this building. It's as high as a skyscraper!
- These are the seats inside the Sydney Opera House. The audience sits on them, and they can watch a play or concert on the stage from here. There are more than five thousand seats in the Sydney Opera House!

ANSWERS

2, 3, 1, 4

3 Listen to Anna and answer. 🎧 100

- Tell the class that now they are going to hear Anna talking about her school trip to the Sydney Opera House. They must listen and answer the questions.
- Allow time for students to read the questions. Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete, or check, their answers.

Audio transcript

I went on a school trip to the Sydney Opera House two weeks ago. My class went on a tour and we looked inside the building.

On the tour, we saw how big the building is. It's very, VERY big! Our tour guide said that there were seven theatres and more than one thousand rooms inside the Sydney Opera House. There are three restaurants and a café where you can buy food, too!

First, we looked at the different theatres inside the building. Some of the theatres are very small, and some are very big. When we looked inside one of the theatres, some people were practising for a play. I sat on one of the seats and I listened to the actors while they were acting on stage. They were amazing!

Next, we saw the lighting room in a theatre. Inside the lighting room, you can turn on all the lights in the theatre. We turned on some lights on the stage! They were beautiful. At the end of the tour, our tour guide told us lots of interesting information. Did you know that you can see many different shows at the Sydney Opera House, like operas, concerts, plays, and musicals? And did you know that Queen Elizabeth opened the building about 50 years ago? I loved our visit to the Sydney Opera House. It's a very important building in Australia, and I think it's beautiful.

ANSWERS

1 two weeks ago 2 seven 3 some people practising for a play 4 about 50 years ago

Culture note

In 1956, the Australian government sponsored an international design competition for a theatre building with two halls. Architects from 30 countries entered their designs. In the end, an architect from Denmark, Jørn Utzon, submitted the winning entry. His design included the sail-like roof that is so well-known today. The construction of this design proved difficult and there were many delays. The Opera House was finally completed in 1973. Today, the Sydney Opera House is one of the most recognizable buildings in the world.

4 Watch the video. 🎥 When does the Sydney Opera House change colour?

- Play the video to the class for students to watch and find out when the Sydney Opera House changes colour.

Video transcript, see page 157.

ANSWER

When there's a special day in Australia

5 Listen and read. 🎧 101 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to talk about theatres they have been to or know about. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary. Ask some of the pairs to act out their conversation.

Workbook page 48

1 Read. What part of Jess's job takes a long time?

- Explain that the students are going to read an interview written by a different child from Australia. Point to the photo and elicit the child's name (Fred) and who he interviewed (Jess Richards, a costume designer).
- Ask students to look at the photos and the title of the text. Ask the question in the rubric.
- Allow students time to read the interview and find the answer.

ANSWER

making the costumes

2 Answer the questions.

- Students read the interview again and answer the questions.

ANSWERS

- 1 She designs and makes the costumes for the actors.
- 2 She helps them put on their costumes.
- 3 It's more than 150 years old.

3 Think about the Sydney Opera House and the Princess Theatre in Melbourne. Answer the questions.

- Help students remember the information about the Sydney Opera House by playing tracks 100 and 101 again.
- Read out the questions and give an example of possible ways to answer each one (1 Sydney Opera House is bigger; 2 You can see operas).
- Students discuss the questions in pairs and then write their answers.

ANSWERS

- 1 Sydney Opera House is bigger. It's got more than 5,000 seats. In the Princess Theatre, there are 1,500 seats. The Princess Theatre is older. It's about 100 years older than Sydney Opera House.
- 2 You can see operas, concerts, plays and musicals in Sydney Opera House. You can see operas and musicals at the Princess Theatre.
- 3 Students' own answers

Mixed ability

Support weaker students by eliciting the facts students need for questions 1 and 2 on the board. For example:

Sydney Opera House: 5,000+ seats / opened 50 years ago / operas, concerts, plays and musicals

Princess Theatre: 1,500 seats / opened 150 years ago / operas and musicals

Ask stronger students who finish quickly to interview each other using question 3.

Student Book page 53

6 Look at the photos. What do you think Lorenzo's blog is about?

- Focus on the photos. Ask *What do you think Lorenzo's blog is about?* Elicit different ideas from students and teach *volcano* if necessary.
- Encourage students to share any facts they know about Italy with the class.

ANSWERS

Students' own answers

7 Listen and read. 102 What's special about this theatre?

- Read the gist question with the class. Encourage students to share any ideas just by looking at the photo.
- Play the recording for students to follow the text.
- Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

It's outdoors. You can see a volcano from the theatre. It's one of the oldest theatres in the world.

Culture note

The Greek theatre of Taormina is the second largest theatre in Sicily and is considered an architectural and engineering marvel. The theatre is divided into five main parts: scene, orchestra, cavea, portici and access stairs.

8 Read again and write *T* (true) or *F* (false).

- Ask the students to read through the sentences and check understanding.
- They read the blog again quietly to themselves. Then they work in pairs to mark the sentences true or false.
- Check answers and elicit corrections for the false sentences.

ANSWERS

1 F (The blog is about an ancient Greek theatre in Italy.)
2 T 3 T 4 F (You can watch a play and eat pizza and gelato at the theatre.)

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts.

ANSWERS

Students' own answers

Global skills: intercultural competence and citizenship

Understanding how people lived in ancient times helps develop students' understanding of history and the present. Encourage students to think about the plays the Ancient Greeks and Romans watched. What do they think they were about? You can also encourage them to think about old buildings and monuments in their area. What do they tell students about life in the past?

Team Up! 5 DOWNLOAD

- Students compare two different theatres.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a review of a show.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Whispers* (see *Ideas bank* page 152). Use these words and leave them on the board at the end of the game: *theatre, show, actors, king, costumes, make-up*.

Lead-in

- Write the objective on the board: *Let's learn how to write a review of a show.*
- Draw students' attention to the words from the *Warm up*. Explain that these words appear in the review they are going to read. Ask students to discuss what information they will find in the review. Do not confirm answers yet.

Student Book page 54

1 Look at the photo. What type of animal is the show about?

- Focus on the photo and ask the question. Elicit the answer and find out whether students know the play. They might also be familiar with the film. Ask students not to reveal any details.

ANSWER

a lion

2 Read and listen. 103 Did Marta enjoy the musical?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the review.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Ask *Why did Marta write this review?* (to convince other people to watch the show)

ANSWER

Yes, she did.

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the review again and discuss the questions in pairs.
- Choose students to answer the questions. Also ask students who have seen the play or film whether they agree with Marta.

ANSWERS

1 Simba 2 It was exciting. The actors were amazing. She liked the costumes and make-up, too.

4 Read. Then write the labels in 2.

- Point out the headings and read through the information with the class.
- Ask students to read the review again and write the headings in the labels in activity 2. Explain that in the plot summary, students should explain only the most important events. They can also choose not to reveal how the story ends.

ANSWERS

Introduction, Plot summary, Opinion

5 Write a review of a show in your country. Go to your Workbook page 49.

- Ask students to turn to page 49 of the Workbook and complete activities 1, 2 and 3 before writing their review.

Global skills: creativity and critical thinking

In this lesson, students are asked to give their general opinion of the show. Remind students that they must think about different aspects of the show, such as the plot, the characters, the actors, the costumes and the make-up. In order for a review to be convincing, it's important that students justify their opinions.

Workbook page 49

1 Read the sentences from a review of a show. Write I (Introduction), PS (Plot Summary) or O (Opinion).

- Students read the sentences and decide which part of the review they belong to: the introduction, the plot summary or the opinion.

ANSWERS

1 PS 2 I 3 PS 4 O 5 O 6 I 7 O 8 PS 9 I 10 O

2 Read the sentences in activity 1 again and underline the verbs. Then read and write present simple or past simple.

- Students underline the verbs in the sentences in activity 1. Ask them to notice what tense each verb is: present or past.
- Then students read the sentence prompts and complete them with present simple or past simple.

ANSWERS

Verbs: 1 is, has, helps 2 was 3 is 4 were 5 was, was 6 saw 7 was, liked 8 goes, there is 9 was 10 were past tense, present tense, past tense

3 Plan your ideas. Write notes.

- Refer students back to Marta's review of *The Lion King* in the Student Book. Remind them that this is what a good

review looks like, and they should use this model to help them in their own writing.

- Focus on the mind map in the Workbook activity. Read out the six headings and elicit for each one example notes from the students.
- Ask students to think about a show they have seen and make notes. Explain that they can also write about a school play.
- Ask the students to show their notes to a partner and explain the show they saw and what they liked about it.

ANSWERS

Students' own answers

4 Write a review of a show in your country. Use your notebook.

- Allow time for students to write out their reviews using their notes. Encourage them to use a photo or draw a picture for it.
- When they are ready, ask students to exchange reviews with a partner. They read their partner's review and say whether they would go to see the show.

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

Learning objective

Students will act out a play.

Language

Grammar and vocabulary from the unit

Materials

A copy of the *Team Up! 6* (Project) worksheet (page 1), costumes and props: coat, tickets, coat, hat, boots, shoes, umbrella, something to act as a dishwasher door (optional) for each group, a copy of the *Team Up! 6* (Project) worksheet (page 2) for each student

Warm up

- Play *Word cloud* (see *Ideas bank* page 150) with the flashcards from Unit 4. After the game, ask students to choose three flashcards and say a sentence for each one.

Lead-in

- Write the learning objective on the board: *Act out a play*. Explain to students that you are going to give them a script of a play and they are going to act it out.
- Ask students to discuss in small groups what things they will need to do to accomplish the task. Encourage them to read through the story on page 50 quickly and remember what Nadia had to do.
- Elicit ideas from different groups and make notes on the board without confirming them.

https://t.me/teaching_crew

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to act out the play.

1 Listen and number the project steps in order.

D 104

- Read out the sentences. Explain that they are the steps they are going to follow for the project.
- Play the recording for students to listen and number the steps in order.

Audio transcript

- Read the script. Then discuss the play with your group.
- Choose a character for each person in your group.
- Write a list of the costumes and props you will need.
- Practise your play. Then act it out for the class.

ANSWERS

1 b 2 c 3 d 4 a

2 Watch the video. Where did Dad find the tickets in the play?

- Play the video for the students to watch and find the answer to the gist question in the rubric.
- Ask further questions about the video, for example, *What are the props?* (objects for the play) *What prop are they going to use?* (a coat) *Does Toby take off real boots?* (No. They're pretend boots.) Students discuss the questions in pairs.
- Play the video again for students to check their answers.

Video transcript, see page 158.

ANSWER

in the dishwasher

3 Listen and read. 105 Then act out your play.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheets. Students use the worksheet to prepare for, read and act out the play.

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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 3, 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 in the class as they work and help where necessary.

Assessment for learning

Using the traffic light method, ask the students to tell you how they feel about vocabulary and grammar from the unit.

Workbook pages 50–51

1 Look at each picture and write three theatre words.

- Students look at the pictures and write three words for each picture.

ANSWERS

1 lights, stage, curtain 2 actor, make-up, costume
3 opera, audience, seat

2 Complete. Use the past simple.

- Ask students to read the sentences once. They complete them with the past simple form of the verbs from the box.

ANSWERS

1 looked at, took off 2 tried on, took off 3 cheered up, turned on 4 worried about, cheered up

3 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 were, were 2 Were, wasn't, was 3 was, was

4 Complete. Use *when* or *while* and the verb in the correct form.

- Students look at the pictures and complete the sentences. They use *when* or *while* and the past simple or past continuous form of the verbs in the box.

ANSWERS

1 While, rang 2 were watching, when 3 While, walked
4 While, was sowing 5 was reading, when

5 Write sentences using the past simple and *ago*.

- Students read the questions and write answers using the past simple and *ago* with the time phrases in brackets.

ANSWERS

1 I saw a musical two weeks ago.
2 She put on make-up ten minutes ago.
3 He tried on new clothes three days ago.
4 They turned on the new lights in the city centre four weeks ago.

Assessment for learning

After students have completed the evaluation, ask them to vote on their favourite lessons. If you ask students why they prefer certain lessons more than others, this will give them a chance to think critically about the ways they feel they learn best.

Unit 4 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

Tests

- The students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from Oxford English Hub.

Helping the environment

Learning objectives

Students will be able to read and understand a magazine article about bees.

Students will be able to read and understand a short story about a starfish.

Language

Helping the environment: *die, hollow, lay eggs, rise, save, solitary, waves*

Warm up

- Tell students to imagine that they were at the beach yesterday. There were trees and flowers nearby and rocks. Ask students 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 they saw.
- Draw a bee and a starfish on the board. Ask *Did you see a bee or a starfish at the beach?* Elicit answers from students.

Student Book pages 56–57

1 Listen and read. 106 Why do bees dance?

- Ask the class to look at the photos. Draw attention to the title of the magazine article and explain that this is a saying. Say *If you are busy as a bee, you're very busy.* Invite students to share any information they know about bees and any experiences they've had with bees.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text in their books. Then ask the question again.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.

ANSWER

They dance to show the other bees where the good food is.

2 Read again and complete.

- Ask students to read the sentences and complete them with a partner. Encourage them to read the text again and check their answers.

ANSWERS

1 juice 2 honey 3 nest, egg 4 pollen

Mixed ability

Ask weaker students to work in pairs. They complete two sentences each and then discuss their answers. Stronger students, who are fast finishers, can talk about the most interesting piece of information from the text.

3 What would you like to do to help bees?

- Read out the question and prompt students to read the sections *Why are bees important?* and *How can we help bees?* in the text again.
- Allow time for students to think about their answer. Then ask them to compare ideas in small groups. Invite students to share their ideas with the class.

ANSWERS

Students' own answers

Optional activity

If you have classroom access to the internet, ask students to research another type of insect, for example, ants, butterflies, or grasshoppers. Ask them to make a note of interesting information they can share with the class.

4 Listen and read. 107 How many starfish are there on the beach?

- Tell students they are going to read a short story.
- Draw attention to the story title and the picture. Invite students to guess who the characters are and what the story is about.
- Ask the gist question in the rubric. Play the recording for students to listen and follow the story in their books.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.

ANSWER

There are hundreds of starfish on the beach.

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

- Ask students to read the sentences once and discuss with a partner whether they are true or false.
- Have students read the story again and mark the sentences *T* or *F*.
- Check answers with the class and elicit corrections for the false sentences.

ANSWER

1 T 2 F (She was picking up starfish.) 3 F (The old woman knows she can't save all the starfish, but she can save some.) 4 T

6 What do you do to help animals and the environment?

- Ask students to think about what the magazine article and the story have in common. Elicit that they are about helping insects and animals.
- Read out the question and allow time for students to think about their answers.
- Put students in small groups to share their ideas. Invite students to report to the class.

ANSWERS

Students' own answers

Lesson 1: Words

Learning objective

Students will be able to talk about food from around the world.

Language

World food 1: *burger, burnt, curry, delicious, pie, raw, spicy, stew, sushi, taco*

Functional language: *How's your ... ? It smells / looks / tastes ...*

Warm up

- Play a game of *What's wrong?* (see *Ideas bank* page 150) using flashcards from Units 1–4, for example:
 - traffic lights – lights – spring
 - waste – throw away – look after
 - spring – winter – stage
 - road – motorway – zebra crossing
 - sow seeds – pick fruit – pick up litter
 - actor – audience – curtain

Lead-in

- Put one flashcard on the board. Ask students to use the picture to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to open the Student Book to page 58 and find the learning objective: *Let's talk about food from around the world.*

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 some of the food items they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

pizza, meatballs, chips, chicken, potatoes, carrots, rice, salad, ice cream

2 Listen, point and repeat. 108

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

3 Listen and say. 109

- Tell students that they are going to hear descriptions of the dishes from exercise 2. Explain that a dish is made of different food items. Students must listen and call out the correct dish.

- Play the recording, pausing after each description. Students discuss which dish it is with a partner before you elicit it from chosen students.
- Ask *Which dishes have you tried?* Elicit answers from different students and ask whether they enjoyed the food.

Audio transcript

- This is a dish from Mexico. It's hot. It isn't cold. There's a big, flat piece of bread. Then you put chicken or beans and salad inside the bread and fold it.
- This is a dish from India and other Asian countries. It's hot. It's got meat and lots of spices. It's got onion, garlic and chillies, too. You can eat rice with this dish.
- This is a dish from many different countries around the world. It's hot. It's wet and it's usually brown. You put meat and vegetables in a pot. Then you cook it slowly for two or three hours.
- This is a dish from the UK. It's hot. Inside, it's got meat and vegetables. Outside, there's a yellow food called 'pastry'. You make pastry from flour and butter.
- This is a dish from the USA. It's hot. It's bread with meat and salad inside. You often eat this dish with chips. You can also cook this dish on a barbecue.
- This is a Japanese dish with fish, vegetables and rice. It's cold. It's black outside. It's colourful inside. You can eat this dish with wooden sticks called 'chopsticks'.

ANSWERS

1 taco 2 curry 3 stew 4 pie 5 burger 6 sushi

Mixed ability

To support weaker students, pause the recording after each description and elicit key words on the board. For example, 1 *Mexico, hot, bread, chicken, beans, salad, fold*. Students can then work out which dish is described in each item. Stronger students can help with the notes on the board.

Global skills: intercultural competence and citizenship

An important part of our cultural identity is food. People from different cultural backgrounds use different ingredients and prepare different dishes. It's important for students to appreciate these dishes in their own culture and they should also be encouraged to try food from other cultures. Ask different students to share experiences they have had trying food from different places within their country and abroad. They can talk about going to restaurants or food they have had on trips.

4 Read the food items and write the dish.

- Draw attention to the example. Say *In the stew, there's meat, potatoes and carrots.*
- Ask students to work in pairs. They look at the food items and decide which dish it is.
- Students work in pairs. They take turns to talk about a healthy habit for their partner to respond.

ANSWERS

1 stew 2 burger 3 pie 4 sushi 5 curry 6 taco

5 Listen, point and repeat. 🎧 110

- Focus on the website. Elicit that it's a website for a restaurant. Ask *What's the restaurant called?* (The Yellow Chilli) Then draw attention to the four photos.
- Play the recording for students to listen carefully and point to the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 111

- Read the reviews aloud for students to follow.
- Students read the reviews again and write the missing adjectives in the gaps, using the labels on photos 1–4.
- Play the recording for students to check.

ANSWERS

spicy, burnt, raw, delicious

Mixed ability

Ask weaker students to work in groups of three to complete a review each. Stronger students can complete the reviews independently and then check with a partner before you go through the answers.

7 Read again and complete.

- Ask students to read the reviews again. Then they read the sentences and write the words.

ANSWERS

1 burnt 2 raw 3 delicious 4 spicy

Optional activity

Play a game of *Draw* using the ten words for food flashcards (see *Ideas bank* page 150).

8 Listen and repeat. 🎧 112 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that when we talk about food, we talk about how it smells, looks and tastes. Good food must smell, look and taste nice.
- Demonstrate another dialogue for the class. Choose *pizza* from the green box and encourage a student to ask you *How's your pizza?* Mime holding and eating a slice of pizza and respond using the verbs from the orange box and adjectives from the blue box. Make sure you use the appropriate facial expressions.
- Ask students to work in pairs. They take turns to ask and talk about food, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1 [DOWNLOAD](#)

- Students label and choose dishes from a menu. Then they act out short conversations.

Workbook pages 52–53

1 Circle the correct words. Then match.

- Students circle the correct words in each sentence. Then they number the pictures to match them to the sentences.

ANSWERS

1 burger, c 2 chicken stew, a 3 apple pie, e
4 fish pie, b 5 curry, d

2 Look at the pictures. Read and write A or B.

- Students look at the pictures and read the sentences. They write *A* or *B* to match each sentence to one of the pictures.

ANSWERS

1 A 2 B 3 B 4 B 5 A 6 B

3 Write dishes that use these ingredients. Use the words from activity 1 and your own ideas.

- Students look at each ingredient and write dishes that include each one. They can look at activity 1 for ideas and use their own.

SUGGESTED ANSWERS

1 sandwich, burger
2 fish taco, sushi, fish curry, fish pie, fish kebab, fish stew, fish soup
3 stew, kebab, curry, taco, meatballs, pizza, sandwich, omelette
4 pizza, salad, spaghetti, sandwich, taco, kebab, stew, curry, pie, burger
5 curry, taco, stew, chilli sauce, pizza

4 Complete.

- Students read the review and complete it with the words in the box.

ANSWERS

1 taco 2 delicious 3 raw 4 spicy 5 burger
6 burnt

5 Write a review.

- Give students some time to look at the review and think about experiences they have had at restaurants. Ask them to choose one and think about what they would write in their review. Elicit ideas from different students.
- Students write their reviews. Monitor and offer help where necessary.

ANSWERS

Students' own answers

6 Complete the dialogues.

- Students look at the pictures and complete the dialogues with the words from the box.

ANSWERS

1 soup 2 curry 3 chips 4 taco

Students' own answers

Assessment for learning

Students discuss the learning objective 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 food is made and where it's eaten.

Language

Present simple passive statements: *The sauce is made from chillies. It isn't made from tomatoes. The chips are made from potatoes.*

Present simple passive questions and answers: *Are curries eaten in the UK? Yes, they are. Is this burger made from beans? No, it isn't. What is it made from? It's made from chicken and rice.*

Warm up

- Play a game of *Race the bear!* (see *Ideas bank* page 151) with the words from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Put the flashcards for *sushi* and *taco* on the board, and elicit the names of the dishes.
- Ask the following questions and elicit answers from different students: *Which dish is made from flat bread, chicken, beans and salad?* (taco) *Where is sushi eaten?* (Japan)
- 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 food is made and where it's eaten.*

Student Book pages 60–61

1 Listen and read. 113 Who likes spicy food?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording for students to listen attentively and follow the cartoon story. Ask the question and elicit the answer from chosen students.
- Play the recording again for students to follow.

ANSWER

Emma

2 Listen and read. 114

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Elicit other examples of uncountable (*bread, rice, pasta, curry, stew, soup*) and countable foods (*burger, taco, meatball, sandwich, chips*) that students know.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students for feedback, to check understanding. Read the rule in the *Look!* box about countable and uncountable food with the class.

Grammar

Point out to students that uncountable foods are always singular and use *is* while countable foods use *are*.

3 Listen and complete. 115

- Focus on the photos of the two peppers and say the names out loud. Ask *Which do you think is the hottest?* Elicit answers from different students but don't confirm them yet.
- Tell students that they are going to hear a girl and a boy talking about chillies. They must listen and complete the sentences with the words from the box.
- Ask students to read the sentences once. Then play the recording for students to complete the sentences. Elicit the answer to their guesses (the Carolina Reaper is 400 times hotter than a jalapeno pepper).
- Play the recording again for students to check answers.

Audio transcript

Girl Do you like chillies?

Boy Yes I do, but I don't like very spicy chillies. They taste too hot.

Girl Well, I love chillies. I know lots of facts about chillies! Did you know that the hottest chilli in the world is called 'The Carolina Reaper'? It's about 400 times hotter than a jalapeno pepper!

Boy Ooh, I definitely don't want to eat The Carolina Reaper!

Girl And did you know that chillies are grown in countries all over the world? They're grown in China, Thailand and Mexico!

Boy Wow, that's interesting.

Girl Yes, it is. Have you ever eaten chilli sauce?

Boy No, I haven't.

Girl Well, chilli sauce is made from chillies, too. It's made from chillies, tomatoes, garlic, sugar and salt.

Boy What do you use chilli sauce for?

Girl I put it on my burger. And did you know that chillies are eaten raw or cooked?

Boy No, I didn't know that.

Girl Yes, raw and cooked chillies are used in curries, stews and tacos.

Boy Wow, you do know lots of facts about chillies! Ooh, I know a fact about chillies!

Girl Really?

Boy Yes! Sometimes, chillies are used in chocolate cake.

Girl Chillies in chocolate cake?

Boy Yes, the café near my house has a 'chocolate and chilli cake', but I've never tried it.

Girl I'd like to try chocolate and chilli cake. Let's go to that café now!

Boy OK!

ANSWERS

1 called 2 grown 3 is 4 eaten 5 used 6 are

4 What food facts do you know? Talk with your partner.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Ask students to work in pairs. They take turns to share a food fact with their partner.

5 Listen and read. 116 What is *jalfrezi*?

- Focus on the messages and the photo of the dish. Elicit what food items they can see (chicken, egg, rice, chillies).
- Read out the gist question with the class.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Where is nasi goreng eaten?* (in Malaysia) *Is it spicy?* (Yes, it is.) *Is jalfrezi spicy?* (Yes, it is.)

ANSWER

It's a curry made from peppers, tomatoes, garlic, spices and lots of chillies.

6 Listen and read. 117

- Play the recording for students to listen to the grammar explanation and to follow the example questions and answers. Point out the position of *from* at the end of the *Wh-* question.
- Ask students to work with a partner, taking turns to read out the example questions and answers.
- Ask students for feedback, to check understanding.

Optional activity

Write the example questions as sentences on the board: *Curries are eaten in the UK.* Draw an arrow from *are* to the left of *Curries*. Then write the question *Are curries eaten in the UK?* Copy sentences from exercises 1 and 2 on the board. Ask students to turn them into questions in their notebooks. Then they take turns to ask and answer the questions with a partner.

7 Circle the correct words in the questions. Then circle the correct answers.

- Ask students to read the questions once. They circle the correct words in each question.
- Put students in pairs to discuss the answer to each question. Then they check with another pair.

ANSWERS

1 are, c 2 is, b 3 eaten, a 4 made, c

8 Write Yes / No questions. Then ask and answer with a partner.

- Ask students to look at the prompts and elicit whether each food item is countable or uncountable.
- Draw students' attention to the example question. Remind students that the verb *be* is placed first in the question form.
- Students write the present simple passive questions. They ask and answer the questions with a partner.

ANSWERS

- 1 Is rice grown in China? (Yes, it is.)
- 2 Are tomatoes eaten in Spain? (Yes, they are.)
- 3 Are burgers made from eggs? (No, they aren't.)
- 4 Is flour used in rice? (No, it isn't.)

Assessment for learning

Using the traffic light system, establish how confident students are with the new grammar. If they need further practice, do one of the Workbook exercises with the whole class. Elicit feedback again.

Team Up! 2

- Students do a quiz in pairs on the topics of food, theatre and the environment.

Workbook pages 54–55

1 Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS

1 is 2 aren't 3 are 4 is 5 isn't 6 are 7 are

2 Order the words to make present simple passive statements.

- Students put the words in order and write sentences.

ANSWERS

- 1 Bread is made from flour.
- 2 Eggs aren't used in this recipe.
- 3 Chillies are grown in many countries.
- 4 Sushi is eaten in Japan.

3 Rewrite the sentences in the present simple passive form.

- Ask students to read the sentences and underline the word that is going to be the object of each passive sentence (1 sushi, 2 curries, 3 apples, 4 rice, 5 pasta). Then students write the present simple passive sentences.

ANSWERS

- 1 Sushi isn't made with cooked fish.
- 2 Curries are eaten in the UK.
- 3 Apples are grown on trees.
- 4 Rice isn't used in this recipe.
- 5 Pasta is cooked in very hot water.

4 Write. Use *is / are* and the past participle.

- Students complete the questions with *is* or *are* and the past participle of the verbs.

ANSWERS

1 Is, mixed 2 Is, made 3 are used 4 Are, added 5 are, baked

5 Write present simple passive questions.

- Students use the words in brackets to write present simple passive questions.

ANSWERS

- 1 Is the burger made from beans?
- 2 Are the chips made from potatoes?
- 3 Are the potatoes grown in the UK?
- 4 Is the sauce made from tomatoes?
- 5 Are burgers eaten in your country?

6 Answer the questions for you.

- Students can discuss the questions in pairs before they write their answers. Ask them to write full sentences.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 128 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about more food from around the world.

Language

World food 2: *couscous, dumplings, falafel, fried rice, hummus, kebabs, spaghetti, spring rolls*

hope, think and know: *I hope I'll win the competition! I think I'm good at cooking. I know I'm 11 years old.*

Warm up

- Play a game of *Whispers* (see *Ideas bank* page 152). Instead of individual words, whisper present simple passive questions, for example, *Is sushi eaten in Japan?* The last student repeats the question aloud and answers it.

Lead-in

- Tell the class the learning objective and write it on the board: *Let's talk about more food from around the world.*
- Elicit the different dishes and countries that came up in lessons 1 and 2: *curry, burgers, stew, pie, taco, sushi, pie / China, Thailand, Mexico, the UK, Japan, the USA.*
- Ask students to guess what foods and countries they will learn about in this lesson. Elicit ideas from different students.

Student Book pages 62–63

1 Listen and read. 🎧 118 What is falafel made from?

- Focus on the story pictures. Choose a student and ask: *What are the boys' parents doing?* (They're cooking.)
- Read out the gist question with the class. Encourage students to guess.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What can the boys smell?* (garlic) *Does the garlic smell nice?* (Yes, it does.) *How does the boy in the striped jumper know they are having falafel for dinner?* (because he bought the chickpeas and the spices that afternoon)

ANSWER

garlic, chickpeas and spices

2 Listen, point and repeat. 🎧 119

- Play the recording for students to listen and point to the photos. Elicit whether they guessed any of the dishes in *Lead-in*.
- Play the recording again for students to repeat the words.

3 Complete for you.

- Read out the headings in the table. Give an example for you. For example, say, *I've eaten dumplings many times. I've never eaten falafel, but I'd like to try it. I've never eaten hummus and I don't want to try it.*
- Allow time for students to think about one or two dishes for each category. They can use dishes from activity 2, lesson 1 and their own ideas.
- Ask students to compare their answers in pairs.

ANSWERS

Students' own answers

Assessment for learning

Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary. If students struggle with some of the words, play track 119 again for them to repeat the words.

4 Ask and answer.

- Read out the question and ask a student to read the example answer. Elicit other adjectives students can use to describe food they like, such as, *tasty, amazing, great*. Elicit what they can say for food they don't want to try, for example, *It doesn't look nice. It looks horrible.*
- Students work in pairs. They take turns to ask and answer about food they have or haven't eaten before.

5 Listen and read. 🎧 120

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

6 Circle the correct words.

- Ask students to read the sentences once and focus on meaning.
- Ask students to work with a partner to circle the correct verb in each sentence.

ANSWERS

1 hope 2 think 3 think 4 knows

7 Look and complete with hope, think or know.

- Ask students to look at the pictures. Discuss with the class what is happening in each picture. For example, for picture 1, encourage students to work out the math. For picture 2, point out the shape of the present and the boy's expression.
- Focus on the speech bubbles. Ask students to complete the sentences with *hope, think* or *know*. Monitor the class as students work and help where necessary.

ANSWERS

1 know 2 think 3 hope 4 think

8 Listen and read. Then sing. 🎧 121–122

- 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 work their way around the maze and make sentences with *hope*, *think* and *know*.

Workbook pages 56–57

1 Find and circle the food words. ↑ ↓ ↗ ↘

- Students look at the pictures and find 8 food words in the grid. Explain that the words can go up, down, across and diagonally.

ANSWERS

f	r	i	e	d	r	i	c	e	d	f	g
h	s	p	r	i	g	r	o	l	l	s	
u	r	d	h	u	s	m	u	g	p	c	p
m	f	u	f	b	l	a	f	e	l	o	a
m	b	m	a	a	c	o	u	t	i	u	g
u	a	b	s	r	l	s	k	t	m	s	h
s	e	p	c	i	s	a	e	i	u	c	e
k	s	l	s	c	b	a	f	s	s	o	t
u	d	i	s	a	p	h	b	e	s	u	t
d	u	m	p	l	i	n	g	s	l	s	i

2 Complete. Use the words from activity 1.

- Students read the definitions and write the words from activity 1.

ANSWERS

1 spaghetti 2 dumplings 3 spring rolls 4 kebabs
5 hummus 6 falafel 7 fried rice 8 couscous

3 Write. Use the words from activity 1 and your own ideas.

- Students read the prompts and write three words for each prompt. They can use words from activity 1 and their own ideas.

SUGGESTED ANSWERS

1 sushi, hummus, bread 2 burgers, kebabs, fish
3 soup, curry, stew 4 falafel, hummus, burgers

4 Read and write the number.

- Students read the sentences. They number the people in the picture to match them to the sentences.

ANSWERS

3, 1, 5, 4, 2

5 Write *hope*, *think* or *know*.

- Students look at the pictures and read the sentences. They complete the sentences with the verbs.

ANSWERS

1 hope 2 know 3 think 4 know

6 Write sentences for you.

- Students complete the sentences with their ideas.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 128 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read and understand a story about a cooking competition.

Language

Vocabulary and grammar from lessons 1–3

Warm up ▶ 121–122

- Play *Sing the next line* (see *Ideas bank* page 151) with the song from lesson 3.

Lead-in

- Ask students to look at the page and find the learning objective: *Let's read about a cooking competition.*
- Elicit the meaning of the word *competition* or the word in the students' own language. Ask *Have you ever taken part in a competition? What was it and what happened?* Elicit responses from different students around the class.

Student Book pages 64–65

1 Look at the pictures. What are the children doing?

- Students look at the story pictures and ask *How many children are there in the competition?* Elicit the answer (three).
- Read the question with the class: *What are the children doing?* Students discuss in pairs before you elicit the answer.

ANSWER

They're cooking (in a competition).

2 Listen and read. ▶ 123 What will the children eat for dinner?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

They will eat the dishes they have made: spring rolls, fish curry and sushi.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and circle the correct answer.

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and circle the correct answer. Walk around the class and help students where necessary.

ANSWERS

1 c 2 b 3 b 4 a

5 Write T (true) or F (false).

- Ask students to read the sentences and write T or F.
- In class feedback, ask the students to correct the false sentences.

ANSWERS

1 F (The children must make a delicious dinner in one hour.)
2 F (Tia thinks she's not good enough.) 3 T 4 T
5 F (Sam isn't happy when Tia wins the competition.)

6 Read and answer.

- Ask students to read the questions and discuss them in pairs before they write their answers.

ANSWERS

1 Because she thinks she isn't good enough.
2 Because it's made from raw fish.
3 Yes, he does. Because he says he knows he's the best cook and he complains when Tia wins the trophy.

Think, feel, grow

- Focus on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. Elicit what other things they would say to cheer up Sam, for example, *You did your best. You might win next time.*
- For the third question, ask students to tell their partner what they think before getting feedback from the whole class.

SUGGESTED ANSWERS

1 Amy says, 'Well done, Tia!', but Sam says, 'But my curry is made from 20 ingredients! The fish is cooked perfectly!' Amy is happy for Tia, but Sam is angry.
2 Amy helps Sam to realise it's OK that they didn't win. All their dishes look delicious and they're going to enjoy having them for dinner.
3 Students' own answers

Global skills: emotional self-regulation and well-being

Students will have experiences of winning and losing at games, competitions, sport matches, etc. Being a good winner and a good loser are important qualities in life. The story illustrates that losing is tough, but it isn't the end of the world. Having a different perspective helps us make a sad or disappointing experience an opportunity to learn new things and grow as people. Ask students to work in pairs and talk about a time when they won or lost at something. How did they react and how did they feel? Were they good winners / losers? Invite different students to share their story.

Team Up! 4 **DOWNLOAD**

- Students complete what good winners and good losers say in six different situations. Then they act out the situations and discuss their own experiences of being good winners or good losers.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 58–59

1 Look at the pictures. What is Ibrahim doing?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Allow time for them to discuss the question with their partner before checking with the class.

ANSWER

He's cooking.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 Find and underline these words in the story. Then choose the correct meaning.

- Students find the words in the story and choose the correct meaning. Encourage them to replace the word with the three possible meanings to help them make the right choice.

ANSWERS

1 b 2 c

4 Read the story again and write T (true) or F (false).

- Students read the story again and decide if the sentences are true or false. Elicit corrections to the false sentences.

ANSWERS

1 F (Ibrahim's father had won many cooking competitions.)
2 T 3 T 4 F (Baraz doesn't help Ibrahim.) 5 T

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

1 Ibrahim is worried because he is cooking in a competition.
2 Ibrahim is disappointed that he didn't win, but then he feels OK about it.
3 Baraz thinks it is important to try hard.

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the exercise.

ANSWERS

1 c 2 a 3 b
2 and 3 Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about bread in France and India.

Language

Bread: *coffee, ingredients, oven, wheat*

Warm up

- Play a game of *Descriptions* (see *Ideas bank* page 151) with the following food words: *bakery, bread, cake, flour, salt, butter, jam, orange juice, garlic, spaghetti, stew, breakfast, dinner*.
- Then ask *What do you usually have for breakfast? What do you usually have for dinner?* Have students answer the questions in pairs.

Lead-in

- Ask the class to look at the photos and try to guess which countries they will be learning about today (France and India). 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 bread in France and India*.

Student Book page 66

1 Listen, point and repeat. 🎧 124

- 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. 🎧 125

- Focus on the photo of Paul. Ask *Which country is Paul from?* (France).
- Tell students that they are going to hear Paul talking about a type of bread that is eaten in his country. They must listen for the words in exercise 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hello! I'm Paul from France. Today, I want to tell you about a very special food in my country. It's bread! It's very easy to make bread. You need only four ingredients. Ingredients are the food items you need to make a dish or meal. For example, the ingredients for fried rice are rice, eggs, oil and some vegetables.
- An important ingredient in bread is flour. Did you know that flour is made from a plant? This plant is called wheat. Wheat is a tall, yellow plant that is grown in fields. The wheat is collected from the fields at the end of the summer and it is made into flour.
- After you mix all the ingredients for bread, you have to bake the bread in an oven. An oven is a machine which

is very hot. It is used to cook or bake food. After you bake the bread, you must remember to turn off the oven.

- In France, lots of people like to eat bread and drink coffee for breakfast. Coffee is a hot, brown drink. It's made from a bean. The beans are grown in countries like Brazil and Vietnam. Some people add milk to coffee.

ANSWERS

1, 3, 2, 4

3 Listen to Paul and complete. 🎧 126

- Tell the class that now they are going to hear Paul talking in more detail about bread in France.
- Ask students to read through the sentences before they listen. Play the recording, pausing for students to write the missing words.

Audio transcript

I live in a beautiful village in France. In my village, there's a small bakery. At the bakery, you can buy bread and cakes. Every morning at half past six, I walk to the bakery in my village and I buy two *baguettes*. A *baguette* is a long stick of bread. It's delicious!

The baker works at the bakery. He makes 100 *baguettes* every morning. He uses flour made from wheat. There are lots of wheat fields near our village. The other ingredients in bread are salt, water and yeast. Yeast is a special ingredient in bread. It makes the bread grow.

The baker mixes the ingredients. Then the bread is baked in an oven for twenty minutes. After that, it's ready to sell in the bakery!

After I buy the *baguettes*, I go home. Then my family and I eat breakfast together. We put butter and fruit jam on the *baguette*. My mum and dad drink coffee from a bowl, but I prefer a glass of orange juice.

Sometimes we eat *baguettes* for dinner, too. My mum mixes garlic and butter, and she puts this on the *baguette*. Then it's baked in the oven. This is called 'garlic bread'. We eat garlic bread with spaghetti or stew. It's delicious!

ANSWERS

1 bread 2 long 3 wheat 4 ingredients 5 oven
6 coffee

4 Watch the video. ▶ What do people eat with *baguettes* at dinnertime in France?

- Play the video for students to watch and find out what people eat with *baguettes* at dinnertime in France.

Video transcript, see page 158.

ANSWER

stews, soups or spaghetti

Optional activity

Ask students to think about everything they have learned about bread in France from the Student Book page, the audio and the video. They take turns to tell each other facts about French bread, for example, *There are four ingredients in a baguette. Yes! There's flour from wheat, salt, water and yeast.*

5 Listen and read. 🎧 127 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the

conversation at the end of the video. Play the video for students to listen to the conversation again.

- Ask students to work in pairs to discuss how often they eat bread. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around the class as students talk, helping where necessary. Ask some of the pairs to act out their conversation.

Workbook page 60

1 Read. What shape is the dough cut into?

- Explain that the students are going to read an interview written by a different child from France. Point to the photo and elicit the child's name (Alice).
- Ask students to look at the photos and the title of the interview. Ask the gist question in the rubric.
- Allow students time to read the interview and find the answer.

ANSWER

a triangle shape

2 Read again. Write T (true) or F (false).

- Students read the interview again and mark the sentences true or false.

ANSWERS

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

3 Write. Answer the questions.

- Read out the first sentence starter and give an example of a possible way to complete it (1 toast).
- Read out the questions and give an example of possible ways to answer each one (2 Yes, I did.; 3 white bread).
- Students read the first incomplete sentence and the questions, and think about their answers. They can discuss them in pairs before writing their answers.

ANSWERS

Students' own answers

Student Book page 67

6 Look at the photos. What foods can you see?

- Focus attention on the photos. Ask question in the rubric. Allow students to discuss in pairs. Elicit the answer from different pairs.
- Encourage students to share any experiences they have had with Indian food.

ANSWER

bread and a curry

7 Listen and read. 128 What are Saira's two favourite types of bread?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the text.
- Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

Naans and chapatis

8 Read again and match.

- Ask the students to read through the definitions and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to match the definitions to the words.

ANSWERS

1 b 2 d 3 a 4 c

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on bread from France, India and their own country.

Team Up! 5 DOWNLOAD

- Students complete factfiles for three types of bread and then make a factfile for a type of bread from their country.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a recipe.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Race the bear* (see *Ideas bank* page 151) with *spaghetti with tomatoes and pepper*.
- When students find the dish, ask *Do you like spaghetti with tomatoes and pepper? What ingredients are there in this dish?* Students discuss the questions in pairs before you elicit answers from different students.

Lead-in

- Write the objective on the board: *Let's learn how to write a recipe.*
- Ask students to talk about recipes they have read and/or used. Write these questions on the board: *What dish was the recipe for? What was in the recipe? Was it easy or difficult to make the dish?* Students discuss in small groups.

Student Book page 68

1 Look at the photo. What is served with the spaghetti?

- Focus on the photo and ask the question. Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

(garlic) bread

2 Read and listen. 129 Which ingredient is boiled in water?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the recipe in their books. Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their predictions were correct in exercise 1.

ANSWER
the spaghetti

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the recipe again and discuss the questions in pairs.

ANSWERS
1 two tablespoons 2 while cooking the tomatoes, pepper, onion, chilli and garlic

4 Read. Then write the labels in 2.

- Read through the box about how to write a recipe.
- Ask students to read the recipe again and write the headings in the labels in activity 2. Point out that when cooking a dish, we do some things at the same time. For example, steps 2 and 3 happen at the same time. Students must think about this and make it clear in their recipe.

ANSWERS
Title, Photo, Ingredients, Method, Tip

Mixed ability

With weaker students, elicit the meaning of the cooking verbs: *chop, pour, cook, put, boil, drain, mix, add, serve, fry, bake, slice*. Fast finishers can give an example of a food item for each verb, for example, *chop onions, pour milk, cook the spaghetti*.

5 Write a recipe for a dish from your country. Go to your Workbook page 61.

- Ask students to turn to page 61 of their Workbook and complete exercises 1 and 2 before writing their recipe.

Workbook page 61

1 Complete.

- Students look at the pictures and complete the sentences with the verbs in the box.

ANSWERS
1 Chop 2 Pour 3 Add, Cook 4 Put 5 Mix 6 Serve

2 Plan your ideas for a recipe. Write.

- Refer students back to the recipe in their Student Book. Remind students that this is what a good recipe looks like, and they should use this model to help them in their own writing.
- Focus attention on the notes in the Workbook activity. Read out the three headings and elicit for each one example notes from the students.
- Ask students to make notes about a dish they like.
- Ask the students to show their notes to a partner and explain how their dish is made.

3 Write a recipe for a dish from your country. Use your notebook.

- Allow time for students to write out their recipes using their notes. Encourage them to use a photo or draw a picture for it.
- When they are ready, ask students to exchange recipes with a partner. They read their partner's recipe and say whether they would like to make the dish.

Assessment for learning

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

Project and Review

Learning objective

Students will make a menu for a restaurant and act out a role play.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages), several A4 pieces of plain paper, pens and pencils for each group

Warm up

- Play a game of *Find the answer* (see *Ideas bank* page 151). You can use these example questions: *How many grams of spaghetti do you need for spaghetti with tomatoes and pepper?* (300) *What dish did Sam make in the story The cooking competition?* (a fish curry) *Which is hotter: the jalapeno pepper or the Carolina Reaper?* (the Carolina Reaper) *What ingredients are there in a taco?* (beans, bread, salad) *Why didn't Zak11 like the taco in the Yellow Chilli?* (the vegetables were raw) *What are chips made from?* (potatoes).

Lead-in

- Write the learning objective on the board: *Make a menu for a restaurant and act out a role play.*
- Discuss as a class what makes a good menu for a restaurant, for example, clear names for dishes, dishes listed in categories, prices included, photos of the dishes.

Student Book page 69

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheets for students to make the menu and act out the role play.

1 Listen and match. 130

- Show the students a copy of the worksheet (the menu).
- Read out the steps and ask students which order they think they should be in.
- Play the recording for students to listen and number the steps.

Audio transcript

- 1 In your group, choose eight dishes and three drinks for your menu.
- 2 Think about prices and choose a name for your restaurant.
- 3 Make your menu and present it to the class.
- 4 Act out a role play in a restaurant. Ask questions about the menu.

ANSWERS

1 b 2 d 3 c 4 a

2 Watch the video. What's the name of the group's restaurant?

- Ask the gist question in the rubric. Play the video for the students to watch and find the answer.
- Ask further questions about the video, for example, *What dishes do they choose for their menu?* (spaghetti, dumplings, salad, curry, fish and chips, pizza, sushi, shepherd's pie) *What drinks are there on their menu?* (juice, water, lemonade) *Is the curry spicy?* (Yes, it is.)
- Play the video again for students to check their answers.

Video transcript, see page 159.

ANSWER

The Big Spoon

3 Listen and read. 131 Then present your menu and act out your role play.

- Play the dialogue for the students to follow.
- Elicit questions the customers can ask and write them on the board, for example, *What ingredients are there in the (dish)? What's the (dish) made from? Is the (dish) made from ... ? Is the (dish / food) spicy / salty / sweet / raw?*
- Ask students to work in groups of four. Give out the *Team Up!* worksheets (see separate teaching notes) for students to make their menu and act out the role play.
- Before students start, display the *Let's Present!* poster and go through the four steps with 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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 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 in the class as they work and help where necessary.

Assessment for learning

Using the traffic light method, ask the students to tell you how they feel about vocabulary and grammar from the unit.

Workbook pages 62–63

1 Write.

- Students look at the picture and label the dishes.

ANSWERS

1 kebabs 2 couscous 3 chicken curry 4 hummus
5 spring rolls 6 stew 7 pies 8 falafel

2 Match. Then write the words.

- Students read the definitions and write the words. Then they number the pictures to match them to the words.

ANSWERS

1 sushi, c 2 spaghetti, b 3 coffee, a 4 wheat, e
5 oven, d

3 Complete.

- Students read the review and complete the missing words. Point out that the missing words are adjectives.

ANSWERS

1 spicy 2 delicious 3 burnt 4 raw

4 Circle and complete.

- Students read the sentences, circle *is* or *are* and complete with the past participle of the correct verb in the box.

ANSWERS

1 are grown 2 are sown 3 is, eaten 4 is made
5 is, used

5 Write *hope*, *think* or *know*.

- Students look at the pictures and complete the sentences with *hope*, *think* or *know*.

ANSWERS

1 hope 2 know 3 think 4 know

Assessment for learning

The *My progress and effort* assessment gives students the opportunity to check their progress and success against the unit learning objectives. Divide the class into pairs to compare their assessment and discuss their ranking. Allow them to do this in L1 to encourage them to talk about how they feel about their achievements.

Unit 5 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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 using technology.

Language

Using technology: *click on an icon, delete, download, make a video call, print a document, save, search the internet, send an email, text a friend, upload*

Functional language: *How often do you use a ... ? I use one What do you use it for? I use it to ...*

Warm up

- Play *Who did it?* with the class (see *Ideas bank* page 150) to review known food vocabulary. You can also use a combination of flashcards from Units 2, 3 and 5.

Lead-in

- Ask students to open their Student Book on page 70 and find the learning objective: *Let's talk about using technology.*
- Ask *What do you use technology for?* Students work in pairs to think of different ways they use technology. If students need prompting, ask them to think about devices they have at home and at school. Choose some of the students to share their ideas with the class.

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 some of the devices they can see.
- Tell students that they are now going to learn six new phrases. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new phrases.

ANSWERS

a mobile phone, a laptop, a tablet, a computer, a mouse, a monitor, a printer, speakers

2 Listen, point and repeat. 🎧 132

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

3 Listen and say. 🎧 133

- Tell students that they are going to hear children talking about the different activities from activity 2. Students must listen and call out the activity.
- Play the recording, pausing after each child has spoken. Students discuss which activity it is with a partner before you elicit it from chosen students.

Audio transcript

- 1 I do this when I want to find information. I go on a computer and I use a question or a word to find the information.
- 2 I do this when I want to talk to somebody on my phone or computer. It's good because I can hear the other person and I can see them. They can see me, too!
- 3 I do this with a mouse. I move the arrow on my monitor to a small picture or shape. Then I press the mouse button. It makes a noise, like this.
- 4 I do this when I want to read my work on paper. I can see my work in black and white or in different colours on the paper. I use a special machine to do this.
- 5 I do this when I want to send a short message to somebody I know. I do this on my phone. It's very quick and easy to do!
- 6 I do this when I want to send a long message to somebody. I write the message with a computer keyboard, and then I send it. I write the person's address and a subject for the message.

ANSWERS

- 1 search the internet
- 2 make a video call
- 3 click on an icon
- 4 print a document
- 5 text a friend
- 6 send an email

4 Look and write.

- Ask students to look at the pictures and write the activities.
- Ask students to compare answers with a partner before they check with the class.

ANSWERS

- 1 click on an icon
- 2 send an email
- 3 print a document
- 4 search the internet
- 5 text a friend
- 6 make a video call

5 Listen, point and repeat. 🎧 134

- Focus on the four icons.
- Play the recording for students and point to the icons.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 135

- Read the email aloud for students to follow.
- Students read the email again and write the missing words in the gaps, using the labels on the pictures.
- Play the recording for students to listen and check answers.

ANSWERS

download, save, delete, upload

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

- Ask students to read the email again. Then they read the sentences and mark them true or false.
- Check answers with the class and invite students to correct the false sentences.

ANSWERS

- 1 T
- 2 F (You should save your homework every five minutes.)
- 3 F (Don't delete your homework.)
- 4 T

Optional activity

Play a game of *Word cloud* using the flashcards (see *Ideas bank* page 150).

8 Listen and repeat. 136 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that we use *to + verb* to explain why we do something. Go through the time expressions in the orange box and elicit other words to talk about frequency, for example, *sometimes, always, usually, three times a day, never*.
- Demonstrate another dialogue for the class. Choose *phone* from the green box and encourage a student to ask you *How often do you use a phone?* Give an answer, for example, *I use one several times a day*. Then prompt the student to ask you *What do you use it for?* Answer with phrases from the blue box and a new idea, for example, *I use it to text my friends and to check the weather forecast*.
- Ask students to work in pairs. They take turns to ask how often they use devices and what for, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1

- Students carry out a survey about using technology and create a bar chart with their results.

Workbook

1 Match. Then write.

- Students match the phrases and write them on the lines.

ANSWERS

1 send an email 2 text a friend 3 print a document
4 make a video call 5 click on an icon 6 search the internet

2 Complete. Use the phrases from activity 1. Then number.

- Students read the sentences and complete them with the phrases from activity 1.
- Students number the different parts of the picture.

ANSWERS

1 make a video call 2 search the internet
3 print a / the document 4 click on an icon
5 send an email

3 What can you do on a phone, tablet and laptop? Use the phrases from activity 1 and your own ideas.

- Students think about different things they can do on the three devices and write phrases.

SUGGESTED ANSWERS

1 search the internet, make a call, make a video call, text a friend, take a photo, play a game, send an email
2 search the internet, make a video call, take a photo, play a game, send an email, download a game
3 print a document, search the internet, make a video call, play a game, click on an icon, save a document, delete a document, send an email, upload, download

4 Write.

- Students read the clues and write the words in the crossword.

ANSWERS

Across: 3 download 4 save 5 make 6 search

Down: 1 upload 2 click 3 delete

5 Complete.

- Students look at the picture and complete the sentences with the phrases from the box.

ANSWERS

1 uploading photos 2 downloading documents
3 deleting a photo 4 saving his homework

6 Answer the questions for you.

- Students read the questions and think about their answers. They can discuss them in pairs before writing them down.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective 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 what happens if you use technology.

Language

Zero conditional affirmative statements: *If you click on the 'save' icon, the computer saves your work.*

Zero conditional negative statements: *If you don't like something on the internet, tell an adult.*

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 151) with vocabulary from lesson 1. Then put students in pairs to make sentences with each word and phrase.

Lead-in

- Hold up the *upload, download, save* and *delete* flashcards one at a time. Each time, ask *What happens if you click on this icon?* Elicit answers from different students.
- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 72 of the Student Book and find the learning objective: *Let's talk about what happens if you use technology.*

Student Book

1 Listen and read. 137 What happens to Omar's project?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read out the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story. Elicit the answer to the gist question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What does Omar want to do? (save his project) Why is Omar worried?*

(because he deleted his project). Draw the *undo* icon on the board and ask *What happened when Omar clicked on this icon?* (his project came back).

ANSWER

Omar deletes it, but it comes back.

2 Listen and read. 138

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out that we use the present simple in both clauses. Write on the board *if + present simple present simple*
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students for feedback, to check understanding.

3 Match. Then listen and check. 139

- Ask students to cover the options a–d with their hands and read the sentence halves 1–4. In pairs, they discuss what the result clauses could be.
- Then students read the options a–d and match the sentences. Allow them to work in pairs.
- Play the recording for students to check their answers.

ANSWERS

1 c 2 d 3 a 4 b

4 Play If you ... Use the ideas in the boxes and your own ideas.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Go through the rest of the phrases in the yellow and blue boxes. Explain that the students must use the yellow phrases in the *if* clause and the blue phrases in the result clause.
- Students work in pairs. They take turns to say an *if* clause for their partner to complete with the result clause.

ANSWERS

If you feel hungry, you make a sandwich.
If you press the 'on' button, the tablet turns on.
If you work too much, you feel tired.
If you mix red and blue paint, you get purple paint.
(And students' own answers)

5 Listen and read. 140 **Who should you ask before you make a video call?**

- Focus on the picture and the title. Ask *How do you stay safe online?* Students discuss ideas in pairs and then share with the class. Make notes on the board.
- Read out the gist question in the rubric with the class. Invite students to guess the answer.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer. Compare the ideas in the text with the students' ideas on the board.
- Play the recording again and ask questions to check comprehension, for example, *Who should you tell when you don't like something on the internet?* (an adult) *For example?* (a teacher, your parents) *Should you give your password to other people?* (no) *Is it important to know the phone number of people who text you?* (yes) *What should you do with horrible messages?* (delete them, ignore them).

ANSWER

your parents

Global skills: digital literacies

Staying safe online is an essential part for any child's development. Children need to be supervised by adults when using technology, but they must also develop their critical thinking skills in order to make the right decisions and protect themselves. Invite students to share any personal experiences they have had online or talk about friends' stories. Discuss with them what happened and how they protected themselves. What did they learn and how will they act next time something similar happens? You can develop this into a class project. Students can work in groups and create a poster with ten important tips on staying safe online.

6 Listen and read. 141

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read through the *Look!* box with the students.
- Ask students to work with a partner, taking turns to read out the example sentences. Ask them to read the example sentences again switching the order of the *if* clause and the result clause.
- Ask students for feedback, to check understanding.

Grammar

Point out the use of comma when the *if* clause comes first.

7 Circle the correct words.

- Ask students to read the sentences once.
- Allow students time to circle the correct words and compare answers in pairs.

ANSWERS

1 don't 2 if 3 doesn't rain 4 don't save

8 Rewrite the sentences. Make the verb negative in the if clause or the result clause.

- Ask students to read the sentences and the example. Explain that the sentence, *If I sleep, I'm not tired*, is also correct. However, *If I don't sleep, I'm tired*, makes more sense.
- Ask students to think about the sentences and discuss them with a partner. Then they write the new versions.

ANSWERS

1 If I don't sleep, I'm tired.
2 If he doesn't eat dinner, he feels hungry.
3 My mum worries about me if I don't call her.
4 Turn off the radio if you don't like the song.

Team Up! 2 **DOWNLOAD**

- Students play *Four in a row* in pairs making zero conditional sentences.

Workbook pages 66–67

1 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 makes, wears 2 use, remember 3 send, reads
4 download, save 5 delete, gets

2 Complete. Use the verbs in the correct form.

- Students complete the sentences with the correct form of the verbs.

ANSWERS

- send, check
- cycles, arrives
- make, look
- water, grow

3 Write sentences using the zero conditional.

- Students look at the pictures and the words. They write zero conditional affirmative sentences.

ANSWERS

- If I sleep for eight hours, I feel good in the morning.
- If you turn off the tap, you save water.
- If you click on the bin icon, the computer deletes the document.
- If he cycles to school, he uses the cycle path.

4 Circle the correct verbs. Then write + or – above each verb.

- Students circle the correct verbs to make zero conditional sentences.
- They write + in the box for the verbs in affirmative form and – in the box for the verbs in negative form.

ANSWERS

- ask +, don't know -
- isn't -, don't work -
- is raining +, don't play -
- don't know -, use +
- get +, am happy +

5 Find and circle one mistake in each sentence. Write the correct sentence.

- Ask students to read the sentences and discuss the mistakes in pairs.
- Students work on their own to circle the mistakes and write the correct sentences.

ANSWERS

- If it isn't warm enough, the flowers doesn't don't grow.
- If somebody send sends me a horrible text message, I don't reply.
- The game don't doesn't open if you don't click on the icon.
- The printer doesn't works work if you don't turn it on.
- If you take an amazing photo, don't forget to saves save it on your computer.

6 Complete the zero conditional sentences with the ideas in the box or your own ideas. Write affirmative or negative sentences.

- Students read the *if* clauses and discuss ideas in pairs. Then they complete the zero conditional sentences with the ideas in the box or their own ideas.

ANSWERS

- feel tired
- I eat fruit
- I download the song
- I ask my teacher
- tell an adult
- it disappears

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 129 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about different types of technology.

Language

Technology: *app, emoji, headphones, online, password, selfie, social media, website*

Past simple passive statements: *The internet was invented in 1983. It wasn't used in our school until 2005. The documents were deleted yesterday.*

Warm up

- Prepare strips of paper with zero conditional affirmative and negative sentences. You can use sentences from lesson 2. You should have one for each pair of students.
- Put students in pairs and hand a strip to a student in each pair. Ask the students with the strips to read out the *if* clause to their partner, who must work out the result clause. You can allow three guesses before the student reads out the whole sentence.
- Ask students to pass on their strip to another pair. Students swap roles every time they receive a new strip.

Lead-in

- Ask students to look at page 74 of the Student Book and find the learning objective: *Let's talk about different types of technology.*
- Put the flashcards on the board and ask *What do you think you are going to learn today?* Have students discuss in pairs.
- Ask different students around the class to share their ideas.

Student Book pages 74–75

1 Listen and read. 🎧 142 How are phones different today?

- Focus on the photo of the telephone. Read the gist question in the rubric with the class. Ask students to discuss in pairs before you elicit ideas from the class.
- Play the recording for students to listen, follow and find the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Who wrote this text?* (Mrs Jones, an IT teacher) *When did she start teaching?* (in 1995) *Could she use a tablet or a laptop then?* (No, she couldn't.) *What could she use?* (one of the big computers) *How often?* (one hour a week) *When could she use the internet at school?* (in 2005).

ANSWER

You can put them in your bag and use them outside your house, take a selfie with them, use social media and download apps.

2 Listen, point and repeat. 🎧 143

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

3 Complete.

- Ask the class to read the sentences once. Then they complete them with the words from activity 2.

- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

- 1 online, website, password 2 app, headphones
3 selfie, social media 4 emoji

Assessment for learning

Using the traffic light system, ask students to show you how confident they are with the new vocabulary. If students need further practice, play a game of *Snap!* (see *Ideas bank* page 150) to consolidate the new words.

4 Ask and answer.

- Read out the question and ask a student to read the example answer. Elicit more things students can do on a phone, for example, check the weather forecast, text a friend, play a game.
- Students work in pairs. They take turns to ask and talk about different devices, for example, phone, tablet, computer, laptop.
- Walk around in the class as students talk, helping where necessary.

Global skills: digital literacies

Put students in small groups and assign them a device. You can have, for example, the tablet group, the phone group, the computer group and the laptop group. Ask students to list as many uses as they can for their device. Invite groups to present their ideas to the class. Make notes on the board to find out the most useful device.

5 Listen and read. 🎧 144

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Read through the *Look!* box with the students.
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Point out to students that we use *by* in past simple passive statements when we know who did the action.

6 Match.

- Ask students to look at the picture.
- Ask students to read and match the sentences.

ANSWERS

- 1 c 2 a 3 d 4 b

7 Write past simple passive sentences.

- Ask students to look at the words and underline the verb in each item. Remind them that they need to add the verb *be* and to use the past participle of the verbs to make sentences.
- Students write the sentences and compare them in pairs before checking with the class.

ANSWERS

- 1 She was born in 1980.
2 The apps were designed by two students.
3 My headphones weren't made in the UK.
4 The password wasn't changed yesterday.

8 Listen and read. Then sing. 🎧 145–146

- 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.
- 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 play a miming game with cards showing pictures of what happened yesterday at school. They guess by saying sentences in the past simple passive.

Workbook pages 68–69

1 Order the letters.

- Students order the letters to label the pictures.

ANSWERS

- 1 headphones 2 social media 3 website 4 app
5 emoji 6 password 7 selfie 8 online

2 Complete.

- Students read the text once. Then they read it again and complete it with the words in the box.

ANSWERS

- 1 app 2 online 3 website 4 password 5 upload
6 download 7 click

3 Answer the questions for you.

- Students read the questions and discuss them in pairs before writing their answers.

ANSWERS

Students' own answers

4 Read and number the pictures. Then underline the past simple passive verbs in each sentence.

- Students read the timeline and number the pictures in order.
- Then they underline the past simple passive verbs.

ANSWERS

- 1 d 2 e 3 a 4 b 5 c
1 was built 2 was destroyed, was built 3 was bought
4 was changed 5 were painted

5 Write the past participles of the verbs in the table.

- Students complete the table with the past participles of the verbs in the box.

ANSWERS

Regular past participles (-d or -ed): invented, deleted, printed, downloaded, searched, saved, used, texted
Irregular past participles: made, built, sent, took, put, bought, written

6 Complete. Use the past simple passive.

- Students complete the sentences with the past simple passive form of the verbs. Explain that the + / - symbols tell students whether to use the affirmative or negative. They need to decide whether to use the singular or plural form.

ANSWERS

1 were uploaded 2 was downloaded 3 weren't saved
4 were bought 5 wasn't written 6 were built

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 129 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about a smart fridge.

Language

Vocabulary and grammar from lessons 1–3

Warm up 145–146

- Sing the song from the previous lesson with the class.
- Ask students to think about other actions they could use, for example, *The selfie was deleted. The homework was sent.* As a class, create a new verse and practise singing it.
- 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 76 of their Student Book and find the learning objective: *Let's read about a smart fridge.*
- Students will probably know the use of *smart* to refer to technology devices. Ask *Can a person be smart? What does it mean?* Elicit answers from the class (Yes. It means the person is clever, intelligent.).
- Put students in pairs to list other devices that can be smart. Elicit ideas from different pairs, for example, *smartphone, smart TV, smartwatch.*

Student Book pages 76–77

1 Look at the pictures. Where are Emir and his mum?

- Ask students to look at the story pictures. Ask *Where are Emir and his mum?*
- Students discuss the question in pairs before you check the answer with the class.

ANSWER

They're in the kitchen.

2 Listen and read. 147 Where do Mum and Emir meet their friends?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Encourage students to look at the pictures for a clue.

- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

at the café (in town)

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

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

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and write T or F.
- Elicit corrections to the false sentences when checking answers with the class.

ANSWERS

1 F (Emir wants a new smart fridge.) 2 T 3 F (The fridge can show you a baking website.) 4 T 5 T 6 F (At the end of the story, Emir doesn't want a smart fridge.)

5 Find the words in the story. Then look and write the letter.

- Read out the words. Ask students to scan the story and find the words. Encourage students to read the whole sentence containing each word and work out the meaning from context if necessary.
- Students match the words to the pictures. Ask them to compare answers with a partner.

ANSWERS

1 c 2 a 3 d 4 b

6 Match.

- Ask students to read the sentence halves once.
- Students match the halves to make sentences. Prompt them to read the story again as necessary.

ANSWERS

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

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as, *Is baking fun? Why is it important to see family and friends?*
- For the third question, give students time to think about their answer. Prompt them to think about things they do every day that they enjoy. Put students in pairs to share ideas before getting feedback from the whole class.

SUGGESTED ANSWERS

1 Not really because they can do for themselves the things that the smart fridge does.

- 2 They like baking cakes, meeting their friends, and listening and dancing to music together. These things are important to them because they enjoy doing them and it's important to spend time with your family and friends.
- 3 Students' own answers

Global skills: emotional self-regulation and well-being

The message of the story is that we must remember to focus on what's important. Technology can make life easier, but it also creates needs we don't really have. Discuss as a class what alternatives students have instead of using technology. Ask *What can you do instead of texting your friends?* (meet them and talk to them in person) *What can you do instead of playing video games?* (play games outdoors) *What can you do instead of watching videos and films?* (read a book) Then ask *What's really important in your life?* Allow students some thinking time and the elicit ideas. If their answer is related to technology, ask them to think again. Elicit answers, such as spending time with friends and family, playing outdoors, spending time in nature, eating healthy food.

Team Up! 4 DOWNLOAD

- Students decide how important 8 different things are to them by rating them 1–4. They discuss ideas in pairs.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 70–71

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

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *What animals can you see?*
- Allow time for them to discuss the question with their partner and identify the animals. Check answers with the class.

ANSWER
dolphins

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

3 Who says the words? Write *Tim* or *Max*.

- Students read each line and write the name of the character who said it.

ANSWERS
1 Max 2 Tim 3 Tim

4 Read the story again and number the sentences in order.

- Ask students to number the sentences in the order they happen in the story.
- Encourage them to read the story again to check their answers.

ANSWERS
1 b 2 e 3 a 4 d 5 c

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS
1 Tim uses a phone and headphones.
2 Yes, he has wanted to see a dolphin for years.
3 He doesn't see the dolphins because he is using technology.
4 Max wants Tim to just watch the dolphins and not use his technology.

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity.

ANSWERS
1 Frame 1: Tim is excited (about the boat trip).
Frame 6: Tim is sad and disappointed.
Frame 7: Max and Tim are happy and calm.
2 and 3 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 technology for hobbies in the USA and Cameroon.

Language

Technology for hobbies: screen, smartwatch, swipe, track

Warm up

- Play *Race the bear!* (see *Ideas bank* page 151) with the following words: *technology, app, tablet, save, game*.
- Ask *What apps do you use? What's the best app you've downloaded?* Invite students to discuss the questions in pairs before you elicit ideas from the class.

Lead-in

- Ask the class to look at the photos on pages 78 and 79, and try to guess which countries they will be learning about today (the USA and Cameroon). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about technology for hobbies in the USA and Cameroon*.
- Ask students to work in pairs or small groups. They make a list of three hobbies they think will appear in the lesson.
- Nominate students to share ideas with the class, but don't confirm their answers.

Student Book page 78

1 Listen, point and repeat. 🎧 148

- 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. 🎧 149

- Focus on the photo of Josh. Ask *Which country is Josh from?* (the USA)
- Tell students that they are going to hear Josh talking about his favourite technology item. They must listen for the words in activity 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.
- Ask *What's Josh's favourite technology item?* Elicit the answer (his smartwatch) and any reasons students remember.

Audio transcript

- Hi, I'm Josh. I'm from the USA. Today, I want to tell you about how I use technology for my hobby: sports! My favourite technology item is my smartwatch. It's amazing! I wear it on my arm every day like a normal watch, and I look at it to see the time. But a smartwatch can do many more things than a normal watch! A smartwatch is like a small computer on your arm!
- The TV in our house has got a screen. If you turn on the TV, you see different things on the screen. My phone, my laptop and my smartwatch have all got a screen, too.
- On my smartwatch, I see different information if I swipe up, down, left or right. I swipe when I put my finger on the screen and I move my finger quickly. I swipe up, down, left and right when I use my phone, too.
- My smartwatch can track where I am. You know where somebody is if you track them. This is really useful for lots of my hobbies, like hiking, swimming and surfing.

ANSWERS

2, 1, 4, 3

3 Listen to Josh and write T (true) or F (false). 🎧 150

- Tell the class that now they are going to hear Josh explaining how he uses his smartwatch for his hobby. They must listen and mark the sentences T or F.
- Have students read the sentences before they listen.
- Play the recording, pausing for students to mark the sentences true or false.

Audio transcript

Hi! I'm Josh and I live in Florida, in the USA. My hobby is sports!

My favourite sport is surfing. In Florida, there are many amazing beaches. I go surfing at the beach most weekends with my family because there are often big waves in the sea. I always wear my smartwatch while I'm surfing. The smartwatch tracks where I am in the sea. So if I need help in the water, it's easy for people to find me. I often go to the 'Venetian Pool' with my family on Fridays, too. The Venetian Pool is a famous swimming pool in Florida. It's got a waterfall, a bridge and an island! I always wear my smartwatch at the pool. I swim as fast as I can, then I tap on the screen on my smartwatch. If I swipe up or down, I see how quickly I swam. I see information about my body and heart, too.

On Saturday mornings, I go to a parkrun. Parkruns are really popular in the USA. At a parkrun, people run in a park or at a place which is outdoors. I like to run really fast. Then I look at my smartwatch to see how quickly I ran. My smartwatch can do so many things. It's really useful for my hobby!

ANSWERS

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

4 Watch the video. ▶ Which four popular hobbies in the USA do you see?

- Play the video to the class for students to watch and identify four popular hobbies in the USA.

Video transcript, see page 159.

ANSWER

surfing, running, swimming, hiking

5 Listen and read. 🎧 151 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss their hobbies and whether they use any technology items for them. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 72

1 Read. What animal did Becky see last month?

- Explain that the students are going to read a blog written by a different child from the USA. Point to the photo and elicit the child's name (Samantha).
- Ask students to look at the photos and the title of the blog. Ask the question in the rubric.
- Allow students time to read the blog and find the answer.

ANSWER

a bear

2 Read again. Tick ✓ and write.

- Students read question 1 and tick the options that are true.
- They read the blog post again and find synonyms for the words.

ANSWERS

1 It tracks where they are., It takes photos while they are riding their bikes., It takes videos while they are riding their bikes. 2 a bike, b biking

3 Answer the questions. Write.

- Ask students what they like to do. Have them discuss in pairs.
- Read out the questions and give an example of possible ways to answer each one.
- Students read and answer the questions.

ANSWERS

Students' own answers

Mixed ability

Have weaker students discuss the questions in pairs before they write their answers. Ask stronger students to write about one more technology item in question 2.

Student Book page 79

6 Look at the picture. What type of technology can you see?

- Focus on the photos. Read out the question in the rubric with the class. Ask students to discuss in pairs. Elicit the answer from different pairs.
- Encourage students to talk about the game in pairs. Ask *What is the game about? How can you win? What do the icons do?* Elicit ideas from different pairs.

SUGGESTED ANSWER

an app / a tablet

7 Listen and read. 152 Who was the app designed for?

- Read the gist question in the rubric with the class. Encourage students to guess.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.
- Discuss how the game works. Did students guess correctly?

ANSWER

It was designed for families.

8 Read again and complete.

- Ask the students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to complete the sentences with words from the text.

ANSWERS

1 nature 2 rainforest 3 points 4 swipe

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on how technology can help them with their hobbies.

Global skills: creativity and critical thinking

Put students in small groups. Ask them to choose a hobby and discuss what technology items can be used for it. Give students an example: *for drawing, you can use drawing / painting apps, you can use a printer to print colouring pages, you can use a scanner to scan drawings and then a computer to edit the drawings.* Then ask students to design a new technology item for their hobby. They discuss how it works, what it does and they present it to the class. They can also draw a picture of it.

Team Up! 5 DOWNLOAD

- Students read about five children's hobbies and match them to the most suitable technology item.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write an opinion essay.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Why is it better?* (see *Ideas bank* page 152) with the following pairs of words: *smartwatch – tablet, surfing – reading books, beach – rainforest, TV – laptop, parkrun – video game.*

Lead-in

- Write the learning objective on the board: *Let's learn how to write an opinion essay.*
- Write the opening sentence from the opinion essay in the Student Book on the board: *If you look around, you often see many adults using _____, but do children need _____, too?* Draw a line for *phones*. Tell students that this is a sentence from the opinion essay they are going to read. Explain that the same word is missing in each gap. Have students guess the missing word with a partner. Elicit ideas, but don't confirm their answers.

Student Book page 80

1 Look at the photo. What technology item is the girl using?

- Focus on the photo and ask the question. Students answer in pairs before you elicit the answer.
- Ask the complete question from the board. Students give their opinion quickly in pairs.

ANSWER

a (mobile) phone

2 Read and listen. 153 Where does Sara think children should play?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the opinion essay in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also check what Sara's answer is to the opening question (No, she doesn't think children should have phones.)

ANSWER

outdoors with their friends

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the opinion essay again and discuss the questions in pairs.

SUGGESTED ANSWERS

- 1 You can call your parents and they can call you. If you search the internet, you often find the information you need. You can text your friends.
- 2 You sometimes don't play outside or play with your friends.

4 Read. Then find and underline the phrases in 2.

- Read through the information with the class and check understanding.
- Ask students to scan the opinion essay and underline the phrases.
- Elicit the different parts of the essay (heading, opening sentence / question, three paragraphs). Discuss what each paragraph is for. Paragraph 1 answers 'yes' to the question (*Children need phones.*) and gives reasons. Paragraph 2 answers 'no' to the question (*Children don't need phones.*) and gives reasons. Paragraph 3 is shorter and contains the writer's opinion.

ANSWERS

On the one hand, phones are very useful.
On the other hand, if you've got a phone, ...
In conclusion, I don't think that children should have phones. I think that it's better to play outside with your friends.

5 Write an opinion essay about using technology. Go to your Workbook page 73.

- Ask students to turn to page 73 of their Workbook and complete activities 1 and 2 before writing their opinion essay.

Workbook page 73

1 Complete the phrases for giving opinions. Then write the phrases in the table.

- Students complete the phrases with the words in the box.
- Then they copy the phrases in the table.

ANSWERS

Giving two different opinions: On the one hand, ... On the other hand, ...

Giving a personal opinion: I think that ..., I don't think that ...

Writing a conclusion: In conclusion, ...

2 Read the opinion essay titles and match. Find two sentences for each opinion essay.

- Students read the titles and the sentences. They match two sentences to each title.

ANSWERS

1 b, f 2 a, d 3 c, h 4 e, g

Optional activity

Before doing the task, ask students to work in pairs and discuss ideas for each title. Ask them to think of a reason 'for' and a reason 'against' each topic, for example, *We need / don't need calculators in maths. It's / It isn't important to listen to music. Children should / shouldn't use social media. Taking selfies is / isn't fun.* Elicit ideas from different pairs.

3 Write an opinion essay about using technology. Use your notebook.

- Refer students back to Sara's opinion essay in their Student Book. Remind students that this is what a good opinion

essay looks like, and they should use this model to help them in their own writing.

- Allow students time to choose which technology item they want to write about. Explain that they can write about how children use the technology item they chose, or choose a different focus like computers at school. Alternatively, they can choose one of the titles in activity 2 of the Workbook. Encourage them to make notes of ideas they can use in paragraph 1 and paragraph 2. They can also discuss their personal opinion in pairs. Monitor students and help as necessary.
- Allow time for students to write out their opinion essays using their notes. Encourage them to use a photo or draw a picture for it.
- When they are ready, ask students to share their opinion essays with a partner. They read their partner's essay and say whether they agree with the conclusion.

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

Learning objective

Students will present four technology items.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages), several A4 pieces of plain paper, pens and pencils for each group

Warm up

- Play a game of *What have I got?* with the class (see *Ideas bank* page 152). Mime using the following technology items: *tablet, headphones, smartwatch, camera, video game pad, calculator.*

Lead-in

- Write this unit's project on the board: *Present four technology items.*
- Ask students to remember the technology items from the *Warm up* game. List them on the board. Ask students to work in pairs and say one thing about each technology item, for example, how it works, what it's for, how they use it. Elicit ideas from different students.

Student Book page 81

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to prepare their presentations.

1 Listen and correct the sentences. Change one word. 🎧 154

- Show the students a copy of the worksheet (the table).
- Read out the steps and ask students to think about which words need to be changed.
- Play the recording for students to listen and underline the wrong words. Pause as necessary for students to write the correct words.

Audio transcript

- 1 Brainstorm technology items with your group. How useful are they for you?
- 2 Choose one technology item each. Then talk about and write notes for each item.
- 3 Write and practise your presentation.
- 4 Present your technology items to the class.

ANSWERS

- 1 food technology
- 2 questions notes
- 3 print practise
- 4 teacher class

2 Watch the video. ▶ When was the phone invented?

- Ask the gist question in the rubric. Elicit ideas from students.
- Play the video for the students to watch and find the answer. Ask students to discuss the question in pairs. Then nominate students to share their ideas with the class.

Video transcript, see page 160.

ANSWER

140 years ago

3 Listen and read. 🎧 155 Then present your technology items to the class.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheets (see separate teaching notes) for students to prepare their presentations.
- When students have prepared their presentations, display the *Let's Present!* poster and go through the four steps with 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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 3, 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 in the class as they work and help where necessary.

Workbook pages 74–75

1 Circle the correct words.

- Students read the clues and circle the correct words.

ANSWERS

- 1 download
- 2 save
- 3 swipe
- 4 password
- 5 click on an icon
- 6 screen

2 Look at the pictures and find the words in the puzzle. Each word starts in a black square.

- Students look at the pictures and circle the words in the grid. Point out that the same line from *Start* continues to *Finish* going over the words.

ANSWERS

The words form a line in this order: delete, save, upload, emoji, smartwatch, headphones

3 Write the technology words in the table. Then write your own ideas.

- Students complete the table with the words from the box.
- They write their own ideas in the table.

ANSWERS

Technology items: app, website, headphones, social media, screen

Ways of using technology: make a video call, print a document, text a friend, track, upload

Students' own ideas

4 Match.

- Students read and match the sentence halves to make zero conditional sentences.

ANSWERS

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

5 Write past simple passive sentences.

- Students use the prompts to write past simple passive sentences.

ANSWERS

- 1 The homework was sent by the teacher yesterday.
- 2 This photo was taken 50 years ago.
- 3 My documents weren't saved on the computer.
- 4 The packaging was put in the recycling bin.
- 5 New emojis were uploaded to the app last week.
- 6 Our smartwatches weren't made in the UK.

Assessment for learning

While the students are completing the self-evaluation activities, go around asking questions about their answers, for example, *Why aren't you happy with your progress and effort? Why is it your favourite lesson?*

Unit 6 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

Unit test

- The students are now ready to do the Unit 6 test, downloadable from Oxford English Hub.

Using technology

Learning objectives

Students will be able to read and understand an online article about coding.

Students will be able to read and understand an adventure story.

Language

Using technology: *blocks, close, enormous, instructions, jungle, programming, push, type*

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 151) with the following technology words: *computer, keyboard, phone, screen, app, video game*.
- Write the following questions on the board: *What's your favourite video game? How do you play it? Why do you like it?* Allow time for students to think about their answers. Then they work in pairs, taking turns to tell each other about their favourite video game.
- Ask some of the students to report back to the class.
- Ask students *What are we reading about today?* Invite ideas from different students. Accept all of their suggestions, but do not confirm whether or not they are right.

Student Book pages 82–83

1 Listen and read. 156 What subject is Yasmin learning at university?

- Focus on the photo of Yasmin. Tell students that they are going to read a text about Yasmin's studies.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Invite students to share any experiences they have had with programming and using code.

ANSWER
computer science

2 Read again and cross out the wrong word. Write the correct word.

- Ask students to read the sentences. Then they read the article again to find each sentence and spot the wrong word. Ask them to cross out the wrong word and write the correct word on the line.

ANSWERS
1 Dishwashers Computers 2 documents languages
3 selfies apps 4 knows hopes

3 What would you like to make with code? Why?

- Read the question out loud and elicit some ideas on the board, for example, make an app, a video game, a website, a short film, a quiz, a puzzle, a test.
- Allow students time to think about their answers. Ask them to discuss ideas with a partner. Invite students to share their ideas with the class.

ANSWERS
Students' own answers

4 Listen and read. 157 Which animals do Maria and Nathan meet in the story?

- Tell students they are going to read an adventure story.
- Draw attention to the story title and the pictures. Invite students to guess who the characters are and what the main events in the story are.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow the story.
- Ask students to answer the question with a partner. Then choose a student to share the answer with the class.
- Point out the words highlighted in pink and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.

ANSWER
a bee, a fish and some sheep

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

- Ask students to read the sentences and say whether they are true or false with a partner.
- Have students read the story again and mark the sentences *T* or *F*.
- Check answers with the class and elicit corrections for the false sentences.

ANSWERS
1 T 2 F (Maria swam as fast as she could.) 3 T 4 T

Optional activity

Put students in pairs. Ask them to choose 3–4 lines from the story and act them out as Maria and Nathan. Invite students to perform their lines for the class.

6 Do you like playing computer games? Why or why not?

- Read out the questions and prompt students to remember their discussion in the *Warm up*.
- Allow students time to think about their answers. Encourage them to think of two reasons why they like / don't like playing computer games.
- Students discuss their ideas in small groups. Invite chosen students to report to the class.

ANSWERS
Students' own answers

Lesson 1: Words

Learning objective

Students will be able to talk about items we use for camping.

Language

Camping items: *belt, charger, gloves, pocket, sleeping bag, sun glasses, tent, umbrella, whistle*

Functional language: *I think ... I agree / disagree. / I'm not sure.*

Warm up

- Play a game of *Race to the board* (see *Ideas bank* page 152) with words and phrases from Units 5 and 6.

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 open their Student Book on page 84 and find the learning objective: *Let's talk about items we use for camping.*
- Ask *Have you ever been camping?* Ask students to raise their hand if they have. You can nominate students to share their experiences briefly.

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 and activities they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

a mountain, a river, trees, trousers, sweaters, helmets, hats, boots, a water bottle, a teddy bear, a phone, a barbecue, a man cooking fish, people fishing / swimming / climbing

2 Listen, point and repeat. 158

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

3 Listen and say. 159

- Tell students that they are going to hear children talking about the different camping items. Students must listen and call out the item.

- Play the recording, pausing after each child has spoken. Students discuss which item it is with a partner before you elicit it from chosen students.

Audio transcript

- You can stay outdoors in this thing. It's like a small house. If it's rainy and cold, you can stay inside here. You see lots of these things at a campsite.
- My PE teacher uses this thing a lot! You put it in your mouth and you blow. It makes a very loud noise, like this!
- You use this thing with your phone. You have to use this after you've used your phone a lot. Electricity moves from this thing to your phone.
- You wear these things over your eyes. You can use them on bright and sunny days. They make things look darker.
- You sleep in this thing. It helps you to stay warm at night when you're camping.
- You can use this thing to see at night. It's small, but it's very bright! You carry it in your hand.

ANSWERS

- 1 tent 2 whistle 3 charger 4 sunglasses
5 sleeping bag 6 torch

4 Write.

- Ask students to read the definitions and write the items. Encourage them to spot the key word in each sentence, for example, 1 *power*, 2 *loud noise*, 3 *dark*, 4 *eyes*, *sun*.
- Students compare their answers in pairs.

ANSWERS

- 1 charger 2 whistle 3 torch 4 sunglasses

5 Listen, point and repeat. 160

- Focus on photos 1–4.
- Play the recording for students to listen and point to the items in the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 161

- Ask students to look at the picture of Pockets Pete and identify the camping items he's got (umbrella, gloves, whistle, torch). Say *You are going to read about Pockets Pete.*
- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the gaps, using the labels on photos 1–4.
- Play the recording for students to listen and check their answers.

ANSWERS

belt, pocket, gloves, umbrella

7 Write the camping items from the most important for a camping trip (1) to the least important (10).

- Read out the instructions and ask students to think about the most important (item 1) and the least important (item 10). Ask them to discuss ideas in pairs.
- Allow time for students to order the camping items. Point out that there are no right or wrong answers, but

students should think of reasons why each item is or isn't important.

- Students compare answers with a partner. Then elicit ideas from different students.

ANSWERS

Students' own answers

Optional activity

Play a variation of *What's she doing?* (see *Ideas bank* page 150) using the flashcards. Show a flashcard to a student and ask him/her to mime using the item. Ask *What's he/she using?* Elicit the answer from the class. Continue with different students and items.

Global skills: creativity and critical thinking

Ranking the camping items in order of importance allows students to use the new vocabulary, while developing their critical thinking skills. Students are more likely to remember new words when they have used them in an activity which is meaningful to them.

As a further challenge, you can ask students to discuss how they would cope without the items 1–3. Say *Imagine you're camping and you forgot items 1–3 on the list. How would you survive without them?* Students discuss in pairs and then share ideas with the class.

8 Listen and repeat. 162 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new phrases and explain that we use them to agree or disagree with somebody in a polite way.
- Demonstrate another dialogue for the class. Say *I think an umbrella is the most important item for a camping trip.* Invite a student to agree or disagree with you.
- Ask students to work in pairs. They take turns to give opinions and agree or disagree with each other, using the dialogue in the Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students describe their pictures of a campsite and find six differences.

Workbook pages 76–77

1 Write.

- Students label the items in the picture with the words in the box.

ANSWERS

1 whistle 2 sleeping bag 3 tent 4 torch
5 sunglasses 6 charger

2 Complete. Use the words from activity 1.

- Students read the sentences and complete them with the words from activity 1.

ANSWERS

1 tent 2 sleeping bag 3 sunglasses 4 charger
5 whistle 6 torch

3 What is Ellie taking on her camping trip? Write sentences.

- Students look at the picture. Point out the tick / cross next to each item. Students write full sentences about what Ellie is and isn't taking on the trip.

ANSWERS

1 She's taking her whistle. 2 She's taking her charger.
3 She's taking her torch. 4 She isn't taking her passport.
5 She isn't taking her smartwatch. 6 She isn't taking her sunglasses. 7 She isn't taking her headphones.

4 Circle the correct words. Then read and match.

- Students look at the pictures and circle the correct words.
- They read the descriptions and match them to the pictures.

ANSWERS

1 umbrella, c 2 sunglasses, f 3 belt, b 4 torch, e
5 gloves, d 6 pockets, a

5 Complete.

- Students read the text. They read it again and complete it with the words from the box.

ANSWERS

1 pockets 2 umbrella 3 gloves 4 torch 5 belt

6 What do you think? Write.

- Students read the statements and decide whether they agree with each one or not.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk and ask about things that are possible in the future.

Language

First conditional statements: *If it's cold, I'll need gloves. I'll wear a coat, if it isn't sunny. If it rains, we won't use sunglasses.*

First conditional Yes / No questions: *If I see a snake, will it bite me? No, it won't. Will I see any birds if I visit the national park? Yes, you will.*

Warm up

- Play a game of *Draw* (see *Ideas bank* page 151) to review the vocabulary from lesson 1. When students find the word, choose a student to spell it out loud.

Lead-in

- Hold up something fragile, for example, a glass of water or your phone. Say *Imagine I drop it. What will happen?* Elicit ideas from students. Ask *Will it break? How possible is it?*
- Repeat with other items, both fragile and not so, for example, a book, a pair of glasses or a scarf.
- 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 and ask about things that are possible in the future.*

Student Book pages 86–87

1 Listen and read. 🎧 163 What does Nina put in her bag?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Play the recording for students to listen and follow the cartoon story. Ask the question in the rubric and elicit the answer.
- Play the recording again for students to follow.

ANSWER
gloves, coat

2 Listen and read. 🎧 164

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read the information in the *Look!* box to the class. Check students' understanding of *first conditional statements*.
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Point out to students that the *if* clause can come at the beginning of the sentence (followed by a comma) or at the end.

3 Match. Then listen and check. 🎧 165

- Ask students to read the sentence halves before they do the task.
- Ask students to match the sentences with a partner.
- Play the recording for students to listen and check their answers.

ANSWERS
1 b 2 d 3 a 4 c

4 Circle the correct words.

- Ask students to read the sentences once before they do the task.
- Ask students to circle the words and then compare answers in pairs.

ANSWERS
1 will need 2 uses 3 will hurt 4 haven't got

5 What will happen next? Say sentences.

- Focus on the example exchange. Choose two students to read a sentence each. Then give another example. The *if* clause of your example should begin with the result clause of the second example sentence, for example, *If I walk in the forest . . . I'll pick strawberries.* Prompt another student to say a new sentence starting *If I pick strawberries . . .*
- Put students in pairs. They can start playing the game with one of the example sentences or they can think of their own sentence. You can also write a new sentence on the board for students to start with, for example, *If it's rainy at the weekend, I'll stay home.*

- Monitor while students play the game and help if necessary.

Mixed ability

Ask weaker students to write out their sentences in pairs before they practise saying them. They can decide together how to finish each sentence. Stronger students should come up with at least eight sentences each time they play.

6 Listen and read. 🎧 166 What animals does Jenny talk about?

- Focus on the photo and the title. Explain what *FAQs* stands for (Frequently Asked Questions). Ask *What does Jenny do?* (She's a park ranger.) Elicit what a park ranger does, for example, protect animals and trees and teach people about nature.
- Read out the gist question in the rubric with the class.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask *Where does Jenny work?* (in a national park) *When might a snake bite you?* (if you touch it) *How do snakes usually feel when they see a person?* (frightened)

ANSWER
birds, eagle, snake

7 Listen and read. 🎧 167

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read through the *Look!* box with the students and check understanding.
- Point out that the position of the *if* clause in the first and second example.
- Ask students to work with a partner, taking turns to read out the example questions and answers.

Grammar

Point out to the students that the *if* clause and the result clause can be placed either at the beginning or the end of first conditional questions.

8 Complete the questions with *if* or *will*.

- Ask students to read the sentences and think about meaning.
- Ask students to complete the sentences and compare answers with a partner.
- Choose different students to read out a question. Elicit an answer from another student.

ANSWERS
1 If, will 2 Will, if 3 Will, if 4 If, will

9 Look and read the answers. Then write the questions.

- Read out the answers with the class. Then read out the example question and point out that it's based on the first answer.
- Students work in pairs to make the questions. Point out that they can choose where to place the *if* clause (first or second).
- Students write their questions and compare them with a different partner.

ANSWERS

- 1 Will I need to use a whistle if I'm in danger? / If I'm in danger, will I need to use a whistle?
- 2 Will I need to wear gloves if it's cold? / If it's cold, will I need to wear gloves?
- 3 If I've got a torch, will I see animals in the dark? / Will I see animals in the dark if I've got a torch?
- 4 If it rains, will I need to wear sunglasses? / Will I need to wear sunglasses if it rains?

Assessment for learning

Using the traffic light system, establish how confident students are with the new structure. If they need further practice, do one of the Workbook activities with the whole class. Elicit feedback again.

Team Up! 2 DOWNLOAD

- Students play a card game by making first conditional sentences.

Workbook pages 78–79

1 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 'll need 2 rains 3 won't 4 'll have 5 have

2 Rewrite the sentences in a different order.

- Students read the sentences and rewrite them changing the order of the *if* clause and the result clause. Remind them to use a comma where necessary.

ANSWERS

- 1 He'll need a belt if his trousers are too big.
- 2 If my hands are cold, I'll wear gloves.
- 3 We won't wear our coats if it's warm.
- 4 If it's dark, they'll need a torch.

3 Complete. Use the first conditional and the verb in the correct form.

- Students look at the pictures and complete the sentences with the present simple or *will*.

ANSWERS

1 take, will call 2 will be, takes 3 doesn't rain, will cook
4 are, will hear

4 Answer the questions with short answers.

- Students read the questions and write answers according to the ticks and crosses.

ANSWERS

1 Yes, you will. 2 No, it won't. 3 Yes, she will.
4 No, he won't. 5 Yes, it will.

5 Look and write questions.

- Students look at the pictures and read the answers. They use the words in brackets to write a question for each picture.

ANSWERS

- 1 Will I need a helmet if I go rock climbing?
- 2 Will I need boots if I go hiking?
- 3 Will I need rollerblades if I go camping?
- 4 Will I need a torch if I look inside the cave?

6 Answer the questions for you. Use the ideas in the box or your own ideas.

- Read out the questions and the ideas in the box. Elicit ideas for the first question. Students write their answers.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 130 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about hiking.

Language

Hiking: *damage, follow, get lost, hike, hill, map, stream, wildlife*

Modal verbs of obligation: *You must / have to take water. You mustn't drop litter. You don't have to bring your camera. You should / shouldn't bring your torch.*

Warm up

Play a game of *Categories* (see *Ideas bank* page 151) with words for *the environment* (Unit 3), *food* (Unit 5) and *technology* (Unit 6).

Lead-in

- Play a game of *Race the bear!* (see *Ideas bank* page 151) with the word *hiking*.
- Tell the class the learning objective and write it on the board: *Let's talk about hiking*. Prompt students to guess what words they are going to learn today.

Student Book pages 88–89

1 Listen and read. 168 What is dangerous for the animals at the national park?

- Focus on the photo and ask *Where is the girl?* Elicit the answer (at a national park).
- Read out the gist question with the class. Encourage students to guess.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Can you hike and camp in the national park?* (yes) *What do you need to take with you?* (water and a map) *What will happen if you don't follow the paths?* (You will get lost.) *Is the weather always the same at the national park?* (No, it isn't.)

ANSWER

dropping litter, making a fire

2 Listen, point and repeat. 169

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

3 Complete.

- Ask students to read the sentences once and then complete them with words from activity 2.
- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

1 hike, follow 2 stream 3 damage 4 wildlife 5 hill
6 get lost, map

4 Ask and answer.

- Ask a confident student to help you model the exchange for the class.
- Elicit more questions students can ask using the words in activity 2, for example, *Have you ever used a map? Have you ever fallen in a stream? Have you ever got lost in a forest? Have you ever taken a photo of wildlife? Have you ever run down a hill?*
- Students work in pairs. They take turns to ask and answer questions using the words in activity 2.

Assessment for learning

Ask the class *How do you feel about the task? Did you use most of the new words? Was it easy to make Have you ever ... ? questions?* Invite students to share their opinions and feelings with the class. Ask students to work with a new partner and attempt the task again. You can elicit what they will try to do differently / better this time.

5 Listen and read. 🎧 170

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Go over the meaning of each modal verb again in the *Look!* box.

6 Circle the correct words.

- Ask students to read the sentences. Then they work in pairs to circle the correct words.

ANSWERS

1 should 2 have to 3 mustn't 4 mustn't

7 David is going hiking at the weekend. Look and complete the sentences for him.

- Ask students to look at the two pictures and say what items they see.
- Read the sentence for Saturday and the sentence for Sunday. Read the example for Saturday and elicit an example with *should* from a student.
- Allow time for students to look at the pictures and complete the sentences.
- Students compare answers in pairs before checking them as a class.

ANSWERS

- 1 You mustn't forget to take a coat. You should wear a hat. You don't have to take sunglasses.
- 2 You must take sunglasses. You have to wear a sunhat. You shouldn't take a coat.

Optional activity

Give students a different situation, for example, *I'm going to the beach at the weekend. It's going to be hot and sunny.* Write it on the board and ask students to discuss ideas in pairs using *must / mustn't / should / shouldn't / have to / don't have to do*. Elicit ideas from different students.

8 Listen and read. Then sing. 🎧 171–172

- 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 discuss rules and advice for people visiting a place in the countryside, and they design a sign.

Workbook [pages 80–81](#)

1 Write.

- Students read the clues and write the words in the crossword.

ANSWERS

Across: 3 get lost 5 hill 7 follow 8 damage
Down: 1 hike 2 wildlife 4 stream 6 map

2 Complete. Use the words from activity 1.

- Students read the text once. They read it again and complete it with the words from activity 1.

ANSWERS

1 follow 2 hill 3 stream 4 wildlife 5 hike 6 map
7 get lost

3 Answer the questions for you.

- Students read and answer the questions in pairs before writing their answers.

ANSWERS

Students' own answers

4 Write *should* or *shouldn't*.

- Read out the first sentences with the class. Students read the sentences and then complete them with *should* or *shouldn't*.

ANSWERS

1 should 2 should 3 shouldn't 4 should
5 shouldn't

5 Write *have to* or *don't have to* for you.

- Point out the headings, *At home, ...* and *At school, ...*. Students read the sentences and discuss their answers in pairs. Then they complete the sentences with *have to* or *don't have to*.

ANSWERS**Students' own answers****6 Complete.**

- Students read the sentences and write the correct modal verbs from the box.

ANSWERS

1 **have to** 2 **shouldn't** 3 **should** 4 **mustn't**
5 **don't have to** 6 **must**

7 Write sentences. Use your own ideas.

- Students write sentences with the modal verbs and their own ideas. Prompt them to look at previous activities on the page for inspiration.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 130 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about a mountain rescue.

Language

Vocabulary and grammar from lessons 1–3

Warm up 🎧 171–172

- Sing the song from the previous lesson with the class.
- Play *Sing the next line* (see *Ideas bank* page 151).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Write the learning objective on the board: *Let's read about a mountain rescue.*
- Check understanding of *rescue*. Ask *If you need to be rescued, are you in danger? (yes) What could be the problem?* Elicit ideas from different students, for example, bad weather or an injury.
- Put students in pairs to predict who and what the story is about. Elicit ideas but don't confirm their answers.

Student Book pages 90–91**1 Look at the pictures. What animal can you see in the story?**

- Ask students to look at the story pictures and guess some of their ideas from the *Lead-in*.
- Ask the question in the rubric. Students discuss the question in pairs before you check the answer with the class.

ANSWER

a dog

2 Listen and read. 🎧 173 **Who finds Ben and his dad?**

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

Blue the dog and the rescue team

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS**Students' own answers****4 Read again and circle the correct words.**

- Ask the students to read the story again silently for themselves.
- When they are finished, ask students to read the sentences and circle the correct words. They compare answers with a partner.

ANSWERS

1 **mountain** 2 **top** 3 **up** 4 **didn't follow** 5 **dog**

5 Find the words in the story. Then look and write.

- Read out the words in the box. Ask students to look for the words in the story.
- Elicit where each word is. Then ask students to label the pictures with the words.

ANSWERS

1 **sniff** 2 **wag** 3 **from side to side** 4 **location**

6 Read and answer.

- Ask students to read the questions and discuss them in pairs before they write their answers.

ANSWERS

1 **Because they knew that the mountain was dangerous in bad weather.** 2 **a map, a torch and a phone**
3 **He sniffed the ground.**

Think, feel, grow

- Focus 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 faster you ask for help, the quicker you will be rescued. You can also point out that rescue teams have to stop their effort when the sun goes down.
- Look at the second question and choose a student to answer. Invite other students to share ideas.
- Read out the third question and allow students some thinking time. Then have them discuss the question in pairs. Invite students to share ideas and any similar experiences they have had with helping others in danger.

SUGGESTED ANSWERS

- 1 Ben looked at his map with his torch and he called 999. He did this so he could tell 999 their location and ask for help.
- 2 He said this to keep his dad calm. He was probably scared, but he wanted to stay calm for his dad.
- 3 Yes, he did. I would check the weather forecast in the morning, and I would make sure Dad was warm.

Global skills: emotional self-regulation and well-being

The story gets students thinking about how they should deal with challenges. Establish with students that life is full of challenges. Ask *What do you need to do to deal with challenges?* Elicit that we need to stay calm, we need to think of solutions, we need to act quickly, we need to prioritise. Put students in small groups and ask them to think of advice they would give to Ben before going on the hike. Ask them to use the modal verbs from lesson 3. For example, *You must take your phone. You must check it's charged. You should check the weather forecast. You don't have to finish the hike if the weather changes. You must call 999 if you need help.* Elicit ideas from different groups.

Team Up! 4 DOWNLOAD

- Students read about four challenges and discuss advice for each one.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 82–83

1 Look at the pictures. Which animal do they see?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *Which animal do they see?*
- Allow time for them to discuss the question with their partner and identify the animal. Check answers with the class.

ANSWER

a cow

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- The students read the story quietly to themselves to check their predictions.

3 Find and underline these words in the story. Then look and write.

- Students look for the words in the story and underline them. Then they write them under the pictures.

ANSWERS

1 worried 2 scared 3 wrong

4 Read again and match the challenge to the solution.

- Students read the challenges and discuss possible solutions in pairs. Then they read again and match them to the solutions.

ANSWERS

1 d 2 a 3 e 4 c 5 b

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

SUGGESTED ANSWERS

1 They used a torch and a whistle. 2 so they could hear the noise better 3 Because they were calm and tried to think of ideas to help.

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity.
- Students compare and discuss their answers in pairs.

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 volcanoes and hiking in New Zealand and Japan.

Language

Volcanoes and hiking: bay, ocean, view, volcano

Warm up

- Play *Descriptions* (see *Ideas bank* on page 151) to review the following words that appear in today's lesson: *path, lake, capital city, rock, shark, whale, dolphin, beach, hill*. You can invite students to describe a word to the class.

Lead-in

- Ask the class to look at the photos on pages 92 and 93, and try to guess which countries they will be learning about today (New Zealand and Japan). If there is a map in the classroom, ask students to find the two countries on it. Elicit what they have in common. (They're both island countries.)
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about volcanoes and hiking in New Zealand and Japan.*
- Ask students to work in pairs or small groups. They predict what they are going to learn today. Prompt them to look at the words from the *Warm up*, too. Elicit ideas from different pairs or groups.

Student Book page 92

1 Listen, point and repeat. 174

- 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. 🎧 175

- Focus on the photo of Jack. Ask *Which country is Jack from?* (New Zealand)
- Tell students that they are going to hear Jack talking about famous places in his country. They must listen and when they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hi, I'm Jack. I'm from New Zealand and I'd like to show you some famous places in my country. This is a view of Wellington. Wellington is the capital city of New Zealand. You can often see this view on posters and postcards in New Zealand. I think it's a beautiful view!
- This is a volcano. A volcano is a mountain with a hole at the top. Hot rocks and gas come out of the hole of the volcano. You must be careful when you visit a volcano. It can be very, very hot!
- The water around New Zealand is called the Pacific Ocean. It's the biggest and deepest ocean in the world! There are lots of sea animals in the Pacific Ocean, like sharks, whales and dolphins. There are some sea animals which we don't know about yet, too!
- I love this bay! It's called Taupo Bay. I went there last summer with my family. There's a beach with sand there and there are hills around the bay. Last summer, we made sandcastles at this bay. On the top of the hills, you can follow a path and look down at the bay.

ANSWERS

4, 1, 2, 3

3 Listen to Jack and complete. 🎧 176

- Tell the class that now they are going to hear Jack talking about a class trip in Tongariro National Park in New Zealand. They must listen and complete the table.
- Ask students to look at the missing information in the table.
- Play the recording, pausing for students to write the missing information.
- Play the recording again for students to complete or check their answers.

Audio transcript

Last month, my older sister went on an amazing class trip. Her class walked across the Tongariro Alpine Crossing! The Tongariro Alpine Crossing is a very famous path in the Tongariro National Park, here in New Zealand. The path is about 20 kilometres long and you climb very high. If you follow the path from the start to the finish, you'll walk across a big volcano!

If the weather is very good, you can see Whanganui Bay from the top of the Tongariro National Park. Whanganui Bay isn't next to the ocean. The bay is near a lake.

When you hike across the Tongariro Alpine Crossing, you must take lots of water because it's a long path. My sister hiked for ten hours! You have to take a warm coat, too, because it's very cold at the top of the crossing. At the top, the views are amazing! My sister took more than 50 photos of the volcano, Whanganui Bay and the beautiful national park. I've never walked across the Tongariro Alpine Crossing, but I really want to go when I'm older!

ANSWERS

1 New Zealand 2 20 3 volcano 4 bay 5 water
6 coat

Culture note

The Tongariro National Park is located in the mountainous region in the North Island of New Zealand. This area is of deep cultural significance for Māori. There are two other big volcanoes in the area: Ruapehu and Ngauruhoe. According to one old Māori legend, Tongariro was one of seven mountains located around Lake Taupo. All the mountains were male warriors in love with mountain Pihanga. One night, the warriors fought for Pihanga. There were big eruptions, smoke, fire and hot rocks burning the sky for days. In the end, Tongariro won and became the leader of the land, standing next to Pihanga.

4 Watch the video. 🎥 What is 'tramping'?

- Play the video to the class for students to watch and find out what 'tramping' is.

Video transcript, see page 160.

ANSWER

'Tramping' is the special word for hiking in New Zealand.

5 Listen and read. 🎧 177 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss whether they would like to go on a hike across a volcano. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class, helping where necessary. Ask some of the pairs to act out their conversation.

Workbook page 84

1 Read. Where in New Zealand is Mount Ruapehu?

- Explain that the students are going to read a text written by a different child from New Zealand. Point to the photo and elicit the child's name (Ana).
- Ask students to look at the photos and the title of the text.
- Allow students time to read the text and find the answer to the question in the rubric.

ANSWER

It's in the Tongariro National Park in New Zealand.

2 Answer the questions.

- Students read the text again and answer the questions.

ANSWERS

1 a volcano 2 Because scientists know when there will be an eruption. 3 wild horses and a bird called a kiwi
4 Mount Ruapehu and the kiwi

3 Answer the questions. Write.

- Read out the questions and give an example of possible ways to answer each one.
- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

Students' own answers

Student Book page 93**6 Look at the photos. What do you already know about this place?**

- Focus on the photos and elicit where they were taken (Japan).
- Ask students to share any facts they know about Japan with a partner. Elicit ideas from different students around the class.

ANSWERS

Students' own answers

7 Listen and read. 178 **Where can you see a great view of Mount Fuji?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.

ANSWER

from Tokyo on a sunny day, and from the high-speed train, if you travel from Tokyo to the city of Osaka

Culture note

Mount Fuji, or Fujiyama, is a sacred place for many Japanese people. Climbing to the top is considered to be something very important. The name 'Fujiyama' means 'everlasting life'. When the sun settles on the peak of Mount Fuji it is called 'Diamond Fuji'. When the full moon can be seen sitting on Mount Fuji it is called 'Pearl Fuji'.

8 Read again and circle the correct answer.

- Ask the students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to circle the correct answers.

ANSWERS

1 b 2 c 3 c 4 c

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on hiking in New Zealand, Japan and their country.

Team Up! 5 **DOWNLOAD**

- Students work in groups of four to read about four different hiking places and complete a factfile.

Assessment for learning

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

Lesson 6: Writing focus**Learning objective**

Students will learn how to write a story.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 152) with sentences about volcanoes and hiking in New Zealand and Japan. For example, *The Tongariro Alpine Crossing is a mountain.* (It's a path.) *It's 200 kilometres long.* (It's 20 kilometres long.) *You can see Whanganui Hill.* (You can see Whanganui Bay.) *Mount Fuji is a volcano in China.* (It's a volcano in Japan.) *You can't see Mount Fuji from Tokyo.* (You can see it from there on a sunny day.) *Most people climb Mount Fuji between September and January.* (They climb it between July and September.)

Lead-in

- Write the learning objective on the board: *Let's learn how to write a story.*
- Ask students to talk about good stories they have read in the Student Book, the Workbook and elsewhere. Have them work in pairs or small groups. Ask them to explain what happens in the story briefly and why they like it. Who was being interviewed?
- Discuss as a class what makes a good story.

Student Book page 94**1 Look at the pictures. What are Mr and Mrs Williams doing?**

- Focus on the pictures and ask the question. Students answer in pairs before you elicit the answer.
- Invite students to predict what happens in the story. Have them discuss ideas in different pairs. Don't confirm their answers yet.

ANSWER

They're camping.

2 Read and listen. 179 **What was the weather like in the night?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the story in their books. Ask the question again. Allow students to discuss the question with their partner before you elicit the answer. Also ask if their predictions were correct in activity 1.

ANSWER

It was awful. There was a storm.

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the story again and discuss the questions in pairs.

ANSWERS

- 1 They put their tent between two trees. They did this because if it rains, they thought the trees would protect their tent.
- 2 Because a tree can fall over in bad weather.

4 Read. Then read the story again and write the correct adjectives.

- Read through the information with the class. Look at the two categories: *Positive adjectives* and *Negative adjectives*. Elicit examples for each category from students.
- Ask students to scan the story and find the adjectives that describe each noun 1–6.

ANSWERS

1 quiet 2 pretty 3 beautiful 4 awful 5 scary
6 bad

Optional activity

Put students in pairs and ask them to think of another adjective they could use for each noun. Elicit examples, such as 1 a clean place, 2 two tall trees, 3 the amazing view, 4 terrible weather, 5 a long night, 6 a dangerous idea.

5 Write a story with adjectives. Go to your Workbook page 85.

- Ask students to turn to page 85 of their Workbook and complete activities 1 and 2 before writing their story.

Workbook page 85

1 Complete the table.

- Students complete the table with the adjectives in the box.

ANSWERS

Positive adjectives: happy, beautiful, funny, good, brave
Negative adjectives: bad, dangerous, horrible, broken, awful

2 Read the story on Student Book page 94 again. Complete the next part of the story. Use any adjectives.

- Students work in pairs and predict how the story continues. They read the text once to check their guesses. Then they read the text again and complete with suitable adjectives. Encourage them to look at the adjectives in activity 1. Students compare answers in pairs before you discuss possible options as a class.

ANSWERS

Students' own answers

3 Plan ideas for your own story. Write notes.

- Refer students back to the story *The camping trip*. Remind students that a good story should have a beginning, middle and end. A good story is about a problem characters face and how they solve it. It's also important to understand how characters feel, what they think and why they act the way they do. Point out that direct speech helps with this.
- Focus on the four questions in activity 2 of the Workbook. Allow time for students to think about their story and then discuss the questions in pairs.
- Students write notes to answer the questions.

4 Write a story. Use adjectives to make it interesting. Use your notebook.

- Allow time for students to write out their stories using their notes. Encourage them to use adjectives to make their story more interesting and to give it a title.

- When they are ready, ask students to work in pairs. They exchange and read each other's stories. They say what they liked about it.

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

Learning objective

Students will make an information leaflet about a place in the countryside.

Language

Grammar and vocabulary from the unit

Materials

One copy of the first two *Team Up! 6* (Project) worksheets and two copies of the third worksheet for each group, some leaflets of local attractions (optional), several A4 pieces of plain paper, pens, pencils, scissors and glue for each group

Warm up

- Tell students you're going to read out a story. When students hear you say *Beep!*, they must think of a word or phrase. Read out the following text twice, pausing after each beep for students to think. Encourage them to write down their ideas. Explain that the last beep is a longer phrase, for example, *it starts to rain. You're camping with [beep] and you go on a long hike. You follow a path in a forest and you see [beep]. Wow! So beautiful! Then suddenly you realise. Oh no! You've forgotten your [beep]. You decide to [beep]. After that, [beep] and you decide to go back to the campsite.*
- Students compare stories in pairs.

Lead-in

- Write the learning objective on the board: *Make an information leaflet about a place in the countryside.*
- Discuss as a class real leaflets students have seen about places. Encourage them to say what information was included. If they haven't seen one, ask them to guess what information should be included.

Student Book page 95

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to make and present their leaflets.

1 Listen and complete. 180

- Show the students a copy of the *Team Up! 6* worksheets.
- Students read the sentences and look at the words in the box.
- Play the recording for students to listen and complete the sentences.

Audio transcript

- 1 Choose a place in the countryside for your information leaflet.
- 2 Fold your leaflet and plan the sections. What information will your leaflet have?
- 3 Write notes for each section. Then make your leaflet.
- 4 Present your information leaflet to the class.

ANSWERS

- 1 countryside 2 information 3 section 4 leaflet

2 Watch the video. What wildlife will you see in Snowdonia National Park?

- Ask the gist question in the rubric.
- Play the video for the students to watch and find the answer.
- Ask further questions about the video, for example, *Why do the children choose Snowdonia National Park?* (because you can see wildlife and you can go camping, too) *What information do they include in sections 2 and 3?* (2 what to take if you go camping, 3 wildlife you will see) Students discuss the questions in pairs.

Video transcript, see page 161.

ANSWER

You will see sheep, birds and some (small) horses.

3 Listen and read. 181 Then present your information leaflet.

- Play the recording for students to listen and follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheets (see separate teaching notes) for students to make their leaflet and present it to the class.
- Before students start, display the *Let's Present!* poster and go through the four steps with 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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 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.

Workbook pages 86–87

1 Find the camping and hiking words in the pictures. Write.

- Students look at the pictures and complete the words under each picture.

ANSWERS

A 1 tent 2 torch 3 sleeping bag 4 gloves
5 sunglasses 6 map

B 1 pockets 2 wildlife 3 view 4 bay 5 ocean
6 hike

2 Circle the odd word out.

- Students look at the words and circle the odd one out in each set. Encourage them to think of reasons why.

ANSWERS

- 1 torch (the other words are all natural features)
- 2 stream (the other words are all man-made objects)
- 3 map (the other words are all natural features)
- 4 view (the other words are all man-made objects)
- 5 sleeping bag (the other words are things you can wear)
- 6 hill (the other words are all verbs)

3 Read and match.

- Students read and match the sentence halves.

ANSWERS

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

4 Rewrite the sentences in a different order.

- Students read the sentences. Then they rewrite them changing the order of the *if* clause and the result clause.

ANSWERS

- 1 We won't get lost if we follow the path.
- 2 It will be cold if we go camping in winter.
- 3 If we wear good boots, we won't have sore feet.
- 4 If we walk in the stream, we'll get wet feet!
- 5 We'll be tired in the morning if we don't sleep well.
- 6 You'll need to call for help if you get lost.

5 Look and circle the correct words.

- Students read the sentences and circle the correct modal verbs.

ANSWERS

1 don't have to 2 mustn't 3 mustn't 4 should
5 should 6 don't have to

Assessment for learning

The *My progress and effort* assessment gives students the opportunity to check their progress and success against the unit learning objectives. Divide the class into pairs to compare their assessment and discuss their ranking. Allow them to do this in their own language to encourage them to talk about how they feel about their achievements.

Unit 7 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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 space.

Language

Space: *astronaut, Earth, moon, oxygen, planet, solar system, space, space station, telescope, universe*

Functional language: *How do you spell ... ? What does it mean? It means ...*

Warm up

- Play *Can you remember?* with the class (see *Ideas bank* page 150) to review vocabulary from Unit 7.

Lead-in

- Write the learning objective on the board: *Let's talk about space.*
- Draw a planet on the board. Invite different students to add a suitable drawing until you've created a composite drawing of a space scene. Then have students share in pairs something they know or are interested about related to the topic of space.
- Choose some of the students to share their ideas.

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 some of the things they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

oceans, stars, solar panels, windows (on the space station), a woman, long hair, a blue sweater

2 Listen, point and repeat. 🎧 182

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

3 Listen and say. 🎧 183

- Tell students that they are going to hear children talking about the different things in space. Students must listen and call out the word.
- Play the recording, pausing after each child has spoken. Have students discuss which item it is with a partner before you elicit it from chosen students.

Audio transcript

- 1 This is our whole world. It's the place where we live. It has different countries and oceans. It's blue and green.

- 2 This is the place outside Earth. This is where the stars are. It's very, VERY big!
- 3 When I look out of my bedroom window at night, I can see this thing in the sky. It's big, round and white. It moves around the Earth.
- 4 This is a person who travels and works in space.
- 5 This is a place which was made by people. It travels around the Earth. Scientists can do tests and live inside here.
- 6 This thing is in the air on Earth, but it isn't in the air in space. It's important and we need it to live. Astronauts need to have this when they are in space.

ANSWERS

- 1 Earth
- 2 space
- 3 moon
- 4 astronaut
- 5 space station
- 6 oxygen

4 Complete.

- Ask students to read the text once. Elicit what it is about (a child's dream of becoming an astronaut).
- Ask students to complete the text with the space words. Students compare answers with a partner.

ANSWERS

- 1 astronaut
- 2 space
- 3 moon
- 4 Earth
- 5 space station
- 6 oxygen

5 Listen, point and repeat. 🎧 184

- Focus on the picture and the three photos.
- Play the recording for students to listen and point to the picture and photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 185

- Ask students to look at the title. Say *You are going to read some amazing information about space.* Prompt students to guess what this information might be.
- Read the text aloud for students to follow and check their predictions.
- Students read the text again and write the missing words in the gaps, using the labels on the picture and photos around the text.
- Play the recording for students to check.

ANSWERS

telescope, universe, planet, solar system

7 Read again and circle the correct words.

- Ask students to read the text in activity 6 again. Then they read the sentences and circle the correct words.
- Students compare their answers in pairs before checking with the class.

ANSWERS

- 1 telescope
- 2 universe
- 3 planet
- 4 solar system

Optional activity

Play a game of *Snap!* using the ten space flashcards (see *Ideas bank* page 150).

8 Listen and repeat. 186 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the questions. Students may be familiar with these questions from using them in class.
- Demonstrate another dialogue for the class. Choose *planet* from the green box and encourage a student to ask you *How do you spell 'planet'?* Spell *planet* and then prompt the student to ask you *What does it mean?* Answer with the correct idea from the orange box, *It means a big, round thing which is in space.*
- Ask students to work in pairs. They take turns to ask and answer how a word is spelled and what it means, using the dialogue in their Student Book as a model.
- Walk around the class as students talk and help or correct where necessary.

Team Up! 1

- Students match space words with descriptions. Then they play a game of *Describe the word!* with the descriptions.

Workbook pages 88–89

1 Read and write the number.

- Students read the sentences and number the items in the picture according to words in bold in each sentence.

ANSWERS

(from left to right) 5, 6, 1, 3, 4, 2

2 Order the letters and complete the sentences.

- Students read the sentences. Then they order the words to complete the sentences.

ANSWERS

1 space 2 moon 3 Earth 4 astronaut 5 oxygen
6 space station

3 Answer the questions. Write full answers.

- Students read the questions and discuss them in pairs before writing their answers as full sentences.

ANSWERS

1 Astronauts live in a space station in space.
2 We live on planet Earth.
3 You can see the moon at night.

4 Complete. Then match.

- Students read the sentences and complete them with the words in the box. Then they match the sentences with the pictures by writing the correct numbers in the box.

ANSWERS

1 moon, e 2 planet, b 3 telescope, c 4 solar system, a
5 universe, d

5 Answer the questions.

- Students read the descriptions and write the correct words.

ANSWERS

1 universe 2 astronaut 3 planet 4 moon
5 solar system 6 telescope 7 oxygen

6 Answer the questions.

- Students read and answer the questions in pairs. Then they write their answers.

SUGGESTED ANSWERS

- 1 r - o - c - k - e - t It means a type of transport which astronauts use to travel to space.
- 2 t - e - l - e - s - c - o - p - e It means a thing which you use to look at the stars, planets and the moon.

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 things which are possible or certain.

Language

Modal verbs of possibility: *may, might* and *could*: *It may be fun. It might be scary. It could be exciting or it could be dangerous.*

Modal verbs of certainty: *must* and *can't*: *It must be Venus. It can't be Saturn.*

Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 150) with the flashcards from lesson 1. Then put students in pairs to make sentences with each word.

Lead-in

- Show students the flashcards from lesson 1 that is mostly covered and ask *What's this?* Elicit guesses from the class. Use students' guesses in a complete sentence, using modals *may, might* and *could*. (*It might be a planet.*) Students keep guessing until they find the correct answer.
- Then draw students' attention to the difference in meaning of when something is 'possible' (when using modals of possibility) and when something is 'certain'.
- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 98 of the Student Book and find the learning objective: *Let's talk about things which are possible or certain.*

Student Book pages 98–99

1 Listen and read. 187 What are Emma and Tang watching on TV?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story.
- Ask the question again and elicit the answer.
- Play the recording again for students to follow.

ANSWER

They are watching an astronaut in space. She is walking outside the space station.

2 Listen and read. 188

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Check meaning by asking *Are Emma and Tang certain about what it's like in space in activity 1?* (No, they're guessing.) *Why?* (because they've never been to space)
- Read through the *Look!* box with the students and check understanding of *base form*.
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Point out to students that *may*, *might* and *could* has the same form for all subjects (*I, he, she, it, you, we, they*).

3 Listen and write *may*, *might* or *could*. 189

- Ask students to read the sentences once.
- Play the recording for students to listen and complete the sentences.

Audio transcript

1

Girl That star is very bright! It may be a planet.

Boy Or it might be the International Space Station!

2

Boy Do you think astronauts do any sports in the space station?

Girl They could do gymnastics.

Boy Yes!

3

Girl Do you think there's water on the moon?

Boy I don't know. There might be water there. Let's search the internet and find out.

4

Girl Is it cold in space?

Boy It may be cold or it might be hot. I don't know!

ANSWERS

1 *may*, *might* 2 *could* 3 *might* 4 *may*, *might*

4 Match. Then circle the modal verb and underline the verb in the base form.

- Ask students to read the sentence halves and first match the sentences.
- Then ask students to circle the modal verb (*may*, *might* or *could*) and underline the verb in the base form in each sentence. Demonstrate this with the example in sentence 1.
- Students compare answers in pairs before they check with the class.

ANSWERS

1 c, could live 2 a, might be 3 d, could arrive
4 b, may find

5 Ask and answer.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Students work in pairs. They take turns to ask and answer about what they might do at the weekend.

Mixed ability

Allow weaker students time to prepare some ideas for their answer in activity 5. Stronger students who finish quickly can ask and answer more questions, for example, *What's the weather going to be like tomorrow? Where are you going to celebrate your next birthday?*

6 Listen and read. 190 **Which is the biggest planet in our solar system?**

- Focus on the picture. Ask *What are the girls talking about?* Elicit the answer (a planet).
- Read the gist question in the rubric with the class. Invite students to answer without confirming it yet.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *What telescope took the photo?* (the Hubble Space Telescope) *How do the girls know it isn't planet Saturn?* (because the planet in the photo hasn't got rings and Saturn has got rings) *Is the planet in the photo big or small?* (quite small) *Why isn't it planet Mars?* (because it isn't red and Mars is red) *What planet is it?* (Venus)

ANSWER

Jupiter

7 Listen and read. 191

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read through the *Look!* box with the students.
- Ask students to work with a partner, taking turns to read out the example sentences. Point out that the main stress is on the modal verb.

8 Look and write *must* or *can't*.

- Ask students to read the sentences once.
- Students read the sentences again and complete them with *must* or *can't*. They compare answers in pairs before checking with the class.

ANSWERS

1 *must* 2 *can't* 3 *can't* 4 *can't* 5 *must*

9 Complete.

- Ask students to read the sentences and decide in pairs which modal verb is missing in each sentence.
- Students complete the sentences with the words from the box.

ANSWERS

1 *can't* 2 *might* 3 *must*

Assessment for learning

Ask the class *Can you use modal verbs to talk about things which are possible or certain?* Using the traffic light system, establish how confident students are with the new grammar. If they need further practice, do one of the Workbook activities with the whole class. Elicit feedback again.

Team Up! 2 **DOWNLOAD**

- Students look at mystery pictures and decide in pairs what each item could be. Then they share ideas with another pair and confirm their guesses.

Workbook pages 90–91

1 Look at the photos. What do you think they are? Read and match.

- Students look at the photos and discuss with a partner what each picture shows using *may*, *might* and *could*.
- Then they read the sentences and match them to the photos. They check their answers in the upside-down key.

ANSWERS

1 b 2 d 3 c 4 e 5 a

2 Complete.

- Students look at the picture and read the dialogue once. Then they complete the dialogue with the words in the box. Explain that in some items there's more than one possible answer.

ANSWERS

1 might be (or may be, could be) 2 could be (or might be, may be) 3 could see 4 may eat 5 might not have 6 could travel 7 may be (or might be, could be)

3 Complete. Use *may*, *might* or *could* and a verb. Then circle a possible answer.

- Students read the questions and discuss possible answers with a partner. Then they complete the answers.
- You can encourage students to do research and find the answers to the questions.

ANSWERS

1 might eat, c 2 may / might / could be, a 3 may / might / could have, b 4 may / might / could be, b

4 Write *must* or *can't*.

- Students look at the photo and read the sentences.
- They complete the sentences with *must* or *can't*.

ANSWERS

1 can't 2 must 3 must 4 can't 5 must

5 Complete.

- Ask students to look at the information in the three cards for the three astronauts. Then draw attention to the pictures 1 and 2 below. Students look at the pictures and the information cards to complete the sentences. At the end, they decide who the astronaut is in each picture.

ANSWERS

1 Anya, Anya, Beth, Beth, Cara
2 Cara, Cara, Beth, Beth, Anya

6 Look at the information in activity 5 again and write three sentences about the picture. Use *can't* / *must* and give a reason.

- Explain that the girl in the picture is one of the three astronauts in activity 5. Students must write three sentences with *can't* and *must* similar to the ones in activity 5. Monitor and provide help if necessary.

SUGGESTED ANSWERS

It can't be Anya because Anya has got glasses.
It can't be Cara because Cara has got long hair.
It must be Beth.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 131 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about space travel.

Language

Space travel: *crew, engine, fuel, gravity, land, launch, orbit, rocket*

Statements with relative pronouns: *that*: *Sunita Williams was the first astronaut that ran a marathon in space. Apollo 11 was the first space flight that sent people to the moon.*

Warm up

- Play a game of *Choose and describe* (see *Ideas bank* page 151) with the categories *places in a city* (Unit 1, lesson 1), *camping items* (Unit 7, lesson 1) and *space* (Unit 8, lesson 1).

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about space travel.*
- Put the flashcards on the board and ask *What do you know about space travel?* Students discuss ideas in small groups.
- Ask different students around the class to share their ideas.

Student Book pages 100–101

1 Listen and read. 🎧 192 What did Sunita Williams do for the first time in space?

- Focus on the title. Read the gist question in the rubric with the class. Elicit Sunita Williams' job (astronaut) and ask students to guess the answer.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

She ran a marathon.

2 Listen, point and repeat. 🎧 193

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

Optional activity

Play a game of *Can you remember?* (see *Ideas bank* page 150) to consolidate the new words.

3 Listen and number. 🎧 194

- Tell students they are going to hear facts about space travel. Ask students to look at the pictures and think about what they are going to hear.

- Play the recording for students to listen and number the pictures in order.
- Play the recording again for students to check answers.

Audio transcript

- 1 Inside a rocket, there isn't any gravity. Things move around and people do, too!
- 2 The crew is in a rocket in space. They're going to take photos of Mars, the red planet. The rocket won't land on the planet Mars because it hasn't got enough fuel.
- 3 When a rocket is launched, the temperature inside the engine is about 3,400 degrees Celsius!
- 4 The moon orbits the Earth every 27 days.

ANSWERS

a 4 b 1 c 2 d 3

4 Play the game. Use the pictures in activity 3.

- Read out the example exchange with a confident student.
- Students work in pairs. They take turns to talk about one of the pictures in activity 3 for their partner to guess.
- Walk around the class as students talk, helping where necessary.

Mixed ability

Play the recording from activity 3 again. Weaker students can listen and make notes to help them with the game. Stronger students can draw their own picture of space travel and describe it to their partner.

5 Listen and read. 🎧 195

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

6 Circle the correct words.

- Ask students to read the sentences and underline who or what the relative clause is saying more about in each sentence.
- Ask students to read the sentences and circle the correct relative pronoun. Students compare answers in pairs before checking with the class.

ANSWERS

1 that 2 where 3 that 4 which 5 that

7 Write sentences. Use *that*.

- Ask students to read the prompts and look at the example.
- Students write the sentences using *that*.

ANSWERS

- 1 The ISS is a space station that orbits the Earth every 90 minutes.
- 2 The sun is a star that has a temperature of about 15 million degrees Celsius.
- 3 Sunita Williams is the astronaut that lived in space for 322 days.
- 4 Valentina Tereshkova is the first woman that travelled in space.

Optional activity

Draw students' attention to the sentences in activity 6 again. Ask them to choose two sentences and change the main clause or the relative clause with their own ideas. For example, *Earth is the planet where there's water and clean air. He's the astronaut that worked on the International Space Station.*

8 Listen and read. Then sing. 🎧 196–197

- 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 try to remember details in two space pictures. Then they ask and answer questions about their pictures.

Workbook pages 92–93

1 Circle the correct words. Then match.

- Students read the sentences and circle the correct words. Then they match the sentences to the pictures.

ANSWERS

1 crew, c 2 orbits, d 3 gravity, a 4 planet Jupiter, e 5 fuel, b

2 Complete.

- Students read the sentences once. Then they read again and complete the sentences with the words from the box.

ANSWERS

1 orbits 2 rocket 3 launch 4 crew 5 landed 6 gravity 7 fuel 8 engine

3 Look and write *T* (true) or *F* (false).

- Students look at the picture. They read the sentences and mark them true or false.

ANSWERS

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

4 Order the words.

- Students write the words in order to make meaningful sentences.

ANSWERS

- 1 This is the telescope that I use to look into space.
- 2 This is the planet that I saw when I looked into space.
- 3 This is the science teacher that taught me about space.
- 4 This is the book which I used to find out about the planets.

5 Match. Then write sentences. Use *who*, *which*, *where* or *that*.

- Students match each word to a word category (place, thing or person) and then to a fact. Then they write full sentences.

ANSWERS

- 1 The sun is a thing that (which) gives light and heat to Earth.
- 2 An astronaut is a person that (who) travels into space.
- 3 A space station is a place where astronauts live and work.
- 4 A telescope is a thing that (which) you use to look at the planets.
- 5 A scientist is a person that (who) studies science.

6 Draw a person, a thing and a place. Then write sentences about them. Use *who*, *which*, *where* or *that*.

- Students draw a picture of a person, a thing and a place in the labelled boxes. Then they write a sentence with a relative clause to describe each drawing.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 131 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about exploring a planet.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play a game of *Stop and say* (see *Ideas bank* on page 150) to review the unit's vocabulary. Challenge stronger students to make a sentence for their card.

Lead-in

- Ask students to look at page 102 of their Student Book and find the learning objective: *Let's read about exploring a planet.*
- Explain the word *explore* or translate it into the students' own language. Ask *Which planet in our solar system would you like to explore? What do you think you might see / find?* Elicit responses from different students around the class.

Student Book pages 102–103

1 Look at the pictures. Where do the astronauts land?

- Ask students to look at the story pictures and say where the astronauts land.
- Have students discuss the question in pairs before you check the answer with the class.

ANSWER

on the pink planet

2 Listen and read. 🎧 198 What do Lara and Hiro find on the pink planet?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

They find an amazing blue flower.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and number the sentences in order.

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and number them in the correct order. Walk around the class and help students where necessary.

ANSWERS

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

5 Match.

- Ask students to read the sentence halves. Prompt them to notice the modal verbs and the relative pronouns.
- Students match the halves to make sentences. Ask them to compare answers with a partner.

ANSWERS

1 e 2 b 3 c 4 a 5 d

6 Write *Hiro* or *Lara*.

- Ask students to read the sentences and think about the two characters.
- Students write the correct name in each sentence. Prompt them to read the story again as necessary.

ANSWERS

1 Hiro 2 Lara 3 Hiro 4 Lara

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as, *Who is more interested in discovering new things?*
- For the third question, give students time to think about their answer. Prompt them to read the story again focussing on Lara's lines. Students discuss in pairs and then in class.

SUGGESTED ANSWERS

- 1 Hiro probably feels excited, and he's curious too because he tries to find the planet in a book. Lara feels bored. She thinks it will just be another boring planet with rocks.
- 2 Hiro is curious and wants to find out more about the planets. Lara is bored and thinks she's seen everything.
- 3 Lara becomes more interested and curious. She has learned that she hasn't seen everything before, and that there are still things she can discover that are new.
- 4 Students' own answers

Global skills: emotional self-regulation and well-being

The message of the story is that we should remain curious about things around us. During class feedback, establish that by being curious, we are open to learn new things and explore new possibilities. We can be curious about very small things like insects to very big things like the universe. Ask students to list five different things they are curious about and compare them with a partner.

Team Up! 4 DOWNLOAD

- Students work in pairs to continue the story of *The pink planet*.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 94–95

1 Look at the pictures. What do they find in the boxes?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *What do they find in the boxes?*
- Allow time for them to discuss the question with their partner and identify what they find in the boxes. Check answers with the class.

ANSWER

They find photos.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

3 Who says the words? Tick the correct picture.

- Students read each line and tick the correct character.

ANSWERS

1 Grandpa 2 Henry 3 Grandpa

4 Read the story again and circle the correct words.

- Students read the sentences and circle the correct words.
- Encourage them to read the story again to check their answers.

ANSWERS

1 photos 2 three astronauts 3 50 4 the moon
5 Earth

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

- Ask students to read the sentences and mark them true or false. Elicit corrections for the false sentences.

ANSWERS

1 T 2 F (Grandpa doesn't know what is inside all the boxes.) 3 T 4 F (Henry is interested in Grandpa's job.)
5 T

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity.

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 night sky in South Africa and the UAE.

Language

The night sky: *constellation, meteor, observatory, satellite*

Warm up

- Play *Descriptions* (see *Ideas bank* on page 151) with the words from the unit. Ask students to use *who, that, which, where* in their descriptions.

Lead-in

- Ask the class to look at the photos on pages 104 and 105, and try to guess which countries they will be learning about today (South Africa and the UAE). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about the night sky in South Africa and the UAE.*
- Ask students to work in pairs or small groups. They write down three questions about the night sky they think will be answered in the lesson.
- Nominate students to share ideas with the class, but don't confirm their answers.

Student Book page 104

1 Listen, point and repeat. 199

- 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. 200

- Focus on the photo of Mariekie (pronounced /ma: ri:k i:z/). Ask *Which country is Mariekie from?* (South Africa)

- Tell students that they are going to hear Mariekie talking about looking at the night sky in South Africa. They must listen for the words in activity 1. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hi, my name's Mariekie. I'm from South Africa. My dad's a scientist and we love looking at the stars in the night sky together. We live in the city of Cape Town, in South Africa. Near our house, there's an observatory. An observatory is a place that you can visit to look at the stars. Many observatories have got a big telescope that you can use to look at the night sky.
- When I look at the sky at night, I can sometimes see a thing that is moving. It's usually a satellite. Satellites are things that are sent to space by people. They travel around the Earth. There are about 6,000 satellites in space at the moment. Satellites are used for technology like phones and smartwatches. They are also used to check the weather.
- Have you ever seen a meteor? A meteor is a piece of rock that is on fire. It travels to Earth very quickly and it makes a bright line in the sky.
- When you look at the sky at night, you can sometimes see a few stars that are in the same place. These stars make a shape in the sky. This shape is called a constellation.

ANSWERS

2, 3, 4, 1

3 Listen to Mariekie and her friend. Read and answer. 201

- Tell the class that now they are going to hear Mariekie telling her friend Liz about a trip to a national park. They must listen and answer the questions.
- Students read the questions before they listen and predict possible answers with a partner.
- Play the recording, pausing for students to answer the questions. Encourage them to write down a few words rather than full sentences.
- Play the recording again for students to complete or check their answers.

Audio transcript

Liz Hi, Mariekie. How was your holiday?

Mariekie It was great, thank you.

Liz Did you and your dad go to another country?

Mariekie No, we didn't. We stayed here in South Africa, but we travelled to the Kruger National Park. The park is far away from any cities and bright lights, so it's very dark at night. It's a great place for looking at stars!

Liz Did you see any animals in the national park?

Mariekie Yes, we did. We saw lions, elephants and giraffes!

Liz Wow! And did you look at the stars at night?

Mariekie Yes, we did! There was an observatory at the national park that had a big telescope inside. We used the telescope to see lots of stars every night. One night, we saw a meteor fall to Earth! It moved really quickly.

Liz Did you see anything else?

Mariekie Yes, look at this photo I took from the observatory. It's a satellite! It looks like a star, but it's travelling in a straight

line across the sky, so it must be a satellite. ... Oh, and I saw a big dog!

Liz A big dog?!

Mariekie Well, it wasn't a real dog! It was a group of stars that looks like a dog! The group of stars is a constellation called 'The Great Dog'. It was amazing!

ANSWERS

1 lions, elephants and giraffes 2 inside the observatory
3 a satellite 4 a constellation

4 Watch the video. What is a 'Dark Sky Park'?

- Play the video to the class for students to watch and explain what a 'Dark Sky Park' is.

Video transcript, see page 161.

ANSWER

It's a special place that is very, very dark at night, so you can see many more stars in the sky.

Optional activity

Students research the different constellations they can see in their hemisphere. Encourage students to choose one or two favourite constellations. They can draw a picture of the constellation and what it symbolises, which they then present to the class.

5 Listen and read. 202 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss their experiences of stargazing and what interesting things they saw, like planets, shooting stars, meteor showers, eclipses, the ISS. Pre-teach some of these words if necessary. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 96

1 Read. What was the name of the constellation that Leon saw?

- Explain that the students are going to read a blog written by a different child from South Africa. Point to the photo and elicit the child's name (Leon).
- Ask students to look at the photos and the title of the blog. Ask the question in the rubric.
- Allow students time to read the blog and find the answer.

ANSWER

Leo

2 Read again and complete.

- Students read the sentences. They read the blog again and complete the sentences with the words from the box.

ANSWERS

1 lights 2 telescope, planets 3 stars, constellation
4 meteor, Earth

3 Answer the questions. Write.

- Read out the questions and give an example of possible ways to answer each one.
- Students read the questions and discuss them with a partner before writing their answers.

ANSWERS

Students' own answers

Student Book page 105

6 Look at the photos. Where is Sami?

- Focus on the photo of Sami. Ask *Which country is Sami from?* (the UAE)
- Read the question with the class: *Where is Sami?* Ask students to discuss in pairs, ensuring they know to answer with a place (not the name of Sami's country). Elicit the answer from different pairs.
- Encourage students to share anything they know about the UAE.

ANSWER

He's in the desert.

7 Listen and read. 203 Which constellation did Sami see last night?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer. Ask whether students have ever seen *Orion* in the night sky.

ANSWER

Orion

8 Read again and write *T* (true) or *F* (false).

- Ask the students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to mark the sentences true or false. Encourage them to correct the false sentences.

ANSWERS

1 T 2 F (The desert is a good place to look at the stars because it's very dark there.) 3 T 4 F (Sami hasn't seen a meteor or two planets yet.)

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on the night sky in South Africa, the UAE and their own country.

Team Up! 5 DOWNLOAD

- Students plan and present a stargazing trip in their own country.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a news report.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Put students in pairs. Ask them to take turns choosing a target word from lessons 1, 3 or 5 for their partner to spell and explain its meaning. Encourage them to use the questions *How do you spell ... ?* and *What does it mean?*

Lead-in

- Write the learning objective on the board: *Let's learn how to write a news report.*
- Ask students to remember some news reports they recently saw. You can also show them a few appropriate headlines. Discuss what each news report could be about.

Student Book page 106

1 Look at the picture. Why do you think these astronauts are in the news?

- Focus on the picture and ask the question. Students guess the answer in pairs.
- Elicit and accept all plausible answers. Tell students they are going to find out when they read the news report.

ANSWER

They are preparing to go on an important journey in space.

2 Read and listen. 204 Who is the captain of the crew?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the news report in their books.
- Ask the question again. Allow students to discuss the question with their partner before you elicit the answer. Also check whether students' guesses in activity 1 were correct. (They're in the news because they are going to go on an important journey in space.)

ANSWER

Samantha Jackson

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the news report again and discuss the questions in pairs.

ANSWERS

- 1 It will orbit the sun for three years.
- 2 It could be dangerous to go so close to the sun.

4 Read. Then write the labels in 2.

- Read through the box about how to write a news report.
- Students work individually to label the sections with the words in bold.

ANSWERS

Headline, Introduction, Body, Conclusion

5 Write a news report from your country. Go to your Workbook page 97.

- Ask students to turn to page 97 of their Workbook and complete activities 1 and 2 before writing their news report.

Workbook page 97

1 Read the sentences from the news report on Student Book page 106. Then complete the sentences.

- Students read the sentences from the news report in the Student Book.
- Then they read the sentences above and complete them with the parts of the news report from the box.

ANSWERS

1 introduction 2 body 3 headline 4 conclusion

2 Read the information. Then tick ✓ the best headlines.

- Read the information for the class. You can also point out that the verbs in the headlines are usually in the present simple, present perfect or past simple. Also, words like articles are usually left out.
- Students read the pairs of headlines and tick the best one.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

1 Big bear eats picnic box! 2 Homework disaster!
3 Man on the moon

Optional activity

Ask students to think about something interesting that happened to them or someone they know. Allow time for students to write a headline for the story they thought of, referring to the headlines in their Workbook for ideas. Students share headlines in small groups. Their partners can guess what their story is about before they explain it.

3 Write a news report from your country. Plan your ideas and then write. Use your notebook.

- Refer students back to the news report in their Student Book. Remind students that this is what a good news report looks like, and they should use this model to help them in their own writing.
- Focus attention on the labels in activity 2 in the Student Book. Encourage students to copy the labels in their notebooks and make notes.
- Allow time for students to think about or research an interesting story that happened in their country. They can discuss ideas in pairs and then make notes on their own.
- Students write out their news articles using their notes. Encourage them to make the headline big and include a photo or a picture.
- When they are ready, ask students to exchange news reports with a partner. They read their partner's news report and think of a question to ask.

Assessment for learning

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

Project and Review

Learning objective

Students will make a space display.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each group, a large piece of paper, access to the internet (optional), books or magazines about space (optional), space for children to set up their displays (wall or table space)

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 152) with wrong definitions and facts, using the words from the unit. For example, say *Astronauts float in the space station because there isn't any oxygen.* (They float because there isn't any gravity.)

Lead-in

- Write this unit's project on the board: *Make a space display.*
- Explain that a display is like a poster with pictures and photos on a topic. Ask students to call out ideas of what pictures or photos can go on a space display. They might mention pictures / photos of astronauts, rockets, planets, our solar system, meteors, constellations.

Student Book page 107

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to prepare their displays.

1 Listen and correct the sentences. Change one word. ① 205

- Read out the steps and ask students to think about which words might need to be changed.
- Play the recording for students to listen and find the wrong words. Pause as necessary for students to write the correct words.

Audio transcript

- 1 Find interesting information about space. Write notes. Then choose four ideas.
- 2 Draw or find pictures and make your display. Prepare your presentation.
- 3 Look at the different displays in your class. Talk about them with your group.
- 4 Present your display to the class.

ANSWERS

1 five four 2 leaflet display 3 Write Talk
4 school class

2 Watch the video. What interesting information does the group know about footprints on the moon?

- Ask *What interesting information does the group know about footprints on the moon?* and invite students to guess what the interesting fact could be.
- Play the video for the students to watch and find the answer.
- 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 161.

ANSWER

The astronauts' footprints that are on the moon now will never disappear (because there isn't any wind there).

3 Listen and read. 206 Then present your display to the class.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to prepare their displays.
- When students have prepared their display, draw attention to the *Let's Present!* poster and go through the four steps with 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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Put students in pairs and allow enough time for them to complete the tasks they chose. Walk around the class as they work and help where necessary.

Assessment for learning

Using the traffic light method, ask the students to tell you how they feel about vocabulary and grammar from the unit.

Workbook pages 98–99

1 Complete.

- Students read and complete the sentences.

ANSWERS

1 planets 2 space station 3 orbits 4 land
5 gravity 6 crew, landed

2 Look at the pictures and find the words in the puzzle. Each word starts in a black square.

- Students look at the pictures and draw a line through the corresponding words in the grid. Point out that the line

goes from *Start* to *Finish* and that each word starts in a black square.

ANSWERS

The words form a line in this order: astronaut, rocket, telescope, fuel, engine, space station

3 Look at the photos. What might it be? Write.

- Students look at the photos and discuss ideas with a partner. They use the ideas in the box.
- Then they write their sentences.

ANSWERS

- 1 It might be an observatory because there's a telescope.
- 2 It might be a meteor because it's travelling very fast.
- 3 It might be a satellite because it was built by people.

4 Complete the dialogue. Use *might*, *can't* or *must*.

- Students read the dialogue once. They read it again and complete it with the modal verbs *might*, *can't* or *must*.

ANSWERS

1 might 2 must (might) 3 must 4 can't
5 must 6 might

Mixed ability

Stronger students who are fast finishers can practise reading the dialogue in pairs.

5 Write sentences. Use *who*, *which*, *where* or *that*.

- Students use the prompts to write sentences with relative clauses.

ANSWERS

- 1 A telescope is a thing that we use to look at the stars.
- 2 An astronaut is a person that (who) travels into space.
- 3 An observatory is a place where the night sky is very dark.
- 4 A meteor is a rock that (which) travels from space to Earth.

Assessment for learning

While the students are completing the self-evaluation activities, go around asking questions about their answers, for example, *Why are you happy with your progress and effort? Why is it your favourite lesson? Can you tell me a fact about space?*

Unit 8 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

Tests

- The students are now ready to do the Unit 8 test or the End-of-term test 2, downloadable from Oxford English Hub.

Space

Learning objectives

Students will be able to read and understand a historical fiction text about Apollo 13.

Students will be able to read and understand a factual text about space.

Language

Space: *breathe, carbon dioxide, device, engineer, philosophers, publish, realise, round*

Warm up

- Play a game of *Word circles* (see *Ideas bank* page 151) with words from Unit 8: *launch, astronaut, moon, rocket, engine, Earth, solar system, orbit, telescope, universe*.
- Tell students they are going to read two texts today about space. Write the titles on the board: *A mailbox in space* and *Learning about space*.
- Ask students *What are we going to learn 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. 207 Why was the special device called a 'mailbox'?

- Ask the class to look at the pictures. Draw attention to the dates and the time information. Choose different students to explain what type of text this is. Elicit that it's a log, a type of official diary about an important event. Explain that the text is based on a true event.
- Read the gist question in the rubric with the class. Have students discuss ideas with a partner.
- Play the recording for students to listen and follow the text. Elicit what the time information is in each entry (the time before and after the launch of Apollo 13).
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Students try to work out the meaning of the words from context or work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

Because it looks like a box for letters and other mail.

Optional activity

Ask students to read the text again and discuss which is the most interesting day and why.

2 Read again and order the sentences.

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

ANSWERS

1 d 2 a 3 c 4 b

Mixed ability

To support weaker students, elicit the key word in each sentence. Ask them to scan the text for each key word. This will help them order the sentences (a electricity, b Pacific Ocean, c mailbox, d launched).

Stronger students who finish the activity quickly can retell the most important events with a partner.

3 Would you like to travel into space in a rocket? Why or why not?

- Ask students to read the questions and think about their answer and reasons why or why not.
- Students answer the questions in pairs. Invite chosen students to report to the class.

ANSWERS

Students' own answers

4 Listen and read. 208 What idea made people angry in the past? Why?

- Tell students they are going to read a factual text.
- Ask the class to look at the pictures and say what they are going to learn. Elicit ideas from different students.
- Play the recording for students to listen and follow the text in their books. Then ask the gist question in the rubric.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

The idea that the Earth wasn't at the centre of the solar system made people angry in the past. Because people wanted to think that Earth was at the centre of the solar system, not the sun.

5 Read again and complete.

- Ask students to read the sentences once. Students read the text again and complete the sentences.

ANSWERS

1 Earth 2 orbited 3 planets 4 telescope

6 What have you learned about space? What other things would you like to learn?

- Read out the questions. Draw two columns on the board with the following headings: *Things I've learned about space* and *Things I'd like to learn*. Ask students to copy the table in their notebooks and make notes.
- Students compare their ideas with a partner. Encourage them to add to their notes.

ANSWERS

Students' own answers

Lesson 1: Words

Learning objective

Students will be able to talk about life in the past.

Language

Life in the past: *horse and cart, hut, jewellery, leather, poor, purse, rich, smoke, stairs, straw*

Functional language: *What's this? It's a ... from ...
It's made of ...*

Warm up

- Play a game of *Find the answer* (see *Ideas bank* page 151) with Unit 8. You can use these example questions: *What's the largest planet in our solar system?* (Jupiter) *From space, what colour is Earth?* (blue and green) *What do space rockets need to launch?* (fuel) You can also ask students to write a question and ask the class.

Lead-in

- Put the flashcards on the board. Ask students to look at the flashcards and work out the lesson's topic with a partner. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to open their Student Book on page 110 and find the learning objective: *Let's talk about life in the past.*
- Students work in small groups. They share something interesting they know about the past (at least 100 years ago). Invite students to report back to 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 some of the things they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

fields and a village, a castle made of stone on a hill, a house with a fireplace inside, fire with a pot over it, a bed, a king, horses

2 Listen, point and repeat. 209

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

3 Listen and say. 210

- Tell students that they are going to hear descriptions of the items in the picture in activity 2. Students must listen and call out the item.

- Play the recording, pausing after each person has spoken. Students discuss which item it is with a partner before you elicit it from chosen students.

Audio transcript

- These are things like earrings, necklaces and bracelets. They are often made of gold or silver.
- When you're downstairs and you want to go upstairs, you use these things. You can walk up or down them.
- This thing is a type of transport. There's an animal at the front that pulls it. It's used for carrying things.
- When you burn something or see a fire, this is the grey gas that you see in the air. It sometimes makes you cough!
- This thing is a small bag. You keep coins and other money in here.
- This thing is a small and very simple house with a roof. People lived in this type of house in the past.

ANSWERS

**1 jewellery 2 stairs 3 horse and cart 4 smoke
5 purse 6 hut**

4 Write.

- Ask students to look at the sets of words. They are clues for students to find the word from activity 2.
- Students look at the clues and write the words. They compare answers with a partner before they check with the class.

ANSWERS

**1 stairs 2 jewellery 3 purse 4 hut 5 horse and cart
6 smoke**

5 Listen, point and repeat. 211

- Focus on the four photos.
- Play the recording for students to listen and point to the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 212

- Focus attention on the letter. Ask *Who wrote the letter?* (Archie) *Who is the letter for?* (Archie's grandpa).
- Read the letter aloud for students to follow.
- Students read the letter again and write the missing words in the gaps, using the labels on the photos.
- Play the recording for students to listen and check their answers.

ANSWERS

rich, poor, straw, leather

7 Read again and complete.

- Ask students to read Archie's letter again. Then they read the sentences and complete them with the words from activity 6.
- Students compare answers with a partner before checking them with the class.

ANSWERS

1 Rich 2 jewellery 3 Poor 4 leather 5 straw

Optional activity

Play a game of *Draw* (see *Ideas bank* page 151) using the ten flashcards.

8 Listen and repeat. 213 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the structures. Point out the passive structure *It's made of ...*. Point to the boots in activity 2 and elicit the plural form: *They're made of leather*.
- Demonstrate another dialogue for the class. Choose *purse* from the first box and encourage a student to ask you *What's this?* Answer using the year and material in the same box, for example, *It's a purse from 1905. It's made of leather*.
- Ask students to work in pairs. They take turns to ask and talk about the different items, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Team Up! 1

- Students read museum labels and match them to the objects. Then they talk about their favourite object.

Workbook

1 Write.

- Students look at the pictures and write the words in the labels.

ANSWERS

1 jewellery 2 purse 3 stairs 4 smoke 5 huts
6 horse and cart

2 Complete. Use the words from activity 1.

- Students read the text once.
- Then they complete the text with the words from activity 1.

ANSWERS

1 horse and cart 2 huts 3 smoke 4 stairs
5 jewellery 6 purse

3 Answer the questions about life in the Middle Ages.

- Students read and answer the questions in pairs. Then they write the answers.

ANSWERS

1 purse 2 jewellery 3 hut 4 stairs 5 smoke
6 horse and cart

4 Read and circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 stairs 2 poor 3 straw 4 leather 5 rich 6 Jewellery

5 Write.

- Students read the clues and complete the crossword.

ANSWERS

Across: 2 smoke 3 leather 6 hut

Down: 1 poor 2 straw 4 rich 5 cart

6 Read and complete the dialogues.

- Students look at the pictures and the information. They write questions and sentences.

ANSWERS

- 1 It's a bracelet from 1400. It's made of silver.
- 2 It's a hat from 2018. It's made of straw.
- 3 What's this? It's a coat from 2020. It's made of wool.
- 4 What's this? It's a belt from 1901. It's made of leather.

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk and ask about actions that happened in the past.

Language

used to statements: *People used to live in huts. She used to have a cat. They didn't use to have windows. He didn't use to like tennis.*

used to questions and answers: *Did people use to read Shakespeare's plays? No, they didn't. Did children use to act in plays? Yes, they did.*

Warm up

- Play a game of *Whispers* (see *Ideas bank* page 152) with vocabulary from lesson 1. Then put students in pairs to make sentences with each word.

Lead-in

- Hold up the *space* flashcard from Unit 8. Say *Two hundred years ago, people used to travel to space. True or false?* Elicit answers from different students. Say *People didn't use to travel to space 200 years ago. The first time an astronaut went to space was in 1961.*
- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 112 of the Student Book and find the learning objective: *Let's talk and ask about actions that happened in the past.*

Student Book

1 Listen and read. 214 What were beds made of in the Middle Ages?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the cartoon story. Elicit the answer to the gist question from chosen students.
- Play the recording again for students to follow.

ANSWER

They were made of straw.

2 Listen and read. 🎧 215

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read through the *Look!* box with the students.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students for feedback to check understanding.

Grammar

Point out that we use the base form of verbs after *used to* and *didn't use to*.

3 Listen and circle. 🎧 216

- Ask students to read the sentences once. Point out that all the sentences are about the Middle Ages.
- Play the recording and ask students to circle *used to* or *didn't use to*.
- Play the recording again for students to check their answers.

Audio transcript

- 1 In the Middle Ages, people used to eat bread. People used to grow wheat in the fields and bakers used to cook the bread in ovens, but most people used to cook food on a fire inside their hut.
- 2 Rich people used to eat meat and cheese, but poor people didn't use to eat meat very often. They used to eat a lot of vegetables.
- 3 Most children didn't use to go to school. They used to help at home and look after the animals.
- 4 When they were about 12 years old, boys used to learn how to do a job, like a baker, a doctor or a blacksmith. A blacksmith used to make things from metal, like shoes for horses and cooking pots.
- 5 Girls didn't use to have a job, but they used to help with the farming, and they used to make clothes from wool.
- 6 Most people used to go to a market to buy food. At the market, they used to buy things with money, so they used to keep their coins in a leather purse. People used to travel to the market by horse and cart.

ANSWERS

- 1 used to 2 didn't use to 3 didn't use to 4 used to
5 used to 6 used to

4 What do you know about life in the Middle Ages? Tell your partner.

- Focus on the example exchange. Choose a confident student to demonstrate the example with you for the class.
- Allow students time to remember facts they learned about the Middle Ages. Encourage them to think of their own ideas too, for example, *People didn't use to make video calls*.
- Students work in pairs. They take turns to say a fact about life in the Middle Ages using *used to* and *didn't use to*.

ANSWERS

Students' own answers

Global skills: creativity and critical thinking

Students work on their critical-thinking skills by discussing the following question in pairs: *Why is life today better than in the Middle Ages?* Ask them to list the four most important reasons. When their lists are ready, put students in groups of four to share ideas.

5 Listen and read. 🎧 217 Why did most people go to the theatre to watch Shakespeare's plays?

- Focus on the photo, the picture and the title. Elicit what the interview is about (Shakespeare and his plays).
- Read the gist question in the rubric with the class. Invite students to guess the answer.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Where does Mrs Taylor work?* (at the museum) *Could most people in the past read?* (no) *Could children watch Shakespeare's plays?* (no)

ANSWER

Because they couldn't read his plays.

6 Listen and read. 🎧 218

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work with a partner, taking turns to read out the example questions and answers.
- Read through the *Look!* box with the students.
- Ask students for feedback, to check understanding.

Grammar

Point out the order of the words in the questions and the verbs in the base form.

7 Look and answer the questions.

- Ask students to look at the picture and read the questions. They discuss the answers with a partner.
- Allow students time to write the answers before they check with the class.

ANSWERS

- 1 Yes, he did. 2 Yes, they did. 3 No, they didn't.
4 Yes, they did. 5 No, they didn't.

8 Write questions about Shakespeare's family. Then ask and answer with a partner.

- Ask students to write questions with the words. Monitor and check their questions.
- Ask students to look at the picture in activity 7 again in pairs. They take turns asking and answering the questions.

ANSWERS

- 1 Did they use to have chairs? [Yes, they did.]
2 Did they use to use computers? [No, they didn't.]
3 Did they use to watch TV? [No, they didn't.]
4 Did they use to listen to Shakespeare? [Yes, they did.]

Team Up! 2 DOWNLOAD

- Students work in pairs and then in groups of four. They read about civilisations from the past and ask and answer questions to complete a table.

Workbook pages 102–103

1 Match.

- Students read and match the sentences.

ANSWERS

- 1 d 2 e 3 b 4 a 5 c

2 Complete. Use *used to* and a verb in the correct form.

- Students complete the sentences with *used to* and the correct form of the verbs.

ANSWERS

- 1 used to grow 2 didn't use to have 3 used to sow
4 used to look after 5 used to sell

3 Write sentences about people in the Middle Ages. Use *used to*.

- Students write positive and negative statements using the prompts and *used to* / *didn't use to*.

ANSWERS

- 1 They didn't use to watch TV.
2 They used to live in villages.
3 They used to travel by horse and cart.
4 They didn't use to have electricity.
5 They didn't use to buy clothes from shops.
6 They used to eat bread.

4 Read and answer the questions.

- Allow time for students to read the text quietly to themselves. Then they read the questions.
- Students scan the text to find the answer to each question before they write the answers.

ANSWERS

- 1 Yes, they did. 2 Yes, they did. 3 No, they didn't.
4 Yes, they did. 5 No, they didn't. 6 Yes, they did.

Mixed ability

Students work in pairs and underline the part of the text that gives the answer to each question. Fast finishers can write an extra sentence to answer each question, for example, 3 *No, they didn't. They used to stay at home.*

5 Order the questions.

- Ask students to order the words and write the questions.
- Students work in pairs to ask and answer the questions.

ANSWERS

- 1 Did children in Shakespeare's time use to go to school?
2 Did people use to look after animals?
3 Did women use to act in plays?
4 Did children use to go to the theatre?

6 Write questions with *use to*. Then think about when you were 5 years old and answer for you.

- Students write questions with *use to* and the prompts.
- Then they think about themselves when they were five years old and write their answers.

ANSWERS

- 1 Did you use to have a pet?
Students' own answers
2 Did you use to have a favourite toy?
Students' own answers
3 Did you use to walk to school?
Students' own answers
4 Did you use to live in a different place?
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. If further help is needed, ask them to turn to the *Grammar reference* on page 132 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about events in their life.

Language

Life events: *get a job, get married, go to university, have children, leave home, retire, start school, study for an exam*

Verb patterns: *He didn't enjoy working at the factory. He decided to become a teacher. He liked going to school. He liked to go to school.*

Warm up

- Play *The chain game* (see *Ideas bank* page 151) with statements with *used to* and *didn't use to*. Start with: *When I was five, I used to ...* . Play another round with *People in the Middle Ages didn't use to ...* . You can also ask students to play in groups.

Lead-in

- Write the learning objective on the board: *Let's talk about events in our life.* Invite students to talk about two important events in a person's life.
- Elicit ideas from around the class. Then put the flashcards on the board and ask students to compare them with their ideas.

Student Book pages 114–115

1 Listen and read. 🎧 219 How old was Elliott when he got a job in a factory?

- Focus on the photo of the man. Say *This is Elliott. Who was he?* Draw attention to the title and elicit *Emily's great-great-grandpa*.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen, follow and find the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *When was Elliott born?* (in 1912) *Was he a good student?* (yes) *Why did he stop school?* (because his family was poor and he had to work) *Did Elliott like working in a factory?* (no) *What job did he do next?* (He became a teacher.) *How many children did he have?* (seven) *How old was he when he stopped working?* (60)

ANSWER

He was 16.

2 Listen, point and repeat. 🎧 220

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

3 Read the text in 1 again. Complete the timeline for Emily's great-great-grandpa.

- Ask the class to read the text about Emily's great-great-grandpa again.
- Then they complete the timeline with the life events from activity 2.
- Ask students to compare their answers in pairs before checking with the class.

ANSWERS

a start school b get a job c get married d retire

Assessment for learning

Using the traffic light system, ask students to show you how confident they are with the new vocabulary. If students need further practice, play a game of *Word cloud* (see *Ideas bank* page 150) with the lesson flashcards to consolidate the new phrases.

4 Ask and answer.

- Read out the question and ask a student to read the example answer. Elicit more example questions, for example, *Will you leave home one day? Will you get a job one day? Will you get married one day? Will you have children one day?*
- Walk around the class as students talk, helping where necessary.

5 Listen and read. 🎧 221

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Encourage students to copy the table in their notebooks and add new verbs they come across.

6 Circle the correct words.

- Ask students to read the sentences and circle the correct words. They can look at the table in activity 5 for help.

ANSWERS

1 to go 2 working 3 to have 4 studying

7 Complete.

- Ask students to read the sentences. Then they complete them with the *-ing* form of the verb or infinitive with *to*.
- Students compare answers in pairs.

ANSWERS

1 studying, to watch 2 reading 3 to get 4 to leave 5 studying

8 Listen and read. Then sing. 🎧 222–223

- 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.

Team Up! 3 DOWNLOAD

- Students complete questions about life events and then interview a their friends.

Workbook pages 104–105

1 Write these in order of when they usually happen. Then tick ✓ the ones you have already done.

- Students discuss the order of life events in pairs. Then they write the events in order and tick the ones they have already done.

ANSWERS

1 start school 2 study for an exam 3 go to university 4 get a job 5 retire

2 Circle the correct words. Then match.

- Students read the sentences and circle the correct words. Then they match them to the pictures.

ANSWERS

1 start school, b 2 leave home, d 3 got a job, c 4 retire, e 5 study for an exam, a

3 Complete. Use the verbs in the correct form.

- Students read the text once. They complete the text with the phrases in the box using the correct form of the verb.

ANSWERS

1 started school 2 studied for exams 3 went to university 4 got married 5 had, children 6 got a job 7 retire

4 Complete the table.

- Students complete the table with the verbs from the box.

ANSWERS

Verb + *-ing*: enjoy, finish
Verb + infinitive with *to*: decide, want
Verb + *ing* OR infinitive with *to*: like, prefer

5 Read and circle.

- Students read the sentence and circle the correct option.

ANSWERS

1 c 2 b 3 a 4 a

6 Complete. Use the verbs in the correct form.

- Students complete the sentences with the correct form of both verbs. Explain that they need to choose the present or past simple tense for the first verb in each sentence and the *-ing* or infinitive with *to* form for the second verb.

ANSWERS

1 decided to get 2 finished studying 3 prefer to go / prefer going 4 like to learn / like learning 5 enjoyed working 6 wants to go

7 Answer the questions. Write full sentences using any of the verbs or your own ideas.

- Read out the questions and elicit the beginning of a full sentence for each one, for example, 1 *I enjoy ...* 2 *I prefer ...* 3 *I don't like ...* 4 *When I'm older I want to ...*
- Students discuss ideas in pairs and then write their sentences.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 132 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about the life of a famous pilot.

Language

Vocabulary and grammar from lessons 1–3

Warm up 222–223

- Sing the song from lesson 3 with the class.
- Work as a class to change the song so it's about Grandpa. Elicit new words to replace *seventeen*, *ancient history*, *geography* and *karate*. For example, *eighteen*, *geology*, *volcanoes*, *surfing*.
- Play the karaoke version of the song for students to sing.

Lead-in

- Write the learning objective on the board with underscores for *pilot*: *Let's read about the life of a famous _____*. Invite students to guess the missing word and then write it on the board.
- Students talk in pairs and predict two things they are going to learn about in this lesson. Elicit ideas from different pairs.

Student Book pages 116–117

1 Look at the pictures and photos. When do you think this person lived in the past?

- Ask students to look at the pictures and the photos.
- Students discuss possible answers to the question in the rubric in pairs. Encourage them to pay attention to the black and white photos and how old / modern the plane looks. Elicit ideas, but don't confirm their answers.

ANSWER

Students' own answer

2 Listen and read. 224 When did Amelia decide to become a pilot?

- Tell the class that they are going to listen and read the story. Read the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer. Discuss students' guesses in activity 1.
- Play the recording again for students to follow.

ANSWER

in 1920, when she flew in a plane for 10 minutes

Culture note

Amelia Earhart became interested in flying planes during World War I when she served as a nurse in Canada. She passed her flying test in 1921. A year later, she was the first woman to fly solo above 14,000 feet. In 1932, she flew across the Atlantic, taking off from Newfoundland, Canada and landing near Londonderry, Northern Ireland. In 1937, Amelia took off for her biggest challenge – to fly around the world accompanied by navigator Fred Noonan. They flew from California to Miami, down to South America, across the Atlantic to Africa, from there to India and Southeast Asia. Seven thousand miles before reaching New Zealand, the pilots and the plane disappeared in the Pacific Ocean near New Guinea never to be found.

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

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

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and write T or F.
- Elicit corrections to the false sentences when checking answers with the class.

ANSWERS

- 1 T
- 2 T
- 3 F (Amelia fell to the ground and then said "It's just like flying!" when her roller coaster crashed.)
- 4 F (In 1920, she flew in a plane and decided to become a pilot.)
- 5 F (Amelia was on her own when she flew across the Atlantic Ocean.)

5 Find the words in the story. Then look and write the letter.

- Read out the words. Ask students to scan the story and find the words. Encourage students to read the whole sentence containing each word and work out the meaning from context if necessary.
- Students match the words to the pictures. Ask them to compare answers with a partner.

ANSWERS

- 1 c
- 2 a
- 3 d
- 4 b

6 Complete the profile for Amelia.

- Ask students to look at the profile and the missing information.
- Students scan the story again to find the missing information and complete the profile.

ANSWERS

- 1 1897
- 2 sister
- 3 12
- 4 nurse / pilot
- 5 pilot / nurse
- 6 1932

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose different students to answer the first question.

- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *Was the roller coaster idea dangerous? Was Amelia afraid? Did her idea work?*
- For the third question, give students time to think about their answer. Prompt them to think about brave things they and other people have done. Put students in pairs to share ideas before getting feedback from the whole class.
- For the fourth question, prompt students to read the story once more and decide what they are going to take away from it. Have them discuss ideas in pairs and then share with the class.

SUGGESTED ANSWERS

- 1 She felt nervous but excited before the flight. Perhaps she felt scared during the flight, because it was a dangerous flight and the weather changed.
- 2 She got up and she said, "It's just like flying!" This tells me that Amelia was brave and liked adventures. She had big ideas and she wasn't afraid to try them out.
- 3 Students' own answers
- 4 Students' own answers

Global skills: emotional self-regulation and well-being

In order to achieve things in life and make their dreams come true, students need to be brave. They also need to work hard towards their dream and not give up when they come across difficulties. Ask students to think about a dream they have for the future. Ask *Why do you need to be brave? What's difficult about your dream?* Students discuss in pairs and then share with the class.

Team Up! 4 DOWNLOAD

- Students talk about things brave people do. Then they work in groups of four and learn about four brave people.

7 Home-school Read the story at home.

- Ask students to read the story again at home. Suggest that they tell a family member or guardian and explain the lesson they learned from the story.

Workbook pages 106–107

1 Look at the pictures. How many of the men dive into the sea?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *How many of the men dive into the sea?*
- Allow time for them to discuss the question with their partner and say how many men dive into the sea. Check the answer with the class.

ANSWER

two

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

3 Find and underline these words in the story. Then look and write.

- Students scan the story to find the words. They use the words from the box to label the pictures.

ANSWERS

1 pearl 2 oyster 3 nose clip 4 diver

4 Read the story again and number the sentences in order.

- Ask students to number the sentences in the order they happen in the story.
- Encourage them to read the story again to check answers.

ANSWERS

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

5 Answer the questions.

- Ask students to discuss the questions in pairs before writing their answers.

ANSWERS

- 1 Ahmed was nervous because his job was dangerous.
- 2 He swam quickly over to him, took off his nose clip, pulled him up and swam with him back to the boat.
- 3 Students' own answers

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity.

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 homes in the past in Turkey and Egypt.

Language

Homes in the past: *archaeologist, tourist, tunnel, underground*

Warm up

- Play *Race to the board* (see *Ideas bank* on page 152) with the following words from lesson 4: *library, roller coaster, pilot, nurse, leather, stormy, ocean, roof*.
- After the game, students look at the words again and remember facts about Amelia Earhart's life.

Lead-in

- Ask the class to look at the photos on pages 118 and 119, and try to guess which countries they will be learning about today (Turkey and Egypt). If there is a map in the classroom, ask students to find the two countries on it.

- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about homes in the past in Turkey and Egypt.*
- Ask students to work in pairs. They write down three questions they think will be answered in the lesson.
- Nominate students to share ideas with the class, but don't confirm their answers.

Student Book page 118

1 Listen, point and repeat. 🎧 225

- 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. 🎧 226

- Focus on the photo of Zehra. Ask *Which country is Zehra from?* (Turkey)
- Tell students that they are going to hear Zehra talking about her region. They must listen for the words in activity 1 and when they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.
- Ask *Where is Zehra from in Turkey?* Elicit the answer (Cappadocia) and whether students have ever been there or seen photos of it.

Audio transcript

- Hi, I'm Zehra, and I'm from a region in Turkey called Cappadocia. Many tourists enjoy visiting my region. A tourist is a person that visits another place or country. Tourists travel to places because they often like seeing big cities, beautiful beaches or amazing countryside. They want to learn about other cultures and eat different foods, too. Many tourists take selfies in front of famous buildings or interesting places.
- Many animals live underground because it's a safe place to sleep. In the past, sometimes people used to live underground, too. This was because it was very hot above ground and it was safer to live underground.
- A tunnel is a long, narrow path that is underground. When people made houses underground in the past, they used to make tunnels, too. They used the tunnels to move from their house to other places. Sometimes people make tunnels so a train or road can go through a mountain or under a river.
- An archaeologist is a person that finds out about the history of a place. They dig in the ground to find big things like buildings, or small things like old coins or jewellery. Then they can learn about how people used to live in the past.

ANSWERS

3, 1, 2, 4

3 Listen to Zehra and complete. 🎧 227

- Tell the class that now they are going to hear Zehra explaining why Cappadocia is popular with tourists. They must listen and complete the sentences.
- Students read the sentences before they listen.
- Play the recording, pausing for students to complete the sentences.

Audio transcript

I live in Cappadocia, in Turkey. Many tourists enjoy visiting this region because it's beautiful and interesting. They like riding in a hot-air balloon over the countryside here. Sometimes I can see more than 100 balloons in the sky! More than 3,000 years ago, people made homes in the rocks in Cappadocia. The rock was very soft and easy to carve, so people made houses with stairs and different rooms in the rock. The houses used to be cool inside when it was hot outside.

But what you can't see from a hot-air balloon are the underground houses and tunnels in Cappadocia. In fact, there are underground cities here! One of the biggest underground cities in Cappadocia is called Derinkuyu, and it has many tunnels.

Archaeologists have looked in the tunnels underground in Derinkuyu, and they think there are more than 40 underground cities there! They think that people used to live in these cities more than 3,000 years ago. The people made different rooms in their houses and they used to carve furniture into the rock, like chairs and beds.

The underground cities used to be cool when it was hot above ground. They were safe places to live, too But I think I prefer living above ground!

ANSWERS

1 Tourists 2 3,000 3 tunnels 4 40 5 cool

Culture note

Cappadocia has a very unique landscape with unusual towering rock formations known as 'fairy chimneys'. They are the result of millions of years of natural processes. When volcanoes erupted, the entire region of Cappadocia was covered in ash, which would later turn into a soft rock known as 'tuff'. The tuff was then worn away by wind and water, resulting in these unique rock formations. Fairy chimneys were used for shelter and would later become a small town that can still be visited today.

4 Watch the video. 🎥 Why was it easy to get lost in the underground cities?

- Play the video to the class for students to watch and find out why it was easy to get lost in the underground cities.

Video transcript, see page 162.

ANSWER

Because there were lots of tunnels, many stairs and different doors.

5 Listen and read. 🎧 228 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and pretend to be archaeologists. They discuss what they would like to learn about life in the past. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

1 Read. Where is Çatalhöyük?

- Explain that the students are going to read a blog written by a different child. Point to the photo and elicit the child's name (Toby).
- Ask students to look at the photos and the title of the blog. Ask the question in the rubric.
- Allow students time to read the blog and find the answer.

ANSWER

It's in Turkey.

2 Complete.

- Students read the blog post again and complete the sentences.

ANSWERS

1 archaeologist 2 windows, animals 3 roofs 4 jewellery

3 Answer the questions. Write.

- You can help students remember the information about Derinkuyu by playing recordings 226 and 227 again.
- Read out the questions and give an example of possible ways to answer each one.
- Students discuss the questions in pairs before they write their answers.

ANSWERS

Students' own answers

Student Book page 119

6 Look at the photos. What places can you see?

- Focus on the photos. Read out the question in the rubric with the class. Ask students to discuss in pairs. Elicit the answer from different pairs.
- Encourage students to imagine what life was like in this village thousands of years ago. Elicit ideas from the class, but don't confirm them yet.

ANSWER

a village in the desert

7 Listen and read. 229 Who lived in Deir el-Medina in the past?

- Read the gist question in the rubric with the class. Encourage students to guess.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer.
- Discuss students' guesses in activity 6.

ANSWER

the families of the men who used to work in the Valley of the Kings

8 Read again and circle the correct words.

- Ask the students to read through the sentences and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to circle the correct words in each sentence.

ANSWERS

1 3,000 2 on the roof of their house 3 didn't use to 4 make

Culture note

Archaeologists found thousands of documents at Deir el-Medina. Some of the texts were written on papyrus, a type of paper from Ancient Egypt. Most of the texts were carved into bits of pottery or pieces of limestone. These texts were mainly notes about village life. It included things like details about the workers' daily lives, poems, letters, and medical and legal records. By translating these texts, archaeologists were able to form a better idea of what life was like back then for the workers and their families.

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on homes in the past in Turkey, Egypt and their country.

Global skills: intercultural competence and citizenship

Ask *How did people in the past decide what their homes would look like?* Discuss with the class factors that influence where people lived, such as the weather, geographical features, the enemies and other dangers people had to face. Put students in small groups. Ask them to think of another historical place or civilisation and research what their homes were like in the past. Invite students to share information with the class and contrast it with the homes in Turkey and Egypt.

Team Up! 5 **DOWNLOAD**

- Students read an email and write a reply with suggestions for a sightseeing holiday in their country.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a biography.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *True or false?* (see *Ideas bank* page 152) to recycle the unit's vocabulary. You can say, for example, *A hut is a house with lots of stairs.* (false) *Only kings and queens used to wear jewellery.* (false – other rich people, too) *You go to university before you start school.* (false) *When you retire, you don't have to work.* (true)

Lead-in

- Write the learning objective on the board: *Let's learn how to write a biography.* Elicit what a biography is (someone's life story) and whether students know of any biographies.
- Write *Steve Backshall* on the board. Say *We're going to read his biography. What do you think you're going to learn about*

him? Students discuss ideas with a partner. Elicit ideas, but don't confirm their answers.

Student Book page 120

1 Look at the photos. What animal can you see?

- Focus on the photos and ask the question. Students answer in pairs before you elicit the answer.
- Ask students to guess again what information will be included in the biography, taking into account what the photos show.

ANSWER

a bird / an eagle

2 Read and listen. 230 What was Steve Backshall's first job?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the biography in their books.
- Ask the question again. Allow students to discuss the question with their partner before you elicit the answer. Also check students' guesses.

ANSWER

a TV presenter

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the biography again and discuss the questions in pairs.

ANSWERS

1 49 (in 2022) 2 1973: he was born / 1998: he travelled to Colombia and made a TV programme / 2016: he got married

4 Read. Then write the labels in 2.

- Read through the information about how to write a biography with the class.
- Ask students to read the biography again and write the headings in the labels in activity 2. Elicit what Steve's job is (explorer) and what he does today (he teaches people how to look after animals and the environment).

ANSWERS

Title, Introduction, Photo, Life events, Conclusion

Optional activity

Ask students to read the biography again and choose the most interesting information about Steve Backshall. Put students in pairs to compare ideas.

5 Write a biography for a person from your country. Go to your Workbook page 109.

- Ask students to turn to page 109 of their Workbook and complete activities 1 and 2 before writing their biography.

Workbook page 109

1 Read the information in the chart. Match the facts to the person. Write A, B or C.

- Students look at the information in the chart. Then they read the facts and match them to Mary Eliza Mahoney, Kathleen Martinez or Jacqueline Wilson.

ANSWERS

1 A 2 C 3 B 4 B 5 A 6 C

Mixed ability

Before doing the task, read through the sentences and elicit the clues, for example, 1 hospital, 2 books, 3 archaeology, 4 museum; 5 1855, 6 1985, 40. Stronger students discuss in pairs who they think had the most interesting life and why.

2 Match the parts of a biography to the descriptions.

- Students read the descriptions and write the labels.

ANSWERS

1 photo 2 conclusion 3 title 4 life events
5 introduction

3 Choose a person from your country and write a biography about their life. Use your notebook.

- Refer students back to Steve Backshall's biography in their Student Book. Remind students that this is what a good biography looks like, and they should use this model to help them in their own writing.
- Focus attention on the labels. Encourage students to copy them in their notebooks and make notes before they start writing the biography.
- Allow time for students to write out their biographies using their notes. Encourage them to use a photo or draw a picture for it.
- When they are ready, ask students to exchange biographies with a partner. They read their partner's biography and discuss interesting facts they learned.

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

Learning objective

Students will make a quiz about life in the past.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages) for each group, access to the internet (optional), books about the past

Warm up

- Play a game of *Match* (see *Ideas bank* page 151) with the life events from lesson 3.
- After the game, ask *What's the most important event in a person's life? Why?* Students discuss in pairs and then share ideas with the class.

Lead-in

- Write this unit's project on the board: *Make a quiz about life in the past.*

- Ask students to make predictions about what they are going to do. Encourage them to use English as much as possible.

Student Book page 121

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to prepare their quizzes.

1 Listen and number the project steps in order. 231

- Read out the steps and ask students which order they think they should be in.
- Play the recording for students to listen and number the steps.

Audio transcript

- 1 Choose two topics about life in the past from this unit. Then choose two extra topics.
- 2 Write two questions for each topic.
- 3 Swap your quiz with another team. Take their quiz.
- 4 Check the answers. Which team is the winner?

ANSWERS

a 2 b 4 c 3 d 1

2 Watch the video. ▶ What two extra topics has this group chosen for their quiz?

- Ask *What two extra topics has this group chosen for their quiz?* Play the video for the students to watch and find the answer.
- 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 162.

ANSWER

Ancient China and the Romans

3 Listen and read. ▶ 232 Then make your quiz.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheets (see separate teaching notes) for students to prepare their quiz questions.
- When students have prepared their quizzes, ask children to swap their quiz with another team. They complete the questions then hand back the quiz to check their answers.

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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 3, 4 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 in the class as they work and help where necessary.

Assessment for learning

Using the traffic light method, ask the students to tell you how they feel about vocabulary and grammar from the unit.

Workbook pages 110–111

1 Look and write. What's the mystery word?

- Students look at the pictures and write the words in the grid. Then they find the mystery word.

ANSWERS

1 jewellery 2 tunnel 3 stairs 4 cart 5 hut
6 smoke 7 straw The mystery word = leather

2 Complete with the correct life events. Use the verb in the correct form.

- Students complete the sentences with phrases using the correct form of the verbs.

ANSWERS

1 started school 2 went to university 3 got married
4 had, children 5 retired

3 Look and circle the correct words.

- Students read the sentences and look at the picture to find the answer. They circle the correct words.

ANSWERS

1 didn't use to 2 used to 3 didn't use to
4 didn't use to 5 used to 6 used to

4 Complete.

- Students read and complete the sentences with the *-ing* or infinitive with *to* form of the verbs.

ANSWERS

1 watching 2 to grow / growing 3 to wear / wearing
4 to go 5 to have

5 Write questions about the Middle Ages with *used to*. Then look and choose the correct answer.

- Students use the prompts to write questions. Then they look at the pictures and tick the correct answer.

ANSWERS

1 Did poor people use to wear jewellery? No, they didn't.
2 Did people use to travel by train? No, they didn't.
3 Did people use to eat stew and bread? Yes, they did.
4 Did rich people use to sleep on the floor? No, they didn't.

Assessment for learning

Ask students to look back through the lessons in Unit 9 and choose their favourite lesson. Ask a few students to tell you about their favourite lesson and why they liked it.

Unit 9 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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 describe their feelings and objects.

Language

Adjectives: *bored, busy, cheap, excited, expensive, frightened, heavy, light, surprised, tired*

Functional language: *How are you today? I'm extremely / really / quite ...*

Warm up

- Play *Word circles* with the class (see *Ideas bank* page 151) to review vocabulary from Unit 9. When students find each word, nominate a student to give a definition and another to give an example.

Lead in

- Write the learning objective on the board: *Let's describe our feelings and objects.*
- Ask *What makes you happy / sad / scared / angry?* And elicit answers from around the class. Then say *Name something that's big / small / beautiful / colourful.* Again, invite different students to share ideas.

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 they can see.
- Tell students that they are now going to learn six new words. Present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

houses and a building, an insect hotel, a bird house, a barbecue, balloons, a birthday cake, a cat, a dog, a zebra crossing, a phone, a baby, a board game, shopping bags, a stage, tables, chairs

2 Listen, point and repeat. 🎧 233

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

3 Listen and say. 🎧 234

- Tell students that they are going to hear people from the picture talking. Students must listen and call out the adjective.
- Play the recording, pausing after each person has spoken. Have students discuss what adjective it is with a partner before you elicit it from chosen students.

Audio transcript

- Oh, it's a long walk from the supermarket to my home. These shopping bags are so big and full. I need to sit down.
- Oh, oh! I love it! It's a balloon! It's brilliant! Thank you, Mummy!
- Look at the cat! It doesn't like the dog! It's running away because it's very scared!
- Hello? OK, I can do that. Sssh. It's OK, baby. Don't cry. Amy, please can you take this? It's for the street party. Oh, there are so many things I have to do.
- I can't do anything. I'm sitting here and there's nothing to do. This isn't fun.
- Woman** Oh!
Boy and Man Happy birthday, Mrs Jones!
Woman Oh! Thank you!

ANSWERS

- 1 tired 2 excited 3 frightened 4 busy 5 bored
6 surprised

4 Write the adjectives.

- Ask students to read the sentences. They discuss which adjective each one describes with a partner.
- Students complete the sentences with adjectives from activity 1.

ANSWERS

- 1 surprised 2 busy 3 bored 4 frightened

5 Listen, point and repeat. 🎧 235

- Focus on the photos.
- Play the recording for students and point to the photos.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check. 🎧 236

- Ask students to look at the title. Say *You are going to read Zara's diary entries for three days.* Prompt students to look at the picture and guess what the entries are about.
- Read the text aloud for students to follow and check their predictions.
- Students read the text again and write the missing words in the gaps, using the labels on the photos to the side.
- Play the recording for students to listen and check answers.

ANSWERS

expensive, cheap, light, heavy

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

- Ask students to read Zara's diary again. Then they read the sentences and write *T* or *F*.
- Students compare their answers in pairs before checking with the class. Elicit corrections for the false sentences.

ANSWERS

- 1 T 2 F (The bread for the burgers was cheap.) 3 F (The meat was expensive.) 4 T 5 F (The table was big and heavy.) 6 T

Optional activity

Play a game of *What's missing?* (see *Ideas bank* page 150) using both sets of flashcards.

8 Listen and repeat. 237 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the intensifiers in the green box. Explain that we use these words before adjectives to make them weaker or stronger. Point out the arrow and explain that *extremely* / *incredibly* make the adjective very strong. As we go down the list, the adjective becomes weaker. Give an example with *incredibly hungry* and *not hungry at all*.
- Demonstrate another dialogue for the class. Choose *not busy at all* from the green and orange boxes. Encourage a student to ask you *How are you today?* and respond *I'm not busy at all. I finished work early and now I can go home and relax.*
- Ask students to work in pairs. They take turns to ask and answer about how they are feeling, using the dialogue in their Student Book as a model.
- Walk around in the class as students talk and help or correct where necessary.

Global skills: emotional self-regulation and well-being

Understanding our own feelings and what causes them plays a big role in a child's development. Encourage students to notice how their feelings change throughout the day and try to identify what causes them. Discuss the fact that we can't always feel happy and that it's OK to have negative feelings sometimes. We can embrace these feelings, understand them and learn from them. You can also discuss the importance of telling people we trust how we feel. Sharing good and bad feelings with people around us makes life happier and easier.

Team Up! 1

- Students categorise adverbs and adjectives. Then they reflect on how different actions make them feel and compare feelings in pairs.

Workbook pages 112–113

1 Look and circle the correct words.

- Students look at the pictures and circle the correct words.

ANSWERS

1 frightened 2 tired 3 surprised 4 excited 5 busy
6 bored

2 Complete. Use an adjective from activity 1.

- Students read the sentences. They discuss which adjective completes each sentence before writing their answers.

ANSWERS

1 surprised 2 excited 3 tired 4 frightened
5 bored 6 busy

3 Write adjectives. Can you think of any more?

- Students complete the Venn diagram with adjectives from activity 1. Then they add more adjectives. They compare diagrams in pairs.

SUGGESTED ANSWERS

Positive: surprised, excited, happy, brave, safe
Negative: bored, sad, cold, hot, hungry, thirsty, ill

Sometimes positive and sometimes negative: busy, frightened, tired

4 Look and write T (true) or F (false).

- Students look at the picture and read the sentences. They mark each sentence T or F depending on the picture.

ANSWERS

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

5 Complete.

- Students read the letter once. They read it again and complete it using the adjectives from the box.

ANSWERS

1 excited 2 heavy 3 light 4 cheap 5 expensive
6 busy

6 Complete the dialogues. Use the adjectives in the box and an adverb.

- Students read the incomplete dialogues. Then they write the questions and answers with the adjectives in the box. Ask them to use adverbs before the adjectives.

ANSWERS

1 I'm quite tired.
2 How are you today? / I'm a bit thirsty. / I'm extremely happy because I did really well on my exams.
3 How are you today? / I'm very bored. / I'm incredibly busy.

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 the things somebody said.

Language

Reported speech statements: "The cat is heavy." She said the cat was heavy. "I don't like cats." He said he didn't like cats.

Reported speech statements: "We're planting our favourite vegetables." They said they were planting their favourite vegetables. "I'm sowing carrot seeds." He said he was sowing carrot seeds.

Warm up

- Play a game of *What's he like?* (see *Ideas bank* page 150) with the adjectives from lesson 1.
- Then put students in pairs. Ask *What do you do when you feel ... ?* Students discuss ideas for each adjective.

Lead-in

- Write on the board: *I feel ... when ...*. Ask students to think about the sentence and complete it with their own ideas. Then students share their ideas in pairs.
- Choose a student and ask *What did your partner say?* Elicit what he/she said. Repeat with a few more students.

- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 124 of the Student Book and find the learning objective: *Let's talk about the things somebody said.*

Student Book pages 124–125

1 Listen and read. 🎧 238 Who can't hear Emma? Why?

- Focus on the team characters in the cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the gist question in the rubric with the class. Prompt students to look at the pictures.
- Play the recording for students to listen and follow the cartoon story. Ask the question again and elicit the answer from chosen students.
- Play the recording again for students to follow.

ANSWER

May; because she's listening to music on her headphones, and because Emma is high up in the tree.

2 Listen and read. 🎧 239

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Read through the *Look!* box with the students.
- To check understanding of how pronouns shift in reported speech, write the following on the board:
"I'm bored." → Paul said ... (he was bored)
"I'm bored." → Anna said ... (she was bored)
"You're bored." → They said ... (I was / we were bored)
- Ask students to think about which pronoun they need to use in reported speech. Elicit the answers (in brackets above).
- Ask students to work with a partner, taking turns to read out the example sentences.

Grammar

Point out that the pronoun changes from first person to second and third person pronouns in reported speech.

3 Circle the correct words. Then listen and check.

🎧 240

- Focus on the picture. Invite different students to say what the people are doing and saying.
- Ask students to read the sentences. In pairs, they discuss which words are correct.
- Students circle the correct words. Play the recording for students to check their answers.

Audio transcript

The Smith family are picking up litter in the park.

1 **Boy** The bag is heavy.

Man He said the bag was heavy.

2 **Woman** There is a lot of litter.

Man She said there was a lot of litter.

3 **Girls 1 & 2** We like trees!

Man They said they liked trees.

4 **Girl** I'm bored and I want to go home.

Man She said she was bored and she wanted to go home.

ANSWERS

1 He, was 2 She, was 3 They, liked 4 was, wanted

4 Talk with your group. Say how you feel.

- Focus on the example exchange. Choose two confident students to demonstrate the example with you for the class.
- Put students in groups of three. They take turns to say how they feel. The second student asks *What did he/she say?* and the third student reports.

5 Listen and read. 🎧 241 What is Rick going to make for dinner?

- Focus on the photo. Ask *What's this place? What do people do here?* Students discuss ideas in pairs and then share with the class.
- Read the gist question in the rubric with the class. Invite students to guess the answer.
- Play the recording for students to listen and follow. Then ask the question again and elicit the answer.
- Play the recording again and ask questions to check comprehension, for example, *Were the people at the community garden bored?* (No, they were busy.) *What were Rick's grandparents doing?* (They were planting vegetables.) *What was Mr Jones doing?* (He was sowing carrot seeds.)

ANSWER

a (vegetable) curry

6 Listen and read. 🎧 242

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- To check understanding of how possessive adjectives shift in reported speech, write the following on the board:
"It's my bag." → Paul said ... (it was his bag)
"They're my books." → Anna said ... (they were her books)
"It's your pen." → They said ... (it was my / our pen)
 Ask students which pronoun they need to use in reported speech. Elicit the answers (in brackets above).
- Ask students to work with a partner, taking turns to read out the example sentences.
- Read through the *Look!* box with the students.

Optional activity

Use the Unit 2 flashcards. Invite a student to pick a flashcard, mime the action and say, for example, *I'm shovelling the snow.* Ask students sitting down to report what he/she said in pairs. Elicit the sentence in reported speech: *He/She said he/she was shovelling the snow.* Repeat with different students.

7 Complete the reported speech sentences.

- Ask students to read the direct speech sentences once.
- Allow students time to complete the reported speech sentences and compare answers in pairs.

ANSWERS

1 were making 2 was baking, her 3 he, his

8 Look and write reported speech sentences.

- Ask students to read the direct speech sentences and notice who is saying them.
- Ask students to think about the reported speech sentences and discuss them with a partner. Then they write the sentences.

ANSWERS

- 1 He said he was helping his grandma.
- 2 They said they were painting a picture for their school.
- 3 She said she was making a bird house for her garden.

Team Up! 2 DOWNLOAD

- Students read and report phone messages. Then they work in pairs to help each other correct their phone messages.

Workbook pages 114–115

1 Match. Then circle the correct verbs.

- Students read the direct speech sentences and match them to the reported speech sentences. Then they circle the correct verbs in the reported speech sentences.

ANSWERS

- 1 b, were 2 c, was 3 a, were 4 e, liked 5 d, didn't

2 Complete. Use the verb in the correct form.

- Students read the direct speech sentences and complete the reported speech sentences with the correct form of the verbs.

ANSWERS

- 1 was 2 was 3 wanted 4 didn't

3 Complete.

- Students read what the people say in the picture. They complete the sentences with the correct pronoun.

ANSWERS

- 1 she 2 he 3 they

4 Complete the speech bubbles. Then underline the possessive adjective in both sentences.

- Students read the reported speech sentences. They complete the direct speech sentences in the speech bubbles.
- Then they underline the possessive adjectives.

ANSWERS

- 1 'm sowing (underline: his, my)
- 2 'm texting (underline: my, my)
- 3 'm checking (underline: her, my)
- 4 're repairing (underline: their, our)

5 Write reported speech sentences.

- Students read the direct speech sentences and write them in reported speech.

ANSWERS

- 1 She said she was reading her favourite book again.
- 2 He said he was carrying a heavy table with his friend.
- 3 She said she was frightened of the big dog.
- 4 They said they were tired.
- 5 They said their dad was cooking their favourite dinner.
- 6 He said the children were picking up litter in the park.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further help is needed, ask them to turn to the *Grammar reference* on page 133 of the Workbook and read the explanation and examples.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about helping at a community event.

Language

Helping at a community event: *build a stage, carry tables, enter a fancy dress competition, grill burgers, make a banner, plan an event, put up decorations, tell jokes*

Present continuous for future plans: *What are you doing later? I'm telling jokes on stage tonight. He isn't going to the street party tomorrow.*

Warm up

- Play *The chain game* (see *Ideas bank* page 151) with the class. Prepare strips of paper with sentences using the present simple and the present continuous, for example, *He's drinking water because he's thirsty. They're bored because it's raining outside. It's 10 o'clock at night and I'm really tired.*
- The student at the end of the line must report the sentence. You can also have students play in groups sitting in circles and taking turns to whisper a sentence.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about helping at a community event.* Elicit some examples of community events, for example, a street party, festivals, charity events. Invite students to say what needs to be done to prepare a community event.
- Put the flashcards on the board for students to check their ideas.

Student Book pages 126–127

1 Listen and read. ▶ 243 Who can come to the street party?

- Focus on the invitation. Read the gist question in the rubric with the class. Elicit ideas from the class.
- Play the recording for students to listen, follow and check their guesses. Elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *When is the street party?* (on Sunday from 1 to 4 p.m.) *What are the main events?* (barbecue, fancy dress competition) *Who is going to grill the burgers?* (the teachers) *Who is going to tell jokes?* (the mayor) *What can people help with?* (putting up decorations and building a stage)

ANSWER

everybody in the neighbourhood

2 Listen, point and repeat. ▶ 244

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

Optional activity

Play a version of *Verb tennis* (see *Ideas bank* page 152). Students take turns to call out a verb for their partner to respond with the rest of the phrase.

3 Look and write. Then listen and check. 🎧 245

- Ask students to look at the pictures in pairs and say the phrases. Students write the phrase for each picture.
- Play the recording for students to listen and check their answers.

ANSWERS

1 tell jokes 2 plan an event 3 build a stage
4 carry tables 5 make a banner 6 enter a fancy dress competition
7 grill burgers 8 put up decorations

4 Ask and answer.

- Read out the example exchange with a confident student.
- Students work in pairs. They take turns to ask and say what they would like to do at a community event.
- Walk around in the class as students talk, helping where necessary.

Optional activity

Put students in small groups and ask them to share any jokes they know. They can tell them in their own language and then try to tell them again. Invite students to share jokes with the class.

5 Listen and read. 🎧 246

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Ask students to work with a partner, taking turns to read out the example sentences.

6 Are the sentences about the present or future? Read and write *P* (present) or *F* (future).

- Ask students to read the sentences and discuss with a partner whether each sentence is about the present or the future. Prompt them to focus on the time words and phrases.
- Ask students to read the sentences and write *P* or *F*. Have them compare answers with a different partner before checking with the class.

ANSWERS

1 F 2 P 3 P 4 F

7 Write present continuous sentences about future plans. Use any future time word or phrase.

- Ask students to read the prompts and look at the example.
- Students write the sentences using any future time word or phrase they want.

ANSWERS

1 I'm making a banner [this evening].
2 We're carrying tables [students' own answers].
3 He's grilling burgers [students' own answers].
4 They aren't telling jokes [students' own answers].
5 She isn't preparing food [students' own answers].

Assessment for learning

Ask *How do you feel about the new grammar?* Ask students for feedback about how confident they feel.

8 Listen and read. Then sing. 🎧 247–248

- 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 play a guessing game asking and answering questions about people's plans.

Workbook [pages 116–117](#)

1 Write the activities. Use the words in both boxes.

- Students look at the picture. They write the phrases by matching words from the two boxes.

ANSWERS

1 put up decorations 2 carry a table 3 plan an event
4 enter a fancy dress competition 5 grill burgers
6 tell jokes 7 build a stage 8 make a banner

2 Read and write the activity. Use the words from activity 1.

- Students look at the clues and write the activity.

ANSWERS

1 enter a fancy dress competition 2 carry a table
3 make a banner 4 tell jokes 5 grill burgers
6 build a stage

3 Complete.

- Students read the sentences and complete them with the phrases.

ANSWERS

1 enter a fancy dress competition tomorrow
2 plan an event 3 put up decorations 4 tell jokes
5 carry a table 6 grill burgers

4 Underline the time words and phrases. Then number the sentences in order of time.

- Students underline the time word or phrase in each sentence. Then they number the sentences in order.

ANSWERS

a on Saturday afternoon b on Friday c this evening
d on Sunday e tomorrow f at 4 p.m.
1 f 2 c 3 e 4 b 5 a 6 d

5 Look and complete the sentences about Tony's plans for tomorrow. Use the present continuous.

- Students look at the pictures of Tony and complete these plans for tomorrow using the present continuous.

ANSWERS

1 is going to meet his friend 2 are going to pick up litter
3 are going to have lunch 4 are going to go swimming
5 are going to go home 6 is going to cook dinner

6 Write sentences about your future plans using the present continuous. Use the time words in the box or use your own ideas.

- Students write sentences about their future plans using the present continuous and time words or phrases.

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. If further help is needed, ask them to turn to the *Grammar reference* on page 133 of the Workbook and read the explanation and examples.

Lesson 4: Story

Learning objective

Students will be able to read about a street party.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play a game of *Stop and say* (see *Ideas bank* on page 150) to review the unit's vocabulary. Challenge stronger students to make a sentence for their card.

Lead-in

- Ask students to look at page 128 of their Student Book and find the learning objective: *Let's read about a street party.*
- Write on the board: *Who's in the story? What happens in the story?* Students discuss the questions in pairs and then share their predictions with another pair.

Student Book pages 128–129

1 Look at the pictures. What's Meg's job?

- Ask students to look at the story pictures and check their guesses from the *Lead-in*.
- Read the question in the rubric. Students answer the question in pairs before you check the answer with the class.

ANSWER

She's a police officer.

2 Listen and read. 🎧 249 Why does the mayor talk to Meg?

- Tell the class that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

He wants to say thank you to Meg (from him and the whole community).

3 Complete for you.

- Give students time to scan the story again if necessary and complete the sentences.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and circle the correct answer.

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read the sentences and circle the correct answer. Walk around in the class and help students where necessary.

ANSWERS

1 b 2 c 3 c 4 b

Mixed ability

Weaker students can work in pairs answering two questions each. Encourage them to read the story again and find the answers. Fast finishers can ask and answer the questions in pairs. Prompt them to give one more piece of information for each question.

5 Write T (true) or F (false).

- Ask students to read the sentences and discuss them with a partner.
- Students mark the sentences T or F. Ask them to compare answers with a different partner before checking with the class. Elicit corrections for the false sentences.

ANSWERS

1 T 2 F (She got up early.) 3 F (Bella thinks her mum is always busy.) 4 T 5 F (Meg was surprised.) 6 T

6 Read and answer.

- Ask students to read the questions and discuss them in pairs before they write their answers.

ANSWERS

- 1 They carry heavy tables, put up decorations and build a stage.
- 2 Because the street party is tomorrow and there are still lots of things to do.
- 3 Because Meg works hard every day. She looks after her family, she helps the community and she keeps them safe. And she's planned a fantastic street party for them.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- For the first question, invite students to look back at the story and find ways Meg cares for the people in her community.
- Look at the second question. Invite different students to share their opinions with the class. Ask them to scan the story again and check their ideas.
- For the third question, give students time to think about their answer. Prompt students to think about the people in their own community and how they can care for them. Students discuss in pairs and then in class.

SUGGESTED ANSWERS

- 1 She's a police officer, she looks after her family, she helps the community and she's planned a street party for the community.
- 2 They want to say thank you to her at the street party, they give her flowers and they make a banner for her.
- 3 Students' own answers

Global skills: emotional self-regulation and well-being

The message of the story is that we are all part of a community and we must care for each other. During class feedback, establish that every person in a community is important regardless of their age, background, status, etc. Write these questions on the board: *When was the last time you did something for your community? What did you do and who was it for?* Allow students time to think of their answers and then discuss ideas in pairs. Invite students to report to the class.

Team Up! 4 DOWNLOAD

- Students complete a mind map about people in their community. Then they discuss how people care for them and how they can care for other people in their community.

7 Home-school Read the story at home.

- Ask students to read the story again at home.
- Suggest that they tell the story to a family member or guardian and explain the lesson they learned from the story.

Workbook pages 118–119

1 Look at the pictures. What does the boy want to be?

- Tell students that they are going to read a different story. Ask students to look at the pictures. Ask *What does the boy want to be?*
- Allow time for them to discuss the question with their partner and find what the boy wants to be. Check answers with the class.

ANSWER

He wants to be an astronaut.

2 Read the story.

- Ask students to look at the story pictures again and the title, and tell you what they think happens in the story.
- Students read the story quietly to themselves to check their predictions.

3 Read the story again. What has Aunt Maya said to Jasmine about her job? Tick ✓ or cross X.

- Students read each line and tick or cross.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

4 Read and circle the correct words.

- Students read the sentences and circle the correct words.
- Encourage them to read the story again to check answers.

ANSWERS

1 astronaut 2 teacher 3 heavy 4 tells jokes
5 a postman

5 Answer the questions.

- Ask students to read the sentences and read the story again. Students write their answers.

ANSWERS

- 1 Because every day is different.
- 2 She loves to see people's excited faces when they see her with a parcel or letter.
- 3 She talks to people and tells them jokes when they are sad. She is a friend to everyone.
- 4 Students' own answers

6 Complete.

- Read through the task and give students time to think about how they feel about the story before they complete the activity.

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 volunteering in the UK and Mexico.

Language

Volunteering: *charity, give first aid, rescue, volunteer*

Warm up

- Play *Who did it?* (see *Ideas bank* page 150) with the phrases from lesson 4.

Lead-in

- Ask the class to look at the photos on pages 130 and 131, and try to guess which countries they will be learning about today (the UK and Mexico). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to find the learning objective on the Student Book page. Write it on the board: *Let's learn about volunteering in the UK and Mexico.*
- Give a definition of *volunteering* (when you do something for other people for free). Check understanding by asking students if they or other people they know have ever volunteered. Invite students to share experiences in class.

Student Book page 130

1 Listen, point and repeat. ▶ 250

- 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. ▶ 251

- Focus on the photo of Alice. Ask *Which country is Alice from?* (the UK)
- Tell students that they are going to hear Alice talking about volunteering. They must listen for the words in

activity 1. When they hear a beep, they say the number of the photo.

- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hi, I'm Alice. I live in London, in the UK. In my community, there are lots of people who work as a volunteer. There are volunteers who look after community gardens or pick up litter in the park. There are volunteers that help older people with their shopping, too. A volunteer doesn't get any money for doing the work. They do it because they want to help their community.
- A charity is a group of people or an organisation that helps people or animals. They often collect money from the community. Then they use the money to buy the things that the people or animals need. A lot of people who work for a charity are volunteers.
- When an animal or a person is in danger, they need somebody to rescue them. For example, if a person falls on a mountain, a mountain rescue team finds the person and helps them. We also rescue animals if they are hurt or frightened.
- If a person or an animal is ill or injured, some people can give first aid. This helps the ill or injured person or animal. They give first aid before the person sees a doctor or goes to hospital.

ANSWERS

1, 4, 3, 2

3 Listen to Alice and complete. 252

- Tell the class that now they are going to hear Alice talking about her brother's experiences as a volunteer. They must listen and complete the text.
- Students read the text before they listen and look at the words in the box.
- Play the recording for students to complete the text.

Audio transcript

I live in London, in the UK. This year, my brother George is going to university. He's studying to be a vet from September. But this summer, he's working as a volunteer at a wildlife rescue centre in London.

The rescue centre is a charity. People give money to the rescue centre, so the centre can buy things to help wildlife. At the rescue centre, George looks after hedgehogs.

Hedgehogs are small animals that sleep in the day and look for food at night. When they're frightened, they make their body into a small ball. In the UK, hedgehogs live in the countryside and in cities. I sometimes see them at night in my garden in London.

The hedgehogs that are in the rescue centre often have an injury or they are babies that haven't got a mum. People rescue the hedgehogs and bring them to the rescue centre. George gives the hedgehogs food. If they're injured, he gives them first aid. George is often tired after he works at the rescue centre. But yesterday, he said he loved helping the animals. He said he was really excited to become a vet in the future. I love animals, so I'm excited about that, too!

ANSWERS

1 volunteer 2 charity 3 hedgehogs 4 rescue
5 first aid 6 vet

4 Watch the video. What things can volunteers do at a community wildlife garden?

- Play the video to the class for students to watch and make a note of the things volunteers can do at a community wildlife garden.

Video transcript, see page 163.

ANSWER

They can make insect hotels, plant flowers for wildlife and put food in the garden that the wildlife like.

5 Listen and read. 253 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in activity 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs to discuss what they would like to do as a volunteer. Encourage them to think about their community and what help is needed. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around in the class as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 120

1 Read. Where does Carl work as a volunteer?

- Explain that the students are going to read a text written by a different child from the UK. Point to the photo and elicit the child's name (Carl).
- Ask students to look at the photos and the title of the text. Elicit what a park ranger does. Remind students that they read about a park ranger in Unit 7, lesson 2, activity 6 (page 87).
- Ask the question in the rubric.
- Allow students time to read the text and find the answer.

ANSWER

at a national park in the north of England

2 Write T (true) or F (false).

- Students read the sentences. They read the text again and write T or F for each sentence.

ANSWERS

1 F 2 T 3 F 4 F

3 Answer the questions. Write.

- Read out the questions and give an example of possible ways to answer each one.
- Students read the questions and discuss them with a partner before writing their answers.

ANSWERS

Students' own answers

Student Book page 131


6 Look at the photos. What are the people doing?

- Focus on the photos. Read the question in the rubric with the class. Ask students to discuss in pairs. Elicit the answer from different pairs.

- Ask *Where are these photos?* Elicit the answer (in Mexico) and any facts students know about Mexico.

ANSWER

They are surfing and using a jet ski. They are working as lifeguards.

7 Listen and read.  254 **What is Antonio doing this weekend?**

- Read the gist question in the rubric with the class. Encourage students to look at the photos and guess Antonio's plans.
- Play the recording for students to follow the text in their books. Then ask the question again. Allow students to discuss with their partner before you elicit the answer. Ask whether students know how to give first aid.

ANSWER

He's learning how to give first aid.

8 Read again and answer.


- Ask the students to read through the questions and check understanding.
- They read the text again quietly to themselves. Then they work in pairs to answer the questions.

ANSWERS

1 the water 2 They rescue them. 3 eight to eighteen years old 4 You must be calm.

9 Answer the questions for you.

- Read out the two questions and allow time for students to think about their answers.
- Then divide the class into small groups to share their answers.
- Ask different groups, at random, to share their thoughts on volunteering in the UK, Mexico and their own country.

Team Up! 5 

- Students work in groups of three. They read volunteer adverts and discuss them in their groups. They then complete a chart with the information.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a personal narrative.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *True or false?* (see *Ideas bank* page 152) with sentences about volunteering, and about Alice and Antonio from lesson 5. For example, *The money from a charity always is used to help people.* (False. It can be used to help animals, too.) *Alice's brother, George, helps protect wildlife.* (True) *The rescue centre where George volunteers helps rabbits.* (False.

It helps hedgehogs.) *Antonio is a lifeguard.* (False. He's learning to be a junior lifeguard.) *He's learning how to swim faster and surf.* (True)

Lead-in

- Write the learning objective on the board: *Let's learn how to write a personal narrative.* Check understanding and if necessary explain personal narrative (a real story that has happened to you).
- Ask students to think about something interesting that has happened to them recently. Put students in pairs and have them share their stories briefly.

Student Book  page 132

1 Look at the pictures. What type of event is it?

- Focus on the pictures and ask the question. Have students discuss in pairs.
- Ask *Have you ever had or been to a surprise party?* Find out the answer with a quick raise of hands.

ANSWER

a surprise (birthday) party

2 Read and listen.  255 **How old is Suzy's brother?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the story in their books. Ask the question again and allow students to discuss the question with their partner before you elicit the answer.

ANSWER

8 years old

3 Read again. Then answer the questions with a partner.

- Allow time for students to read the personal narrative again and discuss the questions in pairs.

ANSWERS

1 Suzy 2 Suzy and her family. Suzy put up decorations and made a banner. Her grandma prepared food and her mum baked a cake.

4 Read. Then find and underline the language in 2.

- Read through the box about narrative language with the class and check understanding.
- Ask students to read the personal narrative again and underline past tenses, reported speech, time words and phrases, and transition words.

ANSWERS

Yesterday, it was my brother's eighth birthday, so our family planned a surprise party for him!
In the afternoon, Dad and Ollie went swimming at the sports centre. After they left the house, I put up decorations first and then I made a banner. Grandma prepared food and Mum said she wanted to bake a cake. After that, we turned off the lights and waited. Finally, Dad and Ollie came home at 5 p.m. The house was dark and we were hiding behind the sofa. When Ollie opened the door, we turned on the lights and shouted, "SURPRISE!" Ollie was very surprised and excited! He said it was his favourite birthday party ever!

5 Write a personal narrative. Go to your Workbook page 121.

- Ask students to turn to page 121 of their Workbook and complete activities 1 and 2 before writing their personal narratives.

Workbook page 121

1 Read. Then write.

- Explain that students are going to read part of the story *A surprise party*, but that it needs to be rewritten.
- Read through the story extract. Point out what the extract needs to be better (past tenses, reported speech, time words and phrases, transition words).
- Students write the improved version of the extract and compare it with a partner. Ask them to look at the story in the Student Book and compare the original version to theirs.

ANSWERS

Students' own answers

2 Match the prepositions to the time words. Then write.

- Students match the prepositions to the time words and write the time phrases.

ANSWERS

1 in the evening 2 at 5 p.m. 3 in September
4 on Tuesday 5 next month

3 Write the time phrases from activity 2 in the table and add some more. Write some transition words.

- Students write the time phrases from activity 2 in the table.
- Then they work in pairs and write more time phrases and transition words.

ANSWERS

Time words and phrases: in the evening, at 5 p.m., in September, on Tuesday, next month (and students' own answers)

Transition words: First, ... ; Then, ... ; After that, ... ; Finally, ... ; after ... (and students' own answers)

4 Write a personal narrative about an interesting event in your life. Use your notebook.

- Refer students back to the personal narrative in their Student Book. Remind students that this is what a good personal narrative looks like, and they should use this model to help them in their own writing.
- Focus on how many paragraphs there are in *The surprise party* (three). Encourage students to think about how they are going to divide their narrative into paragraphs. Remind them to use past tenses, reported speech, time words and phrases, and transition words.
- Allow time for students to think about what interesting event they are going to write about. They can discuss ideas in pairs and then make notes on their own.
- Students write out their personal narratives using their notes. Ask them to include a title and a drawing.
- When they are ready, ask students to exchange personal narratives with a partner. They read their partner's stories

and say what they liked about it. Encourage students to check whether their partner included the four points (past tenses, reported speech, time words / phrases, transition words).

Assessment for learning

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

Project and Review

Learning objective

Students will plan an event for their community.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages) for each group

Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 150) with the flashcards from lesson 3.

Lead-in

- Write this unit's project on the board: *Plan an event for your community.*
- Elicit from the class what community events and activities they talked about in the unit so far. List them on the board: *street party, helping at the community garden, volunteering in a rescue centre, training to be a lifeguard, a surprise party.* Ask students to work in pairs and say which of these events or activities they would like to take part in and why. Invite different students to share ideas with the class.

Student Book page 133

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete activities 1 and 3 in the Student Book, then hand out the worksheets for students to prepare their plans.

1 Listen and complete. 256

- Read out the steps and ask students to think about which words are missing.
- Play the recording for students to listen. Pause for students to complete the sentences.

Audio transcript

- 1 Choose an event for your community.
- 2 Make a plan for your event. Think about the time, place, decorations, entertainment and food.
- 3 How are you going to help? Write a task list.
- 4 Present your event to the class. Talk about your plans and the tasks you will do.

ANSWERS

1 community 2 decorations 3 task 4 event

2 Watch the video. What event has this group chosen?

- Ask *What event has this group chosen?* Elicit ideas from students.
- Play the video for the students to watch and find the answer.
- 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 164.

ANSWER

a surprise party

3 Listen and read. 257 Then present your event to the class.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheets (see separate teaching notes) for students to plan their community events.
- When students are preparing the task list, monitor and make sure that the tasks are distributed evenly among the members of the group. Encourage students to think about why each member is ideal for certain tasks.
- When students have prepared their plans, display the *Let's Present!* poster and go through the four steps with 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

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all of the activities and choose three that they want to do.
- Put students in pairs and allow enough time for them to complete the tasks they chose. Walk around the class as they work and help where necessary.

Assessment for learning

Using the traffic light method, ask the students to tell you how they feel about vocabulary and grammar from the unit.

Workbook pages 122–123

1 Write.

- Students read the clues and complete the crossword.

ANSWERS

Across: 1 heavy 5 surprised 7 tired 8 cheap
Down: 2 expensive 3 busy 4 bored 6 excited

2 Look at the pictures. Find and circle six differences in picture B. Then write sentences.

- Students look at the pictures with a partner and find six differences. Then they write a sentence about each difference.

ANSWERS

1 Ali is carrying a table. 2 Liz is grilling burgers. 3 Ben is putting up decorations. 4 Ann is taking off a fancy dress costume. 5 Eva is building a stage. 6 Jim is telling jokes.

3 Think of other verbs you can use with these nouns. Write.

- Students think of verbs they can use with each noun. They can discuss ideas in pairs.
- Then they write the verbs.

SUGGESTED ANSWERS

- 1 put up decorations, make decorations, buy decorations, borrow decorations, recycle decorations, throw away decorations, reuse decorations
- 2 grill burgers, cook burgers, eat burgers, make burgers, carry burgers, buy burgers, throw away burgers
- 3 carry a table, make a table, buy a table, recycle a table, borrow a table, throw away a table, use a table, paint a table, repair a table

4 Write sentences using reported speech.

- Students look at the picture and read what the people said. They write the direct speech sentences in reported speech.

ANSWERS

- 1 She said she was frightened.
- 2 They said they were picking up litter.
- 3 They said they were tired.
- 4 She said her bags were heavy.
- 5 He said he was planting a tree.
- 6 He said he was planning an event for his school.

5 Write present continuous sentences about future plans. Use any future time word or phrase.

- Students use the prompts to write sentences with the present continuous and a time word.

ANSWERS

- 1 I'm entering a fancy dress competition (this afternoon).
- 2 He's putting up decorations (tomorrow).
- 3 They're grilling kebabs (on Sunday).
- 4 She's studying for an exam (this weekend).
- 5 We're getting married (in May).

Assessment for learning

Ask students to look back at their *My progress and effort* in the other nine units for comparison. Ask them which unit they felt their progress and effort was best / worst and why that might be.

Unit 10 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.

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.

Clothes in the past

Learning objectives

Students will be able to read and understand an online history article about clothes in the UK.

Students will be able to read and understand historical letters from a costume designer.

Language

Clothes in the past: *apprentice, comfortable, hole, nylon, velvet, sewing, silk, smelly*

Warm up

- Ask students to think about a special event that they have been to recently. Ask them to work in pairs, taking turns to ask and answer the following questions: *What was the event? What clothes did you wear? What were other people wearing?*
- Now ask students to think about how clothes have changed over time. Ask them to think about clothes people wore in Ancient Rome, during the Middle Ages, in the 1970s, and so on. Choose students to share ideas with the class.
- Ask the class *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. ▶ 258 **When did people start to wear different clothes every day?**

- Draw attention to the title of the article and the pictures. Ask students if they think their predictions from the *Warm up* were correct.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.

ANSWER
in the 1920s

Optional activity

Tell students they have got a time machine and they can travel back to one of the time periods in the text. Ask them to think which they would choose and why, and imagine the clothes they would be wearing. Have students share ideas with a partner.

2 Read again and find more words in the text. Write.

- Read out the three categories and the examples. Ask students to read the text again and find more words to add to each category. Students compare answers in pairs before they check with the class.

ANSWERS

- 1 **Clothes:** dress, tunic, belt, purse, suit, hat, trousers, jeans, shoes
- 2 **Materials:** wool, silk, velvet, nylon
- 3 **Adjectives:** long, beautiful, comfortable, rich, red, purple, simple, short, big, bright, wide, tall

Mixed ability

Put weaker students in groups of three. They choose a category each and scan the text for words that belong to that category. Then they share their answers. Stronger students who are fast finishers can write a short story (about 50 words) using words from the three categories.

3 What are clothes like in your country today?

- Read out the question and allow students to answer it in pairs. Encourage them to think about why clothes are the way they are today.
- Invite different students to share ideas with the class.

ANSWERS

Students' own answers

4 Listen and read. ▶ 259 **Which two famous people does Robert write about in his letters?**

- Tell students they are going to read historical letters.
- Focus on the title and the four letters. Elicit what type of texts they are (letters) and who they are from (a costume designer). Explain that the designer's name is Robert.
- Play the recording for students to listen, follow and find the answer. Then ask the gist question in the rubric.
- Ask students to work in pairs to discuss the question and then share their answers with the class.
- Point out the words highlighted in pink and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.

ANSWER

William Shakespeare and Queen Elizabeth

5 Read again and match.

- Ask students to read and match the sentence halves. Prompt them to read the text again and check answers.

ANSWERS

1 c 2 a 3 d 4 b

6 What would you like to ask Robert about his life in 1594?

- Read out the question and allow time for students to think about their answers. Encourage them to read the letters again for inspiration.
- Students write their questions and compare with a partner.

ANSWERS

Students' own answers

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 over the last card in the row so the picture 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.
- You can do another round, this time eliciting definitions or a sentence for each flashcard.

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), and the other should not fit the pattern.
- Ask students to tell you which card / word is wrong and why, for example, *The cycle path is wrong. You can eat stew and curry. You can't eat a cycle path!*

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 sowing seeds / raking the leaves / picking fruit, etc.*
- Continue with other students.

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 excited.*

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 picked up litter?* 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.

Song games

Stop and say

- Give the vocabulary flashcards to individual students.
- 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.

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

Walk around and pair up

- This game can be played to consolidate new vocabulary or to practise a grammar structure. Ask the children to think of a word / phrase or a sentence with the target grammar. You can ask them to write it on a piece of paper.
- Then have students walk around the class, greeting other students and telling them their word / phrase or sentence. If the words / phrases match or if the sentences are quite similar, students stay together and continue walking around trying to find others with the same words / phrases or similar ideas.
- At the end of the activity, check whether students remember what chosen students said by asking: *What was (Tom's) word / phrase? or What did (Tom) say?*

Descriptions

- Describe a word to the class to guess. For example:
 - This is a person who works in space.
 - An astronaut!
- Invite students to take turns to describe other words for the class.

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.
- This game can also be played with compound nouns, with students linking the two parts of the noun, for example *fossil – fuels*.

Categories

- Divide the class into groups. Write the headings for three categories on the board, for example, *places in a city*, *seasonal activities* and *weather*.
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words or phrases for each category as they can.
- As an extension, ask groups to exchange lists. They make sentences with the words and phrases from the other group's list.

Choose and describe

- 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 Theatre: This is big and red. It goes up and down.
Class Curtain.
- Continue the game by asking students to choose a category and describe a word in the same way.

The chain game

- Start the game with a sentence relevant to the language you want to practise. For example, *If I go hiking, I'll follow the path ...* Ask a student to repeat your sentence and add to it using the same vocabulary set, for example, *If I go hiking, I'll follow the path and I'll swim in the stream ...*
- Continue in this way until all the items have been added to the sentence or the students can no longer remember the sentence.

Find the answer

- 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.

Correct me!

- Make a sentence with a mistake in it. Invite students to correct you. For example,
Teacher Remember the video. In the north of Vietnam, there are two seasons in a year.
Student No, there are four seasons in a year.

Look at this!

- Ask students to imagine that they are in a city or the countryside. Elicit a list of things you might see, for example, a lake, a farm, animals, a skyscraper, a train station, cars. 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 travel to places from there?
Teacher No, you can't.
Student B Can you live there?
Teacher No, you can't.
Student C Can you swim there?
Teacher Yes, you can.
Student D Is it a lake?
Teacher Yes, it is.
- Invite a student to the front of the class to 'see' an object for the class to guess.

Why is it better?

- Write two nouns on the board, for example, *sleeping bag* and *whistle*.
- Invite students to give an argument for why the first is better or more useful than the second, for example, *A sleeping bag is more useful than a whistle because you can sleep in a sleeping bag.*
- Repeat with other pairs of nouns.

What have I got?

- Mime using an object that students know, for example, pretend to be zipping up a tent. Ask the class *What have I got?* Elicit *You've got a tent* 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

- Organise 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 him / her 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.

Verb tennis

- Tell students that they are going to play a game of tennis in pairs. Do an example with a student. Say *travel* and prompt the student to respond with the past participle, i.e. *travelled*. Then prompt him / her to 'throw the ball' by calling out another verb, for example, *forget*. Respond by saying the past participle *forgotten* and 'throw' another verb at the student.
- Put students in pairs. Write a list of the verbs you would like students to practise on the board. They can be regular or all irregular, or a mix. Ask students to play the game choosing from verbs on the board.
- Note that this game can also be used with a different focus, for example, opposites, nouns–adjectives, compound nouns.

Race to the board

- Tell students that they are going to take part in a race. Divide students into two or three big groups. Invite a student from each group to stand at a distance from the board.
- Write words on random places on the board. Hand each student a board marker or piece of chalk. Give a definition for one of the words, for example, *You can ride your bike on this.* (cycle path) The first student to run and circle or cross out the word wins a point for their team.
- If there's a tie, ask students to make a sentence with the word. The student with the correct / longest / most interesting sentence wins the point.
- If a student circles or crosses out a wrong word, they lose a point for their team. Keep count of the points and announce the winner at the end of the game.

True or false?

- Tell students that you are going to say sentences and they must listen carefully. If the sentence is true, they must remain seated. If it's false, they must stand up.
- Do an example first. Say, for example, *Summer is as cool as autumn.* Students should stand up. Invite students who stood up to explain why the sentence is false. Accept all correct responses.
- Continue with more true / false sentences. Each time, challenge students to explain why a sentence is false.
- You can tell students who respond correctly to award themselves a point.

Emotions posters

There are three *Emotions* posters that accompany *Beehive*. These can be found in the Classroom Resources Pack of Levels 1, 3 and 5, and also on Oxford English 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 the children's future relationships.

As well as presenting useful language that students will need to discuss their emotions, the Level 5 *Emotions* poster focuses on developing strategies to cope with emotions. Look at the poster together. Explain to students that these feelings are natural and that we all experience emotions, both good and bad. Ask students to think about when they have experienced these feelings, *Have you ever felt (embarrassed)? When and why? What makes you (curious)?* Sometimes it can be easier for children to explore emotions through thinking about how other people react to their emotions. The Lesson 4 stories provide a good opportunity to discuss emotions at a safe distance. Ask *How did (Juan) feel when (he lost the tickets)?* Explain that it is important to develop strategies to deal with our emotions, in order to benefit from positive emotions and learn from negative emotions. Ask *What do you do when you feel (confused)?* Look at the strategies on the poster (*ask for help, write a list*) and encourage students to suggest more strategies that work for 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 child standing at the front of the class can't see it. Encourage the rest of the class to mime the feeling for the child to guess. Repeat with different feelings and different children.

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 children 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 the children to imagine how they would feel in the situations the characters find themselves in.

Feelings in my body

- Explain to the children 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 the children *Where can you feel this feeling?* Encourage them to respond with the body words they know, 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 the children 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 children 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 *Emotions* poster. Say, for example, *What's she doing?* (She's studying for an exam.) Then ask *Do you feel anxious when you're studying for an exam? Do you feel determined?*, 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 the same thing can be similar to other people's feelings, but they can also be different.

Let's Write! poster

In Levels 4–6 of *Beehive* there is a lesson in every unit dedicated to developing writing skills. Structured activities in the Student Book and Workbook guide students through the process of writing to complete their own short texts in a range of genres. The *Let's Write!* poster is available in the Level 4 Classroom Resources Pack or can be accessed from Oxford English Hub, to download or project onto your interactive whiteboard. You can use the poster to support students in the process of writing. Look at the poster together to present or review the stages as students complete the activities in class.

- 1 Brainstorm** Coming up with good ideas is the first step for successful writing, and it is often the most difficult for young learners. Encourage students to brainstorm ideas together as a class and also in small groups before they start to write their individual work. Suggest a variety of methods for students to gather and note down their ideas, for example, mind maps, lists, sticky notes.
- 2 Plan** Planning is the next essential stage in the process of successful writing. Elicit suitable paragraph topics and get students to work in groups to arrange the topics into a logical order to create a paragraph plan before they start writing. Refer to the questions on the poster *What information do I need to include for this text type? What language do I need to use?* Write useful language on the board for students to refer to.

3 Write Encourage students to choose the format for completing their writing. Some students may like to produce their writing in a digital format, while others may prefer to write their texts by hand. By allowing students this choice, you will encourage them to become autonomous learners and will increase their motivation. As writing is often a time-consuming activity, you might choose to use classroom time to thoroughly prepare students for their writing and then set the task of individual writing as homework.

4 Check and revise Make sure that students are aware of the importance of reviewing their work. Refer them to the checklist on the poster and encourage students to write their own checklists. Peer review can be very useful, as often it is easier to spot others' mistakes rather than your own, and students can share their knowledge. When you are marking students' work, underline mistakes but do not supply the correct answers. Ask students to review and correct their own mistakes.

Let's Present! poster

The *Beehive* Project and Review lessons at the end of every unit offer students the opportunity to practise their presentation skills. Giving presentations allows students to use the language that they have learned in a realistic and motivating task, which will help to give meaning to their learning. Good presentation skills are essential for your students to succeed, both inside and outside of the classroom. By speaking regularly in front of their classmates, students will develop confidence and fluency.

The *Let's Present!* poster is available in the Level 5 Classroom Resources Pack or can be accessed from Oxford English Hub, to download or project onto your interactive whiteboard. You can use the poster to prepare students for their presentation. Look at the poster together to present or review the process, and also to remind them of the useful language that they might need.

1 Write your main points. Good planning is essential to a successful presentation. Encourage students to gather and organise information and write a plan, in the same way as they would do for a writing task. To help develop collaboration skills, students can do this in pairs or small groups. By working together and sharing their thoughts, students will be able to come up with more ideas.

2 Prepare pictures and props. Explain that a good presentation needs to have visual interest to keep the attention of the audience. Make sure that students have access to the materials that they need to prepare suitable props or pictures. If your students are able to work on a computer, guide them to create slides to support their presentation.

3 Practise. Explain that it is important to try to give a presentation from memory, rather than reading from notes, as this makes it easier to maintain eye contact and engage with the audience. Practising their presentation will help students to memorise what they need to say and will also help to develop their confidence. Ask students to practise in groups so that they get used to speaking in front of their classmates. Remind students that there may be questions at the end of the presentation and encourage them to prepare possible answers.

4 Present to the class. Remind students of the tips and the useful language by reading through the checklists on the poster together. Encourage students to think of more tips and useful language and write them on the board. Ask students to make notes as they listen to their classmates giving their presentations. This will help them to be more active listeners. Always leave time for feedback at the end. Ask students to give constructive feedback about their classmates.

Vocabulary posters

You can use the *Vocabulary* posters to practise and review the 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.

You could also create more vocabulary posters for the lesson 3 and lesson 5 vocabulary by using drawings made by the students.

Find the word

- Divide the class into two teams and invite one student from each team to come to the poster. Say *Find a (cycle path)*. 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 (whistle)?* 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 (hut)?* Award one point for each correct guess.

Unit 1

Lesson 5

Billy Let's watch a video today.

Sally What's it about?

Billy It's about the island of Skye. It's a small island on the west coast of Scotland, in the UK.

Sally I wonder what life is like on a small island in Scotland.

Billy I think it's very quiet and beautiful there.

Sally Let's watch and find out!

Billy OK!

Adult Scotland is in the north of the UK.

It's got more than 900 islands.

Skye is one of the biggest Scottish islands. It's on the west coast of Scotland, in the Atlantic Ocean.

You can travel by car to the island of Skye. You need to drive across a long bridge.

Or you can travel to Skye by ferry.

A ferry is a boat that has got passengers. People leave and arrive by ferry every day on Skye.

There has never been an airport or a train station on Skye.

But you can travel around the island by boat, by bike, by bus or on foot.

There are 21 towns and villages on the island of Skye. The capital town is called Portree. It's a very pretty town.

It's never very busy. There are never big crowds of people here, like there are in a city.

Fishing boats have travelled from Portree for 200 years.

Fishing is very important in Scotland.

Many Scottish people have got jobs on the fishing boats.

And the best thing to eat on the island is fish and chips!

The island of Skye has got beautiful countryside.

There are big mountains and cliffs here, too.

Many people come to Skye for a holiday. They like to go walking and they enjoy looking at the animals here, too.

These cows have got thick fur to keep warm in the cold Scottish winters.

If you are very lucky, sometimes you can see the Northern Lights at night on the island of Skye!

Skye is one of the most beautiful places in the UK. Why not come and visit one day!

Billy Wow! The island of Skye is so beautiful.

Sally Yes, it is, but I don't think I'd like to live on a small island.

Billy Really?

Sally Yes. One day, I'd like to move to a big city, like Edinburgh.

Billy Have you ever moved?

Sally Yes, I have. In the past, I lived in a town, but now I live in a village. How about you?

Billy I've never moved, but I'd like to live in the countryside one day.

Project

Amira We're going to make a board game!

Toby Great! I love playing board games. What do we have to do first?

Sally First, we have to read the question cards.

Billy Then we need to cut them out and write two more question cards each.

Toby OK!

Sally The first question card is 'Have you ever travelled on a motorway?'

Toby Here are our question cards.

Toby We've got two cards because we need to write two questions each.

Billy All of these question cards are about travel.

Sally And they all start with the question 'Have you ever ...?'

Toby So, for our question cards, we need to write more questions about travel starting with 'Have you ever ...?'

Amira I've got an idea! How about 'Have you ever travelled by bus?'

Sally Yes, that's a good one!

Billy Great! Now let's write two questions on our cards.

Sally This is our board. Where do I put the question cards?

Billy Look! There's a space for the cards on the board. We have to put them face down like this.

Amira OK. Let's put our pieces on square 1.

Amira Now one player can take the top question card.

Toby You go, Amira.

Amira OK. 'Have you ever walked to school?' Yes, I have! I've walked to school since I was eight. What do I do now?

Sally A 'yes' answer means you go ahead three squares.

Amira Great! One, two, three. Now I have to put the question card at the bottom.

Toby Now it's my turn!

Toby 'Have you ever ridden in a tuk-tuk?' No, I've never ridden in a tuk-tuk, but I would love to one day! What do I do now?

Sally A 'no' answer means you go back one square.

Toby Oh dear! So I go back one square, to the start.

Billy One more square and I will be in the city centre! OK. 'Have you ever ridden a bike on the cycle path?' Yes, I have! I've ridden my bike to school for two years! I use the cycle path every day!

Toby So now you can go ahead three squares.

Billy One, two, three. Look! I'm in the city centre!

Toby Hooray!

Amira You're the winner, Billy!

Sally Well done, Billy!

Billy Thank you!

Unit 2

Lesson 5

Amira Let's watch the video!

Toby What's it about?

Amira It's about the wet season in Vietnam!

Toby Wow! I wonder what it's like to live in Vietnam in the wet season.

Amira Hmm, I think it's very, very wet! You need a good raincoat!

Toby That's true. Let's watch the video to find out more.

Amira Great!

Adult This is Vietnam. It's a country in Asia.
In Vietnam, there are beaches, fields and mountains, villages and cities.
In the north of Vietnam, there are four seasons in a year. The seasons are: spring, summer, autumn and winter.
Hanoi is the capital city of Vietnam.
In Hanoi, you can see pink flowers on the trees in spring.
In autumn, you can see the beautiful colours of the leaves.
Did you know, in Vietnam, it's sometimes snowy in winter? In a town called Sa Pa it's often snowy in December.
The temperature can be minus 10 degrees Celsius. That's very, very cold!
The south of Vietnam isn't as cold as the north of Vietnam.
In the south of Vietnam, there are only two seasons. There's the dry season and the wet season.
The dry season is from November to May.
It's hot in this season. It's usually about 27 degrees Celsius.
The wet season is ... wet!
It's from May to November.
It rains for about an hour most days, and there is A LOT of rain.
It's as wet as having a shower in your bathroom!
When you can see dark clouds in the sky, it's going to rain soon.
That's a good time to go indoors.
But many Vietnamese people don't go indoors. They put on a raincoat or they use an umbrella, and they do normal things.
They get on a bus or a motorbike and they go shopping. The rain doesn't stop them!
For farmers in Vietnam, the wet season is very important for their plants.
Everything outdoors becomes green in the wet season.
Some Vietnamese people grow vegetables and a lot of rice.
The rice fields need sun, but they also need a lot of water.
The rain helps the rice plants to grow.
Vietnam is a beautiful country, in every season.

Amira That was really interesting. Vietnam is a beautiful country when it's sunny and when it's rainy!
Toby And life in the wet season in Vietnam is so interesting!
Amira In my country, we have four seasons in a year.
Toby What's your favourite season?
Amira My favourite season is summer because I like warm weather! How about you?
Toby I like autumn. I like the colours of the leaves on the trees.

Project

Toby We're going to make a seasonal activities guide today! First, we need to think of a place we like.
Amira It can be a place in our country or a place in a different country.
Sally I really like Barcelona in Spain. I'm going to visit Barcelona with my family this summer!
Billy Cool! I like New York in the USA. I've never visited the USA, but I'd like to travel there in the future.
Billy Or how about Los Angeles in the USA?
Amira Yes, good idea! Los Angeles isn't as cold as New York.
Toby Yes, and Los Angeles is a fun place! There are lots of activities you can do there.
Sally OK, let's choose Los Angeles!

Amira Now we need to research the weather in the different seasons for Los Angeles.
Billy Has Los Angeles got four seasons, or has it got two seasons?

Toby I think it's got four seasons: spring, summer, autumn and winter. Let's check on the computer.
Amira We can research activities for each season on the computer, too.
Sally Or we can think of our own ideas!
Billy I'll write notes.
Sally Let's go!

Billy We've found some really interesting information about Los Angeles.
Sally Now let's use the information to make our seasonal activities guide.
Amira Here's our paper. Let's draw four parts for each season in Los Angeles, like this.
Toby We can each do a different part of the guide.
Sally OK, let's start!

Toby This is our seasonal activities guide. Today, we're going to talk to you about Los Angeles. Los Angeles is a big city and it's on the west coast of the USA.
Sally In Los Angeles, spring isn't as hot as summer. The weather in spring is warm and dry, so it's a good time to hike in the mountains. But always check the weather forecast before you go because sometimes it's rainy. What can you do in Los Angeles in summer?
Billy In summer, you can go to the beach. Summer in Los Angeles is hot. It's usually about 29 degrees Celsius in summer. That isn't as hot as other places in the USA, but it's still hot enough to go to the beach! It's a good time to swim in the sea, which is nice and cool in summer. What's autumn like in Los Angeles, Amira?
Amira Autumn in Los Angeles is cooler than the summer, but it's still about 23 degrees Celsius. Now it's a good time to pick apples! In Los Angeles, people grow apples in spring and summer. Then they're ready to pick in autumn. They're big and good to eat! What's winter like in Los Angeles?
Toby Winter in Los Angeles isn't cold. It's usually about 20 degrees Celsius and sunny, but you can still go ice skating. There are outdoor skating rinks in different places in the city.
Toby Thank you for listening!

Unit 3

Lesson 5

Sally Let's watch the video! What's it about today?
Billy Today, we're going to find out where energy comes from in Germany.
Sally I think German people do many different things to look after the environment.
Billy Yes, that's right. Do people recycle in Germany, too?
Sally I think so, but let's watch and find out!

Adult Germany is a country in Europe. It's got lakes, mountains, forests, and lots of castles!
This famous castle in Bavaria is called *Neuschwanstein*. The castle is near some big mountains and a beautiful lake. The air in the mountains here is very clean, and the water in the lake is clean, too.
German people have worked very hard to reduce pollution in the rivers, lakes and air.
Today, many people in Germany don't want to use fossil fuels like coal and oil.
They want to use renewable energy, like wind turbines and solar panels.

When we use renewable energy like wind turbines and solar panels, it reduces pollution.

Today, lots of people in Germany have got solar panels on the roof of their home.

And there are more than 25,000 wind turbines in Germany! In Germany, lots of people look after the environment at home, too. Many people don't want to waste anything, so they recycle lots of different things at home.

Some homes in Germany have got many different recycling bins. The bins have different colours.

People put different things in the different coloured bins.

There are also bins for things like food leftovers and garden rubbish, like leaves.

Even old furniture, like sofas and tables, are easy to recycle in Germany.

Did you know: in Germany, you can get money for recycling things?

German people take empty plastic and glass bottles to a shop. The shop recycles the bottles and then it gives the people money.

Lots of German people also want to reduce how often they use cars. This helps the environment.

This is the city of Freiburg in the south of Germany. In

Freiburg, there are more bikes than cars on the streets.

There aren't any cars in Freiburg's city centre now. There are only trams, buses and bikes!

LOTS of bikes!

Sally Germany is such a clean and beautiful country!

Billy Yes, it is. I didn't know that lots of people have got solar panels on their homes!

Sally I didn't know that German people recycle lots of things at home, too. What do you do to look after the environment at home?

Billy We've got solar panels at home. How about you?

Sally We haven't got any solar panels, but we've got recycling bins, and we reuse shopping bags, too.

Project

Billy Today we're going to make a poster about the four Rs. What are the four Rs?

Sally They're reduce ...

Toby reuse ...

Amira recycle ... and what's the last one?

Billy Repair!

Toby Yes, that's right! Reduce, reuse, recycle, repair – like the song!

Billy First, we have to brainstorm ideas for the four Rs.

Sally Let's look in our book for ideas. How about 'repair a broken cup with glue'?

Billy Great! I'll write that down on the 'Repair' part of the mind map.

Amira I've already repaired a cup in my house!

Toby Oh, well done, Amira. Any other ideas?

Sally I've got some old jeans. I want to reuse them to make a shopping bag. I haven't done it yet, but I'm going to do it this weekend.

Billy Great! I'll write that down.

Billy Has anyone got any ideas for 'Recycle'?

Sally We've got lots of ideas on our mind map. Now we need to think about how we can design our poster.

Toby We've got a big piece of card. How can we put our ideas on it?

Amira Let's look at the poster design ideas on the worksheet.

Sally Hi, everybody! This is our poster about the four Rs. There's a section for each R: Reduce, Reuse, Recycle and Repair! We put flaps at the bottom of each section, too. Under the flaps are our favourite tips for helping the environment.

Amira This is the 'Reduce' section. We've got lots of ideas here. We've got: turn off the tap, eat leftovers and turn off lights. These things all reduce waste. Let's look at the tip for this section. It says, 'Why don't you ride a bike or walk to school?' This helps to reduce pollution. I've already walked to school on Monday and Tuesday this week!

Toby I haven't walked to school yet, but I'm going to do that on Friday! Now I'm going to tell you about the 'Reuse' section on our poster.

Billy That was our poster about the four Rs. Have you done any of these things for the environment yet?

Unit 4

Lesson 5

Toby I'm excited today!

Amira Are you? Why?

Toby I'm excited because we're going to watch a video about a very famous building in Australia. It's called the Sydney Opera House.

Amira Oh, great! My aunt went to the Sydney Opera House while she was travelling in Australia!

Toby Really? That's so cool! Let's find out more about this amazing building in Australia.

Amira Yes, let's watch!

Adult This is Sydney. Sydney is an amazing city on the east coast of Australia. There are many things you can do here. You can go swimming or surfing at Bondi Beach.

You can visit the Botanic Gardens in the city centre.

Or you can even take a whale-watching tour in the ocean around Sydney!

This is Sydney Harbour Bridge.

If you're very brave, you can climb to the top of the bridge and walk along it.

It's very, very high!

From the Sydney Harbour Bridge, you can see the Sydney Opera House.

The Sydney Opera House opened about 50 years ago. It's one of the most amazing theatres in the world!

It's a very unusual building. Some people think it looks like a sailing boat. That's because the roof is white and the roof has a shape like a boat.

There are sailing boats all around the Opera House in Sydney Harbour.

Sometimes, the roof of the Sydney Opera House changes colour! When there's a special day in Australia, the Opera House turns on special lights at night. This changes the colour of the roof and it makes the building very colourful ... and fun!

This is an opera. You can see many different operas at the Sydney Opera House.

An opera is like a play, but the actors don't speak the words. They sing the words!

You can see other shows at the Sydney Opera House, too.

You can watch a concert or a musical.

Look! This audience is sitting in the seats at the theatre and they're watching a musical. The songs are excellent!

At the Sydney Opera House, you never have to worry about feeling hungry! There are three restaurants and a café inside the building, and many more outside the building. Maybe one day you can visit the Sydney Opera House!

Toby Wow! The Sydney Opera House looks amazing! I want to visit the building one day. I'd like to watch an opera or a musical there.

Amira Me too. I love going to the theatre! Is there a theatre in your town?

Toby Yes, there is. I saw a musical there two months ago.

Amira What's the theatre like?

Toby The building is old and beautiful, but the seats are small.

Project

Sally We're going to act out a play today! I'm excited!

Amira Me too! Has everybody read the script?

All Yes!

Amira OK, so now let's discuss the play. Let's answer the questions together.

Toby I can write notes. Question 1: 'How many characters are there in the play?'

Toby OK, now we need to choose a character for each person.

Billy Which character would you like to be, Sally?

Sally I'd like to be Mum. I think she's funny!

Toby OK, Sally is Mum. And you, Billy?

Billy I'd like to be Dad.

Amira I'd like to be Grandma.

Toby And I'd like to be the boy, Lucas.

Toby OK, now let's talk about the costumes and props for our play.

Amira We know costumes are the clothes which actors wear. What are props?

Toby The props are the other things we'll need for the play, like tickets.

Josh OK. So what costumes will we need?

Sally We'll need a coat for Dad.

Toby OK. Anything else?

All *The Lost Tickets*

Billy Hmm, where are those tickets for the play?

Sally The play starts at half past seven, so we need to leave now. Lucas, please turn off the lights in your bedroom.

Billy Where are those tickets?

Sally Grandma, are you ready?

Amira Yes, I am. Oh no! I haven't got my coat or hat. Wait a minute, please.

Sally Thank you, Lucas. Now take off your boots and put on your shoes.

Amira Ready! Oh no, my umbrella!

Billy Where are those tickets?

Toby Have you lost the tickets, Dad?

Billy Err...

Amira What were you doing when you had them?

Billy I had them while I was putting the cardboard in the recycling bin this afternoon.

Toby Let's look in the recycling bin!

Billy I looked in the recycling bin five minutes ago. They weren't there.

Amira Cheer up, everybody. We'll find the tickets.

Toby What were you doing later in the afternoon, Dad?

Billy I was loading the dishwasher at four o'clock.

Toby & Amira The dishwasher!

Toby Look in the dishwasher, Dad!

Billy Here they are!

Sally Are the tickets wet?

Billy No, they're dry. I didn't turn on the dishwasher. Sorry, everybody!

Toby Let's go to the theatre!

Sally I'll look after the tickets this time!

Unit 5

Lesson 5

Billy Hi everybody! Today, we're going to watch a video about one of my favourite things: food!

Sally Which type of food is in the video today?

Billy Today, it's about ... bread! We're going to find out about a special bread in France.

Sally Mmm, delicious! I love bread. Is bread eaten in many other countries around the world?

Billy Yes, it is. I know there are lots of different types of bread around the world, too. There's bread for sandwiches, bread for tacos, bread for burgers, and many more.

Sally Cool! Let's watch the video and find out more about bread in France!

Adult This is France. It's a country in Europe and it's very beautiful.

In France, many people like to eat bread.

They buy bread from a *boulangerie*. The word *boulangerie* means 'bakery' in French.

France has got lots of bakeries.

A bakery usually opens very early in the morning.

A lot of French families buy bread every morning for their breakfast.

Many people in France buy a special type of bread from the bakery called 'a baguette'.

A baguette is a long stick of bread. It's delicious!

This baker at the bakery works very hard. He starts baking baguettes early in the morning. How are baguettes made?

Well, the first ingredient the baker needs is flour.

Flour is made from wheat. The wheat is grown in fields in summer.

At the end of summer, the wheat is cut.

Then it is taken to a windmill or to a modern building, like this. Here, the wheat is cleaned.

And then it is pressed very hard to make flour.

The flour is put into bags and it is sold to shops and bakeries.

At the bakery, the baker uses the flour, and he needs other ingredients, too.

These ingredients are: salt, yeast and water.

The ingredients are mixed by a machine.

Then the bread is pressed and stretched for a few minutes.

This helps the bread to grow bigger.

Then the bread is baked in a big, hot oven for 20 minutes.

After the bread is baked, it is put in the bakery and it is sold.

In France, baguettes are eaten for breakfast, lunch or dinner.

At breakfast, French people often eat baguettes with butter and fruit jam. People often drink coffee in the morning, too.

At lunchtime, baguettes are used to make sandwiches.

And at dinnertime, baguettes are sliced and eaten with stews, soups or spaghetti.

Billy Mmm, I'd like to try a French baguette!

Sally Me too! It was great to learn how bread is made in a bakery in France.

Billy The bakers there work very hard!

Sally Yes, they do. And I didn't know that baguettes are eaten for breakfast, lunch and dinner in France.

Billy That's a lot of bread!

Sally Yes, it is! How often do you eat bread?

Billy I eat bread every day for breakfast. How about you?

Sally I eat bread about three times a week. I sometimes have a sandwich for lunch.

Project

Toby We're going to make a menu for a restaurant today!

Billy The first thing we need to do is choose eight dishes for our menu.

Sally We can look in our books or we can choose a dish from our country. Which dishes would you like for our menu, Amira?

Amira I'd like spaghetti. Can we have dumplings, too? I've never eaten dumplings, but I'd like to try them.

Billy Great. I'm writing that down. Spaghetti and dumplings. How about you, Sally?

Sally Can we have a healthy dish, like salad? And I'd like curry, too. I know curry is enjoyed by lots of people.

Toby Great! Let's choose a dish from our country. How about shepherd's pie?

Amira Is shepherd's pie made from meat?

Sally Yes, it is. It's made from meat and vegetables.

Amira This is the menu for our restaurant. The name of our restaurant is 'The Big Spoon'.

Billy There are eight delicious dishes and three drinks, and everything has got a price.

Sally We think our menu looks great! It's really colourful, and we've got pictures for every dish and drink, too.

Toby My favourite dish on our menu is fish and chips. It's eaten by lots of people in our country and it's delicious!

Billy We've also got sushi on our menu because we think many people would like to try it at the restaurant. I hope I'll try it one day!

Amira We've also got spaghetti, dumplings, salad, curry, pizza and shepherd's pie.

Sally For the drinks, we've got juice, water and lemonade.

Toby Thank you, everybody! We hope you'll come to our restaurant, The Big Spoon!

Toby Hello. Welcome to The Big Spoon. What would you like to eat?

Amira I'll have fish and chips, please.

Toby And what would you like to drink?

Amira I'll have lemonade, please.

Sally What ingredients are in the shepherd's pie?

Toby It's made from meat and vegetables.

Sally Hmm, I don't like meat. I'm a vegetarian. Is the curry spicy?

Toby Yes, it's got lots of chillies in it. It's made from vegetables, too.

Sally Great! I'll have curry, please.

Toby And what would you like to drink?

Sally I'll have water, please.

Toby And what would you like to eat?

Billy What's the sushi made from, please?

Toby It's made from fish and rice.

Billy Mmm, is the fish raw?

Toby Yes, it is.

Billy Mmm, I don't like raw fish. I'll have salad, please.

Toby And what would you like to drink?

Billy Juice, please.

Toby Would you like anything else?

All No, thank you.

Toby Great, thank you!

Unit 6

Lesson 5

Amira Hi, everybody! Let's watch the video!

Toby What's it about today?

Amira It's about different hobbies in the USA. We're going to see how people in the USA use a technology item called a smartwatch for their hobbies.

Toby That sounds great! My hobby is reading. I wonder what hobbies are popular in the USA.

Amira Let's watch and find out!

Adult This is Florida, in the USA.

In Florida, surfing is a very popular hobby.

Many families in Florida go to the beach after work or school, and they surf together.

What do you need to go surfing? You just need a surfboard, and some good waves!

In Florida, people sometimes see dolphins in the sea while they're surfing or paddle boarding.

There are lots of dolphins in the Atlantic Ocean around Florida!

A really useful technology item for surfing is a smartwatch.

If you want to go surfing, you can look at the different screens on a smartwatch.

You can find out how big the waves are today and you can check the weather forecast, too.

Smartwatches can also show you interesting information about your health.

You can tap on the smartwatch's screen and swipe up or down. Then you can see different information about your body and your heart.

Smartwatches are good for other sports and hobbies, too.

If your hobby is running, a smartwatch is very useful.

It can track your journey while you're running.

After you stop running, it can show you how long you ran for and how quick you were.

Lots of people in the USA enjoy running. This is the New York City Marathon. About 50 thousand people run at this special event!

Many swimmers in the USA wear a smartwatch, too. It can track where you swim and how fast you are.

Swimming is a popular hobby in the USA. In Florida, many people swim in the ocean or in public swimming pools.

Another very popular hobby in the USA is hiking.

This is the Grand Canyon National Park. It's a very popular place for hiking.

The Grand Canyon is a very, very big place!

Many hikers need to wear a smartwatch here to stay safe.

The smartwatch tracks where you are in the Grand Canyon, so you can always find your way.

Smartwatches are really useful for so many different things!

Toby Wow! That was really interesting. Lots of people really like sports in the USA.

Amira Yes, they do. And a smartwatch can be used for so many different sports and hobbies!

Toby It's a really useful technology item.

Amira Do you use any technology items for your hobby?

Toby No, I don't. I like reading, so I just need a book! How about you?

Amira I use my dad's camera because my hobby is taking photos.

Project

Amira We're going to present four technology items to the class today!

Sally First, we have to brainstorm technology items.

Sally OK, I've got an idea. A phone is a technology item! I'll write that down.

Billy How about a watch?

Sally Yes, good idea. That's a technology item, too.

Amira How about headphones!

Toby And a printer!

Amira We've got a list of technology items. Now, we have to decide how useful they are for us. The first item is a phone. How useful is a phone for you, Sally?

Sally I think it's very useful. I can do lots of things on my phone. If I need to talk to somebody, I call them on my phone.

Billy If I want to find information, I use my phone to search the internet.

Amira OK. It's very useful.

Amira The next item on our list is a watch.

Billy I think a watch is useful.

Sally Why is a watch useful for you, Billy?

Billy If I want to know what time it is, I look at my watch.

Billy Now, each person in our group has to choose one technology item for our presentation. Which item would you like to talk about, Sally?

Sally Can I talk about the phone, please?

Billy Yes, of course. Phone – Sally.

Billy Can I talk about the watch?

All Yes.

Billy Watch – Billy.

Amira I'd like to talk about the headphones, please.

Amira Today, we're going to present four technology items. The first technology item is a phone. What do you use a phone for, Sally?

Sally I use my phone for many different things. I use my phone to make a video call and to take selfies. If I want to talk to a friend, I text them on my phone, too.

Billy Why is a phone useful for you, Sally?

Sally If I'm late, I use my phone to call my mum! Phones have changed A LOT over time. The phone was invented by Alexander Bell more than 140 years ago. Here's a picture.

Sally The first phones were very big. Today, phones are very small.

Billy Thanks, Sally. Our second technology item is a watch ...

Toby Those were our four technology items. Thank you for listening to our presentation. Have you got any questions?

Unit 7

Lesson 5

Sally Today we're going to watch a video about New Zealand. I've wanted to go to New Zealand since I was very young!

Billy Really? I love hiking, and I know New Zealand has got some of the best places for hiking in the world.

Sally That's right! There are rivers, bays, mountains and volcanoes to visit there.

Billy Are there any famous places for hiking in New Zealand?

Sally I don't know. Let's find out!

Adult New Zealand has two big islands and lots of smaller islands. These islands are all in the Pacific Ocean.

The capital city is Wellington, but the biggest city in New Zealand is Auckland. More than one million people live in this city!

New Zealand has also got many beautiful places in the countryside. You can see mountains, forests, lakes and volcanoes in the countryside in New Zealand.

Hiking is very popular here because there are so many things to see. Hiking has even got a special name in New Zealand.

It's called 'tramping'. If you like 'tramping', New Zealand is the right country to visit!

There's a very special hiking path in New Zealand called the Tongariro Alpine Crossing. This path is 19 kilometres long. If you follow the path, you'll walk across a volcano called Mount Tongariro. You'll see lots of lakes and mountains on this path, too.

But if you don't like volcanoes, why not try a hiking path called the Abel Tasman Coastal track? This track has got wonderful views of the Pacific Ocean.

You'll see forests, streams and amazing waterfalls from this track, too.

If you walk the whole of the Abel Tasman hike, it will take you about four days.

So you shouldn't forget your tent and sleeping bag for your trip!

On the first night of your trip, you can camp at a beautiful bay called Torrent Bay.

You can see lots of wildlife on the Abel Tasman hike.

You might see seals.

And, if you're lucky, you might see a Little Blue Penguin, too. These penguins are the smallest penguins in the world. But they're very noisy!

So, which views would you like to see on a hiking trip?

The ocean and a beautiful bay?

A big volcano?

Or some amazing wildlife?

You'll see them all if you go to New Zealand!

Sally Wow! New Zealand has got some amazing views!

Billy Yes, I think the views from the Tongariro Alpine Crossing are the best! You can see lakes and mountains there.

Sally And you can hike across a volcano!

Billy Would you like to hike across a volcano?

Sally Yes, I would. I love being outdoors. How about you?

Billy I'd prefer to walk around a city. Cities have often got tall buildings with great views.

Project

Sally We're going to make an information leaflet today.

Amira First, we have to choose a place in the countryside. Let's brainstorm ideas.

Toby How about Snowdonia National Park? It's in the countryside and it's near our town.

Billy Good idea.

Billy Any other ideas?

Amira I like going to Lake Windermere.

Billy Me too. I'm writing that down. Any more ideas?

Sally We've got lots of ideas. Now we have to choose one place for our leaflet.

Sally I think Lake Windermere is a good place. You can do lots of activities like sailing and canoeing there. What do you think, Toby?

Toby I'm not sure. Lake Windermere is a great place, but there's lots of wildlife in Snowdonia National Park.

Toby What do you think, Amira?

Amira I agree. I think Snowdonia National Park is a good place for our leaflet.

Amira We've chosen a place in the countryside. Now we have to make our leaflet!

Billy If we fold our piece of paper two times like this, it will make a leaflet with six sections. Look!

Billy One, two, three ... four, five and six!

Sally Now we have to plan the sections of our leaflet.

Sally Section 1 is the title page. It has the name of the place and a picture.

Toby Section 6 is a picture of the best view.

Amira Let's choose information for the other four sections.

Billy Hi, everybody! We've chosen Snowdonia National Park in Wales for our information leaflet.

Billy Will I need to take anything if I go camping in Snowdonia National Park?

Sally Yes, you will.

Sally If you go camping in Snowdonia National Park, you'll need to take a tent and a sleeping bag.

You should take a torch and a whistle, too.

If you go camping, you'll need lots of food.

Sally Will I see any wildlife if I visit Snowdonia National Park?

Amira Yes, you will!

Amira If you hike in the hills, you'll see lots of amazing animals. There are sheep, birds and some small horses.

But if you see the horses, you mustn't touch them.

You should follow the paths and you shouldn't drop litter because it's dangerous for the animals.

Amira Will I see a waterfall if I hike in Snowdonia National Park?

Toby Yes, you will!

Toby Thank you, everybody. We hope you liked our information leaflet about Snowdonia National Park.

Unit 8

Lesson 5

Toby Let's watch the video!

Amira What's it about today?

Toby It's about an observatory. Scientists go there to see the stars and planets that are millions of kilometres away.

Amira Where's the observatory?

Toby It's in South Africa! We're going to watch a video about looking for stars in the South African night sky!

Amira Wow! That sounds amazing. Let's watch!

Adult Do you like looking at the night sky? If you do, South Africa is the right place to visit!

This is Table Mountain. It's a very famous mountain above the city of Cape Town, in South Africa.

Table Mountain is a good place to look at the night sky in South Africa. At the top of the mountain, there's a good view of the whole sky.

But if you want to see very far away into space, you have to go to a place where there isn't any light pollution.

So you have to travel far away from bright cities and lots of lights, and go to a place that is very dark at night.

This observatory in South Africa is 400 kilometres from Cape Town.

Inside the observatory, there's a telescope called The Southern African Large Telescope.

The Southern African Large Telescope is famous because it's the biggest telescope in Africa!

The observatory is in a place that is far away from cities and towns.

At night, it's very dark here, so you can see lots of stars and other amazing things in the night sky.

Scientists go to this observatory to see the stars and planets that are millions of kilometres away.

From here, scientists can also see constellations in the night sky. The constellations have got different names.

This constellation is called The Great Dog. If you look at the night sky in South Africa, you may see this constellation.

But in South Africa, you don't have to go to an observatory to see amazing things in the night sky.

You can also go to a place called a Dark Sky Park.

A Dark Sky Park is a special place that is very dark at night.

You can see things in the sky here that you can't see in brighter places.

You might see a meteor in a Dark Sky Park.

Or if you're very lucky, you could see satellites moving across the sky!

This is the Kalahari Heritage Park in South Africa. It's a Dark Sky Park.

In the day at this park, you can watch South African wildlife, like lions and meerkats.

Then at night, you can look at the stars in the sky.

If you like looking at the stars, you'll love South Africa!

Toby Wow! That was amazing. I'd love to go to South Africa and look at the stars in the night sky!

Amira Me too. I really like looking at the sky at night. When the weather isn't cloudy, you can see so many interesting things in the sky.

Toby What interesting things have you seen in the sky at night?

Amira I've seen lots of stars and some constellations. How about you?

Toby I've seen a meteor! I saw it on a camping trip two years ago.

Amira Wow!

Project

Billy We're going to make a space display for our classroom today!

Toby First, we need to find interesting information about space.

Amira What information do you know about space, Sally?

Sally I've learned that the Hubble Space Telescope has taken photos of the universe!

Toby Great, I'll write that down.

Amira What other interesting information can we find?

Sally We've got notes about lots of interesting information! Now we have to choose four ideas for our display.

Amira I like this idea about the Hubble Space Telescope.

Billy Me too! We can find a photo that was taken by the Hubble Space Telescope for our display! There might be a photo online.

Sally Great! Let's circle that idea. Now let's choose three more ideas for our display.

Amira All the displays look fantastic! This is our display. Let's look at the others.

Billy Wow! Look at this display! This must be a picture of a planet. It might be Saturn.

Sally It can't be Saturn because it hasn't got any rings. It must be Mars because it's red.

Billy Oh, yes!

Sally This is our space display. Today, we want to show you interesting information about space.

Amira This is the Hubble Space Telescope. It has a view of the universe and it has taken amazing photos ... like this one! This is a real photo of the planet Saturn.

Toby This is a picture of an astronaut's footprint on the moon. A footprint is the shape that you make on the ground with your foot. Did you know? The astronauts' footprints that are on the moon will never disappear. The footprints will always be on the moon because there isn't any wind in space.

Billy This is a photo of the International Space Station. It has been in space since 1998. It orbits the Earth every 90 minutes. This is a picture of the crew that are living on the space station. There are six astronauts living on the International Space Station right now!

Sally This is the last part of our display. It's about Jupiter, which is the biggest planet in our solar system. Scientists think that Jupiter has got 79 moons, but it may have more! In the future, there will be better telescopes that might show us more information about Jupiter.

Amira Thanks, everybody! We hope you liked our space display!

Unit 9

Lesson 5

Billy Let's watch the video!

Sally Great! What's it about?

Billy Today, it's about how people used to live in the past in Turkey. We're going to see some very old homes.

Sally Oh, wow! I like learning about history and how people used to live in the past.

Billy Me too! What types of houses do you think people use to have in the past in Turkey?

Sally I don't know. Let's watch and find out!

Adult This is Istanbul. It's a famous city in Turkey. Many people live in Istanbul.

In the city, there are lots of houses and there are many flats, too. But how did Turkish people use to live in the past? What were their homes like?

This is Cappadocia. It's a region in Turkey.

Today, many tourists come to this region. They enjoy watching the hot-air balloons that are here most days.

Thousands of years ago, there didn't use to be any tourists in Cappadocia. But many people used to live here.

They used to live in cities that were above the ground.

And they also lived in cities that were underground.

Above the ground, people used to carve into the soft rock to make houses in Cappadocia.

The rock houses used to have doors, but they didn't use to have many windows.

Inside the rock houses, there were stairs and a kitchen where people used to cook:

There were rooms where people used to sleep, too. People didn't use to have soft cushions or beds.

They used to carve their beds into the rock and they used to sleep on straw mats.

Rich and poor people lived in Cappadocia. They got married and they had children here.

But there were also people in Cappadocia who preferred to live underground.

Archaeologists think there used to be about 40 underground cities here, but there might be many more!

In the past, people used to hide the doors to the underground cities with plants.

Inside the underground city, there were lots of tunnels. There were many stairs and different doors, too, so it was easy to get lost!

On the first floor, there were special rooms like this, where people used to keep food.

Under these rooms, there were other floors. People used to live and work on these floors.

In the underground cities, people made important tunnels that helped them to breathe.

The oxygen and smoke moved through the tunnels to above the ground, so there was always clean air.

Cappadocia is an amazing place. It shows us how people in Turkey used to live above the ground ... and underground.

Billy Wow! Did you know that people in the past used to live underground?

Sally No, I didn't. That was amazing!

Billy I really enjoy learning about how people used to live in the past. I'd like to be an archaeologist when I'm older.

Sally Me too. Let's be archaeologists! What do you want to learn about life in the past?

Billy I want to learn about food in the past. How did people prepare food?

Sally I want to learn about the games that children used to play. Did they use to play football or chess? What do you think?

Project

Sally We're going to make a quiz about life in the past today!

Toby First, we have to choose two topics from this unit. Let's look at the topics on the worksheet.

Amira I enjoyed learning about life in the Middle Ages. Can we choose that topic for our quiz?

Billy: Me too.

Sally Yes, I'd like that, too.

Toby Great. Let's write that down.

Billy I really enjoyed reading the story about Amelia Earhart. Did you enjoy reading this story too, Amira?

Amira We've chosen two topics from this unit. Now, we need to choose two extra topics.

Billy We're learning about Ancient China in history at the moment. We can write questions about life in Ancient China!

Sally Good idea!

Sally Number 3: Ancient China.

Amira I like reading books about the Romans.

Toby Me too! Can we choose that as our last topic?

Sally Yes!

Sally Number 4: the Romans.

Sally So our two extra topics are: Ancient China and the Romans.

Billy Now we have to think of two questions for all of our topics.

Billy I know! 'Did rich people in the Middle Ages use to wear jewellery?'

Toby The answer is 'Yes, they did!'

Amira That's great. I'll write that in my notebook.

Toby I've got a good question for Topic 1, too. 'Did people in the Middle Ages use to sleep on leather beds?'

Billy They used to sleep on straw beds, so the answer is. 'No, they didn't.'

Amira Great, so that's two questions for Topic 1. Let's think of questions for the other topics.

Sally OK.

Sally Here is the quiz from the other team.

Sally They've chosen Amelia Earhart for Topic 1.

Sally The first question is: 'Did Amelia use to be a nurse?'

Billy Mmm, I'm not sure about that. I know she used to be a pilot.

Sally I think the answer is: 'Yes, she did! When she was 20, she got a job as a nurse. She decided to get a job as pilot when she was older.

Billy Oh, yes! I remember that from the story now.

Sally I'll write the answer on the quiz.

Sally 'Yes, she did!'

Toby Number two. 'Did Amelia use to wear a leather hat?'

Amira I know! The answer is: 'No, she didn't.' She didn't use to wear a leather hat. She used to wear a leather jacket!

Sally OK. I'll write that down.

Toby I really enjoyed doing the other group's quiz!

Billy Me too! Now let's check all the answers with the other group.

Amira We can find out which team is the winner!

Unit 10

Lesson 5

Amira Let's watch the video!

Toby Excellent! What's it about today?

Amira Today, it's about people in the UK, and the ways they help their community.

Toby This will be very interesting! I think there are lots of different ways we can help our community.

Amira I wonder how the people in the video help their community.

Toby Let's watch and find out more!

Adult In the UK, many people like to help their community and make it a better place to live.

Many British people help their friends and family in their community.

They like to help their neighbours, too. They go shopping for their neighbours.

Or they talk to a neighbour if they feel bored or lonely.

Many people in the UK like to make their community a more beautiful place to live, too.

Some people plant flowers in their community.

And some people pick up litter in the park.

In their free time, some British people work as a volunteer.

When you work as a volunteer, you don't get any money.

You work as a volunteer because you want to help other people.

In the UK, people sometimes work as a volunteer at a community event, like this street party.

Other volunteers in the UK want to help the animals and wildlife in their community.

So they work as a volunteer at a rescue centre.

Many wildlife rescue centres in the UK are charities.

The charities collect money from the community. Then they use the money to help the wildlife.

The volunteers at this British wildlife centre are helping these hedgehogs.

There are lots of hedgehogs in the UK. You often see them in gardens at night.

When the hedgehogs need help, the people at the wildlife centre rescue them.

The volunteers put the hedgehogs in a warm place and they give them food and water.

If they are injured, the volunteers give first aid.

When the hedgehogs are strong and heavy again, the volunteers take the hedgehogs back to the neighbourhood.

In some places in the UK, volunteers have made a special place for wildlife in their neighbourhood.

This place is called a community wildlife garden.

A community wildlife garden is a safe place for hedgehogs and other wildlife.

The volunteers at a community garden make insect hotels, they plant flowers for the wildlife, and they put food in the garden that the wildlife like.

Other people from the community can come to the wildlife garden, too.

They can enjoy the flowers here, and they can watch the fantastic wildlife!

There are lots of ways British people help their community.

This makes life better for the people in the community ... and for the animals, too.

Amira Wow! That was really interesting!

Toby Yes, it was. And the hedgehogs were so cute!

Amira I think it's good that there are volunteers in the UK that help the animals in their community.

Toby I agree.

Amira What would you like to do as a volunteer?

Toby I'd like to rescue horses. They're my favourite animal. How about you?

Amira I'd like to plan an event for my community.

Toby That sounds fun!

Project

Amira We're planning an event for our community today!

Sally I'm really excited!

Toby Me too!

Amira First, let's choose an event. How about a fundraiser?

Toby What happens at a 'fundraiser'?

Billy You collect money to give to a charity.

Amira Maybe we can plan a fundraiser for a charity that we like.

Sally Good idea! Or how about a party?

Billy Maybe we can plan a party for a special person in our community!

Amira That's a good idea. We could say 'Thank you!' to them at the party.

Billy We've already made a plan for our event. What's next?

Amira Now we need to write a task list.

Sally We need to decide who will do the tasks and when.

Billy OK, this is an important task: we need to make a banner for our event.

Toby I can make a banner tomorrow.

Amira OK.

Amira Task: make a banner. Name: Toby. Date: Tuesday.

Sally I can put up decorations on Friday morning.

Billy But I think we need to make decorations first because sometimes they're expensive. I can do that on Thursday.

Amira Great!

Amira Hi, everybody! The event we've chosen is a surprise party! It's for a very special person in our community. We want to say thank you to ... our head teacher Mr Taylor!

Toby We're having the surprise party at half past three on the last day of school.

Toby That's this Friday!

Toby The party is going to be at our school playground.

Sally We're going to have lots of blue and white decorations because they're our school colours. We're going to make a banner, too.

Billy For entertainment, there's going to be a fancy dress competition. We're going to ask Mr Taylor to tell jokes on stage, too.

Amira Mr Taylor said his favourite food was burgers, so we're having a barbecue with burgers and vegetable kebabs.

Toby Our event is this Friday, so we're going to be very busy this week! I'm making the banner on Tuesday. I'm preparing the food on Wednesday, too.

Sally I'm building the stage on Thursday evening. Amira is going to help me because the wood for the stage is heavy.

Amira I'm putting up decorations on Friday morning. Billy said decorations were expensive, so he's making the decorations on Thursday.

Billy And I'm planning the fancy dress competition all week!

Toby We hope you can come to our community event!

Key vocabulary

All the key vocabulary items have accompanying flashcards.

Unit 1

Lesson 1

airport
city centre
cycle path
fire station
motorway
petrol station
platform
road
traffic lights
zebra crossing

Lesson 3

arrive
flight
leave
passenger
passport
suitcase
ticket
travel agent's

Lesson 5

countryside
crowd
move
village

Unit 2

Lesson 1

autumn
check the weather
forecast
grow vegetables
pick fruit
rake the leaves
shovel the snow
sow seeds
spring
summer
winter

Lesson 3

bright
cool
degrees Celsius
dry
icy
stormy
warm
wet

Lesson 5

humid
indoors
outdoors
wet season

Unit 3

Lesson 1

look after
make an insect hotel
pick up litter
plant a tree
put plastic in the recycling bin
repair
reuse a shopping bag
throw away
turn off the tap
waste

Lesson 3

borrow
electricity
leftovers
packaging
pollution
recycle
reduce
swap

Lesson 5

fossil fuels
renewable energy
solar panel
wind turbine

Unit 4

Lesson 1

actor
audience
character
costume
curtain
lights
make-up
play
script
stage

Lesson 3

calm down
cheer up
join in
look at
take off
try on
turn on
worry about

Lesson 5

building
musical
opera
seats

Unit 5

Lesson 1

burger
burnt
curry
delicious
pie
raw
spicy
stew
sushi
taco

Lesson 3

couscous
dumplings
falafel
fried rice
hummus
kebabs
spaghetti
spring rolls

Lesson 5

coffee
ingredients
oven
wheat

Unit 6

Lesson 1

click on an icon
delete
download
make a video call
print a document
save
search the internet
send an email
text a friend
upload

Lesson 3

app
emoji
headphones
online
password
selfie
social media
website

Lesson 5

screen
smartwatch
swipe
track

Unit 7

Lesson 1

belt
charger
gloves
pocket
sleeping bag
sunglasses
tent
torch
umbrella
whistle

Lesson 3

damage
follow
get lost
hike
hill
map
stream
wildlife

Lesson 5

bay
ocean
view
volcano

Unit 8

Lesson 1

astronaut
Earth
moon
oxygen
planet
solar system
space
space station
telescope
universe

Lesson 3

crew
engine
fuel
gravity
land
launch
orbit
rocket

Lesson 5

constellation
meteor
observatory
satellite

Unit 9

Lesson 1

horse and cart
hut
jewellery
leather
poor
purse
rich
smoke
stairs
straw

Lesson 3

get a job
get married
go to university
have children
leave home
retire
start school
study for an exam

Lesson 5

archaeologist
tourist
tunnel
underground

Unit 10

Lesson 1

bored
busy
cheap
excited
expensive
frightened
heavy
light
surprised
tired

Lesson 3

build a stage
carry tables
enter a fancy dress
competition
grill burgers
make a banner
plan an event
put up decorations
tell jokes

Lesson 5

charity
give first aid
rescue
volunteer

Dear parents,

This year, your child will be learning English using **Beehive** Level 5. **Beehive** provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

Beehive recognises 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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