

OXFORD

Beehive

Teacher's Guide

with Digital Pack

6



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

Diana Anyakwo



Beehive

Teacher's Guide

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Syllabus

Starter Let's tidy up! page 4	Items in a house ● so and such
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	Lesson 1 Words	Lesson 2 Grammar	Lesson 3 Words and Grammar
1 The world of work page 6	Jobs Functional language <i>What do you want to be when you're older?</i>	Statements with <i>be going to</i> and <i>will</i> Questions with <i>be going to</i> and <i>will</i>	Places of work Future with present continuous and present simple
2 Health and medicine page 18	Parts of the body and injuries Functional language <i>Where does it hurt?</i>	<i>ought to / ought not to</i> Question tags	Health and safety The causative
Extensive reading Jobs and places of work page 30		A webpage ● An adventure story	
3 Let's go! page 32	At the airport Functional language <i>Can I help you?</i>	Present perfect continuous with time expressions Present perfect continuous	Holiday activities Present perfect continuous questions
4 At the art gallery page 44	Types of art Functional language <i>What do you think of ...? I really like it.</i>	Second conditional affirmative statements Second conditional negative statements	Describing art Second conditional questions
Extensive reading Travel around the world page 56		A travel brochure ● A travel blog	
5 Let's play music! page 58	Music Functional language <i>Do you fancy ...? I'd rather ... What about ...?</i>	<i>was / were going to</i> <i>wasn't / weren't going to</i>	People who work with music <i>was / were going to</i> questions
6 Science and inventions page 70	Science Functional language <i>First, you ..., Then you ..., Finally, you ...</i>	Present simple passive Past simple passive	Inventions Present perfect passive
Extensive reading Music page 82		A short story ● An information leaflet	
7 Let's go shopping! page 84	Clothes Functional language <i>Does this ... look nice? Yes, it suits you.</i>	Defining relative clauses Non-defining relative clauses	Shopping Reflexive pronouns
8 Our planet page 96	Weather and natural disasters Functional language <i>What happens when ...?</i>	Past perfect affirmative Past perfect negative	Places around us Past perfect questions
Extensive reading Clothes and fashion page 108		A magazine article ● A cartoon story	
9 At the wildlife park page 110	Animals Functional language <i>I'm sure ..., I think ..., I'm certain ...</i>	Reported speech statements Reported speech: <i>said</i> and <i>told</i>	Animal features Reported speech: questions
10 Celebrations page 122	Celebrations Functional language <i>I wish I could ..., Yes, it looks fun.</i>	Third conditional statements Third conditional questions	Interesting adjectives Adjectives and prepositions

Extensive reading Animals page 134 A play ● A report

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Lesson 4 Story	Lesson 5 Skills and Culture	Lesson 6 Writing focus, Project and Review
The case of the missing dog Emotional wellbeing Trusting your instincts	Jobs in the UK and Singapore	Writing focus Interview questions Project Give a presentation about your dream jobs
Helping the jaguars Emotional wellbeing Helping others	Health in Brazil and Japan	Writing focus An exciting story Project Make a first aid guide
Lost in the city Emotional wellbeing Solving problems	National parks in the USA and South Africa	Writing focus An opinion essay Project Make and play a travel game
The storeroom of artists Emotional wellbeing Understanding your feelings	Art in Australia and the UK	Writing focus A presentation Project Make a brochure for an art exhibition
The talent show Emotional wellbeing Overcoming fear	Popular music in Turkey and Peru	Writing focus A personal account for a blog Project Make a factfile and poster for your band
My neighbour's garden Emotional wellbeing Taking responsibility	Inventions in the Netherlands and Portugal	Writing focus An opinion essay Project Plan and present a science experiment
The young prince Emotional wellbeing Trusting your abilities and talent	Shopping in Morocco and Malaysia	Writing focus A persuasive essay Project Make and play a shopping game
Priya's sailing adventure Emotional wellbeing Learning from mistakes	Amazing scenery in Switzerland and the USA	Writing focus A travel brochure Project Make a quiz about your country
Saving an animal sanctuary Emotional wellbeing Setting and meeting goals	Animals in Thailand and Botswana	Writing focus A report Project Make a leaflet about an animal sanctuary
The costume makers Emotional wellbeing Working as a team	Celebrations in the UK and Greece	Writing focus A review of an event Project Give a presentation about family festivals

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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 and extra practice
- Wordlist containing all key vocabulary

FOR TEACHERS



Teacher's Guide

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

Classroom Resources Pack

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



Digital components on Oxford English Hub

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

FOR STUDENTS

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 well-being, 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 153 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 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 overcoming disappointment, taking responsibility, learning from others, being brave, 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 6, 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, a quiz, a brochure, a shopping game, 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 or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

Review

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

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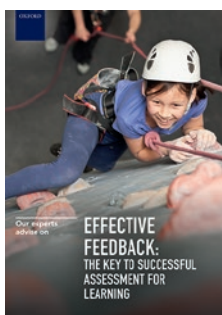
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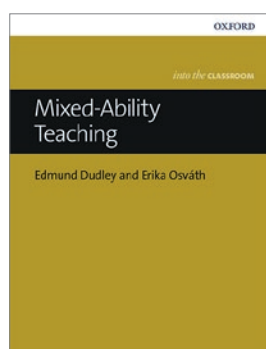
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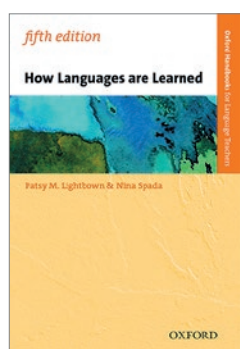
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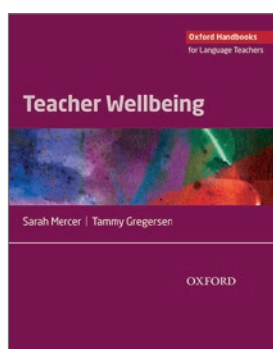
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Tour of a unit

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.

1 The world of work
Lesson 1 Words

Let's talk about different jobs.

1 Look, share, learn.
2 Listen, point and repeat. 006
3 Listen and say. 007

2 programmer
3 lawyer
4 cleaner
5 hairdresser
6 mechanic

4 Write.
Which person ...
1 helps with difficult problems? _____
2 looks after your eyes? _____
3 repairs cars? _____
4 uses computer languages? _____
5 uses scissors and a comb? _____
6 makes buildings tidy? _____

5 Listen, point and repeat. 008
6 Read and write the words. Listen and check. 009

Jobs in my family
My name's Grace. My family members have got such amazing jobs!
My mum makes children's films! She's a director. Sometimes I go with her to work. It's fun to watch the actors.
My dad designs and builds bridges. He's an engineer. He works in big cities all over the world.
My uncle works in a hotel. He's a receptionist. He helps people and gives them information.
My Aunt Sara lives next to the sea in Greece. She's a diver. She takes people scuba diving in the sea to look at sea animals. I think that sounds fun!

1 engineer
2 diver
3 receptionist
4 director

7 Read again and complete.
1 An engineer designs bridges and tunnels.
2 A _____ works with actors.
3 A _____ helps people in a hotel.
4 A _____ works in the sea.

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

What do you want to be when you're older?
I want to be a programmer.
Why do you want to be a programmer?
Because I love ICT!

director diver
mechanic
films the sea
cars

Team Up! 1
Make and play Guess the job!

6 Words Jobs
Functional language What do you want to be when you're older? 7

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 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.

1 The world of work
Lesson 1 Words

1 Look and write. *programmer, teacher, lawyer, programmer, hairdresser, mechanic.*

2 Read and write.

3 Complete.

4 Match.

5 What do they do? Look and write.

6 Complete the dialogues.

7 What do you want to be when you're older? Why?

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.

Wordlist	
Unit 1	get better
choose	prescription
director	prescription
diver	if any
engineer	colony
hairdresser	chemical
lawyer	organ
mechanic	stroke
optician	stroke
programmer	stroke
recognition	stroke
Unit 2	stroke
clinic	stroke
court	stroke
department store	stroke
factory	stroke
hair salon	stroke
laboratory	stroke
newsroom	stroke
studio	stroke
qualification form	stroke
currency	stroke
meeting	stroke
uniform	stroke
Unit 3	stroke
allergy	stroke
chick	stroke
heart	stroke
neck	stroke
golfed	stroke
rock	stroke
shoulder	stroke
spin	stroke
soured	stroke
swirl	stroke
appointment	stroke
handicap	stroke
dist	stroke
emergency	stroke
Unit 4	stroke
college	stroke
exhibition	stroke
home	stroke
isolation	stroke
language	stroke
mobile	stroke
334 Wordlist	

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

- Write the learning objective for the lesson on the board: **Let's talk about different jobs.**
- Students work in pairs to describe jobs in English. If students need prompting, ask **What does this person do every day? Do they work inside or outside? What things do they use in their jobs?** Check understanding and translate to students' own language if necessary.

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 again 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 jobs.
- 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 jobs according to the descriptions.
- 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 4–5:** Students complete reading and writing activities to practise the four new vocabulary items as well as the first six.
- Activities 6–7:** Students complete the functional language activities.
- 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 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.

Lesson 2 Grammar

Let's talk and ask about plans, decisions and offers for the future.

1 Listen and read. 011 What jobs are the children making their projects about?

I'm going to make my project about a famous diver. Are you going to put photos in your project? I don't think I'll make my project about a diver. I think I'll make mine about an engineer.

That's a good idea! I'll help you. Yes, I am. Photos look really good, so I won't draw pictures. I'll help you, too!

2 Listen and read. 012

Statements with be going to and will

We use **be going to** for plans we have already made for the future. I'm going to make my project about a famous diver. We use **will** for decisions and offers we make at the time of speaking. I'll help you.

Look! We can use **I think** before a decision with **will**. For negative decisions, we use **I don't think** I'll ...

3 Write P (plan), D (decision) or O (offer).

- My older sister is going to work for a lawyer this summer.
- My hair is too long. I think I'll visit a hairdresser this weekend.
- A: "I need new glasses." B: "I'll take you to see the optician."
- We aren't going to watch a film at home tonight. We're going to go to the cinema.
- I don't think I'll be a programmer in the future.

4 Circle the correct words.

- Our class is going to / will make a poster about different jobs.
- Yusuf is going to / will speak to a director because he's interested in what they do.
- A: "Oh no! Our car isn't working." B: "It's OK. I'm going to / I'll call my friend. She's a mechanic."
- I think I'll / I'm going to go to the park because it's just stopped raining!

5 Talk about your weekend plans with a partner.

I'm going to play tennis. I'm going to go to the library.

8 Grammar Statements with be going to and will

6 Listen and read. 013 What is the documentary about?

Are you going to study tonight? No, I'm not. I'm going to watch a documentary about the new hotel in Dubai. It needed 20 engineers to build it! Now 100 chefs, 40 receptionists and six hairdressers work there! Are you going to watch it, too?

I didn't know it was on TV. Yes, I think I will. It sounds interesting! What are you going to do this weekend? I'm going to meet my sister. She's studying to be a programmer. She's working very hard, so we're going to meet her for a picnic in the park.

What will you do if it rains? I don't know!

7 Listen and read. 014

Questions with be going to and will

We can ask Yes / No and Wh- questions about the future. We use **be going to** to ask about plans. We use **will** for decisions and offers. Are you going to watch the documentary? What will you do if it rains?

8 Look at 6 again. Circle the questions with be going to and will.

9 Match.

- Are Ben and Ana going to clean the kitchen today? a Yes, she is.
- Will you come with me? b No, I'm not.
- Are you going to be a lawyer when you grow up? c No, I won't.
- Is Evie going to learn to dive when she's older? d Yes, they are.

10 Write questions with be going to or will.

- (Claire / be / an engineer?) Is Claire going to be an engineer?
- (we / watch / that film / at 5.30 p.m.?) Are we going to watch that film at 5.30 p.m.?
- (you / help / me / carry / these books?) Are you going to help me carry these books?
- (what / we / do / if / it / snow?) What will we do if it snows?

Team Up! 2
Play Race to match!

Grammar Questions with be going to and will

The new grammar structure is practised through a range of activities.

Students develop their communication skills using the new grammar structure.

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

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.

1 Lesson 2 Grammar

1 Circle the correct words.

A: What are you doing?
B: I'm **going** to meet the show on the path.

A: I can't carry this speaker.
B: Why don't you **try** to carry it?

A: Are you **staying** in?
B: Yes, we're **going** to be lawyers.

A: I want to go to the museum.
B: Are you **going** to go with me?

A: What are your plans?
B: I'm **going** to study tonight.

A: Will you come with us?
B: Yes, I'm **going**.

2 Match. Then write P (Plan), D (Decision) or O (Offer).

1. It's really hot in here. → I'm going to read it. I want to be a lawyer.
2. Why have you got that book? → I think I'll open a window.
3. My hair's too long. → I don't think I'll read it then.
4. This book about divers is boring! → Yes, she's going to repair a motorbike tomorrow.
5. Is your mum a mechanic? → The hairdresser'll cut it for you.

3 Complete. Use will or be going to and the verb in brackets.

1. Maya loves ICT. She **is going to** (be) a programmer when she's older.
2. My uncle Omar's a boxer. He **isn't** (beat) me how to make bread.
3. A: My hair's too long. I don't like it!
B: I'm **going to** (have) the hairdresser's today. I **isn't** (make) an appointment for you.
4. A: Do I need an umbrella?
B: I **don't** (know). It **isn't** (check) the weather forecast.
5. A: Why have you got those sleeping bags?
B: Because we **are** (sleep) in a tent tonight.

4 Circle the correct words.

1. Where's Anna? Will she / Is she going to watch TV this afternoon?
2. Will you tell me the answer? No, I'm not / wasn't.
3. I want to go to the museum. Are you going to / Will you come with me?
4. What are your plans? Will you / Are you going to study tonight?
5. Will you come with us? Yes, I'm / will.

5 Complete the dialogue. Use will or be going to in the question form.

Diego: Hi Lisa! **Are you going to** come to the summer camp?
Lisa: I don't know anything about the concert!
Diego: Yes, I am. **Will you** play your trumpet?
Lisa: Yes, I am. **Will you** play my music teacher if I can play my flute in the concert?
Diego: Yes, of course.
Lisa: Thanks. And **will you** text me the answer?
Diego: Yes, I will. **Will you** text me the answer?
Lisa: I'm going to play football with Leo. **Will you** come with us?
Diego: Yes, I will. That sounds fun!

6 Write questions. Then match to the correct response.

1. You / watch / this film with me? → Will you watch this film with me?
2. You / be / an option? → At Sam's house.
3. You / have / lunch or snack? → Sure, please. Thank you.
4. You / open the door / please? → Yes, I'll be late.
5. What / you / do / tomorrow? → Yes, of course.
6. (Sarah / game / sleep / tonight) → I haven't got any plans yet.

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 reference

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

Grammar reference

1 Lesson 2

Statements with be going to

We use **be going to** for plans we have already made for the future.
I **am going to** study French next year.
They **aren't going to** visit Grandma next week.

Affirmative	Yes	No
I am	Yes, I am.	No, I'm not.
He/She/It is	Yes, he/she/it is.	No, he/she/it isn't.
We/You/They are	Yes, we/you/they are.	No, we/you/they aren't.

Questions with be going to

We can ask yes / no and WH- questions about the future. We use **be going to** to ask about plans.

Are you **going to** study French next year?
Is he/she/it **going to** visit Grandma next week?
Are you/they **going to** visit Grandma next week?

Short answers

Affirmative	Negative
Yes, I am.	No, I'm not.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

Statements with will

We use **will** for offers and decisions we make at the time of speaking.
I **will** always be followed by the infinitive without to and is often shortened to 'll'.
I'm at the shop, so I'll get some drinks for the party. It's raining. We'll called you from school in the car. The negative **will not** is usually contracted to **won't**.
She **won't** go to the party, she's too tired.
It's sunny. I **won't** wear my coat today.

Affirmative	Yes	No
I will	Yes, I will.	No, I won't.
He/She/It will	Yes, he/she/it will.	No, he/she/it won't.
We/You/They will	Yes, we/you/they will.	No, we/you/they won't.

Questions with will

We use **will** to ask about decisions, offers and also to ask someone to do something.

Will you help me with my homework?
Will you help me with my homework?
Will you help me with my homework?

Short answers

Affirmative	Negative
Yes, I will.	No, I won't.
Yes, he/she/it will.	No, he/she/it won't.
Yes, we/you/they will.	No, we/you/they won't.

1 Lesson 3

Future with present continuous and present simple

We use the present continuous for future plans that we have already decided to do.
She **is playing** tennis with Jo tomorrow.
What are you **going to** (do) tomorrow afternoon?
We use the present simple for things that will happen at a fixed time, or events on a timetable.
The bus **leaves** at half past nine.
My appointment **is** at 10.30.
What time **does** your train arrive?

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 and ask about plans, decisions and offers for the future. For the complete lead-in notes, please see page 35.

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. Ask further questions to check understanding. See teaching notes on page 35.
- Activity 2:** Students listen to the grammar explanation and follow the example sentences. They take turns to read the example sentences with a partner.
- Activities 3 and 4:** Students complete the grammar practice activities individually or in pairs.
- Activity 5:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.

- Activity 6:** 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 36.

- Activity 7:** Follow the same procedure as for Activity 2.

- Activities 8–10:** Do the examples with the class, then students complete the reading and writing activities individually or in pairs.

- Team Up!:** Students work in 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.

1 Lesson 3 Words and Grammar

1 Listen and read. Who is going to work with a hairdresser?

Aika: Our school project sounds fun, doesn't it? It will be interesting to learn about different jobs. Who are you working with?
Ryan: I'm working with my mum and dad.
Aika: Great! Where are you going?
Ryan: I'm helping in my dad's new hair salon first. It opens in July. Then, I'm going to my mum's laboratory to find out what scientists do.
Aika: That sounds exciting! I'm working with my aunt and uncle. First, I'm working in a studio, then I'm going to a newsroom.

Let's talk about places of work.

2 Listen, point and repeat.

1 laboratory 2 hair salon 3 court 4 factory
 5 newsroom 6 studio 7 department store 8 clinic

3 Read the job and write the place of work. Then listen and check.

1 hairdresser hair salon 5 director _____
 2 shop assistant _____ 6 scientist _____
 3 news reader _____ 7 engineer _____
 4 optician _____ 8 lawyer _____

4 Describe and guess.

People make things here.
 Yes, it is!
 Is it a factory?

5 Listen and read.

Future with present continuous and present simple

We can talk about the future using the present continuous and the present simple. We use the present continuous for future plans that we've already decided to do. We use the present simple for things that will happen at a fixed time.
 I'm helping in my dad's new hair salon. It opens in July.

6 Complete with the present continuous or present simple.

1 This department store closes (close) at 6 p.m.
 2 The new clinic _____ (open) next week.
 3 Beth _____ (read) the news in the newsroom tonight.
 4 It _____ (be) Jack's birthday on Monday.
 5 _____ they _____ (go) to the hair salon next weekend?

7 Write present continuous or present simple sentences about the future. Then match.

1 (he / work / in the factory / tonight) He's working in the factory tonight.
 2 (the receptionist / finish work / at 11 p.m.) _____
 3 (the department store / open / at 10 a.m.) _____
 4 (a mechanic / repair / our car / tomorrow) _____

8 Listen and read. Then sing.

Places Of Work

We all work in different places!
 Everyone's got a job to do.
 We all work in different places!
 We're all so busy. Yes, it's true.

I'm talking to people in court tomorrow.
 Working hard, working hard.
 My new salon opens next week.
 Lots of things to do!

Team Up! 3

Ask and answer: What are you doing at the weekend?

The new vocabulary is practised through a listening 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.

1 Lesson 3 Words and Grammar

1 Read and match.

1 I want to work in a firm **studio** when I'm older.
2 My aunt works in a big **laboratory**.
3 Will you write or report about the **factory**?
4 My brother's going to visit a **newsroom**.
5 We're going to open a new **hair salon** in town.
6 Are we going to meet in the **department store**?
7 It's come to the **studio**, with you.
8 It's full of the **court**.

2 Write.

Answers:

- A hairdresser works in a **hair salon**.
- A sales assistant works in a **store**.
- Judges and lawyers work in a **court**.
- Scientists work in a **laboratory**.
- A film director works here.
- A place where people make things.
- Reporters and journalists work in a **newsroom**.
- A doctor, dentist or optician works here.

3 Rewrite the sentences with the correct place of work.

- A lawyer works in a factory. A lawyer works in a court.
- An architect works in a court.
- A hairdresser works in a laboratory.
- A director works in a newsroom.

4 Complete. Use the present continuous.

Monday 5:30 pm, next 8pm
Tuesday 6:00 pm, next 8pm
Wednesday 7:15 pm, next 8:45 pm with Leo
Thursday 8:20 pm, Leo's home → my house
Friday 9:00 pm, Leo's home → shopping with Clara

- Joanne isn't meeting Ryan on Monday evening.
- What is she doing on Tuesday, Joanne? She's going to the cinema.
- Joanne and Leo are meeting on Wednesday. They're going to the cinema.
- Leo isn't coming to Joanne's house on Thursday afternoon.
- Joanne isn't meeting a film with Miles on Friday. She's going to the cinema with Clara.

5 Circle the correct words.

- The next bus to Oxford is leaving / leaves at 6.30 pm.
- Do you and Ellie go / Are you and Ellie going to the department store tomorrow?
- Mark's flight leaves / is leaving at four o'clock.
- What's Ray doing / does Ray do this evening?
- What time does our maths exam start / is our maths exam starting?

6 Complete the dialogue. Use the present continuous or present simple.

Ali: Hi, Max. Hello, are you doing... (what / you / did on Saturday?)
Max: I am... (I / help) my uncle at the hair salon all day.
Ali: Are you... (what / time / of the salon closed?)
Max: At five o'clock. Why?
Ali: Do you... (you / did / told) me to the cinema on Saturday evening?
Do you want to come with us? ... (the film / starts at seven o'clock).
Max: Thank you. I'd love to. ... (what film / we / watch).

7 Write.

- What time does your next lesson start?
- What are you doing at the weekend?

→ Go to Grammar reference page 124. Grammar: Future with present continuous and present simple.

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

Grammar reference

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

1 Lesson 2

Statements with 'be going to'

We use **be going to** for plans we have already made for the future.

I **am going to** travel to Italy this summer.
They **aren't going to** visit Grandma next week.

Affirmative	Negative
I <u>am</u> <u>going to</u> <u>visit</u> <u>my</u> <u>grandmother</u> .	I <u>am not</u> <u>going to</u> <u>visit</u> <u>my</u> <u>grandmother</u> .
He <u>is</u> <u>going to</u> <u>buy</u> <u>a</u> <u>new</u> <u>car</u> .	He <u>is not</u> <u>going to</u> <u>buy</u> <u>a</u> <u>new</u> <u>car</u> .
She <u>is</u> <u>going to</u> <u>start</u> <u>her</u> <u>new</u> <u>job</u> .	She <u>is not</u> <u>going to</u> <u>start</u> <u>her</u> <u>new</u> <u>job</u> .

Conditions with 'be going to'

We use **be going to** after 'if' and 'when' questions about the future. We use **be going to** to talk about plans.

Are you **going to** study French next year?
Yes, I **am**. / No, I **am not**.
Will you **be going to** visit your parents?
Yes, I **will**. / No, I **won't**.
Are you **going to** see your friend?
Yes, I **am**. / No, I **am not**.

Future with present continuous and present simple

We use the present continuous for future plans that we have already decided to do.

She **isn't playing** tennis with Jo tomorrow.
What **are you doing** tomorrow afternoon?
We use the present simple for things that will happen at a fixed time, or events on a timetable.

The bus **leaves** at half past nine.
My appointment **is** at 10:30.
What time **does** your train arrive?

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 to talk about places of work**. Say some jobs and ask students to think about where the person works, e.g. **pilot, farmer, taxi driver, ambulance driver, teacher**.

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 37.
- Activity 2:** Students listen, point to the photos and repeat the new vocabulary items.
- Activity 3:** Students listen and write the correct words from the new vocabulary set.
- Activity 4:** Demonstrate the speaking activity with a volunteer. 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 and 3:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.

- Activities 4–7:** 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 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.

1 Lesson 4 Story

1 Look at the pictures. Where do the children see the dog?
2 Listen and read. What does Amy want to be?

The case of the missing dog

1 "Look at this, Sam and Millie!" said Amy. It was a poster for a film competition on Friday. "I'm going to make a film. I really want to be a film director!" "Cool," said Sam. "Will you and Millie act in my film?" asked Amy. "I'll take you out for pizza!" "OK! We'll do it," said Sam and Millie.

2 That afternoon, Amy started making her film in the city centre. "Sam: you're the lawyer in the film. Millie: you're the engineer. You're both in front of the court and you're going to talk about the case," she said. While Amy was filming, she saw a small dog tied to a lamp post outside a hair salon. A man wearing a black jacket was telling the dog to be quiet, but the dog was barking. "I wonder what that man is doing," thought Amy.

3 The next day, Amy and her friends were walking to school when they saw a poster about a missing dog. Amy looked at the poster. She thought she knew the dog, but she couldn't remember how.

4 At school, Amy was looking at her film when she saw something strange. "There's a dog in my film," she thought. Suddenly, she realised it was the missing dog from the poster! "Look! That man is taking the dog! I thought something was wrong when I saw him. I have to tell the police!" Amy went to the police station and showed them her film. The police found the man and the dog later that day. On Friday, it was the film competition. But Amy's film didn't win. "Sorry, Amy," said Sam and Millie. "That's OK," said Amy. "My film didn't win, but it did help to solve a crime!"

12 Story Vocabulary and grammar review

3 Complete for you.

- I don't like / like / love the story.
- I think the story is interesting / unusual / exciting / fun.
- My favourite part of the story is when _____.

4 Read again. Number the sentences in order.

- Amy and her friends see a missing dog poster.
- Amy starts making her film with Sam and Millie.
- Amy sees a poster for a competition.
- A man steals a dog in the city centre.
- Amy goes to the police station.
- Amy watches her film on her laptop.

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

lamp post bark crime strange

1 strange

2 lamp post

3 crime

4 bark

6 Read and match.

- The film competition
- The dog is outside a
- Amy sees the man
- Amy's film helped to

- hair salon.
- who took the dog.
- solve a crime.
- is on Friday.

Think, feel, grow

- What did Amy think when she saw the man with the dog?
- Why is it important to trust your instincts?
- What can you learn from the story?

7 Home-school Read the story at home.

Team Up! 4 Do the Test your instincts! questionnaire

11 Story Comprehension and discussion

A continuous story text 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.

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

Varied pair or group work tasks keep students motivated.

A new cartoon story or continuous story text 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.

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 questions about what they think a crime is and what crimes they know. See the teaching notes on page 39.

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 well-being. 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 their favourite part of the story and 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 speaking tasks. 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.

1 Lesson 5 Skills and Culture

Let's learn about jobs in the UK and Singapore.

Listening and Speaking

1 Listen, point and repeat. 022
2 Listen and say the number. 023

1 uniform 2 application form 3 currency 4 meeting

3 Listen to Meg and complete. 024 receptionist meeting difficult hotel uniform talking

1 Meg's brother Adam wants to work in a hotel when he's older.
2 When he did work experience, he learned the things a _____ does.
3 Adam wanted to work in a hotel because he likes _____ to new people.
4 He had to wear a _____ with a white shirt, a black waistcoat and black trousers.
5 Learning about different currencies was quite _____.
6 Adam went to a _____ every day.

4 Watch the video. Why do students do work experience?
5 Listen and read. 025 Then talk with a partner.

What kind of work experience would you like to try?
I'd like to learn about being a film director.
I'd like to find out about being an optician. What about you?
That sounds fun!

14 Listening and Speaking Learning about jobs

Reading

6 Look at the photos. What are the children doing?
7 Listen and read. 026 Why is it useful to learn programming?

SINGAPORE

TECHFORUM New posts Messages

Chen 124 posts

I live in Singapore, and lots of children here learn computer programming. Computer programming is like learning a new language – the language of computers! You learn about the codes that people use to program websites, apps and games. You can make some amazing things!

It's a good idea to learn programming when you're young, like any new language. In Singapore, we learn coding in primary school. I'm also going to go to a summer coding camp in June to learn more programming skills. The camp is at the National University of Singapore. First, I did an application form for the camp. I had to write why I want to learn programming. I wrote that I want to learn how to make video games and apps when I'm older! People in Singapore love playing video games on computers, tablets and phones.

I think that a programmer will be a good job for the future. There are lots of important companies in Singapore. It's like Silicon Valley in California! Lots of them are fun and exciting companies to work for. They are very creative, too. You usually don't have to wear a uniform, and you work in very modern offices. For example, the meetings might be in a rooftop garden or a glass room at the top of a skyscraper!

Next summer, I want to do work experience at one of these companies. Then I can learn about how a programmer designs new games and apps.

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

1 Children learn coding in primary school in Singapore. T
2 It's difficult to learn coding when you are young. _____
3 Video games are popular in Singapore. _____
4 You usually have to wear a uniform in modern companies. _____

9 Answer the questions for you.

1 Do you think it is useful to do work experience?
2 What kind of jobs are popular in your country?

Team Up! 5
Talk about job adverts.

15 Reading Learning about jobs

The new vocabulary items are practised through a listening comprehension activity.

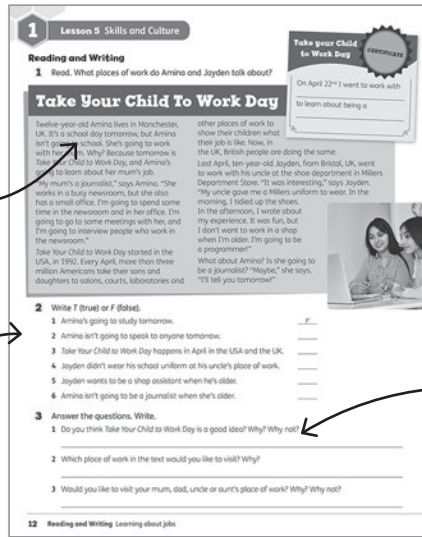
The culture video raises awareness about an aspect of life in another country.

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.

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. If there is a map in the classroom, students can find the two countries on it.
- Introduce the learning objective and ask students to discuss in pairs or small groups which jobs they think people do in the two countries.

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 Meg talking about work experience in the UK. Do the example with the class. Then students listen to the rest of the recording and complete the activity. Play the recording again to check answers.
- **Activity 4:** Explain to students that they are now going to watch a video about work experience. 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 think about jobs in their own country, and explain any

new language. 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 the UK. 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 the children are doing 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 questions 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 read a text in the context of the unit topic. Text types vary from unit to unit.

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

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

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.

1 Lesson 6 Writing focus

Let's learn how to write interview questions.

1 Look at the pictures. What job is the interview about?
2 Read and listen. What does Carla like about her job?

My interview with Carla Rogers by Josh Ryan

Starter question

Josh: Hi Carla. Can I ask you some questions about your job?
Carla: Of course!
Josh: So, when did you start working as a diver?
Carla: It was about three years ago.
Josh: What do you do on a normal day?
Carla: I usually get up early. Sometimes I go to the laboratory and study the information I've collected.
Josh: Do you like getting up early?
Carla: Yes, I do!
Josh: When do you go diving?
Carla: I go in the morning and in the afternoon because you can see different animals at different times of the day.
Josh: Why do you like your job?
Carla: I love being in the sea and learning about all the animals that live there. I like teaching other people about the sea, too.
Josh: What would you say to someone who is interested in becoming a diver?
Carla: First, do a diving course and see if you enjoy it. You need to learn how to dive safely. You also need to learn a lot about the animals that live in the sea.

3 Read again. Then answer the questions with a partner.
1 Why does Carla dive at different times of the day? 2 How does Carla feel about her job?
4 Read. Then write the labels in 2.

How to write interview questions

We use interviews to ask another person for information. We can ask different types of questions:

Starter question: This introduces the main topic of the interview.
Key question: This finds out more about the topic of the interview.
Open question: You use this to find out how the person feels about something.
Closed question: The answer to this type of question is usually yes or no.
Final question: You can end the interview by asking for different information.

5 Interview someone about their job. Then write your interview. [Go to your Workbook page 13](#)

16 Writing focus Interview questions

Students prepare and organize their ideas for the writing task.

Lesson 6 Writing focus 1

1 Read and match the questions and answers.

- 1 What do you like about your job?
- 2 When did you start working as an optician?
- 3 What does an optician do?
- 4 What advice would you give someone who wants to be an optician?
- 5 Is there anything you don't like about your job?

2 Write the questions from activity 1 in the correct place.

- 1 A starter question about the main topic of the interview.
- 2 A key question to find out more about the topic.
- 3 An open question to find out how someone feels about something.
- 4 A closed question where the answer is 'yes' or 'no'.
- 5 A final question to ask for different information about the topic.

3 Choose one of the jobs from page 12, or a different job. Prepare five questions for an interview.

Starter question	_____
Key question	_____
Open question	_____
Closed question	_____
Final question	_____

4 Interview someone about their job. Then write your interview. Use your notebook.

Writing focus Interview questions 13

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

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

Students produce an interview, 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.
- 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 and follow-up questions depending on the information the interviewee gives.

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 interview 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 activities before writing their interview.

Workbook

- **Activities 1–3:** Students complete the planning activities.
- **Activity 4:** Students interview someone about their job and write the interview. They can refer to the text on the Student Book page as a model to help them with their writing. See also page 154 for notes about how to use the **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.

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

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

Students watch a video showing children making 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.

Team Up! 6
Give a presentation about your dream jobs.

- 1 Listen and number the project steps in order.
 - a Find information about your dream job.
 - b Practise your presentation. Then present your ideas to the class.
 - c In your group, think of ideas for your dream jobs.
 - d Draw pictures or find photos of each job to use in your presentation.
- 2 Watch the video. What jobs do the children choose?
- 3 Listen and read. Then give your presentation to the class.

My dream job is to be a film director.
Film directors work in studios to make films.

Review

4 Choose and do three activities. Use your notebook.

1 With your partner, write as many jobs as you can in one minute. lawyer, teacher	2 Tell your partner three things you are going to do next week. I'm going to go to the department store.	3 With your partner, make plans, offers or decisions with will. It's hot. I'll drink some water.
4 Think of a place of work and draw clues. Can your partner guess where it is?	5 Write two present continuous sentences and two present simple sentences about the future. I'm playing tennis after school.	6 Ask and answer about what you want to be when you're older. I want to be a lawyer when I'm older. Why?

My progress and effort Go to your Workbook page 15

Project and Review 17

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.

1 Review

1 Circle the correct words.

- Hairdressers / Cleaners / Opticians often work at night.
- Opticians / Hairdressers / Mechanics don't work with people's bodies.
- Divers / Lawyers / Cleaners work in water.
- Programmers / Cleaners / Directors work with computers.
- Cleaners / Lawyers / Mechanics go to lots of meetings.
- Divers / Engineers / Cleaners design buildings and roads.

2 Write the places of work.

- A director works in a _____ or theatre.
- A _____ is a busy place where reporters and journalists work.
- Lawyers often work in a _____.
- A _____ is a place where opticians, doctors, nurses and dentists work.
- A hairdresser works in a _____.
- You can buy lots of different things in a _____.

3 Circle the correct words.

- I don't understand this application form!
I'll / 'm going to help you fill it out.
- There's a meeting this afternoon about the school play.
I don't think / think I'll go. I don't like acting!
- Have you and Ellie got any plans for the weekend?
Yes, we have. I think we'll / We're going to go kayaking.
- Is your uniform dirty?
It looks OK, but I think I'll / 'm going to wash it now.
- Why has Robbie got that bottle?
He'll / 's going to put it in the recycling bin.

4 Write the missing questions.

Will you have a muffin? Are you going to call someone?
Are you going to be a diver when you're older? Will you come with me?

- A: Are you going to be a diver when you're older?
B: Maybe. I love being in the water.
- A: I'm going to the studio.
B: Yes, I think I will.
- A: Why have you got your phone?
B: No, I'm not. I want to look at the map.
- A: _____
B: I don't think I will. I'm not hungry.

5 Write statements or questions. Use the present continuous or the present simple.

- Dad / work / at the laboratory / next week Dad's working at the laboratory next week.
- What time / our flight / leave?
- I see / visit / a factory / on Friday!
- I go / go / on holiday next month?
- She / close / at five o'clock

My progress and effort

I can talk about different jobs and places of work.

I can use be going to and will to talk about plans, decisions and offers for the future.

I can talk about the future using the present continuous and the present simple.

I can read and understand a story.

I can write questions for an interview about a job.

I can give a presentation about my dream job.

My effort in Unit 1:

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: **Give a presentation about your dream jobs.** Discuss with the students what the presentation might involve.
- 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. Read the steps in the Student Book to the class and then ask them to predict the correct order. 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 planning and giving their presentation. 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 prepare and give their presentations.

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 story, a cartoon, a play, a diary extract. 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., a historical text, a biography, a TV report.

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

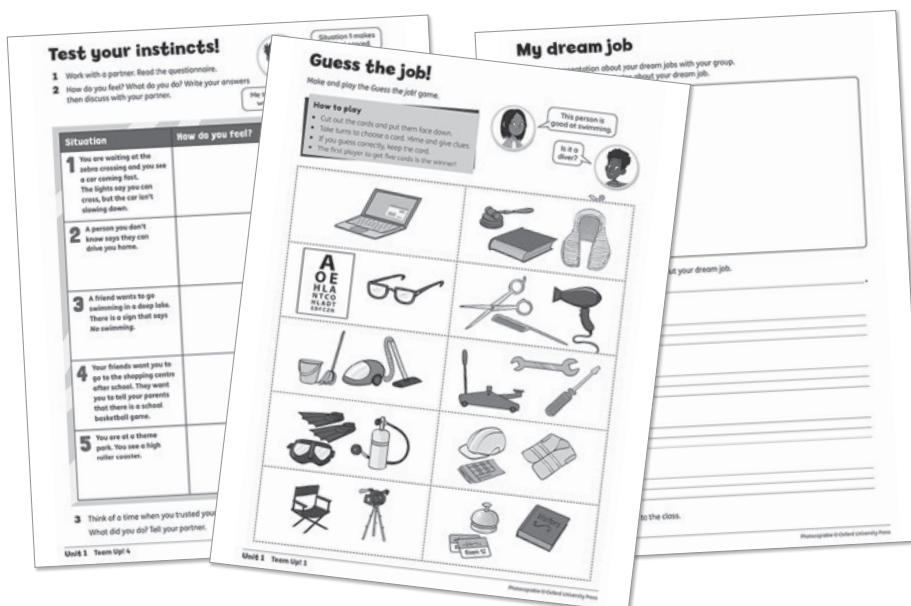
Students are encouraged to react to the text by asking and answering an open-ended question with their partner.



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.



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



The *Let's Read!* poster presents a useful process students can follow when reading a text. It can be used to provide ongoing support throughout the year, particularly during the Story and Extensive reading lessons.

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.



Learning objective

Students will be able to talk about items in a home.

Language

Items in a home: *drawer, freezer, fridge, kettle, soap, sink, shampoo, shower*

Grammar: *so and such*

Warm up

- Play a game of *Minute race* with common household words that students are familiar with (see *Ideas bank* page 151).

Lead-in

- Write the learning objective for the lesson on the board: *Today, we are talking about items in a home.*
- Students look at home magazines to find pictures for the household items that they know. Stick the pictures students find on the board and say in which room of the home each item is found. Students choral repeat.

Student Book pages 4–5**1 Listen, point and repeat.** 🎧 001

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

2 Where do you find the items? Listen and write.

🎧 002

- Play the recording for students to listen and point to the items in a home in the picture.
- Students work in pairs to write the items under the correct rooms in a home.
- Play the recording again for students to listen and check their answers.

Audio transcript

- 1 There's soap in the bathroom. There's soap in the kitchen, too.
- 2 There are drawers in the kitchen. There are drawers in the bathroom, too.
- 3 The sink in the kitchen is grey. The sink in the bathroom is white.
- 4 Put the shampoo in the bathroom.
- 5 The shower is in the bathroom.
- 6 The fridge is in the kitchen.
- 7 Put the vegetables in the freezer. It's in the kitchen.
- 8 Let's make a drink! The kettle is in the kitchen.

ANSWERS

- 1 soap 2 drawer 3 sink 4 shampoo 5 shower
6 fridge 7 freezer 8 kettle

Optional activity

Play a game in pairs. Students take turns to draw one of the items in a home for their partner to guess.

3 Listen and read. 🎧 003 **What did they make for Mum?**

- Tell students to look at the picture and say what they can see (a cake, party decorations).
- Play the recording for students to listen and follow the text.
- Ask students the following questions to check their understanding of the text: *Why did they have to tidy up?* (Mum was working) *How did the house look after they decorated it?* (pretty) *What did they give Mum when she got home?* (the flowers and cake).
- Ask students the question *What did they make for Mum?* to elicit the gist of the text.

ANSWER

a cake

4 Listen and read. 🎧 004

- Play the recording for students to listen and follow the grammar explanation and example sentences.
- Point out to students that we use *so* and *such* to make our opinions stronger.
- Ask students to read the information in the *Look!* box.

5 Circle the correct words. Then listen and check.

🎧 005

- Students to read the sentences and circle the correct option.
- Play the recording for students to listen and check.

ANSWERS

1 so 2 such 3 so 4 such

Mixed ability

Ask weaker students to work in pairs. Fast finishers can make up two more sentences with *so* and *such*. They can then share their sentences with a partner.

Optional activity

Write gapped sentences on the board for students to complete with *so* and *such* in pairs.

- 1 The flowers were ____ pretty. (so)
- 2 Daisy is ____ a good singer. (such)
- 3 The weather was ____ cold that we stayed at home. (so)
- 4 Venice is ____ a beautiful city. (such)
- 5 The journey took ____ a long time. (such)
- 6 This soap smells ____ nice. (so)

6 Look at the picture in 1. Describe and guess.

- Ask students to work in pairs. They take turns to describe a word from the main picture for their partner to guess. Students then swap roles.

Workbook pages 2–3

1 Write the number.

- Students look at the picture and write the correct number for each item in a home.

ANSWERS

(from left to right) sink, soap, shampoo, shower, fridge, freezer, drawer, kettle

2 Write. Use the words from activity 1.

- Students read the sentence frames and complete each gap with the words from activity 1.

ANSWERS

1 kettle 2 soap, sink 3 drawer
4 shampoo, shower 5 fridge, freezer

3 Complete the number code puzzle.

- Students look and complete the number code puzzle.

ANSWERS

								k				
			s	h	o	w	e	r				
			h				t					
			a				t					
			m				l					
s	o	a	p			f	r	e	e	z	e	r
i			o			r						
n			o			i						
k						d	r	a	w	e	r	
						g						
						e						

1	2	3	4	5	6	7	8	9	10	11	12	13
v	d	o	i	j	a	p	g	r	u	f	z	l

14	15	16	17	18	19	20	21	22	23	24	25	26
n	b	w	m	c	x	h	s	t	e	y	k	q

4 Write so, such or such a / an.

- Students read and complete the sentences with *so*, *such* or *such a / an*.

ANSWERS

1 so 2 such a 3 such 4 so 5 such 6 such an

5 Complete. Then match.

- Students complete the first part of each sentence with the given phrases. They then match them to the sentence endings to complete the sentences.

ANSWERS

1 so cold b 2 such a spicy f 3 so full c
4 such a frightening e 5 so good a 6 such wet d

6 Write. Use so or such and an adjective or adverb from the box.

- Students look at the picture and read the prompts. They use the options to write sentences with *so* or *such* and an adjective from the box.

ANSWERS

- Giraffes have such long necks.
- Hiro walks so slowly!
- That's such a big fridge!
- It's such an expensive umbrella.
- The documentary was so interesting!
- It was so hot we ate two ice creams.

Assessment for learning

Ask the class *Can you talk about items in a home? Do you know how to make your opinion stronger?* Students discuss the learning objective in pairs.

Lesson 1: Words

Learning objective

Students will be able to talk about different jobs.

Language

Jobs: cleaner, director, diver, engineer, hairdresser, lawyer, mechanic, optician, programmer, receptionist

Functional language: *What do you want to be when you're older?*

Warm up

- Play *Minute race* (see *Ideas bank* page 151). Students write as many job words as they can in English learned in previous levels, for example, *dentist, farmer, taxi driver, police officer, ambulance driver, chef, doctor, pilot, scientist, shop assistant, sports coach, vet, artist*.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about different jobs.*
- Students work in pairs to describe jobs in English. If students need prompting, ask *What does this person do every day? Do they work inside or outside? What things do they use in their jobs?* Check understanding and translate to students' own language, if necessary.

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 describing what they can see in English, for example, *a shop, shop assistant, street, newsstand, newspapers*.
- Tell students that they are 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.

2 Listen, point and repeat. ▶▶ 006

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

3 Listen and say. ▶▶ 007

- Play the recording, pausing after each description for students to say the jobs.

Audio transcript

- This is a person who cuts your hair. He or she can make your hair a different colour, too!
- This is a person who checks your eyes. He or she can find the right glasses for you.
- This person cleans a room or a building. He or she tidies up and hoovers the floor.

- This person makes computer programmes. He or she uses a special language that computers understand.
- This person repairs cars and motorbikes. They can fix engines, wheels and other parts.
- This person helps other people when they have problems. They understand the law and they know what people can and can't do. They sometimes help police officers, too.

ANSWERS

- 1 hairdresser 2 optician 3 cleaner 4 programmer
5 mechanic 6 lawyer

4 Write.

- Ask students to read the definitions and write the jobs. Encourage them to find the key word in each sentence, for example, 1 *problems*, 2 *eyes*, 3 *repairs*.
- Students compare their answers with a partner.

ANSWERS

- 1 lawyer 2 optician 3 mechanic 4 programmer
5 hairdresser 6 cleaner

5 Listen, point and repeat. ▶▶ 008

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

Optional activity

Play *Can you remember?* using the lesson flashcards (see *Ideas bank* page 150).

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

- Tell students to look at the text and ask what kind of text it is (a blog post). Ask students what they think it is about (the jobs of Grace's family members).
- Read the text aloud for students to follow.
- Students read the text again and write the missing words in the gaps, using the labels below the photos.
- Play the recording for students to listen and check.

ANSWERS

director, engineer, receptionist, diver

Mixed ability

Monitor weaker students and help them to identify clues that can help them decide which word is missing. Point out that they should read the words before and after a gap for useful information. For instance, the first sentence of the text says that Grace's mum makes children's films.

7 Read again and complete.

- Ask students to read the text again. They then read and complete the definitions by writing the words.

ANSWERS

- 1 engineer 2 director 3 receptionist 4 diver

Global skills: creativity and critical thinking

The ability to analyse information is a critical thinking skill. In activity 7, students read definitions to work out the correct jobs by using the information provided.

Optional activity

Students work in groups of four. They take turns to give a one-word clue about a job from the lesson for the group to guess. Students can also use jobs mentioned in previous levels. Encourage students to think about what the person does, where they work or what they use in their job when they give a clue.

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

- Focus students' attention on the example dialogue. Play the recording, pausing after each line for them to repeat.
- Point out the new structure and explain that this is a way of asking what job a person wants to do in the future.
- Model another dialogue for the class. Choose the word *director* from the green box and encourage a student to ask *What do you want to do when you're older?* Model the dialogue exchange with a volunteer.
- Ask students to work in pairs. They take turns to ask and answer about jobs they want to do in the future, using the dialogue in their Student Book as a model.
- Walk around the classroom, helping where necessary.

Team Up! 1 **DOWNLOAD**

- Students work in pairs. They cut out the cards and take turns to choose a card and mime the job for their partner to guess.

Workbook **pages 4–5**

1 Look and write.

- Students look at the pictures and write the correct job words from the box.

ANSWERS

1 programmer 2 lawyer 3 optician 4 hairdresser
5 cleaner 6 mechanic

2 Read and write.

- Students read the descriptions and write the jobs.

ANSWERS

1 lawyer 2 hairdresser 3 cleaner 4 mechanic
5 programmer 6 optician

3 Complete.

- Students read the text and complete it with the correct job words.

ANSWERS

1 mechanic 2 lawyer 3 optician 4 hairdresser
5 programmer

4 Match.

- Students match the jobs to the descriptions. They write the correct letter next to the job.

ANSWERS

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

5 What do they do? Look and write.

- Students look at the pictures and write sentences with what the person's job is, using the sentence structure in the example.

ANSWERS

1 Carlos is a programmer. 2 Liam is a cleaner.
3 Lin is a diver. 4 Hugo is a receptionist.
5 Lucy is a director. 6 Tom is an engineer.

6 Complete the dialogues.

- Students read and complete the dialogues with the words in the box.

ANSWERS

1 older 2 director 3 want 4 What do you want to be
5 diver 6 Why 7 Because

7 What do you want to be when you're older? Why?

- Students answer the questions for themselves.

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 plans, decisions and offers for the future.

Language

Statements with *be going to* and *will*: *I'm going to make my project about a famous diver. I'll help you.*

Questions with *be going to* and *will*: *Are you going to watch the documentary? What will you do if it rains?*

Warm up

- Play *What's missing?* (see *Ideas bank* page 150) with the ten new words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Write the learning objective on the board: *Let's talk and ask about plans, decisions and offers for the future.*
- Ask students to think about their plans for the weekend. They work in pairs and discuss three things they would like to do. Then choose two different pairs to share their plans with the class.

Student Book **pages 8–9**

1 Listen and read. 011 What jobs are the children making their projects about?

- Focus on the team characters in the grammar 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: *What jobs are the children making their projects about?*

- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check their understanding, for example, *Is Emma going to use photos in her project?* (yes) *Why isn't Emma drawing pictures for her project?* (because photos look really good) *What job is Emma planning to do her project about?* (a famous diver).
- Students read and role play the dialogue.

ANSWER

The children are making their projects about a diver and an engineer.

2 Listen and read. 012

- Play the recording for students to listen to the grammar explanation and follow the example sentences.
- Make sure students understand that *be going to* is used for future plans that are connected to the present, whereas *will* is used for instant decisions or offers that they make at the time of speaking.
- Students work with a partner, taking turns to read out the example sentences.
- Ask students to read through the *Look!* box with a partner.
- Ask students for feedback to check their understanding. If further practice is needed, use the activity below.

Grammar

Draw a table with three columns on the board. Write *Plans, Decisions, Offers* in each column. Then write *be going to* under *Plans* and *will* under *Decisions* and *Offers*. Choral drill the forms with the class a few times. Then add information to make full sentences in each column, for example, *I'm going to watch a film. I will have a sandwich. I will help you carry your bags.* Drill the sentences slowly at first, slowly building up to a natural speed. As students feel more confident, invite volunteers to say or add a sentence.

3 Write P (plan), D (decision) or O (offer).

- Explain to students that they must read the sentences and decide if they are plans, offers or decisions. Before they start, elicit the forms to use with each.
- Ask students to read the sentences once and then complete them with the correct letter *P, O* or *D*.
- Ask students to compare their answers in pairs before checking the answers as a class.

ANSWERS

1 P 2 D 3 O 4 P 5 D

Mixed ability

Stronger students can write three more sentences of their own, one for each use, *plan, decision* and *offer*. For weaker students, provide more examples for them to decide if they are plans, decisions or offers, for example, *We are going to go to Florida next year.* (P) *I'll wash the car.* (O) *I think I'll watch that documentary tonight.* (D)

4 Circle the correct words.

- Students work in pairs. They read the sentences and circle the correct forms.

ANSWERS

1 is going to 2 is going to 3 'll 4 'll

5 Talk about your weekend plans with a partner.

- Ask two students to read the example dialogue aloud.
- Give students time to think of ideas. They then take turns to say their ideas in pairs.

Optional activity

Divide the class in new pairs or small groups. Ask students to list five plans they have for the next month. When their lists are ready, invite students to present them to the class or have them work in different pairs or groups to compare lists.

6 Listen and read. 013 **What is the documentary about?**

- Ask students to look at the text and say what type of text it is (text messaging). Read the gist question: *What is the documentary about?*
- Play the recording for students to listen and follow.
- Students read the text again. Then ask the question again and elicit the answer.
- Ask questions to check students' understanding *Is she going to study tonight?* (No) *How many receptionists work at the hotel?* (40) *What is she doing this weekend?* (She's going to meet her sister). *What job does her sister want to do?* (programmer).

ANSWER

a new hotel in Dubai

Optional activity

Students can find examples of *be going to* and *will* in the text in activity 6. Ask students to read the sentences with these phrases aloud and say if it is a plan, an offer or a decision.

7 Listen and read. 014

- Play the recording for students to listen to the grammar explanation and follow the example sentences.
- Point out that we can also use *will* to ask someone to do something.
- Students work with a partner, taking turns to read the example sentences aloud.
- Read the *Look!* box for students to follow.

8 Look at 6 again. Circle the questions with *be going to* and *will*.

- Students work in pairs to find and circle the questions with *be going to* and *will* in activity 6.

ANSWERS

Are you going to study tonight? Are you going to watch it, too? What are you going to do this weekend? What will you do if it rains?

9 Match.

- Ask students to match the questions to the answers.

ANSWERS

1 d 2 c 3 b 4 a

10 Write questions with *be going to* or *will*.

- Read the example question aloud. Then ask students to work in pairs to write questions with *will* or *be going to*.

ANSWERS

- 1 Is Claire going to be an engineer?
- 2 Are we going to watch that film at 5.30 p.m.?
- 3 Will you help me carry these books?
- 4 What will we do if it snows?

Mixed ability

Allow weaker students to work with a partner to write the questions. Stronger students can work independently and then compare answers with a partner. Encourage them to write two more questions.

Assessment for learning

Ask the class *Can you use 'be going to' and 'will' for plans, decisions and offers?* Establish how confident students are with the new grammar structure.

Team Up! 2 DOWNLOAD

- Students work in groups of three or four to play *Race to match!* by matching the game cards.

Workbook pages 6–7

1 Circle the correct words.

- Ask students to look at the pictures and read the sentences. They circle the correct words to complete the sentences.

ANSWERS

- 1 I'm going to 2 We'll 3 we're going to
- 4 I'm not going to / I'm going to 5 I'll 6 I'm going to

2 Match. Then write *P* (plan), *D* (decision) or *O* (offer).

- Ask students to match the sentences and then decide if they are plans, decisions or offers.

ANSWERS

- 1 b–D 2 a–P 3 e–O 4 c–D 5 d–P

3 Complete. Use *will* or *be going to* and the verb in brackets.

- Students complete the sentences with *will* or the correct form of *be going to* and the verb in brackets.

ANSWERS

- 1 's going to be 2 's going to teach 3 'll make
- 4 'll check 5 're going to sleep

4 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

- 1 Is she going to 2 won't 3 Will you
- 4 Are you going to 5 will

5 Complete the dialogue. Use *will* or *be going to* in the question form.

- Students read the dialogue and complete it with *will* or the correct form of *be going to*.

ANSWERS

- 1 Are you going to 2 Are you going to 3 Will you
- 4 will you 5 are you going to 6 Will you

6 Write questions. Then match to the correct response.

- Students write the questions with *will* or the correct form of *be going to*. They then match the questions to the correct responses.

ANSWERS

- 1 Will you watch this film with me? c
- 2 Are you going to be an optician? d
- 3 Will you have sushi or tacos? b
- 4 Will you open the door please? e
- 5 What are you going to do tomorrow? f
- 6 Where is Jamie going to sleep tonight? a

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 3: Words and Grammar

Learning objective

Students will be able to talk about places of work.

Language

Places of work: *clinic, court, department store, factory, hair salon, laboratory, newsroom, studio*

Future with present continuous and present simple:

I'm helping in my dad's new hair salon. It opens in July.

Warm up

- Write the following sentences on the board: *We are going to go to the cinema. I'll wash the dishes. I'm hungry, I'll make a sandwich.* Invite volunteers to say if they are plans, decisions or offers.

Lead-in

- Ask students to look at the learning objective and write it on the board: *Let's talk about places of work.*
- Check students' understanding and translate *places of work* into their own language, if necessary.
- Say some jobs and ask students to think about where the person works, for example, *pilot, farmer, taxi driver, ambulance driver, teacher.*

Student Book pages 10–11

1 Listen and read. ① 015 Who is going to work with a hairdresser?

- Focus attention on the photo and the image of the beaker. Ask *What job uses this?* (scientist).
- Play the recording and ask *Who is going to work with a hairdresser?* Elicit the answer from the class.
- Students role play the dialogue in pairs. Play the recording again, if necessary.
- Ask questions to check understanding, for example, *Where does Ryan's mum work?* (in a laboratory) *Where do Aiko's aunt and uncle work?* (in a studio and a newsroom).

ANSWER

Ryan

2 Listen, point and repeat. 🎧 016

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

Optional activity

Play *Can you remember?* (see *Ideas bank* page 150) to consolidate the new words.

3 Read the job and write the place of work. Then listen and check. 🎧 017

- Ask students to read the jobs and write the places of work.
- Play the recording again for students to listen and check their answers.

Audio transcript

1 A hairdresser works in a hair salon.

2 A shop assistant works in a department store.

3 A news reader works in a newsroom.

4 An optician works in a clinic.

5 A director works in a studio.

6 A scientist works in a laboratory.

7 An engineer works in a factory.

8 A lawyer works in a court.

ANSWERS

1 hair salon 2 department store 3 newsroom

4 clinic 5 studio 6 laboratory 7 factory 8 court

Mixed ability

Ask fast finishers to write a sentence with the job and the place of work, for example, *A shop assistant works in a department store.* Tell weaker students to work in pairs.

4 Describe and guess.

- Ask two students to read the example dialogue.
- Students work in pairs. They take turns to give a clue about one of the places of work from activity 2 for their partner to guess.

5 Listen and read. 🎧 018

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- 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 the example sentences aloud.
- Ask students to read through the *Look!* box with a partner.

Grammar

Ask students to think about when we use present continuous and present simple for the future. Ask a student what their plans are for tonight. Encourage them to use the present continuous. Write the student's sentence on the board, using a different colour for the present continuous.

Explain that we use this tense to talk about future plans. Ask *What time does the lesson finish today?* Elicit the answer using the structure *It finishes at ...*. Write the sentence on the board using a different colour for *finishes*. Point out that this is the present simple for future use. Explain we usually use this to talk about timetables in the future. Tell students we sometimes use time expressions with the present continuous or present simple to show we are talking about the future, for example, *tonight, on Tuesday, tomorrow, next week, next month.*

Ask students to work in pairs. They write two sentences in the present continuous and two in the present simple. Invite pairs to share their sentences with the class.

6 Complete with the present continuous or present simple.

- In pairs, students read and complete the sentences with the present simple or present continuous form of the verbs in brackets.

ANSWERS

1 closes 2 opens 3 is reading 4 is 5 Are, going

7 Write present continuous or present simple sentences about the future. Then match.

- Model the example with the class. Ask students to write the sentences and then match them to the pictures.
- Students check their answers in pairs. Then check the answers as a class.

ANSWERS

1 He's working in the factory tonight. d

2 The receptionist finishes work at 11 p.m. c

3 The department store opens at 10 a.m. a

4 A mechanic is repairing our car tomorrow. b

Mixed ability

Encourage students to think about whether the sentence is referring to a fixed time or a plan in the future. Ask weaker students look at the pictures and say what jobs and places of work they are, to help them match the sentences to the pictures. Fast finishers can write one more sentence and read it aloud to a partner.

Grammar

Write *Present simple for future* and *Present continuous for future* in two columns on the board. Write some verbs above the columns, for example, *watch, go, read, study, play, swim*. Elicit a sentence for each column from students and write them on the board. Students can work in pairs to make up five sentences with the verbs on the board. They compare their sentences in small groups before reading them aloud to the class.

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 recording of 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.
- Some students may be reluctant to sing along. Instead of singing, you can offer them the option of humming along, clapping or playing an imaginary instrument to the rhythm of the song, for example, the guitar, the piano, the drums.

Team Up! 3 **DOWNLOAD**

- Students complete the diary and then ask and answer questions to complete their partner's diary.

Workbook **pages 8–9**

1 Read and match.

- Students read the sentences and match them to the correct pictures.

ANSWERS

1 c 2 e 3 h 4 b 5 d 6 f 7 a 8 g

2 Write.

- Students read the clues and complete the crossword puzzle.

ANSWERS

Across: 2 salon 5 department 6 court
Down: 1 laboratory 2 studio 3 factory
 4 newsroom 6 clinic

3 Rewrite the sentences with the correct place of work.

- Explain that the places of work in the sentences are wrong and students have to rewrite the sentences with the correct place of work.

ANSWERS

1 A lawyer works in a court.
 2 An optician works in a clinic.
 3 A hairdresser works in a hair salon.
 4 A director works in a studio.

4 Complete. Use the present continuous.

- Students read the diary and then complete the sentences about Jasmine's week.

ANSWERS

1 Jasmine's meeting
 2 are you doing, I'm making
 3 aren't playing, studying
 4 is going
 5 isn't watching, going shopping

5 Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS

1 leaves 2 Are you and Elie going 3 arrives
 4 What's Ray doing 5 does our maths exam start

6 Complete the dialogue. Use the present continuous or present simple.

- Students read and complete the dialogue with the present continuous or present simple form of the verbs in brackets.

ANSWERS

1 What are you doing? 2 I'm helping
 3 What time does the salon close 4 My dad's taking
 5 The film starts 6 What film are we watching?

7 Write.

- Students read and answer the questions.

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 124 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 crime.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play *What are you going to do?* (see *Ideas bank* page 152) to revise *be going to*.

Lead-in

- Ask students to look at page 12 of their Student Book and find the learning objective: *Let's read a story about a crime.*
- Ask students what they think a crime is. Elicit different crime words they might know in English. Ask the following questions to check understanding: *Is a crime a bad activity?*

Student Book **pages 12–13**

1 Look at the pictures. Where do the children see the dog?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read the question *Where do the children see the dog?* Elicit answers from the class.

ANSWER

They see it outside a hair salon.

2 Listen and read. 🎧 021 What does Amy want to be?

- Tell the class that they are going to listen to and read the story. Point out Amy, Sam and Millie in picture 1.
- Focus on the pictures and ask *What does Amy want to be?* Invite different students to make predictions.
- Play the recording for students to follow the story. Repeat the question *What does Amy want to be?* Elicit the answer.
- Play the recording again for students to enjoy.

ANSWER

She wants to be a film director.

3 Complete for you.

- Explain that the students are going to assess the story for themselves and that there is no right or wrong answer.
- Read the sentences aloud and make sure students understand the meaning of the adjectives.
- 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. 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 order.

ANSWERS

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

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

- Ask students to look for the words in the story and then look at the pictures and write the correct words.
- Students can check answers in pairs before checking as a class.

ANSWERS

1 strange 2 lamp post 3 crime 4 bark

6 Read and match.

- Ask students to read the two parts of the sentences and match them.

ANSWERS

1 d 2 a 3 b 4 c

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Amy was wondering what the man was doing.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *How does Amy feel when she saw the man with the dog?*
- For the third question, ask students to tell their partner what they think before getting feedback from the whole class. Encourage students to think about a situation when they have had a feeling that something is wrong. Ask: *Where do you feel this in your body?* Guide students to *stomach* by pointing to different parts of the body and asking how it feels when something is wrong until you get to *stomach*. This will help students to connect their emotions to how they feel in their body and better able to identify when something is wrong.

SUGGESTED ANSWERS

- 1 She was wondering what the man was doing.
- 2 Because they tell you when something is wrong.
- 3 I can learn that when I get a feeling something is wrong, I should tell someone.

Mixed ability

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 answers in English for them to repeat. Help students to express themselves using the English they know by phrasing questions in a different way and prompting where necessary. Display the *Emotions* poster on the wall and use it to help prompt students when they are talking about feelings and experiences.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of trusting their instincts when they are in need. During class feedback, establish that we should always let someone know if we get a feeling that something is wrong about a situation. Invite students to share their own experiences of trusting their instincts.

Team Up! 4 [DOWNLOAD](#)

- Students read the questionnaire and complete it for them. They then discuss their answers with a partner.

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 do the children feel in the pictures?

- 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.
- Ask students to say what they think happens in the story.

SUGGESTED ANSWERS

In picture 1, Luke looks excited, Hannah looks unhappy, Max looks confused. In picture 2, Hannah looks worried, Luke and Max look happy. In picture 3, Hannah looks worried, Luke and Max look happy. In picture 4, Luke looks happy, Max looks unhappy, Hannah looks happy. (Students can point to the pictures, as they don't know the names at this point.)

2 Read the story.

- Students read the story silently to themselves to check their predictions.

3 Write the jobs and places of work. Tick ✓ those that are mentioned in the story.

- Students look at the pictures and tick the jobs / places of work that appear in the story. They then write the words.

ANSWERS

1 hair salon ✓ 2 programmer 3 laboratory 4 director
5 diver ✓ 6 clinic ✓

4 Read the story again. Write *Luke, Max or Hannah*.

- Ask students to read the sentences and complete them with *Luke, Max or Hannah*.
- Encourage students to read the story again to check their answers.

ANSWERS

1 Hannah 2 Hannah, Max 3 Luke 4 Hannah
5 Luke 6 Max

5 Answer the questions. Write short answers.

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

ANSWERS

1 She isn't sure.
2 a hairdresser, a diver, a lawyer
3 at six o'clock
4 his dad's
5 She's going to make an appointment for him at the hair salon.

6 Complete for you.

- Ask students to think and write about their favourite character in the story. Elicit ideas from the class.
- 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.

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 jobs in the UK and Singapore.

Language

Jobs in the UK and Singapore: *application form, currency, meeting, uniform*

Warm up

- Review the story on page 12 of the Student Book. Divide the class into two teams and ask the following questions: *What does Amy want to be?* (a film director) *What job does Sam do in the film?* (lawyer) *What was the man in the story wearing?* (a black jacket)

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 Singapore). If there is a map in the classroom, ask students to find the two countries on it. Show how the UK is made up of England, Scotland, Wales and Northern Ireland.
- Ask students to find the learning objective on page 14 of their Student Book. Write it on the board: *Let's learn about jobs in the UK and Singapore.*

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 the words.

2 Listen and say the number. 023

- Focus on the photo of Meg. Ask *Which country is Meg from?* (UK). Tell students that they are going to hear Meg talking about jobs. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, I'm Meg. I live in a city called Sheffield, in the UK. I'm learning about 'work experience' at school. Work experience is something that some students in the UK do when they are older. The students go to different places of work for a few days or for a week, and they learn the things people do in their jobs. When students do work experience, they might have to wear a uniform. A uniform is the special clothes that you wear to do a job. For example, a firefighter's uniform is usually a helmet, a jacket and strong boots.
- Sometimes you might go to a meeting when you do work experience. A meeting is when people meet to discuss ideas and important things together.
- For some jobs, you might have to work with people in other countries. You need to understand what currency is and how it works. Currency is the money that people use in their country. For example, in the UK we use pounds. In America, people use American dollars.
- Some places of work might ask you to do an application form before you do work experience. You can do this online or on paper. In an application form, you have to give information about yourself and say why you would be good at the job.

ANSWERS

uniform 1 meeting 4 currency 3 application form 2

Mixed ability

After playing the recording for the first time, weaker students can discuss what they heard in pairs. This will help them confirm what they have understood and fill any gaps.

3 Listen to Meg and complete. 024

- Tell the class that now they are going to hear an interview with Meg. They must listen and complete the sentences with the words in the box.
- Have students read the sentences 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

Hi! My name's Meg and I'm from the UK. This week at school, we're learning about 'work experience'. I'm 11 years old, so I'm too young to do work experience. But my brother Adam is 15, so all the people in his class did work experience last month. Adam wants to work in a hotel when he's older.

There's a big new hotel in our city, called the North Hotel, so he did work experience there for a week. He learned all the things a receptionist does at a hotel every day.

He had to do an application form first. He wrote his name, his age and the place where he lives. Then he said why he wants to work in a hotel. He said that he likes talking to new people and helping them to enjoy their holidays!

Adam had to wear a uniform when he did work experience at the hotel. He wore a white shirt, a black waistcoat over his shirt, and black trousers. He went to a hairdresser before he started work experience, too! It's important to look nice when you meet new people all day.

While Adam was doing work experience, lots of people visited the hotel from other countries. Adam enjoyed talking to them. He had to help them change their currency into money they can use in the UK. He had to learn about different currencies very quickly! He said that was quite difficult.

Every morning, he went to a meeting with the people who worked in the hotel. They talked about important plans and events for that day. They also talked about any problems they had. Adam liked going to the meetings because he could drink coffee and eat biscuits, too!

When I'm fifteen, I'm going to do work experience, too. When I'm older, I want to be a lawyer, so I think I'll ask my aunt if I can work with her because she works in a court. I can't wait!

ANSWERS

- 1 hotel 2 receptionist 3 talking 4 uniform
5 difficult 6 meeting

Optional activity

Do a quiz on the recording (track 024). Divide the class into two teams. Each team takes turns to answer questions, for example, *How old is Adam?* (fifteen) *What did he write in the application form?* (name, age, where he lives) *What was his uniform like?* (white shirt, black trousers and black shoes) *What did they talk about in the meetings?* (important plans and events for that day) *What job does Meg want to do?* (She wants to be a lawyer.)

4 Watch the video. ▶ Why do students do work experience?

- Play the video for students to answer the question *Why do students do work experience?*
- Students can take notes of the important points mentioned in the recording and discuss their points in a group. See which group made the most notes.

Video transcript, see page 156.

ANSWER

To learn about what jobs they can do when they're older.

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 their 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 discuss in pairs if they have ever tried doing work experience in their own country. Ask if the opportunities to do work experience are the same or different in their country from the ones mentioned by Meg. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 12

1 Read. What places of work do Amina and Jayden talk about?

- Students scan the text to find the answer to the question *What places of work do Amina and Jayden talk about?*

ANSWERS

a newsroom and a department store

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

- Ask students to read the sentences and write true or false.

ANSWERS

- 1 F (Amina is going to work with her mum.)
2 F (Amina will speak to many people.)
3 T
4 T
5 F (Jayden wants to be a programmer.)
6 F (Amina might be a journalist.)

3 Answer the questions. Write.

- Ask students to write longer answers to the questions after reading the questions and text.

ANSWERS

Students' own answers

Student Book page 15

6 Look at the photos. What are the children doing?

- Focus on the photo of Chen. Ask *Which country is Chen from?* (Singapore). Elicit what the students know about Singapore.
- Ask students to look at the rest of the photos and ask *What are the children doing?* Elicit the answer.

ANSWER

The children are learning computer programming.

7 Listen and read. 🎧 026 Why is it useful to learn programming?

- Play the recording for students to follow the text.
- Allow students to discuss the question *Why is it useful to learn programming?* in pairs before you elicit the answer.

ANSWER

You can learn the codes that people use to make websites, apps and games. It could be a good job for the future.

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

- Ask students to read through the statements and decide if they are true or false.
- They read the text again to check their answers.

ANSWERS

- 1 T
- 2 F (It's easier to learn programming when you you're young.)
- 3 T
- 4 F (You usually don't have to wear a uniform.)

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom as students discuss, helping with language where necessary.

ANSWERS

Students' own answers

Team Up! 5 [DOWNLOAD](#)

- Students read the online job adverts. They work in pairs and ask and answer questions about the adverts.

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 interview questions.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Correct me!* (see *Ideas bank* page 152) with sentences about Meg and Chen from lesson 5, for example, *Meg wanted to do work experience in a hotel. Meg is 15. Chen wants to be a lawyer. Chen doesn't think being a programmer is a good job.*

Lead-in

- Write the learning objective on the board: *Let's learn how to write interview questions.*
- 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 and follow-up questions depending on the information the interviewee gives.*

Student Book [page 16](#)

1 Look at the pictures. What job is the interview about?

- Focus students' attention on the photo and ask the question *What job is the interview about?* Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

a diver

2 Read and listen. 027 What does Carla like about her job?

- Read the gist question *What does Carla like about her job?*
- Play the recording for students to follow the interview.
- Ask the question again and allow students to discuss the question with a partner before you elicit the answer. Also ask if their predictions were correct in activity 1.

ANSWER

Carla loves being in the sea and learning about the animals. She likes teaching people about the sea, too.

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 You can see different animals at different times of the day.
- 2 Carla enjoys her job.

4 Read. Then write the labels in 2.

- Read the information with the class.
- Allow students to work in pairs to write the labels.

ANSWERS

starter question, key question, closed question, open question, final question

Mixed ability

Fast finishers can make up another question for Carla's interview.

5 Interview someone about their job. Then write your interview.

- Ask students to turn to page 13 of their Workbook and complete activities 1 and 2 before writing their interview.
- Students can prepare their interview questions in class and then interview somebody outside class. 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.

Workbook [page 13](#)

1 Read and match the questions and answers.

- Ask students to match the questions to the answers.

ANSWERS

1 e 2 a 3 d 4 b 5 c

2 Write the questions from activity 1 in the correct place.

- Allow students time to read the descriptions and match them to the questions in activity 1.

ANSWERS

- 1 When did you start working as an optician? (starter question about the main topic)
- 2 What does an optician do? (key question to find out more)
- 3 What do you like about your job? (an open question to find out – feelings about something)
- 4 Is there anything you don't like about your job? (closed question where answer is 'yes' or 'no')
- 5 What advice would you give someone who wants to be an optician? (final question for different information)

3 Choose one of the jobs from page 12, or a different job. Prepare five questions for an interview.

- Refer students back to the interview with Carla on page 16 of their Student Book. Remind students of the different types of interview questions. They should use this model to help them in their own writing.
- Allow thinking time for students to brainstorm questions they could ask.
- Ask students to choose five questions and write them in their notebooks.
- Walk around the classroom as students are writing, helping where necessary.
- When they are ready, ask students to exchange their interview questions with a partner to check.

4 Interview someone about their job. Then write your interview. Use your notebook.

- Students interview someone about their job and write it in their notebooks.

Assessment for learning

Ask students to exchange their interviews with their partner to read. Ask students to draw three stars next to something their partner did well in the interview.

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 give a presentation about their dream jobs.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each group

Warm up

- Play *Categories* (see *Ideas bank* page 151). Divide the class into groups. Write the headings for *jobs*, *places of work* and *things for jobs* on the board.
- Set a time limit of two minutes. Students work in their groups to write as many words as they can for each category.
- Invite groups to share their words for each category.

Lead-in

- Write this unit's project on the board: *Give a presentation about your dream jobs.*
- Ask students to work in pairs and say what their dream jobs are and why they want to do them.
- Invite students to share their dream jobs with the class.

Student Book page 17

Project

Team Up! 6 DOWNLOAD

- The *Team Up! 6* worksheet is integral to the project. Before the lesson, download and make a copy of the worksheet for each group of four students. 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 help them plan their presentation.

1 Listen and number the project steps in order.

🔊 028

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

Audio transcript

- 1 In your group, think of ideas for your dream jobs.
- 2 Find information about your dream job.
- 3 Draw pictures or find photos of each job to use in your presentation.
- 4 Practise your presentation. Then present your ideas to the class.

ANSWERS

1 c 2 a 3 d 4 b

2 Watch the video. 🎥 What jobs do the children choose?

- Ask: *What jobs do the children choose?* Play the video for students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 156.

ANSWERS

diver, film director, hairdresser, lawyer

3 Listen and read. 🎧 029 Then give your presentation to the class.

- Play the recording of the dialogue for 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 prepare their presentations.

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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 1, 2, 3, 4 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks.

SUGGESTED ANSWERS

- 1 lawyer, teacher, cleaner, mechanic, hairdresser, scientist, engineer, optician, news reader, shop assistant, etc.
- 2 I'm going to go to the department store. I'm going to read a book. I'm going to meet my sister, etc.
- 3 It's hot. I'll drink some water. I think I'll visit my friend. I don't think I'll go to the cinema.
- 4 Students' own answers
- 5 I'm playing tennis after school. She's working in the hair salon tonight. The new shop opens in August. It is my birthday tomorrow.
- 6 Students' own answers

Workbook pages 14–15

1 Circle the correct words.

- Students read the sentences and circle the correct job.

ANSWERS

- 1 Cleaners 2 Mechanics 3 Divers 4 Programmers
- 5 Lawyers 6 Engineers

2 Write the places of work.

- Ask students to read the sentences and complete the places of work.

ANSWERS

- 1 studio 2 newsroom 3 court 4 clinic 5 hair salon
- 6 department store

3 Circle the correct words.

- Ask students to read the short dialogues and circle the correct words.

ANSWERS

- 1 I'll 2 I don't think 3 We're going to 4 I'll
- 5 He's going to

4 Write the missing questions.

- Ask students to read the answers and write the questions from the box.

ANSWERS

- 1 Are you going to be a diver when you're older?
- 2 Will you come with me?
- 3 Are you going to call someone?
- 4 Will you have a muffin?

5 Write statements or questions. Use the present continuous or the present simple.

- Remind students that we usually use the present simple to talk about things that will happen at a fixed time. Students write statements or questions in the present continuous or present simple.

ANSWERS

- 1 Dad's working at the laboratory next week.
- 2 What time does our flight leave?
- 3 We are visiting a factory on Friday.
- 4 Are you going on holiday next month?
- 5 The salon closes at five o'clock.

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 parts of the body and injuries.

Language

Parts of the body and injuries: *ankle, allergy, heart, neck, painful, rash, shoulder, sprain, wound, wrist*

Functional language: *Where does it hurt?*

Warm up

- Play *Show me* with the class (see *Ideas bank* page 151) with words for health and parts of the body students learned in previous levels, for example, *backache, bruise, cold, cough, earache, fall, fever, flu, headache, stomach ache, finger, knee, toothache, tooth*.
- Write the health and parts of the body words on the board. Divide the class into two teams and mime an illness or point to a part of the body for students to guess.
- Students can add any new parts of the body or illnesses that they know, or they can discuss any recent illnesses that they have experienced

Lead-in

- Stick the flashcards for the lesson on the board. Ask *What are we learning about today?* Invite different students to make suggestions.
- Write the learning objective for the lesson on the board: *Let's talk about parts of the body and injuries.*
- Students work in pairs to name the parts of the body and injuries they know. Check understanding and translate to students' own language, if necessary.
- Choose some of the pairs to share their lists with the class. Compile a list of all the words on the board.

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 what they can see in English, for example, *back, backache, pain, injury, hurt, ill, knee*.
- Tell students that they are 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.

Optional activity

Play a game of *Word cloud* (see *Ideas bank* page 150) using the flashcards.

2 Listen, point and repeat. 🎧 030

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

3 Listen and say. 🎧 031

- Play the recording, pausing after each description for students to listen to the clues and say the words.

Audio transcript

- 1 This part of your body makes your foot move. If you hurt this, it will be difficult to walk. When you wear socks, they cover this part of your leg.
- 2 You use this to move your head. If you've got short hair, this part of the body can get cold in winter! For some animals, for example, giraffes, this is very long.
- 3 This part of your body is very important. It is working all the time, in the day and at night. You can feel it when you do lots of activity. It sounds like this: *[Sound effect of a heart beating]*
- 4 This part of your body makes your hand move. If you hurt this, it might be difficult to write, draw or use a computer. You can wear a watch or a bracelet here.
- 5 If you fall, you might get one of these. You can have it on any part of your body, for example, your leg, arm or knee. It might hurt, and you might have a bruise as well.
- 6 This part of your body makes your arm move. When you play a sport, for example, tennis, or throw a ball, you move this a lot.

ANSWERS

- 1 ankle 2 neck 3 heart 4 wrist 5 wound
6 shoulder

4 Write.

- Ask students to read the sentence frames and write the vocabulary words in the gaps.
- Students compare their answers in pairs.

ANSWERS

- 1 ankle, wrist 2 shoulder, neck 3 wound 4 heart

5 Listen, point and repeat. 🎧 032

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

Optional activity

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

6 Read and write the words. Listen and check.

🎧 033

- Tell students to look at the title *First aid* and check they understand. Ask *What do we use first aid for?* (To treat small injuries and health problems). Ask students if they have a first aid box at home.
- 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.
- Play the recording for students to listen and check.

ANSWERS

allergy, rash, sprain, painful

7 Read again and write the word.

- Ask students to read the text in activity 6 again. They then read the definitions and write the matching words.

ANSWERS

1 rash 2 allergy 3 painful 4 sprain

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

- Focus students' attention 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 way of asking a person what injury they have and to discuss what to do or explain the injury.
- Model another dialogue for the class. Choose the word *ankle* from the green box and encourage a student to ask you *Where does it hurt?* Respond with *Here, on my ankle.* The volunteer student replies with a response from the red box, *I think you've sprained it.*
- Ask students to work in pairs. They take turns to ask about injuries and illnesses and what to do, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping or correcting where necessary.

Assessment for learning

Using your usual feedback routine, ask students if they feel confident asking and answering about illnesses and injuries. If necessary, ask students to work with a new partner and practise asking and answering using the dialogue framework from activity 8.

Team Up! 1 DOWNLOAD

- Students work in pairs to play the game *What's the matter?*

Workbook pages 16–17

1 Look and circle the correct words.

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

ANSWERS

1 ankle 2 wrist 3 wound 4 shoulder 5 neck
6 heart

2 Complete.

- Students read the descriptions and write the injuries or part of the body.

ANSWERS

1 heart 2 neck 3 shoulders 4 wrists 5 ankles
6 wound

3 Read the dialogues. Order the words.

- Students read the dialogues and put the words in the correct order.

ANSWERS

1 The wound's quite bad.
2 I've hurt my wrist.
3 My neck hurts.
4 Activity is good for the heart!
5 I can't move my ankle.
6 He's broken his shoulder.

4 Tick ✓ the correct answer.

- Students read the phrases and tick the correct option.

ANSWERS

1 b 2 a 3 c 4 a 5 b

5 Complete.

- Students read and complete the text using the correct words from the box.

ANSWERS

1 heart 2 sprained 3 painful 4 wound 5 allergy
6 rash

6 Look and complete the dialogues.

- Students read and complete the dialogues with the words and phrases in the box.

ANSWERS

1 sprained it
2 A Where does it hurt?
B Here, on my ankle.
A You've got a wound. I think you should call an ambulance.
3 A Where does it hurt?
B Here, on my nose.
A It's very red. I think you should take some medicine.

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 what to do when you're hurt.

Language

ought to / ought not to: I ought not to go out. You ought to see a doctor.

Question tags: You've hurt your leg, haven't you?

Warm up

- Play *Descriptions* (see *Ideas bank* page 151) with the flashcards from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Ask students to think about a time when they were hurt. They work in pairs and discuss what happened and what they did.
- Ask students to look at page 20 of their Student Book and find the lesson objective: *Let's talk about what to do when you're hurt.*

1 Listen and read. 035 **What did Hector hurt?**

- Focus on the team characters in the grammar 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: *What did Hector hurt?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check their understanding, for example, *Why isn't Hector coming to football?* (He hurt his leg.) *What happened to Hector?* (He fell off his bike.) *What does May advise Hector to do?* (see a doctor).

ANSWER
his leg / ankle

2 Listen and read. 036

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Students work with a partner, taking turns to read out the example sentences.
- Ask students to read through the *Look!* box with a partner. Make sure students understand that *ought to / ought not to* is for giving advice. Point out that we don't often use it for questions.

Optional activity

Write some prompts on the board, for example, *sprained my wrist, have a headache, have a stomach ache, have a wound, have a rash, feel tired, feel thirsty*. Point to the first phrase and say *I sprained my wrist. What should I do?* Choose a confident student to give advice for the situation, for example, *You ought to go to the doctor*. Students work in pairs to read out the situations and give advice using *ought to / ought not to*.

3 Complete with *ought to* or *ought not to*.

- Ask students to complete the sentences with *ought to* or *ought not to*.

ANSWERS
1 ought not to 2 ought to 3 ought to 4 ought not to

4 Listen and tick ✓ the things Lara ought to do and cross X the things she ought not to do. 037

- Ask students to look at the pictures. Point to each one and ask *What's happening?* Choose different students to answer each time.
- Play the recording for students to listen and follow.
- Students tick or cross each picture.

Audio transcript

Lara Dad, I don't feel well.
Dad What's the matter?
Lara My shoulder is really painful.
Dad Maybe you've sprained it. You ought to put some ice on it.
Lara OK.
Lara Maybe I ought to call the doctor.
Dad No, you ought not to call the doctor yet. You ought to take some medicine to stop your shoulder hurting, though.
Lara OK. Can I still play in the football match?

Dad No, Lara. You ought not to do any activity until your shoulder feels OK again.

ANSWERS
1 ✓ 2 X 3 ✓ 4 X

5 Ask your partner for advice.

- Ask two students to read the example dialogue aloud.
- Give students time to think of their own dialogue using a similar framework. They then take turns to say their dialogue in pairs.

6 Listen and read. 038 **What did Toby do?**

- Read the gist question: *What did Toby do?*
- Play the recording for students to listen and follow the dialogue.
- Students read the dialogue again. Then ask the question again and elicit the answer.

ANSWER
Toby fell off his skateboard and hurt his ankle.

7 Listen and read. 039

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

8 Circle the correct words.

- Ask students work in pairs and circle the correct words.

ANSWERS
1 shouldn't 2 won't 3 did 4 do 5 wasn't 6 can

9 Read, look and write the number. Then complete the question tags.

- Ask students to read the sentences, then look at the pictures and match them.
- Students then complete the question tags.

ANSWERS
1 d hasn't he 2 b won't she 3 c did you
4 a shouldn't he

Mixed ability

Allow weaker students to work with a partner to complete the task. First, they decide if the question tag is affirmative or negative. Then they look at the pictures and match. Ask students what is happening in each picture as this will help them match the pictures to the correct sentences. Stronger students can work independently and then compare answers with a partner.

Team Up! 2 DOWNLOAD

- Students work in pairs to read out the injury or illness and say what they should do.

Workbook pages 18–19

1 Match.

- Ask students to read and match the sentences.

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

2 Read. What do you think? Write *T* (true) or *F* (false).

- Ask students to read the statements and decide if they are true or false.

ANSWERS

- 1 F (You ought to drink water every day.)
- 2 T
- 3 T
- 4 F (You ought to clean your teeth before you go to bed.)
- 5 T
- 6 F (You ought to call an ambulance if you have a cold.)

3 Look and complete. Use *ought (not) to* and a phrase from the box.

- Students look at the pictures and complete the dialogues with *ought (not) to* and the correct phrases from the box.

ANSWERS

- 1 You ought to put some ice on it.
- 2 He ought to take some medicine.
- 3 He ought to keep it clean.
- 4 She ought not to watch so much TV.
- 5 He ought not to eat that burger.

4 Tick ✓ the correct answer.

- Students read the sentences and tick the correct answer.

ANSWERS

- 1 have you? 2 will he? 3 isn't she? 4 didn't he?
- 5 shouldn't we?

5 Write the question tags.

- Students read and complete the sentences with the correct question tags.

ANSWERS

- 1 can we? 2 isn't she? 3 didn't he? 4 were they?
- 5 isn't it?

6 Order the words. Add the question tag.

- Students order the words. They then independently add a question tag.

ANSWERS

- 1 He's a doctor, isn't he?
- 2 Grandma isn't listening, is she?
- 3 I'm on time, aren't I?
- 4 We should recycle plastic, shouldn't we?
- 5 It wasn't a very good play, was it?
- 6 You weren't taking my tablet, were you?

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 health and safety.

Language

Health and safety: *appointment, bandage, cast, emergency, get better, operation, prescription, X-ray*

The causative: *I had my shoulder checked.*

Warm up

- Play *Word circles* (see *Ideas bank* page 151) with the words from lesson 1. When students identify a word, ask them to take turns to give advice for the illness or injury.

Lead-in

- Ask students to look at the learning objective and write it on the board: *Let's talk about health and safety.*
- Ask students to give examples of health and safety, for example, *having a first aid box, wearing glasses and a lab coat in the science lab, wearing a helmet when you ride your bike.*
- In pairs, students think of three more examples. Invite pairs to share their ideas with the class. Check students' understanding and translate to their own language, if necessary.

Student Book pages 22–23

1 Listen and read. 040 What happened to Anna?

- Focus students' attention on the photo of the girl and elicit what's wrong with her (she's hurt her arm).
- Play the recording and ask the question *What happened to Anna?* Elicit answers from the class.
- Ask questions to check students' understanding, for example, *What did Anna have in the hospital?* (an X-ray and an operation) *What did the doctors put on her wrist?* (a cast) *What was wrong with her shoulder?* (it was painful)
- In pairs, students role play the dialogue. Play the recording again, if necessary.

ANSWER

Anna fell off her bike and broke her wrist.

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.

Optional activity

Play a game of *Secret message* (see *Ideas bank* page 151) to consolidate the new words.

3 Complete.

- Ask students to read the sentences and complete with the correct words. Students compare their answers in pairs before checking the answers as a class.

ANSWERS

- 1 bandage 2 appointment 3 prescription
- 4 get better 5 X-ray 6 cast, operation

4 Ask and answer.

- Ask a confident student to help you model the dialogue for the class. Ask *Have you ever been to hospital?*
- Students work in pairs. They take turns to ask and answer.

Optional activity

Ask the class *Do you know the new words?* Using your chosen feedback routine, ask students to show you how confident they are with the new vocabulary. If students are not sure they know the new words, ask them to work in pairs to test each other. They look at the pictures in activity 2 and then take turns to close their eyes while their partner covers a word. They try to remember and say the word.

Students continue until all the words have been said. If they or their partner have forgotten any of these words, they go back to the words and try again.

5 Listen and read. 🎧 042

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Read the *Look!* box aloud for students to listen and follow.

6 Circle the correct words.

- Students read the sentences and circle the correct words.
- Ask student to compare answers in pairs.

ANSWERS

1 checked 2 I'm having 3 repaired 4 had

7 Look and complete. Use the correct causative form.

- Ask students to look at the pictures and elicit what they can see.
- Read the example aloud and point out the time expression (this afternoon), which tells us what tense to use.
- Students work in pairs to complete the activity.

ANSWERS

1 have, changed 2 is having, put on 3 had, taken
4 had, painted

Mixed ability

Ask weaker students to think about which verbs from the box match the sentences and how they can work this out from key words in the sentences, for example, *bandage – changed, cast – put on*. Fast finishers can write one more sentence and read it aloud to a partner.

8 Listen and read. Then sing. 🎧 043–044

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

Team Up! 3 **DOWNLOAD**

- Students cut out the cards and match the pictures to the sentences.

Workbook pages 20–21

1 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 cast 2 a prescription 3 better 4 X-ray
5 emergency

2 Complete. Use the words from activity 1.

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

ANSWERS

1 X-ray 2 bandage 3 cast 4 appointment
5 operation

3 Circle the answers that are true for you. Then write full sentences.

- Students read the sentences and circle the answers that are true for them. They then write full sentences.

ANSWERS

Students' own answers

4 Match.

- Students read the sentences and match them.

ANSWERS

1 b 2 a 3 d 4 c

5 Complete. Use the correct causative form.

- Students read and complete the dialogues with the causative form of the words in brackets.

ANSWERS

1 We're getting them cleaned
2 had a cast put on
3 had my hair cut
4 get his bandage changed
5 have my photo taken

6 Write. Use the causative *have* or *get* and the prompts in the box.

- Students look at the pictures and write sentences using the causative and the verbs in the box.

ANSWERS

1 He's having / getting his hair washed.
2 She's having / getting her teeth checked.
3 They're having / getting their photo taken.
4 She's having / getting her car cleaned.
5 They're having / getting a (new) house built.
6 He's having / getting a bandage put on his head.

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 4: Story

Learning objective

Students will be able to read and understand a story about jaguars in the rainforest.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Ask students to think about other phrases they could use in place of the coloured words (have a wound, sprained my wrist). As a class, decide where to put each new phrase to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students *What does a jaguar look like? Where do they live?* (in forests) *Do you think jaguars' homes might be threatened by humans? Why?* (because humans cut down forests).
- Ask students to look at the page and find the learning objective: *Let's read about jaguars in the rainforest.*

Student Book pages 24–25

1 Look at the pictures. Who goes to the rainforest?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *Who goes to the rainforest?* and elicit answers from the class.

ANSWER

Jenny's mum

2 Listen and read. 045 Why does Jenny write a blog?

- Tell the class that they are going to listen and read the story. Point out Jenny and her mum in picture 1.
- Focus on the pictures and ask the question *Why does Jenny write a blog?* Invite different students to make predictions.
- Play the recording while students follow the story. Choose different students and repeat the question *Why does Jenny write a blog?*
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

To help the animals at the wildlife centre

3 Complete for you.

- Explain that students are going to assess the story for themselves and that there is no right or wrong answer.
- Read the sentences aloud.
- 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. Who said it? 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 classroom, helping students where necessary.

ANSWERS

1 b 2 a 3 a 4 a

5 Read and match.

- Students work in pairs. Ask them to read the two parts of the sentences and match them.

ANSWERS

1 c 2 d 3 a 4 b

6 Read and circle.

- Ask students to find the words in the story and then read the definitions and circle the correct words.
- Students can check the answers in pairs before checking as a class.

ANSWERS

1 miss 2 nod 3 protect 4 hug

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Jenny misses her mum when she goes to the wildlife centre.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions, such as *What does she hope her blog will do?*
- Look at the third question and elicit answers.

SUGGESTED ANSWERS

- 1 She knows she will miss her mum but she's happy for her.
- 2 She makes a blog to help the animals at the wildlife centre.
- 3 Vets help animals that are ill / injured. The blog helps to raise awareness of the animals in the centre.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of helping others. During class feedback, establish the importance of helping others, whether people or animals. Invite students to share their own experiences of helping others.

Team Up! 4 **DOWNLOAD**

- Students read the notes and complete Jenny's blog with a partner.

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 happens to Yoshi?

- Ask students to look at the pictures. Discuss what happens to Yoshi. Don't check the answers yet.

ANSWERS

He falls off his bike. He hurts his ankle. He gets dirty.

2 Read the story.

- Students read the story silently to themselves to check their predictions.

3 Read the story again. Tick ✓ the correct answer.

- Students read the story again and tick the correct answers to the questions.

ANSWERS

1 b 2 a 3 b 4 a

4 Match.

- Ask students read and match the parts of the sentences.
- They should read the story again to check their answers.

ANSWERS

- 1 Yoshi, Hiro, Keiko and Mayumi helped Kobe by giving him a present.
- 2 The woman helped the friends by taking a photo.
- 3 Hiro, Keiko and Mayumi helped Yoshi by being quiet.

5 Complete.

- Ask students to read and complete the text.

SUGGESTED ANSWERS

1 loudly 2 quietly 3 operation 4 heart 5 ankle
6 checked 7 emergency 8 printed

6 Complete for you.

- Ask students to think and write how they are similar or different from Yoshi. Elicit ideas from the class and write some examples on the board for how to complete the sentence, for example, *I'm similar to Yoshi because I'm (quiet).*
- Ask students to think and write about a time when they have helped someone.
- Students then rate the story by colouring the stars.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about health in Brazil and Japan.

Language

Health in Brazil and Japan: *canopy, chemicals, organs, shades*

Warm up

- Review the story on page 24 of the Student Book. Divide the class into two teams and say some true / false statements about the story, such as, *Jenny's grandma was a vet. Jenny went to Costa Rica. Jenny's mum helped the animals at the wildlife park. Jenny's mum hurt her wrist. Poppy is a small jaguar. Jenny made a blog to help the jaguars.* Students should say if they are true or false and support their answers.

Lead-in

- Ask the class to look at the photos on pages 26 and 27 of their Student Book and try to work out which countries they will be learning about today (Brazil and Japan). 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 page 26 of their Student Book. Write it on the board: *Let's learn about health in Brazil and Japan.* Discuss the meaning of *health*. Elicit from students that it is a person's well-being.

Student Book **page 26**

1 Listen, point and repeat. **046**

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

2 Listen and say the number. **047**

- Focus on the photo of Maria. Ask *Which country is Maria from?* (Brazil). Tell students that they are going to hear Maria talking about the Amazon rainforest. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hello! I'm Maria and I'm Brazilian. The Amazon rainforest covers a big part of my country, Brazil. This is a very special and important place. It is very old, and thousands of different animals and plants live there. The trees in the Amazon rainforest are very tall. At the tops of the trees, lots of different branches join together. The leaves make a thick canopy. Lots of animals and plants live in the canopy of the rainforest trees. Some of the animals never come down to the forest floor!
- The Amazon rainforest is a very colourful place. You can see many different shades of green – some leaves are dark green, and some are light green. Some flowers are very bright colours, like red, orange, yellow and purple.
- Rainforest plants contain lots of special chemicals. A chemical is the smallest way that something is found

in the natural world. For example, oxygen is a chemical. Soap isn't a chemical, but it is a mix of different things – different chemicals! We can use chemicals to make medicines.

- Sometimes people are ill when they have a problem with one or more of the organs in their body, for example, their heart or stomach. Medicines help to make these organs healthy again, so people can get better. Lots of these medicines are made from things that are only found in the Amazon rainforest.

ANSWERS

canopy 2 shades 1 chemicals 4 organs 3

3 Listen to Maria and answer. 048

- Tell the class that now they are going to hear Maria talking about the Amazon rainforest. They must listen and answer the questions.
- Have students read the questions before they listen.
- Play the recording, pausing for students to write the answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi! I'm Maria, and I live in Brazil. The Amazon rainforest covers a big part of my country. The canopy that covers the forest can be seen from space! You can see all the different shades of nature in the forest. You can see the bright green leaves and the dark brown tree branches.

The Amazon rainforest is famous because many different plants and animals live there. There are more than 40,000 different plants, 3,000 types of fish, 1,300 types of birds, and more than 2.5 million different types of insects!

Around 25% of all modern medicines come from plants that grow in the Amazon rainforest. Many people who live in the Amazon eat these plants. This keeps their organs healthy. Scientists take the plants back to laboratories to study them. The scientists use the chemicals in the plants to make medicines. There's still a lot more to learn about plants and medicines in the Amazon. Scientists have only studied about 1% of the plants in the Amazon. But every year, a lot of the forest is cut down for farms and to make wood, so we are losing big parts of the rainforest. This makes it difficult for the scientists, but it's important that they continue to work in the Amazon to find out about different plants. One day, this may help people who are very ill to get better. I think that's amazing.

ANSWERS

- 1 Many different plants and animals live there.
- 2 3,000
- 3 25%
- 4 A lot of the forest is cut down.

Mixed ability

Help weaker students by writing the answers on separate small pieces of paper and handing them out for students to match to the questions as they listen.

Stronger students can try to remember two more things from the recording, which they share with a partner.

4 Watch the video. Why are scientists interested in sloths?

- Play the video for students to answer the question *Why are scientists interested in sloths?*
- Students can take notes of the important points mentioned in the recording and discuss their points in a group. See which group made the most notes.

Video transcript, see page 157.

ANSWER

Their bodies make chemicals that can fight serious diseases.

5 Listen and read. 049 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. They take turns to ask and answer why the Amazon is important for our health.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 24

1 Read. Find a drink and an animal.

- Students read the title and scan the text to find a drink and an animal that is mentioned.

ANSWERS

herbal tea(s), (the) giant monkey frog

Mixed ability

Scanning is reading a text quickly to find specific information. Students need to learn different ways of reading and understand that choosing how to read is an important step in building reading skills. To further practice this you could ask students to find more information in the text. For example, ask students to find the following in the text: a fruit (acai berry), a food (chocolate), a medical problem (headache, earache, stomach ache, rash, wound).

2 Read again. Answer the questions. Write short answers.

- Ask students to read the text and questions. They then answer the questions.
- Discuss the answers as a class.

ANSWERS

- 1 in the canopy
- 2 acai berries, dark chocolate
- 3 older women, 'medicine men'
- 4 mountain villages, city hospitals
- 5 (the) organs
- 6 in the mountains

3 Answer the questions. Write.

- Encourage students to write longer answers to the questions after reading the questions and text.
- Discuss the answers as a class.

ANSWERS

Students' own answers

Student Book page 27

6 Look at the photos. What can you see in the forest?

- Focus on the photo of Kenji. Ask *Which country is Kenji from?* (Japan). Elicit what the students know about Japan.
- Ask students to look at the rest of the photos and describe what they can see in the forest.

ANSWERS

trees, plants, different shades of colours

7 Listen and read. 050 Where does Kenji's grandpa go every day?

- Play the recording for students while they follow the text in their Student Books.
- Allow students to discuss the question *Where does Kenji's grandpa go every day?*

ANSWER

He goes to a forest.

8 Read again and complete.

- Ask students to read through the statements.
- Students read the text again and work in pairs to complete the sentences.

ANSWERS

1 operation 2 walking 3 feel 4 forests

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom as students discuss, helping with language where necessary.

ANSWERS

Students' own answers

Team Up! 5 DOWNLOAD

- Students read and complete the *World Health* quiz.

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 an exciting story.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Ask questions about the texts from lesson 5, for example, *Can you see the canopy of the Amazon rainforest from space?* (Yes) *How many plants are there in the rainforest?* (more than

40,000) *What part of his body did Kenji's grandpa have an operation on?* (His shoulder) *What does 'forest bathing' mean?* (Walking in a forest to listen to the sounds of nature).

Lead-in

- Write the learning objective on the board: *Let's learn how to write an exciting story.*
- Ask students to talk about stories they have read. They work in pairs to discuss the following questions: *What made it exciting? What did they like about the characters? What was interesting about the story?*
- Invite pairs to share their ideas with the class.

Student Book page 28

1 Look at the picture. What is the boy doing in the forest?

- Focus students' attention on the picture and ask the question *What is the boy doing in the forest?* Elicit and accept ideas from different students. Encourage students to support their answers. Don't confirm the answer yet.

ANSWER

He's looking at pictures he's found in a cave.

2 Read and listen. 051 How did James hurt his ankle?

- Read the gist question: *How did James hurt his ankle?*
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss the question with a partner before you elicit the answer. Also ask if their predictions were correct in activity 1.

ANSWER

He was taking photos and looking up at the trees when he fell down a hill.

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 James was taking photos for his science project.
- 2 He wanted to explore.

4 Read. Then find and underline the phrases in 2.

- Read through and discuss the information with the class.
- Allow students to work in pairs to find and underline the phrases in the story.

ANSWERS

Verbs: took, fell, hurt, climb, wanted, explore, looked, saw, heard, call, walked, waved
Adverbs: suddenly, slowly, carefully
Adjectives: rocky, hidden, old, difficult, dark, cold, frightened, curious, strange

5 Write an exciting story with verbs, adverbs and adjectives.

- Ask students to turn to page 25 of their Workbook and complete activities 1 and 2 before writing their story.

Workbook page 25

1 Read the sentences. Underline the verbs, circle the adjectives and [box] the adverbs.

- Ask students to read the sentences and find and underline the verbs, circle the adjectives and box the adverbs.

ANSWERS

- Suddenly, a bright light appeared in the sky.
- I was walking slowly through the park when I heard a very loud noise
- Then, the poor old woman said something quietly.

Optional activity

Write some sentences on the board for students to underline the verbs, box the adverbs and circle the adjectives. For example:

- The boy was looking at the painting when the old woman spoke to him.
- The cat walked [slowly] towards the mouse.
- The football player ran [quickly] towards the ball and kicked it into the goal.

You could call confident students up to the board to identify the parts of speech or have students work in pairs and then check the answers as a class.

2 Look and write the verbs, adjectives and adverbs with the correct pictures.

- Ask students to look at the pictures and write the correct words next to the pictures.

ANSWERS

- ran, quickly, dark
- stormy, was travelling, enormous
- icy, painful, shiny
- bright, beautiful, flew

3 Plan a story. Choose a title, draw pictures and make notes.

- Refer students back to the story on page 28 of their Student Book. Remind students that this is what makes a story exciting, and they should use this model to help them in their own writing.
- Allow thinking time for students to complete the table.
- Walk around the classroom as students work, helping where necessary.

ANSWERS

Students' own answers

4 Write an exciting story with verbs, adverbs and adjectives! Use your notebook.

- Ask students to write their stories. Walk around the classroom as students are writing, helping where necessary.

Assessment for learning

Ask students to exchange their stories with their partner to read. Ask students to draw three stars next to something their partner did well in the story.

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 first aid guide.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet, scissors, pens and coloured pencils for each group

Warm up

- Play *Stop and say* (see *Ideas bank* page 150) to review the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Make a first aid guide*.
- Ask students to work in pairs and say first aid tips they know. Invite students to share their knowledge with the class.

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 complete. 052

- Focus attention on the sentences, then play the recording and ask students to complete them with the words in the box.

Audio transcript

- Think of some injuries and illnesses.
- Decide which ones you want to put in your first aid guide.
- Write what you ought to do for each one.
- Present your first aid guide.

ANSWERS

- injuries
- Decide
- Write
- Present

2 Watch the video. 053 What illnesses do the children include in their guide?

- Ask students *What illnesses do the students include in their guide?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 157.

ANSWER

colds and flu

2 Listen and read. 053 Then present your guide.

- Play the recording of the dialogue for 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 prepare their presentations.

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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 2, 5 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students' if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 bandage, emergency, X-ray, operation, cast, appointment, prescription, get better, sprain, painful, rash, allergy
- 2 Students' own answers
- 3 Keep the wound clean. Cover it up with a bandage.
- 4 I had my computer repaired yesterday. I had my cast changed at the hospital on Tuesday. We had our house painted last week.
- 5 Students' own answers
- 6 Students' own answers

Workbook pages 26–27

1 Write the words in the table.

- Students look at the table and complete it with the words in the box.

ANSWERS

Parts of the body: heart, wrist, organ, shoulder

Problem: allergy, sprain, rash, wound

How to get better: cast, X-ray, operation, bandage

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

- Ask students to look at the pictures and write the words.

ANSWERS

1 shoulder h 2 emergency, neck e 3 bandage a

4 ankle l 5 prescription t 6 heart, rash h

Mystery word: health

3 Write.

- Ask students to use the prompts to write affirmative or negative sentences with *ought (not) to*.

ANSWERS

1 They ought not to waste water.

2 Robbie ought to see a doctor.

3 Sam ought not to read that email.

4 We ought not to use the oven.

5 You ought to move your shoulder.

6 Laura ought not to forget her homework.

4 Write the correct question tags.

- Ask students complete the sentences with the correct question tags.

ANSWERS

- 1 weren't they
- 2 should I
- 3 won't you
- 4 was it
- 5 can't she

5 Complete. Use the causative and *it or them*.

- Ask students to complete the dialogues with the causative. Remind students to look at the tense of the verbs in the questions to work out the verb tenses for the answers.

ANSWERS

- 1 had it repaired
- 2 had / got it cut
- 3 have / get them printed
- 4 have / get it changed
- 5 had / got it cleaned

6 Complete. Write ONE word in each gap.

ANSWERS

- 1 isn't
- 2 it
- 3 having / getting
- 4 ought / (need)
- 5 doesn't
- 6 not

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

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

Jobs and places of work

Learning objectives

Students will be able to read and understand an article about jobs.

Students will be able to read and understand an adventure story.

Language

Grammar and vocabulary from units 1 and 2

Warm up

- Display the flashcards from lessons 1 and 2 on the board. Point to each picture in turn and elicit the word. Choose different students to respond.
- Ask students to choose one of the people from the flashcards without telling their partner who it is. They describe for their partner to guess.
- Tell students to look at the pictures. Ask *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether they are correct.

Student Book pages 30–31

1 Listen and read. 054 What is the webpage about?

- Tell students to look at the photos and the title and say what they think the text is about (jobs). Read the gist question: *What is the webpage about?*
- Play the recording for students to listen and follow the text in their Student Books.
- Point out the words highlighted in pink (*imagination, promoted, qualification, employ*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

Unusual jobs

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

- Ask students to read the statements and decide if they are true or false. Encourage students to look up any words they don't know the meaning of in English.

ANSWERS

- 1 T
- 2 F (A hippotherapist works with people who have problems with their bodies.)
- 3 F (Golf ball divers get balls from lakes.)
- 4 T

Mixed ability

Show weaker students that the article is divided into paragraphs. Elicit from them which section they can look at to find the answer to each question:

- Question 1 – paragraph 2
 - Question 2 – paragraph 3
 - Question 3 – paragraph 5
 - Question 4 – paragraph 6
- Stronger students can correct the false statements.

3 Would you like to do one of the jobs in the text? Why or why not?

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

ANSWERS

Students' own answers

4 Listen and read. 055 What does Felipe's grandpa want to find?

- Ask students to look at the pictures and say what they think the text is about (finding treasure). Read the gist question: *What does Felipe's grandpa want to find?*
- Play the recording for students to listen and follow the text in their Student Books.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

He wants to find hidden treasure.

5 Read again and circle the correct words.

- Ask students to read and answer the questions. Encourage students to look up any words they don't understand in English.

ANSWERS

1 sailor 2 month 3 some tea 4 Felipe

6 What does Helios mean when he says, "We often find what we want when we are looking the other way"?

- Read the question aloud and choose confident students to share their ideas.

SUGGESTED ANSWERS

When you look for things, you don't always find them until you stop looking. Change the way you look at things and then things will change.

Optional activity

Divide the class into groups of four: the narrator, Felipe, Helios, Felipe's grandpa. Ask students to practise acting out the story. Walk around the classroom as they practise, helping with any problems and correcting pronunciation. Invite different groups to act out the story for the class.

Lesson 1: Words

Learning objective

Students will be able to talk about travel.

Language

Travel: *airline, board, boarding pass, check-in desk, destination, gate, hand luggage, metal detector, security, take off*

Functional language: *Can I help you?*

Warm up

- Play *Word circles* (see *Ideas bank* page 151) with the travel words students learned in previous levels, for example, *train, tram, backpack, airport, plane, flight, travel agent, tourist*. Students work in pairs to brainstorm words.
- Invite pairs to share their words. Write them on the board as students say them.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about travel*. Ask students to share what they know about travel and if there is process that needs to be followed, for example, the check-in process, packing suitcases. Check understanding and translate to students' own language, if necessary.
- Ask students to think about the last time they travelled and the reason they travelled, for example, to visit family, to have a holiday. Students work in pairs to discuss the questions in English, as far as possible.

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 in English, for example, *an airport, passport, a ticket, and plane*.
- Tell students that they are 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.

2 Listen, point and repeat. 🎧 056

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

3 Listen and say. 🎧 057

- Play the recording, pausing after each description for students to say the travel words.

Audio transcript

- 1 This machine finds any metal objects that people are carrying. You ought not to wear a watch or carry coins when you go through this machine.
- 2 This is the part of the airport where you wait before you get on the plane. There are chairs where you can sit down. There aren't any shops or restaurants here.
- 3 This is what a plane does when it leaves the ground. It moves very quickly, then it goes up. It's very noisy when this happens!
- 4 This is when you get on a plane. You usually walk up some stairs or go through a tunnel. It's high at the top! Then you go through a door and sit down.
- 5 This is the part of the airport where people check you and the things you are carrying for dangerous objects. A man or a woman might look in your bag. You can't take things like shampoo or some drinks on a plane.
- 6 This is what you take with you when you go on a plane. It's usually small, and it's got things that you might need on the flight, for example, a book or a tablet.

ANSWERS

- 1 metal detector 2 gate 3 take off 4 board
5 security 6 hand luggage

4 Complete.

- Students read through the text in pairs. Check their understanding by asking *What happened in the text?*
- Ask students to read the text again and complete the sentence frames with the travel words.
- Students read the sentences in pairs and compare their answers in pairs.

ANSWERS

- 1 security 2 metal detector 3 gate 4 board
5 take off 6 hand luggage

5 Listen, point and repeat. 🎧 058

- 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 words.

6 Read and write the words. Listen and check. 🎧 059

- Tell students to look at the text and ask what kind of text it is and what it is about. Elicit that it is an email to a friend about a trip.
- 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.
- Play the recording for students to check their answers.

ANSWERS

check-in desk, boarding pass, airline, destination

7 Read again and complete.

- Ask students to read the text in activity 6 again. Then they read the questions and answer using the sentence frames.

ANSWERS

- 1 check-in desk 2 boarding pass 3 airline
4 destination

8 Listen and repeat. 060 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 way of asking for help.
- Model another dialogue for the class. Choose *I get my boarding pass* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to ask for and about travel information using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping or correcting where necessary.

Assessment for learning

Ensure that students are familiar with discussing travel in their own language. Generate interest by asking *Where would you like to go?* Personalizing new language will help the students to develop interest to learn more about travel in English.

Global skills: communication and collaboration

Students may need to ask for travel information in the future. By practising this activity, they are learning to communicate effectively and find important information. Students are collaborating by taking turns to choose information to ask about, which is also an important skill for them to practise.

Team Up! 1 [DOWNLOAD](#)

- Students look at their worksheets and take turns to describe it to their partner. They then try to find six differences.

Workbook [pages 28–29](#)

1 Write the number.

- Students look at the image and label with the correct numbers.

ANSWERS

(from left to right) metal detector, gate, security, hand luggage, take off, board

2 Read and write. Use the words from activity 1.

- Students read the descriptions and write the correct travel word definitions from activity 1.

ANSWERS

1 take off 2 security 3 metal detector 4 gate
5 hand luggage 6 board

3 Complete. Use the correct form of the words from activity 2.

- Students read the text and complete it with the words from activity 2. Point out that students need to use contextual clues to work out the correct form of the verbs.

ANSWERS

1 gate 2 board 3 takes off 4 hand luggage
5 security 6 metal detector

4 Do you like flying? Why? Why not?

- Students read and answer the questions. They can discuss their answers in pairs.

ANSWERS

Students' own answers

5 Number the sentences in the order they happen.

- Students read and order the events.

ANSWERS

1 f 2 g 3 j 4 d 5 a 6 i 7 h 8 b 9 e 10 c

6 Complete. Use the words from activity 5 and the past simple where necessary.

- Students read and complete the text with the correct form of the words from activity 5.

ANSWERS

1 hand luggage 2 airline 3 check-in
4 boarding pass 5 boarded 6 took off
7 destination

7 Complete the dialogues.

- Ask students to read and complete the dialogues using the phrases in the box.

ANSWERS

1 Can I help you? / Can you tell me what time / Can you tell me how much hand luggage
2 Can I help you? / Can you tell me which airline/ Can you tell me where the check-in desk

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk about actions they started in the past and have recently stopped.

Language

Present perfect continuous with time expressions:

We've been waiting here for two hours. We've been playing this game for an hour.

Present perfect continuous: *I've been swimming in the sea. I haven't been using my phone very often.*

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

- Tell students that in today's lesson, they are going to talk about actions they started in the past.
- Ask students to share the actions that they have done in the morning or the previous night. You can list these on the board. Don't worry about the language structure as this will be covered in the unit.

- Ask students to look at page 34 of their Student Book and find the lesson objective: *Let's talk about actions we started in the past.*

Student Book pages 34–35

1 Listen and read. 🎧 061 What are Hector and Nina waiting for?

- 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: *What are Hector and Nina waiting for?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again. Then ask questions to check understanding, for example, *How long have they been waiting at the airport? (2 hours) Why are the children playing games? (because they are bored of waiting).*
- Students read and role play the dialogue.

ANSWER

They are waiting for their flight to leave.

2 Listen and read. 🎧 062

- 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 the example sentences.
- Read through the *Look!* box with the students.

Grammar

Point out to students that we use the present perfect continuous to talk about events that started in the past and still happen in the present. Explain that we often use time expressions such as *for*, *since*, *all morning*, *all day* with the present perfect continuous to show how long the action has been happening.

3 Listen and circle the correct words. 🎧 063

- Play the recording for students to listen to the dialogue.
- Students read the sentences and circle the correct option.
- Play the recording again for students to listen and check their answers.

Audio transcript

Amira Hello, Yasmin. How are you?

Yasmin Hi, Amira. I'm so tired! We've been waiting at the airport since 6 o'clock this morning!

Amira Six o'clock! Why did you get there so early?

Yasmin My dad thought it would be busy at the check-in desk.

Amira Oh no! Did you have to wait a long time?

Yasmin No, it was very quick! Now we've been sitting in a café for an hour and I want to go to sleep!

Amira What is your little brother doing?

Yasmin Well, he's been reading a book for half an hour with my dad, but now he's bored. I think he'll sleep when he's on the plane.

Amira Are you excited about your holiday?

Yasmin Yes, we're all very excited! I've been thinking about the beach all morning. It's so beautiful!

Amira You will send me lots of photos, won't you?

Yasmin Yes, I will! Bye, Amira.

Amira Bye, Yasmin. Have a great holiday!

ANSWERS

- 1 since 6.00 a.m. 2 sitting in a café 3 reading
4 all morning

4 Complete.

- Ask students to complete the sentences with the present perfect continuous form of the verbs in brackets.

ANSWERS

- 1 've / have been travelling 2 's / has been looking
3 've / have been waiting 4 have been watching

Mixed ability

Allow weaker students to complete activity 4 in pairs. Fast finishers can write two sentences using the present perfect continuous and share them with a partner.

5 Talk with your partner about your hobbies.

- Ask two students to read the example dialogue.
- Give students time to come up with ideas. Then they take turns to say their ideas in pairs.

6 Listen and read. 🎧 064 Where is Adam now?

- Ask students to look at the photo and say what they think the text is about (travel). Read the gist question: *Where is Adam now?* with the class.
- Play the recording for students to listen and follow the text.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

He's in Corfu in Greece.

7 Listen and read. 🎧 065

- Play the recording for students to listen to the grammar explanation and follow the example sentences.
- Students work with a partner, taking turns to read out the example sentences.
- Read the *Look!* box for students to follow in their Student Books. Point out the use of *because* with the present perfect continuous to explain a situation.

8 Complete.

- Ask students to complete the sentences. Students can work in pairs to complete the task.

ANSWERS

- 1 hasn't been snowing 2 have been choosing
3 haven't been taking 4 have been playing
5 has been trying

9 Write sentences.

- Ask students to read the prompts and make sentences using the present perfect continuous.
- Students can compare their answers in pairs.

ANSWERS

- 2 Marta is tired because she hasn't been sleeping well.
3 They're happy because they've been playing tennis.
4 We're late because we've been looking for your house.

Mixed ability

Allow weaker students to work with a partner to complete the task. Stronger students can work independently and then compare answers with a partner.

Assessment for learning

Ask students *How long have you been learning English? Ask Are you still learning English now?* (Yes). Elicit answers from the class.

Team Up! 2 **DOWNLOAD**

- Students cut out the cards and place them face down in the middle of the game board. They then make game pieces, using items like erasers or stones. Students then take turns to pick up a card, look at the picture and say what's been happening. If they answer correctly, they move forward one space. If they get the answer wrong, they stay where they are on the board.

Workbook **pages 30–31**

1 Circle the correct words.

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

ANSWERS

1 been 2 waiting 3 since 4 for 5 I've been raking

2 Complete. Use the present perfect continuous of the verbs in brackets.

- Ask students to read and complete the sentences with the present perfect continuous form of the verbs in brackets.

ANSWERS

1 've / have been playing 2 's / has been studying
3 've / have been shovelling 4 have been making
5 's / has been living 6 've / have been trying

3 Read and write. Use the present perfect continuous.

- Students read the sentences and use the prompts in the box to write sentences in the present perfect continuous.

ANSWERS

2 She's / has been running for 90 minutes.
3 I've / have been singing all evening.
4 He's / has been playing in the snow all afternoon.
5 We've / have been watching planes take off all day.
6 You've / have been listening to music in bed since nine o'clock this morning.

4 Complete.

- Students read and complete the sentences with the correct phrases in the box.

ANSWERS

1 's been listening 2 've been swimming
3 hasn't been drinking 4 've been watching
5 haven't been sleeping

5 Look and write.

- Students look at the pictures and the table. They complete the sentences using the information and phrases from the table.

ANSWERS

- 2 Ann hasn't done her homework because she's been chatting with friends.
- 3 Tina and Rick aren't happy because they've been waiting an hour for a bus.
- 4 You aren't hot because you haven't been sitting in the sun.
- 5 The girls have got a backache because they haven't been sleeping in a bed.

6 Write sentences that are true for you.

- Students use the words in the box to write true sentences about themselves using the present perfect continuous.

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 and ask about holiday activities.

Language

Holidays: accommodation, backpacker, brochure, by air, by land, by sea, tour guide, waiting room

Present perfect continuous questions: *Have you been eating lots of nice food? Yes, I have.*

Warm up

- Play *Can you remember?* (see *Ideas bank* page 150) with the flashcards from lesson 1.

Lead-in

- Ask students to find the learning objective on page 36 of their Student Book: *Let's talk and ask about holiday activities.*
- Use the flashcards from lesson 1. Tell students about your last holiday using the words.
- Ask *What are we learning about today?* Invite different students to make suggestions. Encourage them to use English as much as possible.
- Ask students to discuss their favourite holiday activities in pairs.

Student Book **pages 36–37**

1 Listen and read. 🎧 066 Who was nice?

- Focus students' attention on the photos. Choose a student and ask what the text is about (a trip).
- Play the recording and ask the question *Who was nice?* Elicit the answer from the class.
- In pairs, students role play the dialogue. Play the recording again, if necessary.

ANSWER

The tour guide was nice.

2 Listen, point and repeat. 🎧 067

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

3 Circle the correct words.

- Ask students to read the sentences and circle the correct option.
- Students can compare answers in pairs.

ANSWERS

1 sea 2 backpacker 3 waiting room 4 air

4 Write.

- Students read the descriptions and write the matching travel word.

ANSWERS

1 tour guide 2 accommodation 3 brochure 4 by land

5 Describe and guess.

- Role play the example with a confident student. Students work in pairs. One student describes a travel word. The other student guesses the word. Students swap roles.

ANSWERS

Students' own answers

6 Listen and read. 🎧 068

- If you are using the Classroom Presentation Tool, ask students to close their book. Show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students 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 follow the example sentences in their books.
- Point out that we can use *How long* in questions to find out the length of time the action has been happening. Ask students *When did you wake up today? What time is it now? How long have you been awake?*
- Ask students to work with a partner, taking turns to read the question and answer.

7 Match. Then listen and check. 🎧 069

- Ask students to read the questions and answers. They match the answer with the corresponding question.
- Play the recording again for students to check.

ANSWERS

1 c 2 a 3 e 4 b 5 d

8 Look and write questions and answers.

- Ask students to look at the pictures and elicit what is happening in each one. Students use the prompts to write a matching question and answer about each picture.
- Ask students to compare their answers in pairs before checking as a class.

ANSWERS

- 1 How long have we been driving? We've been driving for two hours.
- 2 Has it been snowing all morning? No, it hasn't.
- 3 How long have they been waiting? They've been waiting for 45 minutes.
- 4 Has she been taking lots of photos? Yes, she has been taking lots of photos.

Mixed ability

Support weaker students by building up the sentences gradually. Start by focusing on the subject pronoun in the sentence and elicit the present perfect continuous they should use for each subject pronoun, for example, *We have been driving*. Encourage stronger students to write two example sentences and share with a partner.

9 Listen and read. Then sing. 🎧 070–071

- 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 recording of the song for students to listen and follow the words.
- Play the recording of the song again for students to sing along.
- You can 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**

- Ask students to sing the song *Holiday Time!* again. They then read and write two new verses for the song. When they have finished, invite pairs to sing the new verses for the class.

Workbook pages 32–33**1 What are they talking about? Circle the correct words.**

- Students read and circle the correct phrases.

ANSWERS

1 travelling by sea 2 the waiting room 3 a backpacker
4 travelling by air 5 a tour guide 6 brochure

2 Order the letters and complete the sentences.

- Students arrange the letters in the correct order to make words to complete the sentences.

ANSWERS

2 tour guide 3 accommodation 4 waiting room
5 by land 6 brochure

3 Complete. Use the words from activity 1.

- Students look at the pictures and complete the sentences with the correct travel words.

ANSWERS

1 by land, by sea 2 by air 3 backpacker, tour guide
4 accommodation

4 Answer the questions in activity 3 for you.

- Students write answers to the questions in activity 3 which are true for them.

ANSWERS

Students' own answers

5 Match.

- Students read and match the questions to the answers.

ANSWERS

1 d 2 b 3 e 4 a 5 c

6 Complete. Use the present perfect continuous.

- Students complete the questions with the subject pronouns and present perfect continuous form of the verbs in brackets.

ANSWERS

- 2 Have you been writing all morning?
- 3 Has it been snowing all night?
- 4 Have they been planting trees all afternoon?
- 5 Have your friends been baking cupcakes for the party?

7 Write questions and answers. Use *How long ... ?* and the prompts in brackets.

- Students look at the pictures. They write questions and answers using *How long* and the present perfect continuous.

ANSWERS

- 1 A How long has she been playing football?
B She's been playing football since three o'clock.
- 2 A How long has he been cooking?
B He's been cooking for two hours.
- 3 A How long have you been driving?
B I've been driving since 8.30 this morning.
- 4 A How long have they been waiting?
B They've been waiting all day.
- 5 A How long has he been sleeping?
B He's been sleeping all afternoon.

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 and understand a story about a trip.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to discuss their last holiday with their partner. Tell them to explain how they travelled and what they did. Encourage pairs to report back to the class.
- Ask students to look at page 38 of their Student Book and find the learning objective: *Let's read a story about a trip.*

Student Book pages 38–39

1 Look at the pictures. What are the family doing?

Ask students to look at the story pictures and ask *What are the family doing?* and elicit answers.

ANSWER

They are listening to a tour guide and looking at a map.

2 Listen and read. 🎧 072 How does Max help his family?

- Tell the class that they are going to listen and read the story. Point out Max, his mum, his dad and his sister. Elicit Olivia.
- Focus on the pictures and ask the gist question: *How does Max help his family?* Invite students to make predictions.
- Play the recording while students follow the story. Choose a student and ask the gist question again. Elicit the answer.
- Play the recording again.

ANSWER

He speaks Spanish and asks for directions.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there are no wrong answers.
- Read the sentences aloud.
- 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.

4 Read again. Number the sentences in order.

- Ask the students to read the story again silently.
- When they are finished, ask students to work with a partner to read the sentences and put them in order. Walk around the classroom, helping students where necessary.

ANSWERS

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

5 Circle the correct words.

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

ANSWERS

1 Max 2 6.30 3 platform 4 4 Max

6 Read and answer.

- Ask students to read and answer the questions.
- Students can check their answers in pairs before checking as a class.

ANSWERS

- 1 They have been travelling for three weeks.
- 2 The parents are travel writers and they are writing a book about Argentina.
- 3 They are listening to a tour guide.
- 4 They are catching a train to Santa Fe.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Max asks for help when they get lost.
- Look at the second question. Elicit that Max used language skills.
- Look at the third question. Determine that Max asks for help.
- Look at the fourth question. Elicit answers from the class.

ANSWERS

- 1 Max asks someone for directions.
- 2 He can speak Spanish.
- 3 He asks at the ticket office.
- 4 (Example) It is helpful to speak another language. It is good to ask questions.

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in the students' own language. Ask *What does the story tell us?* (Try to solve problems). Invite different students to make suggestions about how they have solved a problem.

Team Up! 4 DOWNLOAD

- Ask students to take turns to read the problems and suggest solutions to move through the maze.

7 Home-school Read the story at home.

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

Workbook pages 34–35

1 Look at the pictures. Who does Liza draw?

- Focus on the pictures and discuss who Liza draws.

ANSWER

the woman (in the long coat / with the ponytail / who is following the backpackers)

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. Circle.

- Students read the story again and choose the correct answers to the questions.

ANSWERS

- 1 by sea 2 a meal 3 were
- 4 backpackers 5 drew a picture

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

- Students read the sentences and write T or F.
- Encourage them to read the story again to check their answers.

ANSWERS

- 1 F (Liza met two backpackers.)
- 2 T
- 3 F (The woman did not want to talk to Liza.)
- 4 F (Liza had been taking photos.)
- 5 T

5 Read. Who is thinking? Match a–e to 1–5.

- Ask students to read the thought bubbles and match them to the people.

ANSWERS

- 1 c (Liza met two backpackers.)
- 2 d
- 3 e (The woman did not want to talk to Liza.)
- 4 a (Liza had been taking photos.)
- 5 b

6 Complete for you.

- Ask students to think about 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.

Lesson 5: Skills and Culture

Learning objective

Students will learn about national parks in USA and South Africa.

Language

National parks in the USA and South Africa: *cabin, canyon, endangered species, trail*

Warm up

- Play *Correct me!* (see *Ideas bank* page 152) to review the story in lesson 4.
- Divide the class into two teams. Read aloud the following sentences for teams to take turns to correct: *Max and Olivia travel around Argentina on their own.* (They travel with their parents.) *They've been staying in Buenos Aires for four days.* (three days) *Their dad knows where the train station was.* (He uses a map to try to find the train station.) *Olivia asks a man in a shop for directions.* (Max asks for directions.) *Their train is on platform 1.* (It is on platform 4.)

Lead-in

- Ask the class to look at the photos on pages 40 and 41 of their Student Book and try to work out which countries they will be learning about today (USA and South Africa). If possible, ask students to find them on a map.
- Ask students to find the learning objective on page 40 of their Student Book. Write it on the board: *Let's learn about national parks in USA and South Africa.* Discuss the meaning of a national park. Elicit from students that it is an area of special scenic, historical, or scientific importance set aside and maintained by a national government.

1 Listen, point and repeat. 🎧 073

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

2 Listen and say the number. 🎧 074

- Focus on the photo of Kelly. Tell students that they are going to hear Kelly talking about a national park. Explain that they must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi! I'm Kelly. I live in the USA and I went to the Grand Canyon with my family last summer. It was amazing! The Grand Canyon is huge. The canyon was made a very long time ago by the Colorado River. The water in the river was very strong when it went through the mountains. You can see different kinds of rocks in the canyon walls. Most of it is red or dark brown.
- The Grand Canyon is a national park where you can explore rivers and forests. There are lots of animals and birds here. Some of the animals, like the bald eagle, are endangered species. This means that in the natural world, these animals are in danger, and we should protect them. The national park is important because the animals are safe here.
- During the day, we followed a trail next to the canyon. This was a path that went through the forests and the mountains. Sometimes it was easy to walk on, but sometimes it was quite steep. The trail was easy to follow, though, and we didn't get lost!
- We stayed in a cabin when we were in the national park. It was a small wooden house in the forest, with two bedrooms and a small bathroom. It was very quiet there, and it was a great place to stay.

ANSWERS

canyon 2 endangered species 3 trail 1 cabin 4

3 Listen to Kelly and answer. 🎧 075

- Tell the class that they are going to hear Kelly talking about a trip to the Grand Canyon. They must listen and answer the questions.
- Have students read the questions before they listen.
- Play the recording, pausing for students to write the answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Last summer I went to the Grand Canyon National Park with my family. The canyon is nearly 450 kilometres long! The Colorado River goes through the canyon, which is important for the animals and plants that live there. Some of the birds and plants in the national park are endangered species. There are lots of things to do and see at the Grand Canyon. We hiked on trails in the mountains. We saw eagles flying above the forests, and beavers in the river. The tour guide said that mountain lions live there, but people don't often see them because they live in quiet places.

We stayed in a wooden cabin in the forest. It was small, but I liked it because it was very quiet and comfortable. We did lots of hiking, so I was very tired every night!

People have been living in this area for thousands of years, and a small group of people live there now. I think it would be a beautiful place to live, but it was very hot when we were there. The people who have been living there for a long time understand the natural world, but it can be dangerous for visitors.

We went in June, and it was the Annual Star Party. At the Annual Star Party, astronomers from all over the USA meet to look at stars with their telescopes. I used a telescope for the first time. It was amazing. I could see the stars and planets so clearly.

Our trip to the Grand Canyon was fantastic! I would like to go back and ride on the train in the north part of the park.

ANSWERS

1 the mountain lion 2 It was quiet and comfortable.
3 It is very hot. 4 the Annual Star Party

4 Watch the video. ▶ **Why are scientists interested in the Grand Canyon?**

- Play the video to the class for students to watch and answer the question.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript see page 158.

ANSWER

Because there are lots of different types of rocks.

5 Listen and read. 🎧 076 **Then talk with a partner.**

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer which national park they would like to visit.
- Walk around the classroom as students talk, helping where necessary.
- Invite some of the pairs to role play their conversation for the class.

Global skills: intercultural competence and citizenship

Discuss the difference between national parks and nature reserves in the USA and those in students' own countries. Ask *How is our country the same? How is it different?* Elicit answers from different students around the class. Discuss, in the students' own language, why it's important to look after wildlife and how we should behave when we visit national parks or other natural areas in different countries.

Workbook page 36**1 Read. What activities can you do in Yellowstone National Park?**

- Students scan the text to find out what activities people can do at the park and note them down.

ANSWERS

rock climbing, hiking, fishing, horse riding

2 Read again. Answer the questions. Write short answers.

- Ask students to read the text and questions. They then answer the questions.

ANSWERS

- 1 Four million people
- 2 no / No, they haven't.
- 3 Some people haven't been taking their litter home with them. Some people haven't been following the trails.
- 4 in a cabin (near a stream)
- 5 by air
- 6 He's been working there for ten years. / He's a tour guide there.

3 Answer the questions. Write.

- Encourage students to write longer answers to the questions after reading the questions and text.

ANSWERS

Students' own answers

Student Book page 41

6 Look at the photos. What big animals can you see?

- Look at the photo of Henry. Ask *Where is Henry from?* (South Africa). Ask students what they know about South Africa.
- Ask students to look at the rest of the photos and describe what they can see.

ANSWERS

some elephants and a pangolin

7 Listen and read. 077 How can you travel around the Kruger National Park?

- Play the recording for students to follow the text in their Student Books.
- They discuss the question *How can you travel around the Kruger National Park?* in pairs before you elicit the answer.

ANSWER

You can drive a jeep or go on a bus tour.

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

- Ask the students to read the statements and decide if they are true or false.
- They read the text again to check their answers.

ANSWERS

1 T 2 F (The 'big five' are elephants, rhinos, lions, leopards and buffalos.) 3 F (The Cape Pangolin has a long tail.) 4 T

Mixed ability

Weaker students can work in pairs. Stronger students can correct the false statements.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping with language where necessary.

ANSWERS

Students' own answers

Team Up! 5 DOWNLOAD

- Students read the information on their cards and take turns to ask and answer questions for their 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 an opinion essay.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Three in a row* (see *Ideas bank* page 152) to review vocabulary from the unit. Read out the following sentences:
 - 1 When you go through this you have to remove all metal objects. (metal detector)
 - 2 This is when a plane rises into the air. (take off)
 - 3 This is a bag you take on a plane. (hand luggage)
 - 4 You take a train or car to travel this way. (by land)
 - 5 You fly in a plane to travel this way. (by air)
 - 6 You need this to get on a plane. (boarding pass)
 - 7 This is a kind of accommodation in a national park. (cabin)
 - 8 This is the place you are going to. (destination)
 - 9 This is a path through a national park. (trail)

Lead-in

- Write the learning objective on the board: *Let's learn how to write an opinion essay.*
- Elicit different forms of travel from students. They work in pairs and discuss the following questions: *Which kind of travel do you think is most popular for long distances? What is an advantage and a disadvantage of this type of travel?* Encourage pairs to share their ideas with the class.

Student Book page 42

1 Look at the photo. What type of travel is the essay about?

- Focus on the picture and ask the question *What type of travel is the essay about?* Elicit the answer from the class. Recap the vocabulary item *by air*.

ANSWER

air travel

2 Read and listen. 078 Why is this type of travel popular?

- Read the gist question: *Why is this type of travel popular?*
- Play the recording for students to follow the text.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer.

ANSWER

It is cheap and safe.

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 It damages the environment, and you can't stop and explore things on the route.
- 2 Students' own answers

4 Read. Then find and underline the phrases in 2.

- Read the information with the class.
- Ask students to find and underline the phrases in the essay.

5 Write an opinion essay about using public transport.

- Ask students to turn to page 37 of their Workbook and complete activities 1 and 2 before writing their opinion essay.

Workbook page 37

1 Read. Who feels best about the public transport in their country? Why?

- Ask students to read the speech bubbles and decide who feels best about public transport in their country.

ANSWER

Zara, because public transport is free for everyone to use in her country, so there is less pollution.

2 Write the connecting words in the correct place.

- Students read the descriptions and write the connecting words in the correct place.

ANSWERS

- 1 in addition, consequently
- 2 however, nevertheless
- 3 therefore

3 Plan your ideas.

- Refer students back to the essay in their Student Book. Remind students how to connect ideas in an essay. They should use this model to help them in their own writing.
- Allow time for students to complete their planning.
- Monitor the class as students work, helping where necessary.

ANSWERS

Students' own answers

4 Write an opinion essay about using public transport. Use your notebook.

- Ask students to write their opinion essay. Monitor and help as needed.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their essay with their partner to read. Ask students to draw three stars next to something their partner did well in the essay. 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 and play a travel game.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages) for each student

Warm up

- Play *Find the answer* (see *Ideas bank* page 152).

Lead-in

- Write this unit's project on the board: *Make and play a travel game.*
- Ask students if they know any board games, and which are their favourite. Ask *Do board games help you learn English?* Invite students to share their knowledge with the class.

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 play their game.

1 Listen and number the project steps in order.

🎧 079

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

ANSWERS

1 c 2 b 3 a 4 d 5 e


2 Watch the video. 🎥 What answer does Lily read out?

- Ask students the gist question: *What answer does Lily read out?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript see page 158.

ANSWER

We've been travelling for two weeks.

3 Listen and read.  080 **Then play the game.**

- Play the recording of the dialogue for 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 prepare their presentations.

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 the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 4 or 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 board, check-in desk, take off, by land
- 2 Students' own answers
- 3 elephants, rhinos, lions, leopards, buffalos, pangolins, tortoises, etc.
- 4 How long have you been learning English? How long have you been living in your house?
- 5 I haven't been waiting for two hours. She hasn't been travelling around the world since April.
- 6 Students' own answers

Workbook pages 38–39

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

- Students read the statements and write *T* or *F*.

ANSWERS

- 1 F (You travel by bike.)
- 2 F (Your destination is the end of your journey.)
- 3 T
- 4 F (A passport control agent checks your passport.)
- 5 T
- 6 F (Tourists listen to tour guides.)

2 Write.

- Ask students to read the clues and complete the puzzle.

ANSWERS

Across: 2 trail 4 cabin 8 luggage 9 security
Down: 1 canyon 3 land 5 airline 6 gate
7 boarding

3 Complete. Then circle the answers that are true for you.

- Ask students to read and complete the questions. Then circle the answers that are true for them.

ANSWERS

- 1 accommodation 2 endangered species 3 land
- 4 sea 5 takes off

Students' own answers

4 Complete. Use the present perfect continuous.

- Ask students to complete the sentences with the present perfect continuous of the verbs in brackets.

ANSWERS

- 2 's been hiking
- 3 haven't been chatting
- 4 have you been looking at
- 5 hasn't been watching

5 Write statements and questions. Use the present perfect continuous and *for, since* or *all*.

- Ask students to use the prompts to make statements or questions with the time expressions *for, since* or *all*.

ANSWERS

- 1 They've been shovelling snow for 45 minutes.
- 2 Have you been living here since 2019?
- 3 We haven't been sitting down for a long time.
- 4 It's been raining all morning.
- 5 Has Emma been picking up litter all day?

6 Complete the dialogue. Use the present perfect continuous.

- Ask students to complete the dialogue with the present perfect continuous form of the verbs in the box.

ANSWERS

- 1 have you been doing 2 Have you been running
- 3 Have you been waiting 4 haven't been waiting
- 5 've been shopping 6 've been looking for

Assessment for learning

Ask students to look back through the lessons in this unit 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

- 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 types of art.

Language

Types of art: *collage, exhibition, frame, landscape, installation, mobile, mural, portrait, sculpture, sketch*

Functional language: *What do you think of...? I really like it.*

Warm up

- Play *Minute Race* (see *Ideas bank* page 151) with the art words students learned in previous levels, for example, *artist, art gallery, do art, art room, painting, paint pictures, draw, cartoon, glue, paint, paint brush, crayons, chalk*. Students work in pairs to brainstorm words.
- Invite pairs to share their words with the class. Write them on the board as students say them.

Lead-in

- Stick the lesson flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Remind them that they shouldn't try to name what they see, as they will learn the words later. Ask the class *What are we learning about today?* Choose a student to answer.
- Write the learning objective for the lesson on the board *Let's talk about types of art.*
- Students work in pairs. They try to think of all the words connected with art that they know in English.

Student Book pages 44–45

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book. Encourage students to share their knowledge with the class by naming some of the things they can see in English, for example, *artist, art gallery, painting*.
- Tell students that they are 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.

Optional activity

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

2 Listen point and repeat. 🎧 081

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

3 Listen and say. 🎧 082

- Play the recording, pausing after each description for students to say the type of art.

Audio transcript

- 1 This is a big painting on an indoor or outdoor wall. It might show things like animals or people. People often use bright colours for these. There are sometimes words with the pictures, too.
- 2 This is a drawing on paper. You use a pencil to do this. It's often done quite quickly. People sometimes make one of these before they make a big painting.
- 3 This is a picture made from different things, like paper, photos, drawings or materials. The different things are put together with glue.
- 4 This is a big piece of art that is designed for a place. It's usually made of different materials. It sometimes has lights and music, too.
- 5 This is a piece of art that is hung from a ceiling. If you look up, you can see it! It has small objects, and they move.
- 6 This is an object or shape made from wood, metal or stone. An artist carves the wood, metal or stone to make this.

ANSWERS

- 1 mural 2 sketch 3 collage 4 installation
5 mobile 6 sculpture

4 Complete.

- In pairs, students read through the text. Ask questions to check their understanding.
- Ask students to read the text again and complete the sentence frames with the art vocabulary.
- Students read the sentences and compare their answers in pairs.

ANSWERS

- 1 sketch 2 mural 3 sculpture 4 collage / mobile
5 collage / mobile 6 installation

5 Listen, point and repeat. 🎧 083

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

6 Read and write the words. Listen and check.

🎧 084

- Tell students to look at the text and ask *What kind of text it is?* (a leaflet / poster) *What do you think it is about?* (An advert for an event).
- Read the text aloud for students to follow in their Student Book.
- Students read the text again and write the missing words in the gaps, using the labels below the photos.
- Play the recording for students to listen and check their answers.

ANSWERS

exhibition, portrait, frames, landscape

7 Read again and complete.

- Ask students to read the text in activity 6 again. They then read the sentences and write the words.

ANSWERS

1 exhibition 2 portrait 3 frame 4 landscape

8 Listen and repeat. 085 Then make a new dialogue and practise.

- Focus students' attention on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the sentence structure and explain that this is a way of asking someone's opinion.
- Model another dialogue for the class. Choose the words *a sculpture* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to talk about art, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping or correcting where necessary.

Assessment for learning

Ensure that students are familiar with discussing art in their own language. Generate interest by asking *What art do you like and not like?* Personalizing new language will help students to develop interest to learn more about art in English.

Team Up! 1 DOWNLOAD

- Students work in pairs to describe an art exhibition.

Workbook pages 40–41

1 Look and write.

- Students look at the pictures and write the correct words from the box.

ANSWERS

1 sculpture 2 sketch 3 mural 4 installation
5 collage 6 mobile

2 Write. Use the words from activity 1.

- Students read the descriptions and write the correct words from activity 1.

ANSWERS

1 mural 2 collage 3 sculpture 4 mobile 5 sketch
6 installation

3 What are the students going to do during Art Week? Write.

- Guide students to use the provided information to write sentences about what art activity will be done each day.

ANSWERS

1 On Monday, we're going to do a sketch.
2 On Tuesday, we're going to make a sculpture.
3 On Wednesday, we're going to paint a mural.
4 On Thursday, we're going to make a collage.

4 Match.

- Students match the words to the definitions.

ANSWERS

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

5 Complete.

- Students complete the text with the correct words.

ANSWERS

1 sketch 2 frame 3 collage 4 portrait 5 landscape
6 exhibition

6 Complete the dialogues.

- Students look at the information and complete the dialogues. They use the emoticons to help them complete the dialogues.

ANSWERS

2 What do you think of this landscape?
I really like it. It's beautiful.
I don't like it. I think the colours are too dark.
3 What do you think of this mural?
I quite like it. I think the colours are too bright.
I really like it. I think it's pretty.

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 unreal or unlikely present and future events.

Language

Second conditional affirmative statements: *If I met this artist, I would ask him what he was thinking when he did this painting.*

Second conditional negative statements: *If we didn't have school tomorrow, I would go to the art gallery.*

Warm up

- Play a game of *Line of three* (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

- Tell students that in today's lesson, they are going to talk about unreal or unlikely present and future events.
- Ask students to imagine meeting their favourite artist. Ask them to describe their reactions to a partner. Then ask pairs to share their ideas with the class. Ask *Is this situation real or imaginary? (imaginary) Do you think you will meet your favourite artist? (no)*
- Ask students to look at page 46 of their Student Book and find the lesson objective *Let's talk about unreal or unlikely situations.*

1 Listen and read. 086 **What is the sculpture made of?**

- Focus on the team characters in the grammar 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: *What is the sculpture made of?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What is the installation made of? (mirrors) Have they met the artist who painted the landscape? (no) Can Omar make sculptures? (no)*

ANSWER
metal

2 Listen and read. 087

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we use the second conditional to talk about unreal or imaginary situations. We use the past simple to show the situation is not likely.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students to read through the *Look!* box with a partner.

Optional activity

Write some second conditional statements on the board, for example, *If I had some paints, I would paint a picture. If I saw a beautiful bird, I would try to draw it.* Ask students to identify the verb tenses in each sentence (past simple and second conditional).

3 Circle the correct words. Add commas if you need to.

- In pairs, students read the sentences and circle the correct option. They can add commas, where necessary.

ANSWERS

- 1 If I was an artist, I would make sculptures of animals.
- 2 I would tell you if my sketch won a prize.
- 3 If they could travel to the future, they would go to 2100.
- 4 We would make an art installation if we had a big room to use.
- 5 If I had some material and some paper, I would make a collage.

4 Talk about unreal or unlikely events.

- Ask two students to read the example dialogue aloud.
- Allow students time to use the vocabulary and sentence structure to write a similar dialogue with a partner. They then take turns to role play their dialogue in pairs.

5 Listen and read. 088 **Have they got school tomorrow?**

- Ask students to look at the photo and say what they think the text is about (seeing an art exhibition / museum). Read the gist question: *Have they got school tomorrow?*
- Play the recording for students to listen and follow the text.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

Yes, they have.

6 Listen and read. 089

- Play the recording for students to listen to the grammar explanation and follow the example sentences.
- Students work with a partner, taking turns to read the example sentences aloud.
- Read the *Look!* box for students to follow in their Student Books.

7 Match.

- Ask students to match the two parts of the second conditional sentences. Students can work in pairs to complete the task.

ANSWERS

1 d 2 c 3 b 4 a 5 e

8 Complete.

- Ask students to read and complete the sentence frames with the correct second conditional verb tense.

ANSWERS

- 1 wouldn't go, didn't like
- 2 wouldn't miss, didn't wake up
- 3 went, wouldn't visit
- 4 didn't have, would read

Mixed ability

Support weaker students by eliciting which tense they should use for each part of the sentence. Stronger students can work independently and then compare answers with a partner.

Assessment for learning

Ask *Have you been to an art exhibition or a museum? What did you think?* Elicit answers from the class.

Team Up! 2 **DOWNLOAD**

- Students read the questionnaire and role play with a partner.

Workbook pages 42–43

1 Circle the correct words. Then underline all the past simple verbs.

- Ask students to read and circle the correct option to complete each sentence. They then underline the past simple verbs.

ANSWERS

- 1 You would see the installation if you went to the exhibition.
- 2 If I bought that mobile, I'd hang it above my bed.
- 3 If Lu was a director, she would make documentaries.
- 4 I would take a paracetamol if I had a headache.
- 5 If you painted a portrait of me, I would put it in a frame.
- 6 Your picture would be a collage if you stuck those photos on it.

2 Complete the second conditional sentences. Use the verbs in brackets.

- Ask students to read and complete the sentences with the correct tense of the verbs in the brackets.

ANSWERS

- 1 would put 2 had 3 we'd paint / would paint
4 they'd see / would see 5 could swim 6 ate

3 Write. Use the second conditional. Add commas (,) where necessary.

- Students use the prompts to write second conditional sentences.

ANSWERS

- 1 We would be so happy if we won the art competition.
2 If he was an astronaut, he'd visit the moon.
3 If they went to the theme park, they'd go on the roller coaster.
4 She'd make a sculpture if she had some wood.

4 Write *didn't*, *wasn't*, *weren't* or *wouldn't*.

- Students complete the sentences with the options.

ANSWERS

- 1 wouldn't 2 didn't 3 wouldn't 4 wouldn't, didn't
5 weren't, wouldn't 6 wasn't

5 Write the sentences using the second conditional. Use commas (,) if necessary.

- Students rewrite the sentences in the second conditional using the words in brackets.

ANSWERS

- 1 You wouldn't be hungry in the afternoon if you ate your lunch.
2 We wouldn't go to the art gallery if we didn't like art.
3 If I had some pencils, I'd do lots of sketches.
4 If he wasn't an artist, he wouldn't live there.
5 I'd play tennis if my ankle didn't hurt all the time.
6 If the paintings weren't so expensive, Lisa would buy them all.

6 Complete the sentences so they are true for you.

- Students read the sentence frame and complete the information with 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 3: Words and Grammar

Learning objective

Students will be able to describe and ask about art.

Language

Describing art: *abstract, detailed, foreground, pale, simple, shadow*

Second conditional questions: *What would you say if you had to describe this painting?*

Warm up

- Play a game of *Stop and say* (see *Ideas bank* page 150) with words from lesson 1.

Lead-in

- Ask students to look at the learning objective on page 48 of their Student Book and write it on the board: *Let's describe and ask about art.*
- In pairs, students discuss their favourite piece of art.
- Invite different pairs to share their ideas with the class.

Student Book pages 48–49

1 Listen and read. 🎧 090 What can you see in the painting?

- Focus students' attention on the painting. Ask *What type of painting is it?* (a portrait).
- Play the recording and ask the question *What can you see in the painting?* Elicit the answers from the class.
- In pairs, students role play the dialogue. Play the recording again, if necessary.

ANSWER

You can see a woman's portrait.

2 Listen, point and repeat. 🎧 091

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

Optional activity

Practise the vocabulary by playing a game of *Missing letters* (see *Ideas bank* page 151) with the flashcards from the lesson.

3 Listen and write. 🎧 092

- Ask students to listen to the clues and write the vocabulary words.
- Students can compare answers in pairs.

Audio transcript

- 1 This area is behind the objects at the front of a painting or drawing.
- 2 This art uses shapes and colours to show how an artist sees something. It isn't how it looks in real life.
- 3 This art looks like a photograph or something you see in front of you.
- 4 This area is at the front of a painting or drawing.
- 5 This is a drawing with lots of different parts to it. If you look at it for a long time, you can see more and more things.
- 6 This is a drawing that shows very easy and basic shapes.
- 7 This is a dark shape that is made on a wall or the ground when the light can't get through.
- 8 This is a light colour. It isn't a strong or bright colour.

ANSWERS

- 1 background 2 abstract 3 realistic 4 foreground
5 detailed 6 simple 7 shadow 8 pale

4 Describe and guess.

- Students work in pairs. They take turns to use the sentence structure to describe a word from the lesson for their partner to guess.

5 Listen and read. 🎧 093

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Point out that we can change the order of second conditional questions.
- Ask students to work with a partner, taking turns to read the example sentences aloud.
- Ask students to read through the *Look!* box with a partner.

6 Complete.

- Ask students to read the question-and-answer frames as a dialogue in pairs. Each student helps to complete the frames.
- Students role play the dialogue to check their answers.

ANSWERS

- 1 Would, swim, saw 2 would, go, could travel
3 Would, paint, had 4 won, would, be

7 Look, ask and answer.

- In pairs, students look at the pictures and use the prompts to write second conditional questions.

ANSWERS

What would (Molly) make if (she / he) had some (clay)?
She / He would ...

Optional activity

Write three imaginary situations on the board, for example, *meet a famous artist from history, have free a ticket to Paris for the whole family, have a pot of clay*. Students work in pairs to write second conditional questions about the situations. Invite pairs to share their answers with the class.

8 Listen and read. Then sing. 🎧 094–095

- 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 recording of the song for students to listen and follow the words.
- Play the recording of the song again for students to sing.
- 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 imagine they are making a piece of art and write about it. They ask their partner questions about their art and then draw it.

Workbook pages 44–45

1 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

- 1 is 2 photographs 3 far away 4 would
5 how the artist sees something 6 near 7 white
8 has a lot of

2 Write. What's the mystery word?

- Students look and write the words in the puzzle.

ANSWERS

- 1 pale 2 foreground 3 realistic 4 detailed
5 background 6 shadow 7 simple 8 abstract
Mystery word: portrait

3 Complete. Use the words from activity 2.

- Students read and complete the text using the words from activity 2.

ANSWERS

- 1 abstract 2 foreground 3 shadow 4 background
5 simple 6 pale 7 realistic 8 detailed

4 Complete.

- Students read and complete the questionnaire with the words in the box.

ANSWERS

- 1 you saw 2 I'd run 3 would you draw 4 I wouldn't draw
5 would you go 6 I would 7 Would you say
8 I wouldn't

5 Complete the dialogue. Use the second conditional.

- Students complete the dialogue with the second conditional form of the verbs in brackets.

ANSWERS

- 1 would it look 2 painted 3 Would you paint
4 wouldn't 5 Would your parents be 6 wanted
7 would

6 Write two more questions for the questionnaire. Use the verbs in the box or your own ideas.

- Students write two more questions for the questionnaire in the second conditional. They can use the phrases in the box or their own ideas.

SUGGESTED ANSWERS

- 5 Would you paint landscapes if you were an artist?
Would you swim in the sea if you saw a jellyfish?
Would you take a rocket and go to the moon?
6 What would you do if you lost your purse?

7 Circle the answers that are true for you in activities 4 and 6.

- Students read and circle the answers that are true for them.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. 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 and understand a story about a trip.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class. Play the karaoke version of the song for students to sing their own verse with the new phrases.
- Play *Two truths and a lie* to review the grammar (see *Ideas bank* page 152).

Lead-in

- Ask students to discuss their favourite art project with their partner. Invite pairs to report back to the class.
- Ask students to look at page 50 of their Student Book and find the learning objective: *Let's read a story about art.*

Student Book pages 50–51

1 Look at the pictures. Where are the family?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *Where are the family?* and elicit answers from the class.

ANSWER

At an art gallery

2 Listen and read. 096 How does Dina help Oscar?

- Tell the class that they are going to listen and read the story. Point out Oscar and Dina.
- Focus on the pictures and ask the question *How does Dina help Oscar?*
- Play the recording for students to follow the story. Choose different students and repeat the question *How does Dina help Oscar?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

She helps Oscar understand that art makes him happy.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- 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.

4 Read again. 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 decide if they are true or false. Walk around the classroom, helping students where necessary.

ANSWERS

- 1 T
- 2 F (It was his parents' idea.)
- 3 F (Oscar loved art.)
- 4 T
- 5 F (The girls showed Oscar some paintings.)
- 6 T

5 Find the words in the story. Then read and match.

- Ask students to find the words in the story and use contextual clues to work out their meaning. They read the definitions and match them to the words.

ANSWERS

- 1 c
- 2 d
- 3 a
- 4 e
- 5 b

6 Read and answer.

- Ask students to read and answer the questions.
- Students can check answers in pairs before checking as a class.

ANSWERS

- 1 He keeps thinking about the boys at school.
- 2 a girl called Dina
- 3 He's a caretaker.
- 4 keep drawing

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Oscar was sad because some boys at school were unkind to him.
- Look at the second question. Establish that drawing made Oscar feel good.
- Look at the third question. Establish that Oscar felt happy at the end of the story because he discovered drawing makes him feel good.
- Look at the fourth question and elicit answers.

SUGGESTED ANSWERS

- 1 sad
- 2 happy
- 3 He wanted to keep drawing because he understood that art made him happy.
- 4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in the students' own language. Ask *What does the story teach us?* (To understand your feelings and know how to make yourself feel better when you are sad.) Invite different students to make suggestions about what they do to feel better when they are sad.

Team Up! 4 **DOWNLOAD**

- Students work in pairs and read the situations. They decide how the person feels and then match the colours to the feelings.

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 46–47**

1 Look at the pictures. How many pictures does Leo make?

- Ask students to look at the pictures and find out how many pictures Leo makes.

ANSWER

three / 3

2 Read the story.

- Students read the story silently to themselves to check their predictions.

3 Who is thinking? Write L (Leo), LM (Leo's mum) or LG (Leo's grandma).

- Students read the statements and decide who thought them.

ANSWERS

1 L 2 LG 3 LM 4 L

4 Read the story again. Number the sentences in order.

- Students read the sentences and number them in order.
- Encourage students to read the story again to check their answers.

ANSWERS

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

5 Answer the questions. Write short answers.

- Ask students to read and write short answers to the questions.

ANSWERS

1 in the garden 2 (because) his grandma is ill
3 orange and red 4 pale blue and yellow
5 in the foreground

6 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- Allow students time to scan the story again, if necessary, and complete the answers.
- Ask students to compare their answers in pairs. Encourage them to give reasons for their answers.

ANSWERS

1 sad, angry, happy 2 Students' own answers
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 art in Australia and the UK.

Language

Art in Australia and the UK: *canvas, dots, pattern, texture*

Warm up

- Ask students some questions about the story in lesson 4. for example, *Why was Oscar sad?* (Because some boys were unkind to him) *What happened when Oscar's pencil started to move across the page?* (The sad thoughts went away.) *Who was watching Oscar as he was drawing?* (Dina) *What did Dina show Oscar?* (Some amazing paintings) *What did Oscar decide to do after seeing the paintings?* (To keep drawing).

Lead-in

- Ask the class to look at the photos on pages 52 and 53 of their Student Book and try to work out which places they will be learning about today (Australia and the UK). 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 page 52 of their Student Book. Write it on the board: *Let's learn about art in Australia and the UK.* Ask students *How are these examples of art different to the art shown in the story?*

Student Book **page 52**

1 Listen, point and repeat. **097**

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

2 Listen and say the number. **098**

- Focus on the photo of Kalinda. Ask *Which country is Kalinda from?* (Australia). Tell students that they are going to hear Kalinda talking about art in Australia. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, I'm Kalinda and I'm from Australia. Traditional art is very important in our culture, and it's got an interesting history. We use art to show the things that are important to us in our world. We often use things that come from the natural world to make our pictures, such as sticks and clay. We often make dot pictures. This means that we use paint to make lots of coloured circles. These dots often show something like an animal or a place, or they can make an abstract picture. The dots can be big or small. They can be lots of different colours, too. We often mix bright colours and pale colours for the dots.
- Some of our pictures are of different patterns. They aren't realistic pictures. They use shapes, lines and dots in more abstract ways. We can repeat the shapes, lines and dots to make detailed patterns. You can look at the patterns for a long time and think about what you can see.
- We sometimes do our paintings on canvas. Canvas is a soft, strong material. It's usually white, so you can put any

colour on it. We haven't always used canvas, though. We can also paint on rocks, or on the ground.

- The pictures that we make have often got an interesting texture. If you touch them with your fingers or hands, you can feel this. Some parts are higher than others, so your fingers go up and down. This can also make shadows on the art, which makes it interesting.

ANSWERS

dots 1 pattern 4 canvas 2 texture 3

3 Listen to Kalinda and choose the correct answers. 1099

- Tell the class that they are going to hear Kalinda talking about Australian art. They must listen and choose the correct answers.
- Have students read the statements and answers before they listen.
- Play the recording, pausing for students to choose the answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

My dad and my grandma are both artists, and I love to paint, too. I love painting on canvas using dot art. Aboriginal people do this to tell stories. In the past, they used to draw on the ground or on rocks. My grandma didn't use to have canvas, so she used to use cardboard and wood.

I like dot painting because it's very colourful. In the past, people used natural colours made from clay and charcoal. They didn't have many different colours. Now we use acrylic paints, so we can use lots of different colours!

The dots make a nice texture. You can feel it if you touch a painting with your fingers. To make the dots, we use brushes or small wooden sticks. Some people think that the paintings look alive, because the longer you stare at them, the more they look like they are moving. I love the patterns, too. Usually we paint circles, not squares or straight lines. The paintings have often got animals from Australia on them, like lizards, snakes, kangaroos, fish and birds.

If I had more time, I would paint every day. I like to paint turtles and fish, even though I live very far from the sea! Last year, I won a prize as best artist at my school. I was very happy. However, I just paint for fun. I paint with other members of my family, and we enjoy it.

ANSWERS

1 a 2 c 3 b 4 b

4 Watch the video. Why did Aboriginal people use painting to communicate in the past?

- Play the video for students to answer the question *Why did Aboriginal people use painting to communicate in the past?*
- Students can take notes of the important points mentioned in the recording and discuss their points in a group. See which group made the most notes.

Video transcript, see page 159.

ANSWER

They didn't have a written form of language.

Optional activity

Ask students to think about everything they have learned about Aboriginal art from page 50 of their Student Book, the recording and the video.

Students work in pairs, taking turns to tell each other facts about the art, for example, *Aboriginal art uses dots and bright colours.*

5 Listen and read. 100 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Students work in pairs, taking turns to ask and answer about traditional art in their country.
- Walk around the classroom as students talk, helping where necessary.
- Invite some pairs to role play their conversation for the class.

Global skills: creativity and critical thinking

Ask students to think about how the Aboriginal people found a creative way of communicating with each other over long distances. (By drawing pictures with messages in them.) Ask students to think about examples of when they have thought of a creative way to solve a problem. Students discuss in pairs and then share their ideas with the class. Discuss traditional art in the students' own country and what is similar and different from Aboriginal art.

Workbook page 48

1 Read. What type of art did Layla do at the gallery?

- Students scan the text to find out the answer.

ANSWER

a sketch / drawing (of her and her brother)

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

- Students read the statements and decide if they are true or false.

ANSWERS

- 1 F (There were lots of modern abstracts.)
- 2 T
- 3 T
- 4 F (The dot paintings have bright colours.)
- 5 F (Pantjiti Mary McLean started painting when she was 64.)
- 6 F (Layla really wants to go there again.)

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Student Book page 53

6 Look at the photos. Where is this art?

- Focus on the photo of Thomas. Ask *Where is this art?* (UK). Elicit what the students know about the UK.
- Ask students to look at the rest of the photos and describe what they can see.

ANSWER

It is outdoors.

7 Listen and read. 101 Where is Andy Goldsworthy from?

- Play the recording for students to follow the text in their Student Books.
- Allow students time to discuss the question *Where is Andy Goldsworthy from?* with a partner before you elicit the answer.

ANSWER

The north of England, UK

8 Read again and complete.

- Ask students to read and complete the statements with the correct answers.
- Students read the text again to check their answers.

ANSWERS

1 sculptures 2 nature 3 photos 4 awards

Mixed ability

To support weaker students, tell them which paragraph contains each piece of information they need (questions 1 and 2 – paragraph 1; question 3 – paragraph 4; question 4 – paragraph 5). Allow them to work in pairs for this task. Stronger students write two more gapped statements and exchange with a partner.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom as students discuss, helping with language where necessary.

Team Up! 5 [DOWNLOAD](#)

- Students write a factfile about art 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 presentation.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Categories* (see *ideas bank* page 151) to review lessons 1–5.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a presentation.*
- Ask students to think about presentations they have given. Ask them to discuss the following questions in pairs: *What was the presentation about? Did you plan what you were going to say? Did you use pictures or photos?*
- Invite pairs to share their ideas with the class.

Student Book [page 54](#)

1 Look at the photos. What do you think the pictures show?

- Focus students' attention on the photos and ask the question *What do you think the pictures show?* Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

They show Picasso and paintings by Picasso.

2 Read and listen. 102 What type of art did Picasso invent?

- Read the gist question: *What type of art did Picasso invent?*
- Play the recording for students to follow 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 activity 1.

ANSWER

Picasso invented cubism.

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

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

ANSWERS

- 1 realistic portraits
- 2 abstract, not realistic, made of lots of shapes

4 Read. Then write the labels in 2.

- Read the information with the class.
- Ask students to find and label the presentation. Allow students to work in pairs.

ANSWERS

Title, Introduction, Caption, Image, Bullet points

5 Write a presentation about art.

- Ask students to turn to page 49 of their Workbook and complete activities 1 and 2 before writing their presentation.

Workbook [page 49](#)

1 Complete.

- Ask students to complete the text with the correct words from the box.

ANSWERS

- 1 title 2 introduction 3 text 4 bullet points
- 5 images 6 captions

2 Does the presentation on page 48 have all the things listed in activity 1?

- Ask students to go back to the presentation on page 48 of their Workbook and check if it has all the features listed in activity 1.

ANSWER

Yes

3 Prepare your presentation.

- Refer students back to the presentation on page 54 of their Student Book. Remind them of the different features

of a presentation and tell them they should use this model to help them in their own writing.

- Allow thinking time for students to complete their notes.
- Walk around the classroom as students are writing, helping where necessary.

ANSWERS

Students' own answers

4 Write a presentation about art. Use your notebook.

- Ask students to write their presentation.
- Walk around the classroom as students are writing, helping where necessary.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their presentation with their partner to read. Ask students to draw three stars next to something their partner did well in the report. 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 brochure for an art exhibition.

Language

Grammar and vocabulary from the unit.

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages), pens and pencils for each group

Warm up

- Play *Secret message* (see *Ideas bank* page 151) with the unit vocabulary and grammar to review the unit.

Lead-in

- Write this unit's project on the board: *Make a brochure for an art exhibition.*
- Ask students if they have seen adverts for art exhibitions and what information they need to give (who the artists are, what work they are showing, when the event is, where the event takes place).

Student Book page 55

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 brochure.

1 Listen and number the project steps in order.

103

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

ANSWERS

1 b 2 e 3 c 4 d 5 a

2 Watch the video. What type of art are the children going to include in their exhibition?

- Ask students *What type of art are the children going to include in their exhibition?* Play the video for students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 159.

ANSWER

abstract

3 Listen and read. 104 Then present your brochure.

- Play the recording of the dialogue for 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 prepare their presentations.

Assessment for learning

Ask students to exchange their presentation with their partner to read. Ask students to draw three stars next to something their partner did well in the presentation. Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 4 and 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 I went to ... There were ... My favourite art was ...
- 2 rock, ice, flowers, leaves, branches, stones, feathers
- 3 If we had a garden, I would have a dog. I would paint a portrait if I was an artist.
- 4 Students' own answers
- 5 If I won some money, I wouldn't buy a car.
- 6 Students' own answers

1 Circle the correct words. Which ...

- Students read the clues and circle the correct answer.

ANSWERS

- 1 portrait 2 dot 3 mobile, sculpture
 4 foreground, background 5 detailed, realistic
 6 mural, sketch, collage

2 Complete the number code puzzle with words about art.

- Ask students to look at the numbers to work out the puzzle.

ANSWERS

a					s	i	m	p	l	e				
b								o			c			
s	c	u	l	p	t	u	r	e		o				
t								t			l			
r				p			r			l				b
a			c	a	n	v	a	s		a				a
c				t						g				c
t				t	e	x	t	u	r	e				k
				e										g
			m	u	r	a	l							r
			o		n				p					o
d		b						a						u
o		i	n	s	t	a	l	l	a	t	i	o	n	
t		l						e						d
s	k	e	t	c	h									

1	2	3	4	5	6	7	8	9	10	11	12	13
s	w	r	d	n	j	b	m	t	x	z	i	u

14	15	16	17	18	19	20	21	22	23	24	25	26
g	o	k	l	e	f	c	h	v	a	y	p	q

3 Circle the correct words.

- Ask students to read and circle the correct words.

ANSWERS

- 1 had, 'd make 2 wouldn't, was 3 Would, had, wouldn't 4 didn't, wouldn't

4 Which sentences are correct? Tick ✓ or cross X. Add commas (,) where necessary.

- Ask students to read the sentences and decide if they are correct or incorrect. They add commas where necessary.

ANSWERS

- 1 X If you had a superpower, what would it be?
 2 ✓
 3 X If I didn't have homework, I'd go to the park!
 4 X If they didn't have a TV, would they listen to more music?

5 What would Tom do? Write questions and answers.

- Ask students to look and write questions and answers using the prompts.

ANSWERS

- 1 What would Tom do if he had paints and canvases?
 2 If he had paints and canvases, he would paint beautiful landscapes.
 3 What would happen if he painted beautiful landscapes?
 4 If he painted beautiful landscapes, he would get lots of money.
 5 What would he do if he had lots of money?
 6 If he had lots of money, he would buy a jetpack.
 7 What would he do if he had a jetpack?
 8 If he had a jetpack, he would fly to Australia.

Assessment for learning

Ask students to look back through the lessons in this unit 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 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.

Unit test

- Students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from Oxford English Hub.

Travel around the world

Learning objectives

Students will be able to read and understand a travel brochure.

Students will be able to read and understand a travel blog.

Language

Grammar and vocabulary from units 3 and 4

Warm up

- Tell students to imagine that they are on a trip that goes around the world. Ask them to think about which places they would like to visit.
- Ask students to work in pairs and tell each other about their trip.
- Invite different students to share their 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 they are right.

Student Book pages 56–57

1 Listen and read. 🎧 105 What cities do you visit on the tour?

- Tell students to look at the photos and say what they think the text is about (travel). Read the gist question: *Where is the tour?* (in Europe)
- Play the recording for students to listen and follow.
- Point out the words highlighted in pink (*fairy-tale atmosphere, picturesque, border*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWERS

Amsterdam, Paris, Strasbourg

2 Read again and circle the correct words.

- Ask students to read and circle the correct words.

ANSWERS

1 six 2 first 3 two 4 country

Mixed ability

Ask weaker students to work in small groups to complete the activity. Each student must try to find the answers to one or two items and then share these with the rest of the group. Ask fast finishers to find and write two more facts about the tour.

3 Have you visited any of the cities in the brochure? If not, which would you like to visit? Why?

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

4 Listen and read. 🎧 106 What costume did Yasmin wear?

- Tell students to look at the photos and say what they think the text is about (travel). Read the gist question: *What costume did Yasmin wear?*
- Play the recording for students to listen and follow the text in their Student Books.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

a samurai costume

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

- Ask students to read the statements and decide if they are true or false.

ANSWERS

1 F (Yasmin travelled by train.)

2 F (Keiko has been living in Tokyo since she was four.)

3 T

4 T

Optional activity

Play *What's next?* (see *Ideas Bank* page 152) using the events from the text.

6 What do you think is the most interesting thing Yasmin did on her trip to Tokyo?

- Read the question aloud and choose confident students to share their ideas.

Lesson 1: Words

Learning objective

Students will be able to talk about music.

Language

Types of music: *band, classical, country, folk, jazz, make a recording, musician, orchestra, pop, rock*

Functional language: *Do you fancy ... ? I'd rather ... What about ... ?*

Warm up

- Play *The chain game* (see *Ideas bank* page 151) with the music words students learned in previous levels, for example, *opera, musical, violin, tambourine, saxophone, piano, trumpet, trombone, drums*.
- Students work in pairs to brainstorm words.
- Invite pairs to share their words with the class. Write them on the board as students say them.

Lead-in

- Stick the flashcards for the lessons 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 different students to make suggestions.
- Write the learning objective for the lesson on the board: *Let's talk about music.* Students work in pairs. They try to think of all the words connected with music that they know in English.

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 describing what they can see in English, for example, *violin, flute, drums, guitar, piano, saxophone*.
- Tell students that they are 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.

Optional activity

Play *What's wrong?* (see *Ideas bank* page 150) using the flashcards.

2 Listen, point and repeat. 🎧 107

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

3 Listen and say. 🎧 108

- Play the recording, pausing after each musical piece for students say the type of music that was played.

Audio transcript

- 1 *Sound of classical music*
- 2 *Sound of country music*
- 3 *Sound of jazz music*
- 4 *Sound of folk music*
- 5 *Sound of rock music*
- 6 *Sound of pop music*

ANSWERS

- 1 classical 2 country 3 jazz 4 folk 5 rock 6 pop

4 Think and write. What kind of music often uses ...

- Ask students to read, think and write the type of music.
- Students compare their answers in pairs.

ANSWERS

- 1 pop, rock 2 country, folk 3 jazz 4 classical

Global skills: creativity and critical thinking

Activities like the one in activity 4 help students to develop their critical thinking skills. Asking students to match the type of musical instrument to the type of music helps them clearly understand what makes each type of music different.

5 Listen, point and repeat. 🎧 109

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

6 Read and complete. Listen and check. 🎧 110

- Tell students to look at the text. Ask what kind of text it is (email).
- 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.
- Play the recording for students to listen and check.

ANSWERS

orchestra, make a recording, musician, band

Optional activity

Play *Snap* using the flashcards for this lesson (see *Ideas bank* page 150).

7 Read again and circle the correct words.

- Ask students to read the text in activity 6 again. They then read the sentences and circle the correct words.

ANSWERS

- 1 an orchestra 2 recording 3 musician 4 band

8 Listen and repeat. 🎧 111 Then make a new dialogue and practise.

- Focus students' attention 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 way of asking where someone likes to go.
- Model another dialogue for the class. Choose the words *skate park* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to discuss where they like going, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping or correcting where necessary.

ANSWERS

Students' own dialogues

Team Up! 1 DOWNLOAD

- Students do a music survey with their classmates.

Workbook pages 52–53

1 Circle the correct words.

- Students look at the pictures and circle the type of music they see.

ANSWERS

1 rock 2 folk 3 pop 4 country 5 classical 6 jazz

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

- Students read the descriptions and write T or F.

ANSWERS

1 T 2 F (Pop songs are popular songs from recent and present times.) 3 T 4 F (Folk music is usually old and soft.) 5 T 6 T

3 Look and write. What type of music do they like?

- Students look at the pictures and write sentences about the type of music the children like.

ANSWERS

- 1 Anya likes jazz music, but she doesn't like folk music.
- 2 Pete likes classical music, but he doesn't like pop music.
- 3 Oscar and Ali like rock music, but they don't like classical music.
- 4 Tam likes pop music, but she doesn't like folk music.

4 What type of music do you like / not like? Write.

- Students write which music they like / don't like.

ANSWERS

Students' own answers

5 Match.

- Students match the two parts of the sentences.

ANSWERS

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

6 Complete.

- Students read and complete the text with the correct music words.

ANSWERS

1 pop 2 orchestra 3 folk 4 band 5 recording
6 jazz 7 rock 8 musician

7 Complete the dialogue.

- Students read and complete the dialogue with the correct words shown in the pictures.

ANSWERS

- 2 joining the orchestra? I'd rather do something else.
- 3 Do you fancy starting a (pop) band?
- 4 I'd love to!
- 5 making a recording?
- 6 That's a great idea!

8 Write a new dialogue.

- Students use the structure from activity 7 to help them write a new dialogue.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk about plans that have changed.

Language

was / were going to: *I was going to get you a board game, but I remembered you love making things.*

wasn't / weren't going to: *I wasn't going to learn to play the saxophone, but I loved the sound of it.*

Warm up

- Play a game of *Race the bear* (see *Ideas bank* page 152) with the words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Tell students that in today's lesson, they are going to talk about plans that change.
- Ask students to think about a time their plans changed. Ask students to discuss with a partner explaining why their plans changed. Then ask pairs to share their ideas. Ask *Were your plans for the future? (yes) Did your plans change in the past? (yes)*.
- Ask students to look at page 60 of their Student Book and find the lesson objective: *Let's talk about plans that have changed.*

Student Book pages 60–61

1 Listen and read. 112 Who can't go to the concert?

- Focus on the team characters in the grammar cartoon. Ask students to tell you what they can see and share ideas about what might be happening in the story.
- Read the question with the class *Who can't go to the concert?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.

- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Whose birthday is it?* (Emma's) *Why didn't May get Emma a board game?* (Because May remembered that Emma likes making things) *Who went to the concert?* (May, Emma and Emma's dad).

ANSWER

Emma's cousins

2 Listen and read. 🎧 113

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we use *was / were going to* to talk about plans we made in the past which then changed.
- Ask students to work with a partner, taking turns to read the example sentences aloud.
- Ask students to read through the *Look!* box with a partner.

3 Circle the correct words.

- In pairs, students read the sentences and circle the correct option.

ANSWERS

1 was 2 was 3 to play 4 listen

4 Match.

- Ask students to read and match the sentences.

ANSWERS

1 c 2 d 3 a 4 b

Mixed ability

Support weaker students by eliciting which pronouns go with *was / were*. Weaker students can do the activity in pairs. Stronger students can work independently and then compare answers with a partner.

5 Make sentences about things you couldn't do last week. Use *was / were going to*.

- Focus students' attention on the conversation. Choose a confident student to act it out with you for the class.
- Ask students to work in pairs. They take turns to ask and answer about the healthy habits.

ANSWERS

Students' own answers

6 Listen and read. 🎧 114 **What will Miles do in Manchester?**

- Ask students to look at the picture and say what type of music the text is about (jazz). Ask the question *What will Miles do in Manchester?*
- Play the recording for students to listen and follow the text.
- Ask some questions to test understanding, for example, *Why did Miles become a jazz musician?* (He went to a jazz concert and loved the sound of the saxophone.) *What other instruments can he play?* (The piano).
- Students read the text again. Then ask the question *What will Miles do in Manchester?* again and elicit the answer.

ANSWER

He'll do a concert.

7 Listen and read. 🎧 115

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

8 Complete with *wasn't / weren't going to*.

- Ask students to read and complete the sentences with *was / were going to*.

ANSWERS

1 wasn't going to learn 2 wasn't going to go
3 wasn't going to plan 4 weren't going to go
5 wasn't going to run

Team Up! 2 **DOWNLOAD**

- Students play the *Change of plan!* game.

Workbook pages 54–55

1 Tick ✓ the correct answer.

- Ask students to read and tick the correct answer.

ANSWERS

1 b 2 c 3 a 4 b

2 Complete. Use *was / were going to* and the verbs in brackets.

- Ask students to read and complete the text with *was / were going to*.

ANSWERS

2 were going to fly 3 was going to go
4 was going to give 5 were going to sing

3 Complete.

- Students use the prompts and *was / were going to* to complete the sentences.

ANSWERS

2 were going to make a recording
3 was going to have her hair cut
4 I was going to go hiking
5 We were going to travel by sea
6 He was going to be a lawyer

4 Circle the correct words.

- Students circle the correct words to complete the dialogues.

ANSWERS

1 wasn't 2 wasn't 3 weren't 4 weren't

5 Complete. Use *wasn't / weren't going to*.

- Students complete the sentences with *wasn't / weren't going to* and the phrases in the box.

ANSWERS

1 weren't going to invite 2 weren't going to get
3 weren't going to have 4 wasn't going to show
5 weren't going to travel

6 Complete the dialogues. Use *was(n't) / were(n't) going to* and the same verb in A and B.

- Students complete the dialogues with *was(n't) / were(n't) going to* and the underlined verbs in A and B.

ANSWERS

2 *was going to buy* 3 *wasn't going to walk*
4 *were going to stay* 5 *wasn't going to join*

7 What were you going to do yesterday? What weren't you going to do?

- Students answer the questions.

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 people who work with music.

Language

People who work with music: *busker, choir, conductor, DJ, guitarist, songwriter, sound engineer, vocalist*

***was / were going to* questions:** *Were you going to be a songwriter? Yes, I was.*

Warm up

- Play *Choose and describe* (see *Ideas bank* page 151) with the words from lesson 1.

Lead-in

- Ask students to look at the learning objective: *Let's talk about people who work with music.*
- Stick the flashcards from lesson 1 on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three different students and ask *What are we learning about today?* Accept all suggestions, but don't confirm whether or not they are correct.

Student Book pages 62–63

1 Listen and read. 116 What did Ada do after university?

- Focus students' attention on the photo of the woman. Ask students what they think the text is about (a musician).
- Play the recording and ask the question *What did Ada do after university?* Elicit answers from the class.
- In pairs, students role play the dialogue. Play the audio again, if necessary.

ANSWER

She was a busker.

2 Listen, point and repeat. 117

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

Optional activity

Practise the vocabulary by playing a game of *Fast talk* (see *Ideas bank* page 150) with the flashcards from the lesson.

3 Write.

- Ask students to read the descriptions and write the correct words.
- Students can compare answers in pairs.

ANSWERS

1 *guitarist* 2 *busker* 3 *conductor* 4 *choir*
5 *sound engineer* 6 *songwriter* 7 *DJ* 8 *vocalist*

4 Mime and guess.

- Role play the example with a confident student. Students work in pairs. They take turns to mime a word from the lesson for their partner to guess.

5 Listen and read. 118

- If you are using the Classroom Presentation Tool, ask students to close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- 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 aloud for students to listen and follow.

6 Match.

- Ask students to match the questions and answers.

ANSWERS

1 *b* 2 *d* 3 *a* 4 *c*

7 Listen and write *T* (true) or *F* (false). 119

- Students read the sentences and listen to the recording. They write *T* or *F* next to the sentences.

Audio transcript

a

Sophie Hi, Lucia!

Lucia Hi, Sophie, it's great to hear from you! I wanted to tell you about the music competition at school – it was like a talent show for the end of term. It was so much fun!

Sophie Oh wow, that sounds great! What happened?

Lucia Well at first, we couldn't decide what to do. Some of my friends wanted to start a pop band.

Sophie Really? Were you going to be the songwriter? I know you love writing music.

Lucia I was, but my friend Sarah really wanted to do that. So, I decided to be a DJ. I played lots of music and people danced.

Sophie That's amazing! Have you got any photos?

Lucia Yes, I have. I was going to make a video of the concert, but I was too busy playing music. The teachers took lots of photos, though.

b

Ahmed Hi, George. How are you?

George Hi, Ahmed. I'm not very happy! I've had a sore throat all week.

Ahmed Oh no! What about the music concert you had at school last night? Were you going to sing with your band?

George Yes, I was! But I was too ill, so I couldn't go.

Ahmed Oh no! Who was the vocalist, then?

George Jack was the vocalist. He was going to be the guitarist, but he can sing as well.

Ahmed Was your sister Sara going to make a recording of the concert?

George Yes, she was, but she couldn't do it. She was going to use an app on her tablet to make the recording, but it didn't work!

Ahmed Will you try again?

George Yes – next month there's another concert. I'll be the vocalist, Jack will be the guitarist and Sara will make the recording.

Ahmed Great! I'll come and watch.

ANSWERS

- 1 F (Lucia was going to be a DJ.)
- 2 T
- 3 T
- 4 T
- 5 F (Sara was going to make a recording of the concert.)
- 6 T

8 Listen and read. Then sing. 🎧 120–121

- 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 recording of the song for students to listen and follow the words.
- Play the recording of the song again for students to sing.
- 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 the *Star interview* game.

Workbook **PAGES 56–57****1 Circle the correct words.**

- Students read the sentences and circle the correct words.

ANSWERS

- 1 vocalists 2 DJ 3 conductor 4 guitarist
- 5 sound engineer 6 songwriter

2 Rewrite the sentences with the correct person.

- Students read and replace the words in bold with the correct words.

ANSWERS

- 2 A conductor leads an orchestra.
- 3 A choir is a group of singers.
- 4 A busker performs in the street.
- 5 A vocalist is a singer in a band.

3 Look at the people who work with music. What are they?

- Students read and complete the text using the words from activity 2.

ANSWERS

- 1 Omar isn't a songwriter. He's a sound engineer.
- 2 Martha isn't a DJ. She's a busker.
- 3 Emir is a guitarist. He isn't a vocalist.
- 4 Jing is a sound engineer. She isn't a / the conductor.

4 Imagine you work with music. Which job would you like to do?

- Students answer the question.

ANSWERS

Students' own answers

5 Circle the correct words.

- Students read and circle the correct words to complete the dialogues.

ANSWERS

- 1 Yes, we were 2 Was he going to 3 No, they weren't
- 4 Yes, she was

6 Complete the questions. Use was / were going to. Then complete the short answers.

- Students complete the questions with *was / were going to* and the verbs in the box. They then complete the short answers.

ANSWERS

- 2 Was, go / she was 3 Were, listen / we weren't
- 4 Was, tidy / he wasn't

7 Write the questions. Then write the short answers.

- Students use the prompts to write questions with *was / were going to* and then write short answers.

ANSWERS

- 1 Were you and Mia going to be rock musicians? Yes, we were.
- 2 Were the musicians going to form a band? No, they weren't.
- 3 Was David going to be the vocalist? Yes, he was.
- 4 Was the vocalist going to ask the sound engineer for help? Yes, he was.
- 5 Were the children going to sing in the choir? Yes, they were.

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 music.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.
- Play *Quick thinking* (see *Ideas bank* page 152) with the grammar and vocabular from lessons 1–3.

Lead-in

- Ask students to discuss their favourite type of music with a partner. Invite pairs to report back to the class.
- Ask students to look at the page and find the learning objective: *Let's read a story about music.*

Student Book pages 64–65

1 Look at the pictures. What does the girl get for her birthday?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *What does the girl get for her birthday?* and elicit answers from the class.

ANSWER

a guitar

2 Listen and read. 122 Who is watching Cathy the first time she is on stage?

- Tell the class that they will listen and read the story.
- Focus on the pictures and ask the question *Who is watching Cathy the first time she is on stage?*
- Play the recording while students follow the story. Choose different students and repeat the question *Who is watching Cathy the first time she is on stage?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

four judges and a big audience

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- 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. Complete the sentences.

- Ask the students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read and complete the sentences. Walk around the classroom, helping students where necessary.

ANSWERS

1 eleven 2 friends 3 guitar 4 talent show
5 brave 6 vocalist

Mixed ability

Weaker students can work in pairs to read the sentences and complete the sentences. Stronger students can read the sentences and complete them from memory, before rereading the story to check.

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

- Ask students find the words in the story to work out their meaning and then match to the pictures.

ANSWERS

1 d 2 c 3 a 4 b

6 Read and answer.

- Ask students to read and answer the questions.
- Students check answers before checking as a class.

ANSWERS

1 a folk song
2 an advert for a talent show
3 She was frightened and couldn't remember the words to the song. / She ran off the stage.
4 proud

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Cathy felt scared.
- Look at the second question. Establish that Cathy didn't give up.
- Look at the third question. Establish that Cathy imagines she is performing in front of friends and family.
- Look at the fourth question and elicit answers.

SUGGESTED ANSWERS

1 frightened
2 yes
3 She imagines she is singing to friends and family.
4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in students' own language. Ask *What does the story tell us?* (To find ways of overcoming our fears.) Invite different students to make suggestions about what they do to help them when they are scared of something.

Team Up! 4 DOWNLOAD

- Students work in pairs to read the situations and give advice.

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.

Workbook pages 58–59

1 Look at the pictures. What instruments can you see?

- Ask students to look at the pictures and say what instruments they can see.

ANSWERS

a guitar, a saxophone, a piano

2 Read the story.

- The students read the story quietly to themselves to check their predictions.

3 Who is speaking? Match.

- Students read the speech bubbles and decide which character is thinking them.

ANSWERS

1 b 2 c 3 a

4 Read the story again. Then tick ✓ or cross X.

- Students read the sentences and tick if they are correct or cross if they are wrong.
- Encourage them to read the story again to check their answers.

ANSWERS

1 X 2 ✓ 3 X 4 X 5 ✓

5 Complete. Write ONE word in each gap.

- Ask students to read and complete the email with one-word answers.

ANSWERS

1 jazz 2 band 3 recordings 4 wasn't 5 musician

6 Complete for you.

- Ask students to think about the questions and write their answers. Students can share their answers in pairs before sharing 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 popular music in Turkey and Peru.

Language

Popular music in Turkey and Peru: *cymbals, harp, lute, wind instrument*

Warm up

- Play *True / False* (see *Ideas bank* page 152) to review the story in lesson 4 and new words from the story. Divide the class into two teams. Read aloud the following sentences: *It's Cathy's eleventh birthday. Cathy didn't want to sing at her birthday party. (false) Cathy didn't think she was brave enough to enter in the talent show. (true) There were three judges at the talent show. (false) The second time Cathy sang in front of the judges was worse than the first time. (false) Cathy's mum was proud of her. (true).*

Lead-in

- Ask the class to look at the photos on pages 66 and 67 of their Student Book and try to work out which countries they will be learning about today (Turkey and Peru). 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 their Student Book page. Write it on the board: *Let's learn about music in Turkey and Peru.* Elicit from students that different music instruments are used in different countries.

Student Book page 66

1 Listen, point and repeat. 123

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

2 Listen and say the number. 124

- Focus on the photo of Yusuf. Ask *Which country is Yusuf from?* (Turkey). Tell students that they are going to hear Yusuf talking about music in Turkey. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, I'm Yusuf and I'm from Turkey. I like traditional Turkish music, and it's an important part of our culture. There are lots of different instruments. One of the most famous instruments from Turkey is the ney. It is a wind instrument, like a flute or a clarinet. Neys are usually made from reed, which is a kind of wood. Sometimes they are made from metal or plastic. To play a wind instrument, you put your mouth on the instrument and blow air through it to make a sound. They can sound like this:
The sound of a clarinet
- The lute is also a popular instrument in traditional Turkish music. The lute is a string instrument. You move the strings with your fingers to play music. A lute is made of wood and a Turkish lute has usually got 11 strings. You can sit down or stand up when you play it. It sounds like this:
The sound of a Turkish lute
- The harp is also a string instrument. It is bigger than a lute and it has got more strings. You often sit down to play it. The qanun is a traditional Turkish harp, and it sounds like this:
The sound of Turkish a Turkish harp / qanun
- Turkish folk musicians also play the cymbals. They can make a lot of noise! Cymbals are made of metal, like brass, so they are hard. When you hit them together, or hit them

with a stick, they make a sound like this:
The sound of cymbals / Turkish music

ANSWERS

wind instrument 3 lute 1 harp 4 cymbals 2

3 Listen to Yusuf and answer. 🎧 125

- Tell the class that now they are going to hear Yusuf talking about Turkish music. They must listen and answer the questions.
- Have students read the questions before they listen.
- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi, I'm Yusuf, and I come from Istanbul. It's the biggest city in Turkey. I love Turkish music. There are two types of traditional Turkish music: Turkish art music and Turkish folk music.

Turkish art music is a classical type of music. It's very old, and it started in big cities.

Turkish folk music is very old, too, but it didn't start in cities. It started in the countryside in Turkey. The songs of Turkish folk music can be sad or happy, but they all tell a story.

Turkish music uses lots of string instruments, such as the tambur and the oud. These are both types of lutes. You can also hear bigger instruments like the qanun, which is a type of harp. These can make lots of different sounds.

Wind instruments are important in Turkish music, too. The ney, which is like a flute, is very important in our culture.

Traditional wind instruments are usually made of wood. Another important part of Turkish music is the vocalist. Singers perform with bands or on their own. They write songs or sing traditional ones.

Musicians also play drums and cymbals when they perform songs.

In the last few years, there have been some exciting new types of Turkish music. For example, some bands mix traditional folk songs with Spanish guitar music. They also mix folk music with newer types of music such as pop.

Turkish musicians sometimes mix wind instruments, like the ney, with newer electronic instruments. This makes an interesting mix of traditional and new music.

My sister is learning to play the lute. I was going to learn to play the lute, too, but I decided that I wanted to learn a wind instrument. So, I'm learning to play the ney. Sometimes we play together and our little brother plays the cymbals. He's quite noisy!

ANSWERS

1 two 2 a story 3 a wind instrument like a flute
4 the lute

4 Watch the video. ▶ What are traditional Turkish folk songs about?

- Play the video for students to find out what traditional Turkish folk songs are about.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 159.

ANSWER

They tell stories about people's lives in traditional towns and villages.

Optional activity

Do a quiz on the recording. Divide the class into two teams. Each team takes turns to answer questions: *What city is Yusuf from? (Istanbul) What kind of instrument is the tambour? (string instrument) Which other type of music do some Turkish musicians mix their music with? (Spanish guitar music) What instrument is Yusuf learning to play? (the harp).*

5 Listen and read. 🎧 126 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about traditional music in their country.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

Workbook page 60

1 Read. What kinds of music does the writer mention?

- Students scan the text to find out what music is mentioned in the text.

ANSWERS

classical, traditional, jazz

2 Read again. Match.

- Ask students to read and match the people to the descriptions.

ANSWERS

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

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Student Book page 67

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

- Focus on the photos of instruments and ask students what they can see.
- Elicit the answer from a chosen student.

ANSWERS

pan flute, drum, violin, flute

7 Listen and read. 🎧 127 What do the Peruvian dancers often wear?

- Play the recording for students while they follow the text in their Student Books.
- Allow students to discuss the question *What do the Peruvian dancers often wear?*

ANSWER

colourful costumes and bells on their ankles

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

- Ask the students to read through the statements and decide if they are true or false.
- Students read the text again to check their answers.

ANSWERS

- 1 F (Dance is an important part of Peruvian music.)
- 2 T
- 3 F (A drum shaped like a box.)
- 4 T

Mixed ability

Weaker students can work in pairs. Fast finishers can correct the false statements.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

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.

Team Up! 5 **DOWNLOAD**

- Students complete a factfile about traditional music.

Lesson 6: Writing Focus**Learning objective**

Students will learn how to write a personal account for a blog.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Categories* (see *Ideas bank* page 151) to review vocabulary from the unit. Write *type of music, people, musical instruments* on the board and ask students to copy and write words in each category.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a personal account for a blog.*
- Ask students to think about personal accounts they have written. Ask *What information did they include? Was the writing formal or informal?*
- Invite pairs to share their ideas with the class.

Student Book **page 68****1 Look at the photo. Where do you think this event is?**

- Focus students' attention on the picture and ask the question *Where do you think this event is?* Elicit and accept ideas from different students. Encourage students to talk about what could be happening at the event.

2 Read and listen. **128 Who went to the festival with Amy?**

- Read the gist question: *Who went to the festival with Amy?*
- Play the recording for students to follow 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 activity 1.

ANSWER

her family

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

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

ANSWERS

1 by ferry 2 folk, country, jazz, pop and rock music

4 Read. Then find and underline the language in 2.

- Read through the information with the class.
- Ask students to find and underline the phrases in the blog post.

ANSWERS

Past tenses: I went, we travelled, we saw, were singing, it sounded, there were, I had, I took

Time phrases: last week, every year, the first day, the evening

5 Write a personal account of an event for a blog.

- Ask students to turn to page 61 of their Workbook and complete activities 1 and 2 before writing their blog.

Workbook **page 61****1 Match the phrases to the correct description.**

- Ask students to read the text then match with the correct words from the box.

ANSWERS

1 b 2 c 3 d 4 e 5 a

2 Circle the time phrases in the text on page 60. Underline the informal language.

- Ask students to go back to the personal account in their Workbook page 60 and circle time phrases and underline informal language.

ANSWERS

Time phrases: every summer, last year, on Tuesday morning, all afternoon, In the evening

Informal language: Welcome to my blog! I want to tell you about when I played at ..., Why? Well, ..., What I loved most was ..., Spending time in Turkey was ...

3 Circle the types of events you have been to. Add your ideas.

- Ask students to circle the types of events they have been to. Ask them to think of any other events they have been to and add them to the list.

ANSWERS

Students' own answers

4 Make notes for an account of an event you went to.

- Ask students to complete the notes. Walk around the classroom, helping students where necessary.

ANSWERS

Students' own answers

5 Write a personal account of an event for a blog. Use your notebook.

- Ask students to write their personal accounts. Walk around the classroom as students are writing, helping where necessary.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their blog with their partner to read. Ask students to draw three stars next to something their partner did well in the blog.

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 factfile and poster about their band.

Language

Grammar and vocabulary from the unit

Material

One copy of the *Team Up! 6* (project) worksheet for each group, coloured pencils

Warm up

- Play *Find the answer* (see *Ideas bank* page 152) to review the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Make a factfile and poster for your band.*
- Ask students what famous bands they like and if they have been to any concerts. Students can discuss in pairs before reporting back to the class.

Student Book page 69

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 their factfile and poster.

1 Listen and match. 129

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

ANSWERS

1 d 2 e 3 b 4 c 5 a

2 Watch the video. ▶ What type of music will their band play?

- Ask students *What type of music will their band play?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 160.

ANSWER

jazz music and some pop

3 Listen and read. 130 Then present your factfile.

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

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.

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activity 2, 3, 4, 5, 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 rock, folk, country, classical, pop, jazz, orchestra, band, musician, make a recording, piano, saxophone, recording, sound engineer, vocalist, guitarist, conductor, choir, songwriter, DJ, busker, etc.
- 2 singer, guitarist, opera singer
- 3 I was going to go to the concert, but ...
- 4 Were you going to be a conductor? No, I wasn't. Was she going to play in the orchestra? Yes, she was.
- 5 Students' own answers
- 6 Students' own answers

Workbook pages 62–63

1 Complete the table.

- Students write the words under the correct table heading.

ANSWERS

Types of music: rock, country
String instruments: violin, harp
Wind instruments: flute, clarinet
Groups of musicians: choir, band
Musicians: busker, guitarist, vocalist
A person who works with music: sound engineer

2 Write.

- Ask students to read the clues and complete the puzzle.

ANSWERS

Across: 1 folk 4 recording 6 cymbals 9 classical
10 pop
Down: 2 lute 3 wind 4 rock 5 orchestra
7 musician 8 harp 9 choir

3 Read and write.

- Students read the descriptions and write the words.

ANSWERS

1 songwriter 2 conductor 3 busker 4 DJ

4 Rewrite the sentences. Use *was(n't) / were(n't) going to*.

- Ask students to read and then rewrite the sentences with *was (n't) / were (n't) going to*.

ANSWERS

1 wasn't going to be a vocalist
2 wasn't going to go out
3 were going to buy him a harp
4 was going to be a pop singer
5 were going to have a DJ at the party

5 Complete the questions and short answers. Use *was(n't) / were(n't) going to*.

- Ask students to read and complete the questions and short answers.

ANSWERS

1 Were you going to play; No, I wasn't
2 Was he going to become; Yes, he was
3 Were they going to make; Yes, they were
4 Were you and Tom going to join; No, we weren't
5 Were you going to go; No, I wasn't

Assessment for learning

Ask students to look back through the lessons in this unit 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 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

- Students are now ready to do the Unit 5 test, downloadable from Oxford English Hub.

Lesson 1: Words

Learning objectives

Students will be able to talk about science.

Language

Science: *beaker, boil, float, freeze, heat, liquid, melt, solid, stir, vapour*

Functional language: *First you, ... / Then you, ... / Finally, you ...*

Warm up

- Write *Science* in the centre of the board. Draw a circle around the word and draw a line leading from the circle. Ask students to suggest what we can learn from science, for example, *health, space*. Complete the mind map with the class, taking all ideas and covering different aspects of science.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about science*. Ask students to share what they know about science. Check understanding and translate to students' own language, if necessary.
- Ask students to think about an experiment that they have done. Ask leading questions, for example, *What happened? What was the purpose of the experiment? What was the result?* Students work in pairs to discuss in English as far as possible.

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 describing what they can see in English.
- Tell students that they are 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.

2 Listen, point and repeat. 131

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

3 Listen and say. 132

- Play the recording, pausing after each description for students say the matching word for each definition.

Audio transcript

- This is when something like water gets very hot. We do this to water when we use a kettle.
- This is when an object stays on top of water because it's lighter than the water. Boats do this!

- This is when we make something very cold. The temperature needs to be less than nought degrees Celsius.
- This is when you make something hot and then it becomes soft. Ice cream does this on a hot and sunny day!
- This is when you mix together two or more things. You often do this with a spoon. We do this with the ingredients when we make a cake!
- This is when you make something warmer. We do this to oil or butter before we cook food.

ANSWERS

1 boil 2 float 3 freeze 4 melt 5 stir 6 heat

4 Complete.

- Ask students to read the sentences and write the correct words.
- Students compare their answers in pairs.

ANSWERS

1 float 2 heat, boil 3 stir 4 freeze, melt

5 Listen, point and repeat. 133

- Focus students' attention on the four photos.
- Play the recording for students to listen and point to the photos showing the changing states and the scientific equipment.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check.

 134

- Tell students to look at the text and ask what kind of text it is (laboratory book notes).
- 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.
- Play the recording for students to listen and check their answers.

ANSWERS

solid, beaker, vapour, liquid

7 Read again and circle the correct words.

- Ask students to read the text in activity 6 again. They then read the sentences and circle the correct words.

ANSWERS

1 solid 2 vapour 3 liquid 4 beaker

8 Listen and repeat. 135 Then make a new dialogue and practise.

- Focus students' attention 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 way of asking and giving instructions.
- Model another dialogue for the class. Choose the word *lemonade* from the green box and encourage a student to role play the dialogue with you.

- Ask students to work in pairs. They take turns to ask for or give instructions using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping and correcting where necessary.

Assessment for learning

Use the *Vocabulary* poster to review the words with the class. Then ask *Do you know the new words?* Using your usual feedback method, ask students to show you how confident they feel. If further practice is needed, ask students to work in pairs, taking turns to describe a word from the picture for their partner to point to it and say the word.

Team Up! 1 DOWNLOAD

- Students work in pairs and write instructions to make ice cream.

Workbook pages 64–65

1 Write the number.

- Students look at the pictures and write the number of the matching word.

ANSWERS

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

2 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 warmer 2 Apples 3 ice or snow 4 drinks 5 hot
6 Ice cream

3 Complete. Use words from activity 1.

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

ANSWERS

1 boil 2 freeze 3 melt 4 heat 5 stir 6 float

4 What's happening? Write.

- Students look and write what's happening in each picture using the prompts.

ANSWERS

1 He's heating the food.
2 The wood is floating.
3 The water is boiling.
4 The woman is stirring the coffee.
5 The / His / The boy's ice cream is melting.
6 The water is freezing.

Mixed ability

Remind weaker students to use the present continuous when describing what is happening. Ask fast finishers to write a few sentences using the words from activity 1 and share them with a partner.

5 Tick ✓ the correct answer.

- Students read the description and tick the correct word.

ANSWERS

1 a 2 b 3 c 4 b

6 Complete.

- Students read and complete the text with the correct words.

ANSWERS

1 liquid 2 solid 3 beaker 4 vapour 5 liquid

7 Look and write. Use the words in the boxes.

- Students look at the picture and use the prompts to complete the instructions for making chocolate.

ANSWERS

1 First, you melt the chocolate.
2 Then you pour the liquid chocolate into the shapes.
3 Then you take the solid chocolates out of the shapes.
4 Finally, you eat the chocolates!

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 how things are made.

Language

Present simple passive: *Is honey made by birds?*

Past simple passive: *An egg was added to the water.*

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

- Tell students that in today's lesson, they are going to talk and ask about how things are made.
- Point or hold up an object, for example, a plastic ruler and ask *What material is it made of?* (plastic) Choose a confident student to answer. Ask students to work in pairs and brainstorm what some items on their desk or in the classroom are made from.
- Ask students to look at page 72 of their Student Book and find the lesson objective: *Let's talk and ask about how things are made.*

Student Book pages 72–73

1 Listen and read. 🎧 136 Who likes jetpacks?

- Focus on the team characters in the grammar 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: *Who likes jetpacks?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Where are*

the children going? (To the science museum) What makes honey? (bees) Does May know how jetpacks are used? (no).

ANSWER

Tang

2 Listen and read. 137

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we use the present simple passive when we don't know who did the action or it isn't important.
- Ask students to work with a partner, taking turns to read out the example sentences.
- Ask students to read the *Look!* box with a partner.

3 Complete.

- Ask students to complete the sentences with the present simple passive of the verbs in brackets.

ANSWERS

1 is melted, is added 2 isn't made 3 is put
4 are used

4 Write present simple passive questions.

- Ask students to use the prompts to write present simple questions.

ANSWERS

1 Is snow melted by the sun?
2 Is the spoon used to mix the ingredients?
3 What is ice cream made from?
4 Why is milk put in the fridge?

Optional activity

For further practice of the grammar, stick the flashcards on the board. Point to each one and elicit a present simple passive sentence from different students. If a student makes a mistake, praise their efforts and ask a different student. For weaker students, you may wish to ask these students to do the activity in pairs before they share their ideas.

5 What facts do you know? Talk with your partner.

- Focus students' attention on the dialogue. Choose a confident student to role play it with you for the class.
- Ask students to work in pairs. They take turns using the present simple passive to ask and answer about facts.

6 Listen and read. 138 **When did the egg float?**

- Ask students to look at the picture and say what they think the text is about? (an experiment). Ask the question *When did the egg float?*
- Play the recording for students to listen and follow the text.
- Students read the text again. Then ask the question *When did the egg float?* again and elicit the answer.

ANSWER

when salt was added to the water

7 Listen and read. 139

- Play the recording for students to listen to the grammar explanation about the past simple passive and to follow the example sentences.
- Students work with a partner, taking turns to read the example sentences aloud.
- Read the *Look!* box aloud for students to listen and follow.

8 Match.

- Ask students to read and match the two parts of the sentences.

ANSWERS

1 b 2 c 3 a 4 e 5 d

9 Complete the past simple passive sentences and questions.

- Ask students to complete the sentences and questions with the past simple passive form of the verbs in the box.

ANSWERS

1 Were, done 2 was invented 3 weren't grown
4 Was, poured

Team Up! 2 **DOWNLOAD**

- Students read the profiles of famous scientists and ask and answer questions in pairs.

Workbook pages 66–67

1 Circle the correct words.

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

ANSWERS

1 seen 2 heated 3 is 4 aren't 5 are 6 isn't

2 Complete. Use the present simple passive form of the verbs in brackets.

- Ask students to read and complete the text with the present simple passive form.

ANSWERS

1 are wind turbines seen 2 are they used 3 are turned
4 is created 5 is changed 6 aren't liked

3 Complete the dialogues. Write questions and answers.

- Students use the prompts to complete the sentences.

ANSWERS

1 Are bikes repaired; bikes aren't repaired here
2 Is a prize given; a prize is given to the winner
3 are the recordings made; They / The recordings are made
4 is the house decorated; The house is decorated

4 What sports are played at your school? Use the present simple passive.

- Students answer the question in the correct form with a partner.

ANSWERS

Students' own answers

5 Complete.

- Students complete the sentences with the past simple passive forms in the box.

ANSWERS

- 1 was made 2 cars invented 3 were planted
4 wasn't heated 5 weren't picked
6 were thrown away

6 Complete. Use the past passive form of the verbs in brackets.

- Students complete the factfile with the past passive form of the verbs in brackets.

ANSWERS

- 1 was corn popped 2 were found 3 was used
4 wasn't eaten 5 were invented

7 Write questions and statements. Use the past simple passive.

- Students use the prompts to make past simple passive questions and statements.

ANSWERS

- 1 Was the water boiled for ten minutes?
2 The first space station was launched in 1971.
3 These files weren't downloaded yesterday.
4 Plastic packaging wasn't recycled before the 1970s.
5 Why were the lights turned off at eight o'clock?

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 inventions.

Language

Inventions: battery, calculator, compass, light bulb, 3D printer, submarine, wheel, virtual reality headset

Present perfect passive: *The museum has been given a 3D printer from 1985.*

Warm up

- Play *Choose and describe* (see *Ideas bank* page 151) with the words from lesson 1.

Lead-in

- Ask students to look at the learning objective on page 74 of their Student Book: *Let's talk about inventions.*
- Stick the lesson 3 flashcards on the board. 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 work in pairs. They brainstorm as many inventions as they can.
- Ask different pairs to share their ideas with the class.

Student Book pages 74–75

1 Listen and read. 140 What was the abacus used for?

- Focus students' attention on the photo of the abacus. Ask students what they think the object is and what it is used for (an abacus, used for maths).
- Play the recording and ask the question *What was the abacus used for?* Elicit answers from the class.
- In pairs students role play the dialogue, play the recording again, if necessary.
- Ask questions to check understanding, for example, *Where did Ajay go?* (To the science museum) *What did he learn?* (Different kinds of calculations that have been used for years) *What has the museum been given?* (a 3D printer).

ANSWER

To do maths problems

2 Listen, point and repeat. 141

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

Optional activity

Practise the vocabulary by playing the game *The first letter* (see *Ideas bank* page 151) with the flashcards from the lesson.

3 Complete. Then listen and check. 142

- Ask students to read the text and fill in the gaps.
- Play the recording for students to listen and follow, checking their answers.

ANSWERS

- 1 wheel 2 compass 3 submarine 4 light bulb
5 calculator 6 battery 7 3D printer
8 virtual reality headset

4 Describe an invention for your partner to guess.

- Role play the example with a confident student.
- Students work in pairs to use the structure to describe an invention for their partner to guess.

5 Listen and read. 143

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Point out we use the present perfect passive for actions that started in the past and continue in the present.
- Ask students to work with a partner, taking turns to read the example sentences aloud.
- Ask students to read and discuss the *Look!* box with a different partner.

Optional activity

If you would like to look at the grammar in more depth with the class, ask students to play *Relay tennis*. Divide the class into two teams. Each team stands opposite each other. Say a vocabulary word from lesson 1 or 3, for example, *calculator*. A member from Team A has to make a present perfect passive sentence with the word *calculator*, for example, *Calculators have been used for hundreds of years*. Then a student from Team B makes a new sentence with *calculator*. Then say a different vocabulary word. Continue in this way until all students have had a turn. The team with the most correct sentences wins.

6 Circle the correct words.

- Ask students to read and circle the correct words.

ANSWERS

- 1 have been used
- 2 haven't been given
- 3 has been used
- 4 have been bought
- 5 has been taken

7 Look and complete.

- Students look at the pictures and complete the sentences.

ANSWERS

- 1 has been boiled
- 2 have been eaten
- 3 hasn't been charged
- 4 has been broken

Mixed ability

Remind weaker students how to form the present perfect passive tense by writing the form on the board, for example, *has / have + past participle*. Weaker students can complete the task with a stronger student.

Fast finishers can write one more sentence and read it aloud to a partner.

8 Listen and read. Then sing. 🎧 144–145

- 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 recording of the song for students to listen and follow the words.
- Play the recording of 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 research to match the inventors with the inventions.

Workbook pages 68–69

1 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

- 1 compass
- 2 light bulb
- 3 wheel
- 4 calculator

2 Complete.

- Students read the text and complete with the words from the box.

ANSWERS

- 1 wheel
- 2 compass
- 3 submarines
- 4 batteries
- 5 3D printers

3 Complete. Use words from activities 1 and 2.

- Students read and complete the sentences using the words from activities 1 and 2.

ANSWERS

- 1 light bulbs
- 2 wheels
- 3 compass
- 4 virtual reality headset
- 5 calculator, battery

4 Answer the questions.

- Students read and answer the questions. Then discuss them in pairs.

ANSWERS

Students' own answers

5 Match. Write *has been*, *hasn't been*, *have been*, or *haven't been*.

- Students match the two halves. Then add in the correct option to complete the dialogues.

ANSWERS

- 1 has been, d; The solar system has been studied for hundreds of years.
- 2 hasn't been, e; The environment hasn't been looked after.
- 3 have been, f; The houses have been designed by a famous architect.
- 4 hasn't been, a; The litter hasn't been picked up.
- 5 has been, b; Fried rice has been eaten for more than 2,000 years.
- 6 haven't been, c; The taps haven't been turned off properly.

6 Complete. Use the present perfect passive.

- Students complete the sentences with the present perfect passive forms in the box.

ANSWERS

- 1 been painted
- 2 been checked
- 3 been put
- 4 been bought
- 5 been sown
- 6 been cleaned
- 7 been built

7 Look at and write. Use the present perfect passive and the prompts.

- Students look at the picture and complete the sentences with the present perfect passive and prompts.

ANSWERS

- 1 hasn't been repaired yet
- 2 have been used
- 3 has never been charged
- 4 have already been given
- 5 haven't been played
- 6 has just been launched

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 and understand a story about a garden.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Sing the next line* (see *Ideas bank* page 151) with the class.
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to discuss in pairs if they have a garden or balcony and if they like to help clean it. If students do not have a garden or balcony, ask which parks in their town / city they can go to. Encourage pairs to report back to the class.
- Ask students to look at the page 76 of their Student Books and find the learning objective: *Let's read a story about a garden.*

Student Book pages 76–77

1 Look at the pictures. Where does the story happen?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *Where does the story happen?* and elicit answers from the class.

ANSWER

in Hassan's neighbour's garden

2 Listen and read. 146 What did Hassan boil to make medicine?

- Tell the class that they are going to listen and read the story.
- Focus on the pictures and ask the question *What did Hassan boil to make medicine?*
- Play the recording while students follow the story. Choose different students and repeat the question *What did Hassan boil to make medicine?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

The leaves of another plant

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- 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. 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 and number the sentences in order. Walk around the classroom, helping students where necessary.

ANSWERS

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

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

- Ask students to read the statements and decide if they are true or false.

ANSWERS

1 F (Elizabeth is Hassan's neighbour.) 2 F (Elizabeth was in hospital.) 3 T 4 F (Hassan and his mum see that one of the plants look ill.) 5 T

6 Read and complete.

- Ask students to read and complete the summary.
- Students check answers in pairs before checking as a class.

ANSWERS

1 garden 2 operation 3 worried 4 help 5 ill
6 learned 7 medicine

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Hassan wanted to help Elizabeth.
- Look at the second question. Establish that Hassan studied books.
- Look at the third and fourth questions and elicit answers from the class.

SUGGESTED ANSWERS

- 1 He wanted to help her while she was in hospital.
- 2 He studied books and searched online.
- 3 Students' own answers
- 4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in the students' own language. Ask *What does the story tell us about?* (taking responsibility). Invite different students to make suggestions about a time they took responsibility for something.

Team Up! 4 DOWNLOAD

- Students work in pairs to discuss situations about responsibility.

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 forms of transport can you see?

- Ask students to look at the pictures and say what forms of transport they can see.

ANSWERS

a submarine, a plane, a boat, a car

2 Read the story.

- Students read the story silently to themselves to check their predictions.

3 Read the story again. Number the sentences in order.

- Students read the sentences and put them in order.

ANSWERS

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

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

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

ANSWERS

- 1 F (Luna didn't feel happy being the team leader.)
- 2 T
- 3 F (Luna looked for information about other ideas.)
- 4 F (Luna's boat didn't float.)
- 5 T
- 6 T

5 Answer the questions.

- Ask students to read and answer the questions.

ANSWERS

- 1 Because they were (both) ill.
- 2 They made four different models.
- 3 She didn't feel happy about being the team leader.
- 4 Students' own answers

6 Complete for you.

- Ask students to think about 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.

Lesson 5: Skills and Culture

Learning objective

Students will learn about inventions in the Netherlands and Portugal.

Language

Inventions in the Netherlands and Portugal: *current, rubbish, sensor, surface*

Warm up

- Revise lessons 3 and 4 by asking students to think about inventions that have helped the world. Students share their ideas in pairs before reporting back to the class.

Lead-in

- Ask the class to look at the photos on pages 78 and 79 of their Student Book and try to work out which places they will be learning about today (the Netherlands and Portugal). 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 their Student Book page. Write it on the board: *Let's learn about inventions in the Netherlands and Portugal.*

Student Book page 78

1 Listen, point and repeat. 🎧 147

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

2 Listen and say the number. 🎧 148

- Focus on the photo of Sophie. Ask *Which country is Sophie from?* (the Netherlands). Tell students that they are going to hear Sophie talking. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, I'm Sophie and I want to tell you about an inventor from my country, the Netherlands. Boyan Slat is a Dutch inventor who is very interested in protecting the environment. He has travelled around the world to study pollution in the oceans. His invention was used in 2018 for the first time. It is called a clean-up system, and it is now used in rivers as well as oceans. The Pacific Garbage Patch is an island of plastic rubbish in the Pacific Ocean. Plastic rubbish makes a lot of pollution in the ocean. This is very bad for the wildlife that lives there. The Dutch inventor wanted to find a way to take the plastic out of the sea.
- Some of the plastic rubbish stays on the surface of the ocean. When you go out on a boat, you can sometimes see plastic floating on the top of the water. Sometimes the plastic waste goes under the surface of the water, and it is eaten by fish. Boyan Slat's invention has been designed to float on the surface of the water, too.
- In the ocean there are currents where the water moves. Currents can happen because of the wind, or sometimes they always happen in the same place. Sometimes they can be very strong. The Pacific Garbage Patch was made because the ocean currents move the plastic pollution to this place.
- Boyan Slat's invention uses the ocean currents to take plastic out of the water. His invention uses sensors that can record information about where the clean-up system is and how fast it is moving. The researchers can use the information from the sensors to see how well the system is working.

ANSWERS

rubbish 1 surface 3 current 2 sensor 4

3 Listen to Sophie and choose the correct answers.

④ 149

- Tell the class that they are going to hear Sophie talking about an invention. They must answer the questions.
- Have students read the questions before they listen.
- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi, I'm Sophie and I'm from the Netherlands. I've been learning about an inventor from my country who is doing amazing work in cleaning up the oceans. You might have heard of the Great Pacific Garbage Patch. It's an island of plastic rubbish which is bigger than France. It floats in the ocean close to the USA. Currents in the ocean pull pieces of rubbish into the garbage patch as they move, so it gets bigger all the time.

The Dutch inventor Boyan Slat has wanted to clean up the oceans since he was sixteen. He was on holiday in Greece when he saw how much plastic there was in the sea. His invention is an ocean clean-up system. It is a long piece of a special material that can float on the surface of the water. It has also got a big net that goes under the surface. The system makes a shape like a circle in the water, so it can catch the plastic rubbish. The plastic rubbish moves with the ocean currents, so the clean-up system moves with the ocean currents, too.

It's really important to clean up the rubbish in the oceans. Scientists say that the Great Pacific Garbage Patch is like a huge soup of plastic that floats in the ocean. Ships can't sail close to it, because the plastic can damage the ship. Many animals go to this island of plastic because they think the plastic is food. Sometimes animals go into the plastic and they can't get out. When the ocean currents change or when the wind is strong, plastic sometimes goes onto the beaches of islands. This is a problem for tourism as well as for nature.

Boyan Slat and his team are working on the clean-up system all the time to make it better. It is now used in rivers as well as oceans, to stop plastic from going into the sea. He works with people all over the world who want to stop plastic pollution.

ANSWERS

1 c 2 b 3 a 4 b

4 Watch the video. ▶ How was the Great Pacific Garbage Patch made?

- Play the video for students to find out how the Great Pacific Garbage Patch was made.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 160.

ANSWER

Rubbish that is floating in the sea gets caught in the currents.

Optional activity

Ask students to watch the video again and answer the following questions: *What has the patch been described as? (A soup of plastic) Why do many animals go to islands in the Pacific? (To lay their eggs) How many sea animals are killed every year by the garbage patch? (About 10,000).*

Choose students to share their answers with the class.

5 Listen and read. ④ 150 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about amazing inventions.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to act out their conversation for the class.

Workbook page 72**1 Read. Circle all the jobs in the text.**

- Students scan the text to find all the jobs mentioned.

ANSWERS

glasses-maker, scientist, optician, sailor, engineer

2 Read again. Complete with ONE word or a number.

- Ask students to read the sentences and complete with a word or a number.

ANSWERS

1 glasses 2 1862 3 London 4 rubbish 5 king

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Suggested answer for question 1: I think the microscope is the most important Dutch invention because it has helped scientists understand a lot of different things.

Student Book page 79**6 Look at the photos. What are the people doing?**

- Focus on the photos and ask students what they can see. Read the title and ask *What is the text about?* Elicit the answer from a chosen student.

ANSWER

water sports

7 Listen and read. ④ 151 Why is Portugal a good place for the new invention?

- Play the recording for students while they follow the text in their Student Books.
- Allow students time to discuss the question *Why is Portugal a good place for the new invention?*

ANSWER

It's famous for having very big waves.

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

- Ask students to read through the statements and decide if they are true or false.
- Students read the text again to check their answers.

ANSWERS

- 1 F (The currents can be dangerous.) 2 T 3 T
4 F (They are too far away in the ocean.)

Mixed ability

Weaker students can work in pairs to do the task. Stronger students can correct the false statements.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

Global skills: intercultural competence and citizenship

Learning about inventions in other countries and our own country helps to develop intercultural competence and citizenship. Encourage students to think about how different inventions have helped the world. Ask students why it is helpful for scientists from many different countries to work together. Then ask students to work in pairs and think about projects where different countries work together, for example, international space station, space travel.

Team Up! 5 DOWNLOAD

- Students work in groups to design an invention.

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 an opinion essay.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *What's wrong?* (see *Ideas bank* page 150) to review vocabulary using the unit flashcards.

Lead-in

- Write the learning objective on the board: *Let's learn how to write an opinion essay.*
- Ask students to think about what features an opinion essay will have. They discuss in pairs and then invite pairs to share their ideas with the class.

Student Book page 80

1 Look at the photos. What do you think the essay is about?

- Focus students' attention on the photos and ask the question *What do you think the essay is about?* Elicit and accept ideas from different students. Encourage students to support their answers and use the unit vocabulary. Don't confirm the answer yet.

ANSWER

mobile phones

2 Read and listen. 152 How does the writer feel about mobile phones?

- Read the gist question: *How does the writer feel about mobile phones?*
- Play the recording for students to follow 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 activity 1.

ANSWER

They are amazing but they shouldn't be used all the time.

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 the 1990s

2 We can use the internet, communicate with others, listen to music, use maps, use apps to check our health

4 Read. Then find and underline the phrases in 2.

- Read through the information with the class. Point out the terms *Advantage* and *Disadvantage*. Explain that we can evaluate the good and bad points about a topic before we give our opinion.
- Students can work in pairs to find and underline the phrases in the essay.

5 Write an opinion essay about an invention.

- Ask students to turn to page 73 of their Workbook and complete activities 1 and 2 before writing their essay.

Workbook page 73

1 Number the sentences in order. Write A (advantage) or D (disadvantage). Then underline the words and phrases introducing ideas.

- Ask students to read and number the sentences in order. They then write A for advantage or D for disadvantage. Students then underline the words and phrases introducing ideas.

ANSWERS

- 1 Firstly, video games are a great way to relax. A
- 2 Another reason video games are important is that you can play them with your friends. A
- 3 In contrast, some people spend too much time sitting down when they play. D
- 4 All in all, video games are probably one of the most important inventions in the world. A

2 Write a list of inventions that you think are important.

- Ask students to brainstorm the most important inventions and write a list.

ANSWERS

Students' own answers

3 Choose the invention you think is most important. Plan your ideas.

- Students choose the most important invention and complete the visual organizer.

ANSWERS

Students' own answers

4 Write an opinion essay about an invention. Use your notebook.

- Ask students to write their opinion essays using their plan. Walk around the classroom, helping and correcting where necessary.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their essay with their partner to read. Ask students to draw three stars next to something their partner did well in the report. 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 plan and present a science experiment.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages) for each group, scissors

Warm up

- Play *Find the answer* (see *Ideas bank* page 152) to review the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Plan and present a science experiment.*
- Ask students if they have done or seen any experiments in science class. Ask students to work in pairs and describe an experiment they have done or seen in English.
- Invite pairs to share their ideas with the class.

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 worksheet for students to prepare for planning and presenting their experiment.

1 Listen and number the project steps in order.

153

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

ANSWERS

1 d 2 e 3 a 4 c 5 b

2 Watch the video. What are the ingredients they need to do the experiment?

- Ask students *What are the ingredients they need to do the experiment?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 161.

ANSWER

flour, salt, water, cooking oil, vinegar, washing up liquid, baking soda

3 Listen and read. 154 4. Then present your experiment.

- Play the recording of 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 prepare their presentations.

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 the activities and choose three that they want to do.
- Ask students to praise their hands if they chose activities 1, 2, 3 and 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 Students' own answers
- 2 Students' own answers
- 3 Students' own answers
- 4 The experiment was presented by the scientists. This book was made into a film by the director.
- 5 Submarines have been used for many years. The water has been boiled.
- 6 Students' own answers

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

- Students read the statements and decide if they are true or false.

ANSWERS

- 1 T
- 2 T
- 3 F (Printers print pictures on paper.)
- 4 F (The inner is the inside part of something.)
- 5 F (Metal and wood are solids.)
- 6 T
- 7 F (Light moves quickly.)
- 8 T

2 Complete the number code puzzle with words about science and inventions.

- Ask students to complete the puzzle.

ANSWERS

											b	
	w		c								o	
	h	e	a	t				s	o	l	i	d
	e		l					u			l	
	e		c					b		v		
	l		u			c	o	m	p	a	s	s
			l					a		p		
s	u	r	f	a	c	e		r		o		
t				t				l	i	q	u	i
i				o		m		n		r		
r			f	r	e	e	z	e				
						l						
		f	l	o	a	t						

1	2	3	4	5	6	7	8	9	10	11
d	p	t	q	r	s	u	h	c	o	f

12	13	14	15	16	17	18	19	20	21
z	i	m	a	b	e	w	n	l	v

3 Write.

- Students read the definitions and write the correct words from the box.

ANSWERS

- 1 submarine
- 2 virtual reality headset
- 3 water
- 4 beaker
- 5 ice

4 Rewrite the statements and questions. Use the correct form of the passive.

- Ask students to read and then rewrite the statements and questions. They need to use the correct passive form.

ANSWERS

- 1 The liquid was stirred
- 2 Were sunglasses invented
- 3 The battery isn't changed
- 4 Tomatoes have been grown
- 5 Our homework is collected by
- 6 Have all the dumplings been

5 Complete. Use the correct form of the passive.

- Ask students to read the text. They then fill in the gaps with the correct passive form of the verb in the bracket.

ANSWERS

- 1 are enjoyed
- 2 have been used
- 3 were invented
- 4 is called
- 5 are heated
- 6 aren't loved
- 7 was launched
- 8 hasn't been found yet

Assessment for learning

Ask students to look back through the lessons in this unit 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 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

- Students are now ready to do the Unit 6 test, downloadable from Oxford English Hub.

Music

Learning objectives

Students will be able to read and understand a short story about a band.

Students will be able to read and understand an article about how music makes us feel.

Language

Grammar and vocabulary from units 5 and 6

Warm up

- Tell students to think about their favourite type of music and their favourite bands and musicians. Ask them to share their ideas with a partner.
- 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 82–83

1 Listen and read. 155 What does Fred want to do?

- Ask students to look at the pictures and say what they think the text is about (a music band). Read the gist question: *What does Fred want to do?*
- Play the recording for students to listen and follow the text in their Student Books.
- Point out the words highlighted in pink (*shrugged, give up, bump in the road, audition*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

He wants to start a band.

2 Read again and complete.

- Ask students to read the text again and complete the sentences.

ANSWERS

1 band 2 grandparents 3 rock 4 festival

Mixed ability

Ask weaker students to work in small groups to complete the sentences. Each student must try to find the answers to one or two gaps and then share these with the rest of the group. Ask fast finishers to find and write two gapped sentences about the story. They then exchange their sentences with a partner to complete.

Optional activity

Play *Who is it?* (see *Ideas bank* page 152).

3 What kind of music do you enjoy listening to? Would you like to be in a band?

- Ask students to think about the questions and then discuss them in pairs.
- Invite pairs to share their ideas with the class.

ANSWERS

Students' own answers

4 Listen and read. 156 What does classical music help people to do?

- Tell students to look at the photos and say what they think the text is about (music). Read the gist question: *What does classical music help people to do?*
- Play the recording for students to listen and follow the text in their Student Books. Explain any difficult words, for example, *effect, brains, mood, upbeat, therapy*.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWERS

It helps them to feel calm, study, and do well in exams.

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

- Ask students to read the statements and decide if they are true or false.

ANSWERS

1 T

2 F (Music therapy is used in some types of healing.)

3 F (The writer believes classical music can make people feel calm.)

4 T

6 What kind of music makes you feel happier?

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

ANSWERS

Students' own answers

Optional activity

Have a quiz to check what students remember about the article they read. Students can work in small groups. Read the example questions below aloud and allow a few moments for students to share ideas and write the answers.

- *Why did people in the past sing songs?* (to tell stories)
- *How many people took part in the survey done by universities in Finland and the UK?* (more than 2,400 people)
- *What does the writer describe as upbeat music?* (jazz, folk, rock or pop)
- *How can music help people with aches and pains?* (It makes them think about something else.)
- *According to the writer, what three things can music do for us?* (It connects us to people, music can make us feel happy and less worried).

Lesson 1: Words

Learning objectives

Students will be able to talk about clothes.

Language

Clothes: blouse, jumper, knitted, necklace, scarf, silk, spotted, striped, suit, tie

Functional language: *Does this ... look nice? Yes, it suits you.*

Warm up

- Ask students if they enjoy shopping for clothes and what kind of clothes they buy. In pairs, students discuss three of their favourite items of clothing and why they like them. Ask pairs to share their ideas with the class.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about clothes.*
- Students work in pairs. They try to think of all the words connected with clothes that they know in English.

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 describing what they can see in English, for example, *jewellery, jacket, shoes, skirt, T-shirt, trousers, socks, dress, shirt, gloves, trainers, bracelet.*
- Tell students that they are 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.

2 Listen, point and repeat. 157

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

3 Listen and say. 158

- Play the recording, pausing after each description for students say the correct word.

Audio transcript

- This is made up of a jacket with trousers or a skirt. The jacket and the trousers or skirt are made of the same material. People often wear this to work or on important days.
- You wear this on your neck to keep you warm in winter. It is often made of wool. Some people like this to have bright colours or a pattern.
- This top is usually made of wool. It can be lots of different colours, and it has sometimes got a pattern or writing on it.

- This is jewellery that you wear on your neck. It is sometimes made of gold or silver, but it can be made from other things. People sometimes wear this on special days.
- Some children wear this as part of a school uniform, as well as a shirt and jumper. It can be many different colours. People also wear this with a shirt to work or on important days.
- This is like a shirt. It has sometimes got patterns on, and it is usually made from material which is light, not heavy. You can wear it with a skirt or trousers, or as part of a suit.

ANSWERS

- 1 suit 2 scarf 3 jumper 4 necklace 5 tie
6 blouse

Optional activity

Use the *Vocabulary* poster to review the words. Then play *Fast talk* using the lesson flashcards (see *Ideas bank* page 150).

4 Read and circle.

- Ask students to read the sentences and circle the correct answer.
- Students compare their answers in pairs.

ANSWERS

- 1 tie 2 scarf 3 jumper 4 necklace 5 blouse
6 suit

5 Listen, point and repeat. 159

- Focus students' attention on the four photos.
- Play the recording for students to listen and point to the photos showing different clothes.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check.

 160

- Tell students to look at the text and ask what kind of text it is (an email).
- 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.
- Play the recording for students to listen and check their answers.

ANSWERS

knitted, spotted, striped, silk

7 Read again and match.

- Ask students to read the text in activity 6 again. They then read the sentences and match the phrases.

ANSWERS

1 c 2 a 3 d 4 b

8 Listen and repeat. 161 Then make a new dialogue and practise.

- Focus students' attention 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 way of asking about clothes.
- Model another dialogue for the class. Choose the word *scarf* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to ask about clothes, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping and correcting where necessary.

Team Up! 1 **DOWNLOAD**

- Students work in pairs to look at the fashion show then design their own fashion show to present to the class.

Workbook **pages 76–77**

1 Circle the correct words.

- Students read and circle the correct words.

ANSWERS

1 tie 2 scarf 3 Necklaces 4 jumper 5 blouse
6 suit

2 Complete. Then match.

- Students read and complete the sentences then match them to the pictures.

ANSWERS

1 scarf c 2 suit d 3 blouse a 4 jumper b 5 tie f
6 necklace e

3 Write about Lara's school uniform.

- Students use the notes and prompts to write about Lara's school uniform.

ANSWERS

(In any order) She has to wear a tie. She has to wear a blouse. She has to wear a jumper. She can't wear a necklace. She can't wear striped socks. She can't wear jeans.

4 What are you wearing right now? Write.

- Students write sentences to describe what they are wearing.

ANSWERS

Students' own answers

5 Write the correct name. Who is wearing ... ?

- Students look at the pictures and read the descriptions. They then write the correct name.

ANSWERS

1 Lea 2 Dan 3 Kim 4 Zara 5 Ali 6 Lea

6 Write.

- Students read the clues and complete the puzzle.

ANSWERS

Across: 1 silk 4 necklace 5 scarf 6 spotted 7 suit
Down: 1 striped 2 knitted 3 blouse 8 tie

7 Complete the dialogues. Use the words in brackets.

- Students read and complete the dialogues with the words in brackets.

ANSWERS

- 1 necklace; it looks beautiful
- 2 this scarf look nice; it suits you
- 3 (knitted) jumper; it's too big

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk about how to give more information.

Language

Defining relative clauses: *That's the girl who lives in my building!*

Non-defining relative clauses: *The children at Hillcrest School, who won an award for their designs, will present their new spring collection.*

Warm up

- Play *What is it?* (see *Ideas bank* page 152).
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Tell students that in today's lesson, they are going to talk about how to give more information.
- Hold up an object, for example, a scarf and say *This is a scarf*. Give more information about the object, for example, *This is the scarf that I knitted*.
- Students work in pairs. They think of a favourite possession and say what it is and give more information about it. Choose a confident student to say their sentence.
- Ask students to look at page 86 of their Student Book and find the lesson objective: *Let's talk about how to give more information*.

Student Book **pages 86–87**

1 Listen and read. **162** What are the children getting ready for?

- Focus on the team characters in the grammar 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: *What are the children getting ready for?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What does Tang think of Emma's costume?* (He thinks it's amazing) *Who does Tang see at the party?* (The girl who lives in his building).

ANSWER

a fancy dress competition

2 Listen and read. 🎧 163

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we usually use a relative pronoun to start a defining relative clause.
- Ask students to work with a partner, taking turns to read the example sentences.
- Ask students to read the *Look!* box with a partner.
- Ask students for feedback to check their understanding.

3 Circle the correct words.

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

ANSWERS

1 whose 2 who 3 where 4 that

4 Write the correct relative pronouns.

- Ask students to write the correct relative pronouns.

ANSWERS

1 where 2 whose 3 who / that 4 that / which
5 that

Optional activity

For further practice of the grammar, write the following sentences on the board and ask students to read the relative clauses aloud: *This is the necklace that my grandma bought me. Helen is the girl whose mum is an engineer. This is the department store where I bought my new jumper. Adam is the boy who won the competition.*

For weaker students, you may wish to ask these students to do the activity in pairs before they share their ideas.

5 Describe and guess.

- Ask two students to read the example dialogue.
- Students work in pairs, taking turns to give clues and guess the words.

6 Listen and read. 🎧 164 Where will the fashion show be?

- Ask students to look at the picture and say what kind of text it is (a poster / leaflet). Read the gist question: *Where will the fashion show be?*
- Play the recording for students to listen and follow the text.
- Students read the text again. Then ask the question *Where will the fashion show be?* again and elicit the answer.

ANSWER

Hillcrest School in the school hall.

7 Listen and read. 🎧 165

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

8 Do the sentences have defining (D) or non-defining (ND) relative clauses? Read and circle.

- Ask students to read the sentences and decide if they have defining or non-defining clauses.

ANSWERS

1 D 2 ND 3 D 4 ND

Mixed ability

For weaker students, explain that the information given in non-defining relative clauses is extra, this means we use commas around the clauses. In relative defining clauses, the information is essential, so we don't use commas. Weaker students can do the task with a stronger student. Fast finishers can write two more sentences.

9 Complete with commas and the correct relative pronouns.

- Ask students to read and complete the sentences with the correct relative pronouns.

ANSWERS

- 1 London, where I used to live, has got many exciting clothes shops.
- 2 The fashion show, which is held every year, is really fun to watch.
- 3 Anne, who goes to my school, is wearing a red jumper.
- 4 The head teacher, whose daughter is in my class, is from France.

Team Up! 2 [DOWNLOAD](#)

- Students play the *Relative clause* game in pairs.

Workbook [pages 78–79](#)

1 Match.

- Ask students to read and match the two parts of the sentences.

ANSWERS

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

2 Write *who, which, that, when, whose* or *where*.

- Ask students to read and complete the sentences with the correct relative pronouns.

ANSWERS

1 which / that 2 who / that 3 where 4 which / that
5 when 6 whose 7 that 8 where

3 Rewrite the sentences. Use a defining relative clause.

- Students rewrite the sentences with defining relative clauses.

ANSWERS

- 1 We met some people who work at the market.
- 2 She put on the jumper that / which was in the wardrobe.
- 3 There's the café where I had lunch yesterday.
- 4 That's the student whose bag is blue.
- 5 Winter is a season when we wear knitted jumpers to keep warm.

4 Complete the sentences so they are true for you. Use defining relative clauses.

- Students complete the sentences for them.

ANSWERS

Students' own answers

5 Underline the non-defining relative clauses. Add commas (,) where necessary.

- Students read the sentences and identify the non-defining relative clauses and underline them. They then add in the commas.

ANSWERS

- 1 White lab coats, which are worn by doctors, were first used in the 1800s.
- 2 Padstow, where we go on holiday every year, is really nice.
- 3 Zehra, whose mother is an English teacher, doesn't like English!
- 4 London, which has some fantastic buildings, is the capital city of England.
- 5 Her grey suit, which she bought from the new department store, was very expensive.

6 Complete.

- Students complete the text with the clauses in the box.

ANSWERS

1 D 2 C 3 A 4 F 5 E 6 B

7 Complete the sentences with the information in brackets. Use non-defining relative clauses.

- Students complete the sentences with the information in brackets using non-defining clauses.
- Students can compare answers in pairs before you check with the class.

ANSWERS

- 1 The portrait, which was in a silver frame, was of a young prince.
- 2 The old man, who was very tired, started to sing.
- 3 This hat comes from Campeche, which is a small town in Mexico.
- 4 Lily wants to live in the mountains, where she can go skiing in winter.
- 5 The necklace, which was made in 1876, was bought for \$20,000.
- 6 Paul Walker, whose sister is in my class, won a fashion design competition.

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 shopping.

Language

Shopping: *bargain, cash, deliver, label, order, receipt, pay for, price*

Reflexive pronouns: *She made it herself!*

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 152) with the grammar from lesson 2.

Lead-in

- Ask students to look at the learning objective on page 88 of their Student Book: *Let's talk about shopping.*
- Stick the lesson 3 flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three different students and ask *What are we learning about today?* Accept all suggestions, but don't confirm whether or not they are correct.
- Ask students to work in pairs. They brainstorm as many shopping words as they can.
- Ask different pairs to share their ideas with the class.

Student Book pages 88–89

1 Listen and read. 166 Who did Rosa see outside a shop?

- Focus students' attention on the photo and the title of the blog. Choose a student and ask what the text is about (going shopping).
- Play the recording and ask the question *Who did Rosa see outside a shop?* Elicit answers from the class.
- Play the recording again for students to follow again. Then ask questions to check understanding, for example, *Where is Rosa?* (in New York) *Where did they buy some bargains?* (at shops in Union Square) *Where did the girl buy her dress?* (She made it herself).

ANSWER

a famous actor

2 Listen, point and repeat. 167

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

3 Write.

- Ask students to read the sentences and write the words.
- Students can compare answers in pairs.

ANSWERS

1 pay for 2 bargain 3 receipt 4 price 5 cash
6 deliver 7 order 8 label

4 Play True or false.

- Students work in pairs. They take turns to make true or false statements using the words in lesson 3. Their partner must say if it is true or false. Students then swap roles.

ANSWERS

Students' own answers

5 Listen and read. 🎧 168

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Point out we use reflexive pronouns to focus on the person or thing that is the subject of the sentence.
- Students work with a partner, taking turns to read the 'question and answer' aloud.
- Ask students to read through and discuss the *Look!* box with a different partner.

Optional activity

If you would like to look at the grammar in more depth with the class, write some gapped sentences on the board for students to complete. Explain they can think of classmates or family members to complete the sentences. Demonstrate by writing the following gapped sentence on the board. ___ like making ___ a cup of coffee in the morning. Elicit the first gap is *I* and the second is *myself*.

Repeat with the following sentences:

- 1 ___ likes to make things ___.
- 2 ___ bought ___ a new jumper.
- 3 ___ paid for a new bike ___.
- 4 ___ made a cake for ___.
- 5 ___ and ___ enjoyed ___ at the concert.

Choose confident students to read their sentences aloud.

6 Circle the correct words.

- Ask students to read and circle the correct words.

ANSWERS

- 1 yourselves 2 myself 3 herself 4 themselves
- 5 himself

7 Write sentences with reflexive pronouns.

- Students look at the pictures and use the prompts to write sentences with reflexive pronouns.

ANSWERS

- 1 They enjoyed themselves a board game.
- 2 She took a photo of herself.
- 3 He made himself a scarf.
- 4 We built this tree house ourselves.

8 Listen and read. Then sing. 🎧 169–170

- 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 recording of the song for students to listen and follow the words.
- Play the recording of the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 📄 DOWNLOAD

- Students ask and answer the questions for a *Smart shopping* survey, to record and present to the class.

Workbook pages 80–81

1 Number the sentences in order.

- Students read the sentences and number them in order.

ANSWERS

- 1 d 2 f 3 b 4 h 5 a 6 c 7 g 8 e

2 Complete.

- Students read the sentences and complete with the words from the box.

ANSWERS

- 1 pay for 2 order 3 label 4 receipt 5 bargain

3 Complete the dialogues. Use words from activities 1 and 2.

- Students read and complete the dialogues using the words from activities 1 and 2.

ANSWERS

- 1 ordered 2 delivered 3 pay for 4 cash 5 receipt
- 6 label 7 price 8 bargain

4 Answer the questions.

- Students answer the questions.

ANSWERS

Students' own answers

5 Complete.

- Students read and complete the sentences with the correct reflexive pronouns.

ANSWERS

- 1 themselves 2 herself 3 myself 4 ourselves
- 5 himself 6 yourself 7 yourselves 8 itself

6 Write the correct reflexive pronoun.

- Students read and correct the reflexive pronouns.

ANSWERS

- 1 himself 2 yourselves 3 herself 4 ourselves
- 5 yourself 6 themselves

7 Order the words. Add the correct reflexive pronoun.

- Students order the words to make sentences and add reflexive pronouns.

ANSWERS

- 1 They enjoyed themselves at the party.
- 2 I have made myself a sandwich.
- 3 Our car can drive itself!
- 4 Mark is teaching himself Japanese.

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 and understand a story about making clothes.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.
- Play *Quick thinking* (see *Ideas bank* page 152) with the grammar and vocabulary.

Lead-in

- Ask students to imagine they must make costumes for a fancy dress party. Ask them to work in pairs and decide what clothes they would need to make their costumes. Encourage students to use as many words as they can from the previous lessons. Invite pairs to describe their costumes.
- Ask students to look at the page and find the learning objective: *Let's read about making clothes.*

Student Book pages 90–91

1 Look at the pictures. What do you think the boy wants to learn?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *What do you think the boy wants to learn?* and elicit answers from the class.

ANSWER
to make clothes

2 Listen and read. 🎧 171 Why does the king go to the market?

- Tell the class that they are going to listen and read the story.
- Focus on the pictures and ask the question *Why does the king go to the market?*
- Play the recording while students follow the story. Choose different students and repeat the question *Why does the king go to the market?*
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER
He follows Sami.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- Allow 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 match.

- Ask students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to read and match the two parts of the sentences. Walk around the classroom, helping students where necessary.

ANSWERS
1 b 2 a 3 d 4 c

Mixed ability

Ask weaker students to find and underline the parts of the story that help them match the two parts of the sentences. Stronger students, who finish quickly, can take turns to say what happened in the story.

5 Read and write the words.

- Ask students to read the descriptions and complete with the correct words from the box.

ANSWERS
1 disguise 2 collar 3 talented 4 apprentice

6 Circle the correct answers.

- Ask students read and circle the correct answers.
- Students can check answers in pairs.

ANSWERS
1 a 2 b 3 a 4 b

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Sami was good at making clothes and we know this because we see him making a beautiful silk shirt and the shop owner says he is very talented.
- Read questions 2–4 aloud and elicit answers from the class.

SUGGESTED ANSWERS
1 Yes, because the shop owner says he is very talented.
2 Students' own answers 3 Students' own answers
4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in the students' own language. Ask *What does the story tell us?* (trust in your abilities and talents). Invite different students to discuss what their talents are.

Team Up! 4 DOWNLOAD

- Students read and answer the questions on the *Your talents* questionnaire.

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. What is Maya wearing?

- Ask students to look at the pictures and say what Maya is wearing.

ANSWER

boots, a spotted skirt, a striped / knitted jumper, a knitted hat, (jeans / trousers), a suit, a T-shirt, a spotted scarf, a dress, a necklace

2 Read the story.

- The students read the story silently to themselves.

3 Read the story again. Match.

- Students read and match the two parts of the sentences.

ANSWERS

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

4 Complete. Write T (true) or F (false).

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

ANSWERS

- 1 F (Maya was making a dress for herself.)
- 2 F (The blouses she ordered were a bargain.)
- 3 F (She began to worry at bedtime.)
- 4 F (In her dream, people gave her silver buttons for the clothes.)
- 5 T
- 6 T

5 Complete. Write ONE, TWO or THREE words in each gap.

- Ask students to read and complete the sentences.

ANSWERS

1 a black suit 2 warm 3 silk 4 a / the silver button
5 her / the garden

6 Complete for you.

- Ask students to think about 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.

Lesson 5: Skills and Culture

Learning objective

Students will learn about shopping in Morocco and Malaysia.

Language

Shopping in Morocco and Malaysia: *fabric, handmade, stall, workshop*

Warm up

- Ask students to brainstorm different types of shops. They share their ideas in pairs before reporting back to the class.

Lead-in

- Ask the class to look at the photos on pages 92 and 93 of their Student Book and try to work out which places they will be learning about today (Morocco and Malaysia). 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 their Student Book page. Write it on the board: *Let's learn about shopping in Morocco and Malaysia.*

Student Book page 92

1 Listen, point and repeat. 172

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

2 Listen and say the number. 173

- Focus on the photo of Karim. Ask *Which country is Karim from?* (Morocco) Tell students that they are going to hear Karim talking about shopping in Morocco. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi! I'm Karim and I'm from Morocco. I live in Marrakech, and we've got a very big, famous market which is called Djemaa El Fna. It has been in the same place for hundreds of years. It's open every day, from morning to night, and it's an exciting place to visit! There are so many market stalls to see here. A stall is a small shop in the market. They can sell many different things, like sandals, jewellery, or souvenirs. People who come here on holiday can buy themselves souvenirs of Morocco at these market stalls. There are also lots of food stalls where you can buy delicious food.
- Some stalls sell fabric, which can be lots of different colours and patterns. It can be used to make clothes, bags, scarves or rugs. Sometimes the fabric is heavy and sometimes it is light. It looks very pretty on the market stalls.
- Lots of the things for sale in the market are handmade. People make things like jewellery, sandals, cups and bowls themselves. They don't make them in a factory. It takes a long time to learn how to do this. Visitors like to buy handmade things because they are special and beautiful.

- Workshops are small rooms where traditional things are made. Most of the workshops are very old and they haven't changed for a long time. It's very interesting to watch people making different things. Sometimes you can talk to the person who made the souvenirs on the stall.

ANSWERS

stall 2 fabric 1 handmade 4 workshop 3

3 Listen to Karim and complete. 174

- Tell the class that they are going to hear Karim talking about a market in Morocco. They must listen and complete the sentences.
- Have students read the sentences before they listen.
- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi, I'm Karim, and I live in Morocco with my family. We live in Marrakech in the medina, which is the old town. You can buy many different things in the market. My family has had a stall which sells handmade leather sandals for hundreds of years. The market is a fun, noisy place with lots of music and street performers. There are many exciting smells from the food stalls, too. I think visitors love the market because it is very colourful. One of the reasons why Moroccan markets are so colourful is because they sell lots of spices. Some of these spices have got very bright colours and they smell delicious! The market has got many stalls which sell handmade things like carpets and rugs. They are made by Berbers. Berbers are the people who came from a place called the Sahara, many years ago.

There are also lots of workshops in the market where people make many different things, like dresses, jewellery and scarves. You can have a pair of shoes made for you while you wait!

Tourists like to visit the famous tanneries. These are places where leather can be made into different colours, such as red and yellow. Pieces of leather are put in a special liquid for hours. Then they change colour.

In Moroccan markets, the prices are often not shown. To buy something, you have to ask for the price and talk to the market stall owner about it until you both agree. This part can be fun, and the stall owner will usually make you laugh.

There is always something to see and do in the old market. It's open every day, and it's always busy with tourists and people who live in Marrakech. If you visit Morocco, you have to visit Djemaa El Fna!

ANSWERS

1 old 2 handmade 3 delicious 4 colours 5 price

4 Watch the video. How is Argan oil made?

- Play the video for students to find out how Argan oil is made.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 161.

ANSWER

It's made from nuts using a special stone to get the oil out.

Optional activity

Ask students to work in pairs. They take turns to tell each other about the market in Morocco, for example, *Marrakech is a big, old city in Morocco. It's famous for its markets.*

5 Listen and read. 175 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about shopping.
- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to role play their conversation for the class.

Workbook page 84

1 Read. Find TWO places in Fez where you buy jewellery.

- Students scan the text to find two places in Fez where they can buy jewellery.

ANSWERS

Souk el Henna and Borj FEZ

2 Read again. Answer the questions. Write full sentences.

- Ask students to read the text again and the sentences. They then answer in full sentences.

ANSWERS

- 1 There are about 80,000 shops and market stalls in Fez medina.
- 2 You can smell spices at Souk el Henna.
- 3 Leather is dyed at Chouara Tannery in Fez.
- 4 You can see people making fabric at silk weaving workshops.
- 5 Borj FEZ is a shopping mall.

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Student Book page 93

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

- Focus on the photos and Alicia. Ask students *What can you see? Would you like to visit here? Why?* Elicit the answers from different students.

SUGGESTED ANSWERS

a shopping centre, a city, a hotel / theme park, a sculpture

7 Listen and read. 176 What can you buy at the Sunway Pyramid?

- Play the recording for students while they follow the text in their Student Books.
- Allow students time to discuss the question *What can you buy at the Sunway Pyramid?*

ANSWERS

Many different things, e.g. books, jumpers, toys and jewellery

8 Read again and match.

- Ask the students to read and match the two parts of the sentences.
- Students read the text again to check their answers.

ANSWERS

1 c 2 a 3 d 4 b

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

Team Up! 5 DOWNLOAD

- Students research online a shopping centre they would recommend in their own country and answer the questions 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.

Lesson 6: Writing focus

Learning objective

Students will learn how to write a persuasive essay.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Choose and describe* (see *Ideas bank* page 151) to review vocabulary from lessons 1–5 using the unit flashcards.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a persuasive essay.*
- Ask students to think about what features a persuasive essay will have. They discuss in pairs and then invite pairs to share their ideas with the class.

Student Book page 94

1 Look at the photo. What do you think the essay is about?

- Focus students' attention on the photo and ask the question *What do you think the essay is about?* Elicit and accept ideas from different students. Encourage students to support their answers and use the unit vocabulary. Don't confirm the answer yet.

ANSWER

Recycling clothes

2 Read and listen. ▶ 177 How can we recycle old clothes?

- Read the gist question: *How can we recycle old clothes?*
- Play the recording for students to follow 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 activity 1.

ANSWER

Sell them, give them to charity shops, repair them or make new clothes from old ones

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

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

ANSWERS

1 12% 2 92 million tonnes

4 Read. Then write the labels in 2.

- Read through the information with the class.
- Ask students to write the labels on the text. Allow students to work in pairs.

ANSWERS

Title, Facts, Suggestions, Conclusion

5 Write a persuasive essay.

- Ask students to turn to page 85 of their Workbook and complete activities 1 and 2 before writing their essay.

Workbook page 85

1 Look at the pictures. Read and write A, B or C.

- Ask students to look at the pictures and match with the description by writing A, B or C.

ANSWERS

1 B 2 C 3 A

2 Match.

- Ask students to match the features to the descriptions.

ANSWERS

1 d 2 c 3 e 4 a 5 b

3 Think about a place you like to shop. Make notes.

- Ask students to use the prompts to make notes about a place where they would like to shop.

ANSWERS

Students' own answers

4 Write a persuasive essay. Use your notebook.

- Ask students to write their persuasive essays. Walk around the classroom, helping and correcting where necessary.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their essay with their partner to read. Ask students to draw three stars next to something their partner did well in the essay.

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 and play a shopping game.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet (2 pages) for each student, scissors, pens and pencils

Warm up

- Play *Why is it better?* (see *Ideas bank* page 152) with the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Make and play a shopping game.*
- Ask students to work in pairs and think about the things they usually to do when they go shopping, for example, look for a bargain, check the label and price, try on the item, pay for it or order it online.
- Invite pairs to share their ideas with the class.

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 worksheet for students to make and play their shopping game.

1 Listen and number the project steps in order.

178

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

ANSWERS

1 c 2 b 3 e 4 a 5 d

2 Watch the video. How much are the spotted socks?

- Ask students *How much are the spotted socks?* Play the video for students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 161.

ANSWER

£3

3 Listen and read. 179 Then play your shopping game.

- Play the recording of 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 their shopping 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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 2, 3 or 4. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 jumper, tie, scarf, blouse, suit, necklace, knitted, spotted, striped, silk, label, price, deliver, bargain, order, pay for, cash, price, receipt, etc.
- 2 Students' own answers
- 3 Students' own answers
- 4 Students' own answers
- 5 Students' own answers
- 6 We made ourselves a cake. Beth taught herself how to play the violin.

Workbook pages 86–87

1 Circle the correct words. There are TWO correct answers.

- Students read the descriptions and circle the correct words.

ANSWERS

- 1 a tie, a scarf 2 a stall, a department store
- 3 a label, a receipt 4 a factory, a workshop
- 5 a suit, a blouse

2 Order the letters and complete the sentences.

- Ask students to order the letters to make words and complete the sentences.

ANSWERS

- 1 blouse 2 bargain 3 Silk 4 knitted 5 delivers

3 Write.

- Students complete the text with the words in the box.

ANSWERS

1 suits 2 label 3 striped 4 receipt 5 blouse
 6 stall 7 handmade 8 cash 9 paying for 10 scarf
 11 price

**4 Write *who, which, that, when, where* or *whose*.
 Then write *D* (defining) or *ND* (non-defining).**

- Ask students to complete the sentences with the correct relative pronouns and write if the clauses are defining or non-defining.

ANSWERS

1 where, D 2 who, ND 3 when, D 4 whose, D
 5 which, ND 6 where, D

5 Circle the correct words.

- Students read and circle the correct reflexive pronouns.

ANSWERS

1 themselves 2 myself 3 yourself 4 ourselves
 5 itself 6 herself

**6 Find and circle one mistake in each sentence.
 Write the correct word.**

- Students read the sentences and find a mistake. They then write the correct word.

ANSWERS

1 which 2 whose 3 myself 4 who / that 5 which
 6 yourself

Assessment for learning

Ask students to look back through the lessons in this unit 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 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

- Students are now ready to do the Unit 7 test, downloadable from Oxford English Hub.

Lesson 1: Words

Learning objectives

Students will be able to talk about weather and natural disasters.

Language

Weather and natural disasters: *blizzard, continent, drought, earthquake, flood, hurricane, sunrise, sunset, thunderstorm, volcanic eruption*

Functional language: *What happens when ... ?*

Warm up

- Ask students *What is the weather like today?*
- Ask students to work in pairs to discuss what the weather is like in their country in summer, autumn, winter and spring. Ask pairs to share their ideas with the class.
- Ask students what their favourite weather is. Choose different students to share with the class.

Lead-in

- Stick the flashcards for the lesson on the board. Ask students to use the pictures on page 96 of their Student Book to work out the topic of the lesson. Ask the class *What are we learning about today?* Choose a student to answer.
- Write the learning objective for the lesson on the board: *Let's talk about weather and natural disasters.*
- Students work in pairs to think of words related to weather that they know in English, for example, *rainy, foggy, sunny, snowy, windy, icy.*

Student Book pages 96–97

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the pictures or ask students to look at the pictures in their Student Book. Encourage students to share their knowledge with the class by describing what they can see in English. They will be able to see some words from previous levels, for example, *rainy, snowy, windy, sunny, volcano.*
- Tell students that they are 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.

2 Listen, point and repeat. 180

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

3 Listen and say. 181

- Play the recording, pausing after each description for students say the correct word.

Audio transcript

- 1 In the south part of the country, it hasn't rained for a long time. There isn't enough water for the plants, and the land is very dry. It will be difficult to grow food. It's very important that people don't waste water at the moment.
- 2 Lots of buildings were damaged in the capital city. The ground moved for a short time. There is no electricity at the moment and some of the roads are closed. Do not travel to the capital.
- 3 It has been a hot day, and now it's going to be a noisy evening, starting from about 6.00. If you've got pets, they might be frightened of the noise and the bright lights in the sky, so please keep them indoors.
- 4 It has rained so much this week that the water in the rivers is very high. We think there will be problems tomorrow if it rains again tonight. Do not drive through water. If there is water in your home, go upstairs and call the emergency services.
- 5 The hotels next to the beach were damaged by the strong winds and rain. The wind moved very quickly and there was a lot of rain. Some trees fell and hit the cars in a car park, too.
- 6 Lots of people watched this on TV but it wasn't safe for people to be close to it. Everyone has left the area. Hot liquid rock came down the mountain last night, and it is very dangerous.

ANSWERS

- 1 drought 2 earthquake 3 thunderstorm 4 flood
5 hurricane 6 volcanic eruption

Optional activity

Play *Word cloud* (see *Ideas bank* page 150) using the lesson flashcards.

4 Write.

- Ask students to read the sentences and write the correct answer.
- Students compare their answers in pairs.

ANSWERS

- 1 drought, flood 2 hurricane 3 thunderstorm
4 volcanic eruption 5 earthquake

Mixed ability

Give clues to the weaker students to guide them to find the answers, for example, in item 1, when there isn't any rain, it is a drought. Weaker students can work in small groups to do the activity. Stronger students can write two more gapped sentences to exchange with a partner to complete.

5 Listen, point and repeat. 182

- Focus students' attention on the four photos.
- Play the recording for students to listen and point to the photos showing different weather in Antarctica.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check.

🎧 183

- Ask students to look at the text and ask what kind of text it is (a factfile).
- 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.
- Play the recording for students to listen and check their answers.

ANSWERS

continent, blizzard, sunrise, sunset

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

- Ask students to read the text in activity 6 again and decide if the statements are true or false.

ANSWERS

- 1 T
- 2 F (Only Antarctica is always covered in ice.)
- 3 F (Sunset is in the evening.)
- 4 T

8 Listen and repeat. 🎧 184 Then make a new dialogue and practise.

- Focus students' attention 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 way of talking about natural disasters and weather.
- Model another dialogue for the class. Choose the word *earthquake* from the green box and encourage a student to answer role play the dialogue with you.
- Ask students to work in pairs. They take turns to ask about weather and natural disasters using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping and correcting where necessary.

Assessment for learning

Ensure that students are familiar with discussing weather and natural disasters in their own language. Generate interest by asking *Do you have natural disasters in your country?* Personalizing new language will help the students to develop interest to learn more about travel in English. If you know of any natural disasters in your area which may have had an impact on the students' lives, discuss this topic with care.

Team Up! 1 DOWNLOAD

- Students read the clues and complete the crossword puzzle.

Workbook pages 88–89

1 Look and write.

- Students look at the pictures and write the matching words.

ANSWERS

- 1 thunderstorm
- 2 volcanic eruption
- 3 flood
- 4 drought
- 5 hurricane
- 6 earthquake

2 Write. Use the words from activity 1.

- Students read the dialogues. They use the example sentence structure to write matching sentences with the words from activity 1.

ANSWERS

- 1 There's a flood.
- 2 There's a hurricane.
- 3 There's a thunderstorm.
- 4 There's a drought.
- 5 There's a volcanic eruption.
- 6 There's an earthquake.

3 What happened where and when? Write.

- Students look at the pictures and write where and when the natural disaster happened using the example sentence structure.

ANSWERS

- 1 There was a volcanic eruption in Indonesia in 2020.
- 2 There were floods / was a flood in the UK in 2015.
- 3 There was a hurricane in the USA in 2017.
- 4 There was a drought in Kenya in 2011.

4 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

- 1 rain
- 2 Asia and Africa
- 3 hot
- 4 cold
- 5 goes down
- 6 goes up

5 Complete.

- Students read and complete the text with the correct words.

ANSWERS

- 1 continent
- 2 sunset
- 3 sunrise
- 4 blizzard
- 5 flood

6 Complete the dialogues.

- Students read and complete the dialogues with the words in the box.

SUGGESTED ANSWERS

- 1 What happens when there's a blizzard? (snow, wind, students' own answers)
- 2 What happens in a hurricane? (rain, wind, students' own answers)
- 3 What happens when there's a volcanic eruption? (noise, fire, students' own answers)

7 Answer the questions.

- Students read and answer the questions. Encourage students to answer in 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.

Lesson 2: Grammar

Learning objective

Students will be able to talk about past experiences.

Language

Past perfect affirmative statements: *I thought I'd put it in the backpack, but it wasn't there!*

Past perfect negative statements: *I hadn't been on a plane before I went on this trip.*

Warm up

- Play a game of *Whispers* (see *Ideas bank* page 152) with the words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Tell students that in today's lesson, they are going to talk about past experiences.
- Ask students to think about activities they have done in the past. Ask *Have you gone on any trips or seen any movies?* Ask students to include time references in their responses, for example, *yesterday, last weekend, last night*. Students discuss in pairs. Then invite pairs to report back to the class.
- Ask students to look at page 98 of their Student Book and find the lesson objective: *Let's talk about past experiences.*

Student Book pages 98–99

1 Listen and read. 185 What are Nina and Hector looking at?

- Focus on the team characters in the grammar 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: *What are Nina and Hector looking at?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What did Hector think of the sunset?* (He thought it was amazing) *What did Hector forget?* (the torch) *Did they go on the sailing trip?* (yes).

ANSWER

photos from a holiday

2 Listen and read. 186

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we usually use the past perfect for events that happened in the past before another event in the past.
- Ask students to read the *Look!* box with a partner.

3 Circle the correct words.

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

ANSWERS

1 had left 2 had fallen 3 had left 4 had woken up

4 Complete.

- Ask students to complete the sentences with the past perfect form of the verbs in brackets.

ANSWERS

1 had finished 2 had forgotten 3 had lived
4 had learned

5 Say five true sentences about you. Use the past perfect.

- Ask two students to read the example dialogue.
- Allow students time to come up with ideas. They then take turns to share their sentences in pairs.

Mixed ability

Help weaker students by asking them to first think about an experience in the past and then an experience that happened before that one in the past that relates to it. Model by writing the following on the board: *I had learned to ride a bike before I was eight years old*. Write the past perfect and past simple in two different colours.

6 Listen and read. 187 Where did Leo go?

- Ask students to look at the dialogue and say what kind of text it is (a chat forum). Read the gist question *Where did Leo go?*
- Play the recording for students to listen and read.
- Students read through the text again. Then ask the question *Where did Leo go?* again and elicit the answer.

ANSWER

Australia

7 Listen and read. 188

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

8 Match.

- Ask students to read the sentences and match the two parts of the sentences.

ANSWERS

1 d 2 a 3 b 4 c

9 Write. Then listen and check. 189

- Ask students to use the prompts to write sentences in the past perfect. Play the recording for students to listen and check their answers.

ANSWERS

1 There was a drought because it hadn't rained all summer.
2 David hadn't finished his homework, so he didn't go to the party.
3 They hadn't eaten, so I cooked a meal for them.
4 We hadn't been in a blizzard before we visited Canada last winter!

Team Up! 2 DOWNLOAD

- Students cut out the pictures. They read the story and put the pictures in the correct order.

Workbook pages 90–91

1 Underline the past perfect and circle the past simple.

- Ask students to read the sentences and underline the past perfect and circle the past simple.

ANSWERS

- 1 When I arrived in the city, the blizzard had stopped.
- 2 We picked fruit from the trees that we'd planted.
- 3 After they'd been to Antarctica, they went to South America.
- 4 We'd gone through security, so we sat in the waiting room.

2 Complete. Use the past perfect.

- Ask students to read and complete the sentences with the past perfect form of the verbs in brackets.

ANSWERS

- 1 had left
- 2 had given
- 3 had heard
- 4 had taken off
- 5 had finished
- 6 had dropped

3 Write. Use the past perfect and the past simple.

- Students look at the pictures and use the prompts to write sentences with the correct verb form.

ANSWERS

- 1 After I'd had an X-ray, I went home.
- 2 After we had visited the exhibition, we made a sculpture.
- 3 After Jayden had worn the jumper once, he gave it to his brother.
- 4 After Mia and John had heated the chocolate, they poured it over the fruit.

4 Complete. Use the past perfect.

- Students read and complete the sentences with the past perfect form of the verbs in brackets.

ANSWERS

- 1 hadn't eaten
- 2 hadn't brought
- 3 hadn't slept
- 4 hadn't flown
- 5 hadn't paid

5 Complete. Use the past perfect negative.

- Students look and complete the sentences with the past perfect negative.

ANSWERS

- 1 hadn't brought my trainers
- 2 hadn't turned off the tap
- 3 They hadn't taken their water bottles
- 4 hadn't put it in the freezer

6 Complete. Use the past simple or the past perfect.

- Students read and complete the text with the past simple or the past perfect verbs.

ANSWERS

- 1 went
- 2 had not been / hadn't been
- 3 wanted
- 4 landed
- 5 hadn't set / had not set
- 6 went
- 7 had broken
- 8 hiked
- 9 hadn't realized

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 places around us.

Language

Places around us: *desert, harbour, monument, riverbank, sand dune, scenery, seaside, valley*

Past perfect questions: *Had you climbed a volcano before you went there?*

Warm up

- Play a game of *Word circles* (see *Ideas bank* page 151) with the vocabulary from lesson 1.

Lead-in

- Ask students to look at the learning objective on page 100 of their Student Book: *Let's talk about places around us.*
- Ask students to work in pairs. They brainstorm as many words about places as they can.
- Ask different pairs to share their ideas with the class.

Student Book pages 100–101

1 Listen and read. 190 Where did Laila hike yesterday?

- Focus students' attention on the photo of the volcano. Ask students what they can see (a volcano).
- Play the recording and ask the question: *Where did Laila hike yesterday?* Elicit answers from the class.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Where is Laila? (Mexico) What could she see from the top of the volcano? (the valley below) Where did Grandpa go hiking last year? (in the same place).*

ANSWER

Up a volcano

2 Listen, point and repeat. 191

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

Optional activity

Practise the vocabulary by playing a game of *Snap!* (see *Ideas bank* page 150) with the flashcards from the lesson.

3 Listen and write. 192

- Ask students to listen and write the correct words.
- Play the recording again for students to check their answers.

Audio transcript

- 1 These are made when wind blows the sand and it makes small hills.
- 2 This is an area of land where there is very little water and not many plants or trees grow.
- 3 This is an area of land which is next to the sea.
- 4 This is an area of land which is next to a river.
- 5 This is what we call the natural features of a place such as mountains, rivers and forests.
- 6 This is a statue or building which is built to help people remember an important person or event.
- 7 This is an area of low land which is between hills or mountains.
- 8 This is an area next to water where ships and boats can stay.

ANSWERS

- 1 sand dune 2 desert 3 seaside 4 riverbank
5 scenery 6 monument 7 valley 8 harbour

4 Talk about the places in 2. Which is your favourite place? Why?

- Role play the example with a confident student. Ask students to work in pairs. They talk about the places in activity 2. They say which is their favourite and why.
- Invite pairs to share their ideas with the class.

5 Listen and read. 193

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Point out we use past perfect questions to ask about an action that happened before another action in the past.
- Read the *Look!* box aloud for students to listen and follow.
- Ask students to work with a partner, taking turns to read the example sentences aloud.

6 Write past perfect questions. Then look and match.

- Ask students to use the prompts to write past perfect questions and match to the answers.

ANSWERS

- 1 Had the film started before they arrived? b
- 2 Had Ella visited Paris before she went on a school trip? c
- 3 Had they looked at a map before they left? d
- 4 Had he picked up his calculator before he went to school? a

Mixed ability

Weaker students can work in a group. Refer them back to the example question in the grammar box. Ask *Which word comes first in every question?* (had) Focusing on the examples, show how the pronoun comes next, before the main verb. Ask students to write the questions in pairs. Then match to the answer.

Stronger students think of two more past perfect questions to ask. They write them down for a partner to answer.

7 Listen and read. Then sing. 194–195

- 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 recording of the song for students to listen and follow the words.
- Play the recording of 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

- Students ask and answer questions to complete the email.

Workbook pages 92–93

1 Tick ✓ the correct words.

- Students read the descriptions and tick the correct options.

ANSWERS

- 1 valley 2 scenery, valley 3 river, seaside, harbour
4 sand dune

2 Write. What's the mystery word?

- Students look at the pictures and write the words. They read the mystery word.

ANSWERS

- 1 desert 2 valley 3 harbour 4 scenery 5 riverbank
6 sand dune 7 monument
Mystery word: seaside

3 Complete.

- Students read and complete the letter with the correct words.

ANSWERS

- 1 valley 2 scenery 3 riverbank 4 seaside
5 harbour 6 monuments 7 desert 8 sand dunes

4 Answer the questions.

- Students answer the questions.

ANSWERS

Students' own answers

5 Match.

- Students match the sentences with the questions and answers.

ANSWERS

- 1 Had she worked hard? Yes, she had.
- 2 Had you had breakfast? No, I hadn't.
- 3 Had you been out in the blizzard? Yes, we had.
- 4 Had they been to the desert? Yes, they had.
- 5 Had he been there before? No, he hadn't.

6 What had happened before Jane left her hotel room? Write questions and answers.

- Students look at the picture and use the prompts to write questions and answers.

ANSWERS

- 1 Had Jane written a letter? Yes, she had.
- 2 Had she unpacked her suitcase? No, she hadn't.
- 3 Had she closed the window? No, she hadn't.
- 4 Had she used the kettle? Yes, she had.
- 5 Had she taken her sunglasses with her? No, she hadn't.

7 Write the questions. Answer them for you.

- Students use the prompts to write questions and answers that are true for them.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. 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 and understand a story about a journey on the sea.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.
- Play *Make a sentence* or *Question* to review the grammar (see *Ideas bank* page 152).

Lead-in

- Ask students to look at page 102 of their Student Books and find the learning objective: *Let's read a story about a journey on the sea.*
- Ask students if students have been on any journeys or short trips on a boat. Ask them to say where and if they enjoyed / didn't enjoy it and why. Students discuss the questions in pairs and then invite pairs to report back to the class.

Student Book pages 102–103

1 Look at the pictures. What sea animals did they see?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read out the question *What sea animals did they see?* and elicit answers from the class.

ANSWER

dolphins and turtles

2 Listen and read. 196 Had Priya and her family been to Spain before?

- Tell the class that they are going to listen and read the story.
- Focus on the pictures and ask the question *Had Priya and her family been to Spain before?*
- Play the recording while students follow the story. Choose different students and repeat the question *Had Priya and her family been to Spain before?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

Yes, they had.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- Allow 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 decide if the sentences are true or false.

ANSWERS

- 1 F (Priya and her family are travelling by sea.)
- 2 F (Priya had never been sailing before.)
- 3 T
- 4 T
- 5 F (Priya looked at the map carefully.)
- 6 T

Mixed ability

Allow weaker students to work in pairs. Give them the paragraph number where they can find the answers to the questions (question 1: paragraph 1, question 2: paragraph 1, question 3: paragraph 2, question 4: paragraph 2, question 5: paragraph 3, question 6: paragraph 4). Allow students to work in pairs. Stronger students can correct the false statements.

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

- Ask students to read the text and find the words in the story. They look at the pictures and write the matching words.

ANSWERS

1 steer 2 turn over 3 calm 4 rough 5 waves

6 Complete.

- Ask students to read and complete the text with the correct words from the box.
- Students can check their answers in pairs before checking as a class.

ANSWERS

1 learning 2 seeing 3 visiting 4 checked
5 forgotten 6 stopped

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Priya was frightened during the storm.
- Read question 2 aloud and establish that Priya was annoyed with herself for her mistake.
- Read question 3 aloud and establish that Priya realized she could learn from her mistake.
- Read question 4 aloud and elicit students' ideas.

ANSWERS

1 frightened
2 annoyed
3 She could learn from her mistake.
4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in students' own language. Ask *What does the story tell us?* (Learn from your mistakes.) Invite different students to discuss mistakes they have made and what they learned from them.

Team Up! 4 DOWNLOAD

- Students read the problem page and take turns to give advice.

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 weather and natural disasters can you see?

- Ask students to look at the pictures and say what weather and natural disasters they can see.

ANSWERS

rain, snow / a blizzard, a volcanic eruption

2 Read the story.

- The students read the story silently to themselves.

3 Read the story again. Number the sentences in order.

- Students read the sentences and put them in order.

ANSWERS

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

4 Complete.

- Students complete the sentences.

ANSWERS

1 excited 2 weather forecast 3 floods 4 news
5 ideas / advice

5 Who is speaking? Circle the correct name.

- Students read the dialogue and circle who said it in the story.

ANSWERS

1 Will 2 Will 3 Alice 4 Will 5 Liam

6 Complete for you.

- Ask students to think about 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.

Lesson 5: Skills and Culture

Learning objective

Students will learn about outdoor adventures in Switzerland and the USA.

Language

Amazing scenery in Switzerland and the USA: *climate, glacier, peak, trek*

Warm up

- Play *Correct me!* (see *Ideas bank* page 152) to review the story in lesson 4.
- Divide the class into two teams. Read the following sentences aloud for teams to take turns to correct: *How were Priya and her family travelling?* (by sea) *Who are her parents doing volunteer work with?* (a conservation organization) *What animals did they see when they were leaving?* (dolphins) *What was the first place they visited?* (Spain) *What was Priya's favourite museum in Barcelona?* (the Museum of Chocolate) *What animals did they help in Greece?* (turtles) *What did Priya forget to check?* (the weather) *How did Priya feel during the thunderstorm?* (frightened) *Why was Priya annoyed with herself?* (she forgot to check the weather) *What were the sky and sea like after the thunder storm?* (the sky was blue and the sea was calm).

Lead-in

- Ask students to look at the photos on pages 104 and 105 of their Student Books and try to work out which places they will be learning about today (Switzerland and the USA). 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 their Student Book page. Write it on the board: *Let's learn about adventures in Switzerland and the USA.*

Student Book page 104

1 Listen, point and repeat. 🎧 197

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

2 Listen and say the number. 🎧 198

- Focus on the photo of Louise. Ask *Which country is Louise is from?* (Switzerland) Tell students that they are going to hear Louise talking. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, my name is Louise. I live in Switzerland, near Mont Blanc. Mont Blanc is the biggest mountain in the Alps. It means 'white mountain'. The Alps are mountains which are in seven different countries in Europe. People from all over the world come here to visit Mont Blanc. They like to trek in the area near Mont Blanc, as well as climb the mountain. Last year we trekked in the Alps in spring, before the mountain trails had got snow on them. There were lots of colourful flowers. It's important to wear the right clothes when you trek in the mountains. You need strong boots, warm clothes and a map.
- Many people want to reach the peak of Mont Blanc. The peak is the highest part of the mountain. Mont Blanc's peak is more than four thousand, eight hundred metres high! You have to be very good at mountain climbing to get to the peak of Mont Blanc.
- Because Mont Blanc is so high, the climate can be cold. There is snow and ice on the mountain peak in summer as well as winter. It can be warm in other parts of Switzerland but mountains have got their own climate. This very cold climate can be dangerous for people who haven't done a lot of mountain climbing. It's a good idea to go climbing with a guide.
- You can see glaciers on Mont Blanc and other high mountains in the Alps. A glacier is a lot of ice and snow in one place. Glaciers are made when it is very cold. Because they are made of ice, they can melt if it gets warm.

ANSWERS

trek 2 peak 1 climate 3 glacier 4

3 Listen to Louise and complete. 🎧 199

- Tell the class that now they are going to hear Louise talking about a mountain in Switzerland. They must complete the sentences.
- Have students read the sentences before they listen.

- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi, I'm Louise and I'm from Switzerland, which is in Europe. My dad is a mountain guide. He helps people to trek, climb and ski in Mont Blanc and other mountains here in the Alps. If you like hiking, you should visit Mont Blanc. People from many continents come here to trek on the mountain trails and try to climb the mountains!

The climate can be very cold, though, because the mountain peaks are so high. There are often blizzards on Mont Blanc. It can be cold at all times of year, with snow and ice on all the trails. People who visit Mont Blanc need to wear the right clothes to be safe.

If you come to Mont Blanc on holiday, you can stay in a mountain cabin. You can have a delicious hot meal and spend the night in a warm room. You can also camp in the mountains. There are lots of lovely campsites. Camping is a great way to enjoy the beautiful scenery and watch the sunsets.

Lots of people trek in Mont Blanc so they can see the beautiful glaciers. But other people come here to ski. This is only for people who are very good at skiing because it can be dangerous!

Dad says he decided to move here because he likes nature. He had lived in the city of Geneva for a long time, and he wanted to do something different. Dad likes being outdoors and meeting people from all over the world, so working as a mountain guide is perfect for him. When I grow up, I think I would like to be a mountain guide, too.

ANSWERS

1 guide 2 trekking 3 cold 4 cabin
5 scenery / glaciers 6 outdoors

4 Watch the video. 🎥 How high is Mont Blanc?

- Play the video for students to find the answer to the question *How high is Mont Blanc?*
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 162.

ANSWER

More than 4,800 metres high

5 Listen and read. 🎧 200 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about activities in a country.
- Walk around the classroom as students talk, helping where necessary.
- Ask different pairs to role play their conversation for the class.

Workbook page 96

1 Read. How did the weather change on the day that Ellie was rescued?

- Students scan the text to find out how the weather changed on the day Ellie was rescued.

ANSWERS

It was bright and sunny in the morning, but then there was a blizzard.

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

- Ask students to read the sentences and decide if they are true or false.

ANSWERS

1 T 2 F (Matt knew that a blizzard was coming.)
3 T 4 T 5 T

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Student Book page 105**6 Look at the photos. What animals can you see?**

- Focus on the photos and ask students what they can see.
- Ask students to share what they know about national parks.

ANSWERS

elk, a sea lion (Accept answers in the students' own language and provide a translation, if necessary.)

7 Listen and read.  201 **What is the biggest animal in the Redwood National Park?**

- Play the recording for students while they follow the text in their Student Books.
- Allow students time to discuss the question *What is the biggest animal in the Redwood National Park?*

ANSWER

The Roosevelt Elk

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

- Ask the students to read through the statements and decide if they are true or false.
- Students read the text again to check their answers.

ANSWERS

1 F (Redwood National Park is smaller so less tourists visit.) 2 T 3 F (The Roosevelt Elk weighs up to 540 kilograms.) 4 F

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

ANSWERS

Students' own answers

Team Up! 5 DOWNLOAD

- Students research and complete the factfile about a national park 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 travel brochure.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Fast talk* (see *Ideas bank* page 150) with the words from lessons 1, 3 and 5.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a travel brochure.*
- Ask students about their best holiday and what made it special. Let them discuss the question in pairs and then invite pairs to share their ideas with the class.

Student Book page 106**1 Look at the photo. What type of holiday do you think the brochure is about?**

- Focus students' attention on the photo and ask the question *What type of holiday do you think the brochure is about?* Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

A beach holiday

2 Read and listen.  202 **What can you explore at the national park?**

- Read the gist question: *What can you explore at the national park?*
- Play the recording for students to follow 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 activity 1.

ANSWER

volcanoes

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

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

ANSWERS

1 It's sunny all year. 2 hotels and campsites

4 Read. Then write the labels in 2.

- Read through the information with the class.
- Ask students to write the labels next to the text. Allow students to work in pairs.

ANSWERS

Place, Attractions, Accommodation, Transport

5 Write a travel brochure.

- Ask students to turn to page 97 of their Workbook and complete activities 1 and 2 before writing their travel brochure.

Workbook page 97

1 Read paragraphs A–D from a travel brochure. Match them to the headings.

- Ask students to read the paragraphs and match them to the headings.

ANSWERS

Place C Attractions B Accommodation D
Transport A

2 Think about a place to write a travel brochure about. Make notes.

- Ask students to use the prompts to make notes about a place for their travel brochure.

ANSWERS

Students' own answers

3 Write a travel brochure. Use your notebook.

- Ask students to write their travel brochure. Walk around the classroom, helping and correcting where necessary.

ANSWERS

Students' own answers

Global skills: digital literacies

If students have access to the internet, they can do research about the place they are writing the travel brochure about. Using the internet for research is a useful skill and teaches students how to use key words for searching the internet. They also learn to scan large amounts of text for key information.

Assessment for learning

Ask students to exchange their brochure with their partner to read. Ask students to draw three stars next to something their partner did well in the brochure.

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 your country.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each student, pens

Warm up

- Play *What's wrong?* (see *Ideas bank* page 150) to review the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Make a quiz about your country.*

- Ask students to work in pairs and think about interesting facts about their country.
- Invite pairs to share their ideas with the class.

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 worksheet for students to prepare for making the quiz.

1 Listen and number the project steps in order.

① 203

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

ANSWERS

1 d 2 h 3 e 4 c 5 a 6 f 7 b 8 g

2 Watch the video. How many questions are in their quiz?

- Ask students *How many questions are in their quiz?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 162.

ANSWER

six / 6

3 Listen and read. 204 Then present your quiz.

- Play the recording of 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 present their quiz.

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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 2, 3 and 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.

- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 thunderstorm, volcanic eruption, hurricane, flood, drought, earthquake, blizzard
2–6 Students' own answers

Workbook pages 98–99

1 Circle the correct words. There are TWO correct answers.

- Students read the descriptions and circle the correct words.

ANSWERS

- 1 glacier, blizzard 2 at a harbour, at the seaside
3 volcanic eruption, hurricane 4 valleys, peaks
5 sand dunes, the sunset 6 riverbank, sand dune

2 Complete.

- Ask students to complete the text with the correct words.

ANSWERS

- 1 sunset 2 continent 3 trek 4 scenery 5 riverbank
6 Harbour 7 earthquakes

3 Match.

- Students match the two parts of the sentences.

ANSWERS

- 1 d 2 c 3 e 4 a 5 b

4 Complete. Use the past simple and the past perfect.

- Ask students to complete the text with past simple and past perfect.

ANSWERS

- 1 saw, had helped 2 had / eaten, walked
3 were, hadn't damaged 4 needed, had hiked
5 hadn't visited, loved 6 had got, melted

5 Complete. Use the past perfect.

- Students complete the sentences with the past perfect of the verbs in brackets.

ANSWERS

- 1 Had it walked 2 it hadn't 3 Had it fallen 4 it had
5 had carried 6 Had people put 7 they hadn't
8 had frozen 9 had fallen out

Assessment for learning

Ask students to look back through the lessons in this unit 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 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.

Unit test

- Students are now ready to do the Unit 8 test or the End-of-term test 2, downloadable from Oxford English Hub.

Clothes and fashion

Learning objectives

Students will be able to read and understand an article about upcycling clothes.

Students will be able to read and understand a graphic story about pop-up fashion.

Language

Grammar and vocabulary from units 7 and 8

Warm up

- Ask students what they remember about shopping. Choose different students to respond. If necessary, prompt with questions such as *What do you do when you want to buy something online? How do you get what you bought? What do you do when you give money for something?*
- Ask students *What are we reading about today?* Invite ideas from different students. Accept all suggestions, but do not confirm whether or not they are correct.

Student Book pages 108–109

1 Listen and read. 🎧 205 What is upcycling?

- Tell students to look at the photos and say what the girl in the picture is doing. (She is making clothes.) Read the gist question: *What is upcycling?*
- Play the recording for students to listen and follow the text in their Student Books.
- Point out the words highlighted in pink (*fashion designers, sustainable, unique, linen*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

Upcycling means changing something old into something new, fun, and different.

Optional activity

Ask students to read the text again and note ways in which you can upcycle old clothes. Invite different students to share their ideas with the class.

2 Read again and complete.

- Ask students to read the text again and complete the sentence frames.

ANSWERS

1 nobody 2 don't waste 3 make 4 internet

Mixed ability

To support weaker students, tell them which paragraph contains each piece of information that they need to complete the sentences:

Question 1 – paragraph 1

Question 2 – paragraphs 2, 3

Question 3 – paragraph 4

Question 4 – paragraph 5

Allow students to work in pairs to find the answers.

Stronger students who finish the activity quickly can write two more sentences about upcycling clothes.

3 Do you think it's important for clothes to be made from sustainable materials? Why?

- Students discuss the question in pairs and share their ideas with the class.

ANSWERS

Students' own answers

4 Listen and read. 🎧 206 Why is Katy sad?

- Ask students to look at the grammar cartoon and say what they think the text is about (designing clothes). Read the gist question: *Why is Katy sad?*
- Play the recording for students to listen and follow the story in their Student Books.
- Students read the text again. Then ask the question again and elicit the answer.
- Discuss the idea of finding your dream job with the class. Ask *What would you do to get your dream job? What would you do if it was difficult?* Elicit responses from different students. Encourage students to speak English as much as possible but allow them to use their own language if they can't express their ideas in English.

ANSWERS

Not everyone likes her work and no shops want to buy her designs.

5 Read again and match.

- Ask students to read and match the two parts of the sentences.

ANSWER

1 b 2 a 3 d 4 c

Optional activity

Play *Who said it?* (see *Ideas bank* page 152).

6 Do you think Katy should sell her clothes to big shops or sell them herself? Why?

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

Lesson 1: Words

Learning objective

Students will be able to talk about animals.

Language

Animals: *chameleon, deer, leopard, panda, parrot, polar bear, seagull, seal, squid, squirrel*

Functional language: *I'm sure ... , I think ... , I'm certain ...*

Warm up

- Play *Word association* (see *Ideas Bank* page 151) with animal words students learned in previous levels, for example, *bee, dog, cat, snake, spider, hamster, lizard, rabbit*. Write the students' ideas on the board.

Lead-in

- Stick the lesson flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask the class *What are we learning about today?* Choose a student to answer.
- Ask students to open their Student Book on page 110 and find the learning objective: *Let's talk about animals*.
- Write some animal categories in a table on the board: bird, mammal, reptile, insect. Students work in pairs. They copy the table and complete it with as many animals as they can. Invite different pairs to share their ideas with the class.

Student Book pages 110–111

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book.
- Encourage students to share their knowledge with the class by describing what they can see in English, for example, *monkey, insect*.
- Tell students that they are 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.

2 Listen, point and repeat. 207

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

3 Listen and say. 208

- Play the recording, pausing after each description for students to say the correct word.

Audio transcript

- This amazing lizard can change colour. Sometimes it changes so it is the same colour as the tree or rock it is in. Sometimes it changes colour because it is angry!

- This bird can be very colourful. It has got bright feathers and a strong beak. It eats fruit and nuts. Sometimes it can copy the things a person says!
- This animal is small and it's got a long tail. It lives in trees and it can run and climb very quickly! It eats nuts, and sometimes fruit, too. It can be grey, red or black.
- This bird lives near the sea. It can fly for a long time over the sea. It eats fish, and sometimes it follows fishing boats to get food. It is usually white and grey, with a yellow beak.
- This big wild cat lives in rainforests, deserts, grasslands and mountains. It has usually got yellow fur with brown or black dots. It can run very fast.
- This big animal has got four legs. It lives in forests and mountains, and it eats grass and leaves. It's usually brown, but sometimes it's grey.

ANSWERS

- 1 chameleon 2 parrot 3 squirrel 4 seagull
5 leopard 6 deer

Optional activity

Use the *Vocabulary* poster to review the words with the class. Then play *Can you remember?* (see *Ideas bank* page 150) using the flashcards from previous units.

4 Complete.

- Ask students to read the sentences and write the correct answer with the animal words.
- Students compare their answers in pairs.

ANSWERS

- 1 seagull 2 deer, leopard 3 squirrel 4 parrot, chameleon

5 Listen, point and repeat. 209

- Focus students' attention on the four photos.
- Play the recording for students to listen and point to the photos of the different animals.
- Play the recording again for students to repeat the words.

6 Read and write the words. Listen and check.

 210

- Tell students to look at the text and ask what kind of text it is (a factfile). Ask students what animals they can see.
- 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.
- Play the recording for students to listen and check their answers.

ANSWERS

polar bear, seal, squid, panda

7 Read again and complete.

- Ask students to read the text in activity 6 again. They then read the sentences and complete with the correct words.

ANSWERS

1 seal 2 squid 3 panda 4 polar bear

8 Listen and repeat.  211 **Then make a new dialogue and practise.**

- Focus students' attention 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 way of asking and answering questions about animals.
- Model another dialogue for the class. Choose the word *squirrels* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to ask and answer about animals, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping and correcting where necessary.

Assessment for learning

Ensure that students are familiar with discussing animals in their own language. Generate interest by asking *What is your favourite animal and why?* Personalizing new language will help the students to develop interest to learn more about animals in English.

Team Up! 1 **DOWNLOAD**

- Students make and play the *Where do leopards live?* game.

Workbook **pages 100–101****1 Tick ✓ the correct answer. Then match.**

- Students tick the correct answer then match to the pictures.

ANSWERS1 b 2 a 3 b 4 a 5 a 6 a
2, 1, 6, 4, 3, 5**2 Write. Use the words from activity 1.**

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

ANSWERS1 parrot 2 seagull 3 squirrel 4 chameleon
5 leopard 6 deer**3 Complete.**

- Students complete the dialogue using the example structure.

ANSWERS1 I'd be a deer. 2 I'd be a parrot 3 I'd be a chameleon
4 I'd be a seagull 5 I'd be a leopard**4 Circle the correct words.**

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

ANSWERS

1 squid 2 polar bear 3 seal 4 panda

5 Write. Use the words from activity 4.

- Students read the clues and complete with the correct words from activity 1.

ANSWERS

7 panda 8 polar bear 9 squid 10 seal

6 Write questions and answers. Tick ✓ the answer you're sure about. Write ? if you're not sure.

- Students look and write questions and answers about the pictures. They tick if they are sure or add a ? to the picture if they don't know.

SUGGESTED ANSWERS

Students' own answers for *I'm sure* or *I think*, according to how sure they feel about the facts.

- 1 What do squid eat? I'm sure they eat fish. I think they eat crabs.
- 2 Where do pandas live? I'm sure / I think they live in China. I'm sure / I think they live in zoos.
- 3 What do polar bears eat? I'm sure / I think they eat seals. I'm sure / I think they eat penguins.
- 4 Where do chameleons live? I'm sure / I think they live in the rainforest. I'm sure / I think they live in the desert.

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: *He said he was going to the wildlife park.*

Reported speech: said and told: *The tour guide told us to be very quiet.*

Warm up

- Play a game of *The first letter* (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

- Ask students to look at page 112 of their Student Book and find the lesson objective: *Let's talk about the things somebody said.*
- Ask students to think about something interesting somebody said to them recently. Ask them to discuss in pairs before inviting pairs to share with the class.

Student Book **pages 112–113****1 Listen and read.**  212 **Where did Nina go yesterday?**

- Focus on the team characters in the grammar 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: *Where did Nina go yesterday?*

- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Who went to the wildlife park yesterday?* (Nina) *What animals did she see?* (a leopard, parrots, deer) *What is Nina going to do next time she goes to the wildlife park?* (take more photos).
- Students read and role play the dialogue.

ANSWER
the wildlife park

2 Listen and read. 213

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we use reported speech to talk about things somebody said.
- Ask students to work with a partner, taking turns to read the example sentences.
- Ask students to read the *Look!* box with a partner.

3 Listen and number. 214 Then read and circle the correct words.

- Play the recording for students to listen to the dialogue. Play the recording again for students number the animals in the order they are spoken about.
- Ask students to read and circle the correct words in the sentences.

Audio transcript

1

Boy I've visited the wildlife park.

Girl Jake said he had visited the wildlife park.

2

Girl The panda is eating the bamboo.

Boy She said the panda was eating the bamboo.

3

Boy A deer is watching us.

Girl He said a deer was watching them.

4

Girl I saw some penguins!

Boy Eva said she had seen some penguins.

ANSWERS

1 c had 2 d was 3 a was 4 b had

4 Report what your partner says.

- Focus on the conversation. Choose a confident student to role play it with you for the class.
- Ask students to work in pairs. They take turns to report what their partner says about animals.

Grammar

Remind students of the tense changes in reported statements. You could create a table on the board showing the tense changes, for example:

Present simple – past simple

Past simple – past perfect

Present perfect – past perfect

Present continuous – past continuous

Future – *would*

5 Listen and read. 215 Why do visitors need to be quiet?

- Ask students to look at the text and say what kind of text it is (texts / instant messages). Read the gist question: *Why do visitors need to be quiet?*
- Play the recording for students to listen and follow the text.
- Students read the text again. Then ask the question *Why do visitors need to be quiet?* again and elicit the answer.

ANSWER
The pandas don't like noisy visitors.

6 Listen and read. 216

- 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 the example sentences aloud.
- Read through the *Look!* box for students to listen and follow.

7 Circle the correct words.

- Ask students to read and circle the correct words.

ANSWERS

1 told us not 2 said 3 told 4 said 5 told me

8 Write reported statements or commands.

- Ask students to read the speech and write reported statements or commands.

ANSWERS

1 The tour guide told us to be quiet.

2 Tom said he had gone to the park.

3 Helen told us not to open the window.

4 Millie said she hadn't seen a polar bear.

Team Up! 2 **DOWNLOAD**

- Students work in pairs, taking turns to be a tour guide.

Workbook pages 102–103

1 Circle the correct words.

- Ask students to read the speech and then circle the correct words to complete the reported speech.

ANSWERS

1 'd seen 2 was buying 3 had 4 wasn't 5 would

2 Write the missing pronouns.

- Ask students to read and write the missing pronouns from the box in reported speech.

ANSWERS

1 he 2 you 3 they 4 she 5 we

3 Write the reported speech.

- Students read and write the reported speech.

ANSWERS

1 My brother said he was watching a film about polar bears.

2 My sister said she wasn't angry.

3 Mum and Dad said they had eaten lunch at midday.

4 You said you wouldn't tell anyone.

5 I said I was going to wash my bike.

4 Write one thing each person has said today.

- Students report what their teacher and friend has said.

ANSWERS

Students' own answers

5 Write said or told.

- Students complete the sentences with *said* and *told*.

ANSWERS

1 told 2 said 3 said 4 told

6 Complete.

- Students complete the reported speech sentence frames.

ANSWERS

1 to open 2 he needed 3 they didn't want
4 not to talk 5 to use

7 Write the reported speech.

- Students read and write the reported speech statements using the prompts.

ANSWERS

1 The doctor told him to open his mouth.
2 Dad told us to tidy the living room.
3 He said a seagull had taken his sandwich.
4 My sister told me to draw a panda.
5 The teacher told the class not to stir the liquid.

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 animal features.

Language

Animal features: *antlers, bones, claws, paws, tentacles, whiskers*

Reported Yes / No and Wh- questions: *She asked me what it was.*

Warm up

- Play a game of *Correct me!* (see the *Ideas bank* page 152) with reported statements, for example, *My sister said me she had been to the wild life park. Hassan said he is watching TV. My teacher said us to open are books. My dad told me he will make a cake for my birthday party. Aisha said she goes to the gym every day.*

Lead-in

- Stick the lesson 3 flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three different students and ask *What are we learning about today?*
- Ask students to look at the learning objective on page 114 of their Student Book: *Let's talk about animal features.*

- Ask students to work in pairs. They brainstorm as many animal features as they know, for example, *tail, wings, fur*.
- Invite different pairs to share their ideas with the class.

Student Book pages 114–115

1 Listen and read. 🎧 217 What do mountain lions eat?

- Focus students' attention on the photo. Ask students what they think the text is about.
- Play the recording and ask the question *What do mountain lions eat?* Elicit answers from the class.
- Play the recording again for students to follow again. Then ask questions to check understanding, for example, *What is the project about?* (mountain lions) *Where do mountain lions usually live?* (the west of USA, Canada and parts of South America) *How far can mountain lions jump?* (13 metres).
- Students work in pairs to role play the dialogue. Play the recording again, if necessary.

ANSWERS

deer and small animals like rabbits or squirrels

2 Listen, point and repeat. 🎧 218

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

3 Read and complete.

- Ask students to read the sentences and write the correct animal feature.

ANSWERS

1 flippers 2 scales 3 whiskers, paws 4 antlers
5 tentacles

4 Describe an animal for your partner to guess.

- Role play the example with a confident student. Ask students to work in pairs. One student describes an animal using animal features. The other student guesses the animal. Students swap roles.

5 Listen and read. 🎧 219

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Point out that when we report questions, the direct question changes into a statement.
- Students work with a partner, taking turns to read the 'question and answer'.
- Ask students to read through and discuss the *Look!* box with a different partner.

6 Report the questions. Do you know the answer?

- Ask students to write reported questions and guess the answers.

- Students can check their answers in pairs.
- If students have access to the internet and there is time, they can research the answers online.

ANSWERS

- 1 Anna asked why polar bears had a lot of fur.
- 2 Pete asked if seals had flippers.
- 3 Jenny asked what sea animals had tentacles.
- 4 John asked if deer always had antlers.

Global skills: digital literacies

If students have access to the internet, they can do research about an animal. Using the internet for research is a useful skill and teaches students how to use key words for searching the internet. They also learn to scan large amounts of text for key information.

Mixed ability

Point out to weaker students the change in word order in the reported questions. Model with the first item by writing the direct question and the reported statement on the board. Elicit the tense change and word order. Weaker students can do the activity with a stronger student. Fast finishers can write two more reported questions.

7 Listen and read. Then sing. 🎧 220–221

- 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 recording of the song for students to listen and follow the words.
- Play the recording of 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 the *Chain quiz*.

Workbook [pages 104–105](#)

1 Match.

- Students match the animals to the features.

ANSWERS

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

2 Look and write.

- Students look at the pictures and write the words.

ANSWERS

1 whiskers 2 flippers 3 claws 4 paws 5 scales
6 tentacles 7 antlers 8 bones

3 Complete. Use the words from activity 2.

- Students read and complete the text with the correct words.

ANSWERS

1 scales 2 tentacles 3 flippers 4 whiskers 5 claws

4 Complete. Then create an animal and describe its features. Use your notebook.

- Students create an animal and complete the description with their own ideas.

ANSWERS

Students' own answers

5 Circle the correct words.

- Students read the statements and circle the correct words.

ANSWERS

1 if 2 they'd seen 3 if squirrels had 4 if
5 pandas could 6 if deer had

6 Complete.

- Students read the questions and write reported questions.

ANSWERS

1 why seals had
2 where the parrots were
3 if chameleons had scales
4 if pandas were from China
5 who would answer our questions

7 Write the reported questions.

- Students look at the picture and write reported questions.

ANSWERS

1 We asked if we were going to the wildlife park.
2 She asked if snakes had bones.
3 He asked why pandas were black and white.
4 She asked what he was going to buy at the gift shop.

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 and understand a story about protecting animals.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* page 150).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 116 of their Student Books and find the learning objective: *Let's read about protecting animals*
- Explain the phrase *protecting animals* or translate it into the students' own language.

- Ask students to work in pairs. They think about different animals that need to be protected and how they can be protected. Invite different pairs to share their ideas with the class.

Student Book pages 116–117

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

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *What animals can you see?* and elicit answers from the class.

ANSWER

penguins, a deer, a mountain lion

2 Listen and read. 222 Why does the sanctuary need people to help?

- Tell the class that they are going to listen and read the story.
- Focus on the pictures and ask the question: *Why does the sanctuary need people to help?*
- Play the recording while students follow the story. Choose different students and repeat the question *Why does the sanctuary need people to help?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

It doesn't have enough money to stay open.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- Allow 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 match.

- Ask the students to read the story again silently for themselves.
- When they are finished, ask students to work with a partner to match the two parts of the sentences. Walk around the classroom, helping students where necessary.

ANSWERS

1 c 2 d 3 a 4 b

Optional activity

Ask students to work in pairs. Students find direct speech in the story and take turns to make reported statements.

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

- Ask students to read and find the words in the story. They then read the definitions and write the matching words.

ANSWERS

1 sign 2 sanctuary 3 vlog 4 record

6 Read and answer.

- Ask students read and answer the questions.
- Students can check answers in pairs before checking as a class.

ANSWERS

- 1 Lots of different animals
- 2 The guide said that Tom could tell people that the sanctuary needed money.
- 3 To make people interested in what they were doing
- 4 squirrels
- 5 The weather, because it was hot and dry

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that Tom liked the sanctuary, and he didn't want it to close.
- Read question 2 aloud and establish that Tom wanted to help the sanctuary.
- Read question 3 aloud and establish that Tom planned to do a two-week walk along the Pacific Crest Trail. He achieved it by thinking about why he was walking on the trail.
- Read question 4 aloud and elicit ideas from the class.

ANSWERS

- 1 He wanted to help.
- 2 To raise money for the sanctuary
- 3 His goal was to raise money for the sanctuary. He did a two-week walk and asked people to donate money.
- 4 Students' own answers

Global skills: emotional self-regulation and well-being

Discuss the message of the story with the class in the students' own language. Ask, *What does the story tell us?* (Help those in need). Invite different students to discuss goals they wanted to achieve and how they achieved them. Ask students to work in pairs and think about what they could say to themselves when trying to achieve a goal that they find difficult. Write their ideas on the board.

Team Up! 4 DOWNLOAD

- Students write and talk about a goal with a partner.

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 106–107

1 Look at the pictures. What kind of animal can you see?

- Ask students to look at the pictures and say what kind of animal they can see.

ANSWER

a snow leopard

2 Read the story.

- The students read the story silently to themselves.

3 Read the story again. Tick ✓ the correct answer.

- Students read the sentences and tick the correct answer option.

ANSWERS

1 c 2 b 3 b 4 a

4 Number the sentences in order.

- Students read and number the sentences in the order they happen in the story.

ANSWERS

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

5 Complete.

- Students read and complete the sentences.

ANSWERS

1 Dad 2 a year 3 not to ask 4 15 / fifteen

6 Complete for you.

- Ask students to think about 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.

Lesson 5: Skills and Culture**Learning objective**

Students will learn about animals in Thailand and Botswana.

Language

Animals in Thailand and Botswana: *deforestation, habitat, predator, prey*

Warm up

- Play *Correct me!* (see *Ideas bank* page 152) to review the story in lesson 4.
- Divide the class into two teams. Read out the following sentences for teams to take turns to decide if they are true or false, for example, *Tom visited an animal sanctuary with his dad.* (false) *The animal sanctuary had to close soon because it didn't have enough money.* (true) *Tom and his dad did a walk to help the sanctuary.* (true) *Tom's dad recorded a vlog.* (false) *Tom and his dad saw a mountain lion.* (true) *The walk was hard because of the weather.* (true) *Tom and his dad couldn't finish the walk.* (false).

Lead-in

- Ask the class to look at the photos on pages 118 and 119 of their Student Book and try to work out which places they will be learning about today (Thailand and

Botswana). 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 their Student Book page. Write it on the board: *Let's learn about animals in Thailand and Botswana.*

Student Book page 118**1 Listen, point and repeat.** 223

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

2 Listen and say the number. 224

- Focus on the photo of Chati. Ask *Which country is Chati from?* (Thailand). Tell students that they are going to hear Chati talking about animals in Thailand. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, my name is Chati and I live in Thailand. There are lots of animal sanctuaries here in Thailand. One of these is Khao Yai National Park, and it's a safe place for gibbons to live. My cousin is a guide there. I asked him if he liked working at the sanctuary. He said that he loved helping to look after the gibbons. Gibbons are amazing animals. Their habitat is the rainforests in Thailand and other countries like China, India and Vietnam. They live in the tall trees and they don't walk on the ground very often. The rainforest habitat gives them everything they need. They eat fruit and nuts from the trees, and they learn to climb and jump when they are babies.
- Gibbons aren't an endangered species, but they have to be protected. This is because deforestation is damaging the rainforest. The trees in the rainforest are cut down to make land for farms or so that people can use the wood. If there is a lot of deforestation, gibbons haven't got anywhere to live, and they can't get food to eat.
- In the rainforest, gibbons have got some predators, like leopards, big snakes and some birds. These predators try to catch and eat the gibbons if they can. Leopards and snakes can climb trees. Birds can see gibbons when they are in the trees in the canopy layer of the rainforest.
- However, gibbons are difficult prey. They can move very quickly in the trees, so it isn't easy for bigger animals to catch them. In the national park, they are protected, so they aren't prey for any bigger animals.

ANSWERS

habitat 4 deforestation 3 predator 1 prey 2

3 Listen to Chati and complete. 225

- Tell the class that they are going to hear Chati talking about an animal sanctuary. They must listen and complete the sentences.
- Have students read the sentences before they listen.
- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

Hi, I'm Chati and I live in Thailand. My cousin works at the Khao Yai National Park and he works with gibbons. When I visited him for a week, I volunteered at the sanctuary. I loved it! Before I went to the sanctuary, I had watched a documentary on TV. The narrator said that there was too much deforestation in Thailand. She said that gibbons didn't have enough places to live. I felt very sad when I heard this. There used to be lots of gibbons in Thailand, but there aren't as many now.

When I arrived, my cousin told me that I could sit with the gibbons when I gave them food. He said that I could hold their hand, too! It helps to stop them being frightened of people.

Gibbons live in trees all their life. They eat, sleep and play in them. They can jump from one tree to the next tree very quickly. They are very difficult to see in some parts of the forest. Gibbons also make noises called duets, because two gibbons make the noise. One gibbon calls and another gibbon replies. It sounds like they are asking and answering questions!

Gibbons are prey for leopards. Leopards in the rainforests try to catch them for food. Gibbons have also got other predators like eagles and snakes.

I thought that gibbons had paws, but they've got fingers. They've got hands and feet, like people.

The Khao Yai National Park is a fantastic place to visit. You can see lots of different animals there: there are more than 445 species of birds! One that I often saw was a colourful bird called a great hornbill. These birds have got strong beaks like parrots, but longer. I loved volunteering in this amazing place, and I want to go back soon!

ANSWERS

1 volunteer 2 Deforestation 3 prey 4 paws 5 bird

4 Watch the video. What are gibbons' favourite food?

- Play the video for students to find out the favourite food of the gibbons.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 163.

ANSWER

Fruit, and they really like figs

Optional activity

Divide the class into two teams and read out some true / false statements about the video recording. Teams take turns to decide if they are true or false. For example: *Gibbons live in the desert. They have short arms. They don't often go on the ground. There are 50 different types of gibbons. They have white markings on their faces, hands and feet. Small gibbons weigh about 12 kg.*

For an extra challenge students can correct the false statements.

5 Listen and read. 226 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about animals.

- Walk around the classroom as students talk, helping where necessary.
- Ask some of the pairs to role play their conversation for the class.

Workbook page 108

1 Read. In which habitat do all three unusual animals live?

- Students scan the text to find which habitat the animals live in.

ANSWER

forests / the forest

2 Read again. Answer the questions. Write short answers.

- Ask students to read and answer the questions.

ANSWERS

1 They're short.

2 They make a sound like a dog. / They bark like a dog.

3 insects

4 their claws

5 deforestation

3 Answer the questions. Write.

- Ask students to write their answers to the questions.

ANSWERS

Students' own answers

Student Book page 119

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

- Focus on the photos and ask students what they can see. Elicit answers from different students.

ANSWER

meerkats

7 Listen and read. 227 What might meerkats do when they see humans?

- Play the recording for students while they follow the text in their Student Books.
- Allow students time to discuss the question *What might meerkats do when they see humans?*

ANSWER

They might jump on you or stand on you.

8 Read again and complete.

- Ask the students to read and complete the sentences.
- Students read the text again to check their answers.

ANSWERS

1 clever, funny 2 30 cm 3 birds, fruit 4 20 to 40

Mixed ability

Ask weaker students to work in pairs or small groups to complete the sentences. Stronger students complete the sentences from memory and then read Elizabeth's text again to check.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

ANSWERS

Students' own answers

Team Up! 5 DOWNLOAD

- Students ask and answer questions on various animal factfiles.

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 report.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Snap!* (see *Ideas Bank* page 150) with the words from lessons 1, 3 and 5.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a report.*
- Ask students which animal they would like to learn more about and why. They discuss the question in pairs and then invite pairs to share their ideas with the class.

Student Book page 120

1 Look at the photos. What animal is the report about?

- Focus students' attention on the photos and ask the question *What animal is the report about?* Elicit and accept ideas from different students. Don't confirm the answer yet.

ANSWER

parrots

2 Read and listen. 228 What can parrots do that is funny?

- Read the gist question: *What can parrots do that is funny?*
- Play the recording for students to follow 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 activity 1.

ANSWER

They can copy sounds, songs and speech.

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

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

ANSWERS

- 1 They have got colourful feathers, hard beaks and strong claws.
- 2 They live for 50–80 years.

4 Read. Then write the labels in 2.

- Read through the information with the class.
- Ask students to write the labels on the text. Allow students to work in pairs.

ANSWERS

Introduction, Subheading, Facts, Photos

5 Write a report about an animal.

- Ask students to turn to page 109 of their Workbook and complete activities 1 and 2 before writing their report.

Workbook page 109

1 Read the report on page 108 again. What's the title? How many photos are there? Underline the subheadings.

- Ask students to look at the report on page 108 of their Workbook again. They look at and record the title and the number of photos. They underline the subheadings.

ANSWERS

Title: Endangered animals in Thailand

Subheadings: Fea's muntjac, Black giant squirrel, Pangolin

There are four photos.

2 Read. Match A–H to the correct report section.

- Ask students to read the sections and match them to the labels in the table.

ANSWERS

Title	Introduction	Subheadings	Facts	Photo
D	C	B, G	A, F, H	E

3 Think of an animal to write a report about. Find out information online and make notes.

- Ask students to choose an animal and complete the planning graphic organizer. Walk around the classroom, helping and correcting where necessary.

ANSWERS

Students' own answers

4 Write a report about an animal. Use your notebook.

- Ask students to write their report. Walk around the classroom, helping where necessary.

ANSWERS

Students' own answers

Global skills: digital literacies

If students have access to the internet, they can do research about an animal. Using the internet for research is a useful skill and teaches students how to use key words for searching the internet. They also learn to scan large amounts of text for key information.

Assessment for learning

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.

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 poster about an animal sanctuary.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each student, pens and pencils

Warm up

- Play *Categories* (see *Ideas bank* page 151) with the unit vocabulary and vocabulary from previous units.

Lead-in

- Write this unit's project on the board: *Make a poster about an animal sanctuary.*
- Ask students to work in pairs and think about animals that need help.
- Invite different pairs to share their ideas with the class.

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 worksheet for students to prepare for making the poster.

1 Listen and complete. 229

- Play the recording for students to listen and complete the steps.

Audio transcript

- 1 Complete the mind map about all the things a sanctuary needs.
- 2 Choose the kinds of animals to help.
- 3 Think about why these animals need a sanctuary.
- 4 Find out what kind of food the animals need.
- 5 Put the information on a poster.

ANSWERS

- 1 Complete
- 2 Choose
- 3 Think about
- 4 Find out
- 5 Put

2 Watch the video. ▶ What will they do if the animals are injured?

- Ask students *What will they do if the animals are injured?* Play the video for the students to watch and find the answer.
- Ask the question again. 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 163.

ANSWER

They will need a vet to check them.

2 Listen and read. ▶ 230 Then present your poster to the class.

- Play the recording of the dialogue for 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 present their poster.

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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 2, 3, 4, 5 and 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

SUGGESTED ANSWERS

- 1 parrot, squirrel, chameleon, leopard, deer, panda, squid, seal, polar bear, etc.
- 2 Students' own answers
- 3 Students' own answers
- 4 Claire said there was a deer in the field. David said the deer was eating grass.
- 5 Students' own answers
- 6 Julia asked where polar bears lived. Oscar asked what their project was about.

Workbook pages 110–111

1 Write the correct animal.

- Students read the sentences and write the correct animal.

ANSWERS

- 1 polar bear
- 2 panda
- 3 seal
- 4 squid

2 Write.

- Ask students to read and answer the questions with the correct animals from the box.

ANSWERS

1 leopards and polar bears 2 squirrels and parrots
3 parrots and polar bears 4 chameleons and squid
5 squid and seals 6 sharks and fish

3 Write. What's the mystery word?

- Students look at the pictures and write the words in the puzzle. They then note the mystery word.

ANSWERS

1 paws 2 squirrel 3 seal 4 squid 5 scales
6 habitat 7 flippers 8 bones
Mystery word: wildlife

4 Match.

- Ask students to match the two parts of the reported statements.

ANSWERS

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

5 Rewrite the sentences using *said*, *told* or *asked*.

- Students rewrite the sentences as reported statements.

ANSWERS

1 said we'd be home at one o'clock
2 told me to take a photo of her
3 said you liked parrots
4 asked why zebras were black and white
5 told him not to ride his

6 Read the conversations. Complete the reported speech.

- Students read the conversations and complete the reported speech.

ANSWERS

1 had watched 2 if she enjoyed 3 would watch
4 where I was going 5 I was going to buy
6 if he wanted 7 not to spend

Assessment for learning

Ask students to look back through the lessons in this unit 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 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

- Students are now ready to do the Unit 9 test, downloadable from Oxford English Hub.

Lesson 1: Words

Learning objective

Students will be able to talk about celebrations.

Language

Celebrations: *acrobats, carnival, circus, face painting, fireworks, lanterns, parade, presents, spectators, wrapping paper*

Functional language: *I wish I could ... / Yes, it looks fun.*

Warm up

- Play *Word association* (see *Ideas bank* page 151) on the topic of celebration using words students learned in previous levels, for example, *festival, colourful, celebration, dancers, juggle, dress up, costume*. Students work in pairs to brainstorm words.
- Invite different pairs to share their words with the class. Write the words on the board as students say them.

Lead-in

- Stick the lesson flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask the class *What are we learning about today?* Choose a student to answer.
- Ask students to open their Student Book on page 122 and find the learning objective: *Let's talk about celebrations.*
- Ask students to discuss in pairs their favourite celebrations. Invite different pairs to share their ideas with the class.

Student Book pages 122–123

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or ask students to look at the picture in their Student Book.
- Encourage students to share their knowledge with the class by describing what they can see in English.
- Tell students that they are 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.

2 Listen, point and repeat. 🎧 231

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

3 Listen and say. 🎧 232

- Play the recording, pausing after each description for students say the correct word.

Audio transcript

1 This is a show that usually happens inside a tent. You buy a ticket and watch lots of different performances. The tent is in one place for a short time, then it moves to a different place.

- 2 This person is strong and can move in amazing ways. They have to practise for a long time before they perform. They are very strong and healthy.
- 3 You usually see these at night on special days. They make bright colours in the sky, but they can be noisy. You need to be safe when you watch these.
- 4 This is a group of people who are watching a performance. They often sit down to watch, or they sometimes stand up outdoors. Performers like it when there are lots of these.
- 5 This is when somebody puts different colours on your face to make a picture. They could make you look like an animal or a special person.
- 6 This is a special day or weekend when you can listen to lots of different music and watch performances. Some people wear masks or fancy dress costumes. There are usually lots of nice food stalls, too.

ANSWERS

1 circus 2 acrobat 3 fireworks 4 spectators
5 face painting 6 carnival

Optional activity

Play *Word cloud* using the lesson flashcards (see *Ideas bank* page 150).

4 Complete.

- Ask students to read the text again and complete the sentence frames with the celebration words.
- Students read the sentences and compare their answers in pairs.

ANSWERS

1 fireworks 2 carnival 3 face painting
4 acrobats, circus 5 spectators

5 Listen, point and repeat. 🎧 233

- 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 words.

6 Read and write the words. Listen and check. 🎧 234

- Tell students to look at the text and ask what celebration they can see (Chinese New Year).
- 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.
- Play the recording for students to listen and check their answers.

ANSWERS

parade, lanterns, presents, wrapping paper

7 Read again and circle the correct words.

- Ask students to read the text in activity 6 again. They then read the sentences and circle the correct words.

ANSWERS

1 parade 2 lanterns 3 presents 4 wrapping paper

8 Listen and repeat. 235 Then make a new dialogue and practise.

- Focus students' attention 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 way of talking about wishes and celebrations.
- Model another dialogue for the class. Choose the phrase *go to a carnival* from the green box and encourage a student to role play the dialogue with you.
- Ask students to work in pairs. They take turns to discuss celebrations, using the dialogue in their Student Book as a model.
- Walk around the classroom as students talk, helping and correcting where necessary.

Assessment for learning

Ensure that students are familiar with discussing celebrations in their own language. Generate interest by asking students to describe a celebration they have been to. Personalizing new language will help the students to develop interest to learn more about celebrations in English.

Team Up! 1 **DOWNLOAD**

- Students work in pairs to cut the worksheet in half. One student is Student A take back and the other student is Student B. They role play the dialogue and take turns to describe their pictures. They look for six differences.

Workbook **pages 112–113**

1 Circle the correct words.

- Students circle the correct words in the text.

ANSWERS

1 carnival 2 face painting 3 circus 4 spectators
5 acrobats 6 fireworks

2 Complete. Then match.

- Students read and complete the sentences. Then they match them to the pictures.

ANSWERS

1 face painting b 2 fireworks e 3 spectators d
4 circus, acrobats a 5 carnival c

3 What are they talking about? Write.

- Students read the explanations and write the words.

ANSWERS

1 circus 2 acrobats 3 fireworks 4 carnival
5 face painting 6 spectators

4 Have you ever been to one of these celebrations? What did you see and do?

- Students answer the questions using the celebration vocabulary.

ANSWERS

Students' own answers

5 Tick ✓ the correct answer.

- Students read and tick the correct answers.

ANSWERS

1 a 2 b 3 a 4 b

6 Order the words. Then match.

- Students put the words in order to form sentences. They then match them to the picture.

ANSWERS

1 They've put up lanterns.
2 He's been given presents.
3 There is a lot of wrapping paper.
4 I have tickets to the circus.

7 Complete the dialogues.

- Students look at the pictures and complete the dialogues.

ANSWERS

1
A I wish I could carry a lantern.
B I think that would be (students' own answers).
2
A I wish I could go to the circus.
B So do I. I think that would be fun.
3
A I wish I could have my face painted.
B Yes! It looks (students' own answers)!
4
A I wish I could do that!
B I think that (students' own answers)!

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk about events that didn't happen in the past.

Language

Third conditional statements: *If you had come, you would have seen the fireworks.*

Third conditional questions: *Would you have worn a costume if you had gone? Yes, I would.*

Warm up

- Play *The first letter* (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

- Ask students to look at page 124 of their Student Book and find the lesson objective: *Let's talk about events that didn't happen in the past.*
- Say why you became a teacher and invent another possible career that you wanted to do but didn't do. Explain why. Ask students to think about an event that they wanted to happen in the past but didn't happen. Ask them to think about why it didn't happen. Ask them to discuss in pairs before inviting pairs to share with the class.

1 Listen and read. 🎧 236 **Why couldn't Omar go to the carnival?**

- Focus on the team characters in the grammar 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: *Why couldn't Omar go to the carnival?*
- Play the recording for students to listen and follow the story. Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What would Omar have seen if he had gone to the carnival?* (fireworks) *What did Nina have painted on her face?* (a butterfly) *What would Omar have done if he had gone to the carnival?* (He would have danced).

ANSWER

He had to study.

2 Listen and read. 🎧 237

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Point out to students that we use the third conditional to talk about imaginary events in the past.
- Ask students to read the *Look!* box with a partner.

3 Circle the correct words.

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

ANSWERS

- 1 hadn't gone 2 worn 3 you'd told
4 would have bought

Optional activity

For further practice of the grammar, have students try to guess verbs to complete third conditional sentences. Write the following gapped sentences on the board:

- 1 If I had studied harder I ___ my exam.
- 2 If it ___ we could have gone to the beach.
- 3 If we had gone to the circus, we ___ the acrobats.
- 4 If I'd known there was face painting at the carnival I ____.
- 5 We ___ in the lake if it had been warmer.

Ask students to work in pairs to complete the sentences. Invite pairs to read the sentences aloud.

4 Complete the sentences.

- Ask students to complete the sentences with the third conditional form of the verbs in brackets.

ANSWERS

- 1 had seen 2 wouldn't have had
3 wouldn't have eaten 4 had bought

5 Imagine there was a carnival in your town that you didn't visit. Talk with your partner.

- Focus on the conversation. Choose a confident student to role play it with you for the class.
- Ask students to work in pairs. They take turns to say what they would have done.

Mixed ability

Elicit the form of the third conditional for weaker students and write it on the board: *if + had + past participle + would + have + past participle*. Weaker students can do the task with a confident student. Fast finishers write two sentences about a celebration in the third conditional.

6 Listen and read. 🎧 238 **What did people wear at the festival?**

- Ask students to look at the picture and say what they can see (a carnival / parade)
- Ask the question *What did people wear at the festival?*
- Play the recording for students to listen and read. Elicit the answer.

ANSWER

Fancy dress / costumes

7 Listen and read. 🎧 239

- 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 the example sentences aloud.
- Read through the *Look!* box for students to listen and follow.

8 Order the words to complete the third conditional questions. Then listen and check.

🎧 240

- Ask students to order the words to make questions. Then play the recording for students to listen and check their answers.

ANSWERS

- 1 *Would you have made your own costume if you had gone to the carnival?*
- 2 *What would you have done if you had seen an acrobat in the parade?*
- 3 *What would you have bought if you had gone to the food stalls?*
- 4 *Would you have got a prize if you had won the competition?*

9 Look and ask third conditional questions with what.

- Ask students to work in pairs. They look at the table and take turns to ask and answer third conditional questions using the prompts.

ANSWERS

What would Maya have done if she'd won the prize / gone to the beach? (She would have bought a bicycle / gone swimming.) What would Sam have done if he'd won the prize / gone to the beach? (He would have gone on holiday / gone surfing.) What would Jack have done if he'd won the prize / gone to the beach? (He would have had a party / taken photos.)

Team Up! 2 **DOWNLOAD**

- One group role plays the dialogue for the class.
- The other groups race to match the situations to the third conditional sentences.
- The first team to match all the sentences is the winner.

Workbook pages 114–115

1 Read and circle *Yes* or *No*.

- Ask students to read the third conditional sentences and the questions. Then they circle *Yes* or *No* in response.

ANSWERS

1 No 2 Yes 3 Yes

2 Match.

- Ask students to match the two parts of the third conditional sentences.

ANSWERS

1 b 2 d 3 c 4 a

3 Write *had*, *hadn't*, *would have* or *wouldn't have*.

- Students complete the third conditional sentences with the correct verb.

ANSWERS

1 would have 2 had 3 would have 4 wouldn't have
5 hadn't

4 Complete. Use the third conditional and the verbs in the box.

- Students complete the sentences with the third conditional verb form in the box.

ANSWERS

1 hadn't suggested
2 hadn't rained
3 would have looked
4 would have enjoyed
5 wouldn't have sat

5 Complete the dialogues. Use the third conditional.

- Students complete the dialogues in the third conditional form.

ANSWERS

1 would you have had, I would
2 Would there have been, there would
3 Would they have got, they wouldn't
4 would you have done, wouldn't have gone on holiday

6 Write questions. Use the third conditional.

- Students use the prompts to write third conditional questions.

ANSWERS

1 What would you have done if you had seen a pangolin on holiday?
2 What would you have worn if the weather had been different this morning?
3 If your friends had asked you to play football last weekend, what would you have said?
4 What would you have done if you had felt ill this morning?
5 If someone had given you a free plane ticket last year, where would you have gone?

7 Answer the questions in activity 6 for you.

- Students answer the questions in activity 6.

ANSWERS

Students' own answers

Global skills: creativity and critical thinking

Activities that do not have right or wrong answers, like activity 7, can reveal a lot about students' attitudes, thought processes and the way in which they approach problems. Encourage students to be creative in their answers. Ask follow up questions, for example, *Why would you do that?* to encourage students to explain choices.

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 use adjectives to describe an event.

Language

Words: interesting adjectives: *crowded, deafening, deserted, enormous, exhausted, hilarious, terrified, tiny*

Adjectives and prepositions: *I'm really excited about the carnival this weekend.*

Warm up

- Play *Race the bear!* (see *Ideas bank* page 151) with the words from lesson 1.
- Hold up the *Vocabulary* poster and go through the phrases for students to check their answers.

Lead-in

- Stick the lesson 3 flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Ask *What are we learning about today?*
- Ask students to look at page 126 of their Student Book and find the learning objective: *Let's describe what it's like to be at a carnival.*
- Ask students to work in pairs. They think about carnivals or festivals they have been to and describe what they saw and did with their partner.
- Invite different pairs to share their ideas with the class.

Student Book pages 126–127

1 Listen and read. 🎧 241 Where can you buy food at the carnival?

- Focus students' attention on the photo. Ask students what they can see (a carnival).
- Play the recording and ask the question *Where can you buy food at the carnival?* Elicit answers from the class.
- Play the recording again for students to follow again. Then ask questions to check understanding, for example, *Where is the carnival?* (France) *What do people wear at the carnival?* (beautiful costumes) *What is the carnival famous for?* (street food stalls).

ANSWER**At street food stalls****2 Listen, point and repeat.** 🎧 242

- 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 and complete with the correct words.

ANSWERS

1 deafening 2 hilarious 3 deserted 4 tiny
5 crowded 6 exhausted

4 Say a similar adjective.

- Students work in pairs, taking turns to say similar adjectives.

5 Listen and read. 🎧 243

- If you are using the Classroom Presentation Tool, ask students to now close their books and show them the grammar cartoon. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on activity 5.
- Alternatively, play the recording for students to listen to the grammar explanation and to follow the example sentences in their books.
- Read the *Look!* box for students to listen and follow.
- Ask students to work with a partner, taking turns to read out the example sentences.

6 Complete.

- Ask students to complete the sentences with the prepositions in the box.
- Students can check their answers in pairs.

ANSWERS

1 of 2 at 3 for 4 in

7 Look, ask and answer.

- Students work in pairs. They look at the table and take turns to ask and answer about the children using the prompts.

ANSWERS

He's / She's good at ... / proud of ... / interested in ...

Mixed ability

Pair weaker students with stronger students. Model the first example by eliciting the question and answer from a confident student. Ask *What is Luis good at? He's good at painting.* You could write the prepositions *of, at, in, for* on the word to help weaker students. Stronger students can write two more questions to ask. Then swap with a partner to answer the questions.

8 Listen and read. Then sing. 🎧 244–245

- 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 recording of the song for students to listen and follow the words.
- Play the recording of 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**

- Pairs ask and answer the questions in the personality quiz.
- Invite pairs to describe their partner's personality for the class.

Workbook pages 116–117**1 Look and circle the correct words.**

- Students look and circle the correct adjectives.

ANSWERS

1 deafening 2 hilarious 3 deserted 4 tiny
5 crowded 6 terrified 7 enormous 8 exhausted

2 Complete. Use the words from activity 1.

- Students read the dialogues and write the matching adjective from activity 1.

ANSWERS

1 terrified 2 crowded 3 exhausted 4 hilarious
5 deafening 6 tiny

3 Look and write. Use the words from activity 1.

- Students look and write sentences about the pictures using the adjectives from activity 1.

ANSWERS

1 exhausted, terrified
2 The beach wasn't crowded. It was deserted!
3 The dinosaur wasn't tiny. It was enormous!

4 Circle the correct words.

- Students read and circle the correct words to complete the text.

ANSWERS

1 of 2 surprised 3 for 4 interesting 5 at 6 about

5 Complete. Use the -ed or -ing form of the verb in brackets.

- Students complete the sentences with the correct form of the verbs in brackets.

ANSWERS

1 worrying 2 excited 3 interesting 4 terrified
5 exhausted

6 Rewrite the sentences. Use the adjective in brackets and a preposition.

- Students rewrite the sentences with the adjective in the brackets and a preposition.

ANSWERS

1 'm / am bored of
2 're / are worried about
3 's / is terrified of
4 're / are interested in

7 Complete the sentences so they are true for you.

- Students complete the sentences so they are true for them. They share their sentences with a partner.

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 and understand a story about a carnival.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Sing the song from lesson 3 with the class.
- Play *Act out the song* (see *Ideas bank* on page 00).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 128 of their Student Books and find the learning objective: *Let's read about a carnival.*
- Ask students to work in pairs. They discuss carnivals they know about around the world. Invite pairs to share their ideas with the class.

Student Book pages 128–129

1 Look at the pictures. What are the children making?

- Ask students to look at the story pictures and describe what they can see. Have students discuss in pairs.
- Read aloud the question *What are the children making?* and elicit answers from the class.

ANSWER

They are making costumes.

2 Listen and read. 246 Why was Mr Mamprin proud of Elena and Piero?

- Tell the class that they are going to listen and read the story.
- Focus on the pictures and ask the question *Why was Mr Mamprin proud of Elena and Piero?* Invite different students to make predictions.
- Play the recording while students follow the story. Choose different students and repeat the question *Why was Mr Mamprin proud of Elena and Piero?* Elicit the answer.
- Play the recording again. If you wish, play the story a final time for students to enjoy.

ANSWER

They helped him to finish everything on time by working together.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read the sentences aloud.
- Allow 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. 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 put the sentences in order.

ANSWERS

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

Optional activity

Divide students into two teams. Play *True or False*. Read aloud the statements about the story and ask students to say if they are *true* or *false*.

- 1 Mr Mamprin was a costume maker.
- 2 Elena and Piero were ill.
- 3 There were three assistants in the shop.
- 4 Elena was good at cutting.
- 5 Piero was worried about making the costume for the customer.

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

- Ask students to find the words in the story and then look at the pictures and write the correct letter.

ANSWERS

1 c 2 d 3 b 4 a

6 Who said it? Write P (Piero), E (Elena) or M (Mr Mamprin).

- Ask students to read the speech and write who said it.
- Students can check answers in pairs before checking as a class.

ANSWERS

1 E 2 P 3 E 4 P 5 M

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question and establish that they achieved their task by working together.
- Read question 2 aloud and establish they each focused on their strengths and this made the team stronger.
- Read questions 3 and 4 aloud and elicit ideas from the class.

ANSWERS

- 1 They worked together and worked night and day for a week.
- 2 They worked together and divided up the jobs according to what they were good at.
- 3 Students' own answers
- 4 Students' own answers

Global skills: communication and collaboration

Discuss the message of the story with the class in the students' own language. Ask, *What does the story tell us?* (How to work well as a team.) Invite different students to discuss examples of when they worked well as a team. Ask students how they can work well in a team, for example, focusing on your strengths, listening to others when they are speaking and not interrupting, making a contribution to the team, dividing the tasks equally.

Team Up! 4 **DOWNLOAD**

- One group role plays the dialogue for the class.
- Groups plan an end-of-year celebration for their school. They use the questions to make notes and plan tasks and set deadlines, dividing the tasks within their group.

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 instruments can you see in the pictures?

- Ask students to look at the pictures and say what kind of instruments they can see.

ANSWERS

drums, cymbals

2 Read the story.

- Students scan the story silently to themselves to check their predictions.

3 Who is speaking? Tick ✓ the correct answer.

- Students read the dialogues and tick the correct answer.

ANSWERS

1 Yan 2 Anna 3 Chen

4 Read the story again. Complete with ONE, TWO or THREE words in each gap.

- Students read and complete the text.

ANSWERS

1 Lunar New Year 2 nine 3 long sticks
4 fabric and bamboo 5 head 6 drums and cymbals
7 streets 8 fireworks

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

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

ANSWERS

- 1 F (Everyone wanted to perform the dragon dance.)
- 2 F (Chen asked to be at the front.)
- 3 F (Chen made lots of mistakes.)
- 4 T
- 5 F (The dance was better because Anna was at the front.)
- 6 T

6 Complete for you.

- Ask students to think about the questions and write their answers. Students can share their answers in pairs before sharing 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 festivals in the UK and Greece.

Language

Celebrations in the UK and Greece: *open air, performance, spectacular, venue*

Warm up

- Review the new words from the story in lesson 4. Write the words on the board and ask students to take turns to choose and describe a word to their partner.

Lead-in

- Ask the class to look at the photos on pages 130 and 131 of their Student Book and try to work out which places they will be learning about today (UK and Greece). 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 their Student Book page. Write it on the board: *Let's learn about festivals in the UK and Greece.*

Student Book **page 130**

1 Listen, point and repeat. **▶** 247

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

2 Listen and say the number. **▶** 248

- Focus on the photo of Jack. Tell students that they are going to hear Jack talking about a festival in the UK. Explain that students must listen to the words in activity 1. Each time they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to say the numbers.

Audio transcript

- Hi, my name's Jack. I live in Bristol, which is a fantastic city in the west of the UK. Every year in Bristol, there's the International Balloon Fiesta. It's a great weekend and I'm always excited about it. I go with my family. The balloon fiesta is an open-air festival in a big park on the edge of Bristol. I love being outdoors and seeing all the different balloons. It's my favourite weekend of the year, but because it's in the open air, it's best when it's warm and sunny. It happens in August, so it's summer in the UK, but it isn't always sunny! One year, the balloons couldn't take off, because it was too windy. If the balloons had flown, it would have been dangerous.
- The balloons look spectacular when they go over the city. They are made in lots of different colours, and they move slowly. When the enormous balloons all go up into the air, it is exciting. I always take lots of photos because it looks so amazing.
- It isn't all outdoors, though. When the balloon fiesta is on, there are other events in different venues around the city. You can see dance shows, music and art. Museums and galleries have different events, and lots of people visit these venues as well as seeing the balloons.
- There are some amazing performances at the festival. There's always something to see, like singers, actors and acrobats. There are lots of spectators at these performances. It's a very busy weekend in Bristol, and the festival is always crowded!

ANSWERS

open air 1 spectacular 4 venue 2 performance 3

3 Listen to Jack and complete. 249

- Tell the class that now they are going to hear Jack talking about a hot air balloon festival in Bristol. They must complete the sentences.
- Have students read the sentences before they listen.
- Play the recording, pausing for students to write their answers.
- Play the recording again for students to complete or check their answers.

Audio transcript

The Bristol International Balloon Fiesta by Jack Mills

This spectacular open-air festival happens every August in Bristol. Bristol is a big city in the west of the UK. It's famous for its music and entertainment.

The Bristol International Balloon Fiesta started in 1979. It is now the biggest festival of its type in Europe. Over 100 hot air balloons go up into the sky every year. It has to be good weather, though. I went last year and it was a lovely, sunny day. I was happy about that. If it had been a windy day, the balloons wouldn't have been able to take off. I would be terrified if I was in a hot air balloon on a windy day!

The balloons take off twice a day, in the morning and in the evening. In the afternoon, they are usually tied to the ground so that people can look at them. They are all colourful and have beautiful designs, and people enjoy seeing them.

In addition to watching the balloons, there are lots of things to do at the fiesta. You can look at the stalls selling handmade jewellery and toys, or watch music performances. There are workshops and fairground rides. You can see puppet shows and have your face painted. There's delicious world food to eat, too.

It's a great weekend to be in Bristol!

ANSWERS

1 August 2 city 3 100 4 weather 5 colourful
6 handmade

4 Watch the video. How often do the balloons take off?

- Play the video for students to find out the answer to the question.
- Students can take notes of the important points mentioned and discuss their points in a group. See which group made the most notes.

Video transcript, see page 164.

ANSWER

Twice a day

Optional activity

Ask some questions about the video recording to see what students can remember, for example, *What is Bristol famous for?* (music) *Why did the festival have to close in 2019?* (it was very windy) *Why are the balloons tied to the ground in the afternoon?* (so people can see them) *How do you get the balloon up in the air?* (with hot air) *What happens to the balloons in the evening?* (they light up). Play the video again to check answers.

5 Listen and read. 250 Then talk with a partner.

- Play the conversation for students to listen and follow.
- Ask students to work in pairs. They take turns to ask and answer about festivals.
- Walk around the classroom as students talk, helping where necessary.
- Invite different pairs to role play their conversation for the class.

Workbook page 120

1 Read. How many people were in the parade?

- Students scan the text to find the answer.

ANSWER

about 200

2 Read again. Answer the questions. Write short answers.

- Ask students to read the text and questions. They then answer the questions.

ANSWERS

1 In the southwest of England. 2 every year
3 at Oscar's house 4 terrified 5 exhausted and proud
6 She joined a dance club at school.

3 Answer the questions. Write.

- Encourage students to write longer answers to the questions after reading the questions and text.

ANSWERS

Students' own answers

Student Book page 131

6 Look at the photos. What can you see?

- Focus on the photos and ask students what they can see.
- Elicit the answer from a chosen student.

ANSWERS

a harbour, buildings, and a theatre

7 Listen and read. 251 What is Athens famous for?

- Play the recording for students while they follow the text in their Student Books.
- Allow students time to discuss the question *What is Athens famous for?*

ANSWERS

Its buildings and historical monuments, restaurants and cafés

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

- Ask students to read the sentences and decide if they are true or false.
- Students read the text again to check their answers.

ANSWERS

- 1 F (Athens is a very old city.)
- 2 T
- 3 F (The festival happens between June and August.)
- 4 T

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Students work in pairs to discuss their ideas. Walk around the classroom, helping where necessary.

Team Up! 5 DOWNLOAD

- Students work in groups to think of a festival in their country and complete the chart.
- One student reads the example sentence aloud.
- Groups present their festival to the class.

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 review of an event.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play *Fast talk* (see *Ideas bank* page 150) with the words from lessons 1 and 3.

Lead-in

- Write the learning objective on the board: *Let's learn how to write a report.*

- Ask students if they have read a review before and what they think the purpose of a review is. Ask what information is usually included in a review. Students discuss the questions in pairs and then invite pairs to share their ideas with the class.

Student Book page 132

1 Look at the photos. What is the review about?

- Focus students' attention on the photos and ask the question *What is the review about?* Elicit and accept ideas from different students.

ANSWER

A circus

2 Read and listen. 252 What did the reviewer think of the circus?

- Read the gist question: *What did the reviewer think of the circus?*
- Play the recording for students to follow 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 activity 1.

ANSWER

They thought it was fantastic.

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

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

ANSWERS

1 two hours 2 £5

4 Read. Then write the labels in 2.

- Read through the information with the class.
- Ask students to write the labels on the text. Allow students to work in pairs.

ANSWERS

Fact, Opinion, Event, Summary

5 Write a review of an event.

- Ask students to turn to page 121 of their Workbook and complete activities 1 and 2 before writing their essay.

Workbook page 121

1 Read and tick ✓.

- Students read the questions and tick the correct answers.

ANSWERS

1 in both of these 2 the writer's opinion

2 Write *Fact* or *Opinion*.

- Ask students to decide if the sentences are facts or opinions.

ANSWERS

1 opinion 2 fact 3 fact 4 opinion 5 opinion
6 fact 7 opinion 8 fact 9 opinion 10 fact

3 Circle the different events in activity 2. Have you been to any of those events?

- Ask students to look and circle the events mentioned in activity 2.

ANSWERS

Circle: carnival, concert, musical, exhibition, puppet theatre, festival, play

Students' own answers

4 Choose an event to review. Make notes.

- Students complete the mind map with their ideas.

ANSWERS

Students' own answers

5 Write a review of an event. Use your notebook.

- Students write their reviews.

ANSWERS

Students' own answers

Assessment for learning

Ask students to exchange their review with their partner to read. Ask students to draw three stars next to something their partner did well in the review..

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 give a presentation about family festivals.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet for each student, pens

Warm up

- Play *Categories* (see *Ideas bank* page 151) to review the unit vocabulary.

Lead-in

- Write this unit's project on the board: *Give a presentation about family festivals.*
- Ask students to work in pairs and think about family festivals they know.
- Invite pairs to share their 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 worksheet for students to prepare their presentations.
- Students research family-friendly festivals around the world and choose the ones they want to include in their presentation. They then complete the worksheet with the information about the festivals and find or draw pictures of the festivals to use in their presentation. They should decide what each group member will say in the presentation and then make notes on what they are going to say and practise their presentation.

1 Listen and number the project steps in order.

🔊 253

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

ANSWERS

1 c 2 e 3 a 4 b 5 d

2 Watch the video. 🎥 Where are the two family festivals this group talks about?

- Ask students *Where are the two family festivals this group talks about?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow thinking time for students to remember the characters from the video. Then invite students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 164.

ANSWER

France and the USA

3 Listen and read. 🔊 254 Then present your festival.

- 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 present their poster.

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 the activities and choose three that they want to do.
- Ask students to raise their hands if they chose activities 1, 2, 3, and 6. Make sure that the students who chose these activities are sitting together so that they can work in pairs. Move students, if necessary.
- Ask students to complete the tasks. Walk around the classroom as they work, helping where necessary.

Workbook pages 122–123

1 Circle the correct words. Which ...

- Students read the clues and circle the correct words.

ANSWERS

- 1 deafening 2 a venue 3 spectators, acrobats
4 lanterns, fireworks 5 hilarious, spectacular
6 a performance, a parade, a circus

2 Complete.

- Students read and complete the sentences with the correct words.

ANSWERS

- 1 exhausted 2 present, wrapping paper 3 open air
4 performance 5 deserted

3 Write.

- Students look at the clues and write the words in the puzzle.

ANSWERS

- Across: 1 hilarious 5 venue 6 circus 7 spectators
8 tiny 9 parade
Down: 2 spectacular 3 deserted 4 presents
6 carnival

4 Complete the statements and questions. Use the third conditional.

- Ask students to complete the sentences with the third conditional.

ANSWERS

- 1 We'd have seen
2 I wouldn't have worn
3 they'd / had opened
4 there'd / had been
5 would we have done
6 would he have bought

5 Circle the correct words.

- Students circle the correct words.

ANSWERS

- 1 bored 2 deafening 3 terrified 4 amusing
5 frightening 6 surprised

6 Find and circle one mistake in each sentence. Write the correct words.

- Students find and circle the mistakes in the sentences. They then write the correct words.

ANSWERS

- 1 hadn't, wouldn't have
2 exciting, excited
3 would have seen, had seen
4 interesting, interested
5 in, at

Assessment for learning

Ask students to look back through the lessons in this unit 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 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.

Unit test

- Students are now ready to do the Unit 10 test or the End-of-term test 3, downloadable from Oxford English Hub.

Animals

Learning objectives

Students will be able to read and understand a play about animals.

Students will be able to read and understand a report on the Galapagos Islands.

Language

Grammar and vocabulary from units 9 and 10

Warm up

- Ask students to think about a long journey that they have been on. Ask them to work in pairs, taking turns to ask and answer the following questions: *Have you watched a play before? What was it about? How many characters were there? Did you enjoy it? Why? Why not?*
- Invite different students to report back to 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. 255 Where are the friends going?

- Tell students to look at the pictures and say what they think the play is about (animals). Read the gist question: *Where are the friends going?*
- Play the recording for students to listen and follow the story in their Student Books.
- Point out the words highlighted in pink (*disappeared, fight, embarrassed, still*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

They are going on a journey to the lake in the middle of the forest.

Optional activity

Ask students to act out the play. Divide students into groups of four and assign one student as the narrator and the others as the characters. Assign each group a scene to practise and, when they are ready, invite groups to perform their scene for the class.

2 Read again and circle the correct words.

- Ask students to read the text again and circle the correct words.

ANSWERS

1 dark 2 trees 3 Parrot 4 isn't

Mixed ability

Help weaker students by identifying the scenes in the play where they can find the answers:

- Scene 1 – 1
- Scene 2 – 2
- Scene 3 – 2
- Scene 4 – 3.

3 Who has been a true friend to you?

- Ask students to discuss the questions in pairs and report back to the class.

ANSWER

Students' own answers

4 Listen and read. 256 Why are the Galapagos Islands changing all the time?

- Tell students to look at the photos and discuss what they see. Ask if they know where the Galapagos Islands are (along the coast of Ecuador). Read the gist question: *Why are the Galapagos Islands changing all the time?*
- Play the recording for students to listen and follow the text in their Student Books.
- Point out the words highlighted in pink (*marines, spines, sensitive, webbed*) and ask students if they know what the words mean. Allow students to try to work out the meaning of the words from the context or to work on their dictionary skills by looking up their definitions.
- Students read the text again. Then ask the question again and elicit the answer.

ANSWER

Because of volcanic activity

5 Read again and choose the correct answers.

- Students complete the sentences with the correct answers.

ANSWERS

1 b 2 a 3 c 4 b

6 Would you like to visit the Galapagos Islands? What animals would you like to see?

- Students work in pairs to discuss the questions. Invite different pairs to report back to the class.

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 the students to say the words. Give the class a few seconds to look at the cards and try to remember them.
- Tell the 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.
- The students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- The students say each word again, including the last one from memory.
- Repeat the procedure, so that finally the students are saying each word from memory.

Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down again. Repeat with the rest of the cards, becoming faster with each one. Students must try to keep up with you by saying the words as quickly as they can.

Word cloud

- Show a flashcard to the class, then put it on the board, with the picture facing the board so that students can't see.
- 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 of 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 (e.g. two types of food), the other should not fit the pattern.

- Ask students to tell you which card / word is wrong and why, e.g. *The hairdresser is wrong, it isn't a part of the body.*

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 over the flashcards 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 of the flashcards have been turned over.
- The team with the most points at the end wins.

Song games

Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

Act out the song

- Divide the class into two groups. Assign a different verse of the song to each group. Students read the words to the song and decide on some actions.
- Students take turns to stand up with their groups, sing and do the actions as you play the song.

Sing the next line

- Ask students to read the words of the song and then close their books. Play a few lines of the song and stop the recording. Ask students to sing the next line.
- Repeat, pausing more frequently until the song is finished.

Other classroom games

The first letter

- Write the first letter of each word from the vocabulary set, or sets, you want to revise on the board.
- Ask the students to look at the letters and say the words.
- If the students get stuck on any of the words, add a second letter.

Descriptions

- Describe a word to the class to guess. For example:
 - It connects your head to your body.
 - neck!

- Invite students to take turns to describe other words for the class.

Listen and draw

Describe an object to the class and tell them to draw what you are describing. For example, say *I wear this object in winter, it is knitted and has long sleeves*. See how accurately the students draw what you are describing. In a stronger class, you can invite a student to describe something to the class.

Word association

Tell students you are going to give them a category and they must give you an associated word when you point at them. Quickly point at random individuals and say a category. Students must respond with a relevant word as quickly as possible.

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.

Show me

- Write a topic on the board e.g. health and injuries. Ask students to think of a work related to the topic and point to the body part or mime the illness/ injury for students to guess.

Minute race

- Say a topic and students write as many words as they can in a set time e.g. 1 minute.

Categories

- Divide the class into groups. Write the headings for three categories on the board, e.g. animals, type of music, clothes.
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words for each category as they can.

Choose and describe

- This activity is based on the traditional game *Animal, vegetable or mineral*.
- Write three categories on the board. These 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 Art: This is a type of art. It is usually made of stone. It is a 3 d structure.

Class sculpture.

- Continue the game by asking students to choose a category and describe a word in the same way.

Line-of-three

- Ask students to draw a grid of three rows by three columns in their notebook. Students write words from a topic (from the group you are practising) in each square.
- Read out words from the topic in a random order, one at a time, keeping a record as you go. Students cross out numbers in their square as they hear them.
- The first student to cross out all of the words in a line (horizontally, vertically or diagonally) is the winner.

Secret message

- Divide students into four groups.
- Write a message on the board using a simple code, e.g. replace letters a–z with numbers 1–26.
- Ask students to find the secret message. The first group to do so gives the answer.
- Ask students to work in their groups to write a short message for the other groups, using the same code.
- Groups take turns to come and write their secret message on the board for the other groups to decode.

The chain game

- Start the game with a sentence relevant to the language you want to practise. For example, *It had stopped raining by the time Martha got home* Ask a student to repeat your sentence and add to it using the same grammar or set, e.g. *It had stopped raining by the time Martha got home and her dad had started making dinner*.
- Continue in this way until all of the items have been added to the sentence or the students can no longer remember the sentence.

Find the answer

- This is an activity to review the language and content of the unit.
- Ask questions about anything from the unit (this could be related to vocabulary, grammar, the story or culture lessons, or details from pictures).
- The students search the pages of their Student Books to find the answers as quickly as possible.

True/False

- Read out sentences about the unit vocabulary, the story, the listening or reading in lesson 5 and ask students to decide if the sentences are true or false.

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 them draw the simple outline of a bear's head.
- Continue with other students, adding the letters that they guess correctly to the word. For each incorrect guess, draw another part of the face until it has eyes, ears, a nose and a mouth.

- Continue in this way until the word has been guessed or the bear picture is complete.
- To make the game less challenging, allow the students more guesses by adding a body and arms and legs to the bear.

Correct me!

- Make a sentence with a mistake in it. Invite students to correct you. For example,
Teacher Remember the story. He built a gate.
Student No, he built a wall.

Why is it better?

- Write two nouns on the board, e.g. *pen* and *computer*.
- Invite students to give an argument for why the first is better than the second, e.g. A 3 D printer is better than a printer because you can make objects with a printer.
- Repeat with other pairs of nouns.

What is it?

- Mime using an object that students know in English, for example, pretend to be putting on a scarf. Ask the class *What have I got?* Elicit *You've got scarf* or continue the mime until students are able to guess.
- Continue as a class game or ask the students to play the game in pairs.

Whispers

- Organize the class into teams. Each of the teams form a line.
- In secret, show the first student in each team a flashcard.
- Say *Go!* The first student in each team whispers the word to the student behind him / her.
- The students continue whispering the word to the student next to them until the word reaches the last student in the line.
- The last student says the word aloud, and the first student holds up the flashcard so the team can check whether the word and the card are the same.

Make a sentence or question

- Divide the class into teams. Call out a word and a grammar structure you want students to practise, teams have to race to come up with a sentence containing the word and the grammar structure. The other teams decide if it is correct or not. Teams earn points for correct sentences. To avoid one student giving all the answers allow only one answer per student and allow the stronger students to help the lower level students, if necessary.

Quick thinking

- This is a good game for practising grammar or vocabulary. Ask students a question, such as *What different types of music do you know?* Students give as many answers as they can in thirty seconds.

What are you going to do?

- This is a variation on the games above using *going to*. Tell students they are planning a day out to a particular place, e.g. a museum, a gallery or the beach.
- Invite a student to come to the front of the class and mime something he / she is going to do.

- Ask the class *What's he / she going to do?* Students respond using a sentence with *going to*, e.g. *She's going to take a boat trip.*

Question chain

- Divide students into four groups. You ask a question about a vocabulary topic to the first person in the line and they answer then ask the next person in the line and so on down the line till the last student answers. The last student has to race to the front and ask you the same question. The first group to finish are the winners.

Who is it?

- Describe a character from the story for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

What's next?

- Say sentences from a story, or write them on the board. Ask students to look at the story in their Student's Books and call out the sentence that comes next.

Who said it?

- Say sentences from a story, or write them on the board. Ask students to look at the story in their Student's Books and call out the name of the character who said each sentence. You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.

Three in a row

- This is a variation of *Line of three*, but uses sentences for extra challenge.
- Ask students to draw a grid of three rows by three columns in their notebook. Students write words from a topic (from the group you are practising) in each square.
- Read out sentences to elicit words from the topic in a random order, one at a time, keeping a record as you go. Elicit the answers from the class each time. Students cross off the word if they have it in their grid.
- The first student to cross out all of the words in a line (horizontally, vertically or diagonally) is the winner. Students can read out their answers to check.

Two truths and a lie

- Write three sentences using the target grammar about yourself. Two of the sentences can be true, and one can be false.
- Students read the sentences and decide which one is false. In a confident class, you can encourage them to ask you questions to find out more information.
- Give students time to choose their answer, and then confirm if they are right or wrong.
- Allow other students to have a turn at making sentences, as a whole class or group activity.

Emotions poster

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 in the Teacher's resources section on Oxford English Hub, to download or project on to 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.

How do you feel today?

- Before the students arrive for class, display the *Emotions* poster at a height they can reach. Ask the students to line up to come into the classroom and give each of them a small sticky note. Encourage them to stick their sticky note on the photo which matches how they are feeling today. Then look at the poster and the sticky notes with the students and talk about how everyone is feeling. If possible, try to respond to common feelings, for example, if a lot of students are tired, play a lively game or sing a song with actions to energize them.

Guess the feeling

- Ask a student to come to the front of the class and stand with their back to the *Emotions* poster. Choose a feeling from the poster and point to it so that the rest of the class can see, but the 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.

The colour of feelings

- Explain to the children that we can think of feelings as colours, and we might have different ideas about which colour different feelings are. Use the *Emotions* poster with the colour flashcards from *Beehive 1* Unit 1, encouraging the children to share their ideas about what colour suits

each feeling. As a follow-up activity, ask the children to draw simple emoji-style faces for the feelings from the poster and then colour them using a suitable colour.

What's your weather like today?

- Explain to the children that we can think of our feelings as weather, and we might have different ideas about which weather different feelings are like. Use the *Emotions* poster with the weather flashcards from *Beehive 2* Unit 10, encouraging the children to share their ideas about which kind of weather suits each feeling. You might like to point out that, like the weather, our feelings sometimes change very quickly! The students can also draw a picture of themselves experiencing the weather which matches their feeling. Alternatively, you can use the *Emotions* poster in conjunction with the weather flashcards by asking the children how they feel in different kinds of weather, for example, *When it's sunny, I feel happy*, etc.

Noticing the feelings of others

- After reading the grammar presentations and the stories in the *Beehive* Student Book, take the opportunity to ask the students how the different characters feel at different points in the story. You can refer to the 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 to think about where in their body they feel this feeling. Ask *Where can you feel this feeling?* Encourage them to respond with the body words they know in English, for example, *My hands!* or *My head!* Alternatively, they can touch or point to the parts of their bodies and say *Here!* Encourage them to try and tell you what the feeling is like, for example, *Is the feeling good or bad? Is it hot or cold?* If you like, explain to 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 this?* (A roller coaster.) Then ask *Do roller coasters make you feel happy? Do they make you feel scared?*, etc. Repeat with different flashcards. If you like, count the students who put up their hands for each feeling. Then lead a discussion about how our feelings about the same thing can be similar to other people's feelings, but they can also be different.

Small things

- Point to the photo for *happy* on the *Emotions* poster and encourage the children to think about things that make them feel happy. Tell them that these can be small things, because often small things can make you happy. Give the children some examples, for example, a season, a special place or a natural feature like the sea or mountains, a favourite food or drink, a kind of music, an activity, a person who is important to you, etc. Make a class *Happy Poster*, by asking each of the children to choose one thing and then either write it down or draw a picture of it. Stick the words and pictures onto a large piece of card to make the *Happy Poster*. Focus the children on the *Happy Poster* whenever the opportunity arises, encouraging them to remember the things that make them feel happy. Alternatively, you can make a classroom *Happy Box* with the pictures or words inside. Whenever a student feels happy about something, they can write it down or draw a picture of it and put it in the box.

Catch a smile

- Point to the smile on the face of the team character, Emma, on the *Emotions* poster. Tell the children that a smile is a powerful thing! Explain that you are going to play a game, in which they have to catch a smile and then pass it on to another student. Smile broadly at the class. Then pretend to take the smile off your mouth and throw it to a student in the class. Say, for example, *Catch, Ana!* This student pretends to catch the smile and put it on their own mouth. Then they choose another student to throw a smile to. Continue so that smiles are passed all around the classroom.

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 Teacher Resources Pack or can be accessed from the Teacher's resources on 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, etc.
- 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 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 Teacher Resources Pack or can be accessed from the Teacher's resources on 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 organize 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 memorize 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 answers that they might need.

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.

Let's Read! Poster

Reading is the foundation for success for any language learner. It is an essential skill in order to find specific information in everyday material, and it can also be a motivating and engaging way for students to assimilate new language. Children who read from an early age are more likely to be successful in education, work, and life in general. The Extensive reading texts after every two units in *Beehive* offer students the opportunity to develop their reading skills by engaging with a longer text. They should be encouraged to enjoy their reading, focusing less on accuracy and more on developing fluency. The more your students read the better, so encourage them to read outside of the classroom and to bring interesting texts they have found to class for everyone to share.

1 Preview the text. Encourage students to preview the text before they start reading. Explain that if they understand the context of the text, they will find it easier to guess the meaning and understand the information. First, ask students to read the title and any captions and to look at the pictures. Ask them what kind of text they think it is (article, story, poem, webpage, etc.) and what they think it might be about. Don't provide the correct answers at this point.

2 Read the text. Encourage students to read through the whole text quickly on the first reading. Explain that they are reading the first time for general understanding – it is not important to understand every word. Ask students a gist question to check that they have understood the general idea of the text. Do not focus on specific details in the text at this point. Check students' predictions about the text. Were they correct?

3 Re-read the text. Next encourage students to read through the text again in more detail. It is useful to read the text in sections at this stage. Encourage students to highlight words that they do not know and to try and guess their meaning from the context. Teach them the skills of skimming and scanning to find specific details in the text. Focus their attention on the transition words and show them how these help to structure the information, for example, *however* or *but* will indicate that there is an opposing argument or opinion.

4 Review what you have read. Finally, encourage students to think about the text and share their reactions to it. What did they learn? What did they enjoy? What details surprised them? By sharing their ideas, students will

increase their enjoyment of the text and become more motivated in their reading. You might like to follow up the discussion by getting students to write a short review of the text.

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 (receptionist)*. 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 (sprain)?* 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 (metal detector)?* Award one point for each correct guess.

Unit 1

Lesson 5

Lily Hi! I'm Lily.

Ben And I'm Ben.

Lily Let's watch the video!

Ben Great! What's it about?

Lily It's about work experience – that's when students try different jobs to help them learn about what they want to do when they're older.

Ben That sounds interesting!

Lily Let's watch and see!

Adult At schools in the UK, lots of children do work experience when they are 14 or 15.

Work experience is a good way to learn about different jobs. It helps young people to decide what they are going to do when they are an adult.

At school, students often practise doing application forms. When you do an application form, you have to say why you think you'll be good at the job.

Students can do work experience for two or three days, or a week. They can watch people doing the job, and learn new things.

Students can go to lots of different places of work when they do work experience. They might want to be a hairdresser and work in a hair salon, or be a lawyer. Lawyers work in offices, and sometimes they work in a court, too.

Some children want to learn about being a dentist or a doctor. They can go to hospitals and clinics and learn what it is like to do these jobs.

You can go to a hotel and find out what receptionists do, or work in a studio to help make a film or TV programme.

If you're interested in being a scientist, you might want to learn more about what happens in a laboratory. If you're going to be an engineer, you could find out how people design new technology, or make different models, or design buildings.

You could go to a bank and learn about money and currency.

If you're interested in being a pilot, you might even be able to use a special computer which shows you what it is like to fly a plane.

Students can learn important things when they do work experience. For example, they might go to meetings, or learn what it's like to give a presentation. They might have to wear a special uniform to do the work experience they have chosen.

Work experience is a great way to learn about all the different things you can do when you're older.

Lily Wow! Work experience looks really interesting.

Ben Yes, it does. It's a really good idea to learn about different jobs before you decide what you want to do.

Lily Yes, it is. What kind of work experience would you like to try?

Ben I'd like to find out about being an optician. What about you?

Lily I'd like to learn about being a film director.

Ben That sounds fun!

Project

Hannah So, we need to give a presentation about our dream jobs.

Hmm ... What's my dream job?

Elliot I'd like to be a diver!

Lily I'd like to be a film director!

Hannah I want to be a lawyer!

Ben I want to be a hairdresser.

Elliot This sounds fun! So, we use this worksheet to make notes.

What do we need to find out?

Hannah Let's see ... We need to find information about the people who do our dream jobs.

Elliot We need to find out what they do and where they work.

Lily We have to say why we want this job, and what skills we need.

Ben Does that mean the things we need to learn?

Hannah I think so. So, if you want to be a scientist, you have to study science.

Elliot And if you want to be a programmer, you have to study IT.

Lily That's great. So, we plan what we're going to say, and then we give our presentation.

Ben I think we need to find or draw pictures, too.

Hannah Great. Let's get started!

Lily Hello! We're here to give a presentation about our dream jobs.

My dream job is to be a film director. Film directors work in studios to make films. They decide what the actors and other people need to do in the film. I want to be a film director because it looks fun and creative. I need to learn about acting and drama.

Elliot Hi, my dream job is to be a diver. Divers study animals and plants in the sea. They also teach people how to dive.

And they usually work in warm countries, where they can swim every day. I want to be a diver because I love being in the water and I'm very interested in the animals and plants in the sea. I need to learn to dive, and it's useful to be able to sail a boat.

Hannah I'd like to be a lawyer. Lawyers help people understand what happens in a court. Lawyers usually work in an office, but some work in a court. I think it would be an interesting job because you can help people who are in trouble. To be a lawyer, you usually have to go to university.

Ben I'd like to be a hairdresser. Hairdressers cut and style peoples' hair. They usually work in a salon, but they sometimes go to people's homes to cut their hair. Hairdressing is an art because it's about creating something beautiful. I need to go to college to learn how to cut and style hair. I also need to know what kinds of hairstyles are popular.

Unit 2

Lesson 5

Hannah Hi! I'm Hannah.

Elliot And I'm Elliot.

Hannah Let's watch the video!

Elliot What's it about?

Hannah It's about the Amazon rainforest in Brazil.

Elliot That sounds great! The Amazon rainforest is very interesting.

Hannah Yes! Let's watch the video and see.

Adult The Amazon rainforest stretches over Brazil, Peru, Colombia, Venezuela, Bolivia, Ecuador and Guyana. It is very important for the planet because it makes a lot of oxygen. When we breathe, we use oxygen, so we all need it to survive.

The Amazon rainforest is amazing because many special and important plants and animals live there. In fact, people all over the world use medicines from the Amazon. Nearly a quarter of all natural medicines come from the Amazon rainforest. Look at frogs, for example. They are often very colourful. They can have different shades of green or brown, or they can have very bright colours. Have you ever seen how shiny and clean they are? Scientists have found that there are chemicals on a frog's skin that protect it from illnesses. We can use the same chemicals to make strong medicines called antibiotics. Researchers have also found important chemicals from some snakes that live in the Amazon. Small amounts of these chemicals are good for organs like the heart. In fact, more than 40 million people around the world take medicines that come from snakes.

Sloths are animals that live in the Amazon. They are famous for moving very slowly. But did you know that their bodies make chemicals that can fight serious illnesses, such as cancer? Scientists can take the chemicals from sloths' fur without hurting them.

Many Amazon plants are used to treat wounds and painful injuries, like sprains. For example, if you have a wound, you can have cordoncillo put on it. This will help to stop the pain. Shapumvilla can stop bleeding and is used on small wounds. Another plant called lapacho can be used to treat cancer. It is also used to fight infections. The cinchona tree is used by doctors to treat people with an illness called malaria.

Modern scientists are learning more from the big canopy of trees and plants in the Amazon. Scientists don't know everything about the plants in the Amazon rainforest. There could be other new and important medicines there.

But many of these amazing plants are in danger because trees are cut down to make space for farming. There are also forest fires in the Amazon. We ought to protect the Amazon rainforest. The animals and plants there are too important to lose.

Hannah That was very interesting!

Elliot Yes, it was. The Amazon is so beautiful.

Hannah And it's very important for the Earth.

Elliot Yes, it's important for our health, too.

Hannah Why do you think the Amazon is important for our health?

Elliot Because a lot of plants can make medicines.

Hannah Oh, yes! That's right. Scientists use a lot of plants from the rainforest to make medicines for us.

Elliot Do you think the Amazon is important?

Project

Elliot OK. We're going to be making a First Aid Guide. That's really useful.

Hannah Yes, it's important that we check our ideas carefully, so that we give the correct advice.

Lily What information goes in the leaflet?

Ben We need to find out about illnesses, injuries and allergies.

Elliot We also have to think about what to do in emergencies.

Lily This is a really important leaflet.

Ben So, let's start with illnesses. What examples shall we put?

Hannah Lots of people get colds or the flu at different times of the year. It would be helpful to put something about that.

Ben OK. And for injuries, I think it would be useful to know what to do when we get a wound.

Elliot I agree. And what about what to do if you sprain your wrist or ankle?

Hannah Yes, they're both good ideas. What about allergies?

Lily Some people have allergies for different foods, or to some animals.

Ben Yes, allergies can make some people very ill.

Elliot The last part is about emergencies. That's if you break your leg, or maybe get a burn.

Lily I think you always need to call an ambulance if you think it's an emergency.

Ben Yes, you're right. OK. So, we need to complete our leaflet. Let's write those ideas down.

Hannah Then we need to write a sentence saying what a person needs to do.

Hannah The first part of our First Aid Guide is about illnesses. For things like colds and the flu, you can take medicine. You ought to rest in bed until you get better. You ought not to go out and meet with friends while you have a cold. You might make your friends ill. You should also drink lots of water and hot drinks.

Ben For illnesses like a headache or a toothache, you might need to see a doctor or a dentist. If you have got a headache, you ought not to play computer games, or watch too much TV.

Elliot The next part is about injuries. For a wound, it's important to clean it well. You ought not to get the wound dirty. You might need to put a bandage on, to keep it clean. If you sprain a wrist or ankle, put ice on it as soon as possible. This will reduce the pain and the swelling. You ought to rest it, too. You ought not to do sport or activity until you get better.

Lily We have information about allergies, too. For an allergy to plants, like a rash, you can take some medicine, but it's a good idea to speak to your doctor for advice. For an allergy to food, you ought to go and see a doctor. But remember to read food labels carefully, so you don't eat the food by accident.

Ben Finally, we have a part about emergencies. If someone breaks an arm or a leg, you need to phone an ambulance. If someone gets a burn, you need to cool it down. Put lots of cold water on it.

Elliot Yes, and you need to make sure you

Unit 3

Lesson 5

Ben Let's watch the video! What's it about?

Lily It's about the Grand Canyon.

Ben That sounds great! I've always wanted to go there.

Lily It looks like an amazing place to visit.

Ben Yes, it does.

Lily Cool! Let's learn more about it.

Adult The Grand Canyon is in the state of Arizona in the USA. It's a national park and a UNESCO World Heritage site. It's nearly 450 kilometres long and 28 kilometres wide, at its widest point.

The canyon was made by the waters of the Colorado River going through the rock over millions of years.

You can see lots of different types of rocks at the Grand Canyon. This makes it a very interesting place for scientists. The rock at the bottom of the canyon is over two billion years old! The rock at the top of the canyon is about 230 million years old.

We can learn a lot about animals that lived millions of years ago by collecting the fossils that are in the rocks.

People have been visiting the Grand Canyon for hundreds of years. There are different kinds of accommodation. You can go to a campsite, or stay in a cabin. When you're at the Grand Canyon, you can explore in different ways. There are lots of trails for tourists to hike along. If you like animals, it's fun to go riding through the national park.

Visitors can also go on bus tours to see the beautiful countryside. If you like exciting sports, you can go rafting on the river. Helicopter rides are another popular way to see the amazing views of the canyon. You can see the canyon and the river under you.

The canyon is a perfect place for people who love nature. There are lots of different types of trees, plants and flowers. There are hundreds of types of birds and animals, too. The canyon is home to rare birds, like these big condors. There are many reptiles, like snakes and lizards. There are some mountain lions in and around the canyon. Sometimes people see bears, but there aren't very many of these. There are some endangered species, too. The amount of water in the river has changed over time, and now some of the fish in the river are endangered.

National parks are important because the animals and plants that live there are safe. The bald eagle used to be an endangered species. Because of places such as the Grand Canyon National Parks, they have somewhere safe to live and they can find food to eat.

Ben That was very interesting!

Lily Yes, the Grand Canyon is amazing.

Ben Yes, it is. What national park would you like to visit?

Lily I'd like to visit the Peak District. It has lots of hills and it's very beautiful.

Ben That sounds great. We visited the Pembrokeshire Coast last year. The sea is beautiful there.

Lily Great! Which national park would you like to visit?

Project

Hannah We're going to make a board game!

Elliot Great! This sounds fun!

Lily What do we have to do?

Ben There are some cards with a "G" on them.

Elliot Is that "G" for "grammar"?

Lily Yes, I think so. The others have "W" on them, which must mean "word".

Elliot OK. Perfect. So we cut these out, and then use them to play the game.

Ben Is this the game on the other sheet?

Hannah Yes, it is. Look! Some squares have got "W" on. Some squares have got "G" on.

Elliot Some have got "Go again". Does this mean we get another turn?

Ben Yes, it must mean that. Then others have got an arrow on them.

Hannah Oh, yes! The arrow is pointing backwards. That must mean that you have to go back one square.

Lily This is going to be fun. How do we know how many squares to move?

Elliot I think we cut out this spinner and put a pencil in it.

Hannah Yes, look! Numbers one to six. And we need these four counters – one each.

Ben Great! Let's get started!

Hannah OK. Who wants to go first?

Lily Ben! You've got the spinner. Do you want to start?

Ben Great! Has everyone got a counter?

Elliot/Hannah/Lily Yes!

Ben OK. Here we go!

Four. OK. One, two, three, four. What's on the square?

Elliot That's a "W", so you need a "Words" card.

Hannah The "Words" cards are here, and the "G" cards are here.

Lily The question is, "You put your suitcase in here and get your boarding pass."

Ben Let me think ... Oh! It's "check-in desk"!

Elliot That's right! The answer is on the card. Well done, Ben!

Ben OK. Who's next? Hannah?

Hannah OK. Three! One, two, three. It's "Go again!" OK. I'll spin again.

Two. One, two. It's on "G". Grammar, please!

Lily OK. Here's a "Grammar" card. I'll read out the answer, and you have to tell me the question. The answer is, "We've been travelling for two weeks."

Hannah Two weeks ... So, the question must be, "How long have you been travelling?"

Lily Yes, that's right!

Elliot I like this game. Let's see who gets to the end first!

Unit 4

Lesson 5

Elliot Let's watch the video! What's it about?

Hannah It's about Aboriginal dot art.

Elliot That's a beautiful way of painting.

Hannah Yes, it's very beautiful. I wonder if it's difficult to do.

Elliot I don't know. Let's find out.

Adult Aboriginal art is one of the oldest types of art in the world. The paintings were done in caves in Australia thousands of years ago.

Today, Aboriginal art is still practised by many Aboriginal artists. It is an important tradition. The art has got special symbols, which are important in Aboriginal culture.

The people used these symbols to show things in nature around them, such as special plants and animals. Thousands of years ago, Aboriginal people used materials which they found in the natural world to make their paintings, like bark from trees, rocks, burnt sticks and clay.

They studied patterns on the Earth and showed these in their paintings. They used only the colours found in nature, like red, yellow, brown, black and white. Some groups of Aboriginal people made lots of small dots in different colours to make bigger pictures. The backgrounds of the paintings have often got detailed patterns, to make abstract art. In the foreground, there is often an animal.

The paintings tell a story. They are used as a type of storytelling. Aboriginal people didn't have a written language. They used their paintings to give important information and record their history. If another Aboriginal person saw the painting, they would understand the story or the information it showed. Sometimes secrets were hidden in the paintings when people wanted to tell other people about something dangerous.

There are many different Aboriginal tribes in Australia today. Not all groups of people use dot art. Each group has got their own style of art.

About 50 years ago, Aboriginal art started becoming popular around the world. In 1971, a school teacher working with Aboriginal children in Papunya saw that the men in the village drew symbols and patterns in the soil while they told stories. He helped them do these paintings on canvas. After that, Aboriginal art became very famous and popular all over the world.

Elliot The dot paintings are beautiful.

Hannah Yes, they are! And they're very old.

Elliot Yes. What traditional art have we got in this country?

Hannah There are lots of statues in London.

Elliot Yes, like the lion statues in Trafalgar Square!

Hannah Yes!

What kind of traditional art have you got in your country?

Project

Hannah So, today we have to make a brochure for an art exhibition.

Ben That sounds interesting. What kind of information do we need to include in the brochure?

Lily Well, people will need to know where the exhibition is, and when it is.

Elliot Yes, and they might also want to know how much it will cost to get in.

Hannah And I think we'll need to put something about the kind of art people can see at the exhibition.

Elliot Yes, definitely. That's really important.

Lily Yes, people like to know that kind of information when they go to an exhibition.

Hannah So, let's do some research to find out what kind of art is popular, and what kind of exhibitions people have in art galleries. Then we can design our own exhibition.

Ben Great!

Hannah So, art galleries often have a mix of modern and traditional art. There are abstract and realistic paintings, installations, mobiles, murals and sculptures.

Ben OK. So, we need to decide what kind of art to include in our exhibition, then put that in our brochure.

Hannah What about realistic paintings?

Elliot I think I prefer abstract paintings.

Lily I like both, but sculptures are my favourite.

Ben I think we should do abstract art.

Hannah I agree. So, we need to find some images of abstract art and put them in our brochure.

Lily How many pictures?

Elliot I think we need three pictures, and we have to put some information about each picture.

Ben Great!

Hannah This is our brochure for the art exhibition. It's about abstract art. There are some very exciting paintings.

Elliot There are paintings like this one, which uses simple lines to show faces.

Ben There are paintings which use lots of bright colours and abstract shapes. They also show faces as well as animals.

Lily Finally, there are paintings that show patterns, using bright colours with dots and lines.

Hannah Come and visit our exhibition!

Unit 5

Lesson 5

Amy Let's watch the video!

Ben Great! What's it about?

Amy Today, the video is about traditional Turkish music.

Ben Interesting. Is that a kind of folk music?

Amy Yes, it is.

Ben Oh, I love folk music. Let's watch and find out!

Adult Turkish folk music is a very old type of music that has been played in Turkey for hundreds of years.

Lots of different instruments are used, and the songs have often got important meanings. Musicians often play different string instruments and wind instruments.

Folk music is performed by men and women at celebrations and festivals. Singers and musicians perform together

to make a special sound. The music changes in different parts of Turkey. When you visit a new place, you can hear different songs and instruments.

Musicians play traditional string instruments, like the oud, and the tanbur. The *qanun* is a string instrument which is similar to a harp. A *ceng* is also a type of harp that musicians used to use in Turkey. There are also traditional wind instruments like the *ney*, which is a type of flute, and the *zurna*. These are both usually made from wood. Drums, tambourines and cymbals are also used in Turkish folk music. The instruments are different shapes and sizes, so they make different types of sounds.

Folk music often tells stories about people's lives in traditional towns and villages. Some songs are happy, and some are sad. Today, modern Turkish musicians like to mix traditional instruments with modern music to make new songs. Some musicians have mixed folk music with jazz music. Some Turkish musicians were going to play modern music, but then they decided to learn traditional music. There are many different types of new Turkish music today, like rock, pop and jazz, but traditional music is still very popular. There's even a song contest just for folk music.

Amy That was great! I love music. I had a lot of fun watching the video.

Ben Yes, I like Turkish music.

Amy Me too. What is the most popular music in this country?

Ben Hmm. I think pop music is the most popular.

Amy Yes, the Beatles are a famous band. My dad likes them.

Ben What kind of music is popular in your country?

Project

Lily Hey, this looks fun! We have to make a fact file about our band, and a poster for a concert.

Ben What information do we need to put in the fact file?

Elliot Hmm ... We need to give the name of our band.

Hannah And a picture!

Elliot And then we have to describe what each person does.

Lily There will be four people in the band ...

Ben And we need to give our name, our age, and say what we do in the band.

Elliot We also have to say something we like and give an interesting fact about ourselves!

Lily Oh, I don't know what to put!

Ben And what about the concert? We need to decide when and where that is.

Hannah OK. Let's make a start.

Hannah So, our band is called The Orange Club ...

Ben Because we all love orange juice!

Hannah I'm the songwriter. I'm 12 years old, and I like pizza!

Elliot What's your interesting fact, Hannah?

Hannah Well, I write a song every day!

Lily Wow, that's a lot of songs! My name's Lily, and I'm the guitarist. I'm 11 years old, and I like watching films. My interesting fact is my first guitar was made of blue plastic!

Elliot Fantastic! Do you still play it?

Lily No, I don't! I've got a new guitar now. What do you do, Elliot?

Elliot I'm the vocalist in the band. I'm 12 years old, and I like skateboarding.

Ben Were you always going to be a vocalist, Elliot?

Elliot No, I wasn't. I was going to be a guitarist, but then I learned how to sing, and I loved it!

Ben Thanks, Elliot. So, I'm Ben. I'm the drummer. I'm 11 years old and I like loud music, with lots of drums! My interesting fact is that I've played the drums since I was three.

Lily That's a long time! Well done, Ben! The Orange Club is a great band.

Hannah So, what do we play, and where can you hear us?

Lily Come to our concert! We play jazz music, and we also play some pop.

Ben Our next concert is on Saturday 7th May at the Town Hall.

Hannah It's £3 to get in, so come and see us!

Unit 6

Lesson 5

Hannah Hi, everybody! Let's watch the video!

Elliot What's it about?

Hannah It's about an incredible invention to help solve a problem in the Pacific Ocean.

Elliot That sounds interesting!

Hannah Let's watch!

Adult The Pacific Ocean is the biggest and deepest ocean in the world. It covers more than 30% of the Earth's surface, and it is home to many amazing animals.

But plastic and other kinds of pollution is a big problem in this amazing environment. An inventor from the Netherlands has designed a machine that can help to get the plastic out of the ocean. The Great Pacific Garbage Patch is a large patch of rubbish that is floating in the middle of the northern Pacific Ocean. The garbage patch was made because the currents in this part of the ocean move in a circular direction. Rubbish that is floating near these currents is moved closer to the big patch of rubbish. The patch has been described as a soup of plastic.

Many animals, like turtles, birds and other sea animals go to islands in the Pacific Ocean when they lay eggs and have babies. The Great Pacific Garbage Patch looks like an island, and many animals go there. They can eat small pieces of plastic and get ill. Sometimes they can't get out of the rubbish, and they die. It's thought that over one million sea birds and 10,000 sea animals are killed every year by this rubbish.

Most of the waste in the patch is plastic, which can have dangerous chemicals in it. A lot of chemicals are found in the plastic soup, so this is very dangerous for animals. When the wind and the currents change, some of the rubbish can leave the patch. Sometimes you can see it on beaches. The plastic in the Great Pacific Garbage Patch comes from all over the world. Any country that has got a coast or a river where plastic can go out to sea can make the Garbage Patch worse. Lots of environmental groups are working to clean up the Patch. People try lots of different ways to clean the ocean. The machine invented by the Dutch inventor, Boyan

Slat, floats on the surface of the water and catches rubbish. It's got special sensors so it doesn't get lost in the ocean. But this won't make a big change unless people stop using so much plastic. It's important that we all play a part in helping to reduce waste and save the planet.

Hannah Wow! That was very interesting. It's so important to make new inventions that help the world.

Elliot Yes! What amazing inventions do you know about?

Hannah Wind turbines are amazing.

Elliot Yes, you're right. We need more renewable energy. In this country we've got lots of wind turbines on the coast and in the sea.

Hannah What amazing inventions do you know about?

Project

Hannah So, we're going to make a volcano! This sounds fun. What do we need to do?

Ben First, we have to get the materials we need.

Elliot I've checked online. We need six cups of flour, two cups of salt, two cups of water, and four tablespoons of cooking oil. We also need vinegar, washing up liquid, food colouring and baking soda.

Lily That's a lot of ingredients! We have to use a large bowl, an empty plastic bottle, and a large piece of cardboard.

Ben OK, I'll write that down.

Lily Then we need to find out what the main steps of the experiment are.

Elliot How can we make the experiment safe?

Hannah We can wear lab coats and eye goggles.

Lily Who can write a plan for the experiment?

Ben I can do that.

Hannah Great.

Lily Then we need to do the experiment and afterwards write it up. I can write it up.

Elliot Thanks. We can all take part in doing the experiment.

Hannah Then we can all take turns to present it.

Elliot Sounds good. Let's get started!

Hannah We did an experiment about volcanoes. This is what happened!

Elliot First, we found the materials we needed.

Ben We needed six cups of flour, two cups of salt, two cups of water and four tablespoons of cooking oil. We also needed vinegar, washing up liquid and baking soda.

Lily Then, we put these ingredients into a large bowl and mixed them together.

Elliot Then, we put an empty plastic bottle in the middle of a large piece of cardboard.

Hannah We pushed the mixture into the shape of a volcano around the bottle.

Lily Then, we carefully put warm water into the bottle, almost to the top.

Elliot When the bottle was full, we added a few drops of red food colouring.

Ben After that, we put six drops of washing up liquid into the bottle.

Hannah We added two tablespoons of baking soda.

Lily Then, we carefully put vinegar into the bottle.

Elliot Our volcano erupted!

Ben It was a great experiment!

Unit 7

Lesson 5

Ben Today, we're going to watch a video about Morocco! It looks like a very beautiful country.

Amy Yes, it does. I'd like to visit Morocco.

Ben It's about the markets in Marrakech.

Amy That sounds good. I love shopping!

Ben So do I!

Adult Marrakech is a very big, old city in Morocco. It's famous for its busy markets. The market stalls sell lots of different things, such as shoes, clothes, fabrics, and herbs and spices. Walking around the narrow market streets is an exciting experience, even if you don't buy anything. There are workshops where you can see people making traditional crafts. You can see the places where leather is changed to different colours.

Djema el-fna is the largest square in Marrakech. It used to be the city's main market place in the old town. Today, lots of people from all over the world come to Marrakech to visit this square. The stalls sell many different goods, including Argan oil, which has become very popular in Europe in the last 10 years. It's made in the nearby mountain villages. It's made from nuts. People use a special stone to get the oil out of the nuts. The oil is good for hair and skin. It can also be used to heal wounds and cuts.

There are many street food stalls and restaurants, which sell delicious meals and snacks, such as kebabs, and pastries. You can also buy the national dish of Morocco, which is called *tagine*. This is made in a cooking pot, which is also called a *tagine*. It's made of clay. The meal is usually a chicken or lamb stew, which is served with couscous.

Moroccan markets are famous for their handmade carpets and rugs. They have been made for hundreds of years, by Berbers, who live in the desert. The rugs are very beautiful, with bright colours and detailed patterns.

Moroccan market sellers are very friendly. If you go into a stall, you might be asked to sit down and have a drink of mint tea. It's important to talk about the price of the goods you want to buy with the seller. This is all part of the process of buying and selling in the market.

Ben I really want to visit Marrakech now!

Amy Me too. It looks fun shopping in the market. I love shopping when I'm on holiday.

Ben What can tourists buy in this country?

Amy Lots of tourists like to buy English tea!

Ben Yes, and T-shirts are popular too!

Amy What can tourists buy in your country?

Project

Lily Today, we're going to make and play a shopping game!

Ben Great, I like playing games! What do we have to do?

Elliot It's a shopping game, so we have to make our own shop, and design clothes to sell in it.

Hannah Fantastic! What kinds of clothes can we sell?

Ben Let's have a look. I can see a jumper, a necklace, a tie.

Lily Yes! There are socks, trainers – all kinds of things!

Hannah Great! So we colour these, then cut them out.
Elliot Yes, we can decorate them too. We can make them spotted or striped.
Ben That's a good idea. And we can use lots of different colours.
Lily What do we do with the clothes after we have cut them out?
Hannah We need to think of prices for each one, then write the prices on the labels.
Elliot Oh, I see. That's interesting. So, what costs more, a tie or a scarf? Hmm ... We'll have to think about this.
Lily Shall we do three each?
Ben That's a good idea.
Hannah I'm doing a green and yellow striped T-shirt!
Elliot Great! I'm doing some blue trousers.
 Hmm ... How much shall I put for my trousers? £20?
Lily That sounds expensive. I'm putting £3 for these spotted socks.
Ben I think I'll put £10 for this red jumper.
Hannah This is going to be a good shop! Do we stick the pictures and the prices in the shop?
Lily Yes, that's right.

Lily Welcome to my shop! What would you like to buy?
Ben Have you got any red trousers?
Lily Sorry! I haven't, no.
Ben Have you got a T-shirt?
Lily Yes, I've got a green and yellow T-shirt. Do you like it?
Ben Hmm ... I don't know. How much is it?
Lily It's £7.
Ben Err... No, thank you. That's too expensive. Sorry!
Hannah I like that blue and white scarf.
Lily That's £5.
Hannah Perfect, I'll buy it. Here you are.
Lily Thank you!

Unit 8

Lesson 5

Elliot Hi, there! Today, we're going to watch a video about some mountains called the Alps, and the famous mountain Mont Blanc. I wonder how big it is.

Hannah That sounds interesting! Where are the Alps?

Elliot Let's watch and find out.

Hannah Great!

Adult Mont Blanc is part of the Alps mountain range, which is on the continent of Europe. The Alps mountains are in seven countries - France, Germany, Italy, Switzerland, Austria, Slovenia and Liechtenstein!

Mont Blanc is the highest mountain in the Alps. Its peak is more than 4,800 metres high. The climate changes in different parts of the mountains. It is colder in the higher parts of the mountains. In winter, the temperatures can be as low as -25 degrees.

More than 20,000 climbers reach the peak of Mont Blanc every year. Some people prefer to go skiing or snowboarding on the mountain. However, this is only for people who are very good skiers or snowboarders. People

who hadn't been skiing before wouldn't ski on Mont Blanc! There are cross-country paths to ski on, too. Climbers can stay in cabins on the mountain. People who are climbing to the top of the mountain sleep in tents. Many photos of Mont Blanc show the mountains covered in snow. However, spring and summer is also a lovely time to visit the area. People can trek in the hills to enjoy the scenery and see lots of beautiful flowers. Many people enjoy seeing the amazing wildlife on the mountain, too. There are lots of different types of animals that live on Mont Blanc. The Alpine marmot is one of these. It's a big squirrel that lives underground. The Alpine ibex is a type of goat that lives on the mountains. They live at higher, more rocky areas on the mountain. They've got big hooves that help them walk on rocky surfaces. Chamois are another type of goat that lives on the mountain.

Mont Blanc is an amazing place to visit at any time of year.

Elliot That was great! I'd love to go trekking in the Alps!

Hannah Me too. It looks exciting!

Elliot Where can you go trekking in this country?

Hannah You can go trekking in Snowdonia. Last year, I went trekking with my family in Snowdonia.

We climbed Snowdon. It's a big mountain.

Elliot That sounds fun! Where can you go trekking in your country?

Project

Hannah OK. We have to make a quiz about our country. What topics shall we have in our quiz?

Elliot How about food?

Ben Yes, that's a good idea. And we could do sport.

Lily Yes, sport's a good one. And maybe famous places?

Hannah How about famous people, too?

Elliot We could do cities as well.

Ben Yes, that would be interesting. Shall we have one more?

Lily What about landscape?

Elliot Great idea!

Hannah How many questions shall we have?

Ben There are six topics. So, shall we have one question in each one?

Lily Six questions. Yes! That's perfect.

Hannah OK. Shall we make it a multiple-choice quiz?

Ben Yes, I think that's a good idea. How many options?

Lily Shall we have three?

Elliot Yes, that's a good number.

Lily OK, let's come up with some questions.

Lily OK. Let's do Hannah and Elliot's quiz. Their first question is, "What's a traditional food in the UK?" Is it, A Stew and dumplings, B Sushi, C Pizza?

Ben Hmm. It isn't sushi or pizza, so it must be stew and dumplings!

Lily Next question. "Which is the most popular sport in the UK?" A tennis, B rugby, or C football?

Ben It's football! OK. Famous places. Which castle is in the centre of London? A Warwick Castle, B the Tower of London, or C Edinburgh Castle.

Lily Edinburgh Castle is in Scotland. Warwick isn't near London. It must be the Tower of London.

Next question "Which one of these is a famous British writer?" A William Shakespeare, B Thomas Edison, C Blaise Pascal.

Ben Hmm ... I think Blaise Pascal invented the calculator, didn't he?

Lily Yes! It's William Shakespeare!

Ben OK, A for that one.

OK. "Cities": Which city is the Ashmolean Museum in? A London, B Oxford, C Cardiff?

Lily I don't know. Is it A, London?

Ben Let's put A.

Lily Finally, it's "Landscape": Which is the highest mountain in Scotland? A Ben Nevis, B Snowdonia, C Mont Blanc.

Ben I think Mont Blanc is in Europe. So it must be Ben Nevis.

Lily Yes, I don't think Snowdonia is in Scotland. So, A.

Ben Let's check the answers!

Lily We got one wrong! The Ashmolean Museum is in Oxford.

Ben Oh, no!

Lily That was a great quiz! Do you want to do ours?

Hannah Yes, please!

Unit 9

Lesson 5

Amy Let's watch the video!

Ben Great! What's it about?

Amy Today, it's about a special animal that lives in Thailand! It's a kind of monkey. It's called a gibbon.

Ben Oh, wow! I love animals. Where do gibbons live?

Amy I think they live in the rainforest. Let's watch and find out!

Ben OK!

Adult Gibbons are found in Southern Asia. They live in the trees in thick rainforests. They've got strong hands for holding the branches of trees. They've got very long arms, which help them to reach branches that are far from them. They can move through the forest at speeds of up to 50 kilometres per hour, without coming down from the trees! Gibbons don't often go on the ground. When they do, they walk on their feet and throw their arms above their heads to help them walk.

There are over 12 different types of gibbon. They haven't got tails. Their fur can be cream or brown, silver, or black. Many have got white markings on their faces, hands, and feet. The largest are called siamangs. They can grow up to 12 kilograms. Some types of gibbon can weigh 5 or 6 kilograms.

Gibbons eat all kinds of fruit. They really like a type of fruit called figs. They sometimes eat insects and leaves, too.

Deforestation is a big problem for gibbons. When people cut down the rainforest, it damages their home. Gibbon sanctuaries in Thailand and other countries help to rescue gibbons that have lost their homes because of deforestation. The sanctuaries help gibbons to live safely in the rainforest. The Gibbon Rehabilitation Project is one of these sanctuaries. It's in the rainforest in Phuket, which is a popular tourist destination in Thailand. Over 350 gibbons have been rescued by the project since it opened in 1992.

When gibbons are brought to the sanctuary for the first time, a vet checks them. The vet helps the gibbon to get better

if it is ill or injured. They are kept at the centre until they are ready to go back to live in the rainforest. This could take up to five years. People come from all over the world to learn more about these amazing animals. Volunteers at the centre teach tourists and local people about them. Lots of visitors have asked how they can help. They can raise money to buy food and medicine for the centre. Visitors to the centre can also meet the gibbons and spend time with them.

Amy I'd love to see a gibbon in the rainforest!

Ben Me too. What an amazing animal!

Amy What amazing animals are there in this country?

Ben There are lots of amazing birds. There's the red kite. It's got wings like a kite and it's red.

Amy Oh! I've never seen a red kite before. Is it big?

Ben Yes, it's huge!

What amazing animals are there in your country?

Project

Elliot So, the project today is to make a poster about an animal sanctuary.

Hannah Great, that sounds fun. What do we need to do?

Ben We need to complete this mind map about all the things a sanctuary needs. Then we put the information onto a poster.

Lily OK. Let's see. So, first we need to choose what kind of animals we want to help.

Elliot Can't we help lots of different animals?

Hannah It might be better to think about one kind. They might need different things, like different foods.

Lily Yes, you're right. So, which animals shall we choose?

Ben How about seals?

Hannah Yes! Seals! I love seals. Great!

Elliot Where do seals live?

Lily I think seals live in lots of different places.

Ben Yes, they do. So, we could have it here!

Hannah So, we'll plan a seal sanctuary, and we'll have it in the UK.

Lily Now we need to think about what problems seals may have – why they need a sanctuary.

Ben Well, there's pollution. That's a problem because the seals might get ill.

Elliot What will we do if the seals are injured?

Ben We'll need a vet to check them. So, we'll need a place for an animal hospital.

Hannah What else do we need?

Elliot We need a kitchen to prepare their food.

Hannah Yes, good idea. And we need to find out what kind of foods seals need.

Lily They need lots of space to swim in, too.

Ben So it has to be a very big sanctuary, with lots of water and space on land, too.

Elliot It's a place where we can look after the seals until they can live safely in the sea again.

Ben We've made a poster about our animal sanctuary.

Lily Our animal sanctuary is for seals and it's in the UK.

Hannah Seals need our help because there is sometimes pollution or rubbish in the sea that makes them ill.

Elliot We will have a vet in our sanctuary to help seals that are ill or injured.

Ben Our sanctuary is at the seaside. The animals are all living in their natural habitat, so they can swim in pools with seawater, and rest on rocks.

Lily People come to our sanctuary to learn about the seals. They love watching them swim! Visitors pay to enter, so we can raise money to look after the seals.

Hannah We have 10 people working at the sanctuary and many volunteers. We prepare fish for the seals to eat, clean the enclosures, check the seals are healthy, and give tours and presentations to local people and tourists.

Elliot Thank you everyone for listening!

Unit 10

Lesson 5

Hannah Let's watch the video!

Elliot Excellent! What is it about today?

Hannah Today, it's about a special festival. It's called the Bristol International Balloon Fiesta.

Elliot This will be very interesting! I love hot air balloons!

Hannah Me too! Let's watch!

Adult Bristol is a big city in the west of the UK. It's famous for its music and entertainment. The Bristol International Balloon Fiesta is an open-air festival which is held every August. This spectacular event started in 1979, and it is now the biggest festival of its type in Europe. Over 100 hot air balloons are launched into the sky every year.

It has to be good weather, though. If it's a windy day, the balloons can't take off. In 2019, the festival had to close because it was very windy. If the balloons had taken off, it would have been very dangerous.

The venue is a beautiful area of countryside in Bristol, called Ashton Court. During the festival, the balloons take off twice a day, in the morning and in the evening. In the afternoon, they are usually tied to the ground, so that people can look at them. The balloons are all very colourful and they have got beautiful designs. People enjoy looking at them.

To get the balloons up into the air, you need to make the air inside the balloon hot! You can watch how people get the balloons up into the air.

Hot air balloons used to be made of silk, but that is expensive. They are often made from cheaper materials now, but they are very colourful. At night time, the balloons light up like lanterns and change colour with the music.

In addition to watching the balloons, there are lots of things to do at the fiesta and in the city when the festival is on. You can look at the stalls selling handmade arts and crafts, watch musical performances, and see fireworks at night. There are workshops and fairground rides. And there are delicious world foods to eat, too.

It's a great weekend to be in Bristol!

Hannah That sounds like a fantastic festival!

Elliot Yes, it does! I'd like to go!

Hannah Have you ever been to a festival?

Elliot Yes, I went to a music festival with my family last year. It's called the Green Gathering. They used wind turbines!

Hannah Wow! You're lucky! I've never been to a festival. I'd like to go to the London Games Festival.

It's got all the new computer games!

Elliot That sounds great! Have you ever been to a festival?

Project

Ben So, the project today is to give a presentation about family festivals.

Lily That sounds fun. I love going to festivals with my family. You always see such interesting things.

Elliot So, what festival shall we talk about? We can choose ones from all over the world.

Hannah Let's do some research!

Hannah Here - I've searched for family friendly festivals and found a list. Let's have a look.

Lily What about this one? The Provins Medieval Festival in France. It always has a history theme. It looks fun! People dress up and play games from the past.

Elliot Good idea. How about this one, Chalkwalk? It's about art. Street artists draw on pavements with special paint and chalk. It looks cool.

Ben OK, they both sound great. Let's give our presentation about those ones.

Hannah We need to write a script for our presentation, and prepare slides.

Elliot We can say what the festival is, where it happens, what's interesting about it, and what we can do there.

Lily That sounds good. I think we'll need some pictures too, to make it look interesting. We can find them online.

Ben Good idea.

Elliot Hello, everyone. We're giving a presentation about family festivals.

Hannah We're going to talk about two festivals in different parts of the world the Provins Medieval festival in France and the Chalk Walk festival in the USA.

Lily The Provins Medieval Festival is in June every year. It's a celebration of life in the past. If you like history, this is the festival for you. There's a different theme every year. For example, one time there was lots of old children's games.

Ben The festival takes place over two days. People dress up in costumes, and bands play music from that time in history. There are market stalls and workshops where you can learn skills, like calligraphy, archery and ball games. I think this would be a fun festival for all the family.

Elliot Our second festival is Chalkwalk. This is a festival which happens every year in the USA. It's actually a competition for artists of all abilities. They make chalk drawings and murals on the streets for the spectators to look at. The best one wins a prize. What I like about the festival is the chalk drawing workshops, where you can learn how to draw your own chalk painting!

Hannah Thank you everyone for listening to our presentation.

Key vocabulary

All the key vocabulary items have accompanying flashcards.

Starter Unit

drawer
freezer
fridge
kettle
shampoo
shower
sink
soap

Unit 1

Lesson 1

cleaner
director
diver
engineer
hairdresser
lawyer
mechanic
optician
programmer
receptionist

Lesson 3

clinic
court
department store
factory
hair salon
laboratory
newsroom
studio

Lesson 5

application form
currency
meeting
uniform

Unit 2

Lesson 1

allergy
ankle
heart
neck
painful
rash
shoulder
sprain
wound
wrist

Lesson 3

appointment
bandage
cast
emergency
operation
prescription
X-ray
get better

Lesson 5

canopy
chemicals
organs
shades

Unit 3

Lesson 1

airline
board
boarding pass
check-in desk
destination
gate
hand luggage
metal detector
security
take off

Lesson 3

accommodation
backpacker
brochure
by air
by land
by sea
tour guide
waiting room

Lesson 5

cabin
canyon
endangered species
trail

Unit 4

Lesson 1

collage
exhibition
frame
installation
landscape
mobile
mural
portrait
sculpture
sketch

Lesson 3

abstract
background
detailed
foreground
pale
realistic
shadow
simple

Lesson 5

canvas
dots
pattern
texture

Unit 5

Lesson 1

band
classical
country
folk
jazz
make a recording
musician
orchestra
pop
rock

Level 3

busker
choir
conductor
DJ
guitarist
songwriter
sound engineer
vocalist

Lesson 5

cymbals
harp
lute
wind instrument

Unit 6

Lesson 1

beaker
boil
float
freeze
heat
liquid
melt
solid
stir
vapour

Lesson 3

3D printer
battery
calculator
compass
light bulb
submarine
virtual reality headset
wheel

Lesson 5

current
rubbish
sensor
surface

Unit 7

Lesson 1

blouse
jumper
knitted
necklace
scarf
silk
spotted
striped
suit
tie

Lesson 3

bargain
cash
deliver
label
order
pay for
price
receipt

Lesson 5

fabric
handmade
stall
workshop

Unit 8

Lesson 1

blizzard
continent
drought
earthquake
flood
hurricane
sunrise
sunset
thunderstorm
volcanic eruption

Lesson 3

desert
harbour
monument
riverbank
sand dune
scenery
seaside
valley

Lesson 5

climate
glacier
peak
trek

Unit 9

Lesson 1

chameleon
deer
leopard
panda
parrot
polar bear
seagull
seal
squid
squirrel

Lesson 3

antlers
bones
claws
flippers
paws
scales
tentacles
whiskers

Lesson 5

deforestation
habitat
predator
prey

Unit 10

Lesson 1

acrobats
carnival
circus
face painting
fireworks
lanterns
parade
presents
spectators
wrapping paper

Lesson 3

crowded
deafening
deserted
enormous
exhausted
hilarious
terrified
tiny

Lesson 5

open air
performance
spectacular
venue

Dear parents,

This year, your child will be learning English using **Beehive** Level 6. **Beehive** provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

Beehive recognizes that your support and encouragement are important to your child's success and the course provides plenty of ways for you to join in actively with the **Beehive** community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English, and improve their understanding of a variety of topics. Make time to read the stories with your child, and encourage them to sing you the songs they learn in class. Ask them to tell you about the texts they have read, and invite them to tell you what topics they have learned about in **Beehive**. Try to look at their work regularly and ask them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

The stories in **Beehive** teach important values which promote good citizenship. They provide an opportunity to talk about emotions and social skills, which will promote your child's emotional well-being. **Beehive** also has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading the stories and texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of **Beehive** presents aspects of life in other countries for students to read about and compare to their own lives. The lively and motivating videos in **Beehive** introduce children 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

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