American

Family and Friends 5

2nd Edition

Teacher's Book Plus

Teacher's Book

- Step-by-step lesson procedures
- Differentiated classroom activities
- 21st Century Learning

Assessment and Resource CD-ROM & Audio CD

- Editable tests with audio
- Extensive diagnostic and skills testing
- Cambridge English: YLE exam preparation
- Extra writing resources – including portfolio
- Student Book craft templates

Fluency DVD

- Everyday English scenes from the Student Book
- Native English speakers in real-life scenarios

Online Practice

- Learning management system
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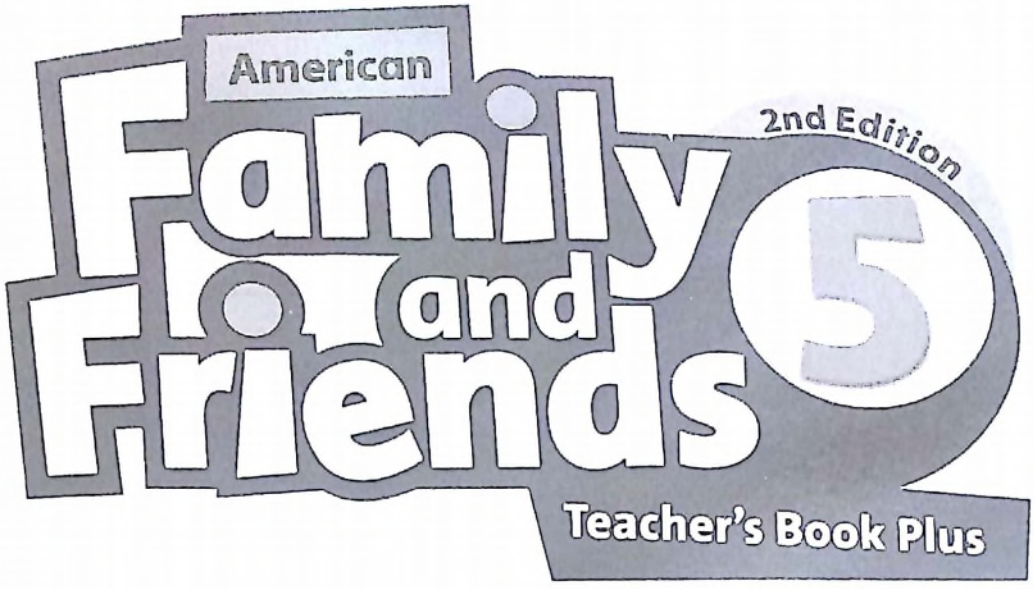

Barbara Mackay
Introduction by **Naomi Simmons** and **Barbara Mackay**

Scope and sequence	2
Introduction	6
Integrated Component Overview	15
Tour of a unit	18
Starter	31
Unit 1	34
Fluency Time! 1	42
Unit 2	44
Social Studies Time!	52
Unit 3	54
Unit 4	62
Fluency Time! 2	70
Unit 5	72
Art Time!	80
Unit 6	82
Unit 7	90
Fluency Time! 3	98
Unit 8	100
Science Time!	108
Unit 9	110
Unit 10	118
Fluency Time! 4	126
Unit 11	128
Science Time!	136
Unit 12	138
Extensive reading	146
Workbook answer key	150
Wordlist	159

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Scope and sequence

All core language is recycled regularly throughout the course.

		Words
Starter: Do something different!	p31	Revision: activities
1 You can build it!	p34	**Tools** *rope, saw, hammer, roller, tray, nail, tools, tape measure* **Working with words: subject, verb, object; adjectives and adverbs** **Words in context: *My tree house*** Student Book: *tree house, laugh, crooked, plans, board, ladder, straight, toolbox* Workbook: *beach house, shade, branches, seaweed*
Fluency Time! 1	p42	**In the school yard** *Are you by yourself? Do you want to play with us ...? That sounds fun. Let me just ...*
2 It's show time!	p44	**Putting on a play** *curtain, stage, script, lights, make-up, character, costume, audience* **Working with words: silent letters *gh* and *k*** Student Book: *lights, night, straight, know, knee, knife* Workbook: *knit, knot, fright, flight* **Words in context: *The Crown Diamond*** Student Book: *servant, enter, diamond, detective, arrest, note, robbery, criminal* Workbook: *detective, investigate, clues, props*
Social Studies Time!	p52	**Celebrations**
3 The best party ever!	p54	**Household items** *broom, lampshade, sponge, rubber gloves, clothes line, feather duster, cloth, garbage bag* **Working with words: suffix *-ion*** Student Book: *invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration* Workbook: *discuss / discussion, protect / protection, collect / collection, pollute / pollution* **Words in context: *Lost at the parade*** Student Book: *parade, speakers, mask, float, microphone, crowd, dancers, stilts* Workbook: *clap, cheer, plug in, wave*
4 Our planet	p62	**The environment** *damage, clean up, the environment, litter, planet, pollution, garbage dump, wildlife* **Working with words: compound nouns** Student Book: *wildlife park, garbage dump, swimming pool, police station, computer room, post office* Workbook: *duck pond, trash can, beach house, TV crew* **Words in context: *An eco home*** Student Book: *electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, well* Workbook: *greenhouse, sailing boat, water mill, technology*
Fluency Time! 2	p70	**Booking tickets** *What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee. Are there any seats left?*
5 Reuse and recycle	p72	**Recycling** *oil, bottle, plastic bag, paper, chemicals, recycling center, metal, battery* **Working with words: prefix *re-*** Student Book: *remove, return, recycle, reuse, retell, rewrite* Workbook: *recharge, refill, rebuild, redecorate* **Words in context: *As good as new*** Student Book: *greetings card, ribbon, bracelet, bus ticket, map, car tire, juice carton, wrapping paper* Workbook: *stick, glue, cut up, roll*
Art Time!	p80	**Modern art**
6 Crazy about wildlife!	p82	**At the wildlife park** *insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium* **Working with words: suffixes *-er / -or*** Student Book: *keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor* Workbook: *teach / teacher, help / helper, direct / director, calculate / calculator* **Words in context: *Meet the pandas!*** Student Book: *extinct, species, endangered, prevent, wild, population, threat, independent* Workbook: *research, donation, adopt, habitat*

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

7	Call an ambulance!	p90	**First aid** *burn, first aid kit, bruise, bandage, cut, sling, patient, Band-Aid* **Working with words: phrasal verbs** Student Book: *put on, take off, put away, get out, put down, pick up* Workbook: *look after, hand out, drop off, cheer up* **Words in context: *A day in the life of a firefighter*** Student Book: *hose, train, site, flood, breathing apparatus, accident, check, rescue* Workbook: *lifeguard, crew, volunteer, coastguard*
Fluency Time! 3		p98	**Expressing opinions** *I (don't) think that . . . I agree. I disagree. You're right. I'm sorry, but I don't agree with you. I see your point.*
8	Let's eat healthily	p100	**Food** *additives, dairy products, health food, homemade, ingredients, junk food, prepared, sugar* **Working with words: phrasal verbs with *get*** Student Book: *get up, get on with, get on, get off* Workbook: *get back, get stuck, get around to, get rid of* **Words in context: *The healthy eating pyramid*** Student Book: *energy, calories, snacks, sweet, salty, diet, vitamins, source* Workbook: *clever, plenty, brain, raw*
Science Time!		p108	**Food Webs**
9	The big game	p110	**Sport** *athlete, coach, training, trophy, arena, fan, exercise, captain* **Working with words: antonyms** Student Book: *best, worst, win, lose, give, take* Workbook: *deep, shallow, noisy, quiet, clean, dirty* **Words in context: *Just breathe*** Student Book: *process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart* Workbook: *beat, pulse rate, wrist, steady*
10	Ancient buildings	p118	**Archeology** *archeologist, column, statue, steps, block, pot, jewel, carving, ruins* **Working with words: suffix *-ful*** Student Book: *wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful* Workbook: *thought / thoughtful, color / colorful, fear / fearful* **Words in context: *The Heavenly Horse*** Student Book: *sarmies, tombs, temples, ancient, valley, sword, crown, chest* Workbook: *heavens, beads, army, valleys, temples, tombs*
Fluency Time! 4		p126	**Passing on messages** *I have a message from (Emily). Did she text you? She left me a voicemail. What does (Layla's) voicemail / text say? I just got a text!*
11	A message for the future	p128	**A time capsule** *time capsule, money, photo album, manual, diary, memory stick, stamp, receipt* **Working with words: homonyms** Student Book: *stamp (n) (v), float (n) (v), spring (n) (n), sink (n) (v), light (n) (adj)* Workbook: *duck (n) (v), match (n) (v), sink (n) (v)* **Words in context: *Alexander and the Terrible, Horrible, No Good, Very Bad Day*** Student Book: *comedy, confident, creatures, director, performance, special effects, disaster* Workbook: *challenge, mysterious, switched places, boarding school, teenager*
History Time!		p136	**Stories from the past**
12	Be a part of history!	p138	**The news** *photographer, microphone, flash, lens, reporter, interview, article, news* **Working with words: adjectives with *-ing*** Student Book: *interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing* Workbook: *surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing* **Words in context: *Who deserves a high salary?*** Student Book: *salary, factory, deserve, scientist, celebrity, surgeon, improve, hero* Workbook: *earn, charity, education, wheelchair*
Extensive reading		p146	Non-fiction and fiction

Reported speech *He said he needed some bandages.* **said / told** *Our teacher told us she had got a surprise for us.* *She said we were going to learn first aid.* **Reported speech: time markers** *"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.*	**Reading:** an account: *A day in the life of a firefighter* (reading and understanding an account, answering comprehension questions) (Cross-curricular link) **Listening:** listening for detail in a phone call to the emergency services **Speaking:** an emergency services phone call roleplay	**Writing focus:** features of a newspaper report **Writing outcome:** writing a newspaper report (Workbook)
Craft: a wildlife park map		
First conditional *If I press this button, the machine will make a pizza.* **First conditional questions** *Will I get ill if I don't eat fruit and vegetables?*	**Reading:** an information poster: *The healthy eating pyramid* (reading and understanding an information poster, answering comprehension questions) (Cross-curricular link) **Listening:** listening and summarizing **Speaking:** asking and answering questions about diet	**Writing focus:** concluding a personal account **Writing outcome:** writing a personal account (Workbook)
Project: a 3D food web		
Modal verbs: *may, might* and *could* *I might need to do more work on these boots.* ***have to / had to* statements and questions** *Do you have to exercise every day?* *We had to tidy our bedrooms before we could go out to play yesterday.*	**Reading:** a process text: *Just breathe* (reading and understanding a process text, answering comprehension questions) (Cross-curricular link) **Listening:** listening for detail in an interview **Speaking:** asking and answering questions about exercise	**Writing focus:** writing up notes into full sentences **Writing outcome:** writing up an interview from notes (Workbook)
Indefinite pronouns *There are machines everywhere.* *There is something wrong with all my inventions.* *Is there anything wrong?* **Question tags** *These necklaces are beautiful, aren't they?*	**Reading:** an article: *The Heavenly Horse* (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) **Listening:** listening for details about ancient sites **Speaking:** asking and answering about museums	**Writing focus:** making writing more interesting **Writing outcome:** writing a descriptive account (Workbook)
Craft: English text messages		
The passive (simple present) *English is spoken in many different countries.* **Passive and active** *People in costumes greet visitors.* *Visitors are greeted by people in costumes.*	**Reading:** a film review: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (reading and understanding a film review, completing sentences with the correct word) **Listening:** listening and identifying descriptions **Speaking:** asking and answering questions about films	**Writing focus:** features of a film review **Writing outcome:** writing a film review (Workbook)
Project: a mural		
The passive (simple past) *You were invented to cook and clean.* **Passive questions** *Is English spoken in the U.S.A.?* *Who was the telephone invented by?*	**Reading:** an Internet forum: *Who deserves a high salary?* (reading and understanding an Internet forum, matching people and opinions) (Cross-curricular link) **Listening:** listening and identifying opinions **Speaking:** asking and answering questions about future aspirations	**Writing focus:** expressing opinions **Writing outcome:** writing an opinion text (Workbook)

Introduction

American Family and Friends 2nd Edition is a complete six-level course of English for students in primary schools. It uses a clear grammar-based curriculum alongside parallel syllabi in skills and phonics. In this way, students develop the confidence and competence to communicate effectively in English, as well as understanding and processing information from a wide range of sources. The course combines the most effective literacy techniques used with native English speakers with proven techniques for teaching English as a foreign language to students.

Students have different learning styles. Some learn better by seeing (visual learners), some by listening (auditory learners), some by reading and writing, and some with movement (kinasthetic learners). *American Family and Friends 2nd Edition* uses all of these approaches to help every student realize his or her potential.

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

This level of *American Family and Friends 2nd Edition* includes the following:

- Student Book
- Workbook with Online Practice
- Student website with Online Play
- Teacher's Book Plus containing:
  - Assessment and Resource CD-ROM
  - Assessment Audio CD
  - Fluency DVD
  - Online Practice
- iTools (Digital Class Resources)
- Class Audio CDs
- Alphabet Book
- Writing posters
- Readers

Also available as supplementary material, *Grammar Friends* is a six-level grammar reference and practice series that matches the syllabus of *American Family and Friends 2nd Edition*. The grammar is presented within everyday contexts familiar to pupils from the other materials they use in class. The course can be used as supplementary support and resource material providing practice and reinforcement in class or at home.

Methodology

Words and grammar

New words are introduced in relation to each unit's topic or theme. Students meet the first group of words passively in the story in Lesson 1. The words are presented formally in Lesson 2 through illustrations and recordings. The students can check meaning and develop their dictionary skills in the Dictionary pages.

A second group of words is presented in the *Working with words* section in lesson 2, giving further scope for practicing dictionary skills. The accompanying Workbook pages provide practice of building new words following the patterns in the *Working with words* section.

The third group of words is presented in Lesson 6. Students are encouraged to work out the meaning of these words from the text in Lesson 5, where they first appear. They then check the meaning of the words in the Dictionary pages. The Workbook provides further practice of determining meaning from context.

Skills

Each unit of *American Family and Friends 2nd Edition* contains three pages dedicated to the development of reading, listening, speaking, and writing skills. The four skills are all integrated.

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

After every three units there are two pages of extra reading material in the form of non-fiction and fiction texts. These longer texts are to be used for extensive reading so students do not have to understand every word. These texts are optional activities to be done at the discretion of the teacher.

The listening tasks, which are linked to the core reading text in each unit, help students to practice listening for specific information and detail, as well as gist.

Speaking practice tasks are also integrated, so students will already have been exposed to key words to be used, which will give them the confidence when carrying out the task.

The writing skills section prepares students to write a certain type of text, e.g. a story, a poem, or a personal account. Before students begin the exercise in their Student Books, they look at a poster of the appropriate text type with their teacher. This helps them to visualize layout and draws their attention to key literacy points. Students then look at an annotated text in their Student Books. The annotations draw attention to conventions and techniques of structure and style that students should use in their own writing.

After students have answered the questions in their Student Books, they are ready to complete the writing tasks in their Workbooks.

Writing posters

There is a poster for each of the writing lessons. These should be used by the teacher as a visual aid when discussing how particular types of text should be laid out and what should be included in them. Full notes are given on how to use the posters at the start of Lesson 7.

The poster worksheets on the Assessment and Resource CD-ROM contain the text for each of the Writing posters. These should be photocopied for each student so they can follow the text as the teacher reads. Students should be asked to keep their poster text safe in their files as they will need it again for the Assessment and Resource CD-ROM Writing skills task.

Stories

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

Songs

Every unit in *American Family and Friends 2nd Edition* contains a song for students to practice the new target grammar structure.

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

Drama and Total Physical Response (TPR)

Students of any age, especially kinasthetic learners, benefit from associating language with movement and actions. In *American Family and Friends 2nd Edition* students are given the opportunity to act out the stories with simple drama activities. One of the main obstacles to language learning at any age is self-consciousness. Drama, by appealing to the imagination, is an excellent way for students to 'lose themselves' in the story, thereby increasing their communicative ability. Like other skills work, drama helps students to communicate and be understood. By developing performance skills, they practice and become fluent in expressing real-life situations, starting with the story in the classroom and then moving on to real-world contexts.

Classroom management

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

Success is a great motivator. Try to make every student feel successful and praise their attempts enthusiastically. Students should all be familiar with expressions such as, *Good work! Good job! Excellent try! You did that very well.*

Errors need to be corrected, but use positive and tactful feedback so that students are not afraid of making mistakes. If a student makes a mistake, say *Good try. Try again*, then model the correct answer for the student to repeat. Avoid using words such as *No* or *That's wrong*, as these can create negative associations to learning.

Establish a clear and consistent set of classroom rules and ensure that all the students know what to expect. Always praise good behavior so that bad behavior does not become a means of gaining attention.

Games

Games provide a natural context for language practice and are very popular with students. They promote the development of wider cognitive skills such as memory sequencing, motor skills, and deductive skills. If required, all the games in *American Family and Friends 2nd Edition* can take place at the students's desks with a minimum of classroom disruption.

Involving parents

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

- Keep parents informed about what their students are learning and their progress. Parents might benefit from receiving newsletters listing what students are now able to do, and what words and phrases they are studying.
- Show parents the completed Values worksheets from the Assessment and Resource CD-ROM.
- Organize a concert or parents' afternoon where the students can perform the unit stories, plays and the songs they have learnt, along with their actions.

oxfordparents
Help your child with English



Oxford Parents is a website where your students' parents can find out how they can help their student with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their students with English!

Games

Lip reading

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

Guess the word

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

Miming snap

- Choose a word from the vocabulary set that students are learning, or any other word that students know and you want to focus on. All the words must be things that can be clearly mimed.
- Say a word and mime the action. If the word matches the mime, students should *Snap!* If the word doesn't match the mime, students can be silent, or do an agreed action.
- Choose a student to mime another action. The student says a correct or incorrect word while s/he mimes the action.

Book race

- Use this activity in the last lesson of the unit to review the language in the unit.
- Tell students that they are going to do a book race. When you say words or phrases, the students have to find and point to a picture of that word or phrase in the unit, but they have to be fast!
- Call out a word or phrase students have just learned, e.g. food words or rules with *you must* and *you mustn't.*
- Students look quickly through the unit and find the pictures.
- Do an example with students, allowing them plenty of time to find the correct picture.
- Call out the first words or phrases slowly and gradually reduce the interval until it is a race to keep up.

Target words TPR

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

Smiley face

- This game can be played as a whole-class activity or in teams and pairs.
- Think of a word and draw a short line for each letter on the board, one next to the other.
- Ask students to guess the letters that are in the secret word, one by one. If a student guesses a letter which is in the secret word, write the letter in the correct position.
- If a student guesses a letter which isn't in the word, write the letter on the board with a cross through it, and draw a large circle to represent a face. With each letter that is incorrect, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the word or the face is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.
- The game can also be played with phrases and short sentences.

What's the picture?

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

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you want to practice, e.g. *I'm going to the sports center.*
- Choose a student to continue the sentence, adding a new word to the end, e.g. *I'm going to the sports center and the movie theater.* This student then chooses another student, who says the sentence, adding another word to the end of it.

Bingo

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

Wrong word

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

True or false?

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

Whispers

- Organize students in groups of at least six. Show a flashcard to the first student in each group. This student whispers the word to the student next to him/her.
- Students continue whispering the word to the student next to them until the word reaches the final student.
- The final student says the word aloud, and the first student holds up the flashcard to see whether the word and the flashcard are the same.

Order the letters

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

Time's up!

- Divide the class into two teams. Write the jumbled letters for a word from a vocabulary set on the board.
- Give students from the first team ten seconds to solve the anagram and say the word. If they don't guess the word correctly, call *Time's up!* And reveal the answer.
- Repeat the activity with a different word for the other team.
- Teams score one point for each word they guess correctly.

Definitions

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

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

Write one thing

- Write several themes relating to a reading or listening text that students have just covered on the board, e.g. *space, computers, extreme sports.*
- Ask students to write down one word for each category.
- Give each student a point if no other student in the class has the same word.

Talk!

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

Twenty, twenty

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

Disappearing dialogue

- Choose one frame of the story dialogue and write it on the board. Read it with students, and then erase four words. The first worsts you erase should be words you particularly want students to remember.
- Ask students to read it again, saying the missing words.
- Erase four more words and repeat.
- Keep erasing the words until students are saying the text from memory. Leave only the character's names at the start of each line to help them.

Vanishing verse

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

Questions for answers

- Play this to check for comprehension of a text, or to practice grammar. Write a list of answers on the board, e.g.

  It sank when it hit an iceberg.

  It was sailing to New York.

  Over a thousand people drowned.

  I went to the festival yesterday.

  Yes, I have eaten Chinese food.
- Students must guess the question that fits each answer.

Fluency development

A sense of achievement and a sense of autonomy are essential ingredients in promoting fluency. The Fluency Time! lessons in *American Family and Friends 2nd Edition* give students the opportunity to personalise the language they learn and to practise speaking together in pairs and groups, to play games using the new language and to create their own dialogues, and to help boost their confidence and motivate them in the classroom.

It is important for language in the classroom to be meaningful and functional, so that learners can see how the language they are learning can be applied to everyday life. When learners are able to use the language they learn to communicate in a realistic situation, or to interact socially with others, they feel a sense of purpose in their learning.

Syllabus

The syllabus for the Everyday English phrases is based, in part, on the Cambridge English: Movers syllabus. Other useful phrases, which reflect daily life, have also been included. For learners who are preparing for the Cambridge exams, this will provide additional preparation and practice for the speaking parts of the exam, but for those not taking the exams, the Everyday English phrases will be equally useful and applicable to the situations they may face in the future.

In the Student Book and Workbook

The Fluency Time! lessons in *American Family and Friends 2nd Edition* provide learners with useful language for a variety of everyday situations.

Each of the four Fluency Time! lessons in *American Family and Friends 2nd Edition* consist of an Everyday English page followed by a craft page. The Everyday English pages teach phrases through mini stories in a meaningful context, and provide practice of the new language through a listening activity and a speaking activity, providing a gradual transition from receptive to productive skills. The craft pages give instructions for a craft project related to the context, and provide further, freer practice of the Everyday English phrases through a communicative game or speaking task, which involves acting out dialogues and using the craft object. In this way, learners can personalize and build on the key phrases, extending the language to incorporate recycled vocabulary and structures from the units they have covered so far.

The Workbook provides further written practice of the Everyday English language, including activities based on the Fluency Time! DVD.

In the Fluency DVD

The Everyday English dialogues are also presented in the new Fluency Time! DVD. The key Everyday English language is acted out by native speakers in various real-life locations. You can find suggestions on when to use the DVD in the Everyday English teaching notes.

21st Century Learning

The Four Cs

As our world becomes increasingly interconnected, today's young students must develop strong skills in creativity, collaboration, communication, and critical thinking.

Creativity

Creativity is an essential 21st Century Skill. Students who exercise and demonstrate creativity are better prepared to solve problems, make changes and express themselves clearly. Creativity can be fostered through project work and other arts-based hands-on experiences. However, creativity is also about thinking processes. Creative thinking can be encouraged through asking students interesting questions and having them ask their own questions. Using different techniques to approach problem solving also helps students to internalise meaning in a personal way. *American Family and Friends 2nd Edition* encourages creativity through the use of interesting texts which stimulate personal responses, craft activities which help students to understand the world around them and projects which require them to problem solve and express themselves.

Collaboration

Collaboration requires direct communication between students, which strengthens the skills of listening and speaking and the associated skills of turn-taking, clarifying, explaining and discussing. Students who work together often achieve better results, as they benefit from each other's strengths. But they also develop a sense of team spirit and pride throughout the process. *American Family and Friends 2nd Edition* offers opportunities for collaboration in every unit. Whether it is through project work, group games, or team discussions, students are sharing ideas, expressing personal opinions and developing important social skills.

Communication

Communication forms an important part of collaboration. Students need to learn the skills of listening, speaking, reading, and writing to effectively take part in an age of rapid change. As our world becomes increasingly interconnected, today's young students must develop skills that allow them to communicate in a variety of ways, including oral and written skills but also digital communication skills.

Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to analyse the information by making sense of it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems and deal with an ever changing world. *American Family and Friends 2nd Edition* encourages students to think about language, to focus on meaning and to react to the world of English in a personal way. Subject areas are introduced so that students can make connections between content and language, interesting facts are presented and students are invited to be curious and questioning.

Values

Values, which can also be called civic education, are a key strand in *American Family and Friends 2nd Edition*. Teaching values is important as it focuses on the whole student, not just language skills. It improves students's awareness of good behavior, and how their behavior and attitudes can impact on the people around them and their environment.

Areas for values teaching include helping students to understand about:

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

Values are highlighted throughout the course in various places:

- In the four Values worksheets in the Assessment and Resource CD-ROM.
- In the exemplification of good behavior throughout the course, in particular in the two class plays in the Assessment and Resource CD-ROM, in the Student Book stories and their characters.
- In the co-operative learning activities throughout the course, which encourage students to work together and co-operate in order to complete activities.

CLIL

CLIL (Content and Language Integrated Learning) refers to teaching subjects (such as science, math, art, geography) through a foreign language. CLIL increases motivation by presenting language in natural, real-life contexts, which interests students and encourages them to communicate. *American Family and Friends 2nd Edition* provides four CLIL spreads to enable students to learn cross-curricular content and English simultaneously.

In the Student's Book and Workbook

All of the CLIL lessons in *American Family and Friends 2nd Edition* focus on a school subject. The content areas are carefully chosen to be interesting to students, while at the same time not overwhelming them with too much new information.

The CLIL pages in the Workbook provide further practice of the new language through reading, writing, listening, and speaking activities, ensuring that the students have plenty of practice of the new language and content in all four skills.

CLIL topic

Students are introduced to the subject topic and new vocabulary is pre-taught through a vocabulary presentation activity. The students read a text based on the lesson topic and complete a comprehension activity. A critical thinking activity is always included so that students can personalize the topic and the new language.

CLIL project

The vocabulary and skills focus is followed by a project related to the topic. This allows students to create something which demonstrates their understanding of the concepts and language from the subject lesson. It is followed by a stage where students present their projects to the class, increasing spoken confidence and general presentation skills.

Differentiation

Most classes contain students with mixed abilities. *American Family and Friends 2nd Edition* provides support for students who may be above or below the average level of the class. The Teacher's Book contains suggestions on how to make activities easier for students who require more support, or more challenging for students who need more independence. This ensures that all students remain confident and motivated throughout your lessons.

Classroom tips for mixed ability classes

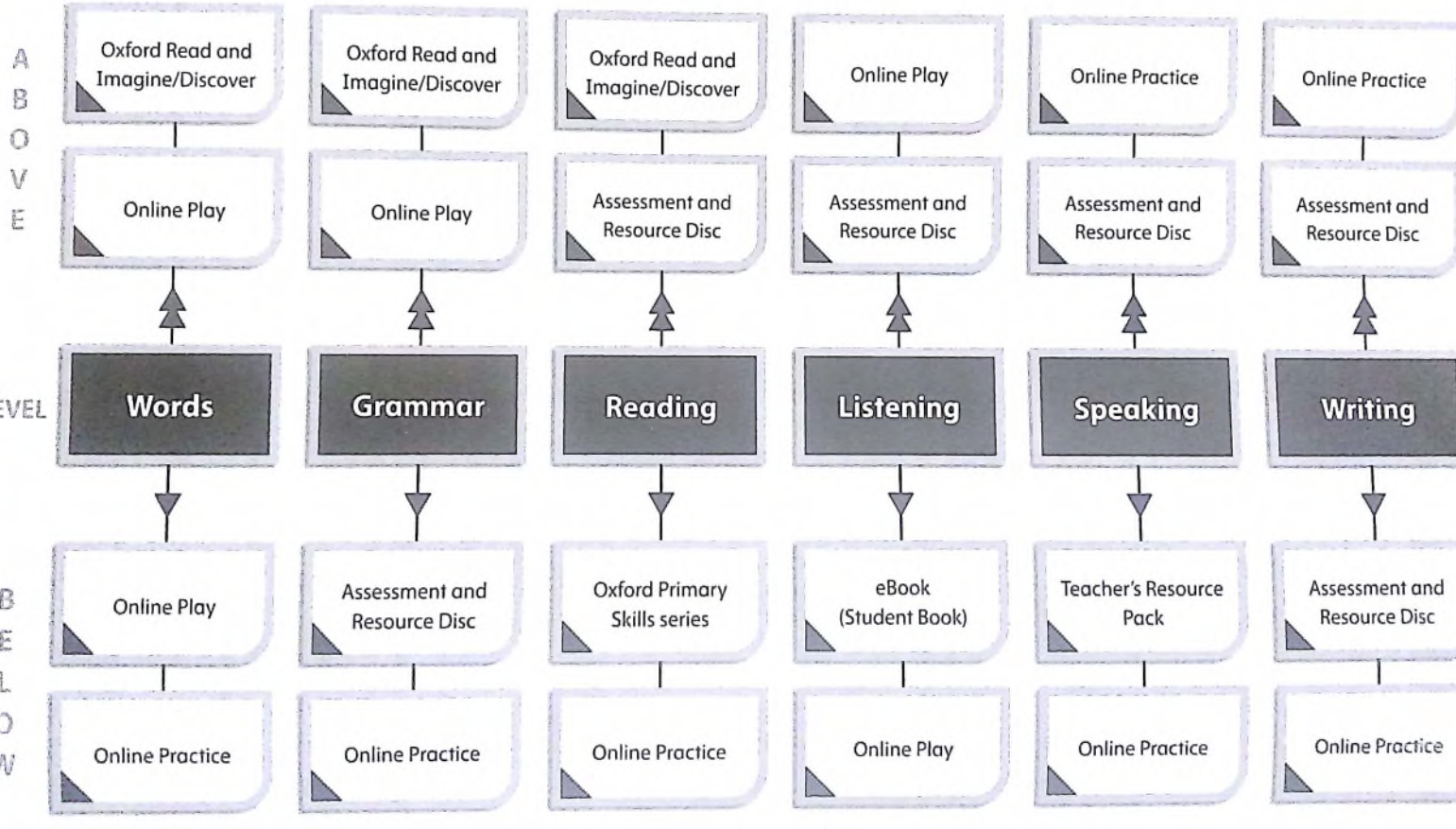
- Think about where your students are sitting. Place less confident students closer to you, so that you can deal with any issues.
- Some more confident students may enjoy being "volunteer teaching assistants". This will allow confident students to revise new language while helping other students to learn it.
- Give simple, clear instructions so that students of all levels can understand you easily. Use hand gestures as well as words to explain the activities.
- Don't grade your language as much when talking to confident students. They will benefit from the extra natural language input and one-to-one interactions will encourage them to explore language further.
- Set goals for each lesson to help the students to focus. The goals can be different for each student, depending on their abilities, but reaching the goals will give the same sense of achievement to all students.

Support and extension material

There is a wealth of support and extension material available to *American Family and Friends 2nd Edition* students, offering additional practice in skills, vocabulary, and grammar. The Online Practice and eBooks, as well as the *Oxford Skills* series and *Grammar Friends*, provide plenty of reinforcement for less confident students and further practice for confident students.

American Family and Friends 2nd Edition includes a diagnostic test to be completed at the start of each year. This will enable you to assess your students' abilities and decide which material will be most useful. The progress tests after every three units will help you to check your students' progress and provide reinforcement where necessary.

Differentiation Map



Drama in the classroom

How to present the stories

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

Acting out the stories

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

Acting in groups

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

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

Acting as a class

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

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

Acting with a "lead group"

This is a combination of the two previous procedures:

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

Class plays

The Assessment and Resource CD-ROM contains two plays for the whole class to act out, one at the end of each semester.

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

Assessment

Student's progress can be evaluated through ongoing assessment, self-assessment, and formal testing. *American Family and Friends 2nd Edition* offers a comprehensive range of course assessment and practice for external exams such as Cambridge English: Young Learners (YLE).

The Course Tests section in the Assessment and Resource CD-ROM offers:

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

The Cambridge English: YLE Practice section in the Assessment and Resource CD-ROM offers:

- Notes, tips, and vocabulary lists for the Flyers tests
- Preparation and practice tasks to help students become accustomed to the YLE task types
- The Preparation stage provides controlled practice of task types found in the Flyers tests, to help students gradually build up to the task. The Practice task then gives students a taster of a Cambridge style test before they attempt a complete YLE Practice Test
- Sample YLE Practice Tests for the Flyers Reading and Writing, Listening, and Speaking tests

Further information on testing and assessment (including the scoring system) can be found in the introduction sections of the Assessment and Resource CD-ROM.

Digital learning

The use of technology in language learning can allow the teacher to become a facilitator and a moderator, whilst the student is able to work more independently, connect to additional resources, and transfer knowledge both within and beyond the classroom. Immediate collaboration and feedback are also significant benefits of effective technology implementation, through the use of tablets, classroom presentation tools, and learning management systems.

eBooks

American Family and Friends 2nd Edition can be accessed in its print edition or in eBook form. eBooks are most commonly accessed on tablets, although they can also be used on laptop computers. Tablets provide a large amount of flexibility, not only because they allow students to store an enormous amount of text books and information on one, small device, but also because they contain innovative learning tools which can be used both inside and outside the classroom.

Learning Outcomes

Students can easily use tablets to help them search for vocabulary, translation, and pronunciation, as well as images, audio, and video. However, to ensure that the tablets are used effectively as a learning tool, teachers need to think about the following points:

- How will using the tablet help fulfil our learning outcomes?
- How will students be using the tablet?
- What is my role when the tablets are being used?

Fundamentally, tablets are just another useful tool to assist in language learning. Different learning outcomes will lead to varying amounts of tablet use. Just as with print textbooks, students need time to work together to complete exercises and activities, to check their work and to discuss ideas and work on projects. Spoken production should still be an important part of the lesson.

Classroom management

An eBook based lesson must be a controlled, well-planned lesson. Before starting, think about whether you want your students to work in groups or individually.

Independent work

- If each student has a set of headphones, they can work independently without disturbing others.
- Ask students to turn their devices face down until you tell them to start working in the eBooks. Tell students that they should complete interactive activities only when you give the go-ahead.
- Only upon your instruction should students press the 'check answers' button.

Group / paired work

- Put students into groups with one device per group. Students can take turns to answer a question within interactive activities.
- Groups can compete against each other for points.

Whole class work

- Designate one student to play audio on their device with the volume turned up for everyone to listen to as you work through the lessons.

Online Practice

For teachers

American Family and Friends 2nd Edition Online Practice is available using the access card in the Teacher's Book Plus. It allows teachers to:

- Create online classes for the course using the 'Manage Classes' feature.
- Assign work directly linked to the Student Book.
- Set practice activities dedicated to the course vocabulary, grammar and skills.
- Track student progress by viewing detailed class and student reports.
- Engage students in various forms of written English such as email and forum discussion.

For students

Online Practice is available to students using the access card in their Workbook (with Online Practice). Students will be able to:

- Complete specific language-focused activities that link directly to the course
- Have their work automatically scored and graded.
- Share their work with other students in the 'class' setup by the teacher.
- Send emails and take part in English discussions as their level increases.

Online Play

Online Play is a place for students to access the audio and video animations, downloadable activities, and to explore language further through fun vocabulary games and activities. Throughout the Teacher's Book lessons you will see Online Play icons, demonstrating how to integrate the audio and activities into lesson extensions.

Audio

Students need to listen to English again and again in order to improve their receptive skills. Online Play offers a place where students can access the songs, chants, and target language at home.

Stories

Watching the unit stories come to life provides consolidation of the target language from the first two lessons of each unit.

Downloadable activities

There are a number of fun craft and downloadable activities for students to complete at home. These can be done in conjunction with parents but are also simple enough for students to work with by themselves.

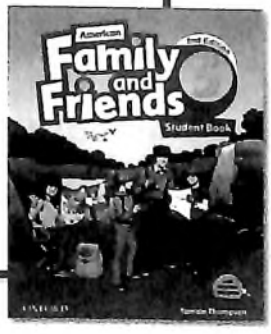
Language games

Students need to have fun with language. These games encourage students to work with target language at their own pace and without being graded. Many games have more than one level, providing support for less confident students and challenge and extension for more confident students.

Integrated Component Overview

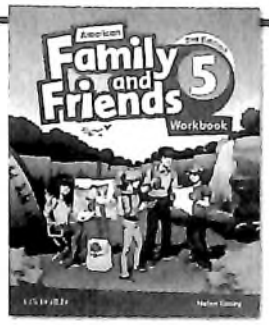
Student Book

The Student Book contains 15 units. Each unit presents vocabulary and grammar with opportunity to practice both with a focus on all four skills. Fluency Time! pages provide Everyday English practice, and subject pages (such as Science Time!) bring content and language learning together.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class.



eBook

Both the Student Book and Workbook are available as eBooks. By accessing *American Family and Friends 2nd Edition* on a tablet or laptop, students can access extra interactivity types and control the audio and video features themselves.





Student Online Practice

Online Practice is a blended approach to learning where students can interact with activities to further practice the language and ideas taught in the Student Book.



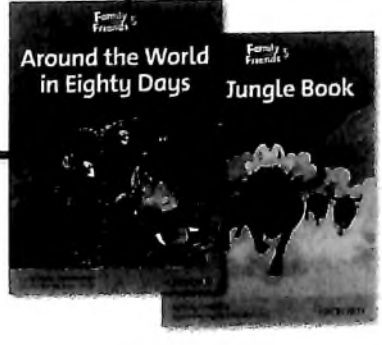
Online Play

Online Play is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



Recommended Readers

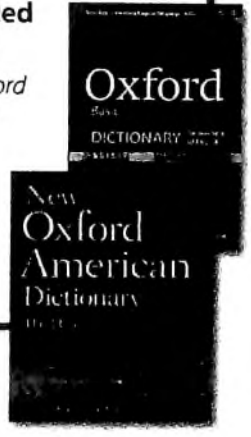
Family and Friends readers draw upon themes and language found in the Student Book. They provide extra exposure to the language in a new context.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*

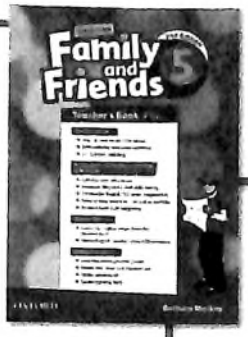
Levels 5–6 *Oxford American Dictionary*



For the Teacher

Teacher's Book Plus

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the Fluency Time! DVD, the Assessment and Resource CD-ROM and Assessment Audio CD, and the Online Practice Teacher Access Card.



Audio CD

The Class Audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



iTools

The *American Family and Friends 2nd Edition* iTools is a CD-ROM which contains digital class resources. All the iTools resources can be used either on an Interactive Whiteboard or on a projector.

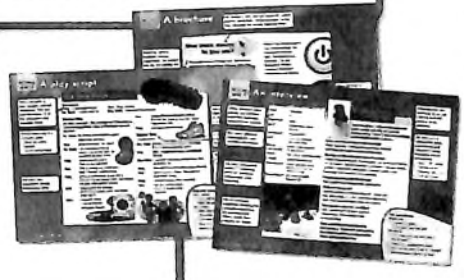




Teacher's Resource Pack

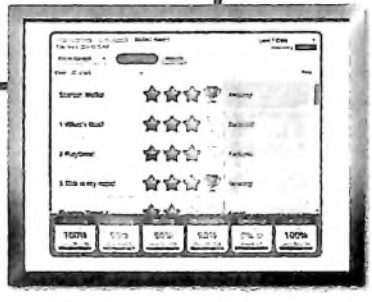
The Teacher's Resource Pack contains posters which depict the unit stories, flashcards, and phonics cards. All of these components act as visual learning aids, supporting language learning by providing extra practice outside the Student Book.





Online Practice

Teachers have complete access to students' online practice, with a grade book which enables instant marking. This allows teachers to see the scores in one place and to analyse their students' needs more effectively.



Fluency Time! DVD

This DVD contains native speakers in real-life scenarios and locations using the Everyday English taught in *American Family and Friends 2nd Edition* Fluency Time! This provides opportunities for students to combine core grammar structures with Everyday English and to model pronunciation and intonation on the examples provided by native speakers.



Assessment and Resource CD-ROM and Assessment Audio CD

The *American Family and Friends 2nd Edition* Assessment and Resource CD-ROM contains a wide range of editable and printable tests, as well as a variety of photocopiable resources to support and supplement the course. All of the audio for these tests is available both on the CD-ROM and the Assessment Audio CD, giving teachers a choice of how to access it, depending on classroom requirements. The CD-ROM contains:



Course Tests

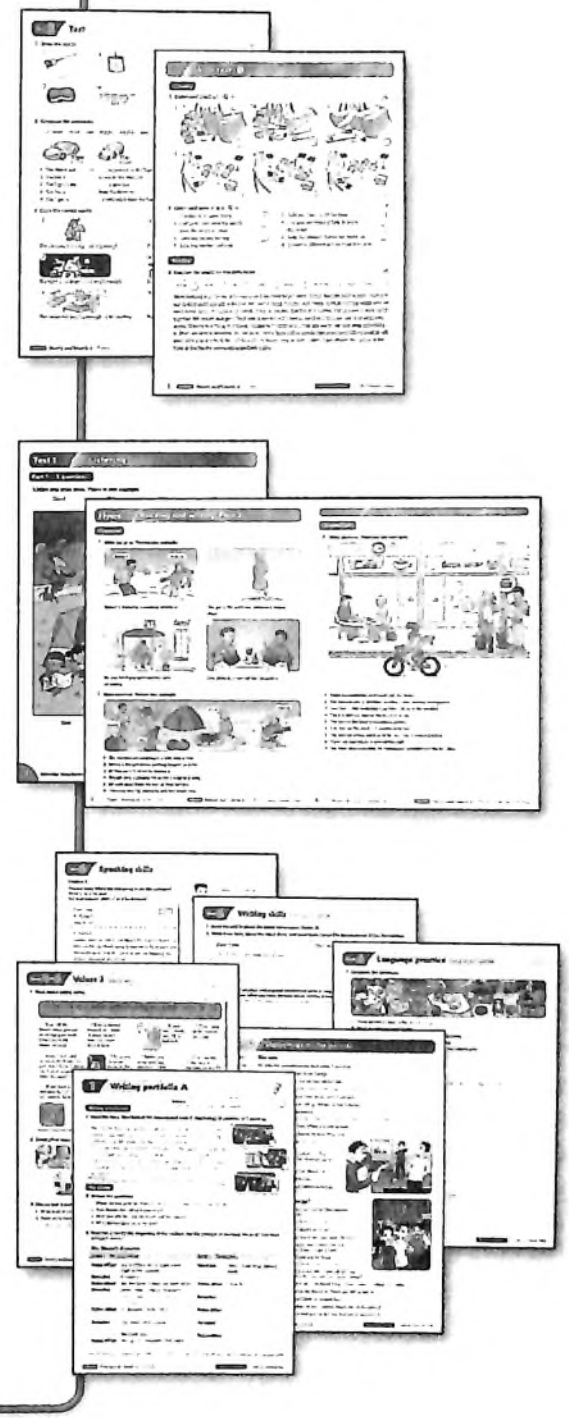
- A diagnostic test so that students' level of ability going into this course is understood.
- Extensive testing for all four skills areas, including 5 Fluency Time! tests for use after every three units.
- Tests for each course unit and a progress test for use after every three units.

Cambridge English: YLE Practice

- Notes and tips for the Starters tests.
- Preparation and practice tasks to help children become accustomed to the YLE task types.
- Sample YLE Practice Tests for the Starters Reading and Writing, Listening, and Speaking tests.

Course Resources

- Fluency Time! craft templates
- Writing Portfolio worksheets for freer and extended writing practice after every three units.
- Differentiated worksheets, Portfolio A and B, for mixed ability classes. Writing Portfolio A can be used with learners at or below level, while Portfolio B is aimed at providing activity extension for students above level.
- Extra Writing worksheets for further practice of each unit's writing objective
- Values worksheets for every course unit.
- Class play scripts for the end of each semester.



Differentiation Map

The Differentiation Map (see p.12 in this Teacher's Book) is an interactive navigation tool. It enables teachers to choose the appropriate content, within the Assessment and Resource CD-ROM, and other components to meet their students' individual needs.

Teacher's Website

The Teacher's Website provides additional materials for students and teachers to supplement all the other components available.

Parent Website

The Parent Website provides support and materials for parents of students studying with *American Family and Friends 2nd Edition.*

Tour of a unit

Lesson One Story

Lesson 1 presents the unit topic via a *Do Something Different Club* story. Students read and act out the story and are exposed to the language that they will be studying in Lesson 2.

The students listen to the story and follow the words in their books.

The students listen to the story again and now produce the language by repeating and then acting out the story.

The students do a written activity to check comprehension.



Presenting the story and acting it out

- Focus students' attention on the pictures and the story. Ask simple prediction questions such as *Who's this? Where are they? What's this?*
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording a second time and ask more questions to check comprehension.
- Play the recording again. Pause after each line for students to repeat.
- Divide the class into groups, with each student having a different role in the story.
- As a class decide on actions for the story.
- Play the recording. Each student says the lines of his/her assigned character. Encourage students to perform actions as they speak.
- Repeat without the recording, encouraging students to remember the sentences.
- If you wish, move on to individual practice by calling groups to the front to act out the dialogues, with or without the recording.
- A final written activity consolidates comprehension of the main points of the story.

Workbook

The students do written activities to consolidate and extend their understanding of the story and its themes.



Online Practice allows the students to practice the language further.

Lesson Two Words

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

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

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

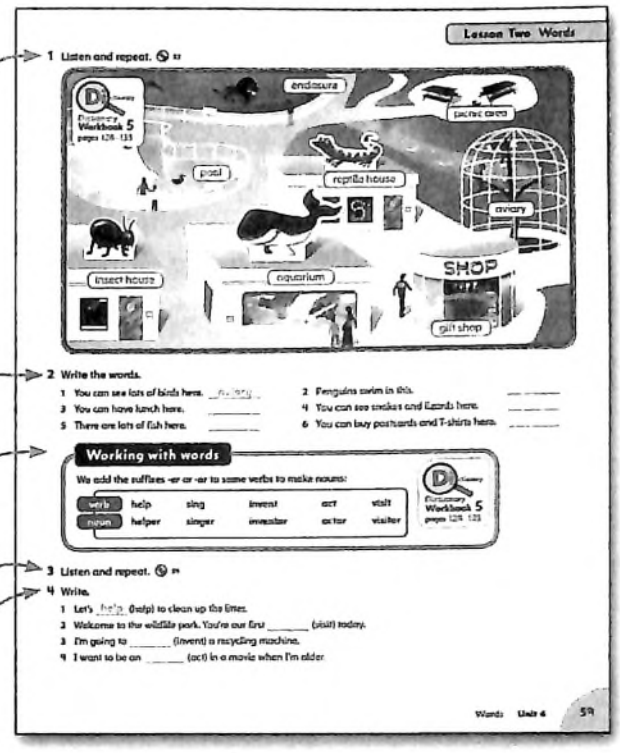


The students practice the new words in a written activity.

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

The students listen and repeat the words.

The students practice the new words in a written activity.



Teaching the words

Words

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

Working with words

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

Workbook

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



Online Practice allows students to practice the vocabulary further.

Lesson Three Grammar 1

Lesson 3 presents a grammar point in a variety of text types, including cartoon strips. Students learn and practice recognizing and producing this grammar point.

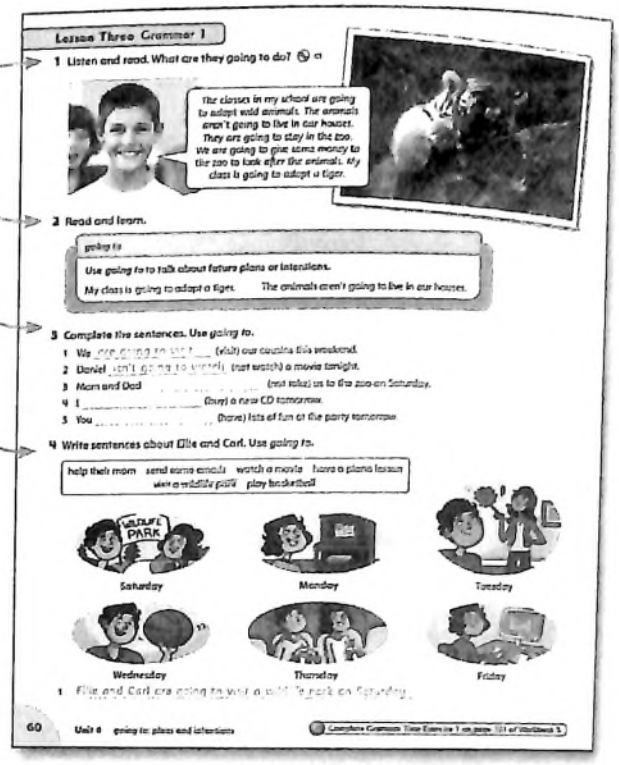
The students listen to a text or a grammar cartoon and follow the words in their books.

The students study a new grammar structure.

The students practice the new grammar in an acitvity.

The students practice producing the new grammar through a written or speaking activity, using word prompts or picture prompts.

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





Teaching the grammar

- In some units, the new grammar is introduced in the context of a cartoon featuring *Professor* and his robot assistant *Chip*. In other units, the first grammar point is presented through a written text.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording again and ask more questions to check comprehension.
- Go through the grammar rules with the class and check comprehension as suggested in the notes.
- The next activity is a written activity which practices and consolidates the grammar. A model is provided on the page. Students complete the activity independently.
- The final activity is a speaking or writing activity which gives students practice in manipulating the structure. Students work with their partner using the word or picture prompts.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

Workbook

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



Online Practice allows students to practice the new grammar further.

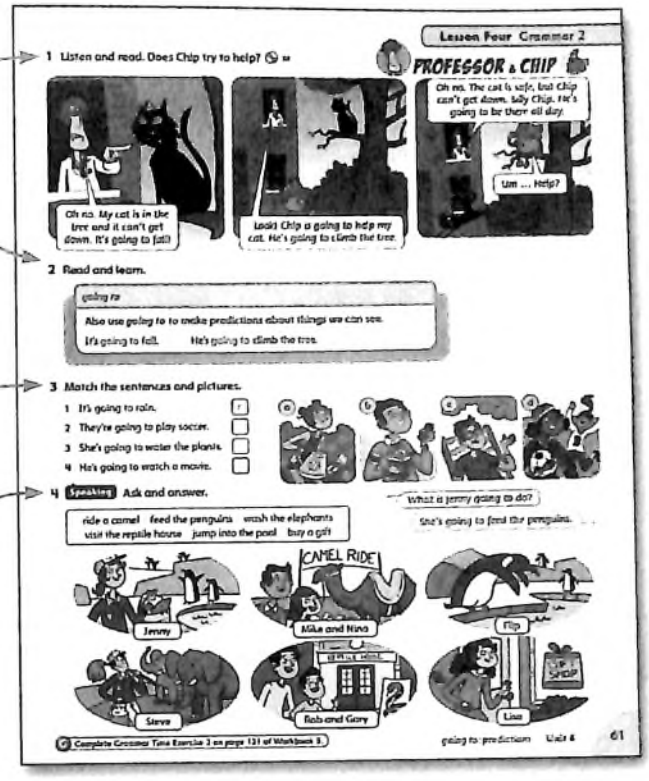
Lesson Four Grammar 2

Lesson 4 presents a new grammar point in a variety of text types, sometimes via a short cartoon strip featuring fun and motivating characters *Professor* and his robot, *Chip*. Students learn and practice recognizing and producing this grammar point.

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

The students practice the new grammar in a recognition activity.

The students practice producing the new grammar further in a spoken or written activity.



Teaching the grammar

- The grammar point is presented in a text or cartoon strip.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- The grammar rule activity is done in the same way as the first. If the two points are linked, elicit examples of the first grammar point and any 'rules' the students can remember.
- The next activity is a written activity which practices and consolidates the grammar. It can either be done in class or set for homework. A model is provided on the page.
- The final activity is a productive activity, either written or spoken. In this case, it is a spoken activity. Students practice manipulating and producing the structure.
- At this point students are encouraged to complete the relevant Grammar Time exercises at the back of the their Workbooks.

Workbook

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



Assessment and Resource CD-ROM

There is extra written practice of the vocabulary and grammar from the unit in the Language practice worksheet. There is one Language practice worksheet for every unit.



Online Practice allows students to practice the new grammar further.

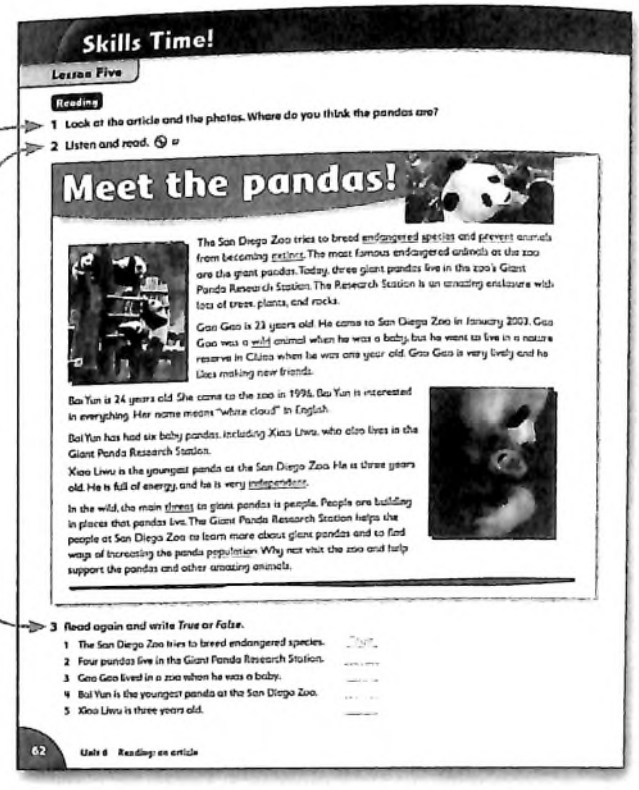
Lesson Five Skills Time! Reading

Lesson 5, 6, and 7 provide a focused study of skills. Lesson 5 provides reading comprehension practice through a variety of reading texts.

The students look at the text and the pictures and answer a pre-reading question.

The students read and listen to the text for the first time and check if their answers to the pre-reading question were correct.

The students read the text again, this time looking for details that will enable them to complete the comprehension activity.



Skills Time!

Lesson Five

Reading

1 Look at the article and the photos. Where do you think the pandas are?

2 Listen and read.

Meet the pandas!

The San Diego Zoo tries to breed endangered species and prevent animals from becoming extinct. The most famous endangered animals at the zoo are the giant pandas. Today, three giant pandas live in the zoo's Giant Panda Research Station. The Research Station is an amazing enclosure with lots of trees, plants, and rocks.

Gao Gao is 23 years old. He came to San Diego Zoo in January 2003. Gao Gao was a wild animal when he was a baby, but he went to live in a nature reserve in China when he was one year old. Gao Gao is very lively and he likes making new friends.

Bai Yun is 24 years old. She came to the zoo in 1996. Bai Yun is interested in everything. Her name means "white cloud" in English.

Bai Yun has had six baby pandas, including Xiao Liwu, who also lives in the Giant Panda Research Station.

Xiao Liwu is the youngest panda at the San Diego Zoo. He is three years old. He is full of energy, and he is very independent.

In the wild, the main threat to giant pandas is people. People are building in places that pandas live. The Giant Panda Research Station helps the people at San Diego Zoo to learn more about giant pandas and to find ways of increasing the panda population. Why not visit the zoo and help support the pandas and other amazing animals.

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

1 The San Diego Zoo tries to breed endangered species. True

2 Four pandas live in the Giant Panda Research Station. .....

3 Gao Gao lived in a zoo when he was a baby. .....

4 Bai Yun is the youngest panda at the San Diego Zoo. .....

5 Xiao Liwu is three years old. .....

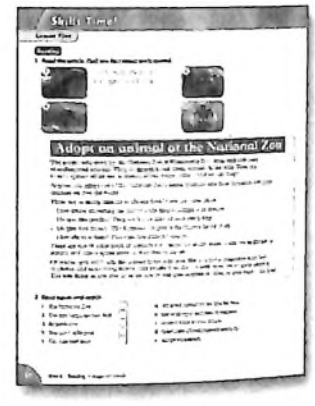
62 Units 6 Reading: an article

Teaching reading

- Approach a new text in two stages. Explain to the students that they do not have to understand every word to understand a text. By focusing on the language they do understand, it is possible to guess or use logic to work out the meaning of the rest.
- *Pre-reading (Exercise 1):* This stage is about looking for clues to help the students piece together the meaning of the text. This includes looking at the picture and the text style to guess what type of text it is and what it is likely to be about. Point to the picture and ask students the pre-reading question.
- *Reading first for gist (Exercise 2):* Play the recording while the students follow the text in their books. They do not need to be able to read every word independently, but be able to read carefully enough to understand gist. Ask some simple comprehension questions to ensure they have understood the general point of the text.
- *Reading for detail (Exercise 3):* Go through the comprehension activity with the class so that students know what information to look for in the text. Give them time to read the text again to find the answers. Encourage students to try and work out the meaning of new words by using the surrounding words and the context to help them. Have a class feedback session.

Workbook

The students further practice reding for gist and detail in the Workbook. They read a new text of the same text type and complete a comprehension activity.



Skills Time!

Adopt an animal at the National Zoo

Online Practice allows students to practice reading further.

Lesson Six Skills Time! Listening and Speaking

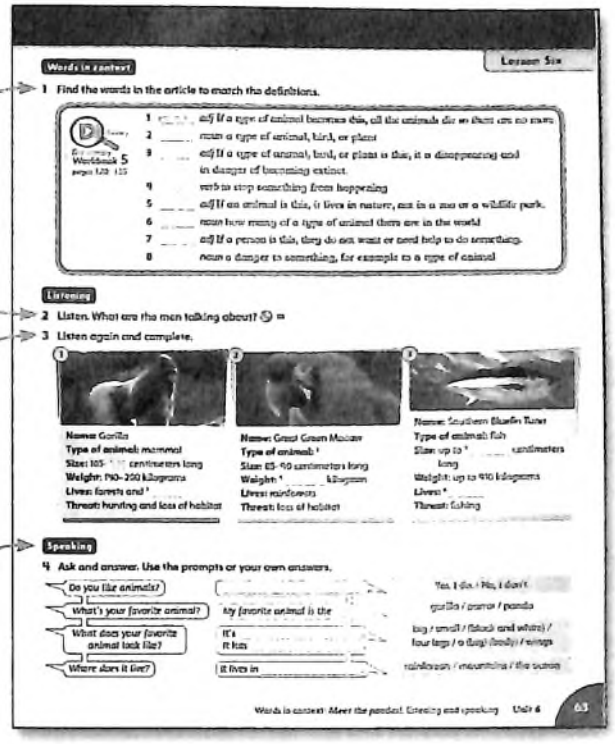
Lesson 6 teaches the new vocabulary that students were exposed to in context in Lesson 5, and further develops dictionary skills. The lesson also focuses on listening comprehension and speaking skills.

The students look at the text or pictures and find the matching words in the text on the previous page.

The students listen to a recording and answer a gist question.

The students listen to the recording again, this time listening for specific details that will enable them to complete the comprehension activity.

The students practice speaking in pairs, using prompts linked to the reading and listing activities. They are encouraged to give their own opinions.



Teaching the words

Words in context

- Students look at the pictures or words and find the matching words in the text in Exercise 1 on the previous page.
- The students refer to their Dictionary pages to match words with their definitions.

Teaching listening and speaking

Listening

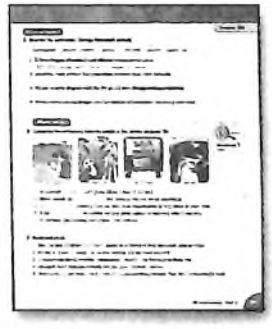
- To follow a listening text, the students should be aware that they do not need to understand every word. As students reading, they listen for the words they do know, and then use clues and logic to work out the rest.
- *Listening for gist (Exercise 2):* Play the recording the whole way through. The students listen and answer the gist question.
- *Listening for detail (Exercise 3):* Play the recording again, pausing for students to complete the activity.

Speaking

- The speaking task aims to develop speech that is clear and fluent. The students will also learn to speak expressively and confidently.
- Call two volunteers to come to the front and demonstrate how to ask and answer the questions using the dialogues in the speech bubbles. Explain that the prompts are only ideas and they can give different answers. Ask the volunteers to provide an alternative answer to one of the questions as an example.
- Ask the students to repeat chorally, emphasizing correct intonation in the questions and answers.
- The students then carry out the speaking activity in pairs.

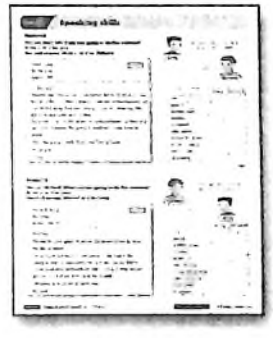
Workbook

The students practice recognizing and writing the new words from the Student Book. They practice using their dictionary skills to check meaning of the words in the text on the previous page.



Assessment and Resource CD-ROM

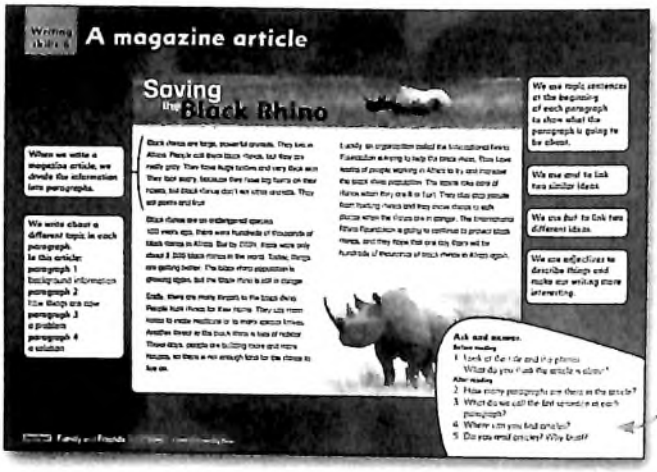
For every unit there is a Speaking skills worksheet. This contains an extended information gap speaking task that students carry out in pairs.



Online Practice allows students to practice the vocabulary further.

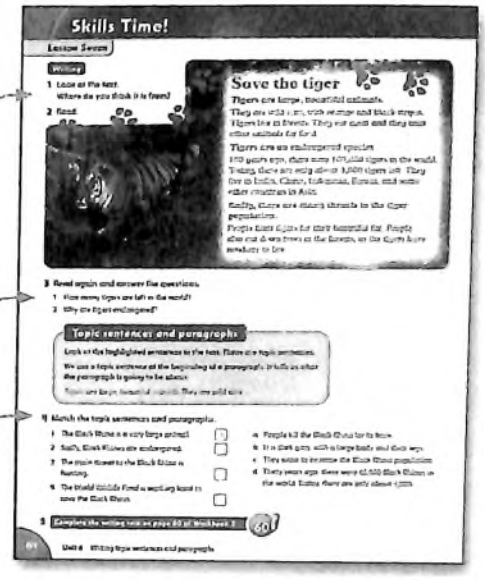
Lesson Seven Skills Time! Writing (Poster and Student Book)

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



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

The students practice recognizing or producing words or sentences with the target literacy skill.



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

Students answer some comprehension questions on the text.

Students practice recognizing the writing points.

Teaching writing

Poster

- Students look at the poster. They follow the text in the poster handout (Assessment and Resource CD-ROM) as you read it aloud.
- Discuss the text and the pointers in the text boxes with the class. Check comprehension.
- The students do the related exercises in their Student Books before moving on to the writing task in their Workbooks.

Student Book

- The students skim-read the text looking for key words rather than trying to understand every word. They then answer the gist question.
- The students read the text for the first time. Ask volunteers to read the text aloud to the class. Help with pronunciation of new words.
- The students read the text again silently and answer questions to check comprehension. Go through the answers with the class.
- The writing rule activity is done by students at their desks. They can take two or three minutes to silently read and learn the rules. Check comprehension by asking questions about the text and eliciting further examples.
- The final activity is a written activity which practices and consolidates the writing rule.

Assessment and Resource CD-ROM

Students follow their own copy of the Poster text on the Assessment and Resource CD-ROM handout.



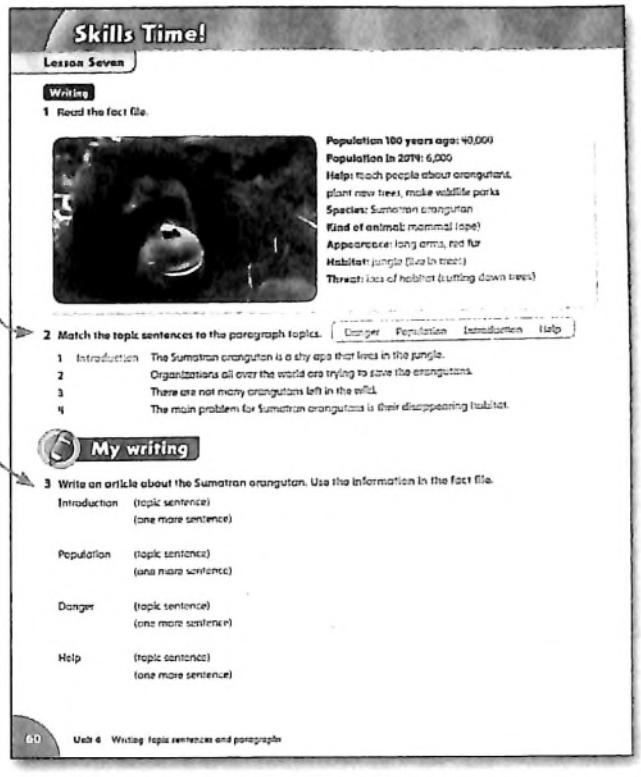
Online Practice allows students to practice the writing further.

Lesson Seven Skills Time! Writing (Workbook)

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

Students practice the writing points from the Student Book in a further recognition activity.

Students apply the writing points to a personalized writing task.



Workbook

Writing

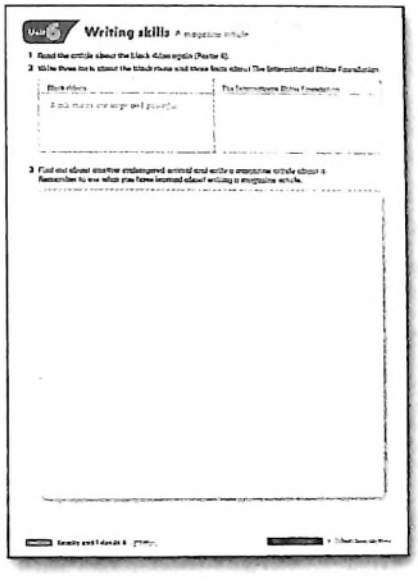
- Students do the recognition activity alone or in pairs and then feed back to the class.
- This activity reinforces the writing points the students covered in the Poster and Student Book, and acts as preparation for the writing task they are about to complete.

My writing

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

Assessment and Resource CD-ROM

For every unit there is a Writing skills worksheet on the Assessment and Resource CD-ROM. This allows students to combine the writing points they have learnt from the Poster and Student Book in a free writing task.



Online Practice allows students to practice the writing further.

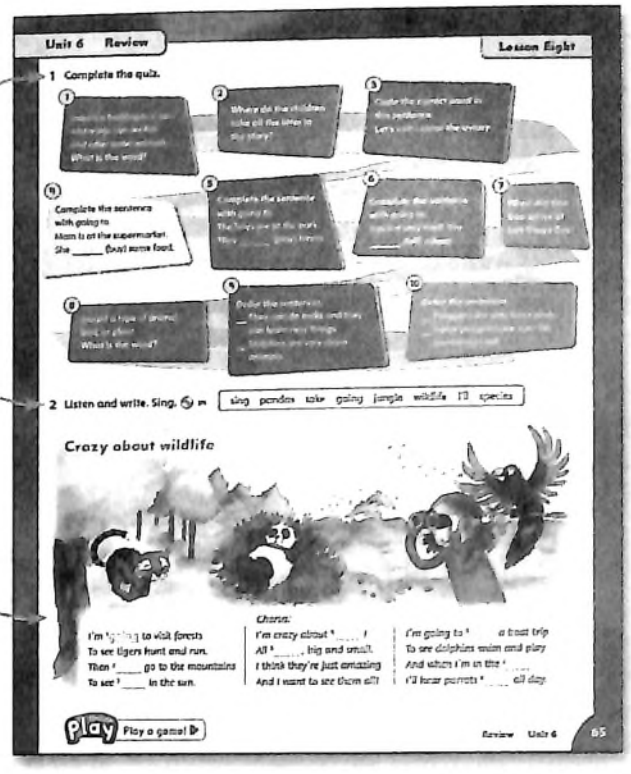
Lesson Eight Review

Lesson 8 reviews what the students have learnt in the unit. A quiz reviews the unit's story, language, and skills lessons, and a song allows the students to further practice their listening skills whilst reviewing the vocabulary and grammar they have learnt.

The students do the quiz without referring back through the unit.

The students listen to the song and follow the words in their books.

The students listen to the song again, this time listening for specific details that will enable them to complete the written activity.



Review Quiz

- The quiz provides a fun and motivating activity in which to revise the vocabulary and grammar structures which have been taught in the unit.
- Students work with books open but they are not allowed to refer to the unit when answering the questions.
- Students can do this activity individually, in pairs, or in teams.

Song

- Point to the pictures and ask questions.
- Play the song to the class once. Then play it again as students follow the words in their book.
- Recite the words of the song with the class, without the music. Say each line and ask the students to repeat.
- Now sing the song with the class a number of times with the recording.

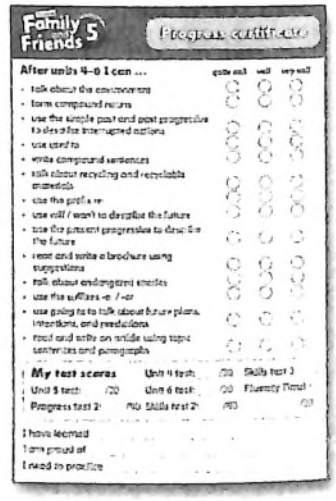
Workbook

The students revise all the new structures from the unit in written activities.



Progress certificate

After every unit and every three units, students self-assess their work by filling in the Progress certificate on the Assessment and Resource CD-ROM.



Online Practice allows students to practice the vocabulary further.

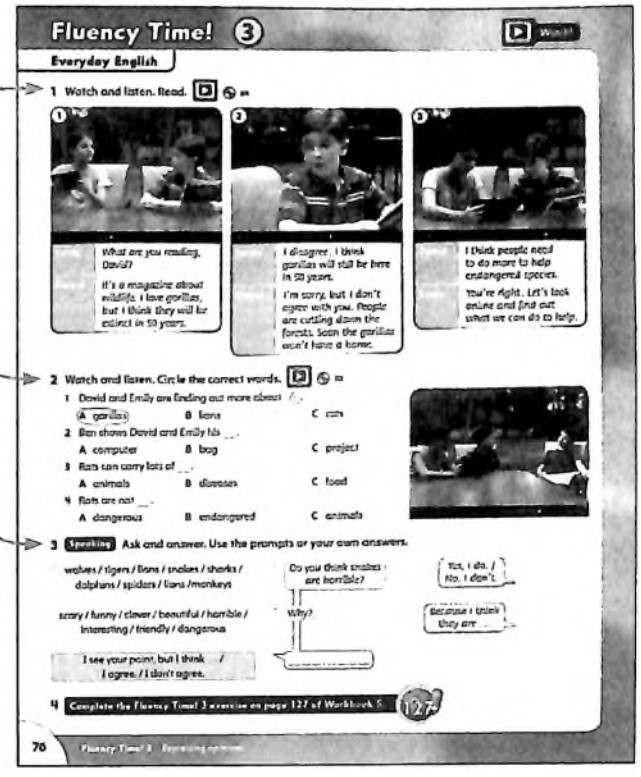
Fluency Time! Everyday English

The Fluency Time! lessons come after every three units and focus on developing fluency. The Everyday English lesson provides practice of new language used in functional situations through listening and speaking.

The students watch and listen to the story for the first time. The Everyday English phrases are highlighted in the text below to focus attention on the phrases. The students listen or watch again, repeating the dialogues with the recording.

The students watch the video and complete the comprehension activity.

The students practice speaking in pairs, using the Everyday English phrases, in a context that is similar to the activities above.



Teaching Everyday English

Story

- Focus on the pictures. Ask students who they can see in the pictures (*Emily and David*), where the characters are (*in a backyard / park*) and what they are doing (*David is reading a book and Emily is looking at a tablet*).
- Play the video or recording. Students watch, listen, and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

Listening

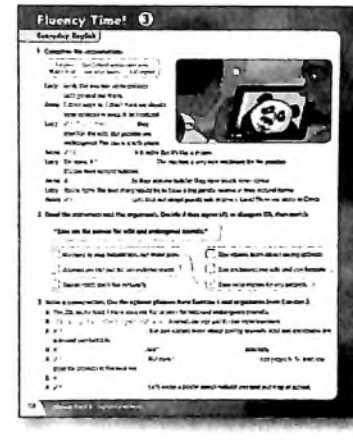
- Focus on the exercise. Ask what they think David, Emily, and Ben are doing. Tell students they will watch the video and then complete the exercise.
- Play the recording all the way through, and then play it again, stopping after each question in the exercise is answered to give time for students to write or check their answers.
- Ask questions, e.g. *Does (Emily / Ben) think that dolphins are clever?* Encourage short answers, e.g. *Yes, (he/she) does.*

Speaking

- Ask a volunteer to act out an example dialogue with you. Read the speech bubbles on the left and ask the volunteer to read out the speech bubbles on the right, choosing an answer for the first speech bubble and completing the gap in the second speech bubble with one of the prompts.
- In pairs, students act out dialogues with their partner.

Workbook

- The children practice reading and writing the Everyday English phrases in a new context.



Students do exercises to practice the Everyday English phrases in the Online Practice Fluency section.

Fluency Time! Craft

The Craft lesson provides further and more extended speaking practice of the new language, by making and using a craft activity which is linked directly to the Fluency Time! topic.

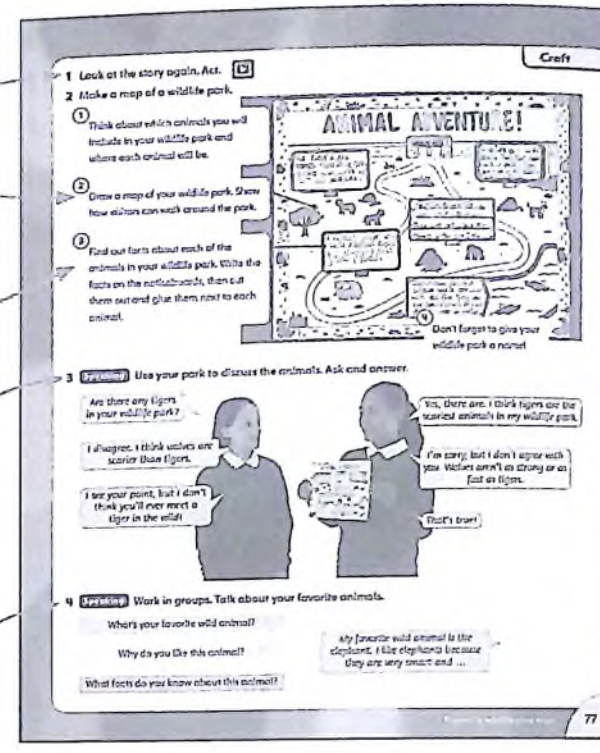
The students watch the story on the Fluency DVD. They then produce the language by acting out the story.

The students look at the photo, and follow the instructions to prepare their craft activity.

There are templates for each Fluency Craft on the Assessment and Resource CD-ROM.

The students produce the language in a freer speaking activity. In pairs, through games and role play, students use the completed craft project to practice *Everyday English* phrases in a more personalised dialogue, based on their own completed projects. They are encouraged to include additional words or structures that they remember from previous units.

Students are encouraged to present their crafts to the class, using prompts to support them.



Teaching crafts

Acting out the Story

- Focus on the story in Exercise 1 on Student Book page 76. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 3. If you don't have time for the DVD, read the dialogue on Student Book page 76.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

Craft

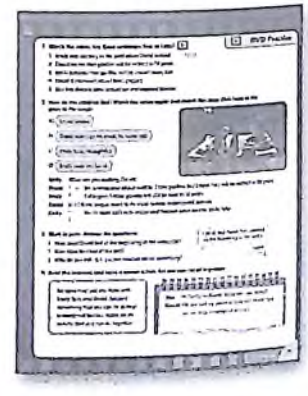
- Focus on the picture. Ask students what it shows (a poster of the student's favorite inventions) and what they can see on the poster.
- Hand out copies of the map template and the noticeboards template (see Fluency Project 3, Assessment and Resource CD-ROM). Check students have colored pencils, scissors and glue.
- If you prefer, students can work in pairs to prepare one map between them.
- Read out the instructions next to the map in Activity 1.
- Show the class your own completed map and ask questions about it, e.g. *Where is the name of the wildlife park? What animals can you see? How many noticeboards are there?*
- Move around the class as students work, asking questions, e.g. *What animals are in your wildlife park? What's the name of your wildlife park? What facts do you know about (tigers)?*

Speaking

- Focus on the photos. Tell students they are going to use their park maps to act out dialogues with a friend. They will take turns to ask about their partner's park, then express their opinions about different animals.
- Act out the example dialogue with a volunteer.
- Students then talk in pairs. Encourage them to compare and contrast different animals and express their opinions about the animals.
- Ask some pairs to act out dialogues for the class.
- Ask a volunteer to read out the example speech bubble, then invite students to tell the class about their wildlife parks. They can read the questions to help them, or you can ask the questions to prompt them.

Workbook

The students watch the Fluency DVD again and complete the comprehension activities on the DVD practice page.



As their level increases, students can use Online Practice to write about their crafts.

Science Time! Topic

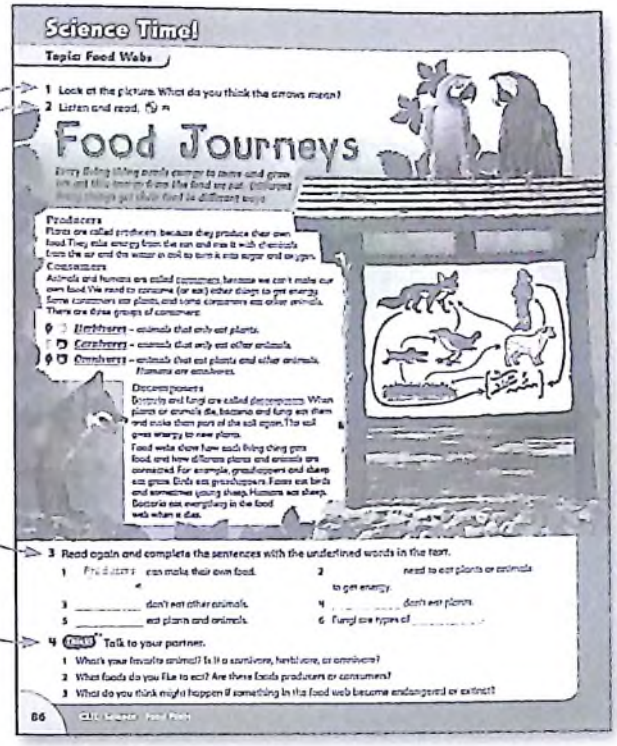
The subject lessons come after every three units and focus on developing teaching content through English. The Topic lesson introduces new language related to the subject and provides reading and speaking practice.

Students look at the overall topic, including the pictures to understand the type of text they will read and to help them predict words and content about the topic.

Students read and listen to the text for the first time.

Students complete a comprehension task to check their understanding of the information in the text and to focus on the new vocabulary.

Students answer questions related to the topic. These questions invite them to personalize the information they have learnt in the text and to apply critical thinking skills to the topic.



Teaching Topic lessons

Pre-reading

- Ask students to look at the pictures. Discuss the type of pictures in the text and how these pictures are related to the heading or title of the text.
- Ask students what they think the arrows in the main picture mean. Ask them if they know about food webs, and draw a very simple food web on the board to demonstrate.

Reading

- Use a variety of reading strategies in the different topic lessons. Have students read in pairs or read silently. Once students have read the text through for themselves, ask different students to each read a paragraph in the text aloud for the class.

Vocabulary/comprehension

- Before students complete the exercise ask them to find the words in the text.
- Encourage students to understand the meaning from the context. Tell them to look at the other words before and after the key word, and to read the entire sentence. In this way they can work out the part of speech and infer the general meaning.
- Have students complete the exercise and then check their answers in pairs before checking the answers with the class.

Speaking

- Explain the aim of the questions (to find out about the topic beyond the information given in the text).
- Have students write down the answers to the questions.
- Put students in pairs to discuss their answers, or in small groups for a wider discussion.
- Have pairs say their answers to the class.

Workbook

Students read another text about the same topic, and answer comprehension questions.



Online Practice allows students to practice the vocabulary and explore the topic further.

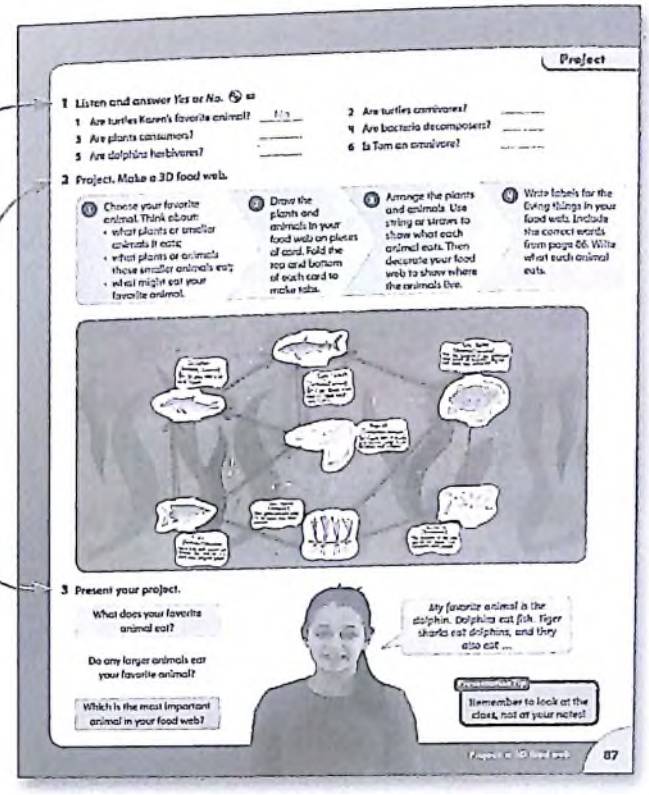
Science Time! Project

The Project lesson provides further and more extended speaking practice of the new language, by making and using a project which is linked directly to the topic.

Students review the language from the Topic lesson through a listening activity.

Students follow the instructions to prepare their project.

Students produce the language in a freer speaking activity. In groups or to the class, students use their completed projects to practice the new language in a more personalized dialogue. They are encouraged to include additional words or structures that they remember from previous units and to focus upon general presentation skills.



Teaching projects

Listening

- Explain that you are going to play a recording. Make sure students understand what they need to do while they are listening (check boxes, number pictures in the correct order, etc).
- Play the recording once through. Play again, pausing after each item so that students have time to think about their answer.
- Check answers with the class.

Project

- Explain the project to students and make sure they understand what they are going to make.
- Look at the instructions with the class and ask them what materials they will need to complete their project.
- Focus on the instructions. Ask a student to read out the instructions to the class.
- Divide the class into groups and hand out materials for the project. A list of materials for each project is provided in the main teaching notes.
- Move around the class as students work, making sure that they are on task and understand the processes they need to go through to complete their projects successfully.

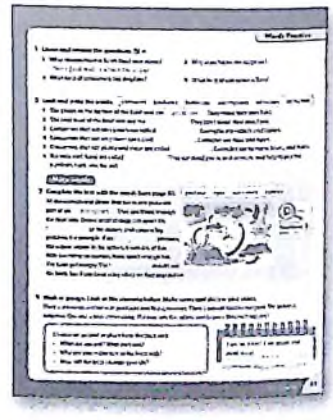
NOTE: The Teacher's Book contains notes on how to adapt these activities for mixed ability classes.

Speaking

- Put students into pairs or groups. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed project, or using the example in the Student Book. Hold up the project or book and talk about the project, as in the example, pointing to items as you mention them.
- Students work in groups to practice their presentation using the presentation prompts and tip from the Student Book. Encourage students to include language from previous units as they talk about their projects.
- Invite some students to stand up and present their projects to the whole class.

Workbook

Students practice the new vocabulary in a variety of exercises.



Students can use Online Practice to write about their projects.



Lesson One SB pages 4–5

Story

Learning outcomes

To become familiar with the Student Book characters

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 01

Oxford iTools Digital classroom • Starter Unit • Story

Lead-in

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

1 Listen and read. Who comes to visit? 01

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

ANSWER

Libby

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Mom, Kate, Ed, Libby, and Fin.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story, then ask one or two groups to act out the story for the class.

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

- Ask students to read the sentences silently.
- Look at the example. Explain that they have to read the sentences and decide if they are true or false.

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story.

At level:

- Students complete the activity.

Above level:

- Students rewrite the false sentences to make them true.

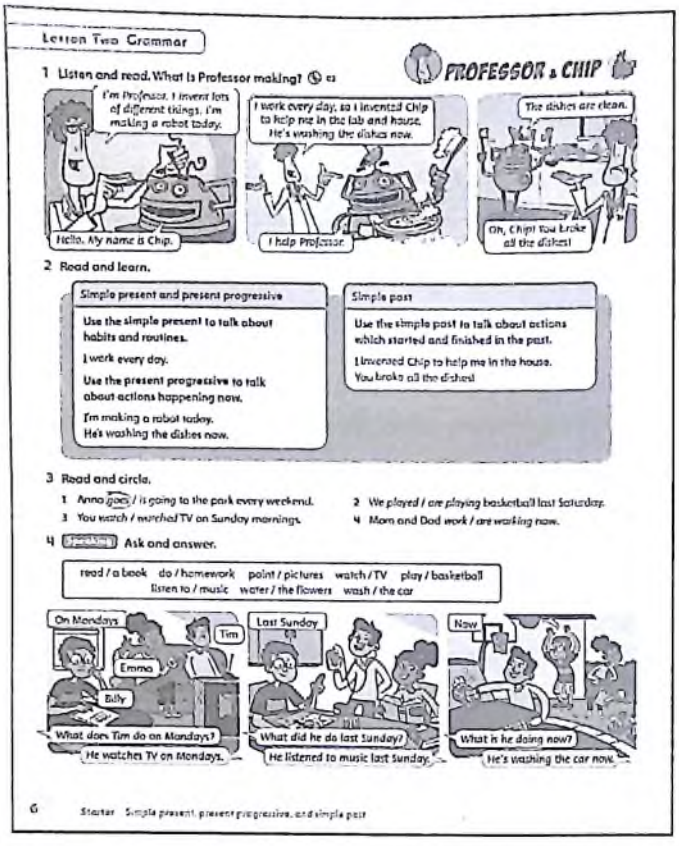
ANSWERS

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

Further practice

Workbook page 2

Online Practice • Starter • Lesson One



Lesson Two SB page 6

Grammar

Learning outcomes

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

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

Materials

CD 02

Oxford iTools Digital classroom • Starter Unit • Grammar

Warmer

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

Lead-in

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

1 Listen and read. What is Professor making? 02

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

ANSWER

a robot

2 Read and learn.

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

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.

ANSWERS

1. goes 2. played 3. watch 4. are working

4 Ask and answer.

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

Differentiation

Below level

- Ask students to look at the first box on the left. Ask *What does Billy do on Mondays?* Elicit the answer *He does homework on Mondays.* Put students in pairs to complete the activity.

At level

- Students complete the activity.

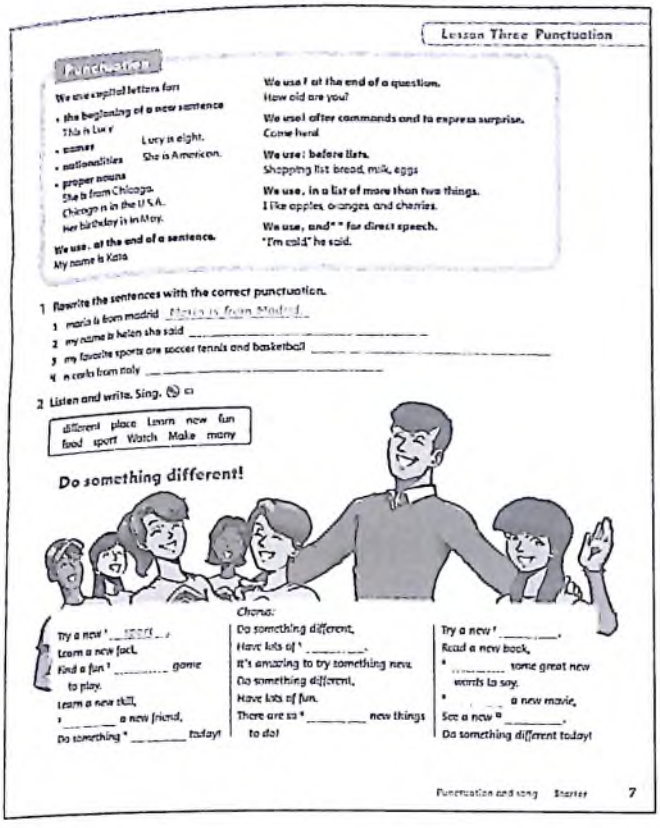
Above level

- Write the following times on the board: *On Thursday evenings, last Saturday, now.* Tell students to work in pairs and ask and answer questions about what they do, did, or are doing at these times. Encourage them to give truthful answers.

Further practice

Workbook pages 3 and 4

Online Practice • Starter • Lesson Two



Lesson Three Punctuation

Punctuation

We use capital letters for:
- the beginning of a new sentence
  This is Lucy.
- names
  Lucy is eight.
- nationalities
  She is American.
- proper nouns
  She is from Chicago.
  Chicago is in the U.S.A.
  Her birthday is in May.

We use . at the end of a sentence.
My name is Kate.

We use ? at the end of a question.
How old are you?

We use ! after commands and to express surprise.
Come here!

We use: before lists.
Shopping list: bread, milk, eggs

We use, in a list of more than two things.
I like apples, oranges, and cherries.

We use, and " " for direct speech.
"I'm cold," he said.

1 Rewrite the sentences with the correct punctuation.
1 maria is from madrid Maria is from Madrid.
2 my name is helen she said _____
3 my favorite sports are soccer tennis and basketball _____
4 is carla from italy _____

2 Listen and write. Sing. 03

different place Learn new fun
food sport Watch Make many

Do something different!

Try a new ' _____ '.
Learn a new fact,
Find a fun ' _____ ' game
to play.
Learn a new skill,
' _____ ' a new friend,
Do something ' _____ ' today!

Chorus:
Do something different,
Have lots of ' _____ '.
It's amazing to try something new.
Do something different,
Have lots of fun.
There are so ' _____ ' new things
to do!

Try a new ' _____ '.
Read a new book,
' _____ ' some great new
words to say.
' _____ ' a new movie,
See a new ' _____ '.
Do something different today!

Punctuation and song Starter 7

Lesson Three SB page 7

Punctuation

Learning outcomes

To revise different forms of punctuation

To learn a song

Language

Recycled: vocabulary and structures seen previously

Materials

CD 03; sheets of paper (optional)

Oxford iTools Digital classroom • Starter Unit • Punctuation

Warmer

- Play a version of *Miming snap* (see page 8) to energize the class and revise some verbs.

Lead-in

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

1 Rewrite the sentences with the correct punctuation.

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

Differentiation

Below level

- Play a version of *Target Words TPR*. Assign punctuation marks to students in the class by counting along the row of students. Agree on actions for each punctuation mark, e.g. clap once for a full stop, clap twice for a comma.
- Write some sentences with the correct puncutation on the board. Read out the sentences in turn. Students must do their actions as the punctuation mark occurs in the sentence.
- Students complete the Student Book activity.

At level:

- Students complete the activity.

Above level:

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

ANSWERS

1. Mario is from Madrid.
2. "My name is Helen," she said.
3. My favorite sports are soccer, tennis, and basketball.
4. Is Carla from Italy?

2 Listen and write. Sing. 03

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

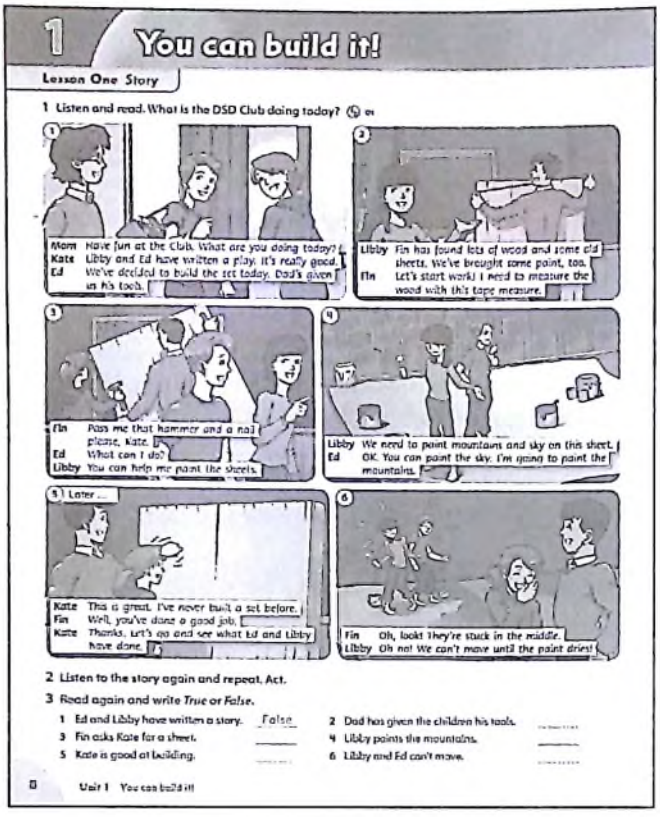
ANSWERS

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

Further practice

Workbook page 5
Starter Unit test, Assessment and Resource CD-ROM
Online Practice • Starter • Lesson Three

1 You can build it!


1 You can build it!

Lesson One Story

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

Mom Have fun at the Club. What are you doing today?
Kate Libby and Ed have written a play. It's really good.
Ed We've decided to build the set today. Dad's given us his tools.

Libby Fin has found lots of wood and some old sheets. We've brought some paint, too.
Fin Let's start work! I need to measure the wood with this tape measure.

Fin Pass me that hammer and a nail please, Kate.
Ed What can I do?
Libby You can help me paint the sheets.

Libby We need to paint mountains and sky on this sheet.
Ed OK. You can paint the sky. I'm going to paint the mountains.

5 Later...
Kate This is great. I've never built a set before.
Fin Well, you've done a good job.
Kate Thanks. Let's go and see what Ed and Libby have done.

6
Fin Oh, look! They're stuck in the middle.
Libby Oh no! We can't move until the paint dries!

2 Listen to the story again and repeat. Act.

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

1 Ed and Libby have written a story. False
2 Dad has given the children his tools. _____
3 Fin asks Kate for a sheet. _____
4 Libby paints the mountains. _____
5 Kate is good at building. _____
6 Libby and Ed can't move. _____

8 Unit 1 You can build it!

Lesson One SB page 8

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 04

Oxford iTools Digital classroom • Unit 1 • Story

Warmer

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

Lead-in

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

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

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

ANSWER

They are building a set for a play.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play Mom, Kate, Ed, Libby, and Fin.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story in their groups. Then ask one or two groups to act out the story for the class.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide if they are true or false. Students write *True* or *False*.

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story. Monitor and help as needed.

At level:

- Students complete the activity.

Above level:

- Students rewrite the false sentences to make them true. If time permits, students can come to the front and retell a short version of the story to the class.

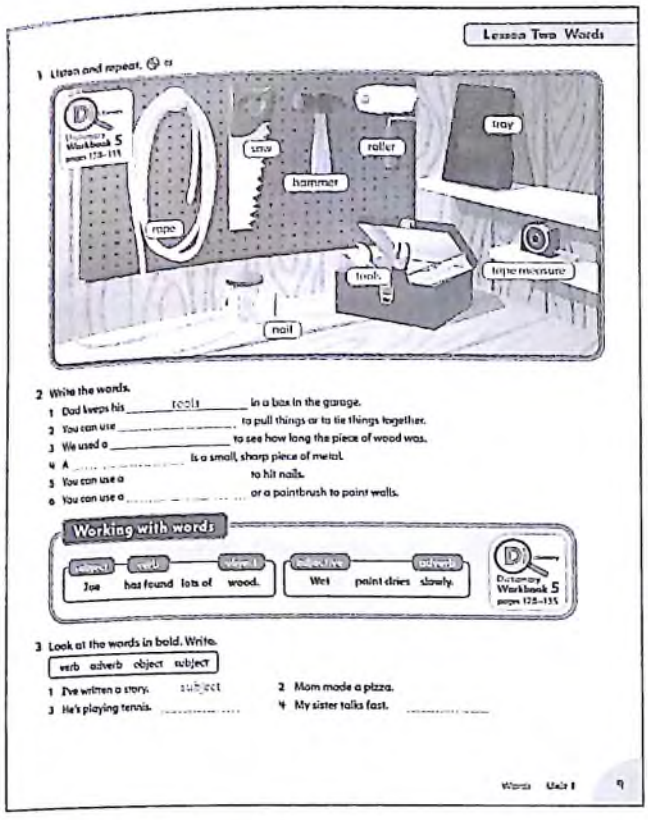
ANSWERS

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

Further practice

Workbook page 6

Online Practice • Unit 1 • Story


Lesson Two Words

1 Listen and repeat. 05

saw
roller
tray
hammer
rope
tape measure
tools
nail

2 Write the words.

1 Dad keeps his tools in a box in the garage.
2 You can use _____ to pull things or to tie things together.
3 We used a _____ to see how long the piece of wood was.
4 A _____ is a small, sharp piece of metal.
5 You can use a _____ to hit nails.
6 You can use a _____ or a paintbrush to paint walls.

Working with words

subject: Joe | verb: has found | object: lots of wood.
adjective: Wet | adverb: paint dries slowly.

Dictionary Workbook 5 pages 128–131

3 Look at the words in bold. Write.

verb adverb object subject

1 I've written a story. subject
2 Mom made a pizza. _____
3 He's playing tennis. _____
4 My sister talks fast. _____

Words Unit 1 9

Lesson Two SB page 9

Words

Learning outcomes

To identify tools vocabulary

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

Language

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

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

Materials

CD 05

Oxford iTools Digital classroom • Unit 1 • Words

Warmer

- Draw a hammer and nails on the board. Ask *What are these?* Try to elicit the words but model if necessary.
- See what other tool words students remember.
- Tell students they are going to learn more tool words.

1 Listen and repeat. 05

- Ask students to look at the pictures and words.
- Play the recording for students to listen and repeat the words chorally. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Let students complete the exercise, then check answers.

ANSWERS

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

3 Look at the words in bold. Write.

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Review the two example sentences with the class.
- Give students a few minutes to study the information, then elicit more examples from the students.
- Now read the first sentence in Exercise 3 and point to the example. Check that students know to match the terms in the box with the parts of the sentences in bold.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Look at the models in the box. First, ask students *What happened?* to elicit the verb (*find*). Ask *Who found something?* to elicit the subject (*Joe*). Ask *What did Joe find?* to elicit the object (*wood*). Repeat with the next sentence. Put students in groups. Encourage them to use the questions to help them complete the exercise. Monitor and help as needed.

At level:

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

ANSWERS

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

Above level:

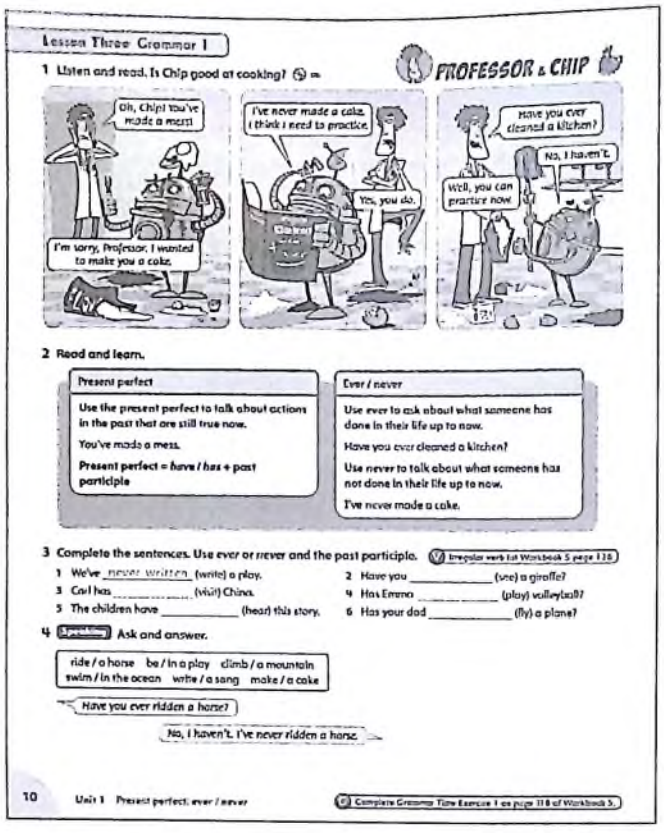
- Students do the "at level" activity. Then they write three sentences of their own. Ask them to include a subject, a verb, and an object. Monitor and check answers. If time permits, they share with the class, and the class identifies the three parts.

ANSWERS

1. subject 2. object 3. verb 4. adverb

NOTE Students now do the task on Workbook page 7. Review the exercises first if necessary. Remind students to consult the Workbook Dictionary pages.

Further practice
Workbook page 7
Online Practice • Unit 1 • Words



Lesson Three Grammar 1

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

PROFESSOR & CHIP

Oh, Chip! You've made a mess!

I've never made a cake. I think I need to practice.

Have you ever cleaned a kitchen?

No, I haven't.

Yes, you do.

Well, you can practice now.

I'm sorry, Professor. I wanted to make you a cake.

2 Read and learn.

Present perfect

Use the present perfect to talk about actions in the past that are still true now.

You've made a mess.

Present perfect = *have / has* + past participle

Ever / never

Use *ever* to ask about what someone has done in their life up to now.

Have you ever cleaned a kitchen?

Use *never* to talk about what someone has not done in their life up to now.

I've never made a cake.

3 Complete the sentences. Use *ever* or *never* and the past participle. Irregular verb list Workbook 5 page 118

1 We've never written (write) a play.
2 Have you _____ (see) a giraffe?
3 Carl has _____ (visit) China.
4 Has Emma _____ (play) volleyball?
5 The children have _____ (hear) this story.
6 Has your dad _____ (fly) a plane?

4 Speaking Ask and answer.

ride / a horse | be / in a play | climb / a mountain | swim / in the ocean | write / a song | make / a cake

Have you ever ridden a horse?

No, I haven't. I've never ridden a horse.

10 Unit 1 Present perfect: *ever / never* Complete Grammar Time Exercise 1 on page 118 of Workbook 5.

Lesson Three SB page 10

Grammar 1

Learning outcomes

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

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

Language

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

Materials

CD 06

Oxford iTools Digital classroom • Unit 1 • Grammar 1

Warmer

- With books open, ask students what they remember about Professor and his robot Chip.

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

- Play the recording. Students listen and follow along. Ask the gist question *Is Chip good at cooking?*
- Play the recording again. Ask comprehension questions, e.g. *What has Chip done? Has he ever made a cake?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, he isn't.

2 Read and learn.

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

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

- Ask students to read silently. Look at the example with students and check that they understand the exercise.
- Remind students to use Workbook page 136 to check the regular and irregular past participles.
- Let students complete the exercise, then check answers.

ANSWERS

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

4 Ask and answer.

- Ask two students to read the speech bubbles aloud.
- Check that students understand the exercise. Then ask them to work in pairs.
- Students ask and answer using the prompts in the box.
- Encourage them to make up their own questions using verbs from the list on page 136 of their Workbook.
- Ask a few pairs to ask and answer in front of the class.

Differentiation

Below level:

- Write the verbs on the board and ask students what the past participle should be for each one. Write answers on the board. Students complete the activity.

At level:

- Play *A long sentence* (see page 8) using the present perfect. Say a sentence using *never*, e.g. *I've never been to Australia.* Choose a student. He / She changes the pronoun of the first sentence and adds a new sentence, e.g. *She's never been to Australia and I've never seen an elephant.* That student chooses another student to continue the chain. Continue until someone forgets one of the sentences or makes a mistake.

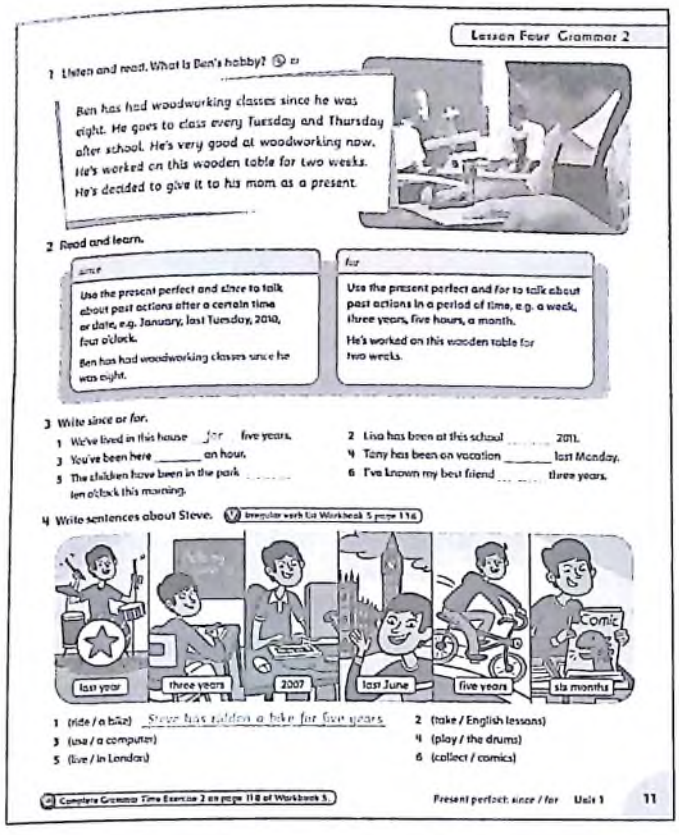
Above level:

- Ask students to think of activities like the ones in the box (a verb and an object). Ask them to write on slips of paper and fold them. Put all the papers into a bag or box. Each student picks one and makes a sentence. Make it a game by splitting the students into teams. Give one point for each correct sentence and a bonus point for including *ever* or *never*. The team with the most points wins.

NOTE Ask students to complete the first Unit 1 Grammar Time exercise on page 118 of the Workbook.

Further practice

Grammar Time, Workbook page 118
Workbook page 8
Online Practice • Unit 1 • Grammar 1



Lesson Four Grammar 2

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

Ben has had woodworking classes since he was eight. He goes to class every Tuesday and Thursday after school. He's very good at woodworking now. He's worked on this wooden table for two weeks. He's decided to give it to his mom as a present.

2 Read and learn.

since

Use the present perfect and since to talk about past actions after a certain time or date, e.g. January, last Tuesday, 2010, four o'clock.

Ben has had woodworking classes since he was eight.

for

Use the present perfect and for to talk about past actions in a period of time, e.g. a week, three years, five hours, a month.

He's worked on this wooden table for two weeks.

3 Write since or for.

1 We've lived in this house for five years.
2 Lisa has been at this school _____ 2011.
3 You've been here _____ an hour.
4 Tony has been on vacation _____ last Monday.
5 The children have been in the park _____ ten o'clock this morning.
6 I've known my best friend _____ three years.

4 Write sentences about Steve. Irregular verb list Workbook 5 page 116

last year | three years | 2007 | last June | five years | six months

1 (ride / a bike) Steve has ridden a bike for five years.
2 (take / English lessons)
3 (use / a computer)
4 (play / the drums)
5 (live / in London)
6 (collect / comics)

Complete Grammar Time Exercise 2 on page 118 of Workbook 5.

Present perfect: since / for Unit 1 11

Lesson Four SB page 11

Grammar 2

Learning outcomes

To use present perfect with *for* and *since*

To identify present perfect with *for* and *since* in a text

To complete sentences with the present perfect and *for* and *since*

Language

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

Extra: *woodwork lessons, wooden table*

Materials

CD 07

Oxford iTools Digital classroom • Unit 1 • Grammar 2

Warmer

- Play *True or false?* (see page 9) to review the present perfect. Say a true or false sentence about yourself using the present perfect, e.g. *I've never eaten pizza.*
- Students call out *True!* or *False!* Take the majority vote and tell them if their guess is correct or not.
- Students say a true or false sentence about themselves.

Lead-in

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

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

- Play the recording. Students listen and follow along.
- Ask the gist question *What is Ben's hobby?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *How often does he have woodwork lessons? Who has he made a present for?*

ANSWER
woodwork

2 Read and learn.

- Focus attention on the rule and example in each text box. Give students a minute to study the rules.
- With books closed, give some more examples and ask comprehension questions. Elicit more examples.

3 Write *since* or *for*.

- Ask students to read the sentences silently. Look at the example and explain that they should complete the sentences with *for* or *since*.
- Let students complete the exercise, then check answers.

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

4 Write sentences about Steve.

- Read the example. Check students know to write the sentences using the prompts and the time markers.
- Remind students to refer to Workbook page 136.
- Let students complete the exercise. Then ask a few students to read their sentences.

Differentiation

Below level:

- Make a chart on the board. Write *since* and *for* on top. Ask students to write in the time phrases. Practice making a few sentences together. Then students work in pairs.

At level:

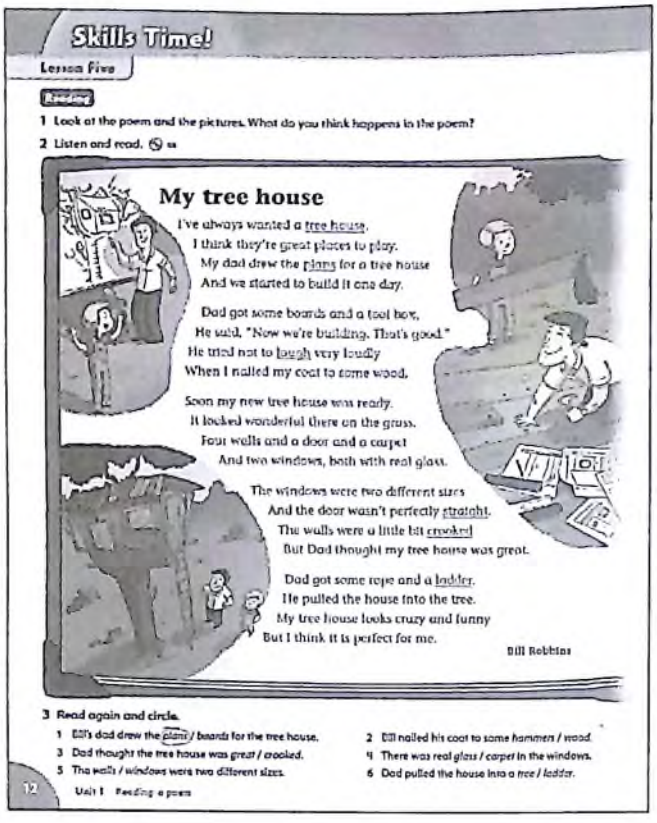
- Students complete the activity.

Above level:

- Ask students to think of more activities and time phrases, e.g. *play soccer / five years old.* Switch partners. Students practice asking and answering again. Monitor and help as needed.

NOTE Ask students to complete the second Unit 1 Grammar Time exercise on page 118 of the Workbook.

Further practice
Grammar Time, Workbook page 118
Workbook page 9
Unit 1 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 1 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 08

My tree house

I've always wanted a tree house.
I think they're great places to play.
My dad drew the plans for a tree house
And we started to build it one day.

Dad got some boards and a tool box,
He said, "Now we're building. That's good."
He tried not to laugh very loudly
When I nailed my coat to some wood.

Soon my new tree house was ready.
It looked wonderful there on the grass.
Four walls and a door and a carpet
And two windows, both with real glass.

The windows were two different sizes
And the door wasn't perfectly straight.
The walls were a little bit crooked
But Dad thought my tree house was great.

Dad got some rope and a ladder.
He pulled the house into the tree.
My tree house looks crazy and funny
But I think it is perfect for me.

Bill Robbins

3 Read again and circle.

1 Bill's dad drew the plans / boards for the tree house.
2 Bill nailed his coat to some hammers / wood.
3 Dad thought the tree house was great / crooked.
4 There was real glass / carpet in the windows.
5 The walls / windows were two different sizes.
6 Dad pulled the house into a tree / ladder.

12 Unit 1 Reading a poem

Lesson Five SB page 12

Skills Time!

Skills development

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

Language

Recycled: vocabulary and structures seen previously

Extra: *grass, walls, door, window*

Materials

CD 08; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 1 • Reading

Warmer

- Review the tool words necessary for the poem by asking questions or giving clues, e.g. *What do you use to cut wood? You can paint a wall with this.*
- Once you have reviewd the words, write the following words in a vertical list on the board: *saw, nail, rope, tray.*
- Ask students to think of as many words as possible that rhyme with the four words. Write them next to each, e.g. *saw, (poor, four), nail, (sail, tail), rope, (soap, boat), tray (play, day).* If necessary, give some examples first.

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

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

2 Listen and read. 08

- Tell students they are going to listen to a poem.
- Play the whole recording as students read along.
- Play the recording again, pausing regularly. Check that students understand and answer any questions. Encourage them to figure out the meaning of new words, including those underlined, through context.
- Ask comprehension questions, e.g. *Who was building the tree house? Is it a good tree house?*
- Compare the predictions made in Exercise 1 with the content of the poem. How many predictions were right?

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example together and explain that they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Assign a target word from the poem to each student. Ask them to draw a picture to illustrate the word's meaning. Tell them to write the word on one side of the paper and the picture on the other, like a flashcard. Give out paper and colored pencils. After students finish drawing, they come up one by one as their classmates identify the words. Monitor, help, and elicit as needed.

At level:

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

Above level:

- In pairs, students prepare two sentences about the poem in Exercise 2. One sentence must be true and the other false. With books closed, students take turns to stand and say their sentence to the class. The class votes on whether the sentence is true or false.

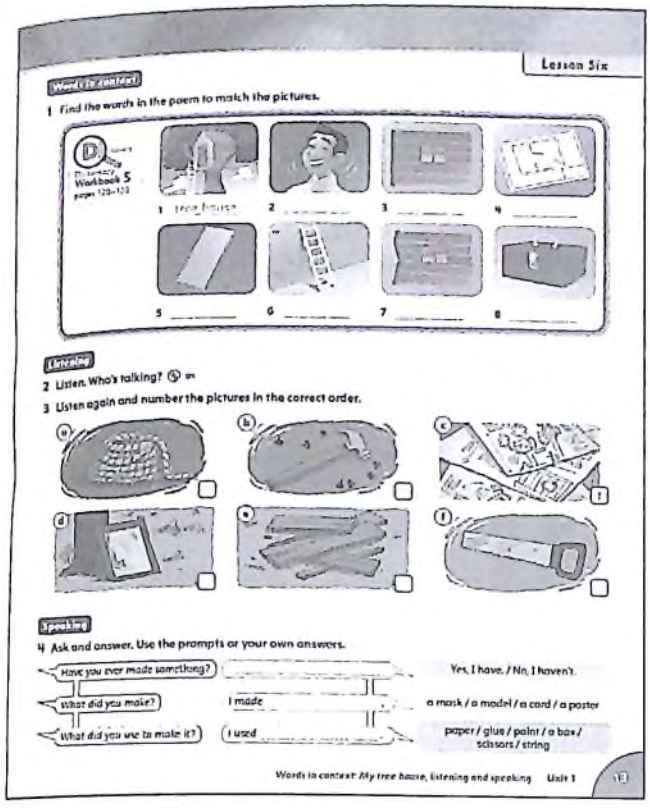
ANSWERS

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

Further practice

Workbook page 10

Online Practice • Unit 1 • Reading


Lesson Six

Words in context

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

Workbook 5

1 tree house 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Listen. Who's talking?

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

Speaking

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

Have you ever made something? — Yes, I have. / No, I haven't.

What did you make? — I made — a mask / a model / a card / a poster

What did you use to make it? — I used — paper / glue / paint / a box / scissors / string

Words in context: My tree house, Listening and speaking Unit 1

Lesson Six SB page 13

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: order objects

Speaking: ask and answer about making things

Language

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

Materials

CD 09

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

Warmer

- Write the first verse of the poem from the previous lesson on the board. Jumble the words in each line:

  house wanted I've a always tree

  places think play I to great they're

  the house plans dad tree My for a drew

  we to one started day And build it
- With books closed, ask students to order the words.

Lead-in

- Ask students what they remember about the poem from the previous lesson.
- Make notes on the board. See how much vocabulary you can elicit.

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

- Turn to the book and look at the pictures in Exercise 1.
- Point to the pictures. Try to elicit the words but model any students can't remember.
- Ask students to look at page 12 and match the underlined words to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

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

2 Listen. Who's talking? 09

- Tell students they are going to hear two children talking about making things. They identify who is talking.
- Play the whole recording. Then elicit the answer from the class. Repeat if necessary.

ANSWER

Bill from the previous lesson and a friend.

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

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to number the pictures as they hear them.

ANSWERS

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

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from them to demonstrate, e.g. *I made a kite.*
- In pairs, students ask and answer the questions.
- Ask a few pairs to ask and answer for the class.

Differentiation

Below level:

- Read the questions aloud to the students. Pause after each one, and ask them to circle their answer from the prompts. Then put students into pairs to complete the activity.

At level:

- Students complete the activity.

Above level:

- After students finish, switch pairs. Ask students to ask and answer about something they have made in the past. If you like, students can also draw what they made. Monitor and elicit as needed.

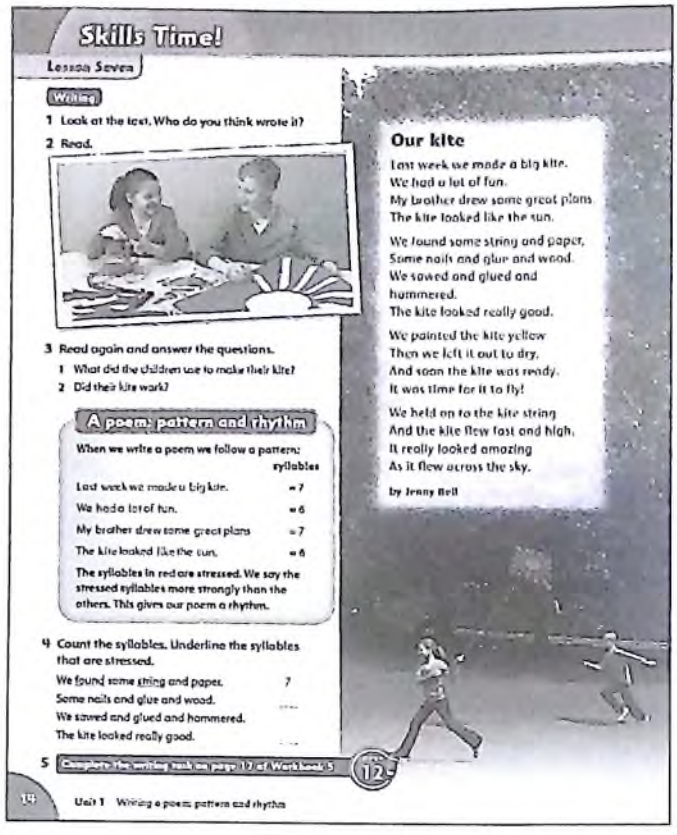
NOTE Students now do the task on Workbook page 11. Review the exercises with them first if necessary. Remind students to consult the Workbook Dictionary pages.

Further practice

Workbook page 11

Unit 1 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 1 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

Our kite

Last week we made a big kite.
We had a lot of fun.
My brother drew some great plans.
The kite looked like the sun.

We found some string and paper,
Some nails and glue and wood.
We sawed and glued and hammered.
The kite looked really good.

We painted the kite yellow.
Then we left it out to dry.
And soon the kite was ready.
It was time for it to fly!

We held on to the kite string
And the kite flew fast and high.
It really looked amazing
As it flew across the sky.

by Jenny Bell

3 Read again and answer the questions.

1 What did the children use to make their kite?
2 Did their kite work?

A poem: pattern and rhythm

When we write a poem we follow a pattern:

	syllables
Last week we made a big kite.	= 7
We had a lot of fun.	= 6
My brother drew some great plans	= 7
The kite looked like the sun.	= 6

The syllables in red are stressed. We say the stressed syllables more strongly than the others. This gives our poem a rhythm.

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

We found some string and paper.	7
Some nails and glue and wood.	...
We sawed and glued and hammered.	...
The kite looked really good.	...

5 Complete the writing task on page 12 of Workbook 5.

12

14 Unit 1 Writing a poem: pattern and rhythm

Lesson Seven SB page 14

Skills Time!

Skills development

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

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

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 1; a copy of the text from poster 1,
Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 1 • Writing

Poster 1: A poem

- Hand out photocopies of the poster to each student.
- Ask students the "Before reading" question on the poster.
- Choose different students to read out the poem.
- Read the three text boxes on the left. Ask students to identify the rhyming words at the end of the lines.
- Read the text box at the top. Ask students to look at the fifth verse and point out that the second and fourth lines start with capital letters but are not new sentences. Ask students to find other examples.
- Before reading the first text box on the right, review syllables. In the first line, separate the syllables in the word *wan / ted* with a line as shown.
- Ask students to come up and do the same with the other two-syllable words in the verse.
- Point to verse five on the poster. Ask students to count the syllables in lines 1 and 3, and 2 and 4.
- Read the second text box on the right and point to the stressed syllables in verse six. Say the verse together paying attention to rhythm and stress.
- Ask the "After reading" questions. Discuss their answers.

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

- Give students a few seconds to read the title and skim the poem, looking for key words only.
- With books closed, ask them who they think wrote it.

2 Read.

- Choose five students. Assign each a verse to read.
- Choose five different students and repeat.
- Discuss the poem and ask comprehension questions, e.g. *What did the children make?*

3 Read again and answer the questions.

- Ask students to read the poem again silently.
- Then ask questions. Give students one or two minutes to check the text if necessary, then check answers.

ANSWERS

1. string, paper, nails, glue, wood, a saw, a hammer, yellow paint **2.** Yes, it did.

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

- Read the rule in the Writing box. Check that students know how to count syllables and identify stressed ones.
- Write *bro-ther* on the board. Say the word, stressing the two separate syllables. Repeat with other examples.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Look at the example together. Read each word aloud. Ask students to clap out the syllables with you. Read the line again and emphasize the stressed syllables. Put children into pairs to complete the activity.

At level:

- Students complete the activity.

Above level:

- Ask students to count the syllables and underline the stressed ones for the whole poem.

ANSWERS

We found some string and paper 7 / Some nails and glue and wood 6 / We sawed and glued and hammered 7 / The kite looked really good 6

5 Complete the writing task on page 12 of Workbook 5.

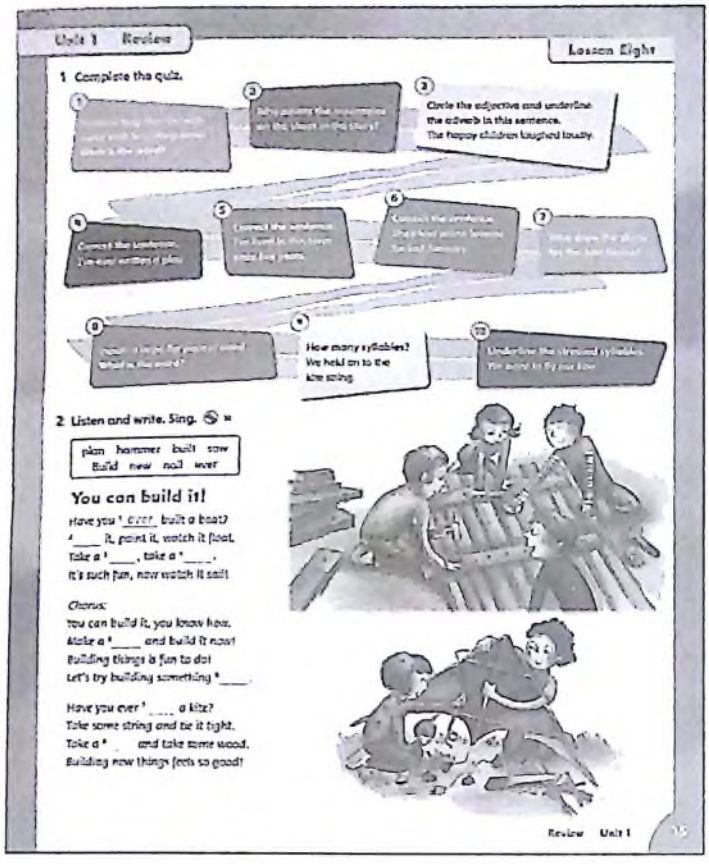
- Students do the writing task on Workbook page 12.

Further practice

Workbook page 12

Unit 1 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 1 • Writing


Unit 1 Review

Lesson Eight

1 Complete the quiz.

2 Listen and write. Sing.

plan hammer built saw
Build new nail ever

You can build it!

Have you ever built a boat?
It, paint it, watch it float.
Take a , take a .
It's such fun, now watch it sail!

Chorus:
You can build it, you know how.
Make a and build it now!
Building things is fun to do!
Let's try building something

Have you ever a kite?
Take some string and tie it tight.
Take a and take some wood.
Building new things feels so good!

Review Unit 1

Lesson Eight SB page 15

Unit 1 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 10

Oxford iTools Digital classroom • Unit 1 • Review

Warmer

- Play *Book race* (see page 8) to review words and structures from the unit.
- Give students 20 seconds find each sentence. Use these phrases from the unit or choose your own:
  I've never made a cake. (Lesson 3)
  What can I do? (Lesson 1)
  Steve has ridden a bike for five years. (Lesson 4)
  What did you use to make it? (Lesson 6)
  He pulled the house into the tree. (Lesson 5)
  Joe has found lots of wood. (Lesson 2)
  As it flew across the sky. (Lesson 7)
  We started working together. (Lesson 5)
- Go through the answers with the class.

1 Complete the quiz.

- Tell the students they are going to do a quiz about the unit. Students can do this individually, in pairs, or in teams.
- Students work with books open to page 15, but they may not refer to the unit when answering the questions.

ANSWERS

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

2 Listen and write. Sing. 10

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

Differentiation

Below level:

- Play *Vanishing verse* (see page 9).

At level:

- Ask students to work in pairs to write their own verse for the song. Together, brainstorm ideas about what to include. Write suggestions on the board. Tell students that they must begin their verse with the line *Have you ever...*, like in the book. Students write the remaining three lines. If time permits, students share with the class. Encourage them to sing.

Above level:

- Extend the "at level" activity by dividing students into groups. Ask each group to write at least two verses to make a new song. Students practice their songs. If time permits, ask the groups to perform them.

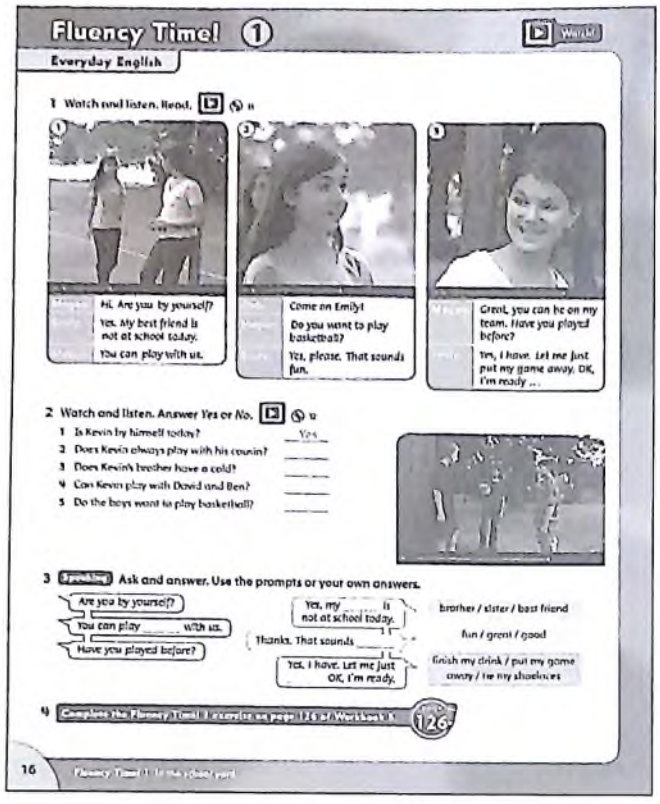
ANSWERS

1. ever 2. Build 3. hammer 4. nail 5. plan
6. new 7. built 8. saw

Further practice

Workbook page 13
Unit 1 test, Assessment and Resource CD-RO
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 1 • Review

Fluency Time! 1



Everyday English SB page 16

Learning outcomes

To learn some useful language for the playground

Language

by yourself; not at school; play with us; Do you want to play basketball?; That sounds fun.

Materials

CD 11–12; Fluency DVD Fluency Time! 1

Oxford iTools Digital classroom • Fluency Time! 1 • Everyday English

Warmer

- Tell the class they are going to learn some useful language for playing on the playground. Ask students how often they play on the playground, who they play with, and what games they play.
- Pre-teach the phrases *by yourself, not at school, play with us* and *That sounds fun.* Ask children *Do you want to (play tennis).* Encourage them to respond with *Yes, please. That sounds fun.* or *No, thanks.*
- Play *Simon Says* with playground activities, e.g. *skip* / play basketball / run / *catch* / *throw* / *hop.*

1 Watch and listen. Read. 11

- Focus on the pictures. Ask students who they see (*Emily and Megan*), where they are (*on a playground*), and what they are doing (*Megan is inviting Emily to play basketball*).
- Play the DVD for children to watch. Play the DVD again for children to listen and read. Encourage them to figure out unknown words from context. Answer questions, then play the recording again, pausing for students to say the dialogue with the DVD.
- Check understanding of the highlighted phrases.
- Ask students to practice the dialogue in pairs. Then invite pairs to act out the dialogue for the class.

2 Watch and listen. Answer *Yes* or *No.* 12

- Focus on the sentences and explain that students should listen and complete them with the words in the box. Check students understand that they will hear the speakers in jumbled order.
- Play the first part of the recording and focus on the example. Then play the rest of the recording, pausing after each item for the students to write their answers.
- Ask students to read out the completed sentences.

ANSWERS

1. Yes 2. No 3. Yes 4. Yes 5. No

3 Ask and answer. Use the prompts or your own answers.

- Ask a volunteer to act out a sample dialogue with you.
- In pairs, children read the example dialogue, and then choose words from the box to act out more dialogues.
- Extend the activity by using other games, e.g. volleyball / tennis / catch, and make new dialogues.
- Invite some pairs to act out their dialogues for the class.

Differentiation

Below level:

- Break the dialogue up into three shorter exchanges. Have students practice the first question and answer a few times, then move on to the other two. Make sure students switch roles for even practice.

At level:

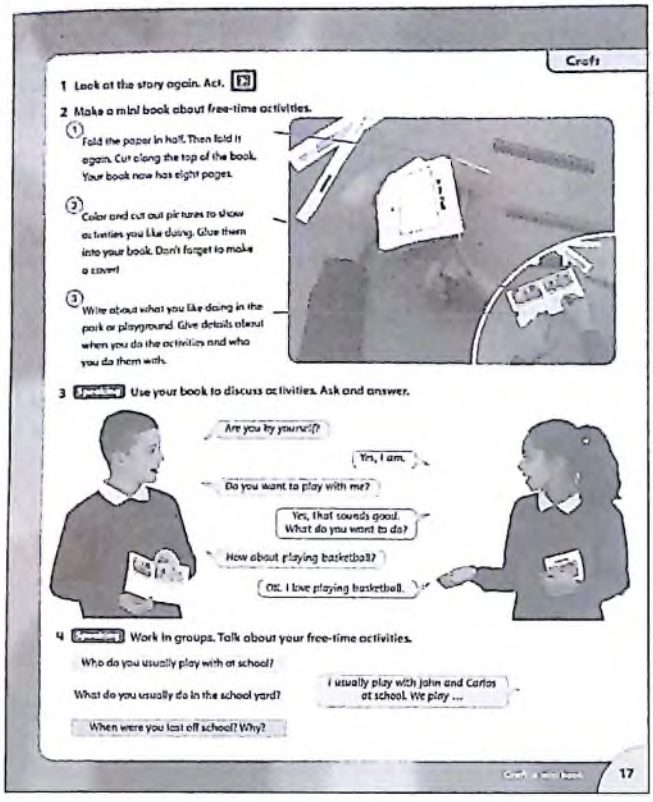
- Play a guessing game. Ask a child to come to the front of the class and mime an activity. The rest of the children take turns to ask *Do you want to (play basketball)?* The child answers *Yes, I do!* or *No, I don't!* The first child to guess the activity can take a turn to mime a different activity for the rest of the class to guess.

Above level:

- Put students into pairs. Ask them to write their own dialogue based on the one in Exercise 3. Have students practice. If time permits, they can role play for the class.

Further practice

Workbook page 14
Everyday English phrase bank, Workbook page 126
Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1



Craft SB page 17

Learning outcomes

To make a mini book

To act out dialogues in the park or playground

Language

by yourself; Do you want to play with me?; What do you want to do?; How about ...?; That sounds fun.

Materials

Fluency DVD Fluency Time! 1 (optional); Fluency Craft 1 (Assessment and Resource CD-ROM) (one set of templates per student); completed mini book; colored pencils, scissors, and glue for each group; photos or pictures of park / playground activities (optional)

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on page 16. Ask students what they remember about the story.
- Play Fluency DVD Fluency Time! 1 Everyday English. If you don't have enough time, read the dialogue on page 16.
- Invite groups of students to act out the dialogue. Encourage them to change details for variation.

2 Make a mini book about free-time activities.

- Focus on the pictures. Ask students what the picture shows (*a child making a mini book*).
- Divide the class into groups. Give each child a copy of the mini book template (see Fluency Craft 1, Assessment and Resource CD-ROM). If the children have brought photos / pictures of park / playground activities to class, ask them to show them to the class and say what activities each photo / picture shows.
- Use the pictures and instructions to help students make mini books. Demonstrate with your completed one.
- Move around the class and ask questions, e.g. *Who's this? Where were you in this photo? What are you doing in this picture?*

NOTE If you do not have time to use photocopies, ask students to draw two or three "photos" and write captions under each one. If you like, ask the children to bring in some real photos or pictures from magazines.

3 Use your book to discuss activities. Ask and answer.

- Focus on the photo. Tell students they are going to make a dialogue in pairs.
- Students then act out dialogues in pairs, taking turns. Encourage them to add language to their dialogues such as *What do you like doing? Do you like playing football? Why don't we ...?*
- Children swap pairs to act out dialogues with new partners.
- Invite some pairs to act out their dialogues for the class.

4 Work in groups. Talk about your free-time activities.

- Put students into groups. Ask them to talk about the activities in their mini books. They can read the questions, or you can ask the questions as prompts.

Differentiation

Below level:

- Put students in groups of three. Ask them to switch mini books. One at a time, students take turns making one sentence about their classmate's free-time activities. Monitor and help as needed.

At level:

- Play a memory game with the mini books. Students pass their books to the child on their left. They look at it for a minute. Then close it and write two sentences about the child who made it, e.g. *Peter goes to the park on Saturdays. He likes skateboarding in the park.* Students give the books back to their owners. Then take turns to read their sentences aloud. The books' owners say if the sentences are correct.

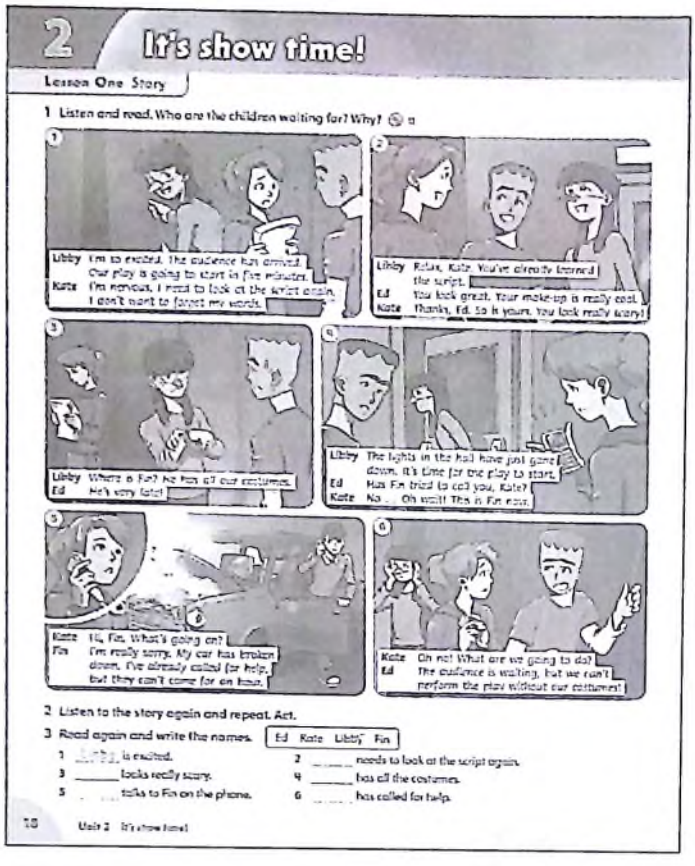
Above level:

- Do the "at level" activity, but ask students to write four sentences.

Further practice

Workbook page 15
Skills test 1 Fluency Time!, Assessment and Resource CD-ROM
Fluency Time! 1, Fluency DVD
Online Practice • Fluency Time! 1

2 It's show time!



Lesson One SB page 18

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 10, 13

Oxford iTools Digital classroom • Unit 2 • Story

Warmer 10

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

Lead-in

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

1 Listen and read. Who are the children waiting for? Why? 13

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

ANSWERS

They are waiting for Fin. He has their costumes.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of four to play the parts of Libby, Kate, Ed, and Fin.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story in their groups, then ask one or two groups to act out the story for the class.

3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to read the sentences and decide which characters they refer to. Students write the correct name: *Ed, Kate, Libby,* or *Fin.*

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook, or online, if possible. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 4.

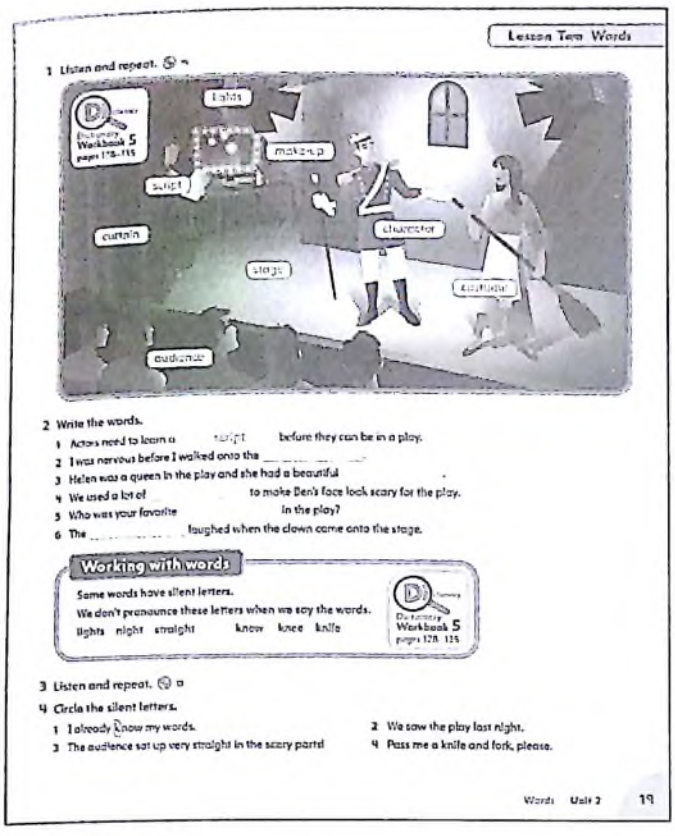
ANSWERS

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

Further practice

Workbook page 16

Online Practice • Unit 2 • Story


Lesson Two Words

1 Listen and repeat.

lights
make-up
script
curtain
character
stage
costume
audience

2 Write the words.
1 Actors need to learn a script before they can be in a play.
2 I was nervous before I walked onto the ____.
3 Helen was a queen in the play and she had a beautiful ____.
4 We used a lot of ____ to make Ben's face look scary for the play.
5 Who was your favorite ____ in the play?
6 The ____ laughed when the clown came onto the stage.

Working with words
Some words have silent letters.
We don't pronounce these letters when we say the words.
lights night straight know knee knife
Dictionary Workbook 5 pages 128–135

3 Listen and repeat.
4 Circle the silent letters.
1 I already know my words.
2 We saw the play last night.
3 The audience sat up very straight in the scary parts!
4 Pass me a knife and fork, please.

Words Unit 2 19

Lesson Two SB page 19

Words

Learning outcomes

To learn words for talking about putting on a play

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

Language

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

Working with words: *lights, night, straight, know, knee, knife* (Student Book); *know, night, knee, light* (Workbook)

Extra: *actors, queen, face, clown*

Materials

CD 14–15

Oxford iTools Digital classroom • Unit 2 • Words

Warmer

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

Lead-in

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

1 Listen and repeat. 14

- Ask students to open their Student Books and look at the picture and words.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words from Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

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

3 Listen and repeat. 15

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

4 Circle the silent letters.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the silent letters.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times. Ask children to identify the silent letters in each word.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

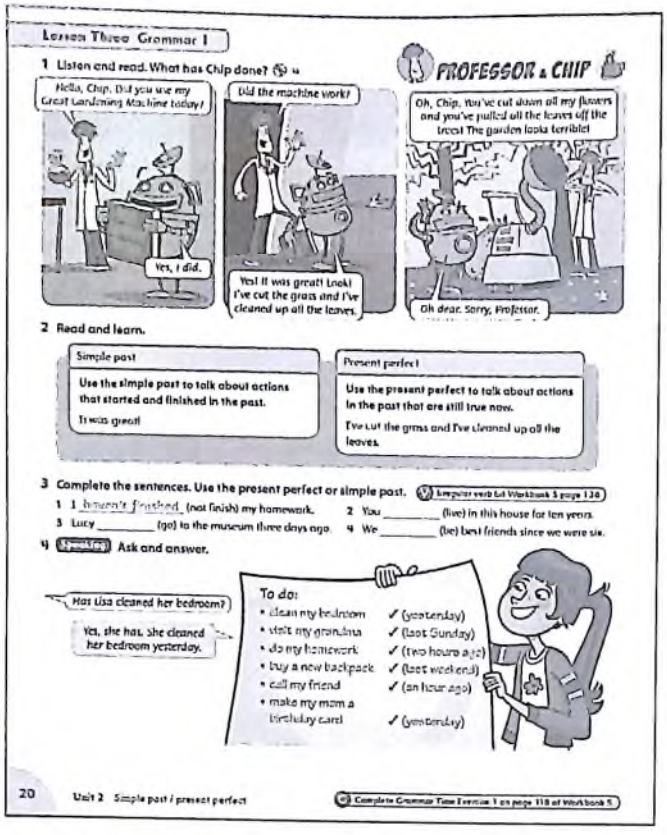
Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. If time permits, ask children to think of other words with silent letters. Have them write them down and give them to you. Continue playing with the new words..

ANSWERS

1. know 2. night 3. straight 4. knife

Further practice
Workbook page 17
Online Practice • Unit 2 • Words



Lesson Three SB page 20

Grammar 1

Learning outcomes

To learn the simple past and present perfect

To complete sentences with the simple past and present perfect

Language

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

Materials

CD 16

Oxford iTools Digital classroom • Unit 2 • Grammar 1

Warmer

- Play *Order the letters* (see page 8) to energize the class and revise the vocabulary from the previous lesson.

Lead-in

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

1 Listen and read. What has Chip done? 16

- Play the recording. Students listen and follow the words in their books. Ask the gist question *What has Chip done?*

ANSWER

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

- Play the recording again. Ask comprehension questions, e.g. *What machine has Chip used? What has he done in the garden? Is Professor pleased?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

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

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the present perfect or simple past form of the verb in brackets.
- Remind students to go to Workbook page 136 and check the simple past and past participle forms of these verbs.

ANSWERS

1. haven't finished 2. 've lived 3. went 4. have been

4 Ask and answer.

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

Differentiation

Below level:

- Look at the box in Exercise 2 again. Ask children to underline all the verbs they see. Elicit whether these are in simple past or present perfect. In pairs, ask them to change the sentences to the other tense. Write the example from Exercise 4 on the board without the verbs. Ask students what they should be. Work together. Then students complete the activity.

At level:

- Students complete the activity.

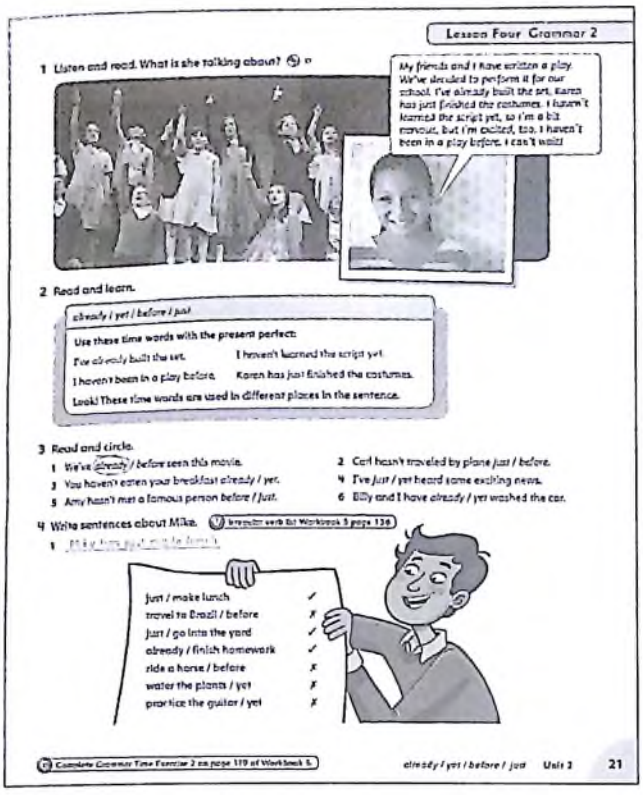
Above level:

- Switch the pairs. Have students ask and answer again using 2nd person, e.g. *Have you cleaned your bedroom?* Encourage students to use other activities and time words that they know.

NOTE Ask students to complete the first Unit 2 Grammar Time exercise on page 118 of the Workbook.

Further practice

Grammar Time, Workbook page 118
Workbook page 18
Online Practice • Unit 2 • Grammar 1


Lesson Four Grammar 2

1 Listen and read. What is she talking about?

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

2 Read and learn.

already / yet / before / just

Use these time words with the present perfect:

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

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

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

3 Read and circle.

1 We've already / before seen this movie.
2 Carl hasn't traveled by plane just / before.
3 You haven't eaten your breakfast already / yet.
4 I've just / yet heard some exciting news.
5 Amy hasn't met a famous person before / just.
6 Billy and I have already / yet washed the car.

4 Write sentences about Mike.

1 Mike has just made lunch.

just / make lunch ✓
travel to Brazil / before ✗
just / go into the yard ✓
already / finish homework ✓
ride a horse / before ✗
water the plants / yet ✗
practice the guitar / yet ✗

already / yet / before / just Unit 2 21

Lesson Four SB page 21

Grammar 2

Learning outcomes

To learn *already, yet, before, just*

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

Language

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

Materials

CD 17

Oxford iTools Digital classroom • Unit 2 • Grammar 2

Warmer

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

Lead-in

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

1 Listen and read. What is she talking about? 17

- Play the recording. Students follow the words in their books. Ask the gist question *What is she talking about?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Who has just finished the costumes? Has she learned the script yet? Has she ever been in a play before?*

2 Read and learn.

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

3 Read and circle.

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

ANSWERS

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

4 Write sentences about Mike.

- Point to Mike's list and then look at the example.
- Check that students understand they have to write present perfect sentences using the prompts.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask children to identify the verbs in the activity. Write them on the board and make a chart with three columns: simple present, simple past, and present perfect. Call different children up, and ask them to fill one verb in. Then students do the activity in pairs.

At level:

- Students complete the activity.

Above level:

- Put students into pairs. Ask students to write sentences about what their partner has and hasn't done. Use the sentences about Mike as a model.

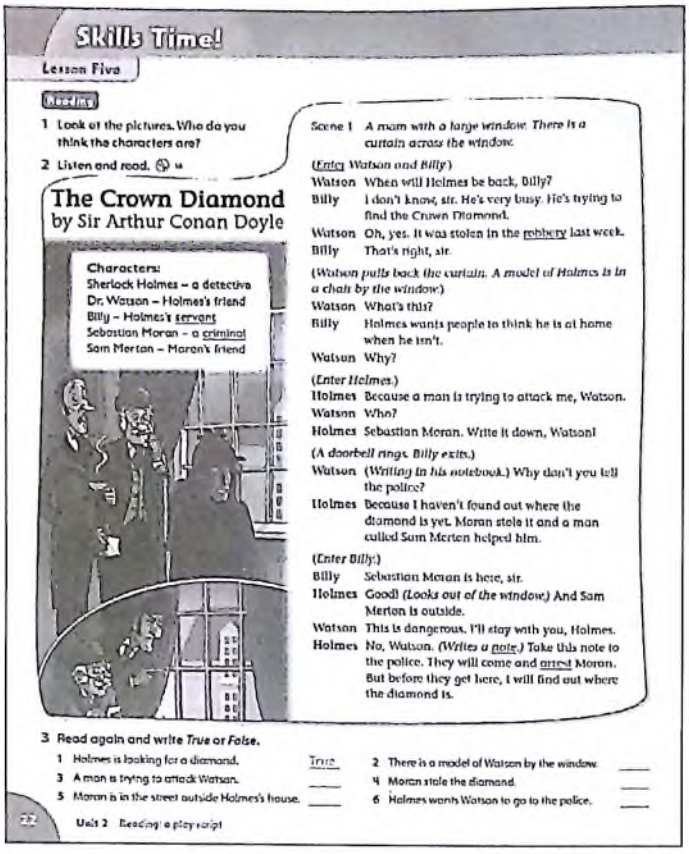
ANSWERS

1. Mike has just made lunch.
2. Mike hasn't traveled to Brazil before.
3. Mike has just gone into the yard.
4. Mike has already finished his homework.
5. Mike hasn't ridden a horse before.
6. Mike hasn't watered the plants yet.
7. Mike hasn't practiced the guitar yet.

NOTE Ask students to complete the second Unit 2 Grammar Time exercise on page 119 of the Workbook.

Further practice

Grammar Time, Workbook page 119
Workbook page 19
Unit 2 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 2 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 18

The Crown Diamond
by Sir Arthur Conan Doyle

Characters:
Sherlock Holmes – a detective
Dr. Watson – Holmes's friend
Billy – Holmes's servant
Sebastian Moran – a criminal
Sam Merton – Moran's friend

Scene 1 *A room with a large window. There is a curtain across the window.*

(*Enter Watson and Billy.*)
Watson When will Holmes be back, Billy?
Billy I don't know, sir. He's very busy. He's trying to find the Crown Diamond.
Watson Oh, yes. It was stolen in the robbery last week.
Billy That's right, sir.

(*Watson pulls back the curtain. A model of Holmes is in a chair by the window.*)
Watson What's this?
Billy Holmes wants people to think he is at home when he isn't.
Watson Why?

(*Enter Holmes.*)
Holmes Because a man is trying to attack me, Watson.
Watson Who?
Holmes Sebastian Moran. Write it down, Watson!

(*A doorbell rings. Billy exits.*)
Watson (*Writing in his notebook.*) Why don't you tell the police?
Holmes Because I haven't found out where the diamond is yet. Moran stole it and a man called Sam Merton helped him.

(*Enter Billy.*)
Billy Sebastian Moran is here, sir.
Holmes Good! (*Looks out of the window.*) And Sam Merton is outside.
Watson This is dangerous. I'll stay with you, Holmes.
Holmes No, Watson. (*Writes a note.*) Take this note to the police. They will come and arrest Moran. But before they get here, I will find out where the diamond is.

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

1 Holmes is looking for a diamond. True
2 There is a model of Watson by the window. ___
3 A man is trying to attack Watson. ___
4 Moran stole the diamond. ___
5 Moran is in the street outside Holmes's house. ___
6 Holmes wants Watson to go to the police. ___

22 Unit 2 Reading: a play script

Lesson Five SB page 22

Skills Time!

Skills development

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

Language

Recycled: vocabulary and structures seen previously

Extra: *attack, model, notebook*

Materials

CD 18

Oxford iTools Digital classroom • Unit 2 • Reading

Warmer

- Play *What's the picture?* (see page 8) with Lesson 2 words.

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

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

2 Listen and read. 18

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

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

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

Differentiation

Below level:

- Simplify the "at level" activity by making it an individual activity and allowing students to keep their books open to find the answers. Check answers together. If time permits, ask children to show you where they found their answers.

At level:

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

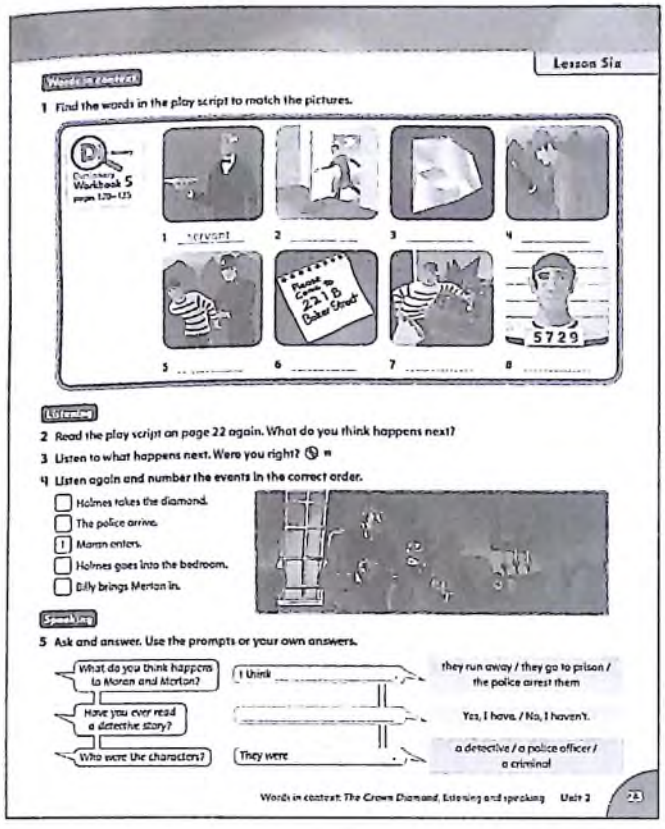
Above level:

- Put students into pairs or groups. Ask them to think of the next five lines in the scene. Monitor and help as needed. If time permits, ask some students to act for the class.

ANSWERS

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

Further practice
Workbook page 20
Online Practice • Unit 2 • Reading


Lesson Six

Words in context

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

Dictionary Workbook 5 pages 120–121

1 servant 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Read the play script on page 22 again. What do you think happens next?

3 Listen to what happens next. Were you right? 19

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

- [ ] Holmes takes the diamond.
- [ ] The police arrive.
- [1] Moran enters.
- [ ] Holmes goes into the bedroom.
- [ ] Billy brings Merton in.

Speaking

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

What do you think happens to Moran and Merton? — I think ... — they run away / they go to prison / the police arrest them

Have you ever read a detective story? — ... — Yes, I have. / No, I haven't.

Who were the characters? — They were ... — a detective / a police officer / a criminal

Words in context: The Crown Diamond, Listening and speaking Unit 2 23

Lesson Six SB page 23

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: order events

Speaking: predict the end of a play

Language

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

Materials

CD 19

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

Warmer

- Play *Wrong word* (see page 9) to energize the class.

Lead-in

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

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

- Ask students to open their books and look at Exercise 1.
- Point to the pictures in turn and remind them that all of these words appeared in the play script in Lesson 5.
- Ask students to go to page 22 and match the underlined words in the play script to the pictures in Exercise 1.

Differentiation

Below level:

- Ask students to close their Student Books, take out their Workbooks, and turn to page 128. Divide students into teams. Tell students you are going to say a word, and they have to find it in the dictionary. Whoever finds it first, gets a point. Say each of the vocabulary words. The team with the most points wins.

At level:

- Play *What's the picture?* (see page 8) with the new words.

Above level:

- Ask students to write a sentence for each of the new words. If time permits, students share with the class.

ANSWERS

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

2 Read the play script on page 22 again. What do you think happens next?

- Tell students to turn to page 22 and look at the script.
- Students read the script silently. Ask them *What do you think happens next?* Write predictions on the board.

3 Listen to what happens next. Were you right?

19

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

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

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

ANSWERS

1. Moran enters. 2. Billy brings Merton in. 3. Holmes goes into the bedroom. 4. Holmes takes the diamond. 5. The police arrive.

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

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

Further practice

Workbook page 21

Unit 2 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 2 • Words in context, Listening, and Speaking


Skills Time!

Lesson Seven

Writing

1 Look at the play script. Who wrote it?

2 Read.

The surprise party

by Emily Collins

Characters:
Katie – a 12-year-old girl
Mom – Katie's mom
Dad – Katie's dad
Robbie – Katie's brother
Children – Katie's friends

Scene 1 Katie's living room.

(Enter Katie.)
Katie: Where is everyone?

(Dad enters, carrying shopping bags.)
Katie: Hello, Dad. What's in those bags?
Dad: Nothing!

(Dad exits quickly. Robbie enters, holding a present.)
Katie: Hello, Robbie.

(Robbie sees Katie and hides the present behind his back.)
Katie: What's that?
Robbie: Nothing!

(Robbie exits, quickly.)
Katie: My family is keeping a secret from me. But what is it?

(Mom enters from the kitchen. She is talking to someone in the kitchen. She sees Katie and stops.)
Katie: Hello, Mom. Who's in the kitchen?
Mom: It's Robbie.
Katie: No, it isn't. I've just seen Robbie.
Mom: Oh, OK. Come out, everyone.

(Children enter, holding presents.)
All: SURPRISE! HAPPY BIRTHDAY, KATIE!

3 Read again and answer the questions.

1 Whose birthday is it?

2 Who was in the kitchen?

A play script

When we write a play script:

- we give a list of characters
  Katie – a 12-year-old girl
  Mom – Katie's mom
  Dad – Katie's dad
- we describe where the scene happens
  Katie's living room.
- we write stage directions in parentheses
  (Enter Katie.)

4 Match.

1 (Enter Mr. Harris.) [a]
2 The street outside Fred's house. [ ]
3 (Takes a photo from his pocket and shows it to Fred.) [ ]
4 Mr. Harris – a policeman
Fred – a 13-year-old boy [ ]

a Stage directions
b Characters
c Scene

5

22

24 Unit 2 Writing a play script

Lesson Seven SB page 24

Skills Time!

Skills development

Writing focus: identify features of a play script

Writing outcome: complete a play script (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 2; a copy of the text from poster 2,
Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 2 • Writing

Warmer

- Play *What's the picture?* (see page 8) to revise vocabulary.

Poster 2: A play script

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

1 Look at the play script. Who wrote it?

- Give students a few seconds to read the title and skim read the play script. Tell them to look for key words only.
- With books closed ask who wrote it. *(Emily Collins)*

2 Read.

- Choose four students to be Katie, Mom, Dad, and Robbie. Ask the rest of the class to play children.
- Ask the students to read the play script to the class.
- Discuss the play script and ask comprehension questions, e.g. *Whose birthday is it?*

3 Read again and answer the questions.

- Ask students to read the play script again silently.
- Then ask the questions in turn.

ANSWERS

1. Katie's 2. Katie's friends

4 Match.

- Before doing the activity, focus on the box entitled *A play script*. Go through the three sections, and explain the different terms (*characters, scene,* and *stage directions*).
- Give students a minute to study the information, then look at the example in Exercise 4.
- Students match items 2 to 4 with the terms a to c.

Differentiation

Below level:

- Make a chart with three columns on the board: stage directions, characters, and scenes. Ask students to fill in the answers based on the play on page 24.

At level:

- Ask children to write a few true and false sentences about the play. In pairs, students switch papers and write *true* or *false* next to each statement. Then switch the papers back to check answers.

Above level:

- Put students into groups. Have them write a short play script. Use the one on the page as a model..

ANSWERS

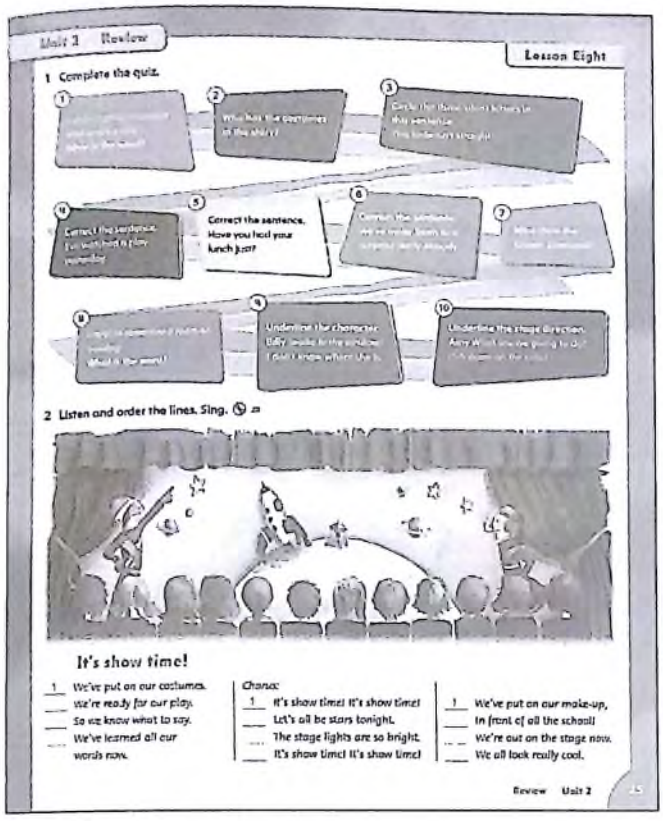
1. a 2. c 3. a 4. b

5 Complete the writing task on page 22 of Workbook 5.

- Students now do the writing task on Workbook page 22.

Further practice

Workbook page 22
Unit 2 Writing skills worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 2 • Writing



Lesson Eight SB page 25

Unit 2 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 18

Oxford iTools Digital classroom • Unit 2 • Review

Warmer

- Play *True or False*? Read out the sentences below. Students listen and call out *True* or *False* (or write *T* or *F* in their notebooks).

  Actors perform plays on a script. (F)
  They wear costumes and make-up. (T)
  There is one silent letter in the word night. (F)
  Chip is Professor's pet hamster. (F)
  Sherlock Holmes is a detective. (T)
  Dr. Watson is Sherlock Holmes's servant. (F)
  Policemen can arrest criminals. (T)
  The Crown Diamond is the name of a stage direction. (F)
- Go through the answers with the class.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 25, but they may not refer to the unit when answering the questions.

ANSWERS

1. audience **2.** Fin **3.** k (knife), gh (straight) **4.** I watched a play yesterday. **5.** Have you just had your lunch? **6.** We've never been to a surprise party before. **7.** Sebastian Moran **8.** enter **9.** Billy **10.** (Sits down on the sofa.)

2 Listen and order the lines. Sing. 20

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

Differentiation

Below level:

- Play a version of *Target words TPR* (see page 8). Assign the words *costume, lights, make-up,* and *stage* to the class. Students must clap, stamp their feet, or do a chosen action when they sing their word. Students sing and do the actions.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. Ask students to work together to fill in the missing words. Play the song again to check answers.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece paper. In their groups, students work together to recall the words of their verse. They write the words on the paper. Students open their books to check answers.

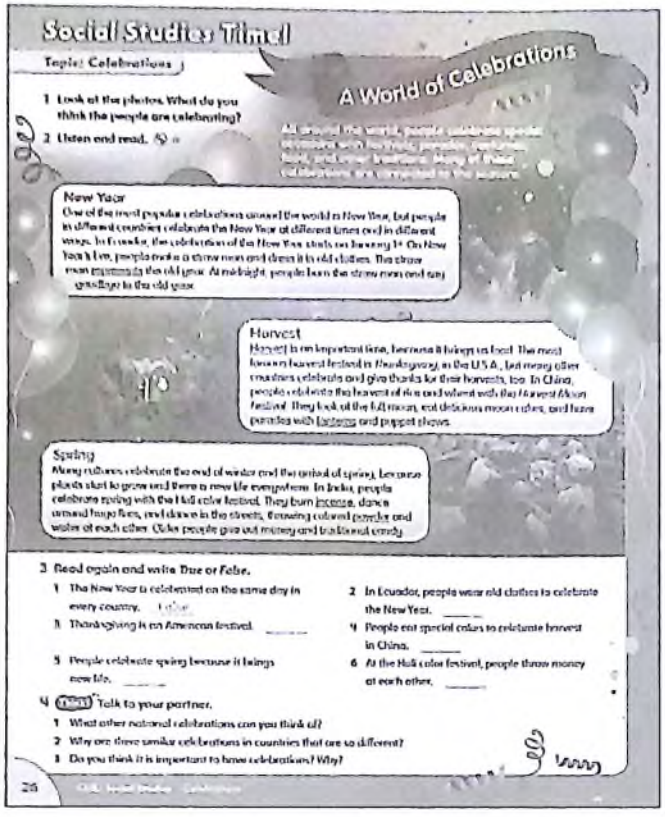
ANSWERS

Verse one: (1) We've put on our costumes. (2) We're ready for our play. (3) We've learned all our words now (4) So we know what to say.
Chorus: (1) It's show time! It's show time! (2) The stage lights are so bright. (3) It's show time! It's show time! (4) Let's all be stars tonight.
Verse two: (1) We've put on our make-up, (2) We all look really cool. (3) We're out on the stage now (4) In front of all the school!

Further practice

Workbook page 21
Unit 2 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 2 • Review

Social Studies Time!


Social Studies Time!

Topic: Celebrations

A World of Celebrations

1 Look at the photos. What do you think the people are celebrating?

2 Listen and read.

New Year

Harvest

Spring

3 Read again and write True or False.

1 The New Year is celebrated on the same day in every country. ____

2 In Ecuador, people wear old clothes to celebrate the New Year. ____

3 Thanksgiving is an American festival. ____

4 People eat special cakes to celebrate harvest in China. ____

5 People celebrate spring because it brings new life. ____

6 At the Holi color festival, people throw money at each other. ____

4 Think! Talk to your partner.

1 What other national celebrations can you think of?

2 Why are there similar celebrations in countries that are so different?

3 Do you think it is important to have celebrations? Why?

26

Topic: Celebrations SB page 26

Learning outcomes

To learn some useful content and language about celebrations

Language

Core: *celebrate, traditions, represents, harvest, lanterns, incense, powder*

Extra: *straw, burn, wheat, full moon, moon cakes, give out*

Materials

CD 21

Oxford Tools Digital classroom • Social Studies Time! • Celebrations

Warmer

Critical Thinking

- Ask students what celebrations they have in their country.

Lead-in

- Tell students that they are going to learn about some celebrations around the world. Ask them what celebrations and traditions they know about from other countries.

1 Look at the photos. What do you think the people are celebrating?

Critical Thinking

- Point to the photos. Ask students to say what they can see in the photos.
- Ask students to say what they think the people in the photos are celebrating. Ask them if / how they celebrate these occasions in their country.

2 Listen and read. 21

- Play the recording for students to listen and follow the text in their Student Books. Elicit / Teach the meanings of any unknown words, or ask students to find the words in their dictionaries.
- Play the recording again. Ask comprehension questions, e.g. *What do people in Ecuador make on New Year's Eve? What do people eat at the Harvest Moon Festival? What do people throw at the Holi color festival?*

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

- Explain that students need to find information in the text to help them decide whether each sentence is true or false. Read out the first sentence and allow students time to look at the text and find the answer.
- Students complete the rest of the activity individually.

ANSWERS

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

4 Think. Talk to your partner.

Critical Thinking

- Read out the questions and elicit suggestions from students around the class.

Collaboration

- Put students in pairs to discuss their answers.
- Have pairs report back to the class.

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Elicit one or two answers or ideas and write them on the board for students to refer to when they discuss the questions in more detail with their groups.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Students complete the activity.

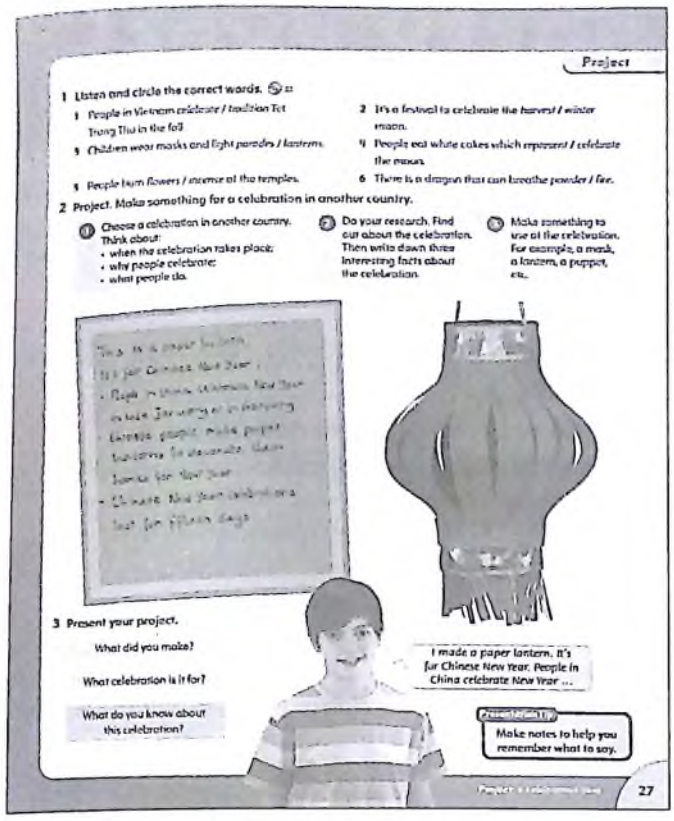
Above level:

- When students have finished discussing the questions, ask them to work in pairs to make a list of celebrations in their country, then discuss what they like best about each celebration (*food, costumes, traditions,* etc).
- Invite pairs to share their ideas with the class, and encourage other students in the class to say whether they like the same things or different things.

Further practice

Workbook page 24

Online Practice • Social Studies Time!



Project SB page 27

Learning outcomes

To listen and circle the correct words

To make something for a celebration in another country

Language

I made a paper lantern. It's for Chinese New Year. People in China celebrate New Year...

Materials

CD 22; paper or card, rulers, pencils, paint, stickers, glitter, scissors, glue

Oxford Tools Digital classroom • Social Studies Time! • Project

Warmer

- Ask students what they can remember about the text on Student Book page 26. Ask them to say which celebration they would most like to attend and why.

1 Listen and circle the correct words. 22

- Explain that students need to listen and decide which word is correct in each sentence.
- Play the recording once through. Play again, pausing after each answer is mentioned so that students have time to think about their answers.
- Check answers with the class.

ANSWERS

1. celebrate 2. harvest 3. lanterns 4. represent 5. incense 6. fire

2 Project. Make something for a celebration in another country.

Creativity

- Explain that students are going to make an item that can be used for a celebration in another country.
- Focus on the instructions. Ask a student to read out the instructions to the class.
- Students choose a celebration and use reference books or the Internet to research it, writing down three interesting facts about their chosen celebration. They then choose what item they want to make, or make a Chinese paper lantern like the one in the Student Book. Ask *What do you need to make (the lantern)?* Elicit *(paper, ruler, pencil, paint, stickers, glitter, scissors, glue).* If students are making items other than the lantern, help them to think of ways to make their items.
- Hand out materials, seating students who are making similar items together Show them how to make each item.
- Students write about their items.

Differentiation

Below level:

- Hand out printed information / books about Chinese New Year. Students can work in small groups to find three facts, then discuss Chinese New Year as a class.
- Have students make a paper lantern in pairs. Hand out paper, rulers, paint, stickers, glitter, scissors, and glue to the students.
- Show students how to make the lantern, as follows:
  - Fold a sheet of paper in half. Draw lines on one side of the folded paper. Leave 2cm between each line and 2cm at the end of the paper.
  - Cut along the lines, then unfold the paper. Fasten the paper into a cylinder and attach a handle made of paper or ribbon.
  - Decorate the lantern with paint, glitter, or stickers.
- Encourage students to write about their lanterns.

At level:

- Students complete the activity.

Above level:

- When students have completed their items, ask them to move around the class, asking and answering questions about each other's items, e.g. *What did you make? How did you make it? What celebration is it for?.*

3 Present your project.

Communication

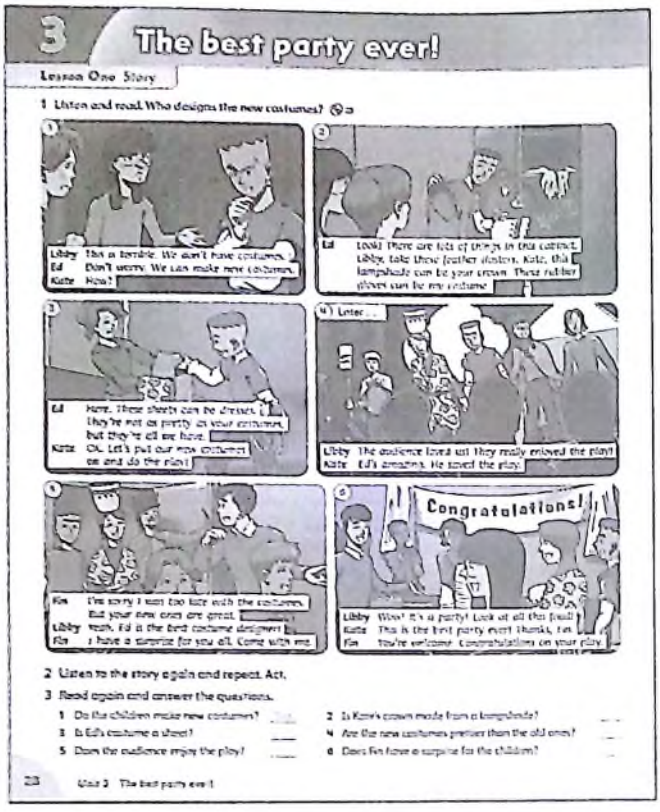
- Put students into groups of three or four. Tell them that they are now going to talk about their projects with each other.
- Demonstrate by either holding up a completed item, or using the example in the Student Book. Talk about the item, as in the example.
- Students talk in groups.
- Invite individual students to stand up and present their projects to the class.

Further practice

Workbook page 25

Online Practice • Social Studies Time!

3 The best party ever!



Lesson One SB page 28

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 23

Oxford iTools Digital classroom • Unit 3 • Story

Warmer

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

1 Listen and read. Who designs the new costumes?

23

- Focus students' attention on the pictures and story. Ask prediction questions *What is Ed thinking about? What is he doing now? What are they wearing?*
- Play the recording. Students listen and follow along.
- Ask the gist question *Who designs the new costumes?*
- Play the recording a second time. Ask more comprehension questions, e.g. *What does Ed find in the cabinet? What is Fin's surprise?*

ANSWER

Ed designs the new costumes.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of four to play Libby, Kate, Ed, and Fin. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording again for students to mime the actions as they listen.
- Let students practice acting out the story. Then ask one or two groups to act out the story for the class.

3 Read again and answer the questions.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to answer the questions with *Yes* or *No*.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Read the "at level" sentences aloud with students. Then they work in pairs to put the sentences in order. Monitor and help as needed.

At level:

- Write the following lines of dialogue on the board. With books closed, ask students to read these sentences describing the story and put them in the correct order: Fin arrives at the Club. (6) / The audience loves the play. (5) / Ed has an idea. (2) / Fin has a surprise for the children. (7) / Ed gives Libby some feather dusters for her costume. (3) / Libby is worried because they don't have their costumes. (1) / Ed gives Kate some sheets for her costume. (4) / Fin takes the children to the party. (8) Students work individually or in pairs. Then check answers on page 28.

Above level:

- Put students into groups. Ask them to re-read "A play script" on page 24. Then they look at the story on page 28 and rewrite it as a play, using page 24 as a model. Students work together to think of a title too. Monitor and help as needed.

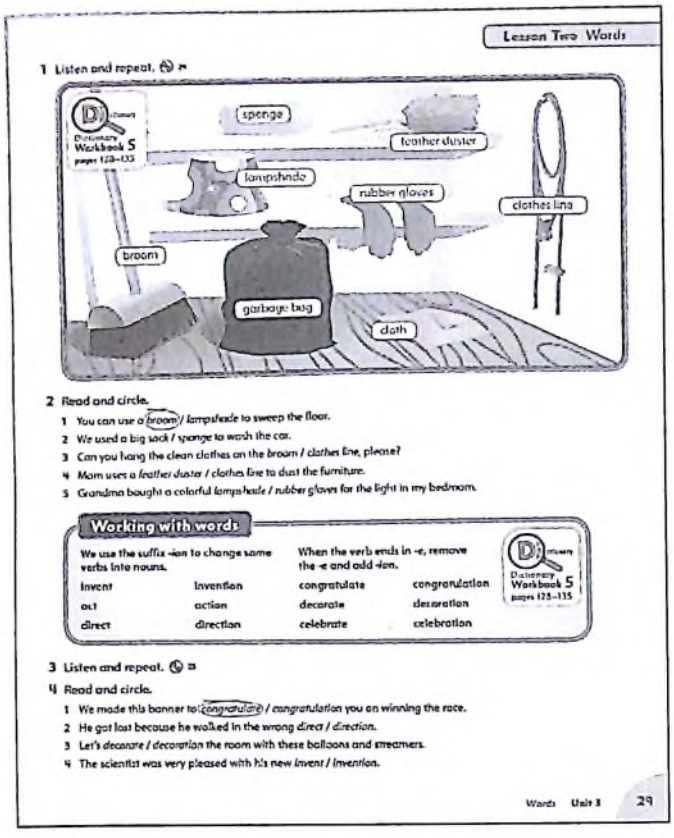
ANSWERS

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

Further practice

Workbook page 26

Online Practice • Unit 3 • Story



Lesson Two Words

1 Listen and repeat.

sponge
feather duster
lampshade
rubber gloves
clothes line
broom
garbage bag
cloth

2 Read and circle.

1 You can use a broom / lampshade to sweep the floor.
2 We used a big sack / sponge to wash the car.
3 Can you hang the clean clothes on the broom / clothes line, please?
4 Mom uses a feather duster / clothes line to dust the furniture.
5 Grandma bought a colorful lampshade / rubber gloves for the light in my bedroom.

Working with words

We use the suffix -ion to change some verbs into nouns.

invent	invention	congratulate	congratulation
act	action	decorate	decoration
direct	direction	celebrate	celebration

When the verb ends in -e, remove the -e and add -ion.

Dictionary Workbook 5 pages 128–135

3 Listen and repeat.

4 Read and circle.

1 We made this banner to congratulate / congratulation you on winning the race.
2 He got lost because he walked in the wrong direct / direction.
3 Let's decorate / decoration the room with these balloons and streamers.
4 The scientist was very pleased with his new invent / invention.

Words Unit 3 29

Lesson Two SB page 29

Words

Learning outcomes

To identify household vocabulary

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

Language

Words: *broom, lampshade, sponge, rubber gloves, clothes line, feather duster, cloth, garbage bag*

Working with words: *invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration* (Student Book and Workbook)

Materials

CD 24–25

Oxford iTools Digital classroom • Unit 3 • Words

Warmer

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

Lead-in

- Ask students to open their books. Focus on the picture in Exercise 1. Ask students if they see anything that was used to make costumes in the previous lesson. (*lampshade, sack, rubber gloves, clothes line, feather duster*)
- Tell students they are now going to learn these words.

1 Listen and repeat. 24

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

2 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Remind students to use the Workbook Dictionary pages.
- Let students complete the exercise then check answers.

ANSWERS

1. broom 2. sponge 3. clothes line 4. feather duster
5. lampshade

3 Listen and repeat. 25

- Before doing the activity, focus students' attention on the *Working with words* section.
- Read the first explanation aloud. Point to the verbs and the corresponding nouns made with the suffix *-ion*.
- Read the second explanation and do the same.
- Ask students to look up the nouns in the Dictionary in their Workbook. Review the meanings together.
- Now play the recording for students to listen and repeat the words chorally.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask students to close their books. Write the verbs from the *Working with words* box on the board. Invite different children to come up and add *-ion* to the words. Remind them to remove the *-e*, if present. Students complete the activity independently.

At level:

- Students complete the activity.

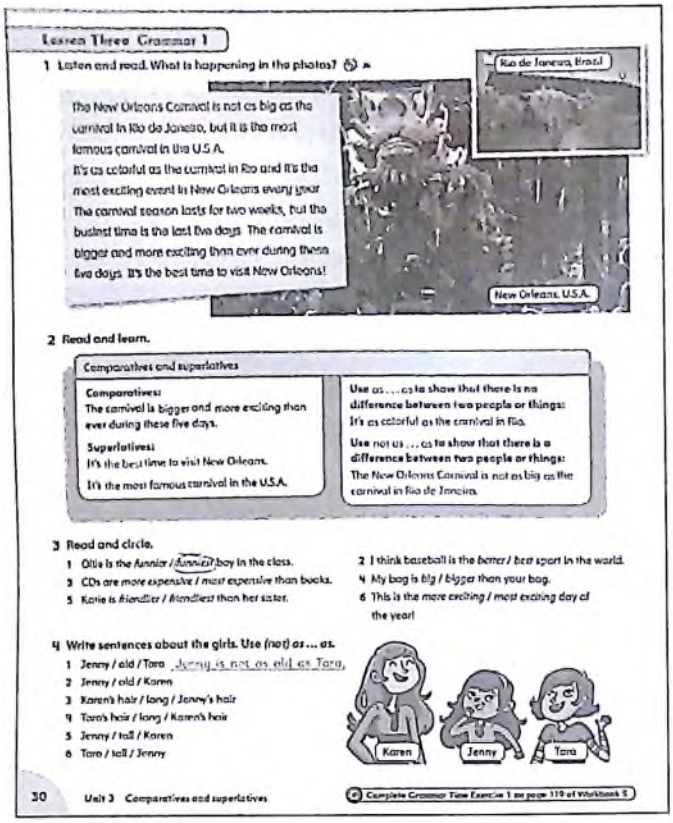
Above level:

- After students finish, ask them to write sentences using the uncircled words from the exercise, e.g. *We put decorations up for the birthday party.*

ANSWERS

1. congratulate 2. direction 3. decorate
4. invention

Further practice
Workbook page 27
Online Practice • Unit 3 • Words



Lesson Three Grammar 1

1 Listen and read. What is happening in the photos? 26

The New Orleans Carnival is not as big as the carnival in Rio de Janeiro, but it is the most famous carnival in the U.S.A.
It's as colorful as the carnival in Rio and it's the most exciting event in New Orleans every year. The carnival season lasts for two weeks, but the busiest time is the last five days. The carnival is bigger and more exciting than ever during these five days. It's the best time to visit New Orleans!

Rio de Janeiro, Brazil

New Orleans, U.S.A.

2 Read and learn.

Comparatives and superlatives

Comparatives:
The carnival is bigger and more exciting than ever during these five days.

Superlatives:
It's the best time to visit New Orleans.
It's the most famous carnival in the U.S.A.

Use as ... as to show that there is no difference between two people or things:
It's as colorful as the carnival in Rio.

Use not as ... as to show that there is a difference between two people or things:
The New Orleans Carnival is not as big as the carnival in Rio de Janeiro.

3 Read and circle.

1 Ollie is the *funnier / funniest* boy in the class.
2 CDs are *more expensive / most expensive* than books.
3 Katie is *friendlier / friendliest* than her sister.
4 My bag is *big / bigger* than your bag.
5 I think baseball is the *better / best* sport in the world.
6 This is the *more exciting / most exciting* day of the year!

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

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

Karen Jenny Tara

30 Unit 3 Comparatives and superlatives

Complete Grammar Time Exercise 1 on page 119 of Workbook 3

Lesson Three SB page 30

Grammar 1

Learning outcomes

To use *as ... as* to show if there is a difference between two people or things or not

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

Language

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

Extra: famous, *colorful, exciting, costume, music*

Materials

CD 26

Oxford iTools Digital classroom • Unit 3 • Grammar 1

Warmer

- Play *A long sentence* (page 8) to energize the class and review vocabulary. Say *I'm going to do the housework and I need a broom.*
- Choose a student to continue the sentence, adding a new word, e.g. *I'm going to do the housework and I need a broom and a feather duster.*
- Continue the game until all the words have been practiced or someone forgets the words in the chain.

Lead-in

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

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

26

- Play the recording. Students follow along.
- Ask the gist question *What is happening in the photos?*
- Play the recording again. Explain any words as necessary.
- Ask comprehension questions, e.g. *Is the New Orleans Carnival as big as the Rio carnival?*

ANSWER

People are wearing costumes and dancing in the street.

2 Read and learn.

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

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.

ANSWERS

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

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

- Point to the picture of the girls and look at the example. Check students understand they have to write comparative sentences using *not as ... as* or *as ... as.*
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Write the example on the board with two blanks for *as*. Elicit the comparative with *as...as* to complete the sentence. Work together to make the sentences. Say them aloud and have children repeat. Then students complete the activity. Monitor and elicit as needed.

At level:

- Students complete the activity.

Above level:

- Put students into groups of three. Ask them to write sentences about their group with *as...as*. Use Exercise 4 as a model. If time permits, students share with the class.

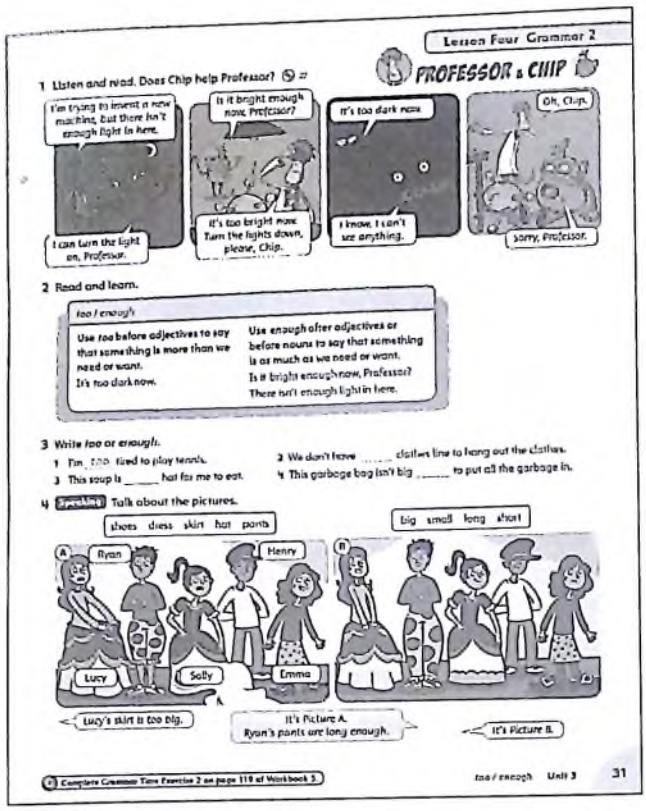
ANSWERS

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

NOTE Ask students to complete the first Unit 3 Grammar Time exercise on page 119 of the Workbook.

Further practice

Grammar Time, Workbook page 119
Workbook page 28
Online Practice • Unit 3 • Grammar 1



Lesson Four SB page 31

Grammar 2

Learning outcomes

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

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

To complete sentences using *too* or *enough*

Language

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

Materials

CD 27

Oxford iTools Digital classroom • Unit 3 • Grammar 2

Warmer

- Play *Lip reading* (see page 8) to review the Lesson 2 words.

Lead-in

- With books open, ask students what they remember about Professor and his robot Chip.

1 Listen and read. Does Chip help Professor? 27

- Play the recording. Students follow along.
- Ask the gist question *Does Chip help Professor?*
- Play it again. Ask comprehension questions, e.g. *Why can't Professor see? How does Chip try to help?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, he doesn't.

2 Read and learn.

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

3 Write *too* or *enough*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *too* or *enough*.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Simplify the "at level" activity by putting children into two groups, one for *too* and the other for *enough*. If they hear their word, they raise their hands. If not, they sit still. Monitor and help as needed.

At level:

- Tell students you are going to read some sentences aloud. They must clap once when they hear the word *too* and twice when they hear the word *enough*. Read these sentences: *Those shoes are too expensive. / There aren't enough costumes. / Is that coat warm enough? / It's too hot in here. / This pizza is too big. / Do you have enough money?* Read the sentences again in a different order and faster.

Above level:

- Ask students to write the sentences as you say them. Extend the activity by asking students to write two sentences of their own, with *too* and *enough*. If time permits, collect and read these. Clap as before.

ANSWERS

1. too 2. enough 3. too 4. enough

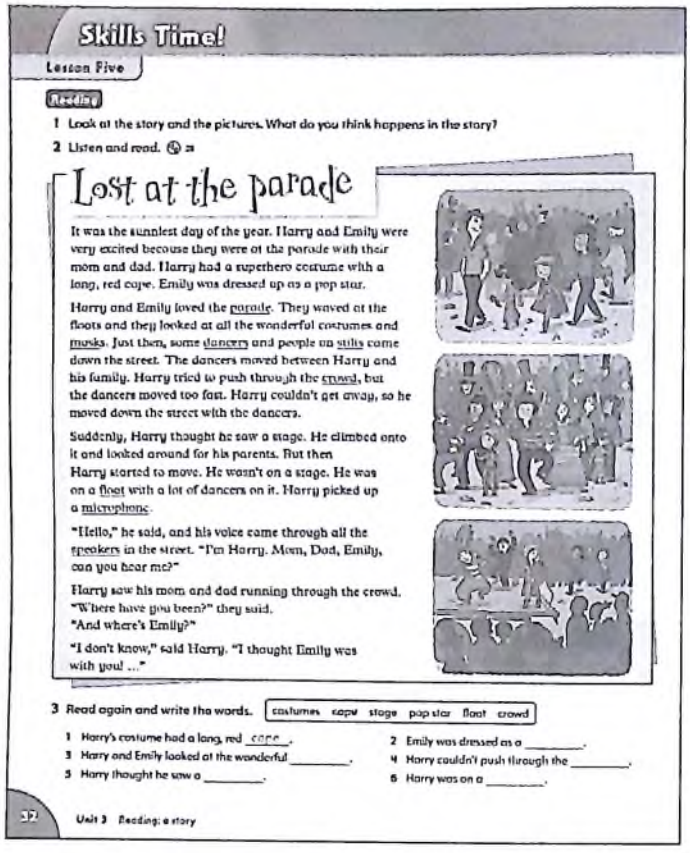
4 Talk about the pictures.

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

NOTE Ask students to complete the second Unit 3 Grammar Time exercise on page 119 of the Workbook.

Further practice

Grammar Time, Workbook page 119
Workbook page 29
Unit 3 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 3 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 28

Lost at the parade

It was the sunniest day of the year. Harry and Emily were very excited because they were at the parade with their mom and dad. Harry had a superhero costume with a long, red cape. Emily was dressed up as a pop star.

Harry and Emily loved the parade. They waved at the floats and they looked at all the wonderful costumes and masks. Just then, some dancers and people on stilts came down the street. The dancers moved between Harry and his family. Harry tried to push through the crowd, but the dancers moved too fast. Harry couldn't get away, so he moved down the street with the dancers.

Suddenly, Harry thought he saw a stage. He climbed onto it and looked around for his parents. But then Harry started to move. He wasn't on a stage. He was on a float with a lot of dancers on it. Harry picked up a microphone.

"Hello," he said, and his voice came through all the speakers in the street. "I'm Harry. Mom, Dad, Emily, can you hear me?"

Harry saw his mom and dad running through the crowd. "Where have you been?" they said.
"And where's Emily?"

"I don't know," said Harry. "I thought Emily was with you! ..."

3 Read again and write the words. costumes cape stage pop star float crowd

1 Harry's costume had a long, red cape.
2 Emily was dressed as a _____.
3 Harry and Emily looked at the wonderful _____.
4 Harry couldn't push through the _____.
5 Harry thought he saw a _____.
6 Harry was on a _____.

32 Unit 3 Reading: a story

Lesson Five SB page 32

Skills Time!

Skills development

Reading: read a story "Lost at the parade"; complete sentences with the correct words

Language

Recycled: vocabulary and structures seen previously

Extra: *superhero, dressed up, waved, crowd*

Materials

CD 28; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 3 • Reading

Warmer

- Divide the class into groups of four. Tell students you are going to ask them questions about the New Orleans Carnival.
- Write the following questions on the board. With books closed, students work together to answer the questions.
  Where is the New Orleans Carnival? (the U.S.A.)
  Is it the biggest carnival in the world? (No)
  Is it as colorful as the Rio Carnival? (Yes)
  When is the busiest time? (the last five days)
- Go through the answers with the class.
- Tell students they are now going to read a story about a carnival.

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

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

2 Listen and read. 28

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

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the box.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Assign a target word from the story to each student. Ask them to draw a picture to illustrate the word's meaning. Tell them to write the word on one side of the paper and the picture on the other, like a flashcard. Give out paper and colored pencils. After students finish drawing, they come up one by one as their classmates identify the words. Monitor, help, and elicit as needed.

At level:

- Play *Guess the word* (see page 8) using the new words from the story. Monitor the activity and help where necessary.

Above level:

- Ask students to think about a time they got lost and write a few sentences about it. If time permits, students can illustrate their story and / or share with the class.

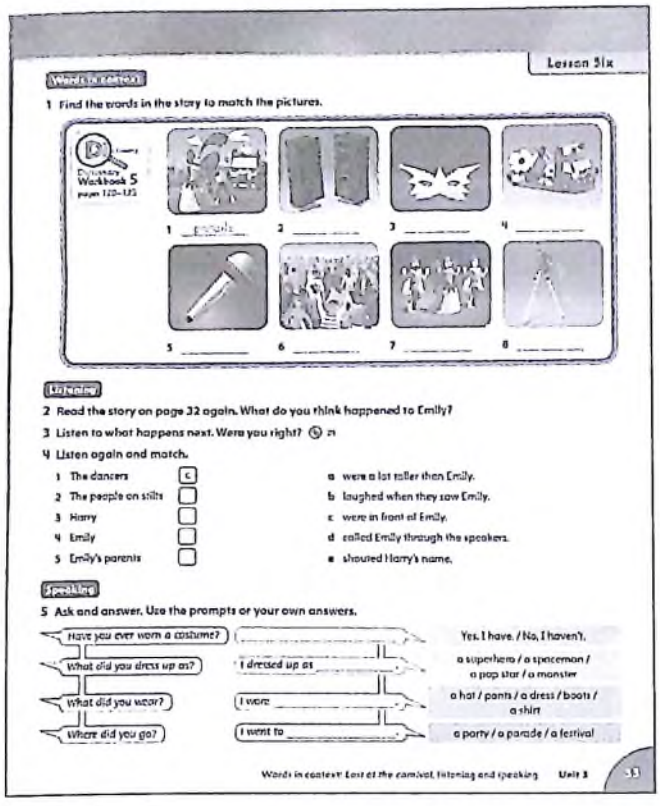
ANSWERS

1. cape 2. pop star 3. costumes 4. crowd
5. stage 6. float

Further practice

Workbook page 30

Online Practice • Unit 3 • Reading



Lesson Six

Words in context

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

Dictionary Workbook 5 page 120–121

1 parade 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Read the story on page 32 again. What do you think happened to Emily?

3 Listen to what happens next. Were you right? 29

4 Listen again and match.

1 The dancers c
2 The people on stilts
3 Harry
4 Emily
5 Emily's parents

a were a lot taller than Emily.
b laughed when they saw Emily.
c were in front of Emily.
d called Emily through the speakers.
e shouted Harry's name.

Speaking

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

Have you ever worn a costume? (_____) Yes, I have. / No, I haven't.
What did you dress up as? I dressed up as _____ a superhero / a spaceman / a pop star / a monster
What did you wear? I wore _____ a hat / pants / a dress / boots / a shirt
Where did you go? I went to _____ a party / a parade / a festival

Words in context: Lost at the carnival, listening and speaking Unit 3 33

Lesson Six SB page 33

Skills Time!

Skills development

Dictionary: discover meanings of words in context

Listening: predict and listen for descriptions

Speaking: ask and answer about wearing costumes

Language

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

Materials

CD 29; paper and colored pencils (optional)

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

Warmer

- With books closed, ask students what they remember about the previous story.

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

- Ask students to open their books and look at the pictures in Exercise 1.
- Point to each picture and remind them that all of these words appeared in the story in Lesson 5.
- Ask students to turn to page 32 and match the underlined words to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary.

Differentiation

Below level:

- Ask each student to look up a word in the Workbook Dictionary. Give out paper and colored pencils. Tell children to write the definition on one side and draw a picture on the other. When they are finished, each child holds up the picture for others to guess the word.

At level:

- Play *What's the picture?* (see page 8).

Above level:

- Play *A long sentence* (see page 8). Start the sentence with *I'm going to the parade, and I'm going to...* Ask children to say what they will see or hear, e.g. *see floats.* Use the vocabulary words and other words they know. Monitor and help as needed.

ANSWERS

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

2 Read the story on page 32 again. What do you think happened to Emily?

- Tell students to go to page 32. Students read silently.
- Ask them *What do you think happened to Emily?* Encourage predictions. Write them on the board.

3 Listen to what happens next. Were you right?

29

- Tell students they are going to hear what happens next. Play the whole recording. Ask comprehension questions.
- Play the recording again, pausing if necessary.
- Ask what happened to Emily. Make notes on the board and see if their predictions were right.

ANSWERS

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

4 Listen again and match.

- Tell students they are going to hear the recording again.
- Then play the recording again, pausing for students to match the sentence halves.

ANSWERS

1. c 2. a 3. d 4. e 5. b

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

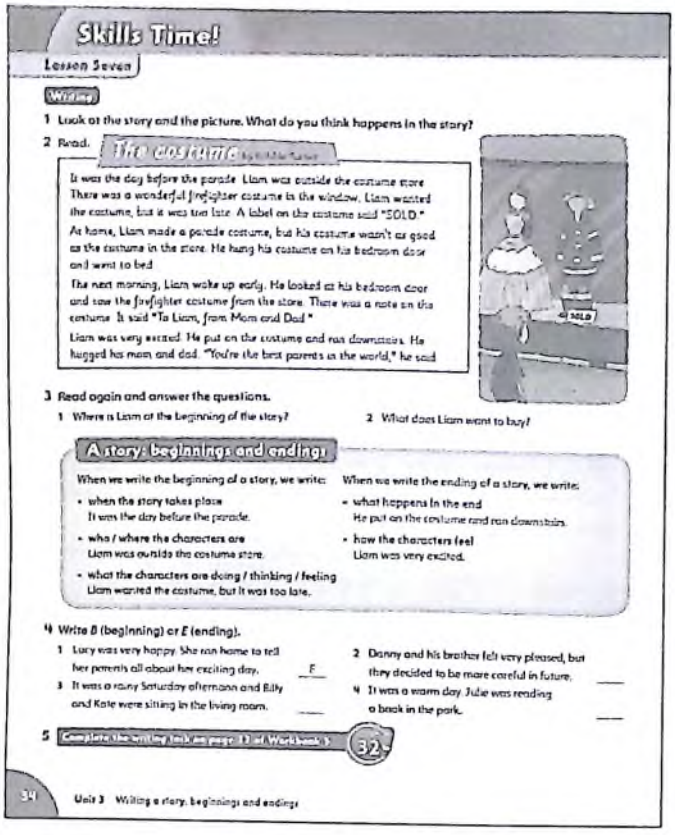
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- In pairs, students take turns to ask and answer.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 31

Unit 3 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 3 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

The costume

It was the day before the parade. Liam was outside the costume store. There was a wonderful firefighter costume in the window. Liam wanted the costume, but it was too late. A label on the costume said "SOLD."

At home, Liam made a parade costume, but his costume wasn't as good as the costume in the store. He hung his costume on his bedroom door and went to bed.

The next morning, Liam woke up early. He looked at his bedroom door and saw the firefighter costume from the store. There was a note on the costume. It said "To Liam, from Mom and Dad."

Liam was very excited. He put on the costume and ran downstairs. He hugged his mom and dad. "You're the best parents in the world," he said.

3 Read again and answer the questions.

1 Where is Liam at the beginning of the story?

2 What does Liam want to buy?

A story: beginnings and endings

When we write the beginning of a story, we write:
- when the story takes place
  It was the day before the parade.
- who / where the characters are
  Liam was outside the costume store.
- what the characters are doing / thinking / feeling
  Liam wanted the costume, but it was too late.

When we write the ending of a story, we write:
- what happens in the end
  He put on the costume and ran downstairs.
- how the characters feel
  Liam was very excited.

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

1 Lucy was very happy. She ran home to tell her parents all about her exciting day. E

2 Danny and his brother felt very pleased, but they decided to be more careful in future. ___

3 It was a rainy Saturday afternoon and Billy and Kate were sitting in the living room. ___

4 It was a warm day. Julie was reading a book in the park. ___

5 Complete the writing task on page 32 of Workbook 5. 32

34 Unit 3 Writing a story: beginnings and endings

Lesson Seven SB page 34

Skills Time!

Skills development

Writing focus: identify compound sentences

Writing outcome: write a story (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 3; a copy of the text from poster 3,
Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 3 • Writing

Poster 3: A story

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

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

- Ask students to look at the picture. Give them a few seconds to read the title and skim the story.
- With books closed, ask them who they think wrote it.

2 Read.

- Read the text aloud. Then choose different students to read sections of the text. Repeat as necessary.
- Discuss the story and ask comprehension questions, e.g. *What costume did Liam see in the store window?*

3 Read again and answer the questions.

- Ask students to read the story again silently.
- Then ask questions. Give students one or two minutes to check the story.

ANSWERS

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

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

- Before doing the activity, focus students' attention on the text box entitled *A story: beginnings and endings*.
- Review the explanations and examples for the beginnings and endings of stories together. Ask them to find examples.
- Now ask students to look at items 1–4 in the exercise.
- Check that students know to read the sentences and decide if they come from the beginning or ending. They write *B* (beginning) or *E* (ending) for each sentence.

Differentiation

Below level:

- Look at the example together. Ask students why it is an ending. Make questions with the rules in the box, e.g. *Does it tell us when the story takes place?* (*No*) After going through the questions, children complete the activity.

At level:

- Students complete the activity.

Above level:

- Ask students to look at the story on page 32. Using the questions on page 34, ask children to talk about what happens at the beginning and end.

ANSWERS

1. E 2. E 3. B 4. B

5 Complete the writing task on page 32 of Workbook 5.

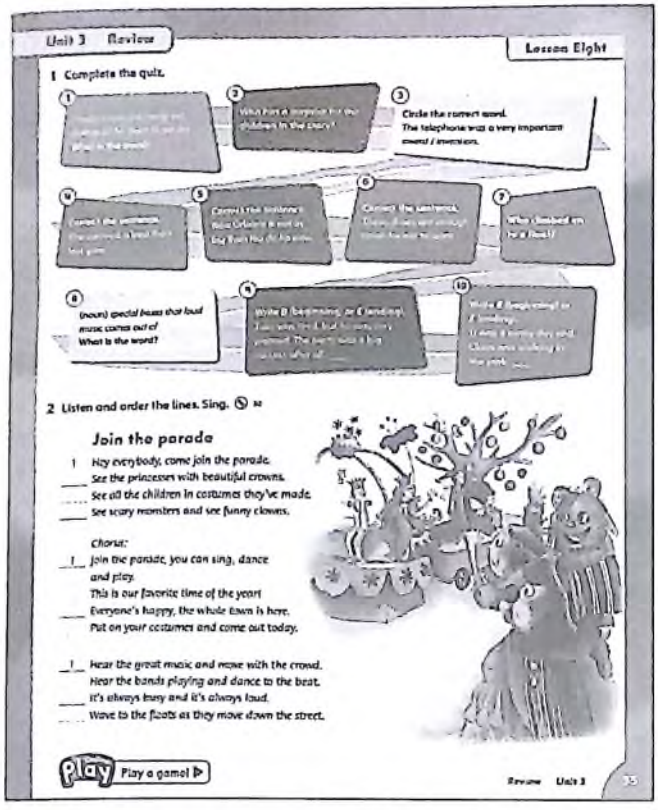
- Students now do the writing task on Workbook page 32. Review the exercises first if necessary.

Further practice

Workbook page 32

Unit 3 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice• Unit 3 • Writing



Lesson Eight SB page 35

Unit 3 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 30

Oxford iTools Digital classroom • Unit 3 • Review

Warmer

- Write the following sentences on the board. Tell students that each sentence contains a grammatical mistake. Ask students to correct them.
  It's enough dark in here. (too dark)
  It's the larger festival in the U.S.A.. (largest)
  These pants are enough long. (too long)
  This is the better party ever. (best)
  My costume is as good than your costume. (better)
  I want to give you an invite to my party. (invitation)
- Students come to the board and correct the sentences.

1 Complete the quiz.

- Students can do this individually, in pairs, or in teams. Tell the students they are going to do a quiz based on the unit.
- Students work with books open to page 35, but they may not refer back when answering the questions.

Differentiation

Below level:

- Play *Book race* (see page 8) using words or phrases from the unit. If you like, make it a game by dividing students into teams. Give one point for each correct answer. The team with the most points wins.

At level:

- Play *Wrong word* (see page 8) with sentences about the people and things from the unit: *Ed made new shoes from household things. (costumes) / The New Orleans Carnival is bigger than the one in Rio. (not as big as) / Jenny is taller than Karen. (not as tall as) / Is it dark enough now, Professor? (bright) / Harry wore a long, red dress. (cape) / Harry picked up a mask. (microphone).*
- Go through the answers with the class.

Above level:

- Extend the "at level" activity by asking students to write 2–3 sentences of their own with a wrong word. Students come to the front and read their sentences. Their classmates guess the answers. Monitor and help as needed.

ANSWERS

1. clothes line 2. Fin 3. invention 4. The carnival is better than last year 5. New Orleans is not as big as Rio 6. These shoes are too small for me to wear 7. Harry 8. speakers 9. E (ending) 10. B (beginning)

2 Listen and order the lines. Sing. 30

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

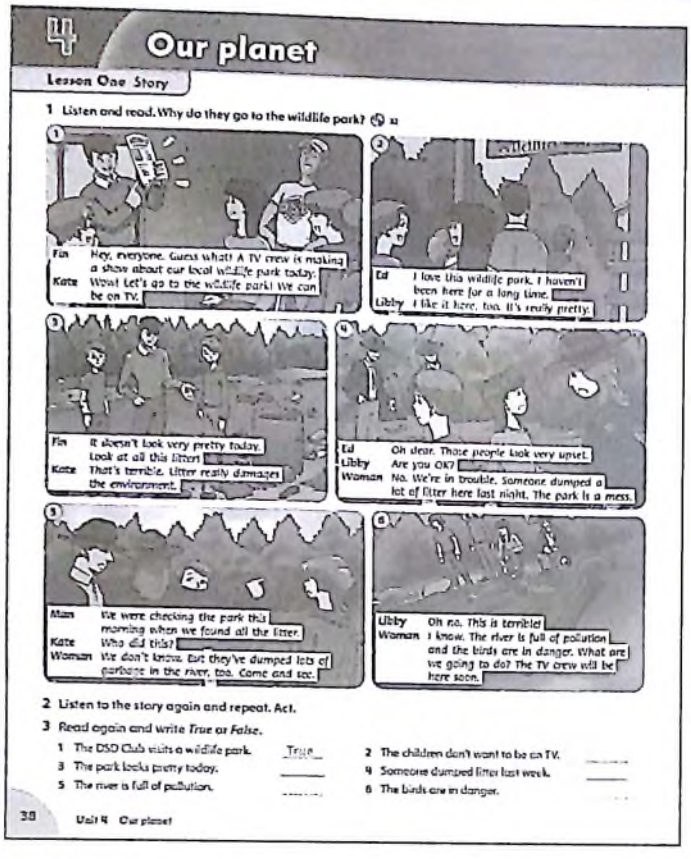
ANSWERS

Verse one: (1) Hey everybody, come join the parade. (2) See all the children in costumes they've made. (3) See the princesses with beautiful crowns. (4) See scary monsters and see funny clowns.
Chorus: (1) Join the parade, you can sing, dance, and play. (2) Put on your costumes and come out today. (3) Everyone's happy, the whole town is here. (4) This is our favorite time of the year!
Verse two: (1) Hear the great music and move with the crowd. (2) It's always busy and it's always loud. (3) Hear the bands playing and dance to the beat. (4) Wave to the floats as they move down the street.

Further practice

Workbook page 33
Unit 3 test, Assessment and Resource CD-ROM
Progress test 1, Assessment and Resource CD-ROM
Skills test 1, Assessment and Resource CD-ROM
Values worksheet 1, Units 1–3, Assessment and Resource CD-ROM
Writing portfolio 1 worksheet, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice• Unit 3 • Review

4 Our planet


4 Our planet

Lesson One Story

1 Listen and read. Why do they go to the wildlife park? 32

Fin Hey, everyone. Guess what! A TV crew is making a show about our local wildlife park today.
Kate Wow! Let's go to the wildlife park! We can be on TV.
Ed I love this wildlife park. I haven't been here for a long time.
Libby I like it here, too. It's really pretty.
Fin It doesn't look very pretty today. Look at all this litter.
Kate That's terrible. Litter really damages the environment.
Ed Oh dear. Those people look very upset.
Libby Are you OK?
Woman No. We're in trouble. Someone dumped a lot of litter here last night. The park is a mess.
Man We were checking the park this morning when we found all the litter.
Kate Who did this?
Woman We don't know. But they've dumped lots of garbage in the river, too. Come and see.
Libby Oh no. This is terrible!
Woman I know. The river is full of pollution and the birds are in danger. What are we going to do? The TV crew will be here soon.

2 Listen to the story again and repeat. Act.

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

1 The DSD Club visits a wildlife park. True
2 The children don't want to be on TV. _____
3 The park looks pretty today. _____
4 Someone dumped litter last week. _____
5 The river is full of pollution. _____
6 The birds are in danger. _____

38 Unit 4 Our planet

Lesson One SB page 38

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 30, 32

Oxford iTools Digital classroom • Unit 4 • Story

Warmer 30

- Tell students they are going to sing the song *Join the parade* from Lesson 8 in the previous unit.
- Play the song with books open. Students sing along.

Lead-in

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

1 Listen and read. Why do they go to the wildlife park? 32

- Focus students' attention on the pictures and the story. Ask prediction questions. Ask *Where are the children going? Why are those people upset?*
- Play the recording. Students listen and follow along.
- Ask the gist question *Why do they go to the wildlife park?*
- Play the recording again. Ask more questions to check comprehension, e.g. *Why doesn't the wildlife park look pretty? Where have people dumped litter?*

ANSWER

They want to be on TV.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play Fin, Kate, Ed, Libby, Man, and Woman.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story in their groups. Then ask one or two groups to act out the story for the class.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook, or elsewhere. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 4.

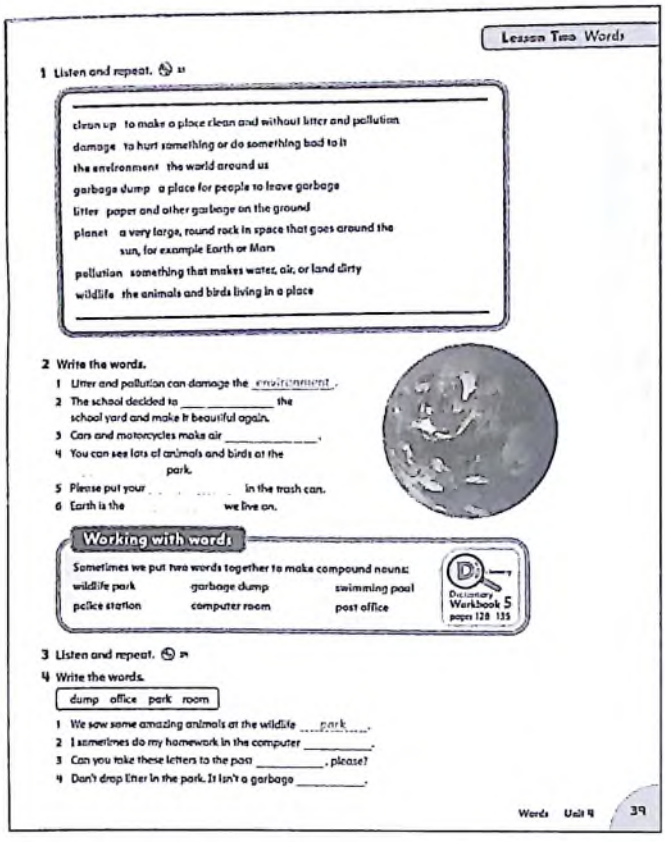
ANSWERS

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

Further practice

Workbook page 34

Online Practice • Unit 4 • Story



Lesson Two Words

1 Listen and repeat. 33

clean up to make a place clean and without litter and pollution
damage to hurt something or do something bad to it
the environment the world around us
garbage dump a place for people to leave garbage
litter paper and other garbage on the ground
planet a very large, round rock in space that goes around the sun, for example Earth or Mars
pollution something that makes water, air, or land dirty
wildlife the animals and birds living in a place

2 Write the words.

1 Litter and pollution can damage the environment.
2 The school decided to _____ the school yard and make it beautiful again.
3 Cars and motorcycles make air _____.
4 You can see lots of animals and birds at the _____ park.
5 Please put your _____ in the trash can.
6 Earth is the _____ we live on.

Working with words

Sometimes we put two words together to make compound nouns:
wildlife park garbage dump swimming pool
police station computer room post office

Dictionary Workbook 5 pages 128 135

3 Listen and repeat. 34

4 Write the words.

dump office park room

1 We saw some amazing animals at the wildlife park.
2 I sometimes do my homework in the computer _____.
3 Can you take these letters to the post _____, please?
4 Don't drop litter in the park. It isn't a garbage _____.

Words Unit 4 39

Lesson Two SB page 39

Words

Learning outcomes

To learn words for talking about the environment

To learn about compound nouns

Language

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

Working with words: *wildlife park, garbage dump, swimming pool, police station, computer room, post office* (Student Book and Workbook)

Materials

CD 33–34

Oxford iTools Digital classroom • Unit 4 • Words

Warmer

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

1 Listen and repeat. 33

- Ask students to open their books and look at the words and definitions.
- Play the recording. Students listen and repeat chorally.
- Go through the definitions together. Ask different students to read the definitions aloud.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. If time permits, ask children to think of other words to do with the environment. Have them write them down and give them to you. Continue playing with the new words.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

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

3 Listen and repeat. 34

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

4 Write the words.

- Read the first sentence and point to the example.
- Check that students know to complete the sentences with the words in the box.

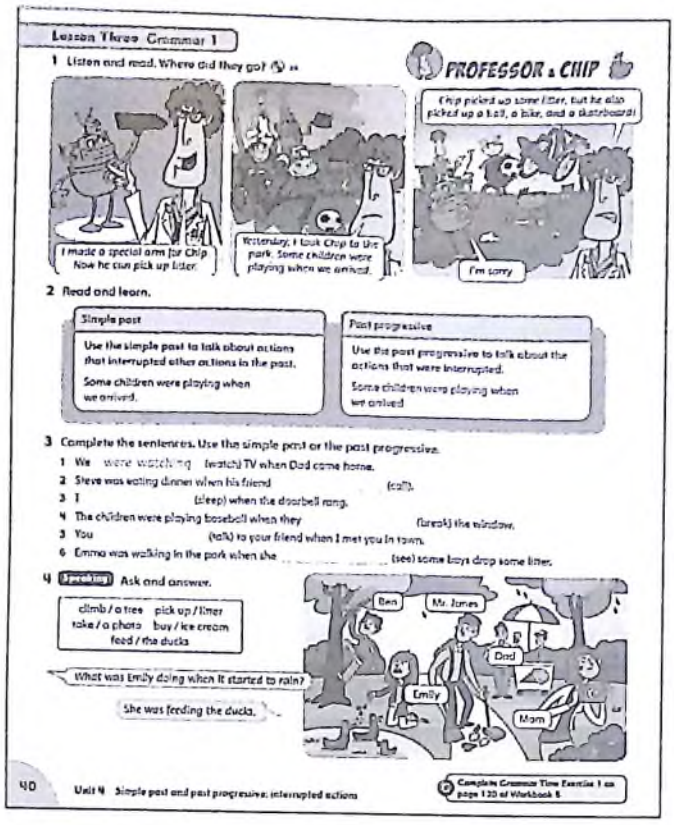
ANSWERS

1. park 2. room 3. office 4. dump

Further practice

Workbook page 35

Online Practice • Unit 4 • Words



Lesson Three SB page 40

Grammar 1

Learning outcomes

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

To complete sentences using the simple past and past progressive

Language

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

Materials

CD 35

Oxford iTools Digital classroom • Unit 4 • Grammar 1

Warmer

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

1 Listen and read. Where did they go? 35

- Play the recording. Students listen and follow along.
- Ask the gist question *Where did they go?*
- Play the recording again. Ask comprehension questions, e.g. *What did Professor make for Chip?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

They went to the park.

2 Read and learn.

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

3 Complete the sentences. Use the simple past or the past progressive.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the simple past or past progressive form of the verb in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

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

4 Ask and answer.

- Ask two students to read the speech bubbles aloud.
- Check that students understand the exercise.
- In pairs, students take turns to ask and answer questions using the prompts in the word box.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

Differentiation

Below level:

- Look at the box in Exercise 2 again. Ask children to read the examples. Write the verbs in the box in Exercise 4 on the board. Practice forming the verbs with students. Then students do the activity.

At level:

- Tell students you are going to say a sentence, and they have to ask you the correct question. With books closed, say *I was watching TV when my parents came home.* Elicit *What were you doing when your parents came home?* Use the sentences in Exercise 3 or make up new ones

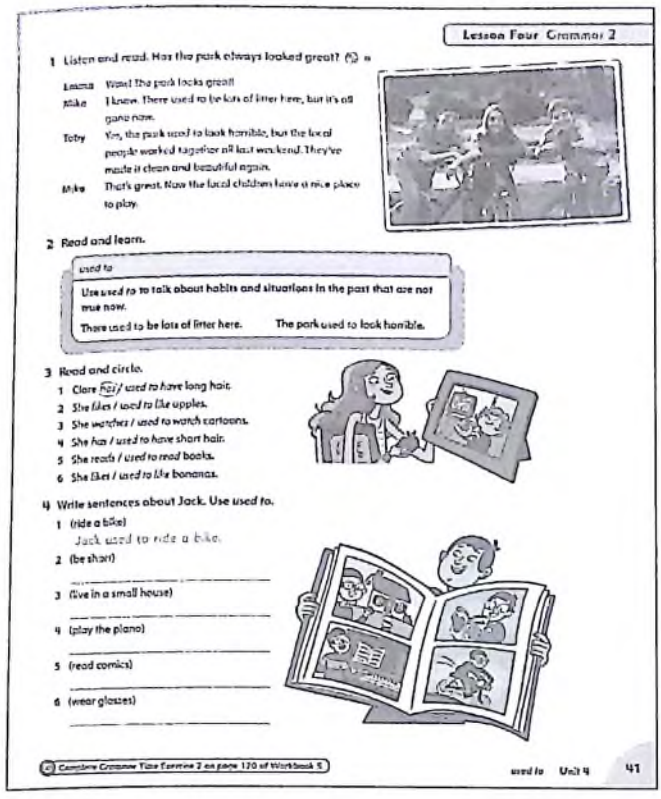
Above level:

- Have students switch the order of the clauses and rewrite the sentences, e.g. *When it started to rain, Emily was feeding the ducks.* If time permits, students can read these aloud for the class.

NOTE Ask students to complete the first Unit 4 Grammar Time exercise on page 120 of the Workbook.

Further practice

Grammar Time, Workbook page 120
Workbook page 36
Online Practice • Unit 4 • Grammar



Lesson Four Grammar 2

1 Listen and read. Has the park always looked great? 36

Emma Wow! The park looks great!
Mike I know. There used to be lots of litter here, but it's all gone now.
Toby Yes, the park used to look horrible, but the local people worked together all last weekend. They've made it clean and beautiful again.
Mike That's great. Now the local children have a nice place to play.

2 Read and learn.

used to

Use *used to* to talk about habits and situations in the past that are not true now.

There used to be lots of litter here. The park used to look horrible.

3 Read and circle.

1 Clare has / *used to have* long hair.
2 She *likes* / *used to like* apples.
3 She *watches* / *used to watch* cartoons.
4 She *has* / *used to have* short hair.
5 She *reads* / *used to read* books.
6 She *likes* / *used to like* bananas.

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

1 (ride a bike)
Jack used to ride a bike.
2 (be short)
3 (live in a small house)
4 (play the piano)
5 (read comics)
6 (wear glasses)

Complete Grammar Time Exercise 2 on page 120 of Workbook 5

used to Unit 4 41

Lesson Four SB page 41

Grammar 2

Learning outcomes

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

To write sentences using *used to*

Language

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

Extra: *park, beautiful, children*

Materials

CD 36

Oxford iTools Digital classroom • Unit 4 • Grammar 2

Warmer

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

1 Listen and read. Has the park always looked great? 36

- Play the recording. Students follow along.
- Ask the gist question *Has the park always looked great?*
- Play the recording again. Explain any new words.
- Ask comprehension questions, e.g. *Did the park use to look nice? What is the park like now?*

ANSWERS

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

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule.
- With books closed, give some more examples and ask comprehension questions. Elicit more examples.

3 Read and circle.

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

ANSWERS

1. has 2. likes 3. used to watch 4. used to have
5. reads 6. used to like

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

- Focus attention on the picture and explain that Jack is holding a photo album with photos of himself as a young child. As in Exercise 3, ask students to look at the pictures carefully before reading the sentence prompts.
- Ask a student to read the example. Check that students know to make sentences with *used to* and the prompts.

Differentiation

Below level:

- Scramble the example sentence from Exercise 4 and write it on the board. Ask children to help you unscramble it. If students need more support, scramble some of the sentences from Exercise 3, and work together to unscramble them. Have students repeat the sentences aloud. Then students complete the activity.

At level:

- Students complete the activity.

Above level:

- Put students into pairs. Have them talk about what they used to do, be, have, and look like as younger children. Students write sentences about their partner. If time permits, they share their sentences with the class.

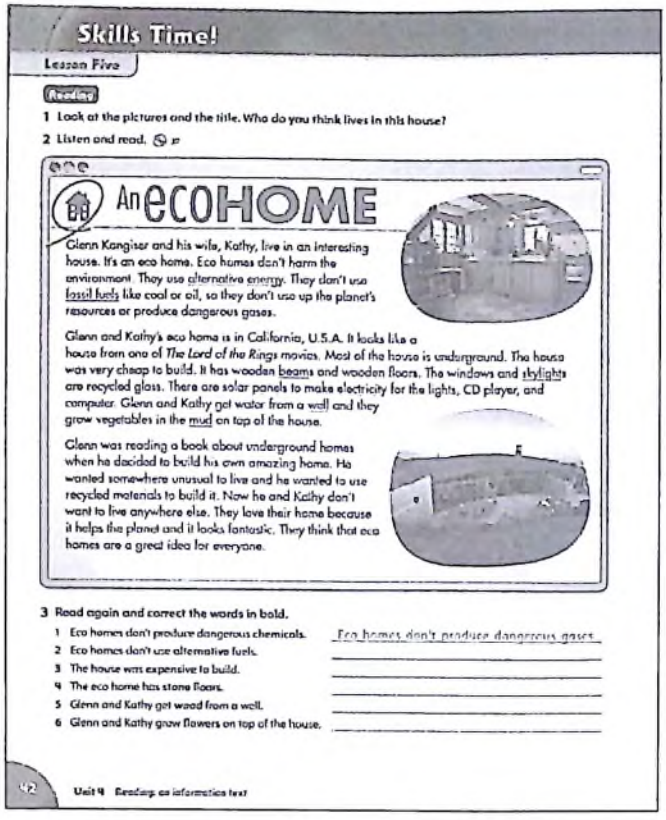
ANSWERS

1. Jack used to ride a bike.
2. Jack used to be short.
3. Jack used to live in a small house.
4. Jack used to play the piano.
5. Jack used to read comics.
6. Jack used to wear glasses.

NOTE Ask students to complete the second Unit 4 Grammar Time exercise on page 120 of the Workbook.

Further practice

Grammar Time, Workbook page 120
Workbook page 37
Unit 4 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 4 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 37

An ECOHOME

Glenn Kangiser and his wife, Kathy, live in an interesting house. It's an eco home. Eco homes don't harm the environment. They use alternative energy. They don't use fossil fuels like coal or oil, so they don't use up the planet's resources or produce dangerous gases.

Glenn and Kathy's eco home is in California, U.S.A. It looks like a house from one of *The Lord of the Rings* movies. Most of the house is underground. The house was very cheap to build. It has wooden beams and wooden floors. The windows and skylights are recycled glass. There are solar panels to make electricity for the lights, CD player, and computer. Glenn and Kathy get water from a well and they grow vegetables in the mud on top of the house.

Glenn was reading a book about underground homes when he decided to build his own amazing home. He wanted somewhere unusual to live and he wanted to use recycled materials to build it. Now he and Kathy don't want to live anywhere else. They love their home because it helps the planet and it looks fantastic. They think that eco homes are a great idea for everyone.

3 Read again and correct the words in bold.

1 Eco homes don't produce dangerous chemicals. Eco homes don't produce dangerous gases.
2 Eco homes don't use alternative fuels. _____
3 The house was expensive to build. _____
4 The eco home has stone floors. _____
5 Glenn and Kathy get wood from a well. _____
6 Glenn and Kathy grow flowers on top of the house. _____

42 Unit 4 Reading as information text

Lesson Five SB page 42

Skills Time!

Skills development

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

Language

Recycled: vocabulary and structures seen previously

Extra: *planet's resources, dangerous gases, underground, unusual, fantastic*

Materials

CD 37

Oxford iTools Digital classroom • Unit 4 • Reading

Warmer

- Play *Guess the word* (see page 8) to energize the class and review the vocabulary from Lesson 2.

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

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

2 Listen and read. 37

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

3 Read again and correct the words in bold.

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

Differentiation

Below level:

- Play *Bingo* (see page 8) with the new words. Check answers together.

At level:

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

Above level:

- Extend the "at level" activity. Ask students to write down the sentences you read. Check their answers and spelling.

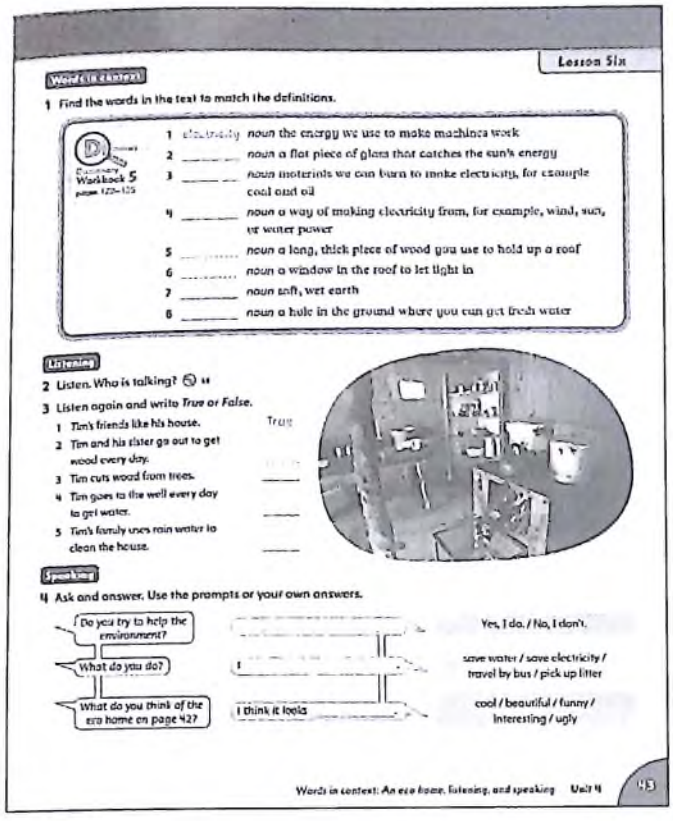
ANSWERS

1. Eco homes don't produce dangerous gases.
2. Eco homes don't use fossil fuels.
3. The house was cheap to build.
4. The eco home has wooden floors.
5. Glenn and Kathy get water from a well.
6 Glenn and Kathy grow vegetables on top of the house.

Further practice

Workbook page 38

Online Practice • Unit 4 • Reading



Lesson Six

Words in context

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

Dictionary Workbook 5 page 122–125

1 electricity *noun* the energy we use to make machines work
2 _____ *noun* a flat piece of glass that catches the sun's energy
3 _____ *noun* materials we can burn to make electricity, for example coal and oil
4 _____ *noun* a way of making electricity from, for example, wind, sun, or water power
5 _____ *noun* a long, thick piece of wood you use to hold up a roof
6 _____ *noun* a window in the roof to let light in
7 _____ *noun* soft, wet earth
8 _____ *noun* a hole in the ground where you can get fresh water

Listening

2 Listen. Who is talking? 38

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

1 Tim's friends like his house. True
2 Tim and his sister go out to get wood every day. _____
3 Tim cuts wood from trees. _____
4 Tim goes to the well every day to get water. _____
5 Tim's family uses rain water to clean the house. _____

Speaking

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

Do you try to help the environment? — Yes, I do. / No, I don't.
What do you do? — I _____ save water / save electricity / travel by bus / pick up litter
What do you think of the eco home on page 42? — I think it looks _____ cool / beautiful / funny / interesting / ugly

Words in context: *An eco home*, listening, and speaking Unit 4 43

Lesson Six SB page 43

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: identify details of a lifestyle

Speaking: ask and answer questions about the environment

Language

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

Materials

CD 38

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

Warmer

- Write this definition on the board: *This piece of wood holds up the roof.*
- Ask students to find the word in the text on page 42.
- Once they have found the word (*beam*), ask them to look at more definitions of the underlined words.

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

- Ask the students to turn to page 43 and look at the definitions in Exercise 1.
- Point to each definition and try to elicit the word. Model any words students can't remember.
- Ask students to refer back to page 42 and match the underlined words in the text to the definitions in Exercise 1 on page 43.
- Remind students to use the Workbook Dictionary pages.

Differentiation

Below level:

- Ask students to close their Student Books, take out their Workbooks, and turn to page 128. Divide students into teams. Tell students you are going to say a word, and they have to find it in the dictionary. Whoever finds it first, gets a point. Say each of the vocabulary words. The team with the most points wins.

At level:

- Play *Order the letters* (see page 9) with the new words. If you like, divide students into two or more teams. Write the scrambled word on the board. The team who unscrambles it first gets the point. The team with the most points wins.

Above level:

- Ask students to write a sentence for each of the new words. If time permits, students share with the class.

ANSWERS

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

2 Listen. Who is talking? 38

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

ANSWER

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

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

- Tell students they are going to hear the recording again.
- Play the recording again, pausing for students to write *True* or *False* as they listen to the recording.

ANSWERS

1. True 2. False 3. False 4. False 5. True

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

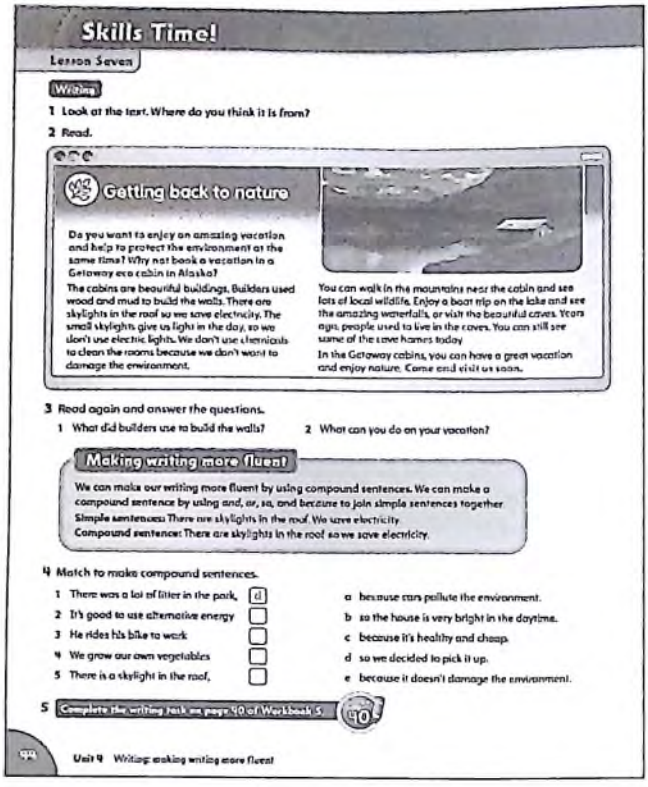
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I save paper.*
- Ask students to work in pairs. Students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

Further practice

Workbook page 39

Unit 4 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 4 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

Getting back to nature

Do you want to enjoy an amazing vacation and help to protect the environment at the same time? Why not book a vacation in a Getaway eco cabin in Alaska?

The cabins are beautiful buildings. Builders used wood and mud to build the walls. There are skylights in the roof so we save electricity. The small skylights give us light in the day, so we don't use electric lights. We don't use chemicals to clean the rooms because we don't want to damage the environment.

You can walk in the mountains near the cabin and see lots of local wildlife. Enjoy a boat trip on the lake and see the amazing waterfalls, or visit the beautiful caves. Years ago, people used to live in the caves. You can still see some of the cave homes today.

In the Getaway cabins, you can have a great vacation and enjoy nature. Come and visit us soon.

3 Read again and answer the questions.

1 What did builders use to build the walls?

2 What can you do on your vacation?

Making writing more fluent

We can make our writing more fluent by using compound sentences. We can make a compound sentence by using and, or, so, and because to join simple sentences together.

Simple sentences: There are skylights in the roof. We save electricity.

Compound sentence: There are skylights in the roof so we save electricity.

4 Match to make compound sentences.

1 There was a lot of litter in the park, d
2 It's good to use alternative energy
3 He rides his bike to work
4 We grow our own vegetables
5 There is a skylight in the roof,

a because cars pollute the environment.
b so the house is very bright in the daytime.
c because it's healthy and cheap.
d so we decided to pick it up.
e because it doesn't damage the environment.

5 Complete the writing task on page 40 of Workbook 5.

40

Unit 4 Writing: making writing more fluent

Lesson Seven SB page 44

Skills Time!

Skills development

Writing focus: identify compound sentences

Writing outcome: write an information text (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 4; a copy of the text from poster 4, Assessment and Resource CD-ROM, for each student; sheets of paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 4 • Writing

Poster 4: An information text

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

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

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

ANSWER

a web page

2 Read.

- Read the text aloud once. Then choose different students to read sections of the text.
- Discuss the text and ask comprehension questions, e.g. *Where is this eco hotel? How do they save electricity?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask each question. Give students a few minutes to check the text if necessary.

Differentiation

Below level:

- Ask students to look back at the text in Exercise 2 and circle the conjunctions they see. Remind students that *and*, *or*, *so*, and *because* are all conjunctions. Then they complete the activity.

At level:

- Students complete the activity.

Above level:

- Put students into pairs and ask them to write four compound sentences, using the four conjunctions in the box. Monitor and help as needed.

ANSWERS

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

4 Match to make compound sentences.

- First, focus attention on the text box.
- Review the rules and the examples. Check students understand how to join simple sentences with *and*, *or*, *so*, and *because* to make compound sentences.
- Allow students time to silently study the information.
- Point to the example and explain that they have to match the simple sentences to make compound sentences.

ANSWERS

1. d 2. e 3. a 4. c 5. b

5 Complete the writing task on page 40 of Workbook 5.

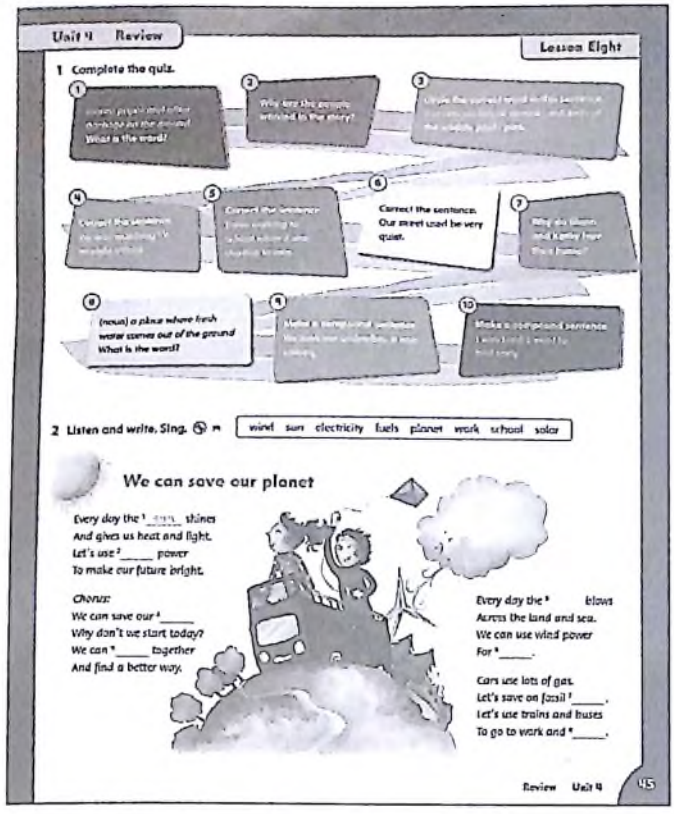
- Students now do the writing task on Workbook page 40.

Further practice

Workbook page 40

Unit 4 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 4 • Writing



Lesson Eight SB page 45

Unit 4 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 39

Oxford iTools Digital classroom • Unit 4 • Review

Warmer

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

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 45, but they may not refer to the unit.

ANSWERS

1. litter 2. Because someone has dumped litter in the wildlife park 3. park 4. We were watching TV at 8 o'clock. 5. I was walking to school when it started to rain 6. Our street used to be very quiet 7. Because it helps the planet and it looks fantastic. 8. well 9. We took our umbrellas because it was raining 10. I was tired, so I went to bed early.

2 Listen and write. Sing. 39

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

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *sun shines, save our planet*, etc. Students decide on actions for their phrases. Students should stand and do their action when they hear their phrase.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. Students work together to fill in the missing words. Play the song again to check answers.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece of paper. In groups, students work together to recall the words of their verse. They write the words on the paper. Monitor and help with spelling or grammar, if necessary. Students open their books to check answers.

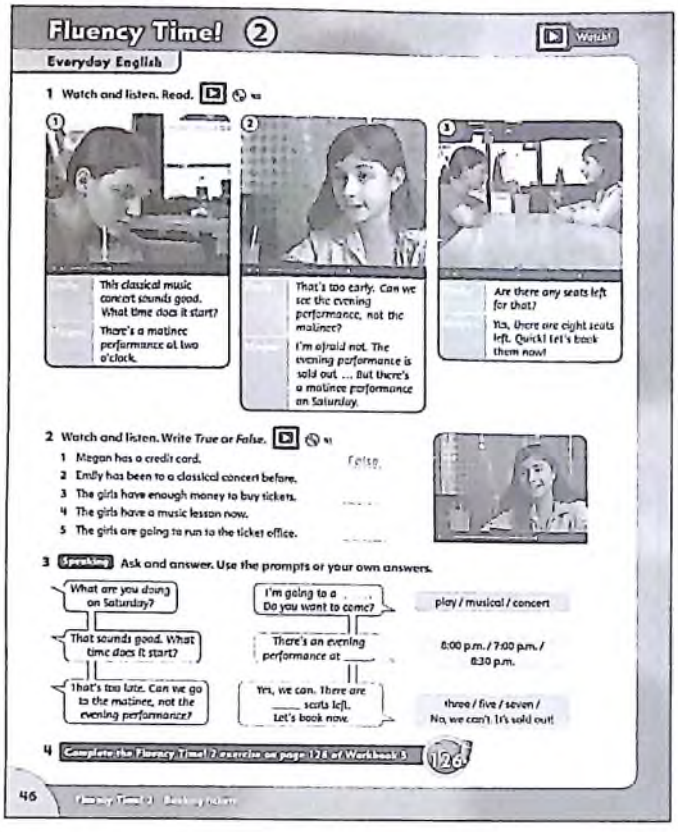
ANSWERS

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

Further practice

Workbook page 41
Unit 4 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 4 • Review

Fluency Time! 2



Everyday English SB page 46

Learning outcomes

To learn some useful language for booking tickets

Language

What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee? Are there any seats left for that?

Materials

CD 40–41; Fluency DVD Fluency Time! 2; *What's On* guides for entertainment events

Oxford iTools Digital classroom • Fluency Time! 2 • Everyday English

Warmer

- Tell students they are going to learn some useful language for booking tickets. Ask them to suggest events that require tickets, e.g. concerts, plays, sports events, films. Write their suggestions on the board.
- Ask which of these events students have been to. Ask *Have you been to a (play)? Was it in the afternoon / evening? What time did it start?* Teach the meanings of the words *matinee* and *left* (*available*).

1 Watch and listen. Read. 40

- Focus on the pictures. Ask students where the people are (*in a café*) and what they are doing (*looking at a tablet*). Introduce the characters Megan and Emily.
- Play the DVD for students to watch. Encourage them to figure out unknown words from context. Answer questions, then play the DVD again, pausing for students to say the dialogue with the DVD.
- Review the highlighted phrases together. Make sure they understand the meanings and when to use them.
- Ask students to practice the dialogue in pairs. Then invite pairs to act out the dialogue for the class.

2 Watch and listen. Write *True* or *False*. 41

- Students read the sentences silently. Explain that they should listen and write *True* or *False*.
- Play the first part and focus on the example. Then play the rest, pausing for students to write.
- Check answers together. Correct the false sentences.

ANSWERS

1. False 2. False 3. True 4. True 5. False

3 Ask and answer. Use the prompts or your own answers.

- Ask a volunteer to act out an example dialogue with you. The volunteer reads the speech bubbles on the left and you read the speech bubbles on the right, completing the blanks with one of the prompts.
- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.

Differentiation

Below level:

- Break the dialogue up into three shorter exchanges. Have students practice the first question and answer a few times, then move on to the other two. Make sure students switch roles for even practice.

At level:

- Hand out entertainment guides. Tell students to look through them and find an event they want to go to. Use the information to act out the the dialogue in Exercise 3 again.

Above level:

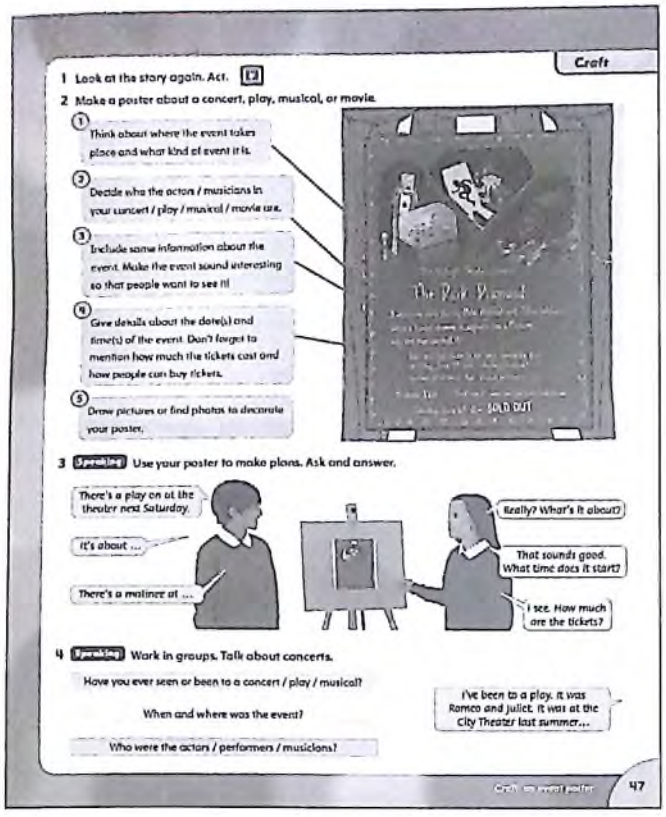
- Do the "at level" activity, but have students write a new dialogue. If time permits, invite pairs to act out their dialogues for the class.

4 Complete the Fluency Time! 2 exercise on page 126 of Workbook 5.

- Students complete the activity on page 126 using the language from the lesson.
- Review answers together.

Further practice

Workbook page 42
Everyday English phrase bank, Workbook page 126
Fluency Time! 2 • Fluency DVD
Online Practice • Fluency Time! 2



Craft SB page 47

Learning outcomes

To make a poster about a concert, play, musical, or film

To practice making plans

Language

What's it about? What time does it start? The evening performance is sold out. Can we see the evening performance, not the matinee? Are there any seats left for that? How much are the tickets?

Materials

Fluency DVD Fluency Time! 2 (optional); Fluency Craft 2 (see Assessment and Resource CD-ROM) (one template for each student); completed poster; colored pencils for each group of students

Oxford iTools Digital classroom • Fluency Time! 2 • Craft

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on page 46. Ask students what they remember about the story.
- Play Fluency DVD Fluency Time! 2 Everyday English again. If you don't have enough time, read the dialogue on page 46.
- Invite pairs of students to act out the dialogue. Encourage them to change details.
- Play the Fluency DVD Fluency Time! 2 Everyday English again for students to watch and listen.

2 Make a poster about a concert, play, musical, or movie.

- Focus on the picture. Ask students to say what the picture shows (*a poster*) and what it is for (*a play*).
- Hand out copies of the template (see Fluency Craft 2, Assessment and Resource CD-ROM). Give students colored pencils. If you prefer, students can work in pairs.
- Read the tips on the poster in Exercise 1. Show the class your own completed poster and ask students to point to the correct parts of the poster (e.g. *Where does it say what the event is / how much the tickets are?*)
- Monitor and ask questions, e.g. *What is the event? What time does it start? Who are the actors?*

NOTE If you do not have enough time, ask students to prepare their posters on a piece of paper.

3 Use your poster to make plans. Ask and answer.

- Focus on the photos. Tell students they are going to use their posters to act out dialogues making plans with a friend. They will take turns to suggest an event.
- Act out the example dialogue with a volunteer, using the details on the poster in Exericse 1, or your own poster, to complete the missing information.
- Students talk in pairs. Encourage them to add language, e.g. *It sounds exciting. / That's a bit early.*
- Ask some pairs to act out dialogues for the class.

4 Work in groups. Talk about concerts.

- Ask a student to read the example. Then ask students to talk about going to a concert / play / musical. Ask questions to prompt them.

Differentiation

Below level:

- Do the "at level" activity, but give students two minutes to look at each poster. If full questions are difficult, students can simply ask *What? Where?* etc.

At level:

- Students use their posters to play a memory game in pairs. They take turns looking at their partner's poster for one minute, then their partner takes the poster and holds it so that the first child can't see it. The child holding the poster asks four questions for the first child to answer, e.g. *What is the event? Where does it take place? When is the event? How much is a ticket?* Keep track of how many questions the first child answers correctly. Then they swap roles and play the game again with a different poster. The student who answers the most questions correctly is the winner.

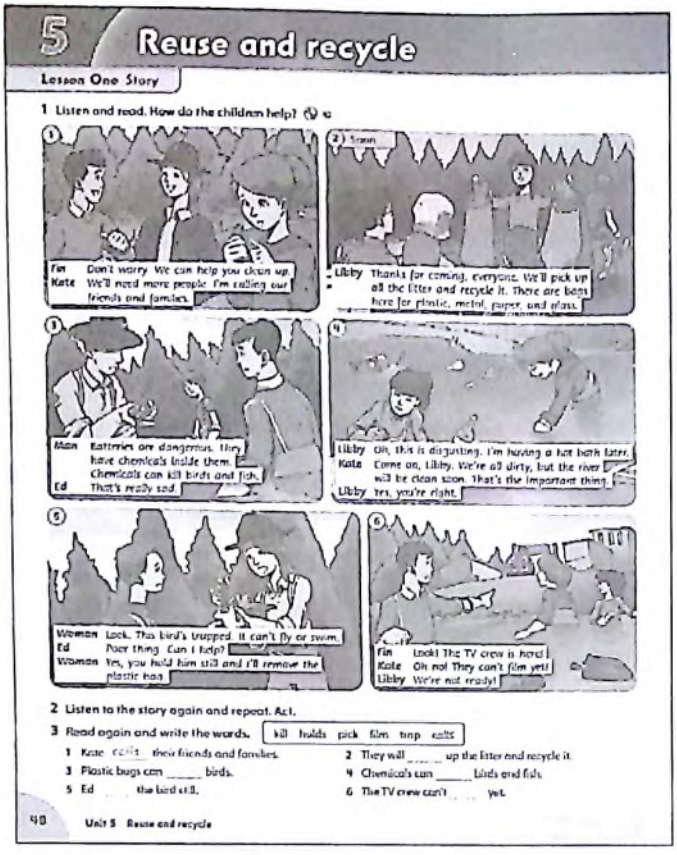
Above level:

- Do the "at level" activity, but give students only 30 seconds to look at each poster.

Further practice

Workbook page 43
Skills test 2 Fluency Time!, Assessment and Resource CD-ROM
Fluency Time! 2 • Fluency DVD
Online Practice • Fluency Time! 2

5 Reuse and recycle


5 Reuse and recycle

Lesson One Story

1 Listen and read. How do the children help? 42

Fin Don't worry. We can help you clean up.
Kate We'll need more people. I'm calling our friends and families.

Libby Thanks for coming, everyone. We'll pick up all the litter and recycle it. There are bags here for plastic, metal, paper, and glass.

Man Batteries are dangerous. They have chemicals inside them. Chemicals can kill birds and fish.
Ed That's really sad.

Libby Oh, this is disgusting. I'm having a hot bath later.
Kate Come on, Libby. We're all dirty, but the river will be clean soon. That's the important thing.
Libby Yes, you're right.

Woman Look. This bird's trapped. It can't fly or swim.
Ed Poor thing. Can I help?
Woman Yes, you hold him still and I'll remove the plastic bag.

Fin Look! The TV crew is here!
Kate Oh no! They can't film yet!
Libby We're not ready!

2 Listen to the story again and repeat. Act.

3 Read again and write the words. kill holds pick film trap calls

1 Kate calls their friends and families.
2 They will ____ up the litter and recycle it.
3 Plastic bags can ____ birds.
4 Chemicals can ____ birds and fish.
5 Ed ____ the bird still.
6 The TV crew can't ____ yet.

48 Unit 5 Reuse and recycle

Lesson One SB page 48

Story

Learning outcomes

To understand a short story

To act out a short story

Language

Introducing vocabulary through a story

Materials

CD 39, 42

Oxford iTools Digital classroom • Unit 5 • Story

Warmer 39

- Sing the song *We can save our planet* from Unit 4 Lesson 8.

Lead-in

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

1 Listen and read. How do the children help? 42

- Focus students' attention on the pictures and the story. Ask prediction questions, e.g. *What is Kate doing? Where are Libby and Kate?*
- Play the recording. Students follow along.
- Ask the gist question *How do the children help?*
- Play the recording a second time. Ask comprehension questions, e.g. *Why are batteries dangerous? Who cleaned the river?*

ANSWERS

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

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play Fin, Kate, Ed, Libby, Man, and Woman.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story in their groups. Then ask one or two groups to act out the story for the class.

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with the words in the word box.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story. Monitor and help as needed.

At level:

- Students complete the activity.

Above level:

- Ask students to write their own sentences for each word in the box. Monitor and help as needed. If time permits, they can share with the class.

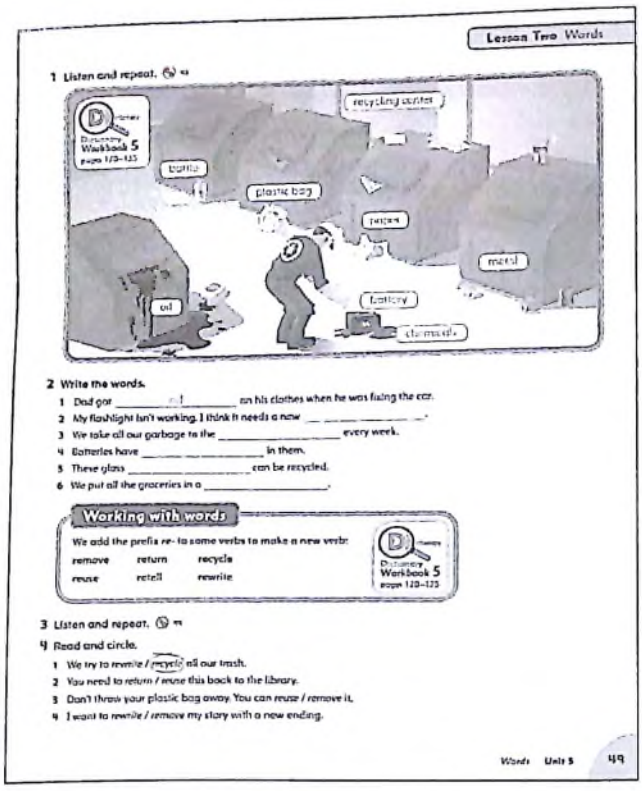
ANSWERS

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

Further practice

Workbook page 44

Online Practice • Unit 5 • Story


Lesson Two Words

1 Listen and repeat. 44

recycling center
bottle
plastic bag
paper
metal
oil
battery
chemicals

2 Write the words.

1 Dad got _____ on his clothes when he was fixing the car.
2 My flashlight isn't working. I think it needs a new _____.
3 We take all our garbage to the _____ every week.
4 Batteries have _____ in them.
5 These glass _____ can be recycled.
6 We put all the groceries in a _____.

Working with words

We add the prefix *re-* to some verbs to make a new verb:

remove return recycle
reuse retell rewrite

Dictionary Workbook 5 pages 128–135

3 Listen and repeat. 44

4 Read and circle.

1 We try to rewrite / recycle all our trash.
2 You need to return / reuse this book to the library.
3 Don't throw your plastic bag away. You can reuse / remove it.
4 I want to rewrite / remove my story with a new ending.

Words Unit 5 49

Lesson Two SB page 49

Words

Learning outcomes

To learn words for talking about recycling

To learn words with the prefix *re-*

Language

Words: *oil, bottle, plastic bag, paper, chemicals, recycling center, metal, battery*

Working with words: *remove, return, recycle, reuse, retell, rewrite* (Student Book and Workbook)

Materials

CD 43–44

Oxford iTools Digital classroom • Unit 5 • Words

Warmer

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

Lead-in

- Discuss recycling with the class. Ask *Do you recycle anything? Have you ever gone to a recycling center? What do you recycle? How often?*

1 Listen and repeat. 43

- Ask students to open their books and look at the picture and words.
- Play the recording. Students listen and repeat chorally. Repeat as often as necessary.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example. Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1. oil 2. battery 3. recycling center 4. chemicals 5. bottles 6. plastic bag

3 Listen and repeat. 44

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

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct words in each sentence.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Write the verbs from the *Working with words* box on the board without the prefix *re-*. Ask children what the words mean. Call children to the board to write in the *re-*. Review the new meanings as a class or with the dictionary. Children complete the activity.

At level:

- Students complete the activity.

Above level:

- After students complete the activity, ask them to think of other words starting with the prefix *re-* that they know.

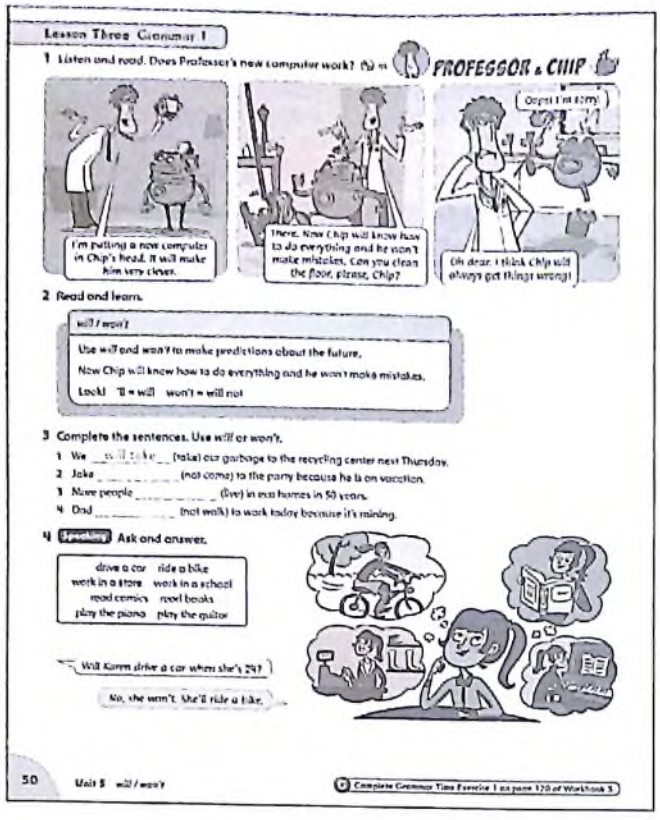
ANSWERS

1. recycle 2. return 3. reuse 4. rewrite

Further practice

Workbook page 45

Online Practice • Unit 5 • Words



Lesson Three SB page 50

Grammar 1

Learning outcomes

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

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

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

Language

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

Materials

CD 45

Oxford iTools Digital classroom • Unit 5 • Grammar 1

Warmer

- Play *Order the letters* (see page 9) to review vocabulary.

Lead-in

- Show Student Book page 50. Cover the last two pictures of the comic strip with your hand so that only the first picture is visible. Ask students to do the same.
- Ask questions about the first picture, e.g. *What is Professor doing? Why?*
- Ask students *What will Chip do now? Will he be smart?* Encourage students to make predictions. Write some ideas on the board.

1 Listen and read. Does Professor's new computer work? 45

- Play the recording. Students follow along.
- Ask the gist question *Does Professor's new computer work?*
- Play the recording again and ask comprehension questions, e.g. *What does Professor put in Chip's head? What does Professor ask Chip to do?*
- Students act out the dialogue in pairs.

ANSWER

No, it doesn't.

2 Read and learn.

- Focus attention on the rule and example sentence. Ask students to find the example in the cartoon.
- Let students study the rules. Then with books closed, elicit more examples to check students' understanding.
- Ask students to find examples of *will* in the Lesson 1 story.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with *will* or *won't* and the verb in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1. will take 2. won't come 3. will live 4. won't walk

4 Ask and answer.

- Focus students' attention on the picture. Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise. Then ask them to work in pairs.
- Students take turns to ask and answer using *will* or *won't* and the prompts in the word box.

Differentiation

Below level:

- Make sentences about Karen together, e.g. *Karen will ride a bike when she's 24.* Review the question form using the speech bubbles. Then students complete the activity in pairs.

At level:

- Ask students to work in pairs. Students ask each other questions about their future. They can ask similar questions to those in Exercise 4, but encourage them to ask new questions too. Ask students to write their questions, then give their questions to each other to check and correct if necessary.

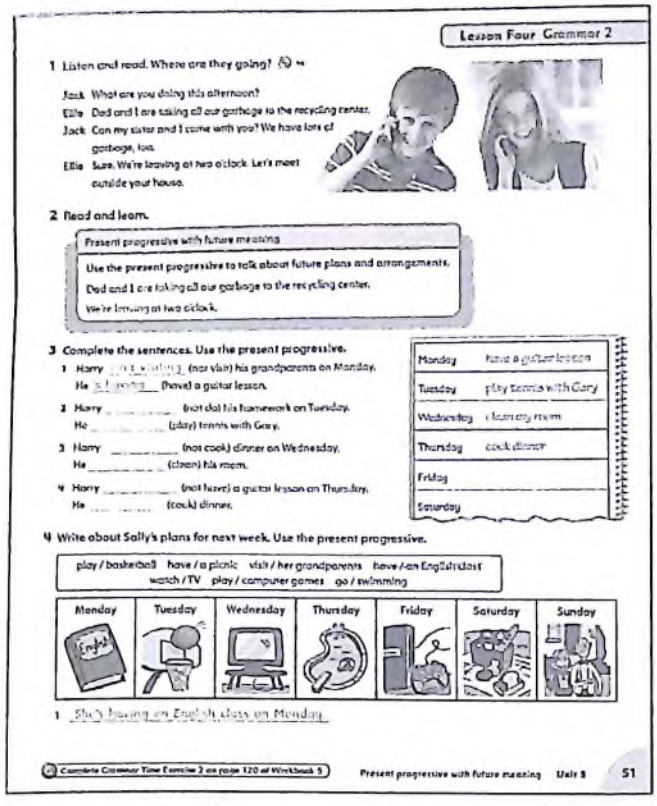
Above level:

- Do the "at level" activity, but students must ask only new questions to their partner.

NOTE Ask students to complete the first Unit 5 Grammar Time exercise on page 120 of the Workbook.

Further practice

Grammar Time, Workbook page 120
Workbook page 46
Online Practice • Unit 5 • Grammar 1



Lesson Four Grammar 2

1 Listen and read. Where are they going?

Jack: What are you doing this afternoon?
Ellie: Dad and I are taking all our garbage to the recycling center.
Jack: Can my sister and I come with you? We have lots of garbage, too.
Ellie: Sure. We're leaving at two o'clock. Let's meet outside your house.

2 Read and learn.

Present progressive with future meaning

Use the present progressive to talk about future plans and arrangements.
Dad and I are taking all our garbage to the recycling center.
We're leaving at two o'clock.

3 Complete the sentences. Use the present progressive.

1 Harry _____ (not visit) his grandparents on Monday.
He _____ (have) a guitar lesson.
2 Harry _____ (not do) his homework on Tuesday.
He _____ (play) tennis with Gary.
3 Harry _____ (not cook) dinner on Wednesday.
He _____ (clean) his room.
4 Harry _____ (not have) a guitar lesson on Thursday.
He _____ (cook) dinner.

Monday	have a guitar lesson
Tuesday	play tennis with Gary
Wednesday	clean my room
Thursday	cook dinner
Friday	
Saturday	

4 Write about Sally's plans for next week. Use the present progressive.

play / basketball · have / a picnic · visit / her grandparents · have / an English class · watch / TV · play / computer games · go / swimming

Monday · Tuesday · Wednesday · Thursday · Friday · Saturday · Sunday

1 She's having an English class on Monday.

Complete Grammar Time Exercise 2 on page 120 of Workbook 5

Present progressive with future meaning Unit 5 51

Lesson Four SB page 51

Grammar 2

Learning outcomes

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

To write sentences about the future using the present progressive

Language

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

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

Materials

CD 46

Oxford iTools Digital classroom • Unit 5 • Grammar 2

Warmer

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

1 Listen and read. Where are they going? 46

- Play the recording. Students follow along.
- Ask the gist question *Where are they going?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *What are Jack and Ellie doing this afternoon? What time are they leaving?*

ANSWER
They're going to the recycling center.

2 Read and learn.

- Focus attention on the rule and examples in the text box. Let students study silently. With books closed, give more examples and ask questions to check understanding.
- Ask students to find more examples of the present progressive in the story in Lesson 1.

3 Complete the sentences. Use the present progressive.

- Focus on Harry's diary. Ask students to look at the diary before reading the sentences.
- Ask students to read the sentences silently. Look at the example and explain that they complete the sentences with the present progressive of the verbs in brackets.
- Let students complete the exercise, then check answers.

ANSWERS
1. isn't visiting, 's having 2. isn't doing, 's playing
3. isn't cooking, 's cleaning 4. isn't having, 's cooking

4 Write about Sally's plans for next week. Use the present progressive.

- Explain that the pictures represent Sally's plans for the week. Ask a student to read the example.
- Check students understand they have to make sentences with the present progressive using the prompts.
- Let students complete the exercise, then check answers.

Differentiation

Below level:
- Ask students to read the phrases in the box and match them to the pictures in the calendar. Then students practice making sentences in pairs.

At level:
- Students complete the activity.

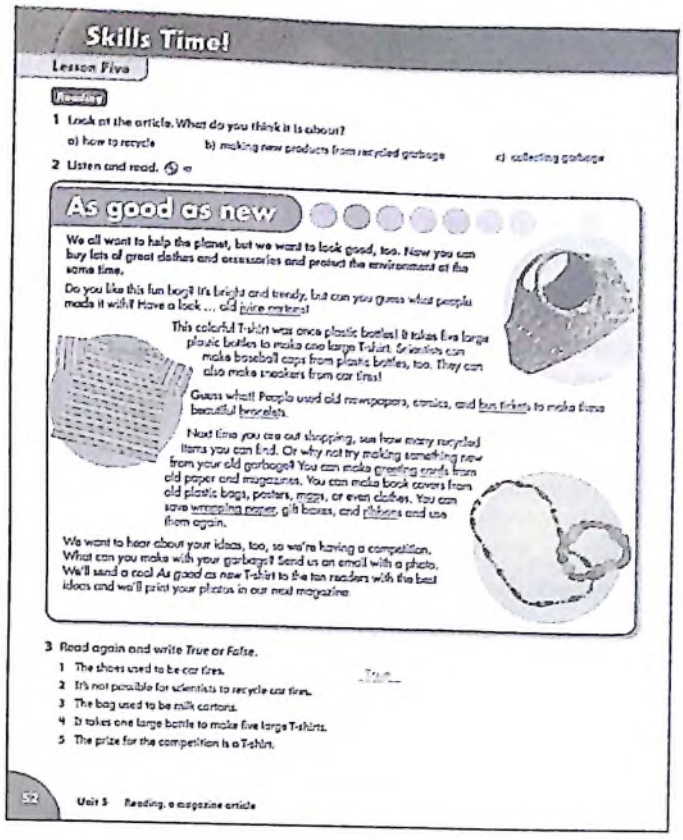
Above level:
- Ask children to make a calendar to show their plans for next week. Use the one on page 51 as a model. Then they give their calendars to a partner. He / She makes sentences with *will*.

ANSWERS
1. She's having an English class on Monday.
2. She's playing basketball on Tuesday.
3. She's watching TV on Wednesday.
4. She's going swimming on Thursday.
5. She's playing computer games on Friday.
6. She's having a picnic on Saturday.
7. She's visiting her grandparents on Sunday.

NOTE Ask students to complete the second Unit 5 Grammar Time exercise on page 120 of the Workbook.

Further practice

Grammar Time, Workbook page 120
Workbook page 47
Unit 5 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 5 • Grammar 2



Skills Time!

Lesson Five

Reading

1 Look at the article. What do you think it is about?

a) how to recycle b) making new products from recycled garbage c) collecting garbage

2 Listen and read. 47

As good as new

We all want to help the planet, but we want to look good, too. Now you can buy lots of great clothes and accessories and protect the environment at the same time.

Do you like this fun bag? It's bright and trendy, but can you guess what people made it with? Have a look ... old pirate markets!

This colorful T-shirt was once plastic bottles! It takes five large plastic bottles to make one large T-shirt. Scientists can make baseball caps from plastic bottles, too. They can also make sneakers from car tires!

Guess what! People used old newspapers, comics, and bus tickets to make these beautiful bracelets.

Next time you are out shopping, see how many recycled items you can find. Or why not try making something new from your old garbage? You can make greeting cards from old paper and magazines. You can make book covers from old plastic bags, posters, maps, or even clothes. You can save wrapping paper, gift boxes, and ribbons and use them again.

We want to hear about your ideas, too, so we're having a competition. What can you make with your garbage? Send us an email with a photo. We'll send a cool *As good as new* T-shirt to the ten readers with the best ideas and we'll print your photos in our next magazine.

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

1 The shoes used to be car tires. True

2 It's not possible for scientists to recycle car tires.

3 The bag used to be milk cartons.

4 It takes one large bottle to make five large T-shirts.

5 The prize for the competition is a T-shirt.

52 Unit 5 Reading: a magazine article

Lesson Five SB page 52

Skills Time!

Skills development

Reading: read a magazine article "As good as new"; identify true and false sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *sneakers, scientist, T-shirts, plastic bottles, newspapers, comics, book covers, posters, gift boxes*

Materials

CD 47; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 5 • Reading

Warmer

- Play *Smiley face* (see page 8) to energize the class and revise the vocabulary from Lesson 2.

1 Look at the article. What do you think it is about?

- Ask students to look at the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class.
- Students choose from one of the three options *(answer b)*.

2 Listen and read. 47

- Tell students they are going to listen to the text now.
- Play the recording all the way through as students read.
- Play the recording again, pausing at regular intervals. Check that students understand and answer any questions they have. Encourage students to try to figure out the meaning of the new words, including those underlined, through the context.
- Ask questions to check comprehension, e.g. *What are the shoes made of? What did the bracelets use to be? What can you make greetings cards from?*

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

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

Differentiation

Below level:

- Give out paper and colored pencils. Ask students to draw something made from the recycled materials in their books. They say or write the words they used. Monitor, help, and elicit.

At level:

- Ask students to work in groups of four. Ask them to work together and think of more ways of recycling things. Encourage them to be as creative as possible in their ideas.
- Go through the ideas with the class. Write some of the most creative and interesting ideas on the board. Ask the groups to design a magazine article about their new products. Hand out sheets of paper and colored pencils to each group. Students should draw pictures of their products and write one or two sentences describing what they are made from and what they used to be.

Above level:

- Do the "at level" activity but ask students to write a whole paragraph. Monitor and help as needed.

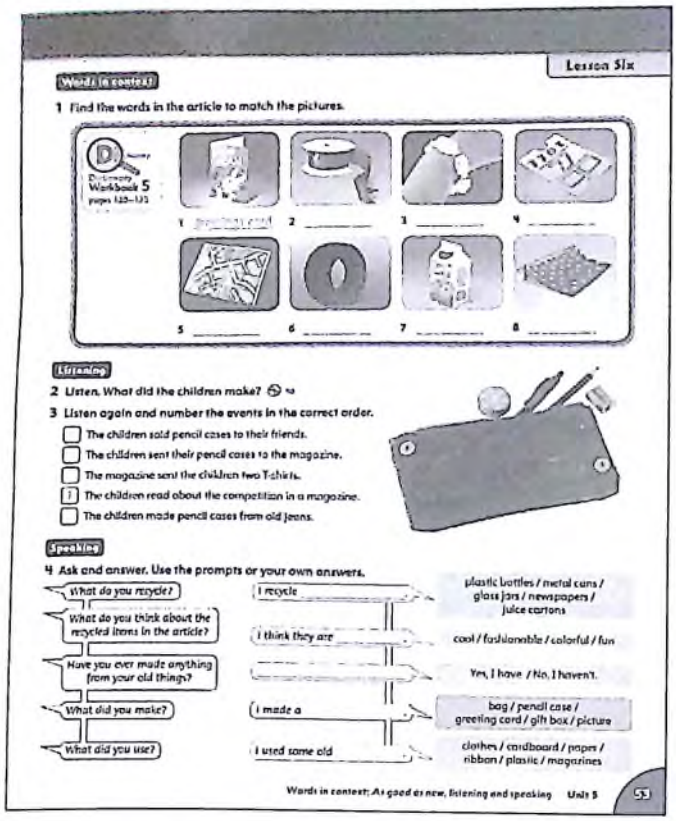
ANSWERS

1. True 2. False 3. False 4. False 5. True

Further practice

Workbook page 48

Online Practice • Unit 5 • Reading



Lesson Six

Words in context

1 Find the words in the article to match the pictures.

Dictionary Workbook 5 pages 120–121

1 greetings card 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____ 8 _____

Listening

2 Listen. What did the children make? 48

3 Listen again and number the events in the correct order.

- ☐ The children sold pencil cases to their friends.
- ☐ The children sent their pencil cases to the magazine.
- ☐ The magazine sent the children two T-shirts.
- [1] The children read about the competition in a magazine.
- ☐ The children made pencil cases from old jeans.

Speaking

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

- What do you recycle? — I recycle — plastic bottles / metal cans / glass jars / newspapers / juice cartons
- What do you think about the recycled items in the article? — I think they are — cool / fashionable / colorful / fun
- Have you ever made anything from your old things? — Yes, I have / No, I haven't.
- What did you make? — I made a — bag / pencil case / greeting card / gift box / picture
- What did you use? — I used some old — clothes / cardboard / paper / ribbon / plastic / magazines

Words in context: As good as new, listening and speaking Unit 5 53

Lesson Six SB page 53

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: order events

Speaking: ask and answer questions about recycling

Language

Words in context: *greetings card, ribbon, bracelet, bus ticket, map, car tire, juice carton, wrapping paper* (Student Book); *stick, glue, cut up, roll* (Workbook)

Materials

CD 48; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 5 • Words, Listening, Speaking

Warmer

- With books closed ask students to remind you of some of their ideas for recycling from the previous lesson.

Lead-in

- Write this clue on the board: *Girls wear this on their arms.* Ask students to guess the word. (*bracelet*). If they find it difficult, give them clues, e.g. draw it very, very slowly until someone guesses correctly.

1 Find the words in the article to match the pictures.

- Ask the students to open their Student Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to go to page 52 and match the underlined words in the text to the pictures in Exercise 1.

Differentiation

Below level:

- Ask each student to look up one word in the Dictionary in their Workbooks. Give out paper and colored pencils. Tell children to write the definition on one side and draw a picture on the other. When students are finished, have each child hold up the picture for others to guess the word.

At level:

- Divide the class into two teams. Say a word. Choose a student from Team A to spell the word. Award a point for the correct answer, or offer the word to Team B if the answer is incorrect. Repeat with a student from Team B.
- The team with the most points is the winner.

Above level:

- Do the "at level" activity but ask children to spell the word and make a sentence with it. Award one point for correctly spelled words and two points for sentences.

ANSWERS

1. greetings card 2. ribbon 3. bracelet 4. bus ticket 5. map 6. car tire 7. juice carton 8. wrapping paper

2 Listen. What did the children make? 48

- Tell students they are going to hear a recording. Say that they have to listen and identify what the children made.
- Play the recording once the whole way through.
- Elicit the answer from the class.

ANSWER

They used old jeans to make pencil cases.

3 Listen again and number the events in the correct order.

- Play the recording again, pausing at intervals for students to number the sentences as they hear them.

ANSWERS

1. The children read about the competition in a magazine.
2. The children made pencil cases from old jeans.
3. The children sent their pencil cases to the magazine.
4. The magazine sent the children two T-shirts.
5. The children sold pencil cases to their friends.

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

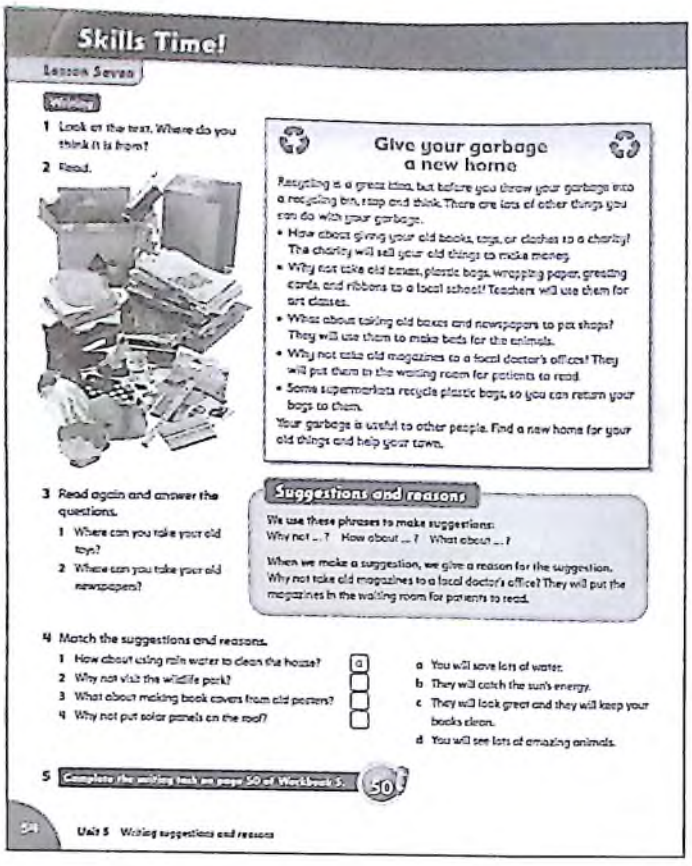
- Ask two students to read the speech bubbles for the class, using the prompts to give answers. Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I recycle plastic bottles.*
- Ask students to work in pairs. They take turns to ask and answer the questions.

Further practice

Workbook page 49

Unit 5 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 5 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

Give your garbage a new home

Recycling is a great idea, but before you throw your garbage into a recycling bin, stop and think. There are lots of other things you can do with your garbage.

- How about giving your old books, toys, or clothes to a charity? The charity will sell your old things to make money.
- Why not take old boxes, plastic bags, wrapping paper, greeting cards, and ribbons to a local school? Teachers will use them for art classes.
- What about taking old boxes and newspapers to pet shops? They will use them to make beds for the animals.
- Why not take old magazines to a local doctor's office? They will put them in the waiting room for patients to read.
- Some supermarkets recycle plastic bags, so you can return your bags to them.

Your garbage is useful to other people. Find a new home for your old things and help your town.

3 Read again and answer the questions.

1 Where can you take your old toys?

2 Where can you take your old newspapers?

Suggestions and reasons

We use these phrases to make suggestions:
Why not ...? How about ...? What about ...?

When we make a suggestion, we give a reason for the suggestion. Why not take old magazines to a local doctor's office? They will put the magazines in the waiting room for patients to read.

4 Match the suggestions and reasons.

1 How about using rain water to clean the house? a
2 Why not visit the wildlife park?
3 What about making book covers from old posters?
4 Why not put solar panels on the roof?

a You will save lots of water.
b They will catch the sun's energy.
c They will look great and they will keep your books clean.
d You will see lots of amazing animals.

5 Complete the writing task on page 50 of Workbook 5. 50

50 Unit 5 Writing suggestions and reasons

Lesson Seven SB page 54

Skills Time!

Skills development

Writing focus: make suggestions

Writing outcome: write a brochure (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 5; a copy of the text from poster 5, Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 5 • Writing

Poster 5: A brochure

- Hand out photocopies of the poster text to each student.
- Ask students the "Before reading" question in the corner. Encourage them to share their ideas.
- Tell students they are going to read the brochure now. Choose six students to read the text to the class.
- Read the box at the top and the first box on the left. Ask a student to identify and read the title and introduction.
- Read the second text box on the left. Ask students to identify the paragraphs. Tell them to look at the photos and tell you ways to save energy. Discuss ideas.
- Read the third text box on the left. Ask a student to identify sentences with *How about, What about,* and *Why not.* Elicit examples.
- Read the first text box on the right. Read the suggestion *What about taking a shower instead of a bath?* Ask the class to tell you why. (*It will use less water and take less time.*)
- Read the second text box on the right and ask a student to identify and read the conclusion.
- Ask students the "After reading" questions in the corner. Compare and discuss some of the students' answers with the class.

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

- Give students a few seconds to read the title and skim the text. With books closed, ask them where they think it is from.

ANSWER

a brochure about recycling

2 Read.

- Read the text aloud once. Then choose students to read sections of the text. Help with pronunciation where necessary.
- Discuss the text with the class and ask comprehension questions, e.g. *Do you think recycling is a good idea? What can you do with old boxes and newspapers?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions.

ANSWERS

1. to a charity 2. to pet shops

4 Match the suggestions and reasons.

- Before doing the activity, focus attention on the text box.
- Review the rules and examples together. Check students understand how to make suggestions.
- Let students study the information. Then point to the example and explain they have to match the suggestions and reasons.

Differentiation

Below level:

- Ask children to re-read the phrases in the text box. Then ask them to look at the article and underline the suggestions they see. Ask students to identify the reasons by pointing or saying them. Then they complete the activity.

At level:

- Students complete the activity.

Above level:

- After children finish, put students in pairs. Ask them to make three suggestions and give a reason to go with each.

ANSWERS

1. a 2. d 3. c 4. b

5 Complete the writing task on page 50 of Workbook 5.

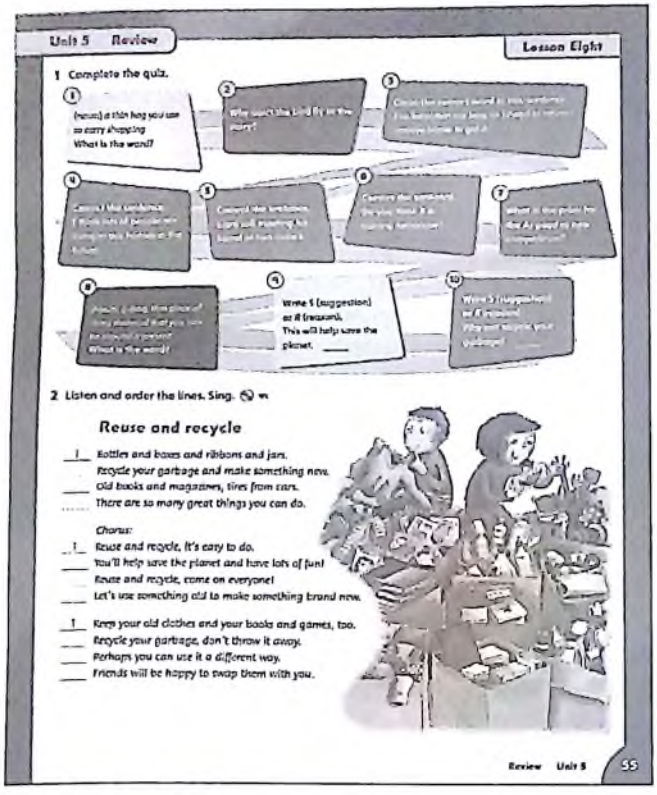
- Students now do the writing task on Workbook page 50. Review the exercises with them first if necessary.

Further practice

Workbook page 50

Unit 5 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 5 • Writing



Lesson Eight SB page 55

Unit 5 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 49

Oxford iTools Digital classroom • Unit 5 • Review

Warmer

- To revise the unit, play *True or false?* Read out the sentences below. Students say *True* or *False* (or write *T* or *F* in their notebooks).
  Chemicals can kill birds and fish. (T)
  You can't make bags from old juice cartons. (F)
  We put shopping in carrier bags. (T)
  You can make T-shirts from plastic bottles. (T)
  Batteries have oil inside them. (F)
  People take plastic and glass to recycling centers. (T)
  It takes five car tires to make one large T-shirt. (F)
  There are a lot of things you can do with your rubbish. (T)
- Go through the answers with the class.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 55, but they may not refer to the unit when answering the questions.

Differentiation

Below level:

- Use the words from pages 49 and 53 to play *Order the letters* (see page 9).

At level:

- Ask students to work in pairs. Ask them to think of two more questions to add to the quiz. Students can refer back to the unit.
- Give them a couple of minutes to write the questions then ask for ideas. Write the new questions on the board.
- Students choose the best ten questions to make up a new quiz, then do it in pairs.

Above level:

- Make the "at level" activity harder by adding a 5–10 minute time limit to the quiz. Monitor students' progress and check answers together.

ANSWERS

1. plastic bag **2.** It's trapped **3.** return **4.** I think lots of people will live in eco homes in the future **5.** Liam is meeting his friend at two o'clock **6.** Do you think it will rain tomorrow? **7.** a T-shirt **8.** ribbon **9.** R **10.** S

2 Listen and order the lines. Sing. 49

- Focus attention on the picture. Ask *What are they doing?*
- Play the song all the way through.
- Play it again as students follow the words in their books.
- Pause at intervals to give students time to number the lines as they hear them.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording once more for students to sing along.

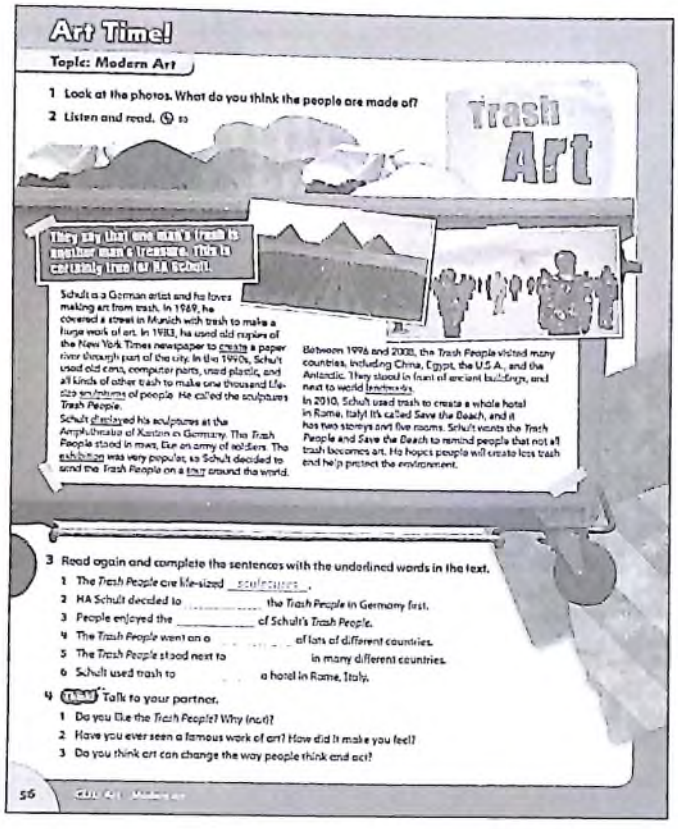
ANSWERS

Verse one: (1) Bottles and boxes and ribbons and jars. (2) Old books and magazines, tires from cars. (3) Recycle your garbage and make something new. (4) There are so many great things you can do.
Chorus: (1) Reuse and recycle, it's easy to do. (2) Let's use something old to make something brand new. (3) Reuse and recycle, come on everyone! (4) You'll help save the planet and have lots of fun!
Verse two: (1) Keep your old clothes and your books and games, too. (2) Friends will be happy to swap them with you. (3) Recycle your garbage, don't throw it away. (4) Perhaps you can use it a different way.

Further practice

Workbook page 51
Unit 5 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 5 • Review

Art Time!



Topic: Modern Art SB page 56

Learning outcomes

To learn some useful content and language about modern art

Language

Core: *create, sculptures, displayed, exhibition, tour, landmarks*

Extra: *treasure, copies, army, soldiers, remind*

Materials

CD 50

Oxford iTools Digital classroom • Art Time! • Modern Art

Warmer

Critical Thinking

- Ask students what famous works of art they know about. Ask them if they know who created each work of art and where you can see each work of art.

Lead-in

- Tell students they are going to learn about modern art. Ask them to say what kinds of modern art they know about, e.g. *paintings, sculptures.*

1 Look at the photos. What do you think the people are made of?

Critical Thinking

- Ask students to look at the pictures and say what places and items they can see.
- Read out the question and invite students around the class to tell you what they think the people are made of.

2 Listen and read. 50

- Play the recording for students to listen and follow the text in their Student Books. Elicit / Teach the meanings of any unknown words, or ask students to find the words in their dictionaries.
- Play the recording again. Ask comprehension questions, e.g. *What did Schult use to create a paper river? What did Schult call his sculptures of people? Where is Schult's* Save the Beach *hotel?*

3 Read again and complete the sentences with the underlined words in the text.

- Explain that students need to find information in the text to help them complete each sentence. Read out the first sentence and allow students time to look at the text and find the answer.
- Students complete the rest of the activity individually.

ANSWERS

1. sculptures 2. display 3. exhibition 4. tour
5. landmarks 6. create

4 Think! Talk to your partner.

Critical Thinking

- Read out the questions and elicit suggestions from students around the class.

Collaboration

- Put students in pairs to discuss their answers.
- Have pairs report back to the class.

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Elicit one or two answers or ideas and write them on the board for students to refer to when they discuss the questions in more detail with their groups.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

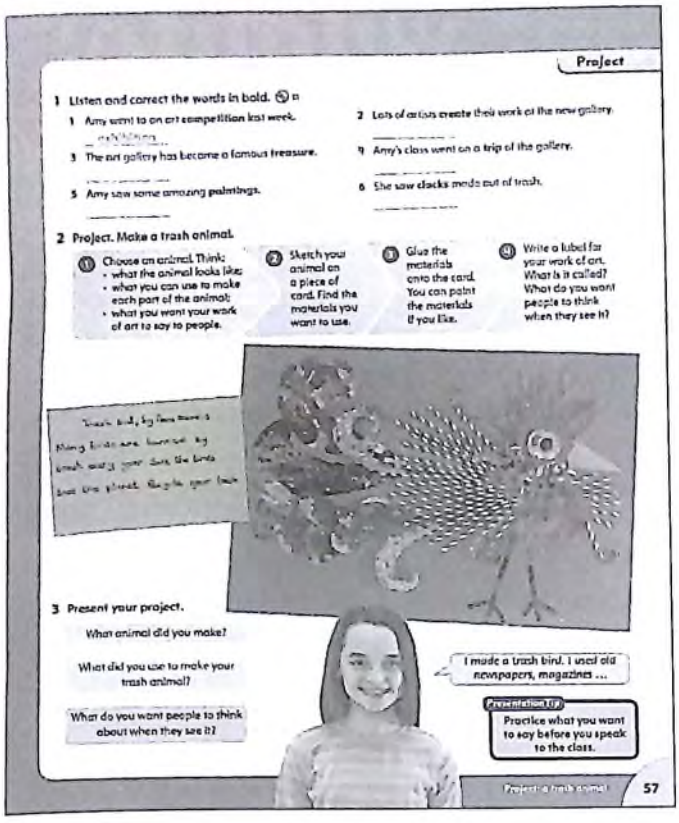
At level:

- Students complete the activity.

Above level:

- When students have finished discussing the questions and have reported back to the class, ask them to work in pairs to think of a message they would like to send to the world and how they would send this message through a work of art.
- Invite pairs to share their ideas with the class.

Further practice
Workbook page 52
Online Practice • Art Time!


Project

1 Listen and correct the words in bold.

1 Amy went to an art competition last week.

2 Lots of artists create their work at the new gallery.

3 The art gallery has become a famous treasure.

4 Amy's class went on a trip to the gallery.

5 Amy saw some amazing paintings.

6 She saw clocks made out of trash.

2 Project. Make a trash animal.

1 Choose an animal. Think:
- what the animal looks like;
- what you can use to make each part of the animal;
- what you want your work of art to say to people.

2 Sketch your animal on a piece of card. Find the materials you want to use.

3 Glue the materials onto the card. You can paint the materials if you like.

4 Write a label for your work of art. What is it called? What do you want people to think when they see it?

3 Present your project.

What animal did you make?

What did you use to make your trash animal?

What do you want people to think about when they see it?

I made a trash bird. I used old newspapers, magazines ...

Presentation tip

Practice what you want to say before you speak to the class.

Project: a trash animal 57

Project SB page 57

Learning outcomes

To listen and correct words in sentences

To make a trash animal

Language

I made a trash bird. I used old newspaper, magazines...

Materials

CD 51; card / paper; scissors; glue; wrappers, newspapers, magazines, foil, string, and other (clean) trash items

Oxford iTools Digital classroom • Art Time! • Project

Warmer

- Ask students what they can remember about the text on Student Book page 56. Ask them what they thought about Schult's art and how the trash people made them feel.

1 Listen and correct the words in bold. 51

- Explain that students need to listen and correct the words in bold.
- Play the recording once through. Play again, pausing after each answer is mentioned so that students have time to think about their answers.
- Check answers with the class.

ANSWERS

1. exhibition 2. display 3. landmark 4. tour
5. sculptures 6. treasure

2 Project. Make a trash animal.

Creativity

- Explain that students are going to make a trash animal. They can choose their own animal. Ask *What do you need to make this project?* Elicit *card / paper, scissors; glue; newspapers, magazines, and other trash.*
- Focus on the instructions. Ask a student to read out the instructions to the class.
- Students work in pairs to choose an animal and decide how they are going to make it.
- Hand out card / paper, scissors, and glue to each pair. Students can choose the trash items they want to use from a central table.
- Have students work in pairs to make their trash animals and write about them.

Differentiation

Below level:

- Ask students *Why is trash dangerous for animals? What animals are affected by trash? (fish, birds, turtles)* Elicit suggestions and write them on the board.
- Divide the class into groups. Assign one of the animals on the board to each group. Ask students how they can use trash to make their animals.
- Sketch outlines of the animals if necessary, then students work in groups to make a trash collage of their animal.
- Move around the class as the students work, asking questions, e.g. *What's this? What are you using to make the (tail)?*

At level:

- Students complete the activity.

Above level:

- Encourage students to choose animals that are affected by trash, so that their trash animal sends a message.
- When students have completed their trash animals, ask them to look at a friend's trash animal and write three questions about it, e.g. *Where does it live? What does it eat? How is it affected by trash?* They can then ask and answer their questions in pairs.

NOTE If you like, you can ask students to bring clean trash items to class for this lesson.

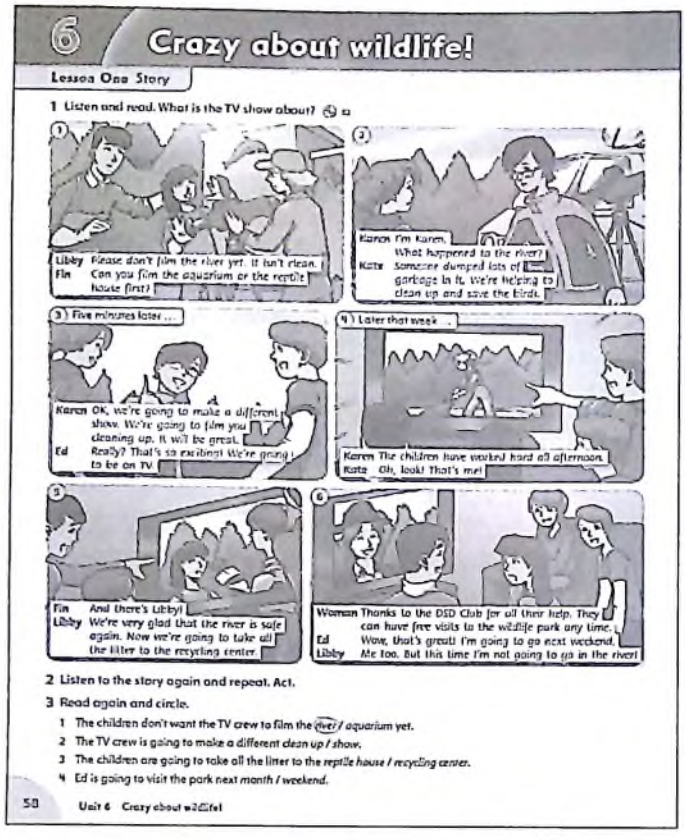
3 Present your project.

Communication

- Put students into groups of three or four. Tell them that they are going to talk about their project with each other.
- Demonstrate by either holding up a completed trash animal, or using the example in the Student Book. Talk about the trash animal, as in the example.
- Students talk in groups.
- Invite individual students to stand up and present their projects to the class.

Further practice
Workbook page 53
Online Practice • Art Time!

6 Crazy about wildlife!


6 Crazy about wildlife!

Lesson One Story

1 Listen and read. What is the TV show about? 52

Libby Please don't film the river yet. It isn't clean.
Fin Can you film the aquarium or the reptile house first?
Karen I'm Karen. What happened to the river?
Kate Someone dumped lots of [illegible] garbage in it. We're helping to clean up and save the birds.
Five minutes later ...
Karen OK, we're going to make a different show. We're going to film you cleaning up. It will be great.
Ed Really? That's so exciting! We're going to be on TV.
Later that week ...
Karen The children have worked hard all afternoon.
Kate Oh, look! That's me!
Fin And there's Libby!
Libby We're very glad that the river is safe again. Now we're going to take all the litter to the recycling center.
Woman Thanks to the DSD Club for all their help. They can have free visits to the wildlife park any time.
Ed Wow, that's great! I'm going to go next weekend.
Libby Me too. But this time I'm not going to go in the river!

2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 The children don't want the TV crew to film the river / aquarium yet.
2 The TV crew is going to make a different clean up / show.
3 The children are going to take all the litter to the reptile house / recycling center.
4 Ed is going to visit the park next month / weekend.

58 Unit 6 Crazy about wildlife!

Lesson One SB page 58

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 49, 52

Oxford iTools Digital classroom • Unit 6 • Story

Warmer 49

- Sing *Reuse and recycle* from Unit 5 Lesson 8.
- Play the song with books open. Students sing along.

Lead-in

- With books closed, ask students what they remember about the previous Lesson 1 story.
- Once you have established the main facts, ask students to make predictions about this story. Ask *What will the children do? Will they ask the TV crew to go away?*
- Students compare and discuss their ideas.

1 Listen and read. What is the TV show about? 52

- Focus attention on the pictures and the story. Ask prediction questions, e.g. *What are Libby and Ed doing? Who is the woman? What are they watching on TV?*
- Play the recording. Students follow along.
- Ask the gist question *What is the TV show about?*
- Play the recording again. Ask comprehension questions, e.g. *What does the TV presenter decide to film? Who can have free visits to the wildlife park?*

ANSWER

It's about how the children helped clean up the wildlife park.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play Fin, Kate, Ed, Libby, Presenter, and Woman.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story. Then ask one or two groups to act for the class.

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook or elsewhere. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 4.

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct words in each sentence.
- Let students complete the exercise, then check answers.

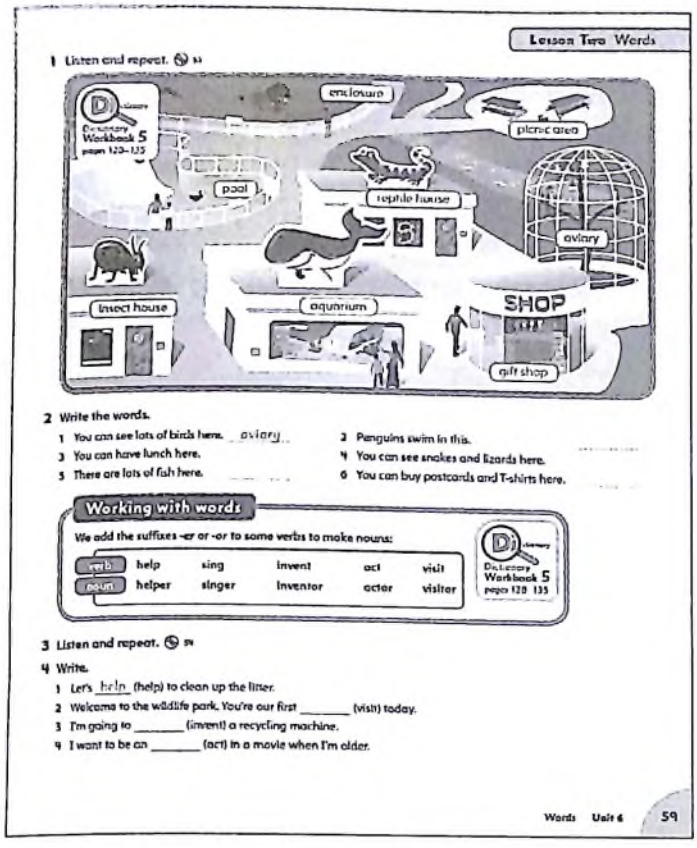
ANSWERS

1. river 2. show 3. recycling center 4. weekend

Further practice

Workbook page 54

Online Practice • Unit 6 • Story


Lesson Two Words

1 Listen and repeat. 53

enclosure
picnic area
pool
reptile house
aviary
insect house
aquarium
SHOP
gift shop

2 Write the words.

1 You can see lots of birds here. aviary
2 Penguins swim in this.
3 You can have lunch here.
4 You can see snakes and lizards here.
5 There are lots of fish here.
6 You can buy postcards and T-shirts here.

Working with words

We add the suffixes -er or -or to some verbs to make nouns:

verb	help	sing	invent	act	visit
noun	helper	singer	inventor	actor	visitor

Dictionary Workbook 5 pages 128–135

3 Listen and repeat. 54

4 Write.

1 Let's help (help) to clean up the litter.
2 Welcome to the wildlife park. You're our first _____ (visit) today.
3 I'm going to _____ (invent) a recycling machine.
4 I want to be an _____ (act) in a movie when I'm older.

Words Unit 6 59

Lesson Two SB page 59

Words

Learning outcomes

To learn words for talking about a wildlife park

To learn words with the suffixes *-er* and *-or*

Language

Words: *insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium*

Working with words: *help, helper, sing, singer, invent, inventor, act, actor, visit, visitor* (Student Book and Workbook)

Materials

CD 53–54

Oxford iTools Digital classroom • Unit 6 • Words

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions about the story, e.g. *Who did the TV crew film? Who spoke on the TV show?*

Lead-in

- Ask students if they have ever been to a wildlife park. Ask *What are your favorite animals? Have you ever seen a dolphin / tiger / elephant?*

1 Listen and repeat. 53

- Ask students to open their books and look at the picture and words in Exercise 1.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. If time permits, ask children to think of other words to do with wildlife parks or zoos. Have them write them down and give them to you. Continue playing with the new words.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary.
- Let students complete the exercise, then check answers.

ANSWERS

1. aviary **2.** pool **3.** picnic area **4.** reptile house **5.** aquarium **6.** gift shop

3 Listen and repeat. 54

- Before doing the activity, focus attention on the *Working with words* section. Go through the sentence and the examples in the list with the suffixes *-er* and *-or*.
- Ask students to look up the nouns in the Workbook Dictionary pages. Go through the meanings together.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words aloud.

4 Write.

- Read the first sentence and point to the example.
- Check students understand they have to complete the sentences with the correct form of the word in brackets.

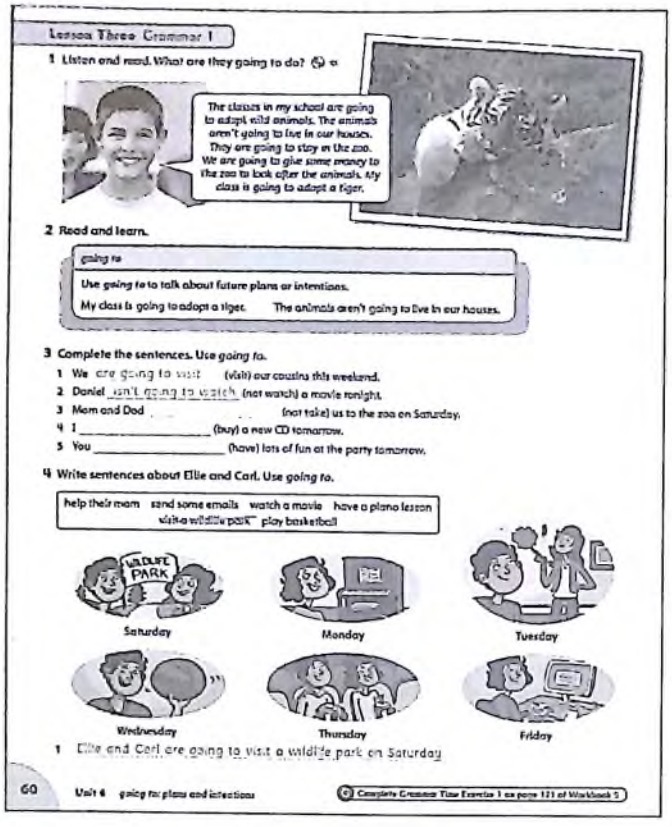
ANSWERS

1. help **2.** visitor **3.** invent **4.** actor

Further practice

Workbook page 55

Online Practice • Unit 6 • Words


Lesson Three Grammar 1

1 Listen and read. What are they going to do? 55

The classes in my school are going to adopt wild animals. The animals aren't going to live in our houses. They are going to stay in the zoo. We are going to give some money to the zoo to look after the animals. My class is going to adopt a tiger.

2 Read and learn.

going to

Use going to to talk about future plans or intentions.

My class is going to adopt a tiger. The animals aren't going to live in our houses.

3 Complete the sentences. Use going to.

1 We are going to visit (visit) our cousins this weekend.
2 Daniel isn't going to watch (not watch) a movie tonight.
3 Mom and Dad (not take) us to the zoo on Saturday.
4 I (buy) a new CD tomorrow.
5 You (have) lots of fun at the party tomorrow.

4 Write sentences about Ellie and Carl. Use going to.

help their mom send some emails watch a movie have a piano lesson visit a wildlife park play basketball

Saturday Monday Tuesday Wednesday Thursday Friday

1 Ellie and Carl are going to visit a wildlife park on Saturday.

60 Unit 6 going to: plans and intentions Complete Grammar Time Exercise 1 on page 121 of Workbook 5

Lesson Three SB page 60

Grammar 1

Learning outcomes

To use *going to* to talk about future plans or intentions

To write sentences using *going to*

Language

Core: *My class is going to adopt a tiger.*

Materials

CD 55; one sheet of paper per student (optional)

Oxford iTools Digital classroom • Unit 6 • Grammar 1

Warmer

- Point to the photo in Exercise 1 and ask *What animal is this? (a tiger)*. Elicit or teach the word *cub*.
- As an open class activity, tell students they must ask as many questions as possible about the tiger cub, e.g. *Where is it from? What does it eat? Can it swim?*

1 Listen and read. What are they going to do? 55

- Play the recording. Students follow the words in their books. Ask the gist question *What are they going to do?*
- Play the recording again. Explain any new words.
- Ask comprehension questions, e.g. *What wild animal are they going to adopt? Where are the animals going to stay?*

ANSWER

The classes are going to adopt wild animals. The boy's class is going to adopt a tiger.

2 Read and learn.

- Focus attention on the rule and example sentences in the text box. Give students a minute to study the rule.
- With books closed give more examples and ask questions to check understanding. Elicit examples.
- Ask students to find more examples of *going to* for future plans and intentions in the story in Lesson 1.

3 Complete the sentences. Use *going to*.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to complete the sentences with *going to* and the correct form of the verbs in brackets.

ANSWERS

1. are going to visit 2. isn't going to watch
3. aren't going to take 4. 'm going to buy
5. are going to have

4 Write sentences about Ellie and Carl. Use *going to*.

- Focus attention on the pictures, which represent Ellie and Carl's plans for the following week.
- Ask a student to read the example. Check students know to make sentences with *going to* and the prompts.
- Let students complete the exercise, then check answers.

ANSWERS

1. Ellie and Carl are going to visit a wildlife park on Saturday.
2. Ellie is going to have a piano lesson on Monday.
3. Carl is going to help his mom on Tuesday.
4. Carl is going to play basketball on Wednesday.
5. Ellie and Carl are going to watch a movie on Thursday.
6. Ellie is going to send some emails on Friday.

Differentiation

Below level:

- Play *Miming snap* (see page 8) with the verbs in the box. Then elicit sentences with *going to* by asking *What are Ellie and Carl going to do on (Saturday)?* Then students write at least two sentences on their own. Monitor and help as needed.

At level:

- Hand out one sheet of paper to each student. Draw a seven-day diary on the board for students to copy. Ask the students to give their diary to their partner. Each student writes one activity for every day, either in the morning or evening, without letting their partner see it. Then students swap diaries and take turns asking and answering about their plans for that week. Ask a few pairs to ask and answer for the class.

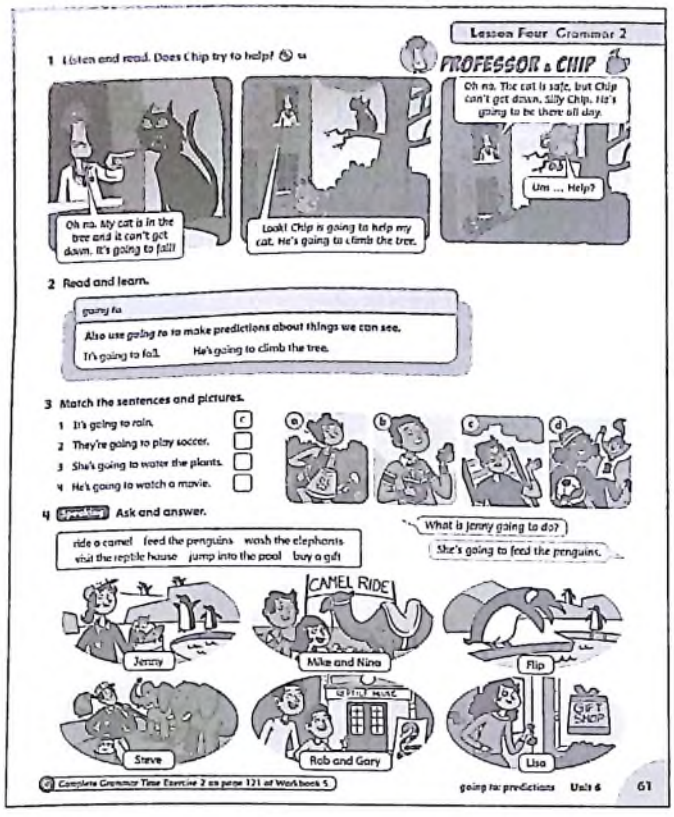
Above level:

- Extend the "at level" activity by asking students to be more specific about the time, e.g. *on Saturday morning, on Monday at 4 o'clock*. Write some phrases on the board for support if needed. Monitor and help as needed.

NOTE Ask students to complete the first Unit 6 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121
Workbook page 56
Online Practice • Unit 6 • Grammar 1



Lesson Four SB page 61

Grammar 2

Learning outcomes

To use *going to* to make predictions about things we can see

To ask and answer questions using *going to*

Language

Core: *It's going to fall.*

Materials

CD 56

Oxford iTools Digital classroom • Unit 6 • Grammar 2

Warmer

- Play *Wrong word* (see page 8) to energize the class and review *going to* from the previous lesson.

Lead-in

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

1 Listen and read. Does Chip try to help? 56

- Play the recording. Students listen and follow along.
- Ask the gist question *Does Chip try to help?*
- Play the recording again. Ask comprehension questions, e.g. *Where is Professor's cat? What does Chip do?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act for the class.

ANSWER

Yes, he does.

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Ask students to find the examples in the cartoon.
- Give students a minute to study the rules. With books closed, elicit more examples to check understanding.

3 Match the sentences and pictures.

- Ask students to look at the pictures and read the sentences silently.
- Look at the example and explain that they have to match each sentence with the correct picture. Students do the exercise individually.

ANSWERS

1. c 2. d 3. a 4. b

4 Ask and answer.

- Focus students' attention on the pictures. Ask two students to read the speech bubbles for the class.
- Check students understand. In pairs, students take turns to ask and answer about the pictures using *going to* and the prompts in the word box.
- Ask a few pairs to ask and answer for the class.

Differentiation

Below level:

- Look at the pictures with students. Ask *What is he / she going to do?* and elicit responses. Together, practice making sentences with *going to* with the words in the box. Then students complete the activity in pairs.

At level:

- Students complete the activity.

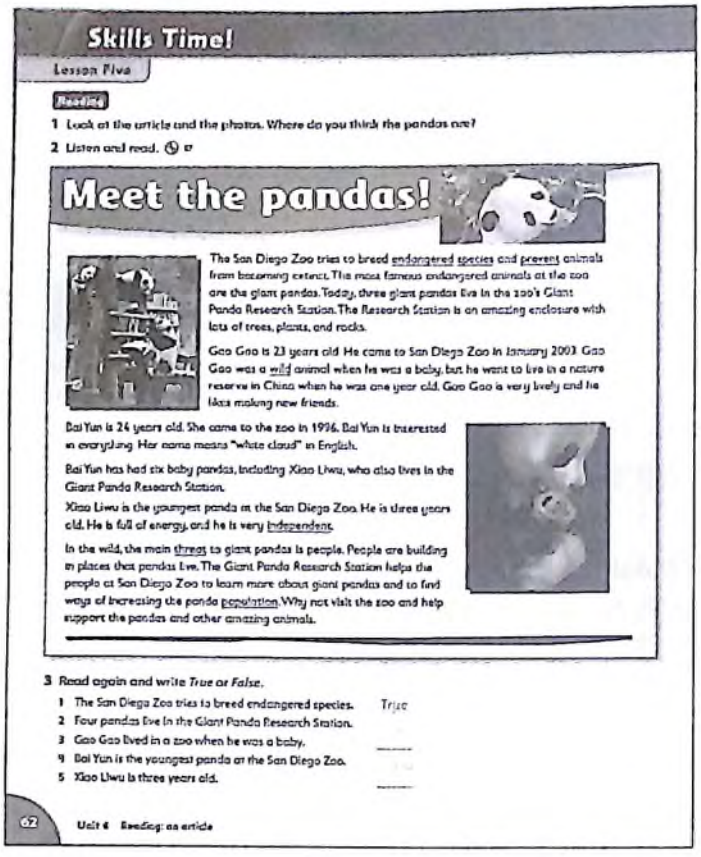
Above level:

- Play *A long sentence* (see page 8). Use sentences from the lesson or make up your own.

NOTE Ask students to complete the second Unit 6 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121
Workbook page 57
Unit 6 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 6 • Grammar 2



Skills Time!

Lesson Five

Reading

1 Look at the article and the photos. Where do you think the pandas are?

2 Listen and read. 57

Meet the pandas!

The San Diego Zoo tries to breed endangered species and prevent animals from becoming extinct. The most famous endangered animals at the zoo are the giant pandas. Today, three giant pandas live in the zoo's Giant Panda Research Station. The Research Station is an amazing enclosure with lots of trees, plants, and rocks.

Gao Gao is 23 years old. He came to San Diego Zoo in January 2003. Gao Gao was a wild animal when he was a baby, but he went to live in a nature reserve in China when he was one year old. Gao Gao is very lively and he likes making new friends.

Bai Yun is 24 years old. She came to the zoo in 1996. Bai Yun is interested in everything. Her name means "white cloud" in English.

Bai Yun has had six baby pandas, including Xiao Liwu, who also lives in the Giant Panda Research Station.

Xiao Liwu is the youngest panda at the San Diego Zoo. He is three years old. He is full of energy, and he is very independent.

In the wild, the main threat to giant pandas is people. People are building in places that pandas live. The Giant Panda Research Station helps the people at San Diego Zoo to learn more about giant pandas and to find ways of increasing the panda population. Why not visit the zoo and help support the pandas and other amazing animals.

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

1 The San Diego Zoo tries to breed endangered species. True
2 Four pandas live in the Giant Panda Research Station. _____
3 Gao Gao lived in a zoo when he was a baby. _____
4 Bai Yun is the youngest panda at the San Diego Zoo. _____
5 Xiao Liwu is three years old. _____

62 Unit 6 Reading: an article

Lesson Five SB page 62

Skills Time!

Skills development

Reading: read an article "Meet the pandas!"; identify true and false sentences

Language

Recycled: vocabulary and structures seen previously

Extra: *enclosure, nature reserve, lively, research, building, increasing, support*

Materials

CD 57

Oxford iTools Digital classroom • Unit 6 • Reading

Warmer

- Play *Time's up!* (see page 9) to energize the class and review words from the unit so far.

1 Look at the article and the photos. Where do you think the pandas are?

- Ask students to look at the pictures. Ask *Where do you think the pandas are?* Encourage students to share their ideas.

2 Listen and read. 57

- Tell students they are going to listen to the text. Play the whole recording as students read.
- Play the recording again pausing regularly. Check that students understand and answer any questions. Encourage students to try to figure out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *What is the San Diego Zoo like? Which panda had six babies?*

Differentiation

Below level:

- In pairs, students make a three-column chart in their notebooks. At the top of each column, write one panda's name. Then they re-read the text and write details about each panda in the chart. Monitor and help as needed. If time permits, students can share their charts with the class. Encourage them to say one thing they learned.

At level:

- Tell students they are going to play a guessing game. You are going to say sentences describing the pandas in the San Diego Zoo, and they have to guess which one you are describing. Give students one minute to skim the text again. With books closed, write the names of the three pandas on the board: *Gao Gao*, *Bai Yun*, and *Xiao Liwu*. Say different sentences describing the pandas. *She is the youngest panda. (Xiao Liwu) She is 24 years old. (Bai Yun) He lived on a nature reserve in China when he was one year old. (Gao Gao)*, etc. Students call out the answers. You can play this as an open class activity or in teams. If you play in teams, award a point for each correct answer.

Above level:

- Play *Talk!* (see page 9). Ask children to talk about one of the pandas in the text or another animal they know about. Encourage students to give details, e.g. *age*, *location*, *favorite foods*, etc. Monitor and help as needed.

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

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

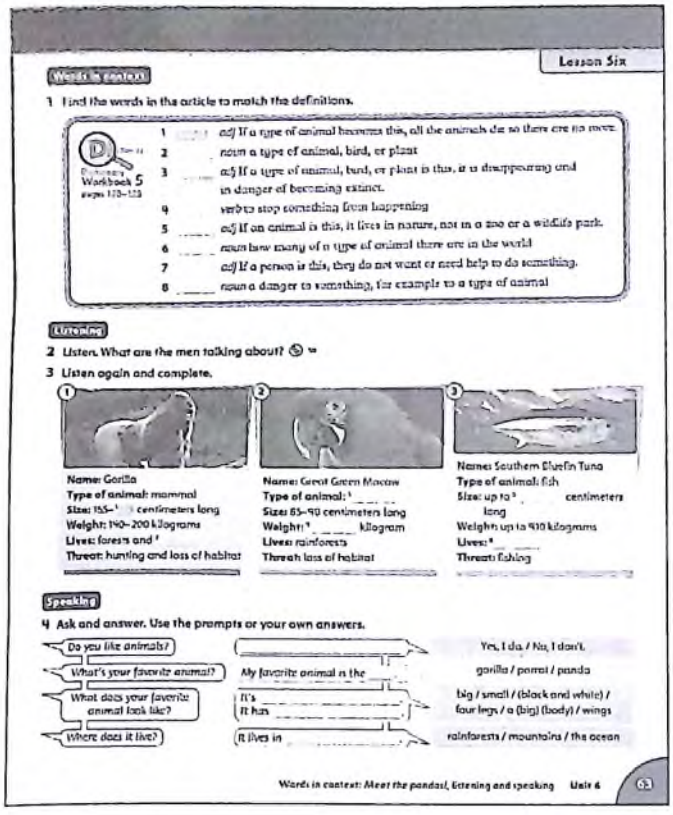
ANSWERS

1. True 2. False 3. False 4. False 5. True

Further practice

Workbook page 58

Online Practice • Unit 6 • Reading



Lesson Six

Words in context

1 Find the words in the article to match the definitions.

Dictionary Workbook 5 pages 120–121

1 ____ adj If a type of animal becomes this, all the animals die so there are no more.
2 ____ noun a type of animal, bird, or plant
3 ____ adj If a type of animal, bird, or plant is this, it is disappearing and in danger of becoming extinct.
4 ____ verb to stop something from happening
5 ____ adj If an animal is this, it lives in nature, not in a zoo or a wildlife park.
6 ____ noun how many of a type of animal there are in the world
7 ____ adj If a person is this, they do not want or need help to do something.
8 ____ noun a danger to something, for example to a type of animal

Listening

2 Listen. What are the men talking about?

3 Listen again and complete.

1 Name: Gorilla
Type of animal: mammal
Size: 155–[1] centimeters long
Weight: 140–200 kilograms
Lives: forests and [2]
Threat: hunting and loss of habitat

2 Name: Great Green Macaw
Type of animal: [1] ____
Size: 85–90 centimeters long
Weight: [2] ____ kilogram
Lives: rainforests
Threat: loss of habitat

3 Name: Southern Bluefin Tuna
Type of animal: fish
Size: up to [3] ____ centimeters long
Weight: up to 430 kilograms
Lives: [4] ____
Threat: fishing

Speaking

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

Do you like animals? — Yes, I do. / No, I don't.
What's your favorite animal? — My favorite animal is the ____ — gorilla / parrot / panda
What does your favorite animal look like? — It's ____ / It has ____ — big / small / (black and white) / four legs / a (big) (body) / wings
Where does it live? — It lives in ____ — rainforests / mountains / the ocean

Words in context: Meet the pandas!, Listening and speaking Unit 6 63

Lesson Six SB page 63

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: complete fact files

Speaking: ask and answer questions about animals

Language

Words in context: *extinct, species, endangered, prevent, wild, population, independent, threat* (Student Book); *research, habitat, donation, adopt* (Workbook)

Materials

CD 58

Oxford iTools Digital classroom • Unit 6 • Words, Listening, Speaking

Warmer

- Play *Definitions* (see page 9) to energize the class and review words from the previous lesson.

Lead-in

- Write the names of the pandas from the San Diego Zoo on the board: *Gao Gao, Bai Yun,* and *Xiao Liwu.*
- With books closed, ask students what they remember about the three pandas. Write notes on the board. Try and elicit some of the new vocabulary in the answers. (*wild, threat, extinct, endangered species*)

1 Find the words in the article to match the definitions.

- Ask the students to open their books and look at the definitions in Exercise 1.
- Point to each definition. Try to elicit the words but model any the students can't remember.
- Ask students to open their books to page 62 and match the underlined words in the text to the definitions in Exercise 1 on page 63.
- Remind students to consult the Dictionary pages in their Workbooks when completing the exercise.
- Go through the answers together.

Differentiation

Below level:

- Ask students to close their Student Books, take out their Workbooks, and turn to page 128. Divide students into teams. Say a word for students to find in the dictionary. Whoever finds it first, gets a point. Say each new word. The team with the most points wins.

At level:

- Play *Order the letters* (see page 9) with the new words. If you like, divide students into two or more teams. Write the scrambled word on the board. The team who unscrambles it first gets the point. The team with the most points wins.

Above level:

- Ask students to write a sentence for each new word. If time permits, students share their work.

ANSWERS

1. extinct 2. species 3. endangered 4. prevent
5. wild 6. population 7. independent 8. threat

2 Listen. What are the men talking about? 58

- Tell students to listen and identify what the people are talking about.
- Play the whole recording. Repeat if necessary.
- Elicit the answer from the class.

ANSWERS

endangered species

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing for students to write the missing information as they hear it.

ANSWERS

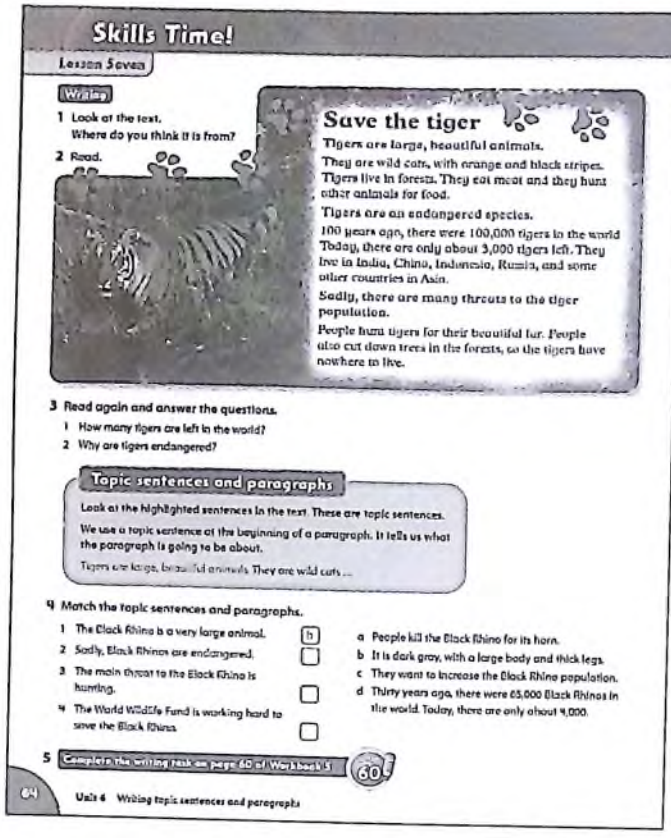
1. 175 2. jungles 3. bird 4. one 5. 430 6. oceans

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

- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favorite animal is the giraffe.*
- In pairs, students take turns to ask and answer.
- Monitor the activity, checking pronunciation and helping where necessary.

Further practice

Workbook page 59
Unit 6 Speaking skills worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 6 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

Save the tiger

Tigers are large, beautiful animals.

They are wild cats, with orange and black stripes. Tigers live in forests. They eat meat and they hunt other animals for food.

Tigers are an endangered species.

100 years ago, there were 100,000 tigers in the world. Today, there are only about 3,000 tigers left. They live in India, China, Indonesia, Russia, and some other countries in Asia.

Sadly, there are many threats to the tiger population.

People hunt tigers for their beautiful fur. People also cut down trees in the forests, so the tigers have nowhere to live.

3 Read again and answer the questions.

1 How many tigers are left in the world?

2 Why are tigers endangered?

Topic sentences and paragraphs

Look at the highlighted sentences in the text. These are topic sentences.

We use a topic sentence at the beginning of a paragraph. It tells us what the paragraph is going to be about.

Tigers are large, beautiful animals. They are wild cats ...

4 Match the topic sentences and paragraphs.

1 The Black Rhino is a very large animal. b
2 Sadly, Black Rhinos are endangered. ☐
3 The main threat to the Black Rhino is hunting. ☐
4 The World Wildlife Fund is working hard to save the Black Rhino. ☐

a People kill the Black Rhino for its horn.
b It is dark gray, with a large body and thick legs.
c They want to increase the Black Rhino population.
d Thirty years ago, there were 65,000 Black Rhinos in the world. Today, there are only about 4,000.

5 Complete the writing task on page 60 of Workbook 5. 60

64 Unit 6 Writing topic sentences and paragraphs

Lesson Seven SB page 64

Skills Time!

Skills development

Writing focus: identify topic sentences and paragraphs

Writing outcome: write an article (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 6; a copy of the text from poster 6, Assessment and Resource CD-ROM, for each student; sheets of paper, colored pencils (optional)

Oxford iTools Digital classroom • Unit 6 • Writing

Poster 6: A magazine article

- Hand out photocopies of the poster to each student. Present your copy of the poster so everyone can see it.
- Ask students the "Before reading" question. Encourage them to discuss their ideas.
- Read the first and second text boxes on the left. Ask students to identify the paragraphs. Read the first text box on the right and ask students to predict what each paragraph might be about, based on the topic sentences.
- Read the second and third text boxes on the right and ask students to find examples of *and* and *but*.
- Read the fourth text box on the right. Ask students to identify the adjectives. Elicit more examples.
- Tell students they are now going to read the magazine article. Choose four students to read the text aloud.
- Ask students the "After reading" questions. Compare and discuss some of the students' answers with the class.

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

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

ANSWER

a wildlife magazine

2 Read.

- Read the text aloud once. Then choose different students to read sections of the text. Help with pronunciation of difficult words where necessary.
- Discuss the text with the class and ask comprehension questions, e.g. *Where do tigers live?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions. Give students a minute to check the text.

ANSWERS

1 about 3,000

2 People hunt them, and people cut down trees in the forests and the tigers have nowhere to live.

4 Match the topic sentences and paragraphs.

- First, focus attention on the text box.
- Go through the rules and the example together. Check that students understand how to identify topic sentences.
- Students complete the exercise. Point to the example and explain that they have to match the topic sentences and the paragraphs.

Differentiation

Below level:

- Read the four topic sentences in the left-hand column together. Ask students what they think the paragraph is going to be about. Write notes on the board. Then read the right-hand column. Students match in pairs.

At level:

- Students complete the activity.

Above level:

- Ask students to choose tigers, Black Rhinos, or Giant Pandas. Students work in pairs. Hand out a sheet of paper and colored pencils to each pair. Ask them to write a short magazine article about their animal. They can draw pictures to illustrate the article. Compare and discuss the magazine articles with the class and display them around the classroom.

ANSWERS

1. b 2. d 3. a 4. c

5 Complete the writing task on page 60 of Workbook 5.

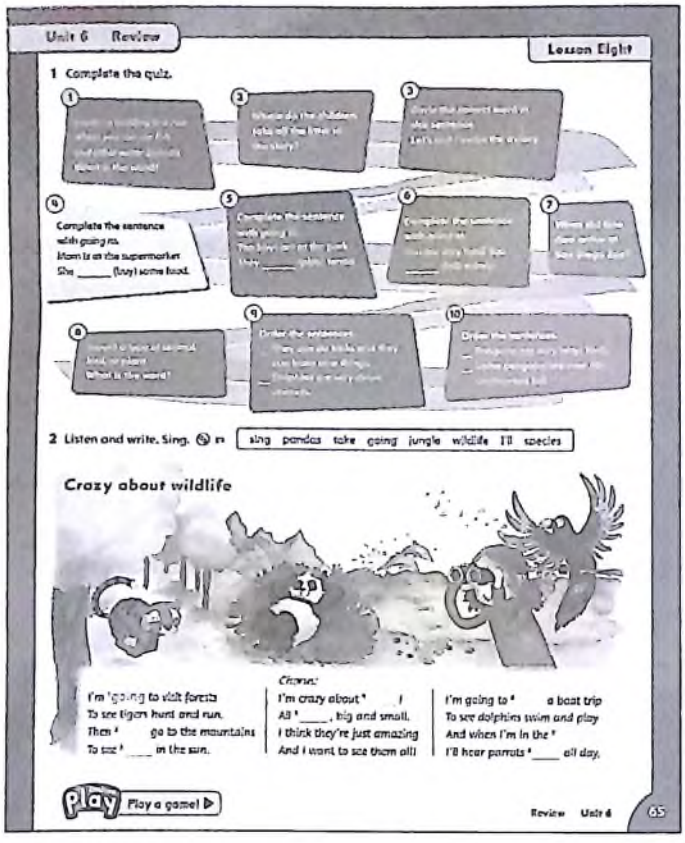
- Students now do the writing task on Workbook page 60. Review the exercises with them first if necessary.

Further practice

Workbook page 60

Unit 6 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 6 • Writing


Unit 6 Review

Lesson Eight

1 Complete the quiz.

Complete the sentence with going to.
Mom is at the supermarket.
She ____ (buy) some food.

2 Listen and write. Sing. 59

sing pandas take going jungle wildlife I'll species

Crazy about wildlife

I'm going to visit forests
To see tigers hunt and run.
Then I' go to the mountains
To see ' in the sun.

Chorus:
I'm crazy about ' !
All ' , big and small.
I think they're just amazing
And I want to see them all!

I'm going to ' a boat trip
To see dolphins swim and play
And when I'm in the '
I'll hear parrots ' all day.

Play Play a game!

Review Unit 6 65

Lesson Eight SB page 65

Unit 6 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 59; large piece of paper (optional)

Oxford iTools Digital classroom • Unit 6 • Review

Warmer

- To review words and structures from the unit, tell students to ask you questions about the unit.
- Students take it in turns to ask you questions. They are allowed to work with their books open but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 65, but they may not refer to the unit when answering the questions.

ANSWERS

1. aquarium 2. to the recycling center 3. visit 4. is going to buy 5. are going to play 6. are going to fall 7. 2003 8. species 9. 1 Dolphins are very clever animals. 2 They can do tricks and they can learn new things 10. 1 Penguins are very large birds. 2 Some penguins are over 100 centimeters tall.

2 Listen and write. Sing. 59

- Focus students' attention on the picture. Ask *What animals and birds can you see?*
- Play the whole song.
- Play it again as students follow along.
- Pause to give students time to write the missing words in the blanks.
- At the end, ask students to read each line of the song saying the missing word.
- Play the recording again for students to sing along.
- Repeat as often as you wish.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *visit forests, dolphins swim and play*. Students decide on actions for their phrases. Then play the song. Students should stand and do their action when they hear their phrase. If time permits, switch phrases and play again.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. Ask students to work together to fill in the missing words. Play the song again to check answers.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece of plain paper. In their groups, students work together to recall the words of their verse. They write the words on the paper. Monitor and help with spelling or grammar, if necessary. Students open their books to check answers.

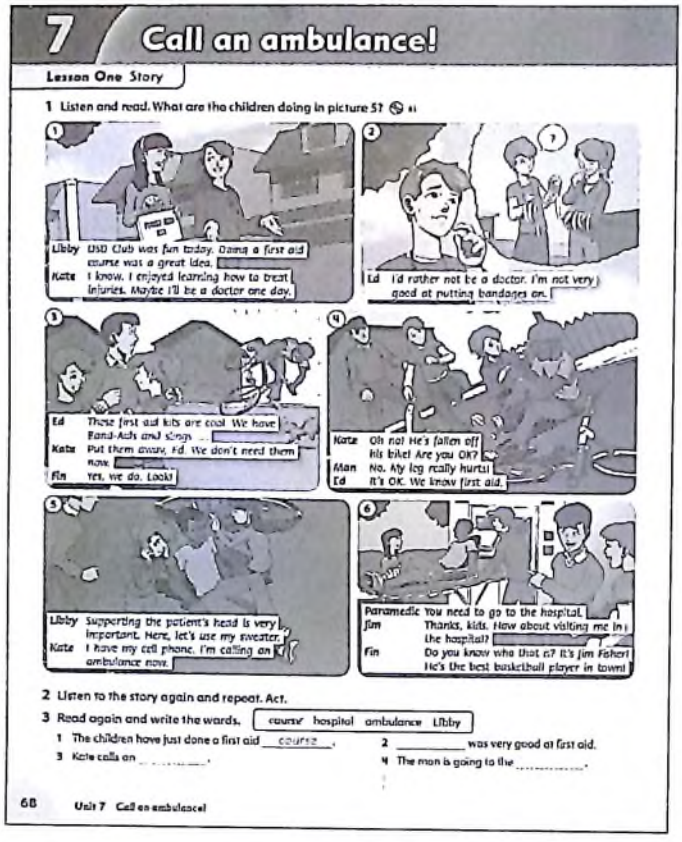
ANSWERS

1. going 2. I'll 3. pandas 4. wildlife 5. species 6. take 7. jungle 8. sing

Further practice

Workbook page 61
Unit 6 test, Assessment and Resource CD-ROM
Progress test 2, Assessment and Resource CD-ROM
Skills test 2, Assessment and Resource CD-ROM
Values 2 worksheet, Units 4–6, Assessment and Resource CD-ROM
Writing portfolio 2 worksheet, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice• Unit 6 • Review

7 Call an ambulance!


7 Call an ambulance!

Lesson One Story

1 Listen and read. What are the children doing in picture 5? 61

Libby USD Club was fun today. Doing a first aid course was a great idea.
Kate I know. I enjoyed learning how to treat injuries. Maybe I'll be a doctor one day.
Ed I'd rather not be a doctor. I'm not very good at putting bandages on.
Ed These first aid kits are cool. We have Band-Aids and slings ...
Kate Put them away, Ed. We don't need them now.
Fin Yes, we do. Look!
Kate Oh no! He's fallen off his bike! Are you OK?
Man No. My leg really hurts!
Ed It's OK. We know first aid.
Libby Supporting the patient's head is very important. Here, let's use my sweater.
Kate I have my cell phone. I'm calling an ambulance now.
Paramedic You need to go to the hospital.
Jim Thanks, kids. How about visiting me in the hospital?
Fin Do you know who that is? It's Jim Fisher! He's the best basketball player in town!

2 Listen to the story again and repeat. Act.

3 Read again and write the words. course hospital ambulance Libby

1 The children have just done a first aid course.
2 _____ was very good at first aid.
3 Kate calls an _____.
4 The man is going to the _____.

68 Unit 7 Call an ambulance!

Lesson One SB page 68

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 59, 61

Oxford iTools Digital classroom • Unit 7 • Story

Warmer 59

- Tell students they are going to sing the song *Crazy about wildlife* from Lesson 8 in the previous unit.
- Play the song with books open. Students sing along.

Lead-in

- Play *Miming snap* (see page 8) to energize the students and review body parts vocabulary. You may wish to use this vocabulary later in the unit.

1 Listen and read. What are the children doing in picture 5? 61

- Focus students' attention on the pictures and the story. Teach the word *ambulance*. Ask prediction questions about the story. Ask *Who is Libby with? What has the man done? Has he hurt his arm?*
- Play the recording. Students listen and follow along.
- Ask the gist question *What are the children doing in picture 5?*
- Play the recording again. Ask comprehension questions, e.g. *What has the man done? Who is Jim Fisher?*

ANSWER

Libby is helping a man. Kate is calling an ambulance.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play Libby, Kate, Ed, Fin, Man, and Paramedic.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story in their groups. Then ask one or two groups to act for the class.

3 Read again and write the words.

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with the words from the box.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story.

At level:

- Students complete the activity.

Above level:

- Students write a short paragraph retelling the story. If time permits, students share with the class.

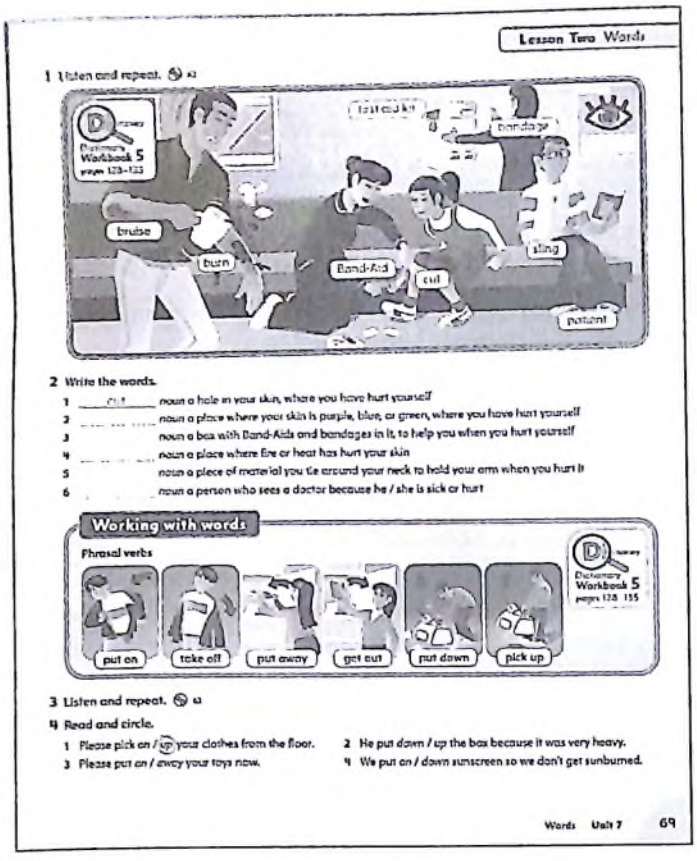
ANSWERS

1. course 2. Libby 3. ambulance 4. hospital

Further practice

Workbook page 62

Online Practice• Unit 7 • Story



Lesson Two SB page 69

Words

Learning outcomes

To learn words for talking about first aid

To learn phrasal verbs

Language

Words: *burn, first aid kit, bruise, bandage, cut, sling, patient, Band-Aid*

Working with words: *put on, take off, put away, get out, put down, pick up* (Student Book and Workbook)

Materials

CD 62–63

Oxford iTools Digital classroom • Unit 7 • Words

Warmer

- Ask students *Where does an ambulance take you? Why? Who works in a hospital? (doctors, nurses, cooks, cleaners).* Elicit as much information as you can by asking lots of questions.

1 Listen and repeat. 62

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

2 Write the words.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to use the Workbook Dictionary.

ANSWERS

1. cut 2. bruise 3. first aid kit 4. burn 5. sling 6. patient

3 Listen and repeat. 63

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to each picture and say the phrasal verbs.
- Give students a few minutes to study the information.
- Ask students to look up the phrasal verbs in the Workbook Dictionary. Review the meanings together.
- Ask students to refer to the story in Lesson 1 and find a word from the list (*put on, put away*).
- Play the recording. Students listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Play a miming game. Ask students to work in pairs. Tell them to take it in turns to mime an action using the phrasal verbs in the list. Students guess the actions and call out full sentence answers, e.g. *You're picking up a bag.*

At level:

- Students complete the activity.

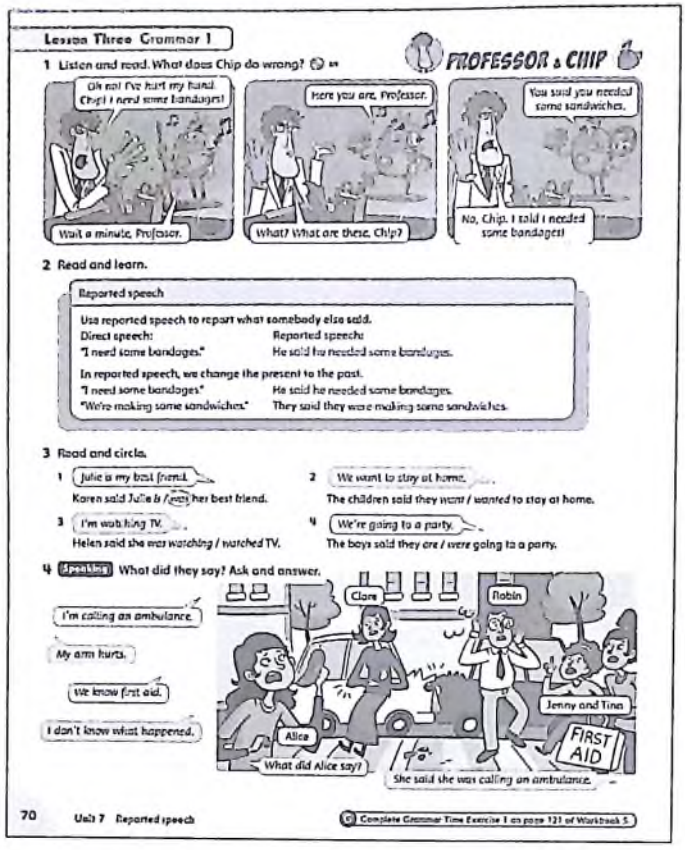
Above level:

- After students complete the activity, ask them to write sentences using the phrasal verbs from the box. If you like, make it a game. Divide students into teams and set a time limit. Check sentences and award one point for each correct sentence. The team with the most points wins.

ANSWERS

1. up 2. down 3. away 4. on

Further practice
Workbook page 63
Online Practice• Unit 7 • Words


Lesson Three Grammar 1

1 Listen and read. What does Chip do wrong? 64

PROFESSOR & CHIP

Oh no! I've hurt my hand. Chip! I need some bandages!

Here you are, Professor.

You said you needed some sandwiches.

Wait a minute, Professor.

What? What are these, Chip?

No, Chip. I said I needed some bandages!

2 Read and learn.

Reported speech

Use reported speech to report what somebody else said.

Direct speech: "I need some bandages."
Reported speech: He said he needed some bandages.

In reported speech, we change the present to the past.

"I need some bandages." He said he needed some bandages.
"We're making some sandwiches." They said they were making some sandwiches.

3 Read and circle.

1 Julie is my best friend.
Karen said Julie is / was her best friend.

2 We want to stay at home.
The children said they want / wanted to stay at home.

3 I'm watching TV.
Helen said she was watching / watched TV.

4 We're going to a party.
The boys said they are / were going to a party.

4 Speaking What did they say? Ask and answer.

I'm calling an ambulance.
My arm hurts.
We know first aid.
I don't know what happened.

Clare
Robin
Jenny and Tina
Alice
FIRST AID
What did Alice say?
She said she was calling an ambulance.

70 Unit 7 Reported speech
Complete Grammar Time Exercise 1 on page 121 of Workbook 5

Lesson Three SB page 70

Grammar 1

Learning outcomes

To use reported speech to report what somebody said

To ask and answer questions using reported speech

Language

Core: *He said he needed some bandages.*

Materials

CD 64

Oxford iTools Digital classroom • Unit 7 • Grammar 1

Warmer

- With books open ask students what they remember about Professor and his robot Chip.

1 Listen and read. What does Chip do wrong? 64

- Play the recording. Students follow along.
- Ask the gist question *What does Chip do wrong?*
- Play the recording again. Ask comprehension questions, e.g. *What does Professor need? What does Chip bring him?*
- In pairs, ask students to play the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

He brings Professor some sandwiches, but Professor needs bandages.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the example direct speech sentence *"I need some bandages!"* in the cartoon strip.
- Give students a minute to study the rules. Point out how direct speech is transformed to reported speech by changing the present tense to the past.
- With books closed, elicit more examples from the class to check the students' understanding.

3 Read and circle.

- Ask students to look at the speech bubbles and the reported speech sentences.
- Look at the example and explain that they have to read the speech bubbles and then circle the correct word in each reported speech sentence.
- Let students complete the exercise, then check answers.

ANSWERS

1. was 2. wanted 3. was watching 4. were going

4 What did they say? Ask and answer.

- Focus students' attention on the picture. Ask them to read the speech bubbles on the left silently and match them to the people in the picture.
- Ask two students to read the examples aloud.
- Check that students understand the exercise. Then ask them to work in pairs.
- Students ask and answer about the picture using reported speech.
- Ask a few pairs to ask and answer in front of the class.

Differentiation

Below level:

- Assign the names in the picture to five different students. They read the speech bubbles on the left. Then ask *What did (Alice) say?* Elicit the answer from children. Do the same for the other three sentences. Switch the roles and practice again. Monitor and elicit as needed.

At level:

- Students complete the activity.

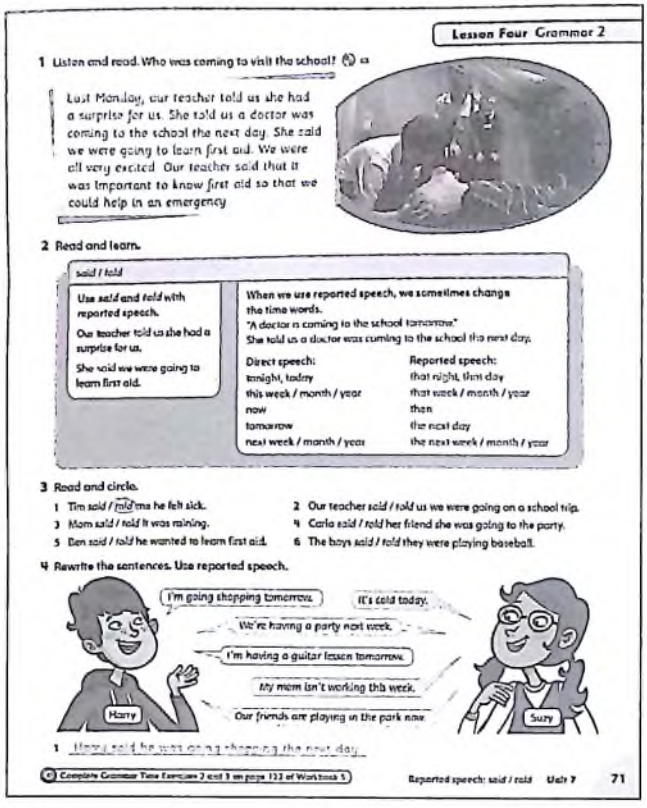
Above level:

- Put students into groups. Ask them to look at the picture in Exercise 4 and think of other things the people might say. Encourage them to write down their sentences. One group role plays what they wrote, and another repeats the sentences as reported speech. Continue until each group has practiced direct and reported speech.

NOTE Ask students to complete the first Unit 7 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121
Workbook page 64
Online Practice• Unit 7 • Grammar 1


Lesson Four Grammar 2

1 Listen and read. Who was coming to visit the school? 65

Last Monday, our teacher told us she had a surprise for us. She told us a doctor was coming to the school the next day. She said we were going to learn first aid. We were all very excited. Our teacher said that it was important to know first aid so that we could help in an emergency.

2 Read and learn.

said / told

Use *said* and *told* with reported speech.
Our teacher told us she had a surprise for us.
She said we were going to learn first aid.

When we use reported speech, we sometimes change the time words.
"A doctor is coming to the school tomorrow."
She told us a doctor was coming to the school the next day.

Direct speech:	Reported speech:
tonight, today	that night, that day
this week / month / year	that week / month / year
now	then
tomorrow	the next day
next week / month / year	the next week / month / year

3 Read and circle.

1 Tim said / told me he felt sick.
2 Our teacher said / told us we were going on a school trip.
3 Mom said / told it was raining.
4 Carla said / told her friend she was going to the party.
5 Ben said / told he wanted to learn first aid.
6 The boys said / told they were playing baseball.

4 Rewrite the sentences. Use reported speech.

I'm going shopping tomorrow.
It's cold today.
We're having a party next week.
I'm having a guitar lesson tomorrow.
My mom isn't working this week.
Our friends are playing in the park now.
Harry
Suzy

1 Harry said he was going shopping the next day.

Complete Grammar Time Exercises 2 and 3 on page 122 of Workbook 5

Reported speech: said / told Unit 7 71

Lesson Four SB page 71

Grammar 2

Learning outcomes

To use *said* and *told* with reported speech

To write sentences using reported speech

Language

Core: *Our teacher told us she had got a surprise for us. She said we were going to learn first aid.*

Materials

CD 65; a square piece of material for a sling (optional)

Oxford iTools Digital classroom • Unit 7 • Grammar 2

Warmer

- If you have a first aid kit in school, take it to class. If you don't, draw a life-size picture of one on a sheet of paper.
- Hold up the first aid kit (or your drawing). Ask students to tell you what is inside. Elicit *Band-Aid* and *bandage*. Ask *What can you make with a bandage?* Elicit *a sling*.
- Ask a student to come up. Make a sling for him or her.
- Tell students to listen to someone talking about first aid.

1 Listen and read. Who was coming to visit the school? 65

- Play the recording. Students listen and follow along.
- Ask the gist question *Who was coming to visit the school?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *When did the doctor come to the school? What did the children learn?*

ANSWER
a doctor

2 Read and learn.

- Focus attention on the rule and example sentences.
- Give students a minute to study the rules. Check students remember to use *tell* when saying who we are talking to, e.g. *Our teacher told us she had got a surprise for us.*
- With books closed, give some examples and ask questions to check understanding. Elicit examples.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS
1. told 2. told 3. said 4. told 5. said 6. said

4 Rewrite the sentences. Use reported speech.

- Look at the picture. Check that students can see who is speaking.
- Ask two students to read the speech bubbles.
- Look at the example. Check that students understand they have to rewrite the sentences in reported speech.

Differentiation

Below level:

- Students practice making sentences using *said* and *told* in pairs. Then switch the pairs. Students complete the activity in Exercise 4.

At level:

- Students write the sentences in Exercise 3 as direct speech.

Above level:

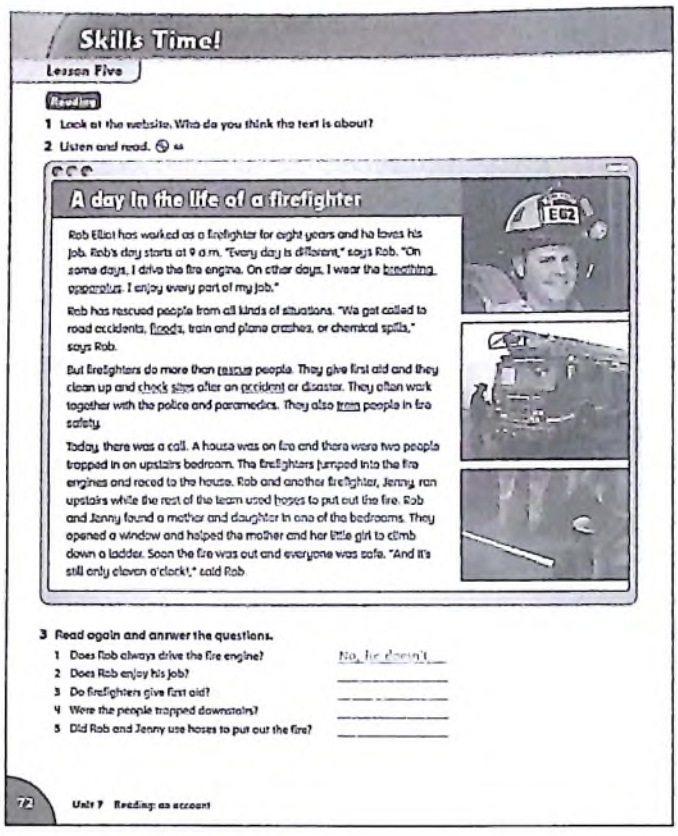
- Give each student two slips of paper. Ask them to pick two time phrases from the direct speech box and write sentences with them. Put the papers in a box or bag. Call students to the front to pick one. They read it and change it to reported speech.

ANSWERS
1. "I feel sick." 2. "You are going on a school trip."
3. "It is raining." 4. "I am going to the party."
5. "I want to learn first aid." 6. "We are playing baseball."

ANSWERS
1. Harry said he was going shopping the next day.
2. Suzy said it was cold that day.
3. Harry and Suzy said they were having a party the next week.
4. Harry said he was having a guitar lesson the next day.
5. Suzy said her mom wasn't working that week.
6. Harry and Suzy said their friends were playing in the park then.

NOTE Ask students to complete the second and third Unit 7 Grammar Time exercises on Workbook page 122.

Further practice
Grammar Time, Workbook page 122
Workbook page 65
Unit 7 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice• Unit 7 • Grammar 2



Skills Time!

Lesson Five

Reading

1 Look at the website. Who do you think the text is about?

2 Listen and read. 66

A day in the life of a firefighter

Rob Elliot has worked as a firefighter for eight years and he loves his job. Rob's day starts at 9 a.m. "Every day is different," says Rob. "On some days, I drive the fire engine. On other days, I wear the breathing apparatus. I enjoy every part of my job."

Rob has rescued people from all kinds of situations. "We get called to road accidents, floods, train and plane crashes, or chemical spills," says Rob.

But firefighters do more than rescue people. They give first aid and they clean up and check sites after an accident or disaster. They often work together with the police and paramedics. They also train people in fire safety.

Today, there was a call. A house was on fire and there were two people trapped in an upstairs bedroom. The firefighters jumped into the fire engines and raced to the house. Rob and another firefighter, Jenny, ran upstairs while the rest of the team used hoses to put out the fire. Rob and Jenny found a mother and daughter in one of the bedrooms. They opened a window and helped the mother and her little girl to climb down a ladder. Soon the fire was out and everyone was safe. "And it's still only eleven o'clock!," said Rob.

3 Read again and answer the questions.

1 Does Rob always drive the fire engine? No, he doesn't

2 Does Rob enjoy his job? _____

3 Do firefighters give first aid? _____

4 Were the people trapped downstairs? _____

5 Did Rob and Jenny use hoses to put out the fire? _____

72 Unit 7 Reading: an account

Lesson Five SB page 72

Skills Time!

Skills development

Reading: read a website page "A day in the life of a firefighter"; answer questions about a text

Language

Recycled: vocabulary and structures seen previously

Extra: *crew, fire station, plane crash, equipment, fire engine, window, ladder*

Materials

CD 66

Oxford iTools Digital classroom • Unit 7 • Reading

Warmer

- Play *Twenty twenty* (see page 9) to energize the class and elicit the word *fireman* or *firefighter*.

1 Look at the website. Who do you think the text is about?

- Ask students to look at the pictures. Ask *Who do you think the text is about?* Encourage students to share their ideas.

2 Listen and read. 66

- Tell students they are going to listen to the text now.
- Play the whole recording as students read along.
- Play the recording again, pausing regularly. Check students understand and answer any questions. Encourage students to try to figure out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *Does Rob ever drive the fire engine? Who rescued the mother and daughter from the house that was on fire?*

3 Read again and answer the questions.

- Ask students to read the questions silently.
- Look at the example and explain that they have to write short answers.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the vocabulary from the text. Monitor, help, and elicit.

At level:

- Ask students to work in groups of three.
- Assign the following roles. One student reads the narrative text in the first half of the article. A second student reads Rob's speech. Make sure they understand that they only read the direct speech within speech marks. The narrator reads the words "says Rob". A third student reads the narrative text in the second half of the article.
- Students read the text aloud to each other, with each student taking their role. Students swap paragraphs and repeat, to increase confidence and familiarity with the text. If you wish, ask one or two groups to read to the class.

Above level:

- Do the "at level" activity. Then ask students to write sentences using the new words in the text. Monitor and help as needed.

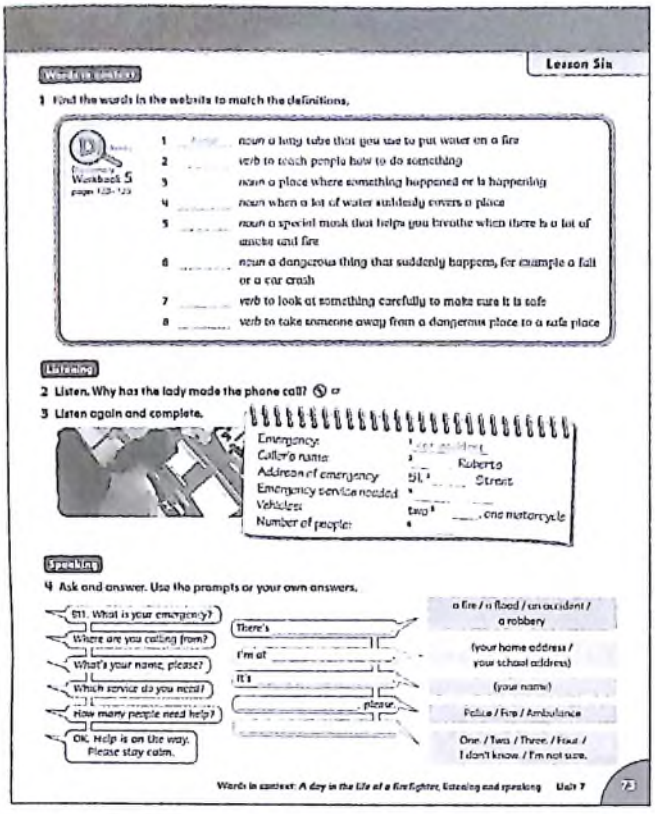
ANSWERS

1. No, he doesn't
2. Yes, he does
3. Yes, they do
4. No, they weren't
5. No, they didn't

Further practice

Workbook page 66

Online Practice• Unit 7 • Reading



Lesson Six

Words in context

1 Find the words in the website to match the definitions.

Workbook 5

1 ____ noun a long tube that you use to put water on a fire
2 ____ verb to teach people how to do something
3 ____ noun a place where something happened or is happening
4 ____ noun when a lot of water suddenly covers a place
5 ____ noun a special mask that helps you breathe when there is a lot of smoke and fire
6 ____ noun a dangerous thing that suddenly happens, for example a fall or a car crash
7 ____ verb to look at something carefully to make sure it is safe
8 ____ verb to take someone away from a dangerous place to a safe place

Listening

2 Listen. Why has the lady made the phone call?

3 Listen again and complete.

Emergency
Caller's name: Roberto
Address of emergency: 91 ____ Street
Emergency service needed: ____
Vehicles: two ____, one motorcycle
Number of people: ____

Speaking

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

911. What is your emergency? — There's — a fire / a flood / an accident / a robbery
Where are you calling from? — I'm at — (your home address / your school address)
What's your name, please? — It's — (your name)
Which service do you need? — ____, please. — Police / Fire / Ambulance
How many people need help? — One / Two / Three / Four / I don't know. / I'm not sure.
OK. Help is on the way. Please stay calm.

Words in context: A day in the life of a fire fighter, Listening and speaking Unit 7 73

Lesson Six SB page 73

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: complete a phone call to the emergency services

Speaking: ask and answer questions about the emergency services

Language

Words in context: *hose, train, site, flood, breathing apparatus, accident, check, rescue* (Student Book); *lifeguard, volunteer, crew, coast guard* (Workbook)

Materials

CD 67

Oxford iTools Digital classroom • Unit 7 • Words, Listening, Speaking

Warmer

- Play *Order the letters* (see page 9) to review the vocabulary from Lesson 2.

Lead-in

- With books closed ask students what they can remember about the text from the previous lesson. Ask questions if necessary, e.g. *Name three things that firefighters do. Who did Rob and Jenny rescue?*

1 Find the words in the website to match the definitions.

- Ask the students to open their Student Books and look at the definitions in Exercise 1.
- Point to each definition. Try to elicit the words but model any the students can't remember.
- Ask students to open their books to page 72 and match the underlined words in the text to the definitions in Exercise 1 on page 73.
- Go through the answers together.

ANSWERS

1. hose 2. train 3. site 4. flood 5. breathing apparatus 6. accident 7. check 8. rescue

2 Listen. Why has the lady made the phone call?

67

- Tell students they are going to hear a recording. Explain that they have to listen and identify why the lady has made the phone call.
- Play the whole recording. Then elicit the answer from the class.

ANSWER

She wants an ambulance because she has seen a car accident.

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing for students to write the missing information as they hear it.

ANSWERS

1. ambulance 2. Helen 3. Green 4. ambulance 5. cars 6. three

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

- Ask two students to read the speech bubbles aloud, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *It's Kieran MacKenzie.*
- In pairs, students take turns to ask and answer.
- Monitor the activity, checking pronunciation and helping where necessary.
- Ask a few pairs to ask and answer the questions in front of the class.

Differentiation

Below level:

- Read the questions aloud to the students. Pause after each one, and ask them to circle their answer from the prompts. Then put students into pairs to complete the activity.

At level:

- Students complete the activity.

Above level:

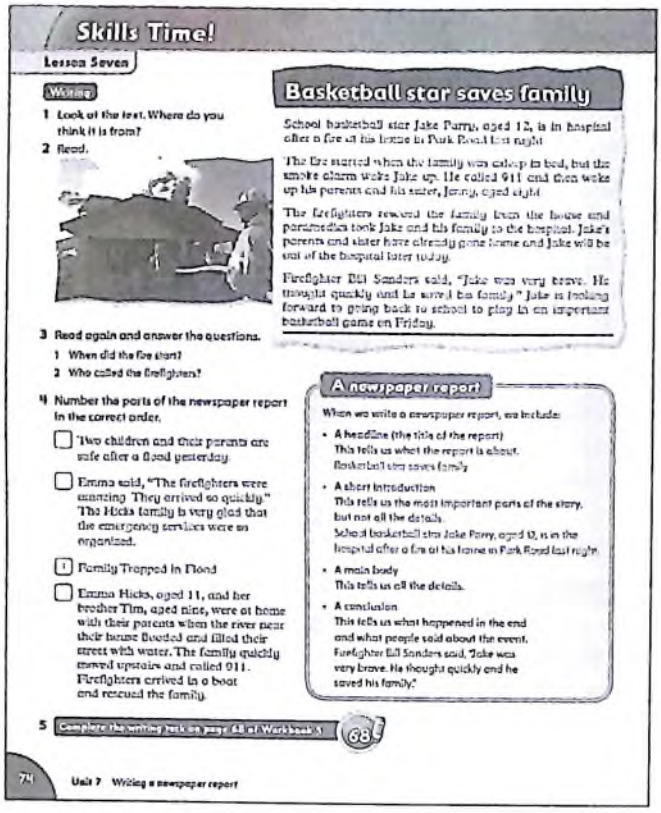
- Ask students to add extra detail where appropriate, e.g. *there's a fire in the kitchen.*

Further practice

Workbook page 67

Unit 7 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice• Unit 7 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

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

2 Read.

Basketball star saves family

School basketball star Jake Parry, aged 12, is in hospital after a fire at his home in Park Road last night.

The fire started when the family was asleep in bed, but the smoke alarm woke Jake up. He called 911 and then woke up his parents and his sister, Jenny, aged eight.

The firefighters rescued the family from the house and paramedics took Jake and his family to the hospital. Jake's parents and sister have already gone home and Jake will be out of the hospital later today.

Firefighter Bill Sanders said, "Jake was very brave. He thought quickly and he saved his family." Jake is looking forward to going back to school to play in an important basketball game on Friday.

3 Read again and answer the questions.

1 When did the fire start?

2 Who called the firefighters?

4 Number the parts of the newspaper report in the correct order.

- [ ] Two children and their parents are safe after a flood yesterday.
- [ ] Emma said, "The firefighters were amazing. They arrived so quickly." The Hicks family is very glad that the emergency services were so organized.
- [1] Family Trapped in Flood
- [ ] Emma Hicks, aged 11, and her brother Tim, aged nine, were at home with their parents when the river near their house flooded and filled their street with water. The family quickly moved upstairs and called 911. Firefighters arrived in a boat and rescued the family.

A newspaper report

When we write a newspaper report, we include:

- A headline (the title of the report)
  This tells us what the report is about.
  Basketball star saves family
- A short introduction
  This tells us the most important parts of the story, but not all the details.
  School basketball star Jake Parry, aged 12, is in the hospital after a fire at his home in Park Road last night.
- A main body
  This tells us all the details.
- A conclusion
  This tells us what happened in the end and what people said about the event.
  Firefighter Bill Sanders said, "Jake was very brave. He thought quickly and he saved his family."

5 Complete the writing task on page 68 of Workbook 5. 68

74 Unit 7 Writing a newspaper report

Lesson Seven SB page 74

Skills Time!

Skills development

Writing focus: identify the main features of a newspaper report

Writing outcome: write a newspaper report (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 7; a copy of the text from poster 7, Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 7 • Writing

Poster 7: A newspaper report

- Hand out photocopies of the poster to each student. Present your copy of the poster so everyone can see it.
- Ask students to look at the poster with you.
- Ask students the "Before reading" question. Encourage them to discuss and share their ideas.
- Choose four students to read the report aloud.
- Read the first and second text boxes on the left. Ask students to tell you what the article is about.
- Read the first text box on the right. Ask students the following questions: *What happened? When did it happen? Where did it happen? Who did it happen to?*
- Read the second text box on the right and ask students to find examples of past tenses. Elicit more examples.
- Read the third text box on the left and ask students what happened in the end.
- Read the text box at the bottom. Point to the first example of reported speech (*Dave Parsons told reporters Richie was a hero.*). Ask students to change it to direct speech. ("*Richie is a hero.*") Review all examples of direct and reported speech and do the same.
- Ask students the "After reading" questions. Compare and discuss some of the students' answers together.

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

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

ANSWER

a newspaper

2 Read.

- Read the text aloud once. Then choose students to read sections of the text. Discuss the text and ask comprehension questions, e.g. *Who took Jake to hospital?*

3 Read again and answer the questions.

- Ask students to read the text again silently. Then ask each question. Let students check the text if necessary.

ANSWERS

1. when the family were asleep in bed 2. Jake

4 Number the parts of the newspaper report in the correct order.

- First, focus attention on the text box. Review the rules and the examples together.
- Give students a minute to study the information. Point to the example and explain that they have to number the parts of the newspaper report in the correct order.

Differentiation

Below level:

- Ask students to read the parts of the report in Exercise 4. Work with students to identify which parts they are. Students complete the activity independently.

At level:

- Students complete the activity.

Above level:

- Put students in groups. Ask them to think of a topic for a newspaper report and write a headline, an introduction, a few details for the body, and a conclusion.

ANSWERS

1. Family Trapped in Flood 2. Two children and their parents are safe … 3. Emma Hicks, aged 11 … 4. Emma said, "The firefighters were amazing …

5 Complete the writing task on page 68 of Workbook 5.

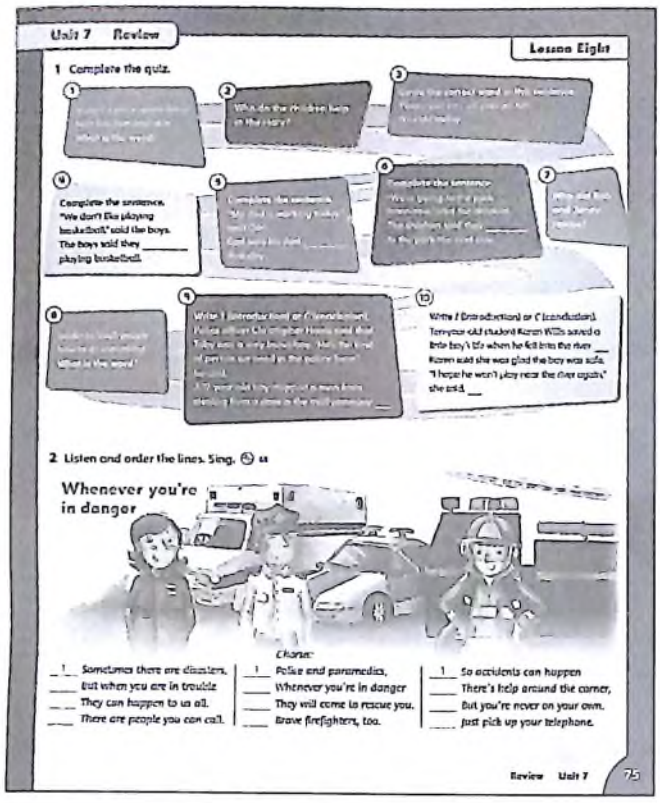
- Students now do the writing task on Workbook page 68.

Further practice

Workbook page 68

Unit 7 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 7 • Writing



Lesson Eight SB page 75

Unit 7 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 68

Oxford iTools Digital classroom • Unit 7 • Review

Warmer

- Write these sentences on the board. Tell students that each sentence contains either a grammatical or a factual mistake. Ask students to correct them.
  He said he needs some bandages. (needed)
  She said me she was hungry. (told)
  I'm cold. I'm going to put down my coat. (put on)
  I've broken my arm so I put a Band-Aid on it. (bandage)
  We're here. We can get up of the car now. (get out)
  Jane spilled hot tea on her arm. She's got a big bruise now. (burn)
- Students come to the board and correct the sentences.

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 75, but they may not refer to the unit when answering the questions.

Differentiation

Below level:

- Play *Order the letters* (see page 9) using vocabulary words from pages 69 and 73.

At level:

- Divide the class into two teams. Tell students you have chosen a person or thing from the unit. Describe it for them to guess, e.g. *He sometimes drives the fire engine at work.* The team who guesses correctly first gets a point, and the team with the most points wins.

Above level:

- Extend the "at level" game, and ask each student to choose one person or thing from the unit and write it down without showing anyone. Students write a sentence describing the person or thing. Ask students to read their descriptions. The class says who or what it is. Monitor and help as needed.

ANSWERS

1. burn 2. A man called Jim Fisher. He has fallen off his bicycle 3. put on 4. didn't like 5. was working 6. were going 7. a mother and her daughter 8. train 9. C, I 10. I, C

2 Listen and order the lines. Sing. 68

- Focus students' attention on the picture. Ask *Which emergency services do these people represent?*
- Play the whole song.
- Play it again as students follow along.
- Pause to give students time to number the lines.
- At the end, ask students to read each line of the song in the correct order.
- Play the recording again for students to sing along.

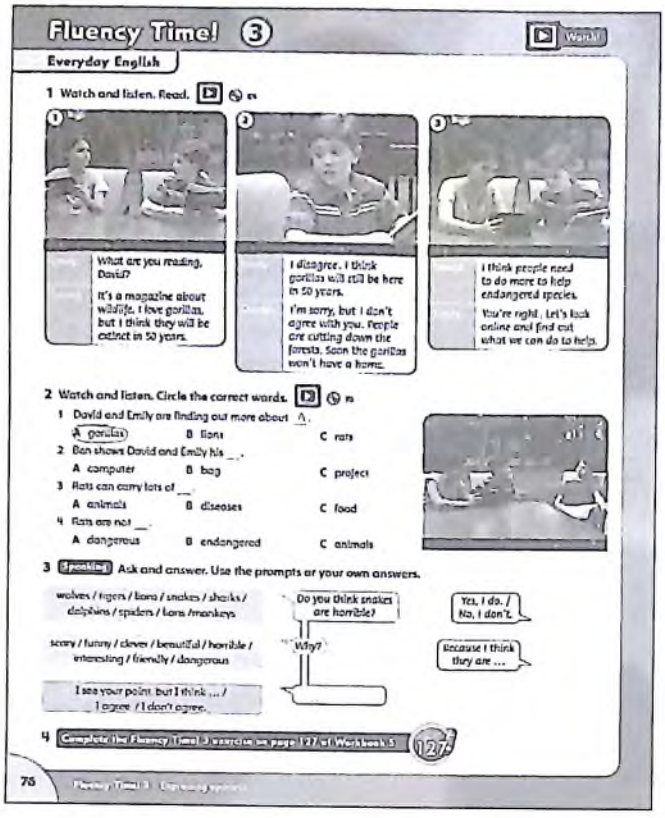
ANSWERS

Verse one: (1) Sometimes there are disasters, (2) They can happen to us all. (3) But when you are in trouble (4) There are people you can call.
Chorus: (1) Police and paramedics, (2) Brave firefighters, too. (3) Whenever you're in danger (4) They will come to rescue you.
Verse two: (1) So accidents can happen (2) But you're never on your own. (3) There's help around the corner, (4) Just pick up your telephone.

Further practice

Workbook page 69
Unit 7 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 7 • Review

Fluency Time! 3



Everyday English SB page 76

Learning outcomes

To learn some useful language for expressing opinions

Language

I (don't) think ... I agree. I disagree ... That's true. You're right. I'm sorry, but I don't agree with you. I see your point, but ...

Materials

CD 69–70; Fluency DVD Fluency Time! 3

Oxford iTools Digital classroom • Fluency Time! 3 • Everyday English

Warmer

- Tell the class they are going to learn some useful language for expressing opinions.
- Write the highlighted phrases from Exercise 1 on the board. State an opinion, e.g. *I think the telephone is the most important invention.* Invite students to agree or disagree with you, using the phrases on the board.

1 Watch and listen. Read. 69

- Focus on the pictures. Ask students who they see in the pictures (*Emily and David*), where they are (*in a backyard / park*), and what they are doing (*David is reading a book and Emily is looking at a tablet*).
- Play the DVD for students to watch. Play the DVD again for children to listen and read. Encourage them to figure out unknown words from context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the DVD.
- Review the highlighted phrases in the box together. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practice the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Watch and listen. Circle the correct words. 70

- Focus on the video and explain that students should listen and choose the correct answers. Tell students to listen carefully for key words.
- Play the first part of the recording and focus on the example. Then play the rest of recording, pausing for students to complete the activity.
- Ask questions, e.g. *Are David and Emily finding out about gorillas?* Encourage short answers, e.g. *Yes, they are.*

ANSWERS
1. A 2. C 3. B 4. B

3 Ask and answer. Use the prompts or your own answers.

- Ask a volunteer to act out an example dialogue with you. Read the speech bubbles on the left. Ask the volunteer to read the ones on the right, choosing an answer for the first speech bubble and completing the blank in the second one with one of the prompts.
- In pairs, students act out dialogues with their partner.

Differentiation

Below level:

- Break the dialogue up into two shorter exchanges. Have children practice the first question and answer a few times. Then move on to the second one. Make sure children switch roles for even practice.

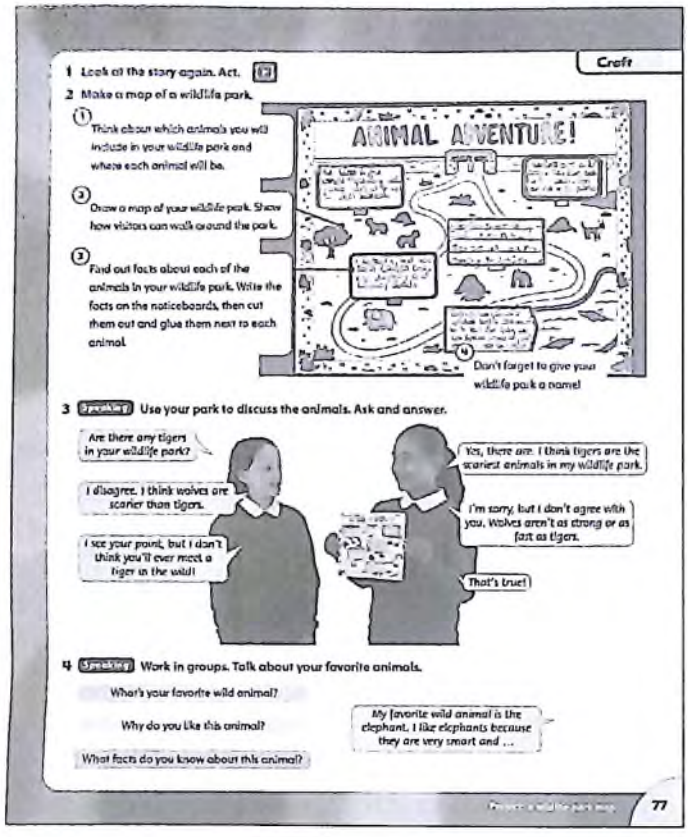
At level:

- Write these headings on the board: *the most important invention, the best singer, the most delicious food, the most exciting sport, the best pet, the most interesting subject.* Choose two volunteers. One makes a statement, e.g. *I think the computer is the most important invention.* The second disagrees, e.g. *I disagree. I think the plane is the most important invention.* Each student gives a reason why their choice is best, using language from the box.

Above level:

- Do the "at level" activity, but students must give two reasons.

Further practice
Workbook page 70
Everyday English phrase bank, Workbook page 127
Fluency Time!, Fluency DVD
Online Practice • Fluency Time! 3



Craft SB page 77

Learning outcomes

To make a map of a wildlife park

To practice expressing opinions

Language

I (don't) think ... I agree. I disagree ... That's true. You're right. I'm sorry, but I don't agree with you ... I see your point, but ...

Materials

Fluency DVD Fluency Time 3 (optional); Fluency Craft 3 (see Assessment and Resource CD-ROM) (one set of templates per child); completed map; colored pens / pencils / crayons, scissors, and glue for each group

Oxford Tools Digital classroom • Fluency Time! 3 • Craft

1 Look at the story again. Act.

- Focus on the story in Exercise 1 on page 76. Ask students what they can remember about the story.
- Play Fluency DVD Fluency Time! 3. If you don't have time for the DVD, read the dialogue on page 76.
- Invite pairs of students to act out the dialogue. Encourage them to change details to make their own variations of the dialogue.

2 Make a map of a wildlife park.

- Focus on the picture. Ask students what it shows (*a map of a wildlife park*) and what they can see on the map.
- Hand out copies of the map template and the noticeboards template (see Fluency Craft 3, Assessment and Resource CD-ROM). Check students have colored pencils, scissors, and glue.
- If you prefer, students can work in pairs and make one map.
- Read the instructions next to the map in Activity 1. Show the class your completed map and ask questions about it, e.g. *Where is the name of the wildlife park? What animals can you see?*
- Move around the class, asking questions, e.g. *What animals are in your wildlife park? What facts do you know about (tigers)?*

NOTE If you do not have time to use photocopies, ask students to draw their maps on a piece of paper.

3 Use your park to discuss the animals. Ask and answer.

- Focus on the photos. Tell students they are going to use their park maps to act out dialogues with a friend. They will take turns to ask about their partner's park, then express their opinions about different animals.
- Act out the example dialogue with a volunteer.
- Students then talk in pairs. Encourage them to compare and contrast different animals and express their opinions about the animals.
- Ask some pairs to act out dialogues for the class.

4 Work in groups. Talk about your favorite animals.

- Ask a volunteer to read the example speech bubble. Then invite students to tell the class about their favorite animals. They can read the questions to help them, or you can ask the questions to prompt them.

Differentiation

Below level:

- Switch partners. Have students ask and answer again. Monitor and help as needed.

At level:

- Divide the class into two teams. Ask a student from Team A to use one of the facts on their map to ask a question, e.g. *Which animals have long teeth called tusks?* Ask a student from Team B to answer. Repeat with students from each team asking questions. Award one point for each correct answer. The team with the most points wins.

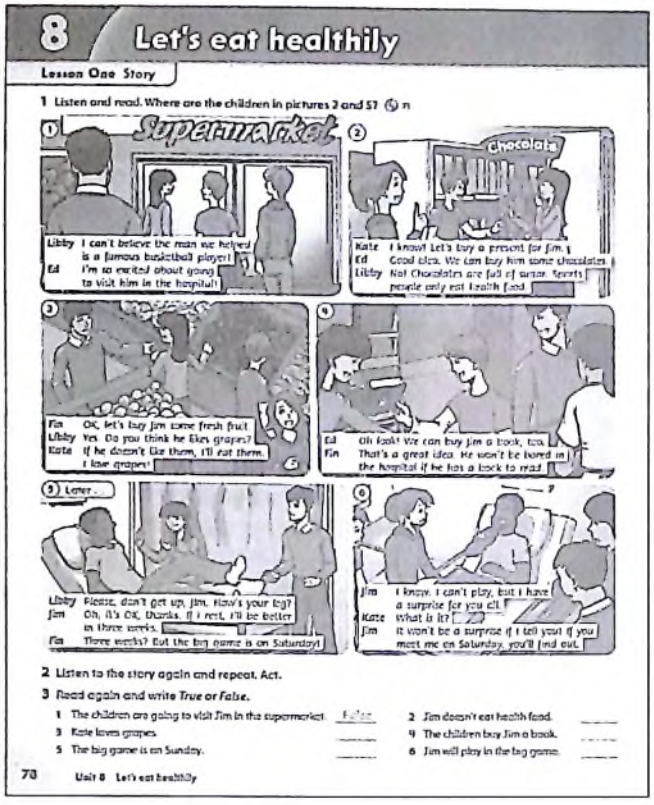
Above level:

- Ask students to walk around the classroom, asking and answering about their maps. They must find one child who agrees with them and another who disagrees. If time permits, students can share their preferences with the class.

Further practice

Workbook page 71
Skills test 3 Fluency Time!, Assessment and Resource CD-ROM
Fluency Time! 3 • Fluency DVD
Online Practice • Fluency Time! 3

8 Let's eat healthily


8 Let's eat healthily

Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5? 71

Supermarket

Chocolate

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 The children are going to visit Jim in the supermarket. False
2 Jim doesn't eat health food. ____
3 Kate loves grapes. ____
4 The children buy Jim a book. ____
5 The big game is on Sunday. ____
6 Jim will play in the big game. ____

78 Unit 8 Let's eat healthily

Lesson One SB page 78

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 68, 71

Oxford iTools Digital classroom • Unit 8 • Story

Warmer 68

- Sing the song *Whenever you're in danger* from Unit 7.

Lead-in

- With books closed, ask students what they remember about the previous Lesson 1 story.
- Once you have established the main facts, ask students to make predictions about this story. Ask *Will the children visit Jim Fisher in hospital? What will he say?*
- Students compare and discuss their ideas.

1 Listen and read. Where are the children in pictures 2 and 5? 71

- Focus students' attention on the pictures and the story. Ask prediction questions, e.g. *Where are the children? What are they buying?* Encourage more predictions.
- Play the recording. Students follow along.
- Ask the gist question *Where are the children in pictures 2 and 5?*
- Play the recording again and ask comprehension questions, e.g. *What do they buy Jim? When is the big game?*

ANSWER

They're in a supermarket in picture 2. They're in hospital in picture 5.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play Fin, Kate, Ed, Libby, and Jim.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story. Then ask one or two groups to act for the class.

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook or elsewhere. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 5.

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

- Ask students to read the sentences silently. Look at the example and explain that they have to write *True* or *False*.

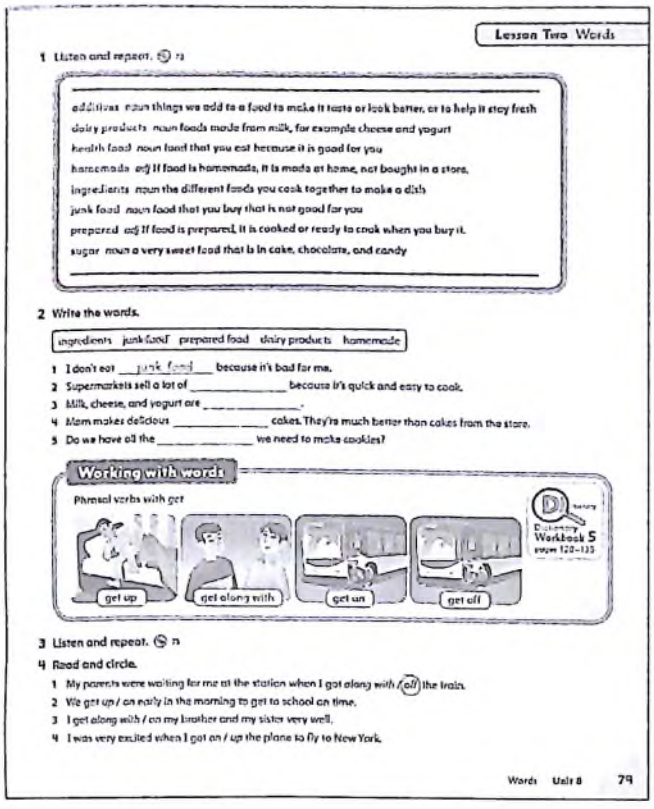
ANSWERS

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

Further practice

Workbook page 72

Online Practice • Unit 8 • Story



Lesson Two Words

1 Listen and repeat. 72

additives noun things we add to a food to make it taste or look better, or to help it stay fresh
dairy products noun foods made from milk, for example cheese and yogurt
health food noun food that you eat because it is good for you
homemade adj If food is homemade, it is made at home, not bought in a store.
ingredients noun the different foods you cook together to make a dish
junk food noun food that you buy that is not good for you
prepared adj If food is prepared, it is cooked or ready to cook when you buy it.
sugar noun a very sweet food that is in cake, chocolate, and candy

2 Write the words.

ingredients junk food prepared food dairy products homemade

1 I don't eat junk food because it's bad for me.
2 Supermarkets sell a lot of _____ because it's quick and easy to cook.
3 Milk, cheese, and yogurt are _____.
4 Mom makes delicious _____ cakes. They're much better than cakes from the store.
5 Do we have all the _____ we need to make cookies?

Working with words

Phrasal verbs with get

Dictionary Workbook 5 pages 120–135

get up | get along with | get on | get off

3 Listen and repeat. 73

4 Read and circle.

1 My parents were waiting for me at the station when I got along with / off the train.
2 We get up / on early in the morning to get to school on time.
3 I get along with / on my brother and my sister very well.
4 I was very excited when I got on / up the plane to fly to New York.

Words Unit 8 79

Lesson Two SB page 79

Words

Learning outcomes

To learn words for talking about food and healthy eating

To learn phrasal verbs with *get*

Language

Words: *additives, dairy products, health food, homemade, ingredients, junk food, prepared, sugar*

Working with words: *get up, get along with, get on, get off, get on with* (Student Book and Workbook)

Materials

CD 72–73

Oxford iTools Digital classroom • Unit 8 • Words

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions, e.g. *What did the children buy Jim? Where did the children go before they went to the hospital?*

Lead-in

- Write a list of food words that the students know on the board. Write the letters in jumbled order. (*sugar, crisps, salad, fruit, candy, meat, milk, egg, ice cream, chocolate, fish, pastries*)
- Tell students to unjumble the letters as quickly as possible and call out when they have finished them all.
- Point to each word in turn and ask students which ones are healthy foods and which ones aren't healthy.

1 Listen and repeat. 72

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

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. If time permits, ask children to think of other food words. Have them write them down and give them to you. Continue playing with the new words.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in the word pool.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1. junk food 2. prepared food 3. dairy products
4. homemade 5. ingredients

3 Listen and repeat. 73

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the pictures and go through the phrasal verbs.
- Ask students to look up the phrasal verbs in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*get up*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

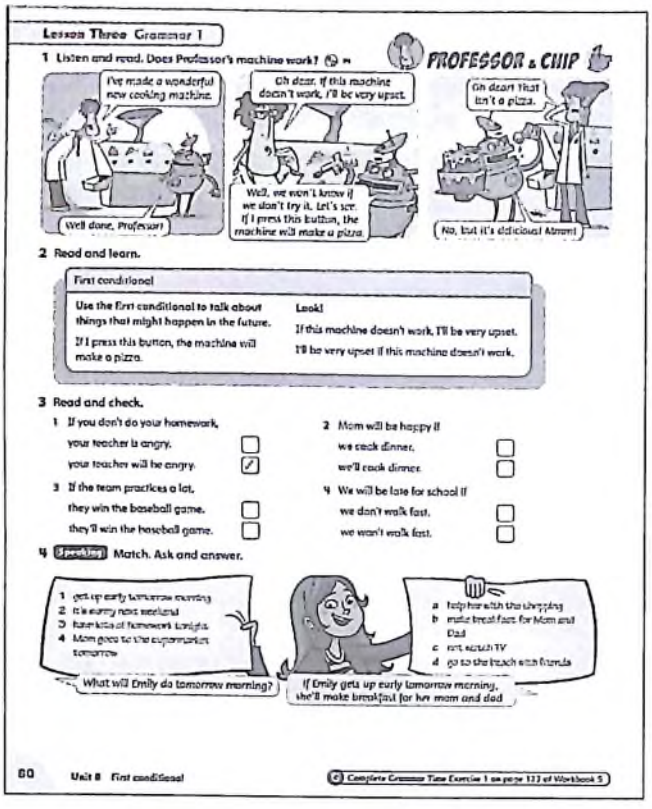
4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.

ANSWERS

1. off 2. up 3. along with 4. on

Further practice
Workbook page 73
Online Practice • Unit 8 • Words


Lesson Three Grammar 1

1 Listen and read. Does Professor's machine work? 74

PROFESSOR & CHIP

I've made a wonderful new cooking machine.

Oh dear. If this machine doesn't work, I'll be very upset.

Oh dear! That isn't a pizza.

Well done, Professor!

Well, we won't know if we don't try it. Let's see. If I press this button, the machine will make a pizza.

No, but it's delicious! Mmm!

2 Read and learn.

First conditional

Use the first conditional to talk about things that might happen in the future.

If I press this button, the machine will make a pizza.

Look!

If this machine doesn't work, I'll be very upset.

I'll be very upset if this machine doesn't work.

3 Read and check.

1 If you don't do your homework,
- your teacher is angry. ☐
- your teacher will be angry. ☑

2 Mom will be happy if
- we cook dinner. ☐
- we'll cook dinner. ☐

3 If the team practices a lot,
- they win the baseball game. ☐
- they'll win the baseball game. ☐

4 We will be late for school if
- we don't walk fast. ☐
- we won't walk fast. ☐

4 Speaking Match. Ask and answer.

1 get up early tomorrow morning
2 it's sunny next weekend
3 have lots of homework tonight
4 Mom goes to the supermarket tomorrow

a help me with the shopping
b make breakfast for Mom and Dad
c not watch TV
d go to the beach with friends

What will Emily do tomorrow morning?

If Emily gets up early tomorrow morning, she'll make breakfast for her mom and dad.

80 Unit 8 First conditional

Complete Grammar Time Exercise 1 on page 122 of Workbook 5

Lesson Three SB page 80

Grammar 1

Learning outcomes

To use the first conditional to talk about things that might happen in the future

To ask and answer questions using the first conditional

Language

Core: *If I press this button, the machine will make a pizza.*

Materials

CD 74

Oxford iTools Digital classroom • Unit 8 • Grammar 1

Warmer

- Play *Guess the word* (see page 8) to review vocabulary.

Lead-in

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

1 Listen and read. Does Professor's machine work? 74

- Play the recording. Students follow the words in their books.
- Ask the gist question *Does Professor's machine work?*
- Play the recording again. Ask comprehension questions, e.g. *What kind of machine has Professor made? What does the machine make?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, it doesn't.

2 Read and learn.

- Focus students' attention on the rule and the example in the text box. Point to the "Look!" note and check that students understand.
- Ask students to find the example sentences in the cartoon.
- Give students a minute to study the rule. With books closed, elicit more examples from the class to check understanding.
- Ask students to find more examples of the first conditional in the story in Lesson 1.

3 Read and check.

- Ask students to look at the sentences.
- Look at the example and explain that they have to choose the correct option for the second clause.

ANSWERS

1. your teacher will be angry 2. we cook dinner
3. they'll win the baseball game 4. we don't walk fast

4 Match. Ask and answer.

- Focus on the picture and the two lists that Emily is holding. Together, match the items on the left with the ones on the right.
- Ask two students to read the speech bubbles aloud.
- Check that students know to make questions using the time markers in the left hand list and answers using the items in the right hand list.
- In pairs, students ask and answer using the prompts in the two lists.

Differentiation

Below level:

- Draw two columns on the board. Label them *if* and *then*. Build a few sentences together using the example on the page or the sentences in Exercise 3. Then put students into pairs to complete the activity independently.

At level:

- Students complete the activity.

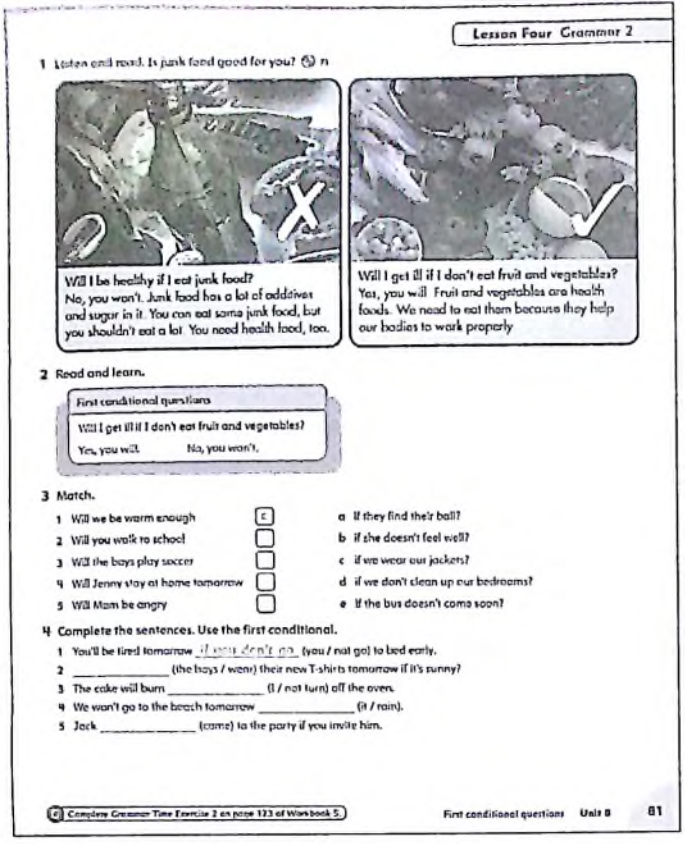
Above level:

- Play *Talk!* (see page 9). Ask students to talk freely using the first conditional. You may wish to give a prompt, e.g. *If it rains on Saturday, …* Reinforce the question form by asking other students to retell what was just said, e.g. *What will (Joe) do if it rains on Saturday?* Monitor and elicit as needed.

NOTE Ask students to complete the first Unit 8 Grammar Time exercise on page 122 of the Workbook.

Further practice

Grammar Time, Workbook page 122
Workbook page 74
Online Practice • Unit 8 • Grammar 1



Lesson Four Grammar 2

1 Listen and read. Is junk food good for you? 75

Will I be healthy if I eat junk food?
No, you won't. Junk food has a lot of additives and sugar in it. You can eat some junk food, but you shouldn't eat a lot. You need health food, too.

Will I get ill if I don't eat fruit and vegetables?
Yes, you will. Fruit and vegetables are health foods. We need to eat them because they help our bodies to work properly.

2 Read and learn.

First conditional questions

Will I get ill if I don't eat fruit and vegetables?
Yes, you will. No, you won't.

3 Match.

1 Will we be warm enough [c]
2 Will you walk to school [ ]
3 Will the boys play soccer [ ]
4 Will Jenny stay at home tomorrow [ ]
5 Will Mom be angry [ ]

a If they find their ball?
b If she doesn't feel well?
c If we wear our jackets?
d If we don't clean up our bedrooms?
e If the bus doesn't come soon?

4 Complete the sentences. Use the first conditional.

1 You'll be tired tomorrow _____ (you / not go) to bed early.
2 _____ (the boys / wear) their new T-shirts tomorrow if it's sunny?
3 The cake will burn _____ (I / not turn) off the oven.
4 We won't go to the beach tomorrow _____ (it / rain).
5 Jack _____ (come) to the party if you invite him.

Complete Grammar Time Exercise 2 on page 123 of Workbook 5.

First conditional questions Unit 8 81

Lesson Four SB page 81

Grammar 2

Learning outcomes

To use the first conditional to make questions

To complete first conditional sentences

Language

Core: *Will I get sick if I don't eat fruit and vegetables?*

Materials

CD 75

Oxford iTools Digital classroom • Unit 8 • Grammar 2

Warmer

- Play *Lip reading* (see page 8) to review vocabulary.

Lead-in

- Point to each photo in Exercise 1. Tell students you are going to describe a food and they must guess which it is, e.g. *They're small and round. They're green or black. They're a fruit. (grapes)*
- Students call out the answers. Continue with all the foods, or ask students to stand and describe foods for the class to guess.

1 Listen and read. Is junk food good for you? 75

- Play the recording. Students follow along.
- Ask the gist question *Is junk food good for you?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Which food has a lot of additives? Why do we need to eat fruit and vegetables?*

ANSWERS
No, it isn't.

2 Read and learn.

- Focus students' attention on the example question and short answers in the text box.
- Give students time to read them.
- With books closed give more examples to check students' understanding. Elicit more examples from the students.

3 Match.

- Ask students to read the question clauses silently.
- Look at the example and explain that they have to match the clauses to make complete questions.

ANSWERS
1. c 2. e 3. a 4. b 5. f

4 Complete the sentences. Use the first conditional.

- Ask a student to read an example aloud. Check students know to make questions using the prompts in brackets.

Differentiation

Below level:

- *Play Target words TPR* (see page 8). Assign students *if*, simple present, or simple future verbs as targets. Make first conditional sentences, *e.g. If you feel better, we will go to the movies.* Then students complete the activity.

At level:

- Students complete the activity.

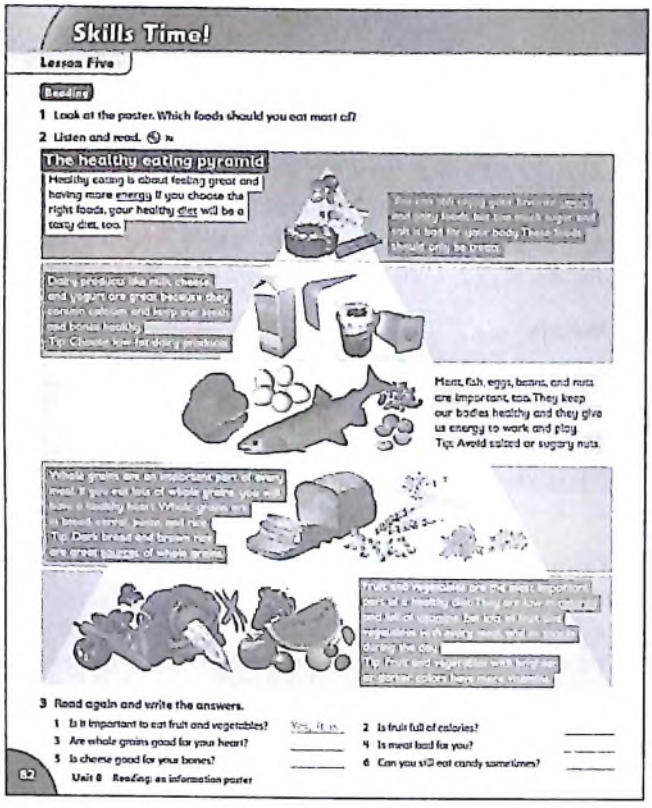
Above level:

- Play *A long sentence* (see page 8). Ask students to close their books. Use sentences from the lesson or make up your own.

ANSWERS
1. You'll be tired tomorrow if you don't go to bed early.
2. Will the boys wear their new T-shirts tomorrow if it's sunny?
3. The cake will burn if I don't turn off the oven.
4. We won't go to the beach tomorrow if it rains.
5. Jack will come to the party if you invite him.

NOTE Ask students to complete the second Unit 8 Grammar Time exercise on page 123 of the Workbook.

Further practice
Grammar Time, Workbook page 123
Workbook page 75
Unit 8 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 8 • Grammar 2


Skills Time!
Lesson Five
Reading
1 Look at the poster. Which foods should you eat most of?
2 Listen and read.
The healthy eating pyramid
Healthy eating is about feeling great and having more energy. If you choose the right foods, your healthy diet will be a tasty diet, too.
Meat, fish, eggs, beans, and nuts are important, too. They keep our bodies healthy and they give us energy to work and play.
Tip: Avoid salted or sugary nuts.
3 Read again and write the answers.
1 Is it important to eat fruit and vegetables? Yes, it is.
2 Is fruit full of calories?
3 Are whole grains good for your heart?
4 Is meat bad for you?
5 Is cheese good for your bones?
6 Can you still eat candy sometimes?
82
Unit 8 Reading: an information poster

Lesson Five SB page 82

Skills Time!

Skills development

Reading: read an information poster "The healthy eating pyramid"; read and write short answers

Language

Recycled: vocabulary and structures seen previously

Extra: *favorite, occasional treat, calcium, avoid, whole grains, healthy heart*

Materials

CD 76

Oxford iTools Digital classroom • Unit 8 • Reading

Warmer

- Play a miming game. Tell students you are going to mime eating a food and they must guess what it is. Mime cutting a slice of melon, and then eating bites from it going from left to right.
- Students take turns to mime eating different foods, e.g. *a bowl of cereal, a cookie, rice with chopsticks.*

1 Look at the poster. Which foods should you eat most of?

- Ask students to look at the poster and identify some food words. Ask *Which foods should you eat most of?* Encourage students to share their ideas. When you have agreed on the types of food, ask why you shouldn't eat mostly cake or chocolate. Elicit *They contain too much sugar.*

2 Listen and read. 76

- Tell students they are going to listen to the text now.
- Play the whole recording as students read.
- Play the recording again pausing regularly. Check that students understand and answer any questions. Encourage students to figure out the meaning of the new words, including those underlined, through the context.
- Ask comprehension questions, e.g. *What do dairy products contain? What should be occasional treats?*

3 Read again and write the answers.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write short answers.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Children stand in a row at the front of the classroom. Say a word, and ask the first child to spell it. If correct, he /she should stay at the front. If incorrect, he / she sits down. Continue until there is only one student left. That student is the winner.

At level:

- Ask students to work in pairs. Tell them to write six questions to ask their partner about food and healthy eating, e.g. *Why should we eat nuts and beans?* They should also write the answers. Students take turns asking questions with books closed.

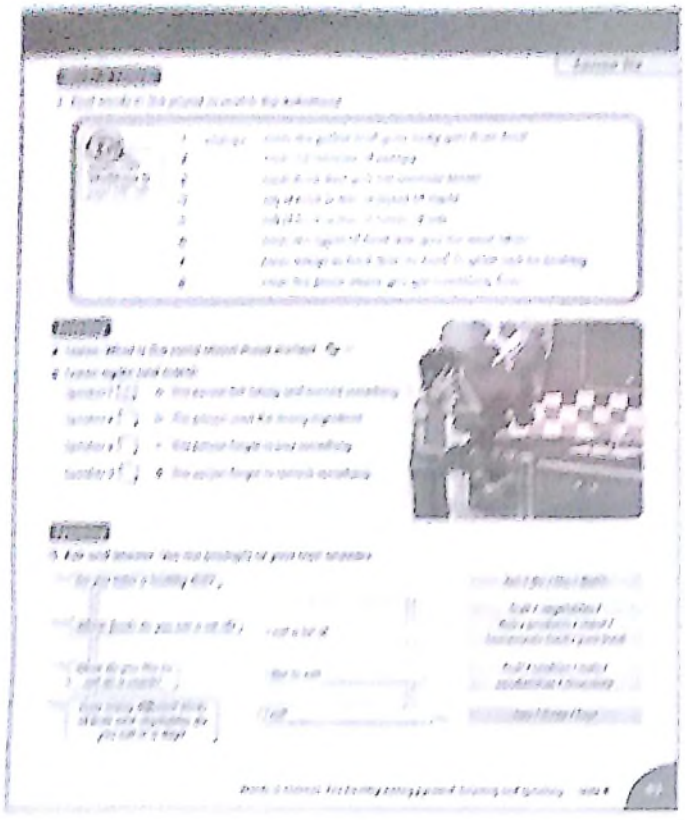
Above level:

- Extend the "at level" activity by challenging children to make questions of six words or more.

ANSWERS

1. Yes, it is 2. No, it isn't 3. Yes, they are 4. No, it isn't
5. Yes, it is 6. Yes, you can.

Further practice
Workbook page 76
Online Practice • Unit 8 • Reading



Lesson Six

Skills Time!

Skills development

Dictionary: discover meaning of words in context
Listening: listen and summarize
Speaking: ask and answer questions about diet

Language

Words in context: energy, calories, snacks, sweet, salty, diet, vitamins, source (Student Book), plenty, brain, raw, smart (Workbook)

Materials

CD 77

Extra Tools Digital classroom • Unit 8 • Words, Listening, Speaking

Warmer

- Play *Talk!* (see page 9) to energize the class.

Lead-in

- Tell students you are going to review the food pyramid from Lesson 5. Draw a pyramid on the board, leaving space to draw and write words.
- Elicit the different food words and food categories. Draw and write them in the correct place until the pyramid is complete.

1 Find words in the poster to match the definitions.

- Ask the students to open their Student Books to page 83 and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words students can't remember.
- Ask students to open their books to page 82 and match the underlined words to the definitions.
- Remind students to consult the Workbook Dictionary pages when completing the exercise.
- Go through the answers together.

Differentiation

Below level:

- Ask students take out their Workbooks, and turn to page 128. Divide students into teams. Tell students you are going to say a word, and they have to find it in the dictionary. Whoever finds it first, gets a point.

At level:

- Play Order the letters (see page 9) with the new words. If you like, divide students into two or more teams. Write the scrambled word on the board. The team who unscrambles it first gets the point.

Above level:

- Ask students to write a sentence for each of the new words.

ANSWERS

1. energy 2. calorie 3. snack 4. sweet 5. salty 6. diet 7. vitamins 8. source

2 Listen. What is the same about these stories?

77

- Tell students they are going to hear a recording. Explain that they have to listen and say what is the same about these stories.
- Play the recording all the way through and elicit the answer.

ANSWERS

Each story is about a cooking disaster.

3 Listen again and match.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing for students to match the speaker with the summary as they hear it.

ANSWERS

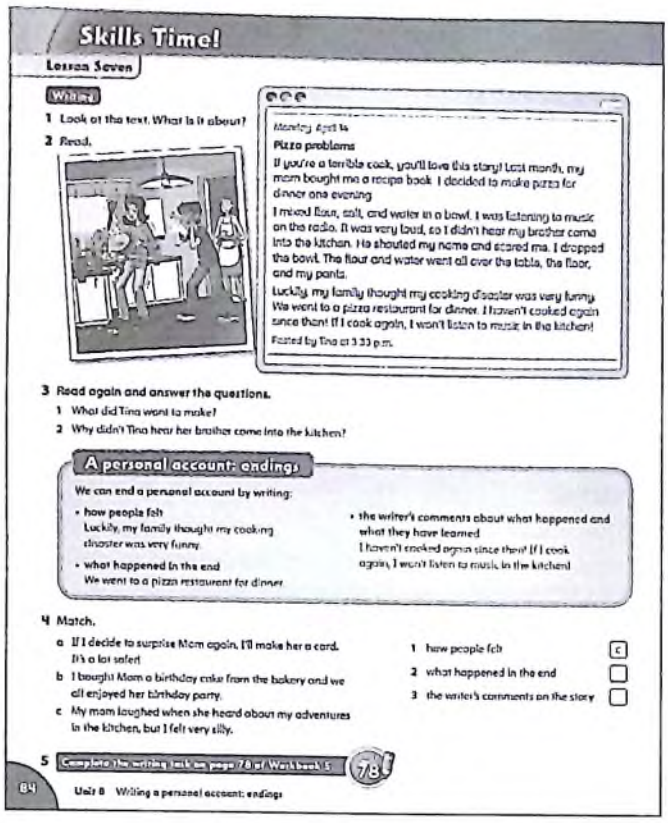
1. c 2. d 3. a 4. b

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

- Ask two students to read the speech bubbles aloud, using the prompts to give answers.
- Check that students know they can give true answers. Elicit a true answer from a student to demonstrate, e.g. *I eat a lot of bread.*
- In pairs, students take turns to ask and answer.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 77
Unit 8 Speaking skills worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 8 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

Monday, April 14

Pizza problems

If you're a terrible cook, you'll love this story! Last month, my mom bought me a recipe book. I decided to make pizza for dinner one evening.

I mixed flour, salt, and water in a bowl. I was listening to music on the radio. It was very loud, so I didn't hear my brother come into the kitchen. He shouted my name and scared me. I dropped the bowl. The flour and water went all over the table, the floor, and my pants.

Luckily, my family thought my cooking disaster was very funny. We went to a pizza restaurant for dinner. I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

Posted by Tina at 3.33 p.m.

3 Read again and answer the questions.

1 What did Tina want to make?

2 Why didn't Tina hear her brother come into the kitchen?

A personal account: endings

We can end a personal account by writing:

- how people felt
  Luckily, my family thought my cooking disaster was very funny.
- what happened in the end
  We went to a pizza restaurant for dinner.
- the writer's comments about what happened and what they have learned
  I haven't cooked again since then! If I cook again, I won't listen to music in the kitchen!

4 Match.

a If I decide to surprise Mom again, I'll make her a card. It's a lot safer!

b I bought Mom a birthday cake from the bakery and we all enjoyed her birthday party.

c My mom laughed when she heard about my adventures in the kitchen, but I felt very silly.

1 how people felt [c]

2 what happened in the end [ ]

3 the writer's comments on the story [ ]

5 Complete the writing task on page 78 of Workbook 5. 78

84 Unit 8 Writing a personal account: endings

Lesson Seven SB page 84

Skills Time!

Skills development

Writing focus: conclude a personal account

Writing outcome: write a personal account (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 8; a copy of the text from poster 8,
Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 8 • Writing

Poster 8: A personal account

- Hand out photocopies of the poster to each student. Present your copy of the poster so the class can see it.
- Ask students the "Before reading" question in the corner. Encourage them to share their ideas.
- Choose three students to read the text to the class.
- Read the first two boxes on the left. Ask students to identify which sentences in the first paragraph refer to 1) the introduction, 2) when the event happened, and 3) who was there.
- Point to the second paragraph. Explain that this contains the main events. Ask students which tenses would be used. Elicit simple past and past progressive. Read the three boxes on the right side to confirm the use of tenses and the sequence words. Ask students to identify the sequence words.
- Point to the final paragraph and explain that this is the ending. Read the third box on the left and ask students to identify which sentences refer to 1) what happened, 2) how people felt, 3) the writer's comments and opinion.
- Ask students the "After reading" questions in the corner of the poster. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim the text. Tell them to look for key words only.
- With books closed ask them what it is about.

ANSWER

a cooking disaster

2 Read.

- Read the text aloud. Then choose students to read sections of the text. Help with pronunciation. Repeat as necessary. Discuss the text and ask comprehension questions, e.g. *What did Tina's mom buy her? What ingredients did she buy?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions in turn. Give students a minute to check the text if necessary.

Differentiation

Below level:

- Re-read the text box about endings together. Then look at the activity. Ask *Which sentence shows (how people felt)?* Elicit the answers. In pairs, students match the columns.

At level:

- Students complete the activity.

Above level:

- Ask students to write a short personal account, paying special attention to the ending.

ANSWERS

1. a pizza
2. She was listening to the radio.

4 Match.

- Focus attention on the text box. Review the rules and the example sentences. Check students understand how to end a personal account.
- Students can do the exercise. Point to the example. Explain that they have to match each category on the left to an example.

ANSWERS

1. c 2. b 3. a

5 Complete the writing task on page 78 of Workbook 5.

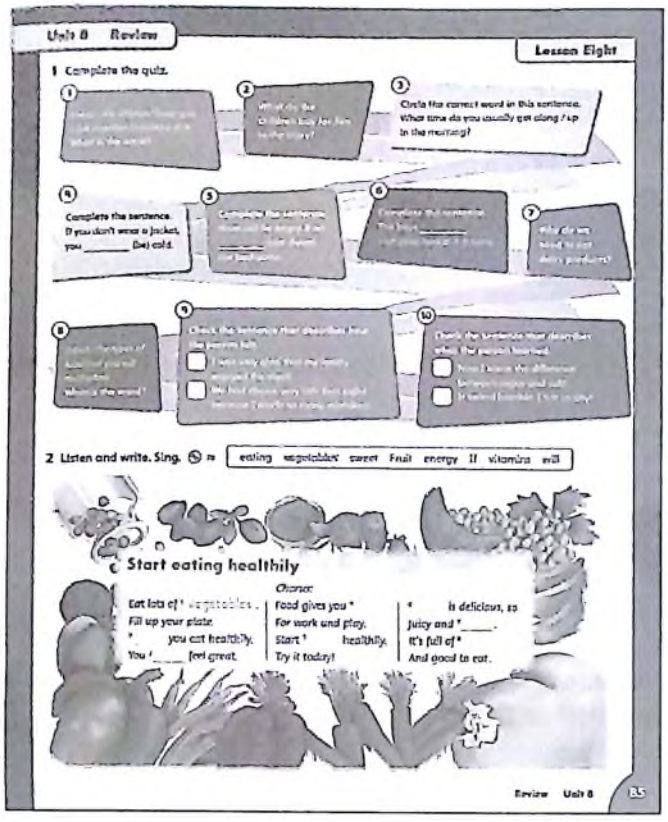
- Students now do the writing task on Workbook page 78. Go through the exercises first if necessary.

Further practice

Workbook page 78

Unit 8 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 8 • Writing



Lesson Eight SB page 85

Unit 8 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 78

Oxford iTools Digital classroom • Unit 8 • Review

Warmer

- Play *Book race* (see page 8) to review words and structures from the unit. Give students 20 seconds to find each sentence.
- Use these sentences from the unit or choose your own:
  If you eat lots of whole grains, you will have a healthy heart. (Lesson 5)
  I've made a wonderful new cooking machine. (Lesson 3)
  Let's buy a present for Jim. (Lesson 1)
  Milk, cheese, and yogurt are dairy products. (Lesson 2)
  This person fell asleep and burned something. (Lesson 6)
  I decided to make pizza for dinner one evening. (Lesson 7)
  things we add to food to make it taste or look better, or to help it stay fresh (Lesson 2)
  I can't believe the man we helped is a famous basketball player! (Lesson 1)
  Will I get ill if I don't eat fruit and vegetables? (Lesson 4)
- Go through the answers together.

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 85, but they may not refer to the unit when answering.

ANSWERS

1. ingredients 2. grapes and a book 3. up 4. will be 5. don't clean 6. won't play 7. because they're full of calcium which is good for our bones and teeth 8. diet 9. I was very glad that my family enjoyed the meal. 10. Now I know the difference between sugar and salt!

2 Listen and write. Sing. 78

- Focus students' attention on the picture. Ask *What foods can you see?*
- Play the whole song.
- Play it again as students follow along.
- Pause to give students time to write the missing words.
- At the end, ask students to read each line of the song aloud saying the missing word.
- Play the recording once more for students to sing along.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *fill up, feel great*. Students decide on actions for their phrases. Then play the song. Students should stand and do their action when they hear their phrase.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. Ask students to work together to fill in the missing words. Play the song again to check.

Above level:

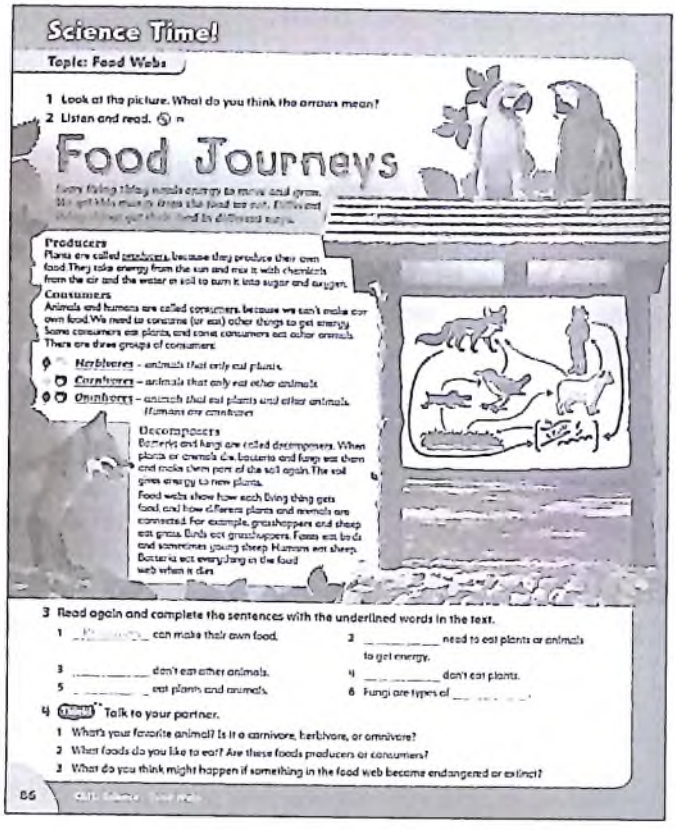
- Divide the class into three groups, one for each verse. Give each group a large piece of plain paper. In their groups, students work together to recall the words of their verse. They write the words.

ANSWERS

1. vegetables 2. If 3. will 4. energy 5. eating 6. Fruit 7. sweet 8. vitamins

Further practice

Workbook page 79
Unit 8 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 8 • Review


Science Time!

Topic: Food Webs

1 Look at the picture. What do you think the arrows mean?

2 Listen and read.

Food Journeys

Producers

Consumers

Herbivores – animals that only eat plants.

Carnivores – animals that only eat other animals.

Omnivores – animals that eat plants and other animals.

Decomposers

3 Read again and complete the sentences with the underlined words in the text.

4 Talk to your partner.

1 What's your favorite animal? Is it a carnivore, herbivore, or omnivore?

2 What foods do you like to eat? Are these foods producers or consumers?

3 What do you think might happen if something in the food web become endangered or extinct?

86

Topic: Food webs SB page 86

Learning outcomes

To learn some useful content and language about food webs

Language

Core: *producers, consumers, herbivores, carnivores, omnivores, bacteria, decomposers*

Extra: *chemicals, fungi, soil, food webs, connected, grasshoppers*

Materials

CD 79

Oxford iTools Digital classroom • Science Time! • Food webs

Warmer

Critical Thinking

- Ask students to say what food they eat every day. Ask them why we need food (to give us energy).

Lead-in

- Tell students that they are going to learn about food webs in this lesson. Ask students if they know what a food web is. If not, explain that a food web is a diagram that shows what animals eat.
- Ask students what their favorite animal is and if they know what that animal eats.

1 Look at the picture. What do you think the arrows mean?

Critical Thinking

- Focus attention on the food web. Ask students what they think the arrows mean *Each arrow means "eaten by". The arrows also show the flow of energy through a food web, e.g., when the fox eats the bird, the energy moves to the fox.*).

2 Listen and read. 79

- Play the recording for students to listen and follow the text in their Student Books. Elicit / Teach the meanings of any unknown words.
- Play the recording again. Ask comprehension questions, e.g. *Where do producers get energy from? What are the three groups of consumers? What do omnivores eat?*

3 Read again and complete the sentences with the underlined words in the text.

- Explain that students need to find information in the text to help them complete each sentence. Complete the first item as a class. Students complete the activity individually.

ANSWERS

1. producers 2. consumers 3. herbivores
4. carnivores 5. omnivores 6. decomposers

4 Think! Talk to your partner.

Critical Thinking

- Read out the questions and elicit suggestions from students around the class.

Collaboration

- Put students in pairs to discuss their answers.
- Have pairs report back to the class.

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Elicit one or two ideas and write them on the board.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question. Invite students from each group to report their answer to the class.

At level:

- Students complete the activity.

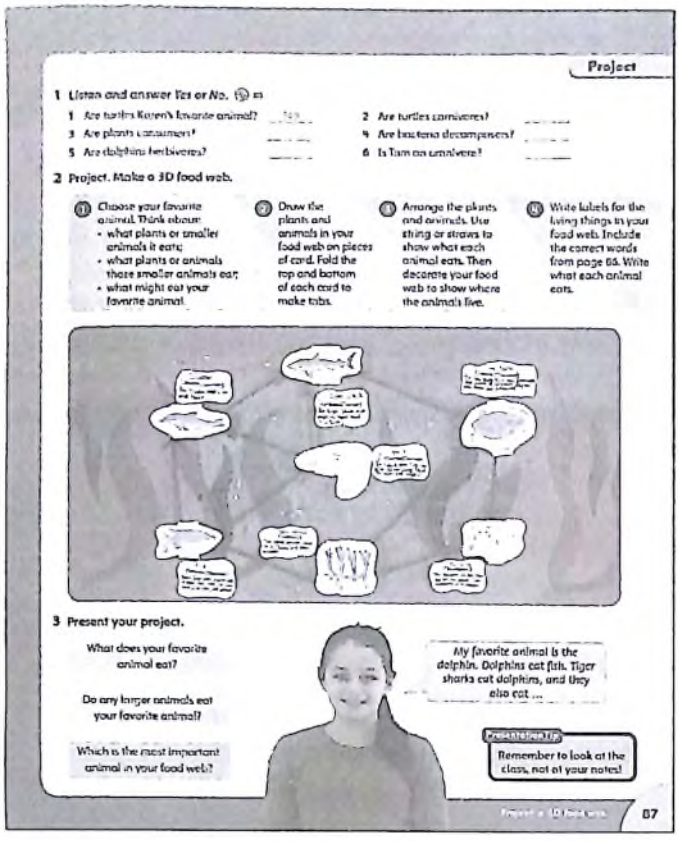
Above level:

- Ask students to work in pairs to choose a dish and list all the ingredients that go into it. They should then write whether each ingredient is / comes from a producer or consumer, e.g. Bread (wheat) – producer / Tomatoes – producer / Cheese – comes from cows – cows are consumers.

Further practice

Workbook page 80

Online Practice • Science Time!


Project

1 Listen and answer Yes or No. 80

1 Are turtles Karen's favorite animal? ___
2 Are turtles carnivores? ___
3 Are plants consumers? ___
4 Are bacteria decomposers? ___
5 Are dolphins herbivores? ___
6 Is Tom an omnivore? ___

2 Project. Make a 3D food web.

1 Choose your favorite animal. Think about:
- what plants or smaller animals it eats;
- what plants or animals those smaller animals eat;
- what might eat your favorite animal.

2 Draw the plants and animals in your food web on pieces of card. Fold the top and bottom of each card to make tabs.

3 Arrange the plants and animals. Use string or straws to show what each animal eats. Then decorate your food web to show where the animals live.

4 Write labels for the living things in your food web. Include the correct words from page 86. Write what each animal eats.

3 Present your project.

What does your favorite animal eat?

Do any larger animals eat your favorite animal?

Which is the most important animal in your food web?

My favorite animal is the dolphin. Dolphins eat fish. Tiger sharks eat dolphins, and they also eat ...

Presentation tip
Remember to look at the class, not at your notes!

87

Project SB page 87

Learning outcomes

To listen and answer questions *Yes* or *No*

To make a 3D food web

Language

My favorite animal is the dolphin. Dolphins eat fish. Tiger sharks eat dolphins, and they also eat...

Materials

CD 80; card; colored pens or pencils; scissors; glue; string / colored straws / ribbon

Oxford iTools Digital classroom • Science Time! • Project

Warmer

- Ask students what they can remember about the text on Student Book page 86. Say the names of various plants / animals and ask students to say whether each is a producer or consumer. If the answer is "consumer," ask students to say whether the animal is a carnivore, herbivore, or omnivore.

1 Listen and write *Yes* or *No*. 80

- Explain that students need to listen and answer each question *Yes* or *No*.
- Play the recording once through. Play again, pausing after each answer is mentioned so that students have time to think about their answers.
- Invite pairs of students to read out the questions and answers.

ANSWERS

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

2 Project. Make a 3D food web.

Creativity

- Explain that students are going to make a 3D food web for their favorite animal. Ask *What do you need to make the 3D food web?* Elicit *card, colored pens or pencils, scissors, glue, string.*
- Focus on the instructions. Ask a student to read out the instructions to the class.
- Students work in pairs to choose an animal and research on the Internet or in science books to find out what their animal eats and what other animals eat their favorite animal.
- Hand out card, colored pens or pencils, scissors, glue, and string to each pair. Have students work in pairs to make their 3D food webs.

Differentiation

Below level:

- Choose an animal with the class. Ask questions about it, e.g. *Where does it live? What does it eat? What animals might eat this animal?* Elicit answers and write them on the board. Students can use science books or the Internet to find the answers.
- Students work in groups of three or four to make their 3D food webs. They should write a sentence about each item in their food web.

At level:

- Complete the activity as suggested.

Above level:

- When students have made their food webs, ask them to write one question about each item (plant, animal, bacteria) in their food web, e.g. *What does bacteria eat?* They can then swap food webs with another student and ask and answer each other's questions.

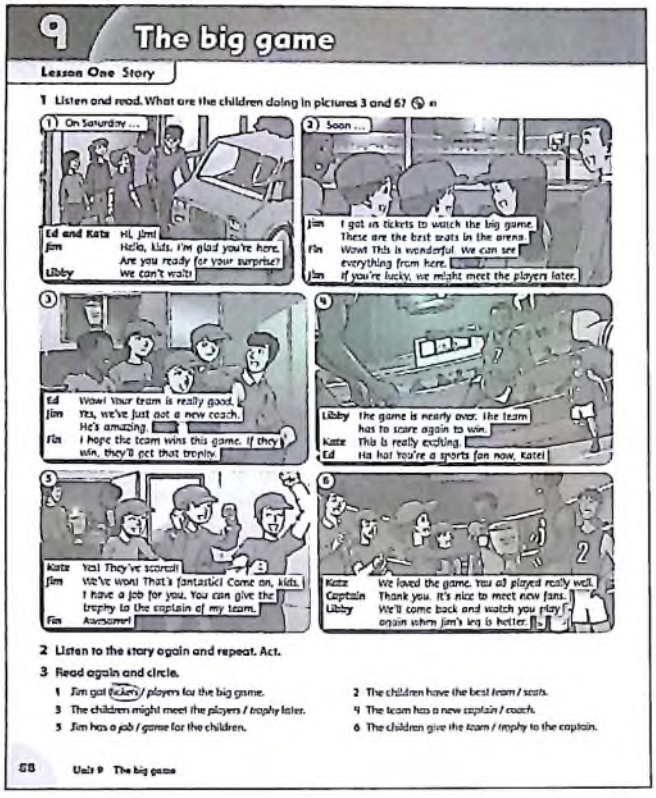
3 Present your project.

Communication

- Put pairs of students together with other pairs. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed food web, or using the example in the Student Book. Talk about the food web, as in the example. Point to different items as you mention them.
- Students talk in groups.
- Invite individual students to stand up and present their projects to the class.

Further practice
Workbook page 81
Online Practice • Science Time!

9 The big game


9 The big game

Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6? 81

1 On Saturday ...
Ed and Kate: Hi, Jim!
Jim: Hello, kids. I'm glad you're here. Are you ready for your surprise?
Libby: We can't wait!

2 Soon ...
Jim: I got us tickets to watch the big game. These are the best seats in the arena.
Fin: Wow! This is wonderful. We can see everything from here.
Jim: If you're lucky, we might meet the players later.

3
Ed: Wow! Your team is really good.
Jim: Yes, we've just got a new coach. He's amazing.
Fin: I hope the team wins this game. If they win, they'll get that trophy.

4
Libby: The game is nearly over. The team has to score again to win.
Kate: This is really exciting.
Ed: Ha ha! You're a sports fan now, Kate!

5
Kate: Yes! They've scored!
Jim: We've won! That's fantastic! Come on, kids. I have a job for you. You can give the trophy to the captain of my team.
Fin: Awesome!

6
Kate: We loved the game. You all played really well.
Captain: Thank you. It's nice to meet new fans.
Libby: We'll come back and watch you play again when Jim's leg is better.

2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 Jim got (tickets) / players for the big game.
2 The children have the best team / seats.
3 The children might meet the players / trophy later.
4 The team has a new captain / coach.
5 Jim has a job / game for the children.
6 The children give the team / trophy to the captain.

88 Unit 9 The big game

Lesson One SB page 88

Story

Learning outcomes

To understand a short story

To act out a short story

Language

Introducing vocabulary through a story

Materials

CD 78, 81

Oxford iTools Digital classroom • Unit 9 • Story

Warmer 78

- Sing the song *Start eating healthily* from Unit 8 Lesson 8.

Lead-in

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

1 Listen and read. What are the children doing in pictures 3 and 6? 81

- Focus students' attention on the pictures and the story. Ask prediction questions about the story. Ask *Where are they? What are they watching?* Encourage predictions.
- Play the recording for students to listen to and follow the story text in their books.
- Ask the gist question *What are the children doing in pictures 3 and 6?*
- Play the recording a second time. Ask comprehension questions, e.g. *What is Jim's surprise? Does Jim's team win the match? What job has Jim got for them?*

ANSWERS

They are watching a basketball game in picture 3. They are giving the trophy to the captain of the team in picture 6.

2 Listen to the story again and repeat. Act.

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

3 Read again and circle.

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

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story. Monitor and help as needed.

At level:

- Students complete the activity.

Above level:

- Students write a short paragraph retelling the story. If time permits, students can share with the class.

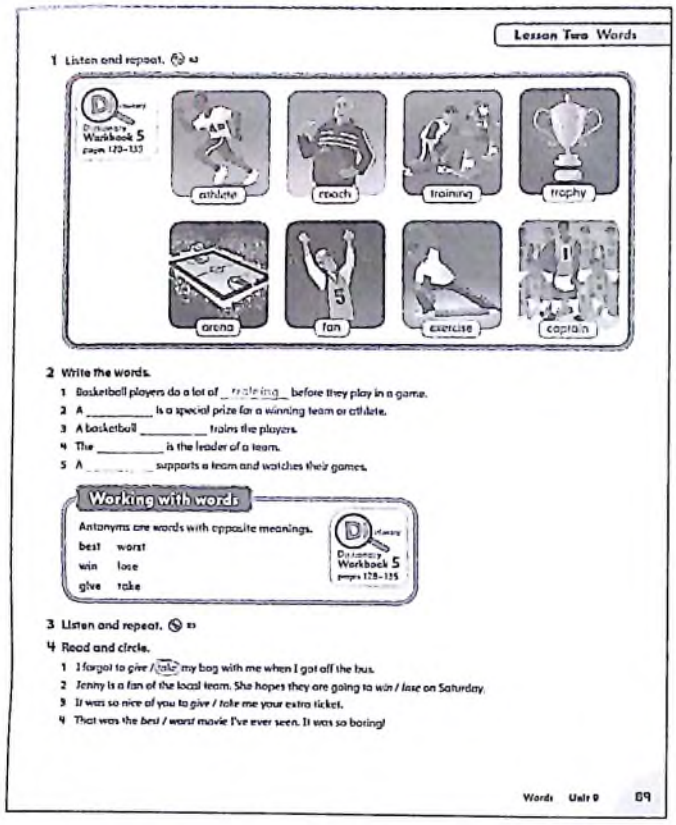
ANSWERS

1. tickets 2. seats 3. players 4. coach 5. job 6. trophy

Further practice

Workbook page 82

Online Practice • Unit 9 • Story


Lesson Two Words

1 Listen and repeat.

athlete coach training trophy arena fan exercise captain

2 Write the words.

1 Basketball players do a lot of training before they play in a game.
2 A _____ is a special prize for a winning team or athlete.
3 A basketball _____ trains the players.
4 The _____ is the leader of a team.
5 A _____ supports a team and watches their games.

Working with words

Antonyms are words with opposite meanings.

best worst
win lose
give take

3 Listen and repeat.

4 Read and circle.

1 I forgot to give / take my bag with me when I got off the bus.
2 Jenny is a fan of the local team. She hopes they are going to win / lose on Saturday.
3 It was so nice of you to give / take me your extra ticket.
4 That was the best / worst movie I've ever seen. It was so boring!

Words Unit 9 89

Lesson Two SB page 89

Words

Learning outcomes

To learn words for talking about sport

To learn antonyms

Language

Words: *athlete, coach, training, trophy, arena, fan, exercise, captain*

Working with words: *best, worst, win, lose, give, take* (Student Book); *deep, shallow, clean, dirty, noisy, quiet* (Workbook)

Materials

CD 82–83; paper and colored pencils (optional)

Oxford iTools Digital classroom • Unit 9 • Words

Warmer

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

Lead-in

- Discuss sport with the class. Ask *Which sports do you play?* Find out who is in a school team and who has won a trophy. Ask *Who are your favorite sports stars?*

1 Listen and repeat. 82

- Ask students to open their Student Books and look at the pictures and words.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

Differentiation

Below level:

- Tell students they are going to draw the words you read and spell. Give each student paper and colored pencils. Use the words in the box on page 89. Check the students' drawings and display them around the room.

At level:

- Ask students to work in pairs. Tell them to write a short paragraph using the words from the list. Tell them you will award a point for each word that is used correctly so the more words they can use the higher their score will be. They can choose to write in the present, past, or future tenses. Students read their paragraphs to the class. Award a point for each word used correctly.

Above level:

- Extend the "at level" activity by asking students to write a longer paragraph. Check answers together.

ANSWERS

1. training 2. trophy 3. coach 4. captain 5. fan

3 Listen and repeat. 83

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Go through the sentence and example words in the list.
- Give students a minute to study the information.
- Ask students to look up the words in the Dictionary pages in their Workbooks. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find words from the list in the story. (*coach, fan, captain, trophy*)
- Play the recording. Students listen and repeat the words in chorus.
- Ask individual students to say the words for the class.

4 Read and circle.

- Read the first sentence and point to the example.
- Check that students understand they have to circle the correct word in each sentence.

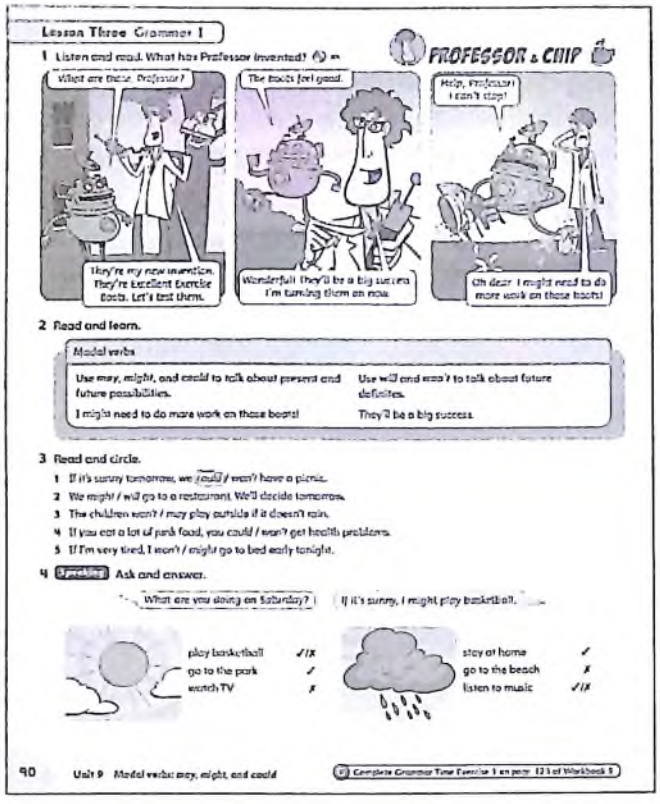
ANSWERS

1. take 2. win 3. give 4. worst

Further practice

Workbook page 83

Online Practice • Unit 9 • Words



Lesson Three SB page 90

Grammar 1

Learning outcomes

To use *may, might,* and *could* to talk about present and future possibilities

To ask and answer questions about the future using *may, might,* and *could*

Language

Core: *I might need to do more work on those boots!*

Materials

CD 84

Oxford iTools Digital classroom • Unit 9 • Grammar 1

Warmer

- Play *Smiley face* (see page 8) to energize the class.

Lead-in

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

1 Listen and read. What has Professor invented? 84

- Play the recording. Students follow the words in their books.
- Ask the gist question *What has Professor invented?*
- Play the recording again. Ask comprehension questions, e.g. *What are Professor's boots for? Do they work?*
- In pairs, ask students to act out the dialogue.

ANSWER

He has invented some Exercise Boots.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the two example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find an example of *may, might,* or *could* in the story in Lesson 1.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

Differentiation

Below level:

- Read each sentence in Exercise 3 both ways. After each one, ask *Will it happen?* Students answer *Yes, No,* or *Maybe.* Then they complete the activity independently.

At level:

- Ask two students to come to the front of the class and stand with their backs to the board. Write a common item they know on the board, e.g. *a shoe, a pen, a box, a hat.* Ask the class to help the two students find out what the object is by making suggestions of what they might or could do with it, e.g. *I might wear it. I might give it to a friend. I could put it on my head. I could put my pencils in it.* Encourage them to use their imaginations and tell them not to make the clue too obvious. The two students at the board try and guess the object. Continue the game asking different students to come to the board.

Above level:

- Ask students to take the *if* clauses from Exercise 3 and write new endings for them, e.g. *If it's sunny tomorrow, we could go to the beach.* If time permits, students share with the class.

ANSWERS

1. could 2. might 3. may 4. could 5. might

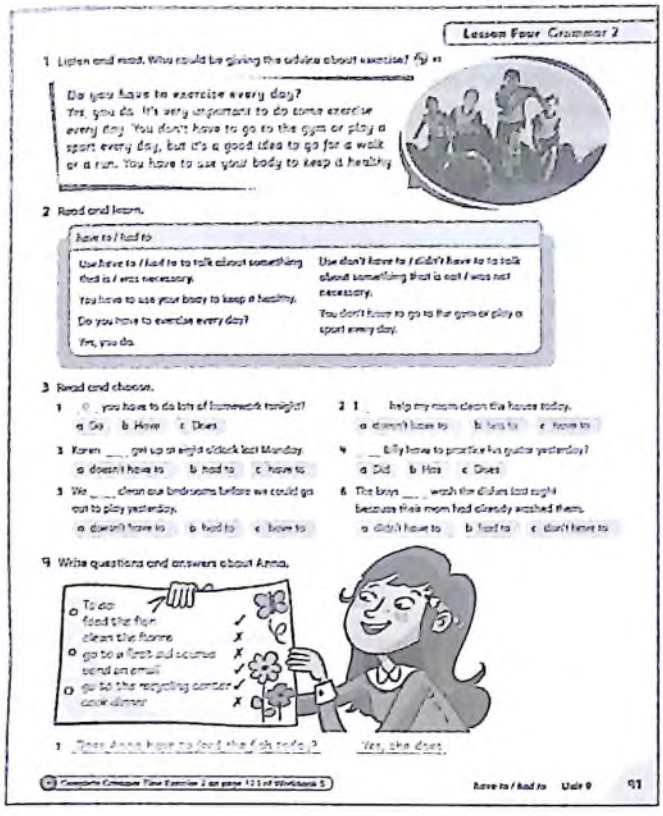
4 Ask and answer.

- Focus students' attention on the pictures. Ask *What's the weather like in picture 1? What's the weather like in picture 2?* Elicit *hot and sunny,* and *rainy and cloudy.*
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't,* or *may, might,* and *could* and the prompts in the word pool.
- Ask a few pairs to ask and answer questions for the class.

NOTE Ask students to complete the first Unit 9 Grammar Time exercise on page 123 of the Workbook.

Further practice

Grammar Time, Workbook page 123
Workbook page 84
Online Practice • Unit 9 • Grammar 1



Lesson Four Grammar 2

1 Listen and read. Who could be giving the advice about exercise? 85

Do you have to exercise every day?
Yes, you do. It's very important to do some exercise every day. You don't have to go to the gym or play a sport every day, but it's a good idea to go for a walk or a run. You have to use your body to keep it healthy.

2 Read and learn.

have to / had to

Use have to / had to to talk about something that is / was necessary.
You have to use your body to keep it healthy.
Do you have to exercise every day?
Yes, you do.

Use don't have to / didn't have to to talk about something that is not / was not necessary.
You don't have to go to the gym or play a sport every day.

3 Read and choose.

1 ___ you have to do lots of homework tonight?
a Do b Have c Does

2 I ___ help my mom clean the house today.
a doesn't have to b has to c have to

3 Karen ___ get up at eight o'clock last Monday.
a doesn't have to b had to c have to

4 ___ Billy have to practice his guitar yesterday?
a Did b Has c Does

5 We ___ clean our bedrooms before we could go out to play yesterday.
a doesn't have to b had to c have to

6 The boys ___ wash the dishes last night because their mom had already washed them.
a didn't have to b had to c don't have to

4 Write questions and answers about Anna.

To do:
feed the fish ✓
clean the floors ✗
go to a first aid course ✗
send an email ✓
go to the recycling center ✓
cook dinner ✗

1 Does Anna have to feed the fish today? Yes, she does.

Complete Grammar Time Exercise 2 on page 123 of Workbook 9

Have to / had to Unit 9 91

Lesson Four SB page 91

Grammar 2

Learning outcomes

To use *have to / had to* to talk about something that *is / was* necessary

To use *don't have to / didn't have to* to talk about something that *is not / was not* necessary

To write questions and answers using *have to*

Language

Core: *Do you have to exercise every day?*

Extra: *gym, body*

Materials

CD 85

Oxford iTools Digital classroom • Unit 9 • Grammar 2

Warmer

- Play *A long sentence* (see page 8) to revise *may, might,* and *could.*
- Point to a student and say *If it's sunny tomorrow, I could go to the park.* The student points to another student and says the sentence, adding another suggestion using *may* or *might*, e.g. *If it's sunny tomorrow, I could go to the park or I might play tennis.* Explain that they can't repeat the modal verb that was used directly before.
- Continue until someone forgets the words in the chain.

Lead-in

- Brainstorm ideas for different ways of doing exercise, e.g. *walking to school, playing soccer, running up the stairs.*
- Write the best ideas on the board.

1 Listen and read. Who could be giving the advice about exercise? 85

- Play the recording. Students follow the words in their books.
- Ask the gist question *Who could be giving the advice about exercise?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Is it important to do some exercise every day? Do you have to go to the gym every day?*

ANSWER

a health professional; a sports teacher

2 Read and learn.

- Focus students' attention on the rules and sentences in the text box. With books closed give some more examples and ask questions to check the students' understanding. Elicit more examples from the students.

3 Read and choose.

- Ask students to read the sentences and options silently.
- Look at the example and explain that they have to choose the correct option *a, b* or *c* to complete the sentences.

ANSWERS

1. a 2. c 3. b 4. a 5. b 6. a

4 Write questions and answers about Anna.

- Focus attention on the picture of Anna and her "To do" list.
- Ask a student to read the example. Then ask students to write questions and answers about the list.

Differentiation

Below level:

- Play *Miming snap* (see page 8) to review the activities on Anna's list. Then put students in pairs to complete the activity. Monitor and elicit as needed.

At level:

- Students complete the activity.

Above level:

- Ask students to make a "To do" list like Anna's. Then students switch their lists with a partner. They put a check for things they have to do and an x for things they don't. Put students in pairs to ask and answer.

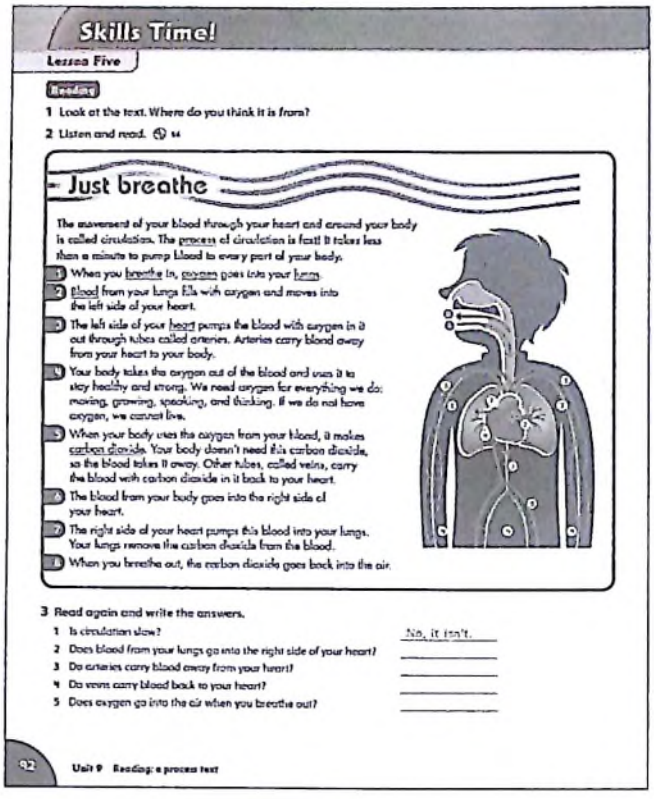
ANSWERS

1. Does Anna have to feed the fish today? Yes, she does.
2. Does Anna have to clean the floors today? No, she doesn't.
3. Does Anna have to go to a first aid course today? No, she doesn't.
4. Does Anna have to send an email today? Yes, she does.
5. Does Anna have to go to the recycling center today? Yes, she does.
6. Does Anna have to cook dinner today? No, she doesn't.

NOTE Ask students to complete the second Unit 9 Grammar Time exercise on page 123 of the Workbook.

Further practice

Grammar Time, Workbook page 123
Workbook page 85
Unit 9 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 9 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 86

Just breathe

The movement of your blood through your heart and around your body is called circulation. The process of circulation is fast! It takes less than a minute to pump blood to every part of your body.

1 When you breathe in, oxygen goes into your lungs.
2 Blood from your lungs fills with oxygen and moves into the left side of your heart.
3 The left side of your heart pumps the blood with oxygen in it out through tubes called arteries. Arteries carry blood away from your heart to your body.
4 Your body takes the oxygen out of the blood and uses it to stay healthy and strong. We need oxygen for everything we do: moving, growing, speaking, and thinking. If we do not have oxygen, we cannot live.
5 When your body uses the oxygen from your blood, it makes carbon dioxide. Your body doesn't need this carbon dioxide, so the blood takes it away. Other tubes, called veins, carry the blood with carbon dioxide in it back to your heart.
6 The blood from your body goes into the right side of your heart.
7 The right side of your heart pumps this blood into your lungs. Your lungs remove the carbon dioxide from the blood.
8 When you breathe out, the carbon dioxide goes back into the air.

3 Read again and write the answers.

1 Is circulation slow? No, it isn't.
2 Does blood from your lungs go into the right side of your heart? _____
3 Do arteries carry blood away from your heart? _____
4 Do veins carry blood back to your heart? _____
5 Does oxygen go into the air when you breathe out? _____

92 Unit 9 Reading: a process text

Lesson Five SB page 92

Skills Time!

Skills development

Reading: read a process text "Just breathe"; answer questions

Language

Recycled: vocabulary and structures seen previously

Extra: *blood*

Materials

CD 86

Oxford iTools Digital classroom • Unit 9 • Reading

Warmer

- Play *Time's up!* (see page 9) to energize the class and revise the vocabulary from Lesson 2.

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

- Ask students to look at the picture and the text. Ask *Where do you think it is from?* Encourage students to share their ideas with the class *(a text book, an information brochure, a website).*
- Ask students to predict what the text might be about. Teach the word *breathe* and model the correct pronunciation.

2 Listen and read. 86

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

3 Read again and write the answers.

- Ask students to read the sentences silently. Look at the example and explain that they have to write the correct short answers.

Differentiation

Below level:

- Play *Miming snap* (see page 24) using the new words from the text. Encourage students to come up and mime.

At level:

- With books closed, write the underlined words on the board.
- Give the students a minute to memorize the words and the spelling. Point to a word and then erase it. Students write the word paying attention to the spelling.
- Continue until all the words have been erased. Review the correct spellings together. This can be done individually or in teams.

Above level:

- Play *Wrong word* (see page 8). Monitor and help as needed.

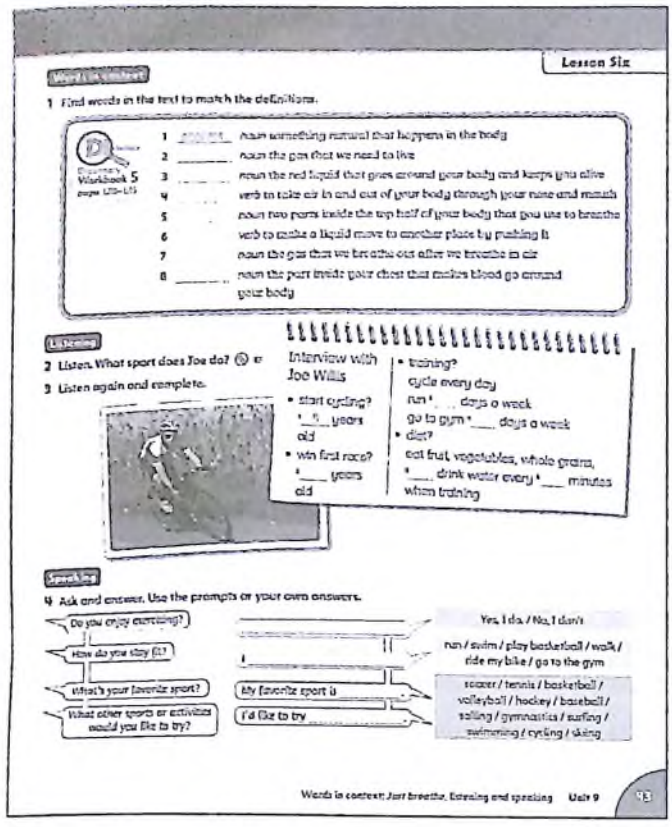
ANSWERS

1. No, it isn't.
2. No, it doesn't.
3. Yes, they do.
4. Yes, they do.
5. No, it doesn't.

Further practice

Workbook page 86

Online Practice • Unit 9 • Reading


Lesson Six

Words in context

1 Find words in the text to match the definitions.

Dictionary Workbook 5 pages 120–121

1 _____ noun something natural that happens in the body
2 _____ noun the gas that we need to live
3 _____ noun the red liquid that goes around your body and keeps you alive
4 _____ verb to take air in and out of your body through your nose and mouth
5 _____ noun two parts inside the top half of your body that you use to breathe
6 _____ verb to make a liquid move to another place by pushing it
7 _____ noun the gas that we breathe out after we breathe in air
8 _____ noun the part inside your chest that makes blood go around your body

Listening

2 Listen. What sport does Joe do? 87

3 Listen again and complete.

Interview with Joe Wills

- start cycling? ___ years old
- win first race? ___ years old
- training? cycle every day; run ___ days a week; go to gym ___ days a week
- diet? eat fruit, vegetables, whole grains, ___ drink water every ___ minutes when training

Speaking

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

Do you enjoy exercising? — Yes, I do. / No, I don't

How do you stay fit? — run / swim / play basketball / walk / ride my bike / go to the gym

What's your favorite sport? — My favorite sport is

What other sports or activities would you like to try? — I'd like to try

soccer / tennis / basketball / volleyball / hockey / baseball / sailing / gymnastics / surfing / swimming / cycling / skiing

Words in context: *Just breathe*, Listening and speaking Unit 9 93

Lesson Six SB page 93

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for details in an interview

Speaking: ask and answer questions about exercise

Language

Words in context: *process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart* (Student Book); *beat, pulse rate, wrist, steady* (Workbook)

Materials

CD 87

Oxford iTools Digital classroom • Unit 9 • Words, Listening, Speaking

Warmer

- Play *Wrong word* (see page 8) to energize the class.

Lead-in

- With books closed, copy the illustration from page 92 onto the board. Draw the outline of the body and the windpipe, lungs, and heart. Try to elicit the words *heart* and *lungs* if possible but model them if necessary.

1 Find words in the text to match the definitions.

- Ask the students to open their Student Books and look at the definitions in Exercise 1.
- Point to the definitions in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books on page 92 and match the underlined words in the text to the definitions in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1. process 2. oxygen 3. blood 4. breathe 5. lungs 6. pump 7. carbon dioxide 8. heart

2 Listen. What sport does Joe do? 87

- Tell students they are going to hear a recording. Explain that they have to listen and tell you what sport Joe does.
- Play the recording and elicit the answer from the class.

ANSWER

cycling

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing at intervals for students to complete the interview notes.

Differentiation

Below level:

- Put students into small groups. Assign one or two of the answers to each pair / group.
- Play the recording and ask groups to only listen for their specific answers. Bring the class together at the end to share answers. Students complete the interview notes in their Student Books.

At level:

- Students complete the activity.

Above level:

- Play a memory game. Tell students to look at the interview notes for one minute and remember as much information as they can.
- With books closed call out questions, e.g. *When did he start cycling? When did he win his first race?*
- Students call out the answers.

ANSWERS

1. 5 2. 7 3. 4 4. 3 5. fish 6. 15

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

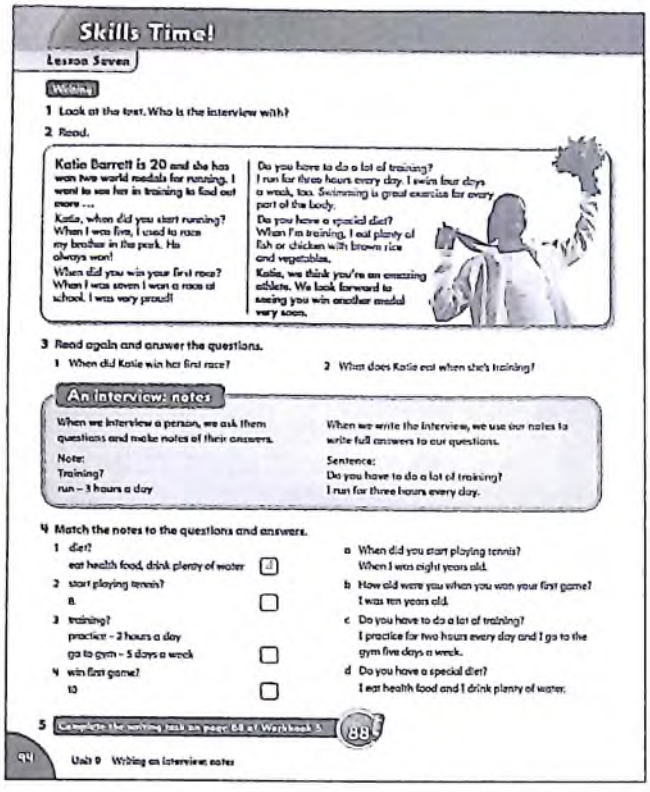
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that the prompts are only ideas and they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I go swimming every weekend.*
- Ask students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

Further practice

Workbook page 87

Unit 9 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 9 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

1 Look at the text. Who is the interview with?

2 Read.

Katie Barrett is 20 and she has won two world medals for running. I went to see her in training to find out more ...

Katie, when did you start running?
When I was five, I used to race my brother in the park. He always won!

When did you win your first race?
When I was seven I won a race at school. I was very proud!

Do you have to do a lot of training?
I run for three hours every day. I swim four days a week, too. Swimming is great exercise for every part of the body.

Do you have a special diet?
When I'm training, I eat plenty of fish or chicken with brown rice and vegetables.

Katie, we think you're an amazing athlete. We look forward to seeing you win another medal very soon.

3 Read again and answer the questions.

1 When did Katie win her first race?

2 What does Katie eat when she's training?

An interview: notes

When we interview a person, we ask them questions and make notes of their answers.

Note:
Training?
run – 3 hours a day

When we write the interview, we use our notes to write full answers to our questions.

Sentence:
Do you have to do a lot of training?
I run for three hours every day.

4 Match the notes to the questions and answers.

1 diet?
eat health food, drink plenty of water [d]

2 start playing tennis?
8 [ ]

3 training?
practice – 2 hours a day
go to gym – 5 days a week [ ]

4 win first game?
10 [ ]

a When did you start playing tennis?
When I was eight years old.

b How old were you when you won your first game?
I was ten years old.

c Do you have to do a lot of training?
I practice for two hours every day and I go to the gym five days a week.

d Do you have a special diet?
I eat health food and I drink plenty of water.

5 Complete the writing task on page 88 of Workbook 5. 88

94 Unit 9 Writing an interview: notes

Lesson Seven SB page 94

Skills Time!

Skills development

Writing focus: write up notes into full sentences

Writing outcome: write up an interview from notes (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 9; a copy of the text from poster 9, Assessment and Resource CD-ROM, for each student

Oxford Tools Digital classroom • Unit 9 • Writing

Poster 9: An interview

- Hand out photocopies of the poster text to each student.
- Ask students the "Before reading" question.
- Read the first text box on the left to the class and ask students to look at the list of handwritten notes.
- Read the first text box on the right and ask students to imagine what the full questions and answers might be.
- Read the second text box on the right and ask a student to identify and read the introduction.
- Read the second text box on the left and ask students to identify the different paragraphs.
- Read the third text box on the left and explain that we don't use speech marks when we write the questions and answers in the interview.
- Ask students what they think we might write in the conclusion of an interview. Discuss and compare some ideas before reading the final text box on the left.
- Tell students they are now going to read the interview. Choose one student to be the interviewer and another student to be the interviewee.
- Ask students to work in pairs and match the notes to the correct sections of the interview.
- Ask students the "After reading" questions in the corner of the poster. Compare and discuss answers.

1 Look at the text. Who is the interview with?

- Give students a few seconds to skim read the text.
- With books closed ask them who the interview is with.

ANSWER

a sportswoman / runner called Katie Barrett

2 Read.

- Read the text aloud. Then choose different students to read the text taking the roles of interviewer and interviewee.
- Discuss the interview and ask comprehension questions, e.g. *Who did Katie use to race with? How often does she swim? Does she eat chocolate when she's training?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask the questions in turn. Let students check the text if necessary.

ANSWERS

1. When she was seven.
2. She eats fish or chicken with brown rice and vegetables.

4 Match the notes to the questions and answers.

- Before doing the activity, focus attention on the text box. Go through the rules and sentences with the class.
- Explain that students have to match the notes on the left to the questions and answers on the right.

Differentiation

Below level:

- Complete the example as a class together. Show children how key words and phrases (e.g. *diet, healthy food,* etc.) appear in both columns. Students complete the rest of the activity in pairs.

At level:

- In pairs, students "interview" their partner about familiar topics (e.g. what exercise they do, what they do in their spare time, etc.). The interviewer should take notes of the answers. Then swap roles.

Above level:

- Students complete the "at level" activity. Then they use their notes to write full answers to the questions.

ANSWERS

1. d 2. a 3. c 4. b

5 Complete the writing task on page 88 of Workbook 5.

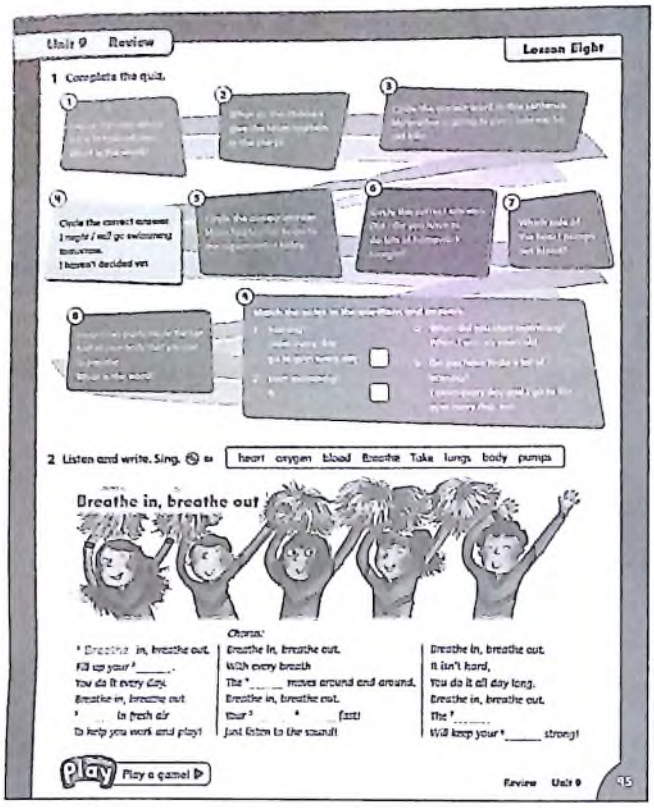
- Students now do the writing task on Workbook page 88.

Further practice

Workbook page 88

Unit 9 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 9 • Writing



Lesson Eight SB page 95

Unit 9 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 88

Oxford iTools Digital classroom • Unit 9 • Review

Warmer

- Play *True or false?* to revise words and structures from the unit. Read out the sentences below. Students listen and call out *True* or *False* (or write *T* or *F* in their notebooks).

Carbon dioxide is the gas that we breathe out after we breathe in air. (T)

Katie Barrett has won three world medals for running. (F)

Joe Willis is a basketball player. (F)

You have to do exercise every day. (T)

A fan supports a team and watches their matches. (T)

The heart pumps blood around the body. (T)

An athlete is someone who trains the players. (F)

Give and take are antonyms. (T)

1 Complete the quiz.

- Students do this activity individually, in pairs, or in teams.
- Tell students they are going to do a quiz based on the unit.
- If you wish, choose a student to be the quiz master. Ask him or her to come to the front and read the questions to the class, allowing time for students to write the answers.
- Students work with books open at page 95, but they may not refer to the unit when answering the questions.

ANSWERS

1. a coach 2. a trophy 3. give 4. might 5. has to
6. Did 7. the left side 8. lungs 9. 1 b, 2 a

2 Listen and write. Sing. 88

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

Differentiation

Below level:

- Play *Miming snap* (see page 8) to practice the vocabulary from the song. You may also wish to include the words on pages 89 and 93.

At level:

- Ask students to work in pairs to write their own verse for the song. Together, brainstorm ideas about what to include. Write suggestions on the board. Tell students that they must begin their verse with the line *Breathe in, breathe out...*, as in the book. Students write the remaining lines. If time permits, students share with the class. Encourage them to sing.

Above level:

- Ask students to turn the song into a story, article, or interview. Have them write a few sentences or a paragraph about what happened. If time permits, students share with the class.

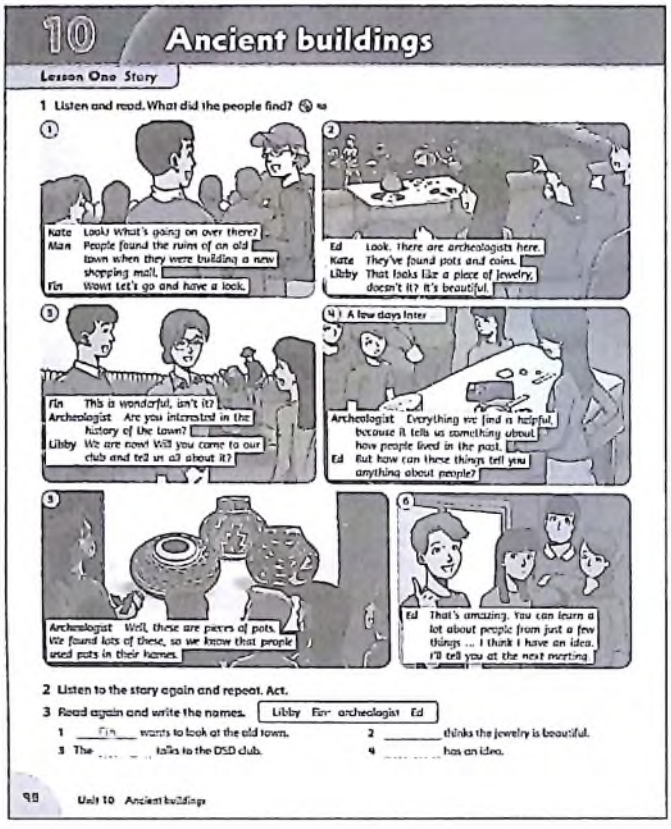
ANSWERS

1. breathe 2. lungs 3. Take 4. blood 5. heart
6. pumps 7. oxygen 8. body

Further practice

Workbook page 89
Unit 9 test, Assessment and Resource CD-ROM
Progress test 3, Assessment and Resource CD-ROM
Skills test 3, Assessment and Resource CD-ROM
Values worksheet 3, Units 5–9, Assessment and Resource CD-ROM
Writing portfolio 3 worksheet, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • 9 • Review

10 Ancient buildings



Lesson One SB page 98

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 88, 90

Oxford iTools Digital classroom • Unit 10 • Story

Warmer 88

- Tell students they are going to sing the song *Breathe in, breathe out* from Lesson 8 in the previous unit.
- Play the song with books open. Students sing along.

Lead-in

- Bring in a picture of a Roman soldier. Use a history book and encyclopaedia or print one from the Internet. Point to the picture and ask the students if they know who it is. Elicit the word *Roman* or model it if necessary.
- Tell students in today's story the students are going to visit an ancient Roman town.

1 Listen and read. What did the people find? 90

- Focus students' attention on the pictures and the story. Teach the word *ancient*. Ask prediction questions, e.g. *Who is Kate talking to? What are they looking at?*
- Play the recording. Students follow along.
- Ask the gist question *What did the people find?*
- Play the recording again. Ask more comprehension questions, e.g. *What have the archeologists found? What did the Romans decorate their houses with?*

ANSWER

a Roman town

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play the parts of Libby, Kate, Ed, Fin, Man, and Archeologist.
- Play the recording again. Students mime as they listen.
- Students practice acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook or elsewhere. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 5.

3 Read again and write the names.

- Ask students to read the sentences silently.
- Look at the example and explain that they should complete the sentences with the correct names.

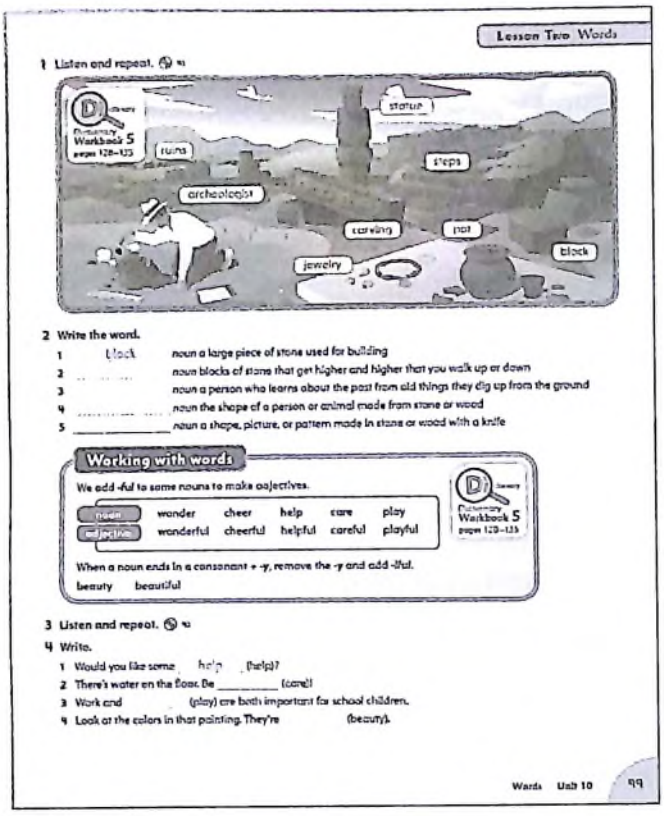
ANSWERS

1. Fin 2. Libby 3 archeologist 4 Ed

Further practice

Workbook page 90

Online Practice • Unit 10 • Story



Lesson Two Words

1 Listen and repeat. 91

statue
ruins
steps
archeologist
carving
pot
jewelry
block

2 Write the word.

1 block — noun a large piece of stone used for building
2 ..... — noun blocks of stone that get higher and higher that you walk up or down
3 ..... — noun a person who learns about the past from old things they dig up from the ground
4 ..... — noun the shape of a person or animal made from stone or wood
5 _____ — noun a shape, picture, or pattern made in stone or wood with a knife

Working with words

We add -ful to some nouns to make adjectives.

noun	wonder	cheer	help	care	play	
adjective	wonderful	cheerful	helpful	careful	playful	

Dictionary Workbook 5 pages 128–133

When a noun ends in a consonant + -y, remove the -y and add -iful.
beauty beautiful

3 Listen and repeat. 92

4 Write.

1 Would you like some help (help)?
2 There's water on the floor. Be _____ (care)!
3 Work and _____ (play) are both important for school children.
4 Look at the colors in that painting. They're _____ (beauty).

Words Unit 10 99

Lesson Two SB page 99

Words

Learning outcomes

To learn words for talking about archeology

To learn words with the suffix *-ful*

Language

Words: *archeologist, ruins, statue, steps, block, pot, jewelry, carving*

Working with words: *wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful* (Student Book and Workbook)

Materials

CD 91–92

Oxford iTools Digital classroom • Unit 10 • Words

Warmer

- Draw a statue on the board. Copy it from the picture in Exercise 1. Write the number of dashes for each letter next to it. Play a version of *Guess the word* (see page 8) to elicit the word.

1 Listen and repeat. 91

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

2 Write the word.

- Read the first definition and point to the example.
- Check that students understand they have to match the words in Exercise 1 with the definitions.
- Remind students to use their Workbook Dictionaries.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. .

ANSWERS

1. block 2. steps 3. archeologist 4. statue 5. carving

3 Listen and repeat. 92

- Before doing the activity, focus students' attention on the *Working with words* section above.
- Point to the first rule and say the noun and adjective pairs in turn. Read the second rule and the example.
- Give students a few minutes to study the information.
- Ask students to look up the nouns and adjectives in their Workbook Dictionaries. Review the meanings.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story (*wonderful*).
- Play the recording. Students listen and repeat.
- Ask individual students to say the words for the class.

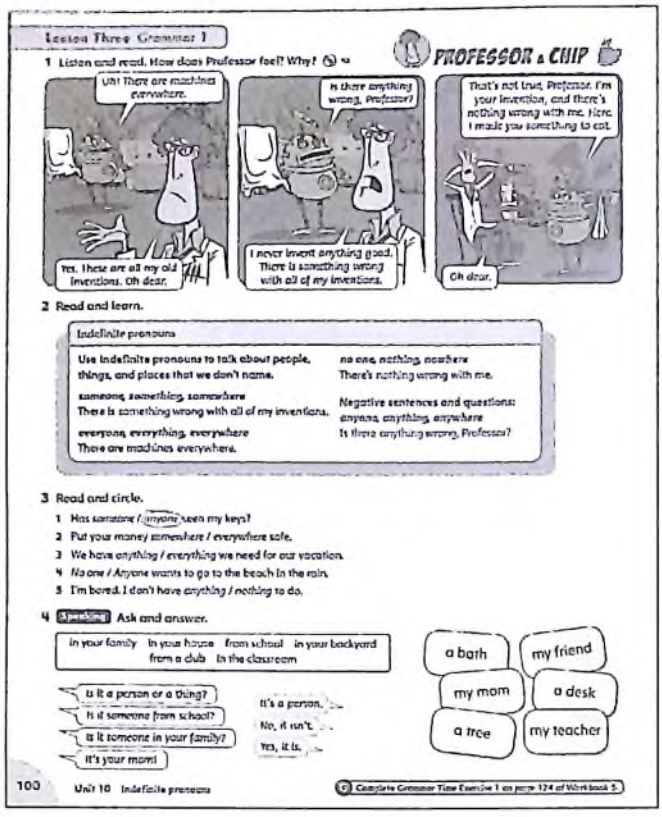
4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to write the correct form of the words in brackets.
- Let students complete the exercise, then check answers.

ANSWERS

1. help 2. careful 3. play 4. beautiful

Further practice
Workbook page 91
Online Practice • Unit 10 • Words



Lesson Three SB page 100

Grammar 1

Learning outcomes

To use indefinite pronouns to talk about people, things and places which we don't name

To play a guessing game

Language

Core: *There are machines everywhere. There is something wrong with all of my inventions. Is there anything wrong?*

Materials

CD 93

Oxford iTools Digital classroom • Unit 10 • Grammar 1

Warmer

- Play *What's the picture?* (see page 8) to review vocabulary.

Lead-in

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

1 Listen and read. How does Professor feel? Why? 93

- Play the recording. Students follow along.
- Ask the gist question *How does Professor feel?*
- Play the recording again. Ask comprehension questions, e.g. *Is Professor happy with his inventions? Why not?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

ANSWER
He feels unhappy because he never invents anything good.

2 Read and learn.

- Focus students' attention on the rules and four example sentences in the text box.
- Ask them to find the example sentences in the cartoon.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find examples of indefinite pronouns in the story in Lesson 1. *(Everything, anything)*

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS
1. anyone 2. somewhere 3. everything 4. No one 5. anything

4 Ask and answer.

- Ask two students to read the speech bubbles.
- Give them one or two minutes to study the words in the word pool and the lozenges.
- Check that students understand the exercise. Then ask them to work in pairs.
- Students take turns to choose a word from the lozenges on the right and answer questions about it using the words in the word box.
- You may wish to ask a few pairs to ask and answer questions in front of the class.

Differentiation

Below level:

- Play *What's the picture?* (see page 8) using the words from page 99. After the word is guessed, ask students if they used *someone* or *something* to refer to it. Monitor and help as needed.

At level:

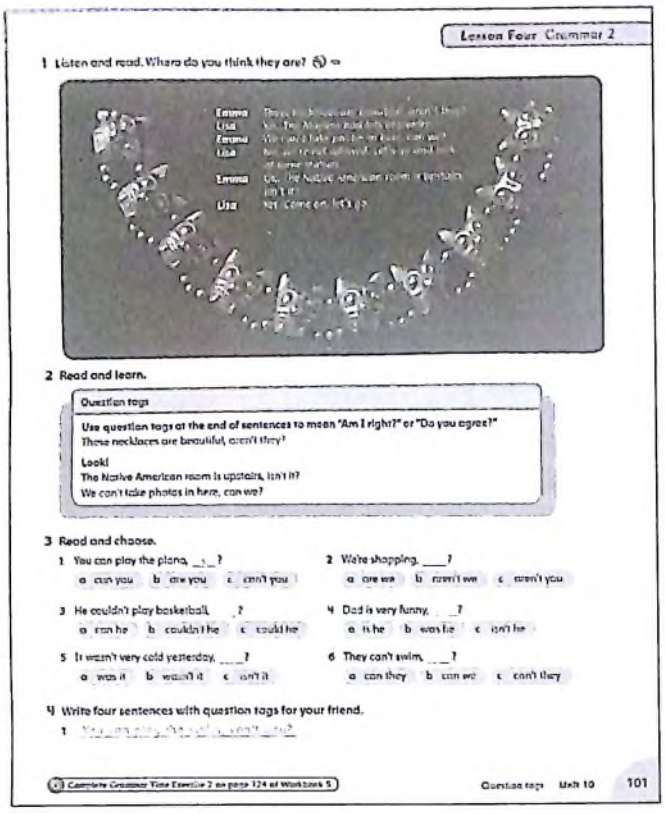
- Tell students to turn to page 99 and look at the picture and the definitions again. Write this definition on the board: *It's a round thing made of clay that holds water.* Ask students to rewrite the definition using *something*. Elicit *It's something made of clay that holds water.* As an open class activity, ask students to rewrite the remaining definitions in the same way and call them out. Remind them that one definition will need *someone* not *something*.

Above level:

- Play *Twenty twenty* (see page 9). Encourage students to use indefinite pronouns in their questions. Monitor and help as needed.

NOTE Ask students to complete the first Unit 10 Grammar Time exercise on page 124 of the Workbook.

Further practice
Grammar Time, Workbook page 124
Workbook page 92
Online Practice • Unit 10 • Grammar 1


Lesson Four Grammar 2

1 Listen and read. Where do you think they are? 94

2 Read and learn.

Question tags

Use question tags at the end of sentences to mean "Am I right?" or "Do you agree?"
These necklaces are beautiful, aren't they?
Look!
The Native American room is upstairs, isn't it?
We can't take photos in here, can we?

3 Read and choose.

1 You can play the piano, ___? a can you b are you c can't you
2 We're shopping, ___? a are we b aren't we c aren't you
3 He couldn't play basketball, ___? a can he b couldn't he c could he
4 Dad is very funny, ___? a is he b was he c isn't he
5 It wasn't very cold yesterday, ___? a was it b wasn't it c isn't it
6 They can't swim, ___? a can they b can we c can't they

4 Write four sentences with question tags for your friend.

1

Complete Grammar Time Exercise 2 on page 124 of Workbook 5

Question tags Unit 10 101

Lesson Four SB page 101

Grammar 2

Learning outcomes

To use question tags at the end of sentences to mean *"Am I right?"* or *"Do you agree?"*

To write sentences using question tags

Language

Core: *These necklaces are beautiful, aren't they? The Native American room is upstairs, isn't it? We can't take photos in here, can we?*

Materials

CD 94

Oxford iTools Digital classroom • Unit 10 • Grammar 2

Warmer

- If you can, bring a necklace to class. Hold up the necklace and ask students what it is. Elicit the word *jewelry* and teach *necklace*.
- Tell students you are going to listen to someone talking about a very old necklace. Ask them to guess where it might be from. Ask questions and give clues until someone guesses *Rome* or *Ancient Rome*.

1 Listen and read. Where do you think they are?

94

- Play the recording. Students follow along.
- Ask the gist question *Where are they?*
- Play the recording again. Explain new words as needed.
- Ask comprehension questions, e.g. *Where are the necklaces from? What do they want to look at now?*

ANSWER

They're in a museum.

2 Read and learn.

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

3 Read and choose.

- Ask students to read the incomplete sentences silently.
- Look at the example and explain that they have to choose the correct option to complete each sentence.

ANSWERS

1. c 2. b 3. c 4. c 5. a 6. a

4 Write four sentences with question tags for your friend.

- Look at the example and ask a student to read it aloud. Check that students know to write questions that they could ask a friend.
- Brainstorm some ideas on the board first. Remind students that they can write positive questions with negative tags, or negative questions with positive tags.

Differentiation

Below level:

- Repeat Exercise 4 as a speaking exercise. In pairs, students make sentences with question tags about their partner. Monitor and help as needed.

At level:

- Write the first sentence from Exercise 3 on the board: *You can play the piano, can't you?* Then erase *can* and *can't*. Ask students which words you could write instead. Elicit different examples, e.g. *don't / do, (do) / don't, can't / can*, etc. Review the different meanings together. Erase two words in each sentence in Exercise 3. Students say the answers.

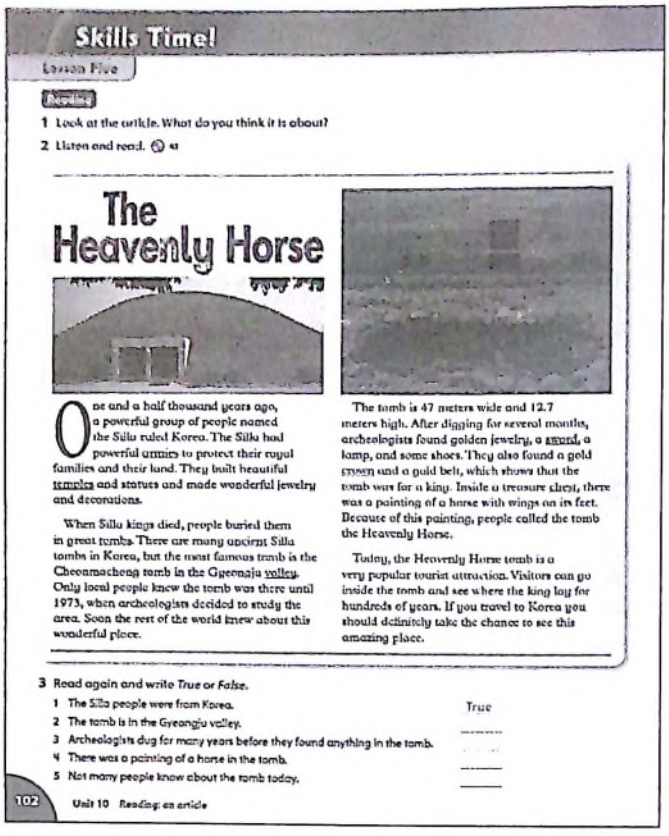
Above level:

- After students finish, play *Wrong word* (see page 8). Use sentences from the lesson or make up your own.

NOTE Ask students to complete the second Unit 10 Grammar Time exercise on page 124 of the Workbook.

Further practice

Grammar Time, Workbook page 124
Workbook page 93
Unit 10 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 10 • Grammar 2



Skills Time!

Lesson Five

Skills

1 Look at the article. What do you think it is about?

2 Listen and read. 95

The Heavenly Horse

One and a half thousand years ago, a powerful group of people named the Silla ruled Korea. The Silla had powerful armies to protect their royal families and their land. They built beautiful temples and statues and made wonderful jewelry and decorations.

When Silla kings died, people buried them in great tombs. There are many ancient Silla tombs in Korea, but the most famous tomb is the Cheonmacheong tomb in the Gyeongju valley. Only local people knew the tomb was there until 1973, when archeologists decided to study the area. Soon the rest of the world knew about this wonderful place.

The tomb is 47 meters wide and 12.7 meters high. After digging for several months, archeologists found golden jewelry, a sword, a lamp, and some shoes. They also found a gold crown and a gold belt, which shows that the tomb was for a king. Inside a treasure chest, there was a painting of a horse with wings on its feet. Because of this painting, people called the tomb the Heavenly Horse.

Today, the Heavenly Horse tomb is a very popular tourist attraction. Visitors can go inside the tomb and see where the king lay for hundreds of years. If you travel to Korea you should definitely take the chance to see this amazing place.

3 Read again and write True or False.

1 The Silla people were from Korea. True
2 The tomb is in the Gyeongju valley. _____
3 Archeologists dug for many years before they found anything in the tomb. _____
4 There was a painting of a horse in the tomb. _____
5 Not many people know about the tomb today. _____

102 Unit 10 Reading: an article

Lesson Five SB page 102

Skills Time!

Skills development

Reading: read an article "The lost city"; identify true and false sentences about a text

Language

Recycled: vocabulary and structures seen previously

Extra: *Silla, Korea, royal, gold, treasure, tourist attraction*

Materials

CD 95

Oxford iTools Digital classroom • Unit 10 • Reading

Warmer

- Play *Twenty twenty* (see page 9) to energize the class.

1 Look at the article. What do you think it is about?

- Ask students to look at the article and the pictures. Ask *What do you think it is about?* Encourage students to share their ideas with the class. Ask more questions if necessary, e.g. *Where is Korea? Is this place in Korea?*

2 Listen and read. 95

- Tell students they are going to listen to the text now. Play the recording all the way through as students read.
- Play the recording again pausing regularly. Check students understand and answer any questions they have. Encourage students to try to figure out the meaning of the new words, including those underlined, through context.
- Ask comprehension questions, e.g. *When did the Silla people rule Korea? What did archeologists find in Gyeongju valley?*

3 Read again and write True or False.

- Ask students to read the questions silently.
- Look at the example and explain that they have to write *True* or *False*.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Reduce the "at level" activity to two true / false statements. Students work in pairs, and then swap papers with a neighbor.

At level:

- Students complete the activity.

Above level:

- After students finish, they rewrite the false sentences to make them true. Check answers together.

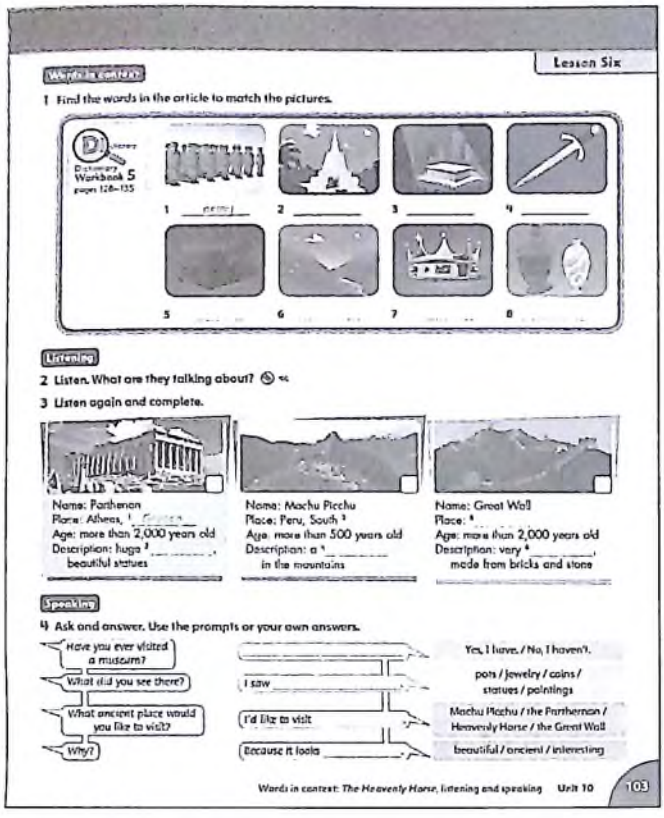
ANSWERS

1. True
2. True.
3. False
4. True
5. False

Further practice

Workbook page 94

Online Practice • Unit 10 • Reading



Lesson Six SB page 103

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen for details about ancient sites

Speaking: ask and answer questions about museums

Language

Words in context: *army, temples, tombs, ancient, valley, sword, crown, chest* (Student Book); *feathers, messenger, aqueduct, slope* (Workbook)

Materials

CD 96

Oxford iTools Digital classroom • Unit 10 • Words, Listening, Speaking

Warmer

- Play *Smiley face* (see page 8) to review the vocabulary.

Lead-in

- With books closed ask students what they remember about the text from the previous lesson. Ask questions if necessary, e.g. *Where is Machu Picchu? Which archeologist found the ancient city?*

1 Find the words in the article to match the pictures.

- Ask the students to open their Student Books and look at the pictures in Exercise 1.
- Point to the pictures in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to match the underlined words in the text to the pictures in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1. army 2. temple 3. tombs 4. sword 5. chest 6. valley 7. crown 8. ancient

2 Listen. What are they talking about? 96

- Tell students they are going to hear a recording. They have to listen and identify what people are talking about.
- Play the whole recording and elicit the answer.

Differentiation

Below level:

- Ask students to close their Student Books, take out their Workbooks, and turn to page 128. Divide students into teams. Tell students you are going to say a word, and they have to find it in the dictionary. Whoever finds it first, gets a point. Say each of the vocabulary words. The team with the most points wins.

At level:

- Play *Order the letters* (see page 9) with the new words. If you like, divide students into two or more teams. Write the scrambled word on the board. The team who unscrambles it first gets the point. The team with the most points wins.

Above level:

- Ask students to write a sentence for each of the new words. If time permits, students share with the class.

ANSWERS

The Parthenon, Machu Picchu, and the Great Wall.

3 Listen again and complete.

- Tell students they are going to hear the recording again.
- Play the recording, pausing for students to write the missing information.

ANSWERS

1. Greece 2. columns 3. America 4. city 5. China 6. long

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

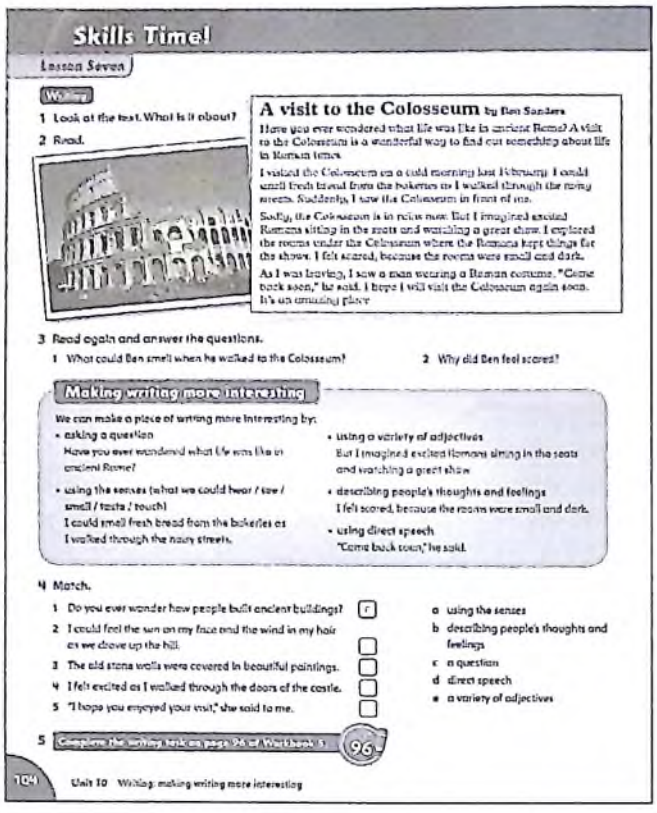
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check that students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I'd like to visit the Great Wall in China.*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- You may wish to ask a few pairs to ask and answer the questions in front of the class.

Further practice

Workbook page 95

Unit 10 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 10 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

A visit to the Colosseum by Ben Sanders

Have you ever wondered what life was like in ancient Rome? A visit to the Colosseum is a wonderful way to find out something about life in Roman times.

I visited the Colosseum on a cold morning last February. I could smell fresh bread from the bakeries as I walked through the noisy streets. Suddenly, I saw the Colosseum in front of me.

Sadly, the Colosseum is in ruins now. But I imagined excited Romans sitting in the seats and watching a great show. I explored the rooms under the Colosseum where the Romans kept things for the shows. I felt scared, because the rooms were small and dark.

As I was leaving, I saw a man wearing a Roman costume. "Come back soon," he said. I hope I will visit the Colosseum again soon. It's an amazing place.

3 Read again and answer the questions.

1 What could Ben smell when he walked to the Colosseum? 2 Why did Ben feel scared?

Making writing more interesting

We can make a piece of writing more interesting by:

- asking a question
  Have you ever wondered what life was like in ancient Rome?
- using the senses (what we could hear / saw / smell / taste / touch)
  I could smell fresh bread from the bakeries as I walked through the noisy streets.
- using a variety of adjectives
  But I imagined excited Romans sitting in the seats and watching a great show.
- describing people's thoughts and feelings
  I felt scared, because the rooms were small and dark.
- using direct speech
  "Come back soon," he said.

4 Match.

1 Do you ever wonder how people built ancient buildings? c
2 I could feel the sun on my face and the wind in my hair as we drove up the hill.
3 The old stone walls were covered in beautiful paintings.
4 I felt excited as I walked through the doors of the castle.
5 "I hope you enjoyed your visit," she said to me.

a using the senses
b describing people's thoughts and feelings
c a question
d direct speech
e a variety of adjectives

5 Complete the writing task on page 96 of Workbook 5. 96

104 Unit 10 Writing: making writing more interesting

Lesson Seven SB page 104

Skills Time!

Skills development

Writing focus: make writing more interesting

Writing outcome: write a descriptive account (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 10; a copy of the text from poster 10, Assessment and Resource CD-ROM, for each student.

Oxford iTools Digital classroom • Unit 10 • Writing

Poster 10: A descriptive account

- Hand out photocopies of the poster to each student.
- Ask students the "Before reading" question.
- Choose four students to read the text to the class.
- Read the first box on the left. Ask students to identify the question the writer used to introduce the account.
- Read the first box on the right. Ask students to identify the sentence with the background information to the account. Ask *Where / When did he go? Who did he go with?* Ask students to suggest similar examples.
- Read the second box on the left. Ask students to tell you how the writer has described his thoughts and feelings to make the account more interesting.
- Read the third box on the left. Ask students if they remember what adjectives the writer used. Cover the poster and see how many adjectives they remember. Uncover the poster and ask students to point them out.
- Read the second box on the right. Ask students to identify each point. Ask *What could he hear / see?*
- Read the last box. Point to the example of direct speech. Elicit examples of what the man could have said.
- Ask students the "After reading" questions. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Let students read the title and skim the text. Tell them to look for key words rather than read the whole text.
- With books closed, ask them what it is about.

ANSWER

a visit to the Colosseum in Rome

2 Read.

- Read the text aloud. Then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text with the class and ask comprehension questions, e.g. *When did Ben visit the Colosseum?*

3 Read again and answer the questions.

- Ask students to read the text again silently. Then ask the questions. Let students check the text if necessary.

ANSWERS

1. fresh bread 2. because when he explored the rooms under the Colosseum they were small and dark

4 Match.

- First, focus attention on the text box. Review the suggestions and the examples together. Check that students know how to make writing more interesting.
- Students do the exercise. Point to the example and explain that they have to match the sentences with the methods. Students do the exercise individually.

Differentiation

Below level:

- Ask students to close their books. On the board, write *question, senses, thoughts or feelings, direct speech*, and *adjectives*. Read the sentences and questions in the box. Ask students to say which one it is. Help as needed. Then students complete the activity.

At level:

- Students complete the activity.

Above level:

- In groups, ask them to think of an interesting place they have visited. Ask them to write a short paragraph about it.

ANSWERS

1. c 2. a 3. e 4. b 5. d

5 Complete the writing task on page 96 of Workbook 5.

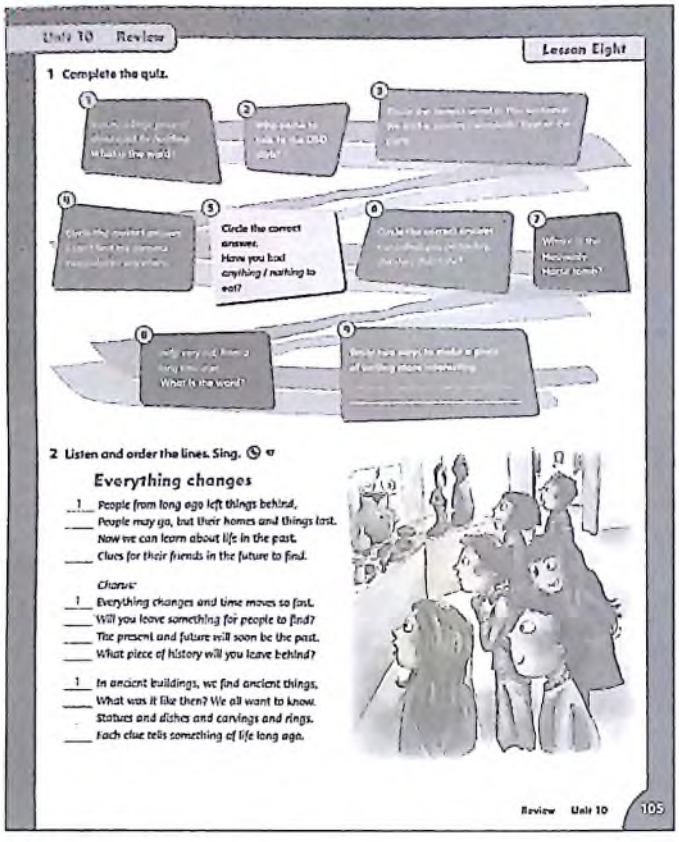
- Students now do the writing task on Workbook page 96. Review the exercises with them first if needed.

Further practice

Workbook page 96

Unit 10 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 10 • Writing



Lesson Eight SB page 105

Unit 10 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 97; sheets of paper (optional)

Oxford iTools Digital classroom • Unit 10 • Review

Warmer

- To review words and structures from the unit, tell students to ask you questions about the unit.
- Students take turns to ask you questions. They are allowed to work with their books open, but you must work with your book closed.
- Ask a student to keep a note of how many questions are asked and which ones you answer correctly.

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 105 but they may not refer to the unit when answering.

ANSWERS

1. block 2. an archeologist 3. wonderful 4. anywhere 5. anything 6. didn't she 7. in Korea 8. ancient 9. use the senses, describe thoughts and feelings, ask a question, use direct speech, use a variety of adjectives

2 Listen and order the lines. Sing. 97

- Look at the picture. Ask *Where are the children?*
- Play the song the whole way through.
- Play it again as students follow along.
- Pause to give students time to number the lines.
- At the end, ask students to read each line in order.
- Play the recording once more for students to sing along.
- Repeat as often as you wish.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *life in the past, time moves so fast*, etc. Students decide on actions for their phrases. Then play the song. Students stand and do their action when they hear their phrase. If time permits, switch phrases and play again.

At level:

- Write each verse on pieces of paper before class. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books. and work together to fill in the missing words. Play the song again to check answers.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece of paper. In their groups, students recall the words of their verse. They write the words on the paper. Monitor and help with spelling or grammar, if necessary. Students open their books to check answers.

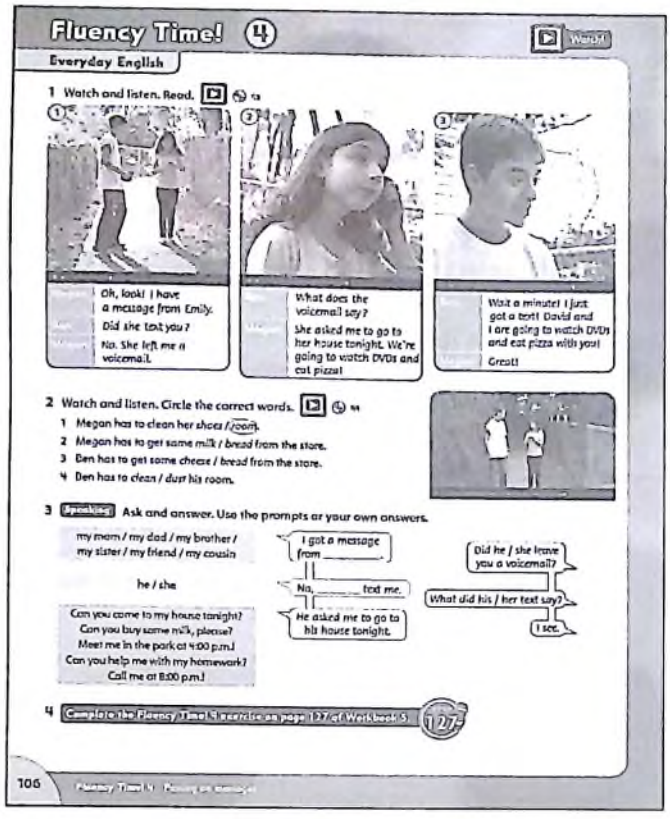
ANSWERS

Verse one: (1) People from long ago left things behind, (2) Clues for their friends in the future to find. (3) Now we can learn about life in the past. (4) People may go, but their homes and things last.
Chorus: (1) Everything changes and time moves so fast. (2) The present and future will soon be the past. (3) Will you leave something for people to find? (4) What piece of history will you leave behind?
Verse two: (1) In ancient buildings, we find ancient things, (2) Statues and dishes and carvings and rings. (3) Each clue tells something of life long ago. (4) What was it like then? We all want to know.

Further practice

Workbook page 97
Unit 10 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 10 • Review

Fluency Time! 4



Everyday English SB page 106

Learning outcomes

To learn some useful language for passing on messages

Language

I have a message from Emily. Did she text you? She left me a voicemail. What did Emily's voicemail / text say? I just got a text! Ben has messaged me!

Materials

CD 98–99; Fluency DVD Fluency Time 4

Oxford iTools Digital classroom • Fluency Time! 4 • Everyday English

Warmer

- Tell students they are going to learn some useful language for sending messages. Ask how they communicate when they are not with their friends (email, online chat, text messages, phone calls, etc).
- Ask students how often they message their friends and what kinds of things they message about.

1 Watch and listen. Read. 98

- Focus on the pictures. Ask students who they see in the pictures (*Ben and Megan*), where they are (*in the street*), and what they are doing (*checking their messages*).
- Play the DVD for children to watch. Play the DVD again for children to listen and read. Encourage them to figure out unknown words from context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the DVD.
- Go through the highlighted phrases in the box together.
- Ask students to practice the dialogue in pairs. Then invite pairs to act out the dialogue for the class.

2 Watch and listen. Circle the correct words. 99

- Focus on the video and explain that students should listen and choose the correct answers. Tell students to listen carefully for key words.
- Play the first part of the recording and focus on the example. Then play the rest of recording, pausing for students to complete the activity.
- Ask questions, e.g. *What does (Megan's mom) say in her message?* .

ANSWERS

1. room 2. milk 3. bread 4. clean

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out the dialogue with you. Read the speech bubbles on the left, completing the blanks with prompts from the boxes. Ask the volunteer to read the speech bubbles on the right, choosing the correct pronouns.
- In pairs, students use the prompts, or their own answers, to act out dialogues.

Differentiation

Below level:

- Switch the pairs and then ask and answer again. Encourage students to use their own answers.

At level:

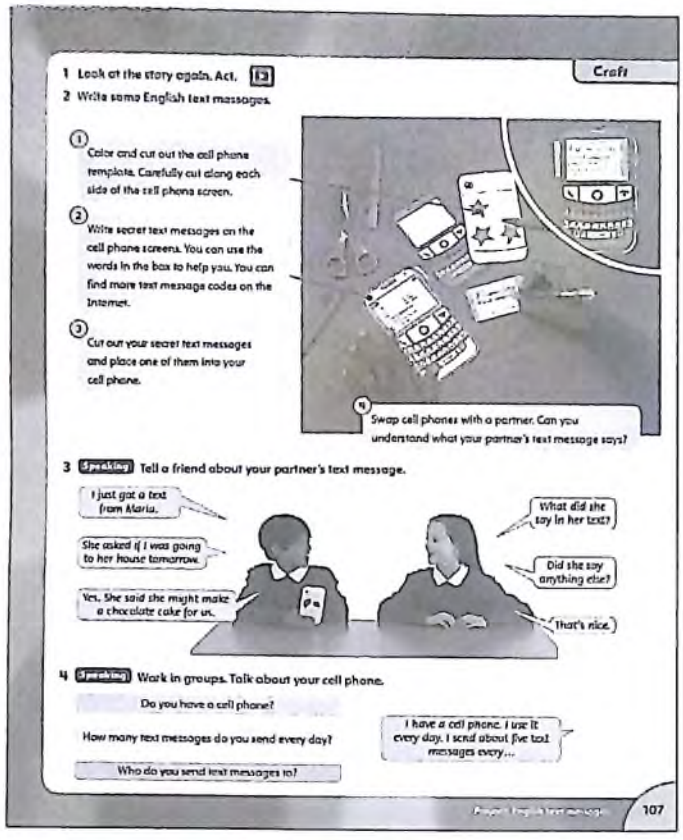
- Say the following messages and have students write them on the board:
  Sam: Can you come to my party on Saturday?
  Mom: Can you go to the baker's, please?
  Jenny: Meet me at the library at 2 p.m.!
  Dad: Can you help me wash the car?

Above level:

- Using the "at level" messages, invite pairs of students to come to the front of the class and act out dialogues about the messages.

Further practice

Workbook page 98
Everyday English phrase bank, Workbook page 127
Fluency Time! 4, Fluency DVD
Online Practice • Fluency Time! 4



Craft SB page 107

Learning outcomes

To write some English text messages

To tell a friend about your partner's text message

Language

I have a message from ..., Did she text you? What did his/her text say? I just got a text! ... has messaged me! Did she say anything else?

Materials

Fluency DVD Fluency Time 4 (optional); Fluency Craft 4 (see Assessment and Resource CD-ROM) (one set of templates for each child, photocopied onto strong paper or thin card if possible); completed phone and text messages; colored pencils and scissors for each group of children; thin cardboard (optional)

Oxford iTools Digital classroom • Fluency Time! 4 • Craft

1 Look at the story again. Act.

- Focus on the story in Exercise 1 of the Everyday English lesson on Student Book page 106. Ask students what they remember about the story.
- Play the Fluency DVD Fluency Time! 4 Everyday English. If you don't have time for the DVD, read the dialogue on Student Book page 106.
- Invite pairs of students to act out the dialogue. Encourage them to change details.

2 Write some English text messages.

- Focus on the picture. Ask students what the picture shows (*a cell phone and some text messages*) and what the girl is doing (*writing a text message*).
- Give out copies of the cell phone template and the text messages template (see Fluency Craft 4, Assessment and Resource CD-ROM).
- Read the tips around the picture in Exercise 2. Show the class your completed cell phone and demonstrate how to place the text messages into the cell phone.
- Move around the class, asking questions, e.g. *What does this text say? What does this mean in a text message?*
- When students have completed their cell phones, they swap them with a partner.

NOTE If you do not have time to use photocopies, students can write their messages on pieces of paper.

3 Tell a friend about your partner's text message.

- Focus on the photos. Students use their text messages to act out dialogues with a friend. They take turns telling a friend about their partner's messages.
- Act out the dialogue with a volunteer. The students talk in pairs. Encourage them to add language, e.g. *That sounds like fun. I love watching DVDs.*
- Students can then place new secret text messages in their phones and swap phones again.
- Ask some students to act out dialogues for the class.

4 Work in groups. Talk about your cell phone.

- Ask a volunteer to read the example. Then invite students to share. They can read the questions, or you can ask the questions to prompt them.

Differentiation

Below level:

- Students stand in a line. The first student picks a text message and whispers it to the next student. Students continue whispering. The last student says the message aloud, and the first students says if it is correct or not. The last student moves to the front of the line. Continue the game.

At level:

- In groups of five, students play a game. Three students hold up a text message. One says, e.g. *I have a text message. This person asked me (if I was coming to their house tomorrow).* The other student looks at the three text messages and says, *The message is from (Maria)!* Students swap roles, choose new messages, and play again.

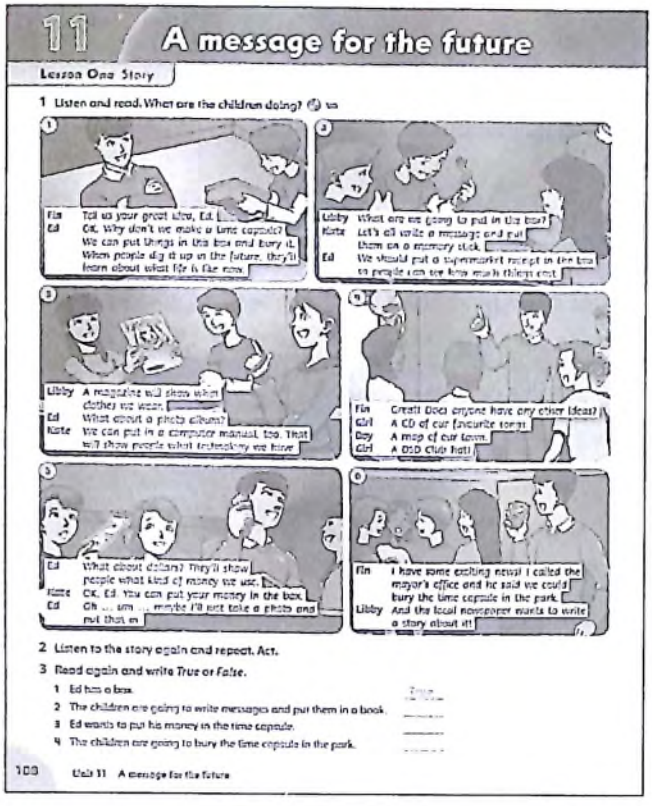
Above level:

- Ask students to write down a few more text messages. Use these to play the "at level" game.

Further practice

Workbook page 99
Skills test 4 Fluency Time!, Assessment and Resource CD-ROM
Fluency Time! 4, Fluency DVD
Online Practice • Fluency Time! 4

11 A message for the future



Lesson One SB page 108

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 100

Oxford iTools Digital classroom • Unit 11 • Story

Warmer

- Ask students to read the title *A message for the future*. Explain the meaning of *time capsule*. Ask students to give reasons why it would be interesting to find one.

1 Listen and read. What are the children doing?

100

- Focus on the pictures and the story. Ask prediction questions. Ask *What are they putting in the box? Why?*
- Play the recording. Students follow along.
- Ask the gist question *What are the children doing?*
- Play the recording again. Ask more questions to check comprehension, e.g. *What is a time capsule? What are they putting in it? Where are they going to put it?*

ANSWER

They are making a time capsule.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat.
- Divide the class into groups of six to play Libby, Kate, Ed, Fin, Boy, and Girl. If the class doesn't divide exactly, some students can act two different characters.
- Play the recording again. Students listen and mime.
- Let students practice acting in their groups, then ask one or two groups to act out the story for the class.

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

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *True* or *False*.
- Let students complete the exercise then check answers.

Differentiation

Below level:

- Ask students to read the sentences aloud and then work together to find the answers in the story. Monitor and help as needed.

At level:

- Students complete the activity.

Above level:

- After students finish, they rewrite the false sentences to make them true. Check answers together.

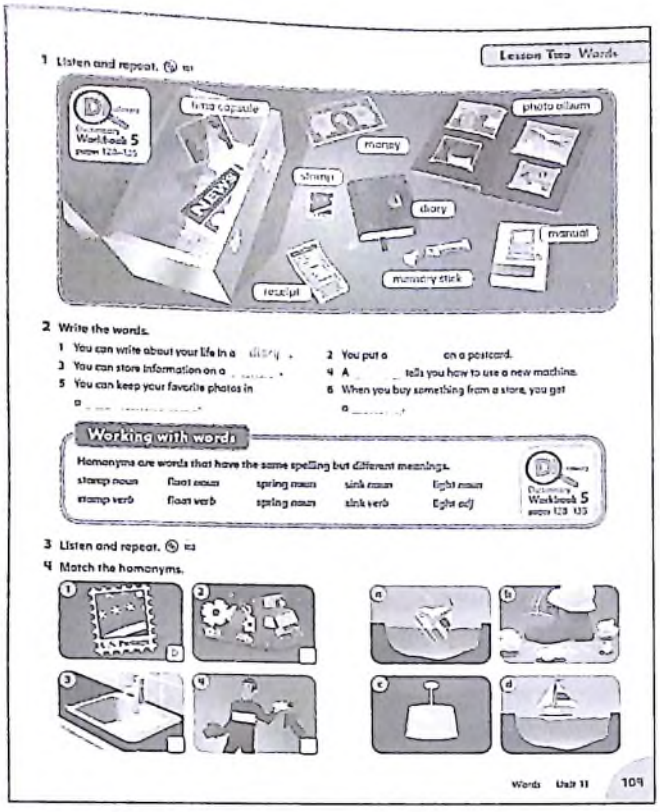
ANSWERS

1. True
2. False
3. False
4. True

Further practice

Workbook page 100

Online Practice • Unit 11 • Story



Lesson Two SB page 109

Words

Learning outcomes

To learn words for talking about a time capsule

To learn homonyms

Language

Words: *time capsule, money, photo album, manual, diary, memory stick, stamp, receipt*

Working with words: *stamp (n) (v), float (n) (v), spring (n) (n), sink (n) (v), light (n) (adj)* (Student Book and Workbook)

Materials

CD 101–102

Oxford iTools Digital classroom • Unit 11 • Words

Warmer

- With books closed, ask students what they remember about the story from Lesson 1.
- Ask questions about the story, e.g. *What were the children doing? Whose idea was it?*

Lead-in

- Brainstorm some ideas of items to include in a time capsule. Write them on the board.
- Tell students you have to choose six items from the list on board. They have to nominate their choice and explain why their item is the most important one.
- Choose six items based on the students' arguments.

1 Listen and repeat. 101

- Ask students to open their books and look at the pictures and words.
- Play the recording. Students listen and repeat chorally.
- Ask individual students to say the words for the class.

2 Write the words.

- Read the incomplete sentences. Point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary.

ANSWERS

1. diary 2. stamp 3. memory stick 4. manual
5. photo album 6. receipt

3 Listen and repeat. 102

- First, focus on the *Working with words* section above.
- Point to the rule and say each homonym.
- Let students study the information. Then ask them to look up the homonyms in their Workbook Dictionaries. Review the different meanings.
- Play the recording. Students listen and repeat chorally.
- Ask individual students to say the words for the class.

4 Match the homonyms.

- Read the instruction and point to the example.
- Check that students understand they have to match pictures 1–4 with pictures a–d.

Differentiation

Below level:

- Play *What's the picture?* (see page 8) using homonyms. Prompt the students drawing by pointing to one of the pictures in the book, or by whispering a sentence to them. Then students complete the activity.

At level:

- Write fill-in-the-blank sentences containing the homonyms, e.g. *He was angry and he _____ his foot.* Elicit *stamped*. Divide the class into two teams. Ask a student from each team to come to the board and write similar sentences. Choose a student from the other team to write the missing word. Award a point for each correct answer. If the answer is incorrect, give the question back to the original team.

Above level:

- Put students into groups. Ask them to think of other homonyms in English, e.g. wave, match, park. Make it a game by giving one point for each correct word, and two points for each sentence.

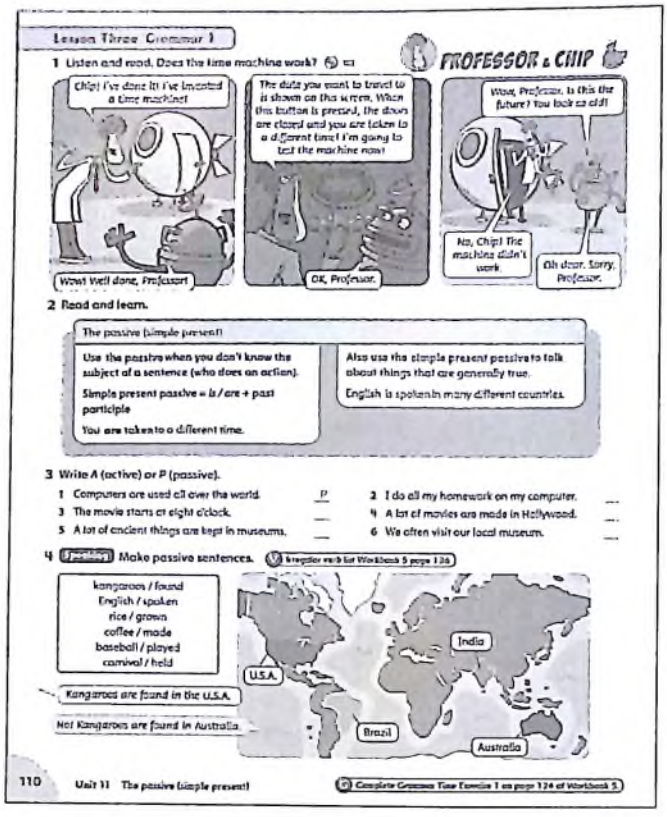
ANSWERS

1. b 2. d 3. a 4. c

Further practice

Workbook page 101

Online Practice • Unit 11 • Words



Lesson Three SB page 110

Grammar 1

Learning outcomes

To use the passive when you don't know the subject of a sentence; to talk about things that are generally true

To make passive sentences

Language

Core: *English is spoken in many different countries.*

Materials

CD 103

Oxford iTools Digital classroom • Unit 11 • Grammar 1

Warmer

- Play *Order the letters* (see page 9) to revise vocabulary.

Lead-in

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

1 Listen and read. Does the time machine work?

103

- Play the recording. Students follow along.
- Ask the gist question *Does the time machine work?*
- Play the recording again and ask comprehension questions, e.g. *What has Professor invented? What year does Professor want to travel to?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

ANSWER

No, it doesn't.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the two text boxes.
- Ask students to find the example sentence *You are taken to a different time* in the cartoon strip.
- Give students a minute to study the rules. Then with books closed, elicit more examples.

3 Write *A* (active) or *P* (passive).

- Ask students to read the sentences silently.
- Look at the example and explain that they have to write *A* if the sentence is active or *P* if the sentence is passive.

ANSWERS

1. P 2. A 3. A 4. P 5. P 6. A

4 Make passive sentences.

- Focus attention on the map. Ask students to identify the countries and ask some questions, e.g. *Have you been to France? What language do people speak in China?*
- Ask two students to read the speech bubbles.
- Give them a minute to study the word prompts.
- Check that students understand the exercise. Then ask them to work in pairs.
- Remind students to check the verb list on Workbook page 136 when completing the exercise.
- Students take turns to say passive sentences using the prompts in the word box.
- Ask a few pairs to say their sentences for the class.

Differentiation

Below level:

- Practice forming the passive together by asking different students questions using the words in the box, e.g. *Where are kangaroos found?* Elicit answers and help as needed. Then students complete the activity.

At level:

- Students complete the activity.

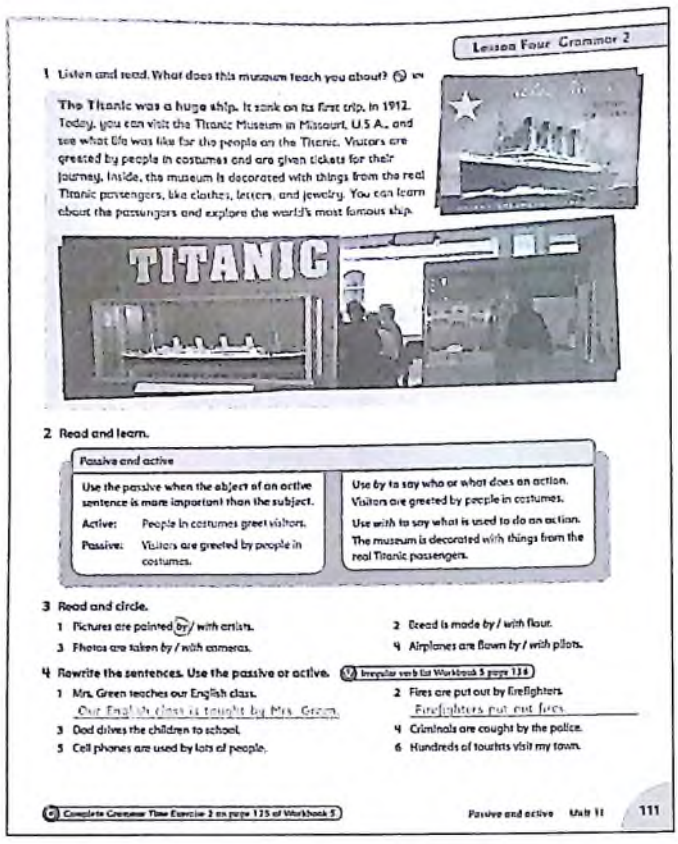
Above level:

- Switch the pairs. Ask students to think of other things that come from the countries highlighted on the map, or their own country. Make additional passive sentences. Monitor and help as needed. If time permits, they can share with the class.

NOTE Ask students to complete the first Unit 11 Grammar Time exercise on page 124 of the Workbook.

Further practice

Grammar Time, Workbook page 124
Workbook page 102
Online Practice • Unit 11 • Grammar 1



Lesson Four Grammar 2

1 Listen and read. What does this museum teach you about? 104

The Titanic was a huge ship. It sank on its first trip. In 1912. Today, you can visit the Titanic Museum in Missouri, U.S.A., and see what life was like for the people on the Titanic. Visitors are greeted by people in costumes and are given tickets for their journey. Inside, the museum is decorated with things from the real Titanic passengers, like clothes, letters, and jewelry. You can learn about the passengers and explore the world's most famous ship.

TITANIC

2 Read and learn.

Passive and active

Use the passive when the object of an active sentence is more important than the subject.
Active: People in costumes greet visitors.
Passive: Visitors are greeted by people in costumes.

Use by to say who or what does an action.
Visitors are greeted by people in costumes.
Use with to say what is used to do an action.
The museum is decorated with things from the real Titanic passengers.

3 Read and circle.
1 Pictures are painted by / with artists.
2 Bread is made by / with flour.
3 Photos are taken by / with cameras.
4 Airplanes are flown by / with pilots.

4 Rewrite the sentences. Use the passive or active. Irregular verb list Workbook 5 page 134
1 Mrs. Green teaches our English class.
Our English class is taught by Mrs. Green.
2 Fires are put out by firefighters.
Firefighters put out fires.
3 Dad drives the children to school.
4 Criminals are caught by the police.
5 Cell phones are used by lots of people.
6 Hundreds of tourists visit my town.

Complete Grammar Time Exercise 2 on page 125 of Workbook 5

Passive and active Unit 11 111

Lesson Four SB page 111

Grammar 2

Learning outcomes

To use the passive with *by* and *with*

To rewrite sentences using the active or passive

Language

Core: *People in costumes greet visitors. Visitors are greeted by people in costumes.*

Materials

CD 104

Oxford iTools Digital classroom • Unit 11 • Grammar 2

Warmer

- Play *Wrong word* (see page 8) to energize the class and review the passive (simple present) from Lesson 3.

Lead-in

- Ask the students if they have ever heard of the famous ship the *Titanic*. Play a version of *Twenty twenty* (see page 9) so they can build up as much information as possible.

1 Listen and read. What does this museum teach you about? 104

- Play the recording. Students follow along.
- Ask the gist question *What does this museum teach you about?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *When was the Titanic's first trip? Where is the Titanic Museum?*

ANSWER
the Titanic

2 Read and learn.

- Focus students' attention on the rule and example sentences in each of the text boxes.
- Give students a few minutes to study the rules.
- With books closed, give some more examples and ask questions to check the students' understanding. Elicit more examples of active and passive sentences, and passive sentences with *by* and *with* from the class.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS
1. by 2. with 3. with 4. by

4 Rewrite the sentences. Use the passive or active.

- Ask a student to read an example for the class.
- Check that students understand they have to rewrite the sentences using either the active or passive tense.
- Remind students to check the base forms and past participles in the verb list on Workbook page 136.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Play a simple game by saying the simple present of a verb. The class says the past participle. If the class is right, they get a point. If they are wrong, you get a point. Then write the example in the active on the board with the passive below it. Then students complete the activity.

At level:

- Students complete the activity.

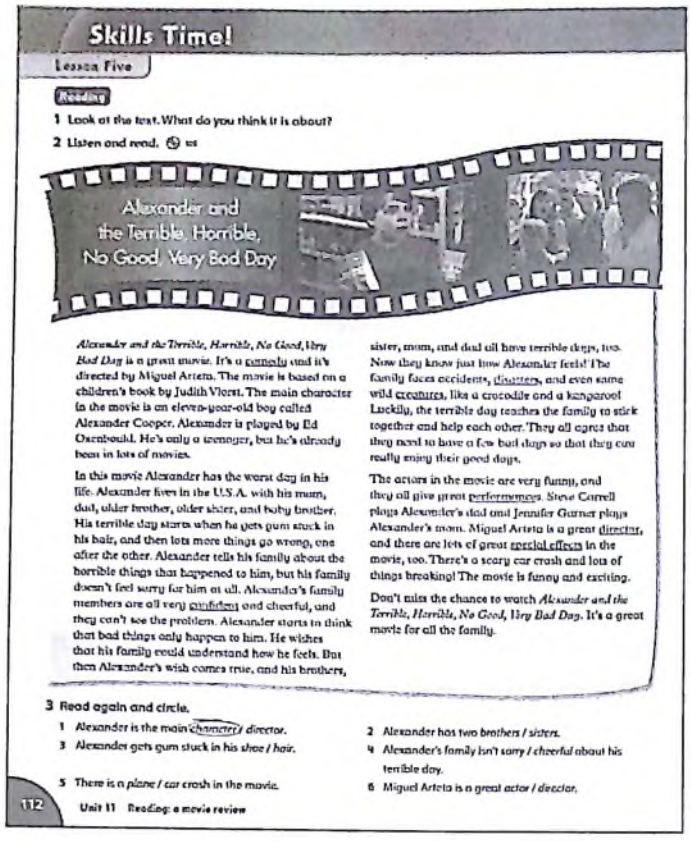
Above level:

- After students finish, ask students to look back at Exercise 3. Students rewrite the passive sentences in the active. Monitor and help as needed. Check answers together.

ANSWERS
1. Our English class is taught by Mrs. Green.
2. Firefighters put out fires.
3. The children are driven to school by Dad.
4. The police catch criminals.
5. Lots of people use cell phones.
6. My town is visited by hundreds of tourists.

NOTE Ask students to complete the second Unit 11 Grammar Time exercise on page 125 of the Workbook.

Further practice
Grammar Time, Workbook page 125
Workbook page 103
Unit 11 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 11 • Grammar 2



Skills Time!

Lesson Five

Reading

1 Look at the text. What do you think it is about?

2 Listen and read. 105

Alexander and the Terrible, Horrible, No Good, Very Bad Day

Alexander and the Terrible, Horrible, No Good, Very Bad Day is a great movie. It's a comedy and it's directed by Miguel Arteta. The movie is based on a children's book by Judith Viorst. The main character in the movie is an eleven-year-old boy called Alexander Cooper. Alexander is played by Ed Oxenbould. He's only a teenager, but he's already been in lots of movies.

In this movie Alexander has the worst day in his life. Alexander lives in the U.S.A. with his mum, dad, older brother, older sister, and baby brother. His terrible day starts when he gets gum stuck in his hair, and then lots more things go wrong, one after the other. Alexander tells his family about the horrible things that happened to him, but his family doesn't feel sorry for him at all. Alexander's family members are all very confident and cheerful, and they can't see the problem. Alexander starts to think that bad things only happen to him. He wishes that his family could understand how he feels. But then Alexander's wish comes true, and his brothers, sister, mum, and dad all have terrible days, too. Now they know just how Alexander feels! The family faces accidents, disasters, and even some wild creatures, like a crocodile and a kangaroo! Luckily, the terrible day reaches the family to stick together and help each other. They all agree that they need to have a few bad days so that they can really enjoy their good days.

The actors in the movie are very funny, and they all give great performances. Steve Carrell plays Alexander's dad and Jennifer Garner plays Alexander's mom. Miguel Arteta is a great director, and there are lots of great special effects in the movie, too. There's a scary car crash and lots of things breaking! The movie is funny and exciting.

Don't miss the chance to watch *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. It's a great movie for all the family.

3 Read again and circle.

1 Alexander is the main character / director.
2 Alexander has two brothers / sisters.
3 Alexander gets gum stuck in his shoe / hair.
4 Alexander's family isn't sorry / cheerful about his terrible day.
5 There is a plane / car crash in the movie.
6 Miguel Arteta is a great actor / director.

112 Unit 11 Reading: a movie review

Lesson Five SB page 112

Skills Time!

Skills development

Reading: read and understand a movie review "Alexander and the Terrible, Horrible, No Good, Very Bad Day"; identify the correct words in sentences

Language

Core: directed, *teenager, terrible, horrible, wish, accident, stick together, car crash*

Recycled: vocabulary and structures seen previously

Materials

CD 105

Oxford iTools Digital classroom • Unit 11 • Reading

Warmer

- Play *Smiley face* (see page 8) to energize the class and review the words from Lesson 2.

Lead-in

- Ask the class what movies they have watched recently. Ask questions about the movies, e.g. *What is the movie about? Who are the main characters? Who are the actors? What happens at the end? Did you enjoy the movie? What did you like about it?*

1 Look at the text. What do you think it is about?

- Ask students to look at the text and the pictures. Ask *What do you think it is about?* Encourage students to share their ideas together. Ask more questions if necessary, e.g. *What is the girl wearing? What animal can you see?*

2 Listen and read. 105

- Tell students to listen to the text and follow along.
- Play the recording for students to listen and read the text silently. Then play it a second time and answer any questions the children have.
- Encourage students to figure out the meanings of the new words, including those underlined, through context.
- Ask comprehension questions, e.g. *Who is the main character? Who directed the movie?*

3 Read again and circle.

- Ask students to read the sentences silently.
- Focus on the example and explain that students have to circle the correct word in each sentence.
- Move around the class as students do the activity individually. Help if necessary by encouraging students to find the correct part of the text for each sentence.
- Review the answers together.

Differentiation

Below level:

- Play *Definitions* (see page 9) using the new words from the text. If it is difficult for students to describe the words on their own, have them use the definitions in their Workbook dictionary.

At level:

- Students complete the activity.

Above level:

- Play *Wrong word* (see page 8) based on the text. Monitor and help as needed.

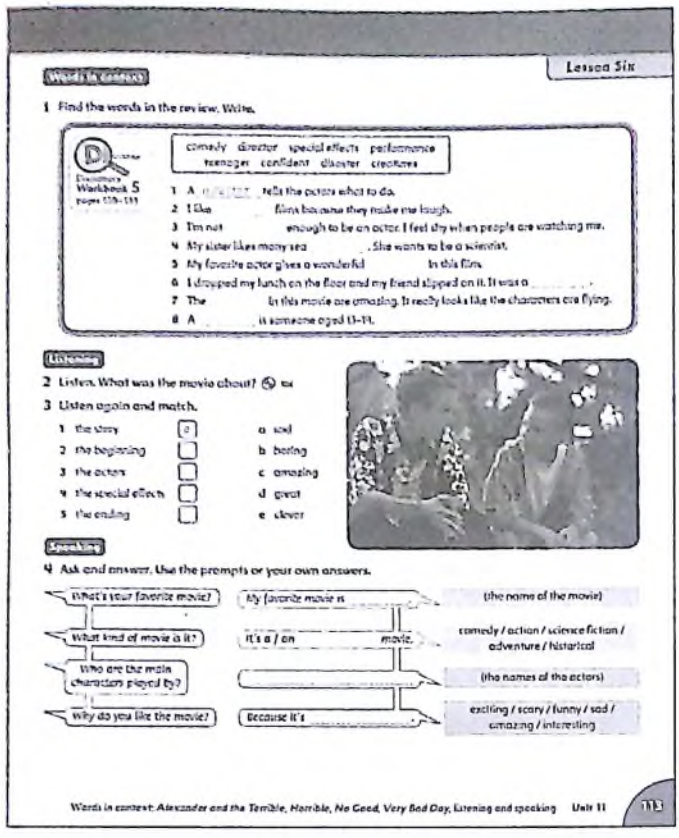
ANSWERS

1. character 2. brothers 3. hair 4. sorry
5. car 6. director

Further practice

Workbook page 104

Online Practice • Unit 11 • Reading


Lesson Six

Words in context

1 Find the words in the review. Write.

comedy director special effects performance teenager confident disaster creatures

Workbook 5

1 A ... tells the actors what to do.
2 I like ... films because they make me laugh.
3 I'm not ... enough to be an actor. I feel shy when people are watching me.
4 My sister likes many sea ... She wants to be a scientist.
5 My favorite actor gives a wonderful ... in this film.
6 I dropped my lunch on the floor and my friend slipped on it. It was a ...
7 The ... in this movie are amazing. It really looks like the characters are flying.
8 A ... is someone aged 13–19.

Listening

2 Listen. What was the movie about? 106

3 Listen again and match.

1 the story
2 the beginning
3 the actors
4 the special effects
5 the ending

a sad
b boring
c amazing
d great
e clever

Speaking

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

What's your favorite movie? — My favorite movie is ... (the name of the movie)
What kind of movie is it? — It's a / an ... movie. — comedy / action / science fiction / adventure / historical
Who are the main characters played by? — (the names of the actors)
Why do you like the movie? — Because it's ... — exciting / scary / funny / sad / amazing / interesting

Words in context: Alexander and the Terrible, Horrible, No Good, Very Bad Day, Listening and speaking Unit 11 113

Lesson Six SB page 113

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen and identify descriptions

Speaking: ask and answer questions about movies

Language

Words in context: *teenager, novel, confident, creatures, special effects, directors, perfomances, comedy*

Materials

CD 106

Oxford iTools Digital classroom • Unit 11 • Writing

Warmer

- Play *True or false?* (see page 9) to energize the class.

Lead-in

- With books closed, ask students what they remember about the text from the previous lesson. Ask questions if necessary, e.g. *Where does Alexander live?*

1 Find the words in the review. Write.

- Ask students to open their Student Books and look at the sentences in Exercise 1.
- Point to each sentence. Try to elicit the words, but model any the children can't remember.
- Ask students to open their books on page 112 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to consult their Workbook Dictionaries when completing the exercise.
- Review the answers together.

ANSWERS

1. director 2. comedy 3. confident 4. creatures
5. performance 6. disaster 7. special effects
8. teenager

2 Listen. What was the movie about? 106

- Tell students they are going to hear a recording. Explain that they have to listen and find out what the movie is about.
- Play the whole recording. Then elicit the answer from the class. Repeat if necessary.

ANSWER

a girl who travels back in time and meets Queen Elizabeth 1

3 Listen again and match.

- Tell students they are going to hear the recording again. Play it again, pausing for students to match words a–f with the different stages within the review.

Differentiation

Below level:

- Read the questions aloud to the students. Pause after each one, and ask them to circle their answer from the prompts. Then put students into pairs to complete the activity.

At level:

- Students complete the activity.

Above level:

- After students finish, switch pairs. Ask students to ask and answer about a different movie or a play instead. Encourage students to give more details. Monitor and elicit as needed.

ANSWERS

1. e 2. b 3. d 4. c 5. a

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

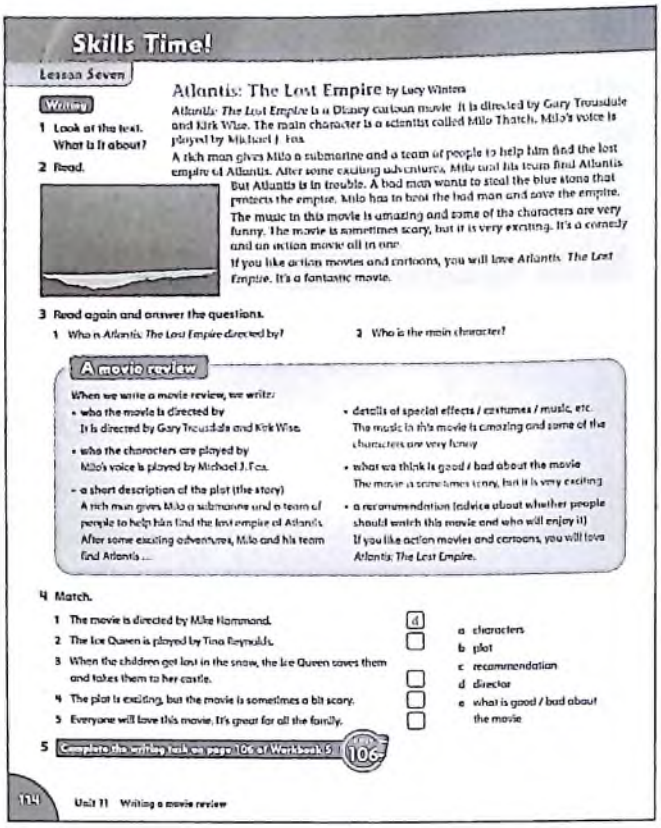
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students understand that they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *My favorite movie is "Madagascar."*
- Ask students to work in pairs. Students take turns to ask and answer the questions.
- Ask some pairs to ask and answer for the class.

Further practice

Workbook page 105

Unit 11 Speaking skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 11 • Listening, Speaking, and Writing



Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

Atlantis: The Lost Empire by Lucy Winters

Atlantis: The Lost Empire is a Disney cartoon movie. It is directed by Gary Trousdale and Kirk Wise. The main character is a scientist called Milo Thatch. Milo's voice is played by Michael J. Fox.

A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis. But Atlantis is in trouble. A bad man wants to steal the blue stone that protects the empire. Milo has to beat the bad man and save the empire.

The music in this movie is amazing and some of the characters are very funny. The movie is sometimes scary, but it is very exciting. It's a comedy and an action movie all in one.

If you like action movies and cartoons, you will love *Atlantis: The Lost Empire*. It's a fantastic movie.

3 Read again and answer the questions.

1 Who is *Atlantis: The Lost Empire* directed by?

2 Who is the main character?

A movie review

When we write a movie review, we write:

- who the movie is directed by
  It is directed by Gary Trousdale and Kirk Wise.
- who the characters are played by
  Milo's voice is played by Michael J. Fox.
- a short description of the plot (the story)
  A rich man gives Milo a submarine and a team of people to help him find the lost empire of Atlantis. After some exciting adventures, Milo and his team find Atlantis ...
- details of special effects / costumes / music, etc.
  The music in this movie is amazing and some of the characters are very funny.
- what we think is good / bad about the movie
  The movie is sometimes scary, but it is very exciting.
- a recommendation (advice about whether people should watch this movie and who will enjoy it)
  If you like action movies and cartoons, you will love *Atlantis: The Lost Empire*.

4 Match.

1 The movie is directed by Mike Hammond. [d]
2 The Ice Queen is played by Tina Reynolds. [ ]
3 When the children get lost in the snow, the Ice Queen saves them and takes them to her castle. [ ]
4 The plot is exciting, but the movie is sometimes a bit scary. [ ]
5 Everyone will love this movie. It's great for all the family. [ ]

a characters
b plot
c recommendation
d director
e what is good / bad about the movie

5 Complete the writing task on page 106 of Workbook 5. 106

114 Unit 11 Writing a movie review

Lesson Seven SB page 114

Skills Time!

Skills development

Writing focus: identify the features of a movie review

Writing outcome: write a review (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 11; a copy of the text from poster 11, Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 11 • Writing

Poster 11: A movie review

- Hand out photocopies of the poster to each student.
- Ask students the "Before reading" question.
- Tell students they are going to read the movie review now. Choose four students to read the text aloud.
- Read the first box on the left. Ask students to identify the main characters and the director.
- Read the second box on the left. Ask *Why don't we write what happens at the end of the plot?*
- Read the third box on the left. Ask students to read the author's opinion and what she thought of the movie. Ask *What did she say about the story / the actor?*
- Look at the boxes on the right. Ask students *What would people want to know? What could they write about the special effects, costumes, and music? What adjectives could they use? (amazing, funny, exciting, fantastic,* etc.) Point out that movie reviews are usually present tense.
- Read the final box on the left and explain that we end the review with a recommendation. Ask them who she recommends goes to see this movie.
- Ask students the "After reading" questions. Discuss some of the students' answers.

1 Look at the text. What is it about?

- Let students read the title and skim the text. Tell them to look for key words only. With books closed, ask what it is about.

ANSWER

a movie about Atlantis

2 Read.

- Read the text aloud. Then choose different students to read sections of the text. Help with pronunciation.
- Discuss the text and ask comprehension questions, e.g. *What kind of movie is it? Who is Milo Thatch?*

3 Read again and answer the questions.

- Ask students to read the text again silently.
- Then ask the questions. Let students check the text.

ANSWERS

1. Gary Trousdale and Kirk Wise
2. a scientist called Milo Thatch

4 Match.

- Before doing the activity, focus on the text box.
- Review the suggestions for writing a movie review and the example sentences together.
- Let students study the information. Elicit some examples.
- Students do the exercise. Point to the example. Explain that they have to match the sentences with the topics.

Differentiation

Below level:

- Re-read the text box about movie reviews with students. Then look at the sentences in Exercise 4. Ask students the information from the box, e.g. *Who is the movie directed by? What is the plot?* etc. Then students complete the activity.

At level:

- Students complete the activity.

Above level:

- After students finish, put them into small groups. Ask them to try writing a short movie review.

ANSWERS

1. d 2. a 3. b 4. e 5. c

5 Complete the writing task on page 106 of Workbook 5.

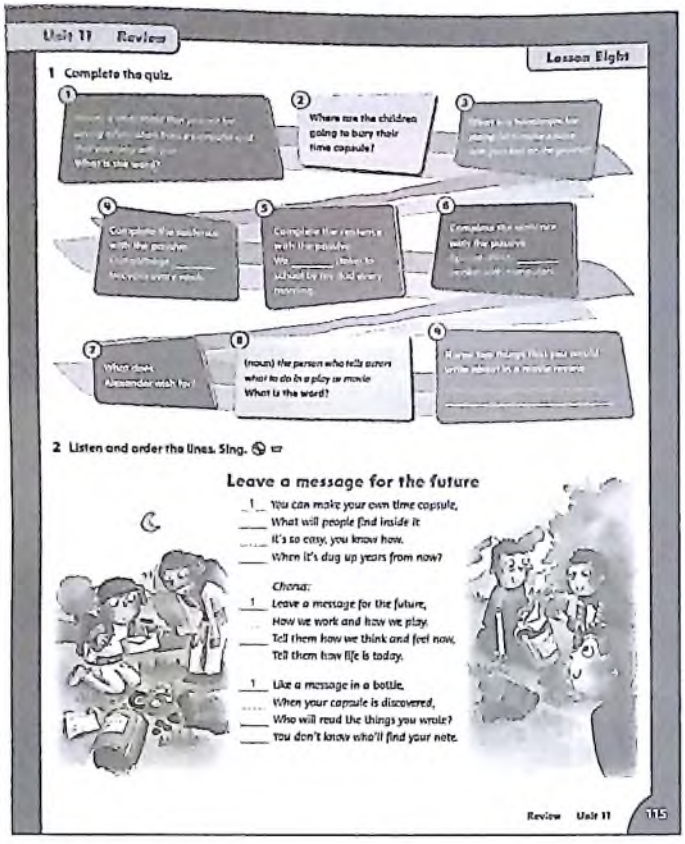
- Students now do the writing task on Workbook page 106. Review the exercises with them first if necessary.

Further practice

Workbook page 106

Unit 11 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice• Unit 11 • Writing



Lesson Eight SB page 115

Unit 11 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 107

Oxford iTools Digital classroom • Unit 11 • Review

Warmer

- Play *True or false?* to review words and structures from the unit. Read the sentences below. Students listen and say *True* or *False* (or write *T* or *F* in their notebooks).

  Coffee is grown in France. (F)
  Chip invented a time machine. (F)
  The Titanic was a huge ship. (T)
  You can write about your life in a receipt. (F)
  A director tells actors what to do. (T)
  Atlantis: The Lost Empire isn't a cartoon movie. (F)
  The children put messages on a memory stick and put them in a time capsule. (T)

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 115, but they may not refer to the unit when taking the quiz.

ANSWERS

1. memory stick 2. in the park 3. stamp (n) postage for a letter 4. is recycled 5. are taken 6. are made 7. For his family to undrestand how he feels 8. director 9. the characters, the plot, recommendation, the script, the director, what is good / bad about the movie, details of special effects

2 Listen and order the lines. Sing. 107

- Focus on the picture. Ask *What are the children doing?*
- Play the whole song. Play it again as students follow along.
- Pause to give students time to number the lines.
- At the end, ask students to read each line in order.
- Play the recording again for students to sing along.

ANSWERS

Verse one: (1) You can make your own time capsule, (2) It's so easy, you know how. (3) What will people find inside it (4) When it's dug up years from now?
Chorus: (1) Leave a message for the future, (2) Tell them how life is today. (3) Tell them how we think and feel now, (4) How we work and how we play.
Verse two: (1) Like a message in a bottle, (2) You don't know who'll find your note. (3) When your capsule is discovered, (4) Who will read the things you wrote?

Differentiation

Below level:

- Play *Order the letters* (see page 9) using the words from the song. You may also wish to include the words from pages 109 and 113.

At level:

- Divide the class into groups of four for a General Knowledge quiz. Ask the following questions in turn, or ones of your own. After each question give each group 30 seconds to discuss and agree on an answer.

  Where is the Eiffel Tower? (Paris, France)
  Who invented the telephone? (Alexander Graham Bell)
  Which river flows through London? (the Thames)
  What are the colors of the Italian flag? (green, white, red)
  What is the official language of Brazil? (Portuguese)
  How high is Mount Everest? (8,848 meters)
  How long is the Great Wall of China? (6,400 km)
  What is the tallest mountain in the Alps? (Mont Blanc)
  What is the capital of Australia? (Canberra)
  What is the currency of Ireland? (Euro)

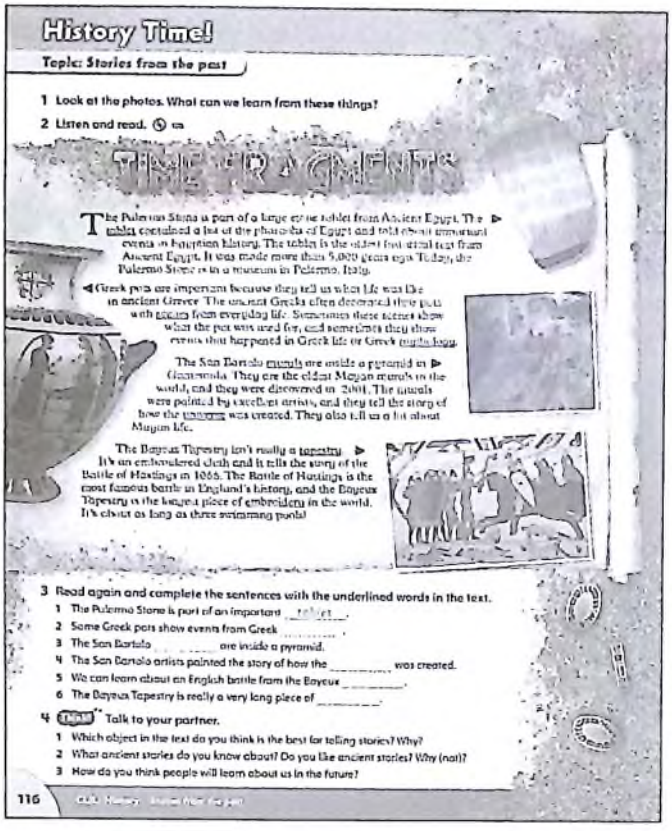
Above level:

- Play *Vanishing verse* (see page 9). To extend the game, you may wish to ask students to write one or more of the verses from memory. Monitor and help as needed.

Further practice

Workbook page 107
Unit 11 test, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice • Unit 11 • Review

History Time!


History Time!

Topic: Stories from the past

1 Look at the photos. What can we learn from these things?

2 Listen and read.

THE PALERMO STONE

The Palermo Stone is part of a large stone tablet from Ancient Egypt. The tablet contained a list of the pharaohs of Egypt and told about important events in Egyptian history. The tablet is the oldest historical text from Ancient Egypt. It was made more than 5,000 years ago. Today, the Palermo Stone is in a museum in Palermo, Italy.

Greek pots are important because they tell us what life was like in ancient Greece. The ancient Greeks often decorated their pots with scenes from everyday life. Sometimes these scenes show what the pot was used for, and sometimes they show events that happened in Greek life or Greek mythology.

The San Bartolo murals are inside a pyramid in Guatemala. They are the oldest Mayan murals in the world, and they were discovered in 2001. The murals were painted by excellent artists, and they tell the story of how the universe was created. They also tell us a lot about Mayan life.

The Bayeux Tapestry isn't really a tapestry. It's an embroidered cloth and it tells the story of the Battle of Hastings in 1066. The Battle of Hastings is the most famous battle in England's history, and the Bayeux Tapestry is the longest piece of embroidery in the world. It's about as long as three swimming pools!

3 Read again and complete the sentences with the underlined words in the text.

1 The Palermo Stone is part of an important _____.
2 Some Greek pots show events from Greek _____.
3 The San Bartolo _____ are inside a pyramid.
4 The San Bartolo artists painted the story of how the _____ was created.
5 We can learn about an English battle from the Bayeux _____.
6 The Bayeux Tapestry is really a very long piece of _____.

4 Think! Talk to your partner.

1 Which object in the text do you think is the best for telling stories? Why?
2 What ancient stories do you know about? Do you like ancient stories? Why (not)?
3 How do you think people will learn about us in the future?

116

Topic: Stories from the past SB page 116

Learning outcomes

To learn some useful content and language about time fragments

Language

Core: *tablet, scenes, mythology, murals, universe, tapestry, embroidery*

Extra: *pharaohs, pots, discovered, embroidered*

Materials

CD 108

Oxford iTools Digital classroom • History Time! • Stories from the past

Warmer

Critical Thinking

- Tell students that they are going to think about history in this lesson. Ask students how we can learn about history (*from reading old books, studying old things, visiting museums*, etc).

Critical Thinking

Lead-in

- Tell students that a time fragment is an item which tells us something about life in the past. Ask students to suggest kinds of time fragments (*paintings, carvings, sculptures*, etc).

1 Look at the photos. What can we learn from these things?

Critical Thinking

- Ask students to look at the photos and say what each one shows. Ask them to say what they think we can learn from each of these things (*what life was like in the past*).
- Ask students if they have ever seen an ancient pot / tablet / mural / tapestry, and if so, where they saw it and what it showed.

2 Listen and read. 108

- Play the recording for students to listen and follow the text in their Student Books.
- Play it again. Ask comprehension questions, e.g. *Where is the Palermo Stone from? What did the scenes on ancient Greek pots show? When were the San Bartolo murals discovered?*

3 Read again and complete the sentences with the underlined words in the text.

- Explain that students need to find information in the text to help them complete each sentence. Read out the first sentence and allow students time to find the answer.
- Students complete the rest of the exercise individually.

ANSWERS

1. tablet 2. mythology 3. murals 4. universe
5. Tapestry 6. embroidery

4 Think! Talk to your partner.

Critical Thinking

- Read out the questions and elicit suggestions from students around the class.

Collaboration

- Put students in pairs to discuss their answers.
- Have pairs report back to the class.

Differentiation

Below level:

- Check that students understand the meaning of each question. Elicit one or two answers or ideas and write them on the board.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

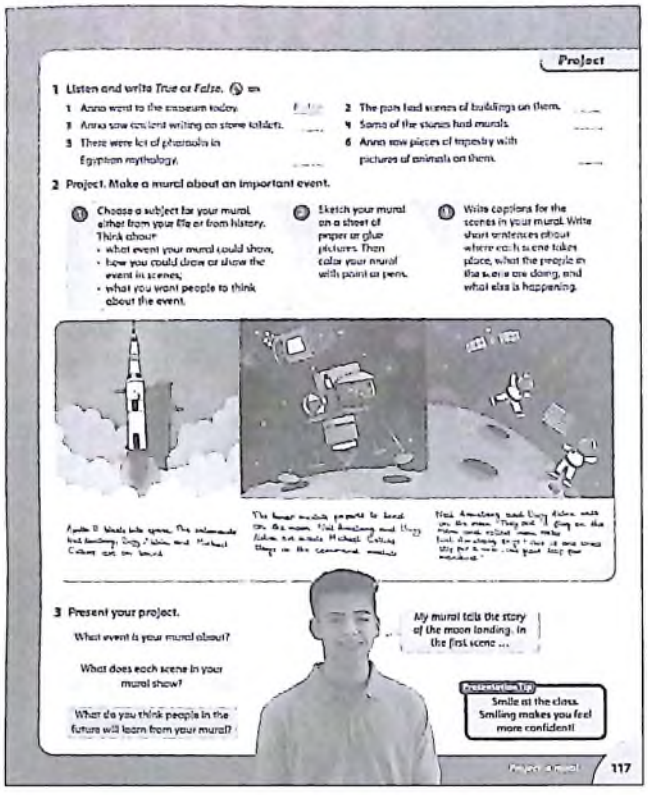
At level:

- Students complete the activity.

Above level:

- Ask students to choose a story or event from history and discuss it in pairs to try to remember as many details as possible.
- Invite students to tell their story / describe their event to the class.

Further practice
Workbook page 108
Online Practice • History Time!


Project

1 Listen and write *True* or *False*.

1 Anna went to the museum today.
2 The pots had scenes of buildings on them.
3 Anna saw ancient writing on stone tablets.
4 Some of the stones had murals.
5 There were lots of pharaohs in Egyptian mythology.
6 Anna saw pieces of tapestry with pictures of animals on them.

2 Project. Make a mural about an important event.

1 Choose a subject for your mural either from your life or from history. Think about:
- what event your mural could show,
- how you could draw or show the event in scenes,
- what you want people to think about the event.

2 Sketch your mural on a sheet of paper or glue pictures. Then color your mural with paint or pens.

3 Write captions for the scenes in your mural. Write short sentences about where each scene takes place, what the people in the scene are doing, and what else is happening.

3 Present your project.

What event is your mural about?

What does each scene in your mural show?

What do you think people in the future will learn from your mural?

My mural tells the story of the moon landing. In the first scene ...

Presentation Tip
Smile at the class. Smiling makes you feel more confident!

117

Project SB page 117

Learning outcomes

To listen and mark sentences *True* or *False*

To make a mural about an important event

Language

My mural tells the story of the moon landing. In the first scene ...

Materials

CD 109; card / paper; paint / colored pens or pencils; scissors; glue

Oxford iTools Digital classroom • History Time! • Project

Warmer

- Ask students what they can remember about the text on Student Book page 116. Ask them to say what other time fragments they can think of, or what other ancient items / buildings they know about.

1 Listen and write *True* or *False*. 109

- Play the recording. Students need to listen and decide whether each sentence is true or false.
- Play the recording once through. Play again, pausing after each answer is mentioned so that students have time to think about their answers.
- Check answers with the class.

ANSWERS

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

2 Project. Make a mural about an important event.

Creativity

- Explain that students are going to make a mural about an important event in recent history. Ask *What do you need to make this project?* Elicit *card* or *paper*, *paint* or *colored pens or pencils*, *scissors*, *glue*.
- Focus on the instructions. Ask a student to read out the instructions to the class.
- Divide the class into groups of three or four. Hand out a large sheet of card, sheets of paper, scissors, and glue to each group.
- The students decide on an event and find information on the Internet or in reference books. They then draw pictures showing scenes from the event (directly on the card, or on paper to stick onto the card) and write about each scene.

Differentiation

Below level:

- As a class, decide on an event and talk about the different key scenes.
- Divide the class into three or four groups to complete their murals. Help students to allocate the different scenes within their groups.
- When students have drawn their scenes, help them to write a paragraph about each scene.

At level:

- Students complete the activity.

Above level:

- When students have completed their murals, ask them to write three questions about their event.
- Display the murals around the classroom and allow the class time to look at and read all the murals.
- Divide the class into teams and have a quiz, with students from each team in turn asking a question about one of the murals for students from the other team to answer. Award one point for each correct answer. The team with the most points wins.

NOTE You can print out information about a few important events (the moon landing / The Haiti Earthquake / The Titanic / the invention of the computer /Internet / phone) in advance to save time in the lesson.
Students can use a computer to write and print out their information for the murals.

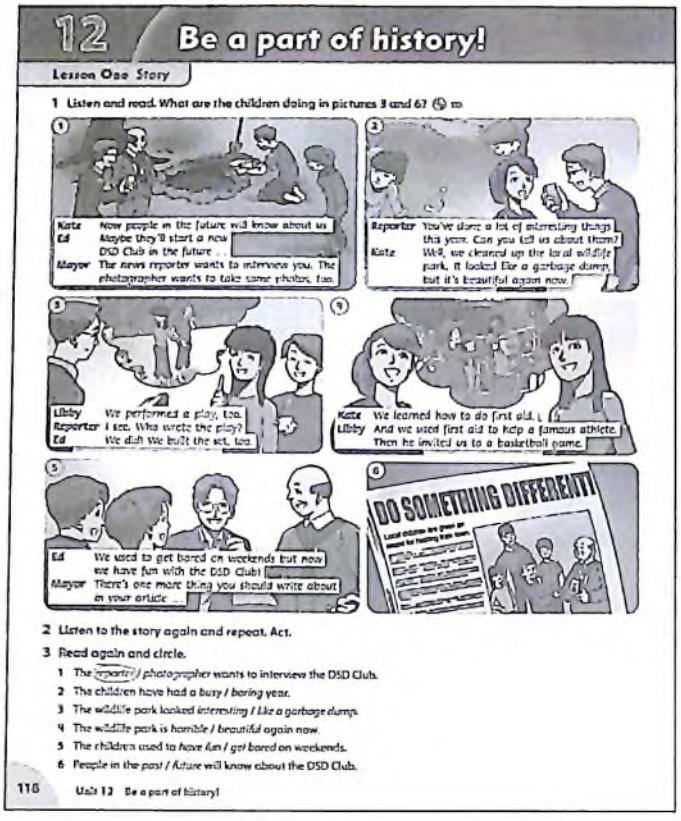
3 Present your project.

Communication

- Put students into groups of three or four. Tell them that they are now going to talk about their project with each other.
- Demonstrate by either holding up a completed mural, or using the example in the Student Book. Talk about the mural, as in the example. Point to any pictures you mention.
- Students talk in groups.
- Invite individual students to stand up and present their projects to the class.

Further practice
Workbook page 109
Online Practice • History Time!

12 Be a part of history!


12 Be a part of history!

Lesson One Story

1 Listen and read. What are the children doing in pictures 3 and 6? 110

2 Listen to the story again and repeat. Act.

3 Read again and circle.

1 The reporter / photographer wants to interview the DSD Club.
2 The children have had a busy / boring year.
3 The wildlife park looked interesting / like a garbage dump.
4 The wildlife park is horrible / beautiful again now.
5 The children used to have fun / get bored on weekends.
6 People in the past / future will know about the DSD Club.

116 Unit 12 Be a part of history!

Lesson One SB page 118

Story

Learning outcomes

To understand a short story

To act out a story

Language

Introducing vocabulary through a story

Materials

CD 107, 110

Oxford iTools Digital classroom • Unit 12 • Story

Warmer 107

- Play *Leave a message for the future* from Unit 11 Lesson 8.

Lead-in

- With books closed, ask students what they remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about the story. Ask *Will the newspaper write a report about the time capsule? Who will they interview?*
- Students compare and discuss their ideas.

1 Listen and read. What are the children doing in pictures 3 and 6? 110

- Focus attention on the pictures and the story. Ask prediction questions, e.g. *Who is burying the time capsule? What questions is the reporter asking them?*
- Play the recording. Students follow the story in their books.
- Ask the gist question *What are the children doing in pictures 3 and 6?*
- Play the recording again. Ask comprehension questions, e.g. *Who tells them that the reporter wants to interview them? What did Kate tell the reporter?*

ANSWER

They're being interviewed for the newspaper in picture 3. In picture 6 they're being given an award.

2 Listen to the story again and repeat. Act.

- Play the recording, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Kate, Ed, Libby, Mayor, and Reporter.
- Play the recording again. Students listen and mime.
- Let students practice acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front to act out the story.

3 Read again and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Ask students to underline words in the story they don't know. Have them first guess the meaning with context clues. Then look the words up in a dictionary, in their Workbook or elsewhere. Have students take out their notebooks and write the definitions in their own words.

At level:

- Write the dialogue from frame 4 on the board and read it with the students. Then play *Disappearing dialogue* (see page 9).

Above level:

- Extend the "at level" activity to include frames 3 and 5.

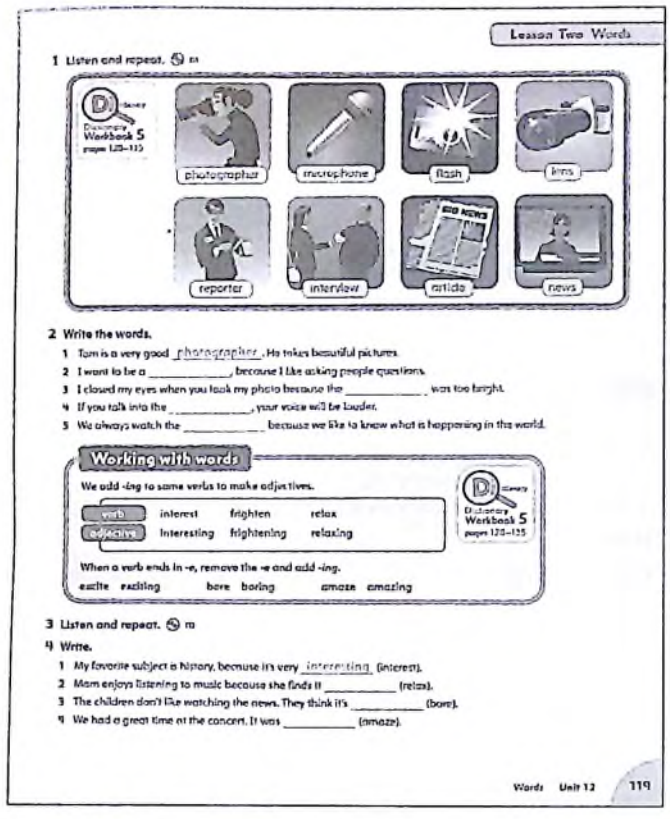
ANSWERS

1. reporter 2. busy 3. like a garbage dump
4. beautiful 5. get bored 6. future

Further practice

Workbook page 110

Online Practice • Unit 12 • Story



Lesson Two Words

1 Listen and repeat. 111

photographer microphone flash lens reporter interview article news

2 Write the words.

1 Tom is a very good photographer. He takes beautiful pictures.
2 I want to be a _____, because I like asking people questions.
3 I closed my eyes when you took my photo because the _____ was too bright.
4 If you talk into the _____, your voice will be louder.
5 We always watch the _____ because we like to know what is happening in the world.

Working with words

We add -ing to some verbs to make adjectives.

verb	interest	frighten	relax
adjective	interesting	frightening	relaxing

When a verb ends in -e, remove the -e and add -ing.

excite exciting bore boring amaze amazing

3 Listen and repeat. 111

4 Write.

1 My favorite subject is history, because it's very interesting. (interest).
2 Mom enjoys listening to music because she finds it _____ (relax).
3 The children don't like watching the news. They think it's _____ (bore).
4 We had a great time at the concert. It was _____ (amaze).

Words Unit 12 119

Lesson Two SB page 119

Words

Learning outcomes

To learn words for talking about the news

To learn how to make adjectives from nouns with *-ing*

Language

Words: *photographer, microphone, flash, lens, reporter, interview, article, news*

Working with words: *interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing* (Student Book and Workbook)

Materials

CD 111–112

Oxford iTools Digital classroom • Unit 12 • Words

Warmer

- With books closed, ask students what they can remember about the story from Lesson 1.
- Ask questions, e.g. *Who came to see them in the park?*

Lead-in

- Draw a microphone on the board and elicit the word or model it if necessary. Practice the pronunciation.
- Write the word in jumbled letters and give the class 45 seconds to work out the correct spelling.
- Elicit the correct spelling and write it on the board.

1 Listen and repeat 111

- Ask students to open their Student Books and look at the words and pictures.
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.
- Go through the words with the class. Ask different students to read the words aloud.

Differentiation

Below level:

- Play *Guess the word* (see page 8) with the words in the box. After a word is guessed, ask children to repeat it several times.

At level:

- Play *Smiley face* (see page 8) with the words in the box.

Above level:

- Play the "at level" game but start with a few facial features so students have fewer chances for incorrect answers. If time permits, ask children to think of other verbs that they can change to adjectives by adding *-ing*. Have them write them down and give them to you. Continue playing with the new words.

2 Write the words.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentences with the words in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

ANSWERS

1. photographer 2. reporter 3. flash 4. microphone 5. news

3 Listen and repeat 105

- Before doing the activity, focus students' attention on the *Working with words* section above. Read the first rule and point to the verbs and adjectives in turn. Read the second rule and make sure students understand the spelling rule.
- Ask students to look up the words in the Workbook Dictionary pages. Go through the meanings with the class.
- Ask students to refer back to the story in Lesson 1 and find a word from the list in the story. (*interesting*)
- Play the recording. Students listen and repeat in chorus.
- Ask individual students to say the words for the class.

4 Write.

- Read the first sentence and point to the example.
- Check that students understand they have to complete the sentence with the correct form of the word in brackets.

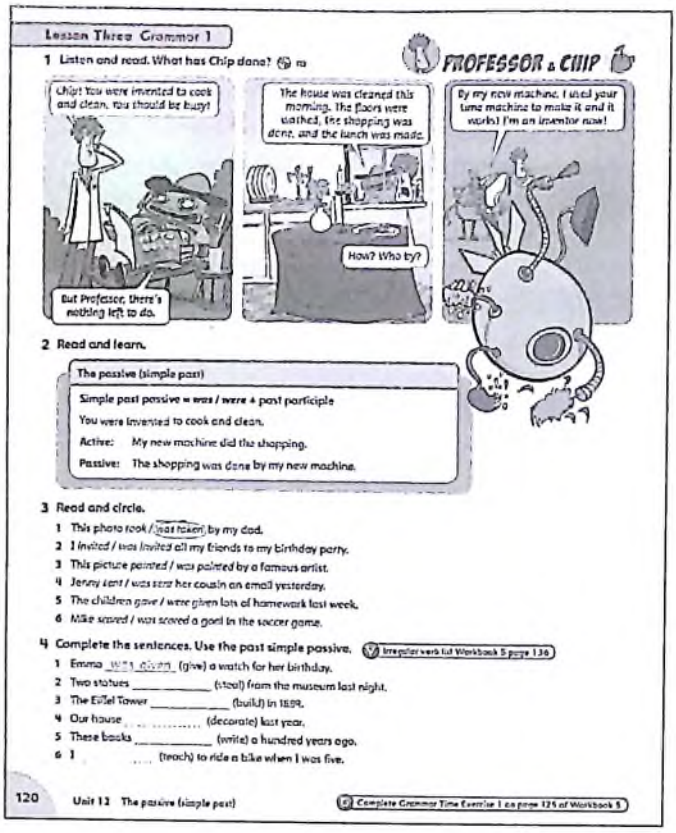
ANSWERS

1. interesting 2. relaxing 3. boring 4. amazing

Further practice

Workbook page 111

Online Practice • Unit 12 • Words


Lesson Three Grammar 1

1 Listen and read. What has Chip done? 113

PROFESSOR & CHIP

Chip! You were invented to cook and clean. You should be busy!

The house was cleaned this morning. The floors were washed, the shopping was done, and the lunch was made.

By my new machine. I used your time machine to make it and it works! I'm an inventor now!

How? Who by?

But Professor, there's nothing left to do.

2 Read and learn.

The passive (simple past)

Simple past passive = was / were + past participle

You were invented to cook and clean.

Active: My new machine did the shopping.

Passive: The shopping was done by my new machine.

3 Read and circle.

1 This photo took / was taken by my dad.
2 I invited / was invited all my friends to my birthday party.
3 This picture painted / was painted by a famous artist.
4 Jenny sent / was sent her cousin an email yesterday.
5 The children gave / were given lots of homework last week.
6 Mike scored / was scored a goal in the soccer game.

4 Complete the sentences. Use the past simple passive. Irregular verb list Workbook 5 page 136

1 Emma _____ (give) a watch for her birthday.
2 Two statues _____ (steal) from the museum last night.
3 The Eiffel Tower _____ (build) in 1889.
4 Our house _____ (decorate) last year.
5 These books _____ (write) a hundred years ago.
6 I _____ (teach) to ride a bike when I was five.

120 Unit 12 The passive (simple past) Complete Grammar Time Exercise 1 on page 125 of Workbook 5

Lesson Three SB page 120

Grammar 1

Learning outcomes

To use the passive tense to talk about the past

To complete sentences using the simple past passive

Language

Core: *You were invented to cook and clean.*

Materials

CD 113; pieces of paper (optional)

Oxford iTools Digital classroom • Unit 12 • Grammar 1

Warmer

- Play *Guess the word* (see page 8) to review vocabulary.

Lead-in

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

1 Listen and read. What has Chip done? 113

- Play the recording. Students follow along.
- Ask the gist question *What has Chip done?*
- Play the recording again and ask comprehension questions, e.g. *Why hasn't Chip done the housework? What or who has cleaned the house?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- If you wish, ask a pair to act out the dialogue for the class.

ANSWER

He has invented a machine.

2 Read and learn.

- Focus students' attention on the rule and example sentences in the text box.
- Give students a minute to study the rule. Then with books closed, elicit more examples to check understanding.
- Ask students to find examples of the passive in the story in Lesson 1.

3 Read and circle.

- Ask students to look at the example and explain that they have to circle the correct option in each sentence.

ANSWERS

1. was taken 2. invited 3. was painted 4. sent
5. were given 6. scored

4 Complete the sentences. Use the simple past passive.

- Ask a student to read the example. Check that students know to complete the sentences using the passive form of the verb in brackets.
- Remind students to check the verb list on Workbook page 136 when completing the activity.

Differentiation

Below level:

- Play a game by saying the simple present of a verb, and the class says the past participle. If the class is right, they get a point. If they are wrong, you get a point. Write the example in the active on the board. Write the passive below it. Show students how the subject and object switch places. Then students complete the activity.

At level:

- Divide the class into two teams. With books closed, write a jumbled past passive sentence from Exercises 3 and 4 on the board, e.g. *her watch for given birthday Emma a was* (or make up new sentences of your own). Ask a student to come to the board and write the words in the correct order. Continue with students from each team.

Above level:

- Hand out slips of paper. Ask students to think of one sentence in the passive. Collect the papers. Divide the class into two teams. Read one of the passive sentences aloud. The teams must change the sentence to active and read it aloud. The first team to correctly say the sentence in the active gets a point.

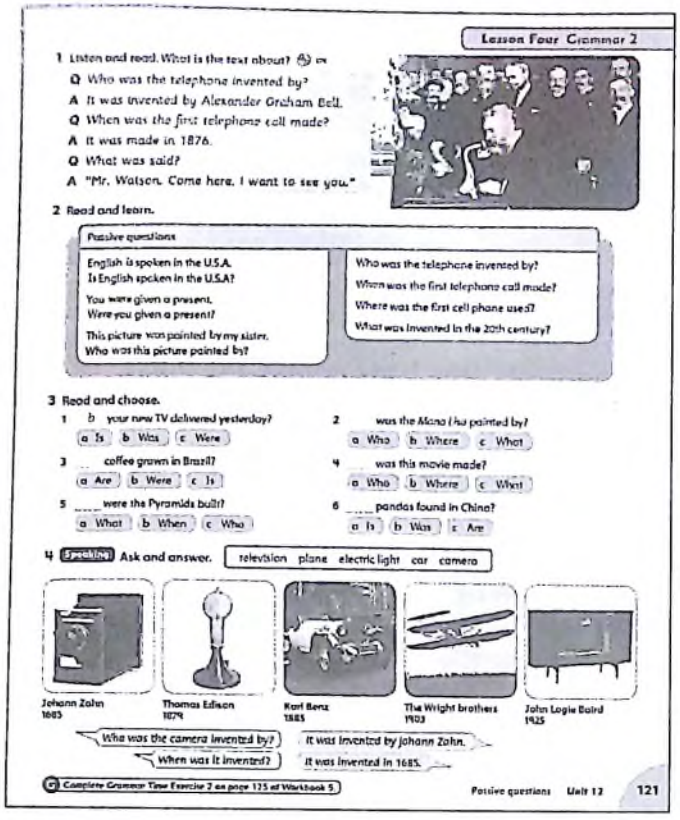
ANSWERS

1. was given 2. were stolen 3. was built
4. was decorated 5. were written 6. was taught

NOTE Ask students to complete the first Unit 12 Grammar Time exercise on page 125 of the Workbook.

Further practice

Grammar Time, Workbook page 125
Workbook page 112
Online Practice • Unit 12 • Grammar 1


Lesson Four Grammar 2

1 Listen and read. What is the text about? 114

Q Who was the telephone invented by?
A It was invented by Alexander Graham Bell.
Q When was the first telephone call made?
A It was made in 1876.
Q What was said?
A "Mr. Watson. Come here. I want to see you."

2 Read and learn.

Passive questions

English is spoken in the U.S.A.
Is English spoken in the U.S.A?
You were given a present.
Were you given a present?
This picture was painted by my sister.
Who was this picture painted by?

Who was the telephone invented by?
When was the first telephone call made?
Where was the first cell phone used?
What was invented in the 20th century?

3 Read and choose.

1 b your new TV delivered yesterday? (a Is b Was c Were)
2 was the Mona Lisa painted by? (a Who b Where c What)
3 coffee grown in Brazil? (a Are b Were c Is)
4 was this movie made? (a Who b Where c What)
5 were the Pyramids built? (a What b When c Who)
6 pandas found in China? (a Is b Was c Are)

4 Speaking Ask and answer. television plane electric light car camera

Johann Zahn 1685 | Thomas Edison 1879 | Karl Benz 1885 | The Wright brothers 1903 | John Logie Baird 1925

Who was the camera invented by? It was invented by Johann Zahn.
When was it invented? It was invented in 1685.

Complete Grammar Time Exercise 2 on page 125 of Workbook 5

Passive questions Unit 12 121

Lesson Four SB page 121

Grammar 2

Learning outcomes

To make simple past passive questions

To ask and answer questions using the simple past passive

Language

Core: *Is English spoken in the U.S.A.? Who was the telephone invented by?*

Materials

CD 114

Oxford iTools Digital classroom • Unit 12 • Grammar 2

Warmer

- Play *Lip reading* (see page 8) to review the vocabulary.

Lead-in

- Ask students if they know who invented the telephone? If they don't know, give them the answer, Alexander Graham Bell.
- Ask relevant questions and encourage students to guess the answers: *When did he invent it? What nationality was he? What do you think he said? Who do you think he spoke to?*

1 Listen and read. What is the text about? 114

- Play the recording. Students follow along.
- Ask the gist question *What is the text about?*
- Play the recording again and explain any new words.
- Ask comprehension questions, e.g. *Who was Alexander Graham Bell? When was the first telephone call made?*
- Compare the answers to the guesses that the students made earlier.

ANSWER
The first telephone call.

2 Read and learn.

- Focus on the example passive sentences and questions in the text boxes.
- With books closed, give some examples to check the students' understanding. Elicit more examples.

3 Read and choose.

- Ask students to read the sentences and options silently.
- Look at the example and explain that they have to choose the correct options (*a*, *b*, or *c*) to complete the sentences.

ANSWERS
1. b 2. a 3. c 4. b 5. b 6. c

4 Ask and answer.

- Point to each picture and model the names and dates for students to copy.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions about the pictures using the prompts in the word box.

Differentiation

Below level:

- Scramble the example sentence from Exercise 4 and write it on the board. Ask children to help you unscramble it. If students need more support, scramble some of the sentences from Exercise 3. Work together to unscramble them. Have students repeat the sentences aloud. Then students complete the activity.

At level:

- Students complete the activity.

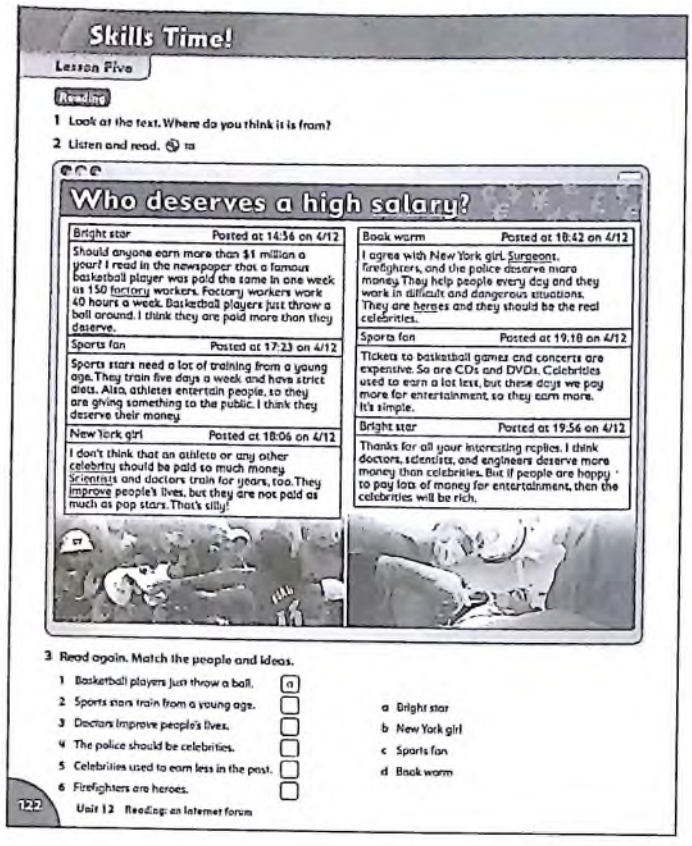
Above level:

- Play *Wrong word* (see page 8). Ask students to close their books. Use sentences from the lesson or make up your own.

NOTE Ask students to complete the second Unit 12 Grammar Time exercise on page 125 of the Workbook.

Further practice

Grammar Time, Workbook page 125
Workbook page 113
Unit 12 Language practice worksheet, Assessment and Resource CD-ROM
Online Practice • Unit 12 • Grammar 2



Skills Time!

Lesson Five

Reading

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

2 Listen and read. 115

Who deserves a high salary?

Bright star — Posted at 14:56 on 4/12

Should anyone earn more than $1 million a year? I read in the newspaper that a famous basketball player was paid the same in one week as 150 factory workers. Factory workers work 40 hours a week. Basketball players just throw a ball around. I think they are paid more than they deserve.

Sports fan — Posted at 17:23 on 4/12

Sports stars need a lot of training from a young age. They train five days a week and have strict diets. Also, athletes entertain people, so they are giving something to the public. I think they deserve their money.

New York girl — Posted at 18:06 on 4/12

I don't think that an athlete or any other celebrity should be paid so much money. Scientists and doctors train for years, too. They improve people's lives, but they are not paid as much as pop stars. That's silly!

Book worm — Posted at 18:42 on 4/12

I agree with New York girl. Surgeons, firefighters, and the police deserve more money. They help people every day and they work in difficult and dangerous situations. They are heroes and they should be the real celebrities.

Sports fan — Posted at 19:10 on 4/12

Tickets to basketball games and concerts are expensive. So are CDs and DVDs. Celebrities used to earn a lot less, but these days we pay more for entertainment, so they earn more. It's simple.

Bright star — Posted at 19:56 on 4/12

Thanks for all your interesting replies. I think doctors, scientists, and engineers deserve more money than celebrities. But if people are happy to pay lots of money for entertainment, then the celebrities will be rich.

3 Read again. Match the people and ideas.

1 Basketball players just throw a ball. a
2 Sports stars train from a young age.
3 Doctors improve people's lives.
4 The police should be celebrities.
5 Celebrities used to earn less in the past.
6 Firefighters are heroes.

a Bright star
b New York girl
c Sports fan
d Book worm

122 Unit 12 Reading: an Internet forum

Lesson Five SB page 122

Skills Time!

Skills development

Reading: read an internet forum "Who deserves a high salary?"; match information

Language

Recycled: vocabulary and structures seen previously

Extra: *firefighters, police, dangerous situations, football stars, athletes, tickets, celebrities, emergency services, entertainment, engineers*

Materials

CD 115

Oxford iTools Digital classroom • Unit 12 • Reading

Warmer

- Play *Twenty twenty* (see page 9) to review some of the professions that appear in the text.

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

- Ask students to look at the pictures and the text. Focus on the users' names and the times and dates the messages were posted, e.g. Bright star, Posted at 2:56p.m. on 4/12.
- Ask *Where do you think it is from?*
- Encourage students to share their ideas. Once you have established what kind of text it is, ask students if they have ever taken part in an Internet forum. Find out which ones are popular, and what aliases the students use.

2 Listen and read 115

- Tell students they are going to listen to the text now.
- Play the whole recording as students read.
- Play the recording again, pausing regularly. Check that students understand, and answer any questions. Encourage students to figure out the meaning of the new words, including those underlined, through context.
- Ask questions to check comprehension, e.g. *Does Bright star think that basketball players should be paid more than factory workers? Who agrees with London girl?*

3 Read again. Match the people and ideas.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to match the statements to the people.
- Let students complete the exercise, then check answers.

Differentiation

Below level:

- Have a spelling bee with the words from the lesson. Have children stand in a row at the front of the classroom. Say a word, and ask the first child to spell it. If correct, he /she should stay at the front. If incorrect, he / she sits down, and the next student tries. Continue until there is only one student left. That student is the winner.

At level:

- Tell students you are going to give them some more statements and they have to identify who said it. Ask them to scan the text and find the answers.
  Basketball players are paid more than they deserve. (Bright star)
  Celebrities earn more today because we pay more for entertainment. (Sports fan)
  Scientists deserve more money than celebrities. (Bright star)
  I don't think that an athlete or any other celebrity should be paid so much money. (New York girl)
  Firefighters and the police are heroes. (Book worm)
  Athletes deserve their money. (Sports fan)
  Surgeons and firefighters deserve to be paid more. (Book worm)
  Athletes entertain people. (Sports fan)

Above level:

- Ask students their opinion about the article. Put students in pairs to discuss who deserves a high salary and why. Encourage students to use language such as *I agree* and *I disagree*. They can refer to page 76 for more ways to express opinions. Monitor and help as needed.

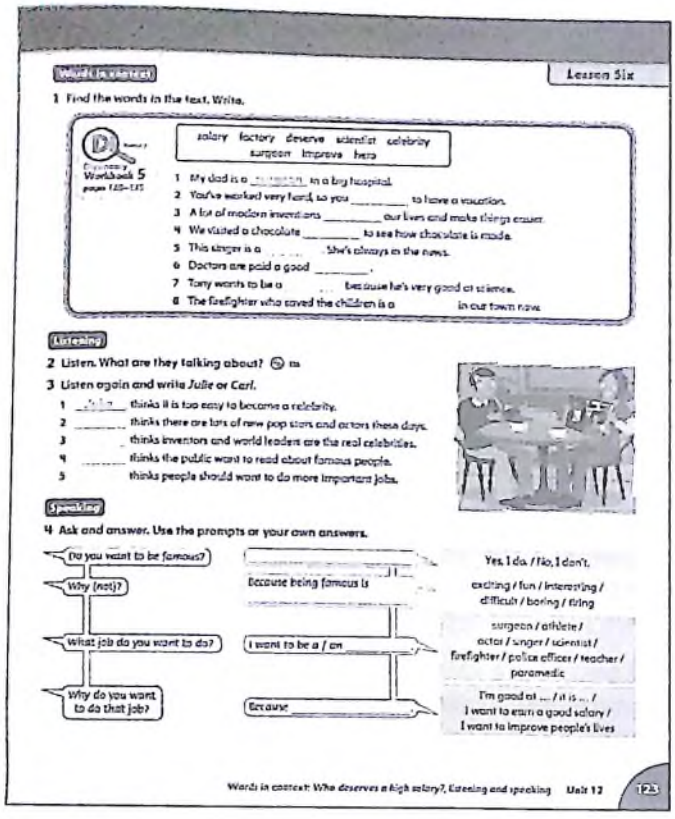
ANSWERS

1. a 2. c 3. b 4. d 5. c 6. d

Further practice

Workbook page 114

Online Practice • Unit 12 • Reading



Words in context

Lesson Six

1 Find the words in the text. Write.

salary factory deserve scientist celebrity surgeon improve hero

Workbook 5 page 125–127

1 My dad is a surgeon in a big hospital.
2 You've worked very hard, so you deserve to have a vacation.
3 A lot of modern inventions improve our lives and make things easier.
4 We visited a chocolate factory to see how chocolate is made.
5 This singer is a celebrity. She's always in the news.
6 Doctors are paid a good salary.
7 Tony wants to be a scientist because he's very good at science.
8 The firefighter who saved the children is a hero in our town now.

Listening

2 Listen. What are they talking about? CD 116

3 Listen again and write *Julie* or *Carl*.

1 Julie thinks it is too easy to become a celebrity.
2 Carl thinks there are lots of new pop stars and actors these days.
3 Julie thinks inventors and world leaders are the real celebrities.
4 Julie thinks the public want to read about famous people.
5 Julie thinks people should want to do more important jobs.

Speaking

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

Do you want to be famous? — Yes, I do. / No, I don't.
Why (not)? — Because being famous is ... exciting / fun / interesting / difficult / boring / tiring
What job do you want to do? — I want to be a / an ... surgeon / athlete / actor / singer / scientist / firefighter / police officer / teacher / paramedic
Why do you want to do that job? — Because ... I'm good at ... / It is ... / I want to earn a good salary / I want to improve people's lives

Words in context: Who deserves a high salary?, Listening and speaking Unit 12 123

Lesson Six SB page 123

Skills Time!

Skills development

Dictionary: discover meaning of words in context

Listening: listen to opinions

Speaking: ask and answer questions about fame and jobs

Language

Words in context: *salary, factory, deserve, scientist, celebrity, surgeon, improve, hero* (Student Book); *earn, charity, education, wheelchair* (Workbook)

Materials

CD CD 116

Oxford iTools Digital classroom • Unit 12 • Words, Listening, Speaking

Warmer

- Play *Talk!* (see page 9) to energize the class at the beginning of the lesson.

Lead-in

- Elicit the names of the people from the internet forum in the previous lesson. Write the four names on the board.
- Ask students if they remember their opinions. Prompt if necessary, e.g. *Who thinks athletes deserve their money?*

1 Find the words in the text. Write.

- Ask the students to open their books and look at the sentences in Exercise 1.
- Point to the sentences in turn. Try to elicit the words but model any words the students can't remember.
- Ask students to open their books to page 122 and match the underlined words in the text to the sentences in Exercise 1.
- Remind students to use the Workbook Dictionary pages.

Differentiation

Below level:

- Ask students to take out their Workbooks, and turn to page 128. Divide students into teams. Tell students you are going to say a word, and they have to find it in the dictionary. Whoever finds it first, gets a point. The team with the most points wins.

At level:

- Play *Order the letters* (see page 9) with the new words. If you like, divide students into two or more teams. Write the scrambled word on the board. The team who unscrambles it first gets the point.

Above level:

- Ask students to write a sentence for each of the new words. If time permits, students share with the class.

ANSWERS

1. surgeon 2. deserve 3. improve 4. factory 5. celebrity 6. salary 7. scientist 8. hero

2 Listen. What are they talking about? CD 116

- Tell students they are going to hear a recording. They have to listen and say what the people are talking about.
- Play the whole recording and elicit the answer

ANSWER

celebrities

3 Listen again and write *Julie* or *Carl*.

- Tell students they are going to hear the recording again.
- Play the recording again, pausing for students to match the speaker with the sentence.

ANSWERS

1. Julie 2. Carl 3. Julie 4. Julie 5. Julie

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

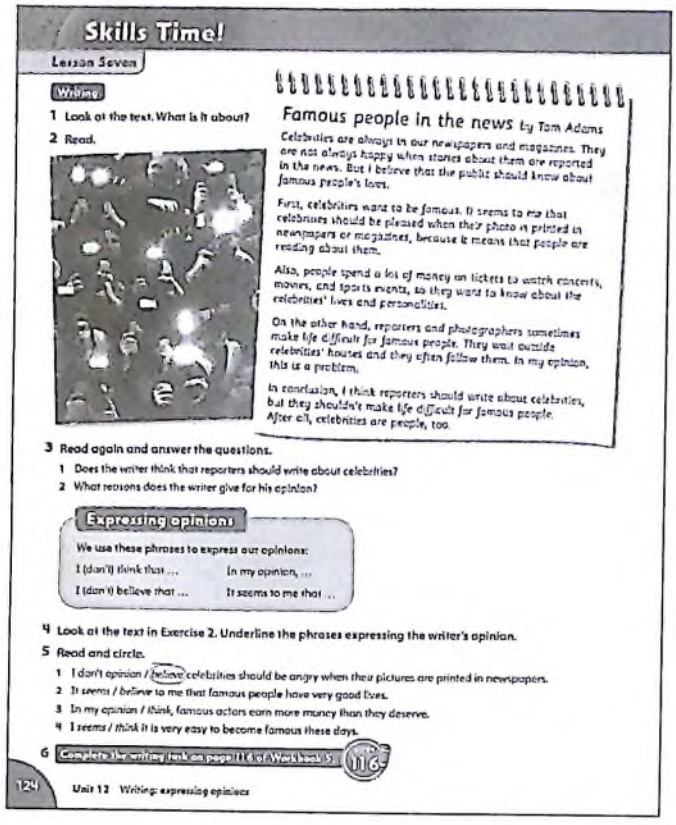
- Ask two students to read the speech bubbles for the class, using the prompts to give answers.
- Check students know they can also give true answers. Elicit a true answer from a student to demonstrate, e.g. *I want to be a nurse.*
- Ask students to work in pairs. Students take turns to ask and answer.

Further practice

Workbook page 115

Unit 12 Speaking skills worksheet, CD Assessment and Resource CD-ROM

Online Practice • Unit 12 • Words in context, Listening, and Speaking



Skills Time!

Lesson Seven

Writing

1 Look at the text. What is it about?

2 Read.

Famous people in the news by Tom Adams

Celebrities are always in our newspapers and magazines. They are not always happy when stories about them are reported in the news. But I believe that the public should know about famous people's lives.

First, celebrities want to be famous. It seems to me that celebrities should be pleased when their photo is printed in newspapers or magazines, because it means that people are reading about them.

Also, people spend a lot of money on tickets to watch concerts, movies, and sports events, so they want to know about the celebrities' lives and personalities.

On the other hand, reporters and photographers sometimes make life difficult for famous people. They wait outside celebrities' houses and they often follow them. In my opinion, this is a problem.

In conclusion, I think reporters should write about celebrities, but they shouldn't make life difficult for famous people. After all, celebrities are people, too.

3 Read again and answer the questions.

1 Does the writer think that reporters should write about celebrities?

2 What reasons does the writer give for his opinion?

Expressing opinions

We use these phrases to express our opinions:

I (don't) think that ... In my opinion, ...

I (don't) believe that ... It seems to me that ...

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

5 Read and circle.

1 I don't opinion / believe celebrities should be angry when their pictures are printed in newspapers.

2 It seems / believe to me that famous people have very good lives.

3 In my opinion / think, famous actors earn more money than they deserve.

4 I seems / think it is very easy to become famous these days.

6 Complete the writing task on page 116 of Workbook 5.

124 Unit 12 Writing: expressing opinions

Lesson Seven SB page 124

Skills Time!

Skills development

Writing focus: express opinions

Writing outcome: write an opinion piece (Workbook)

Language

Recycled: vocabulary and structures seen previously

Materials

Writing poster 12; a copy of the text from poster 12, Assessment and Resource CD-ROM, for each student

Oxford iTools Digital classroom • Unit 12 • Writing

Poster 12: An opinion text

- Hand out photocopies of the poster.
- Ask students the "Before reading" question.
- Choose four students to read the text to the class.
- Look at the box in the top center of the poster. Ask why an author would use a question as a title.
- Read the first and second boxes on the left. Ask students to identify the introduction and say how many paragraphs there are.
- Point to the third box on the left. Ask students which phrases have been used to express the writer's opinion.
- Ask students to find an example of a reason and then read the text box at the bottom.
- Ask students which tense the writer uses. (simple present). Then read the fourth box on the left to confirm.
- Ask students the "After reading" questions.

1 Look at the text. What is it about?

- Give students a few seconds to read the title and skim the text. With books closed ask them what it is about.

ANSWER

celebrities in newspapers and magazines

2 Read.

- Read the text aloud. Then choose students to read sections of the text. Help with pronunciation.
- Discuss the text and ask questions, e.g. *What does Tom think about reporters and photographers?*

3 Read again and answer the questions.

- Ask students to read the text again silently, then ask each question.

ANSWERS

1. Yes, he does.
2. People spend a lot of money on tickets to concerts, films, and sports events.

4 Look at the text in Exercise 2. Underline the phrases expressing the writer's opinion.

- Before doing the activity, focus on the text box
- Review the rule and the examples together.
- Give students a minute to study the information. Then students complete the exercise.

Differentiation

Below level:

- Write *I, In, It, I* in a column. To the right, write *think that, believe that, my opinion,* and *seems to me that.* Ask students to match the two columns to complete the phrases.

At level:

- Students complete the activity.

Above level:

- Ask students to think about the topic from the reporters' point of view. Put students in groups to discuss.

ANSWERS

I believe that (paragraph 1), It seems to me that (paragraph 2), In my opinion (paragraph 4), I think (paragraph 5)

5 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS

1. believe 2. seems 3. opinion 4. think

6 Complete the writing task on page 116 of Workbook 5.

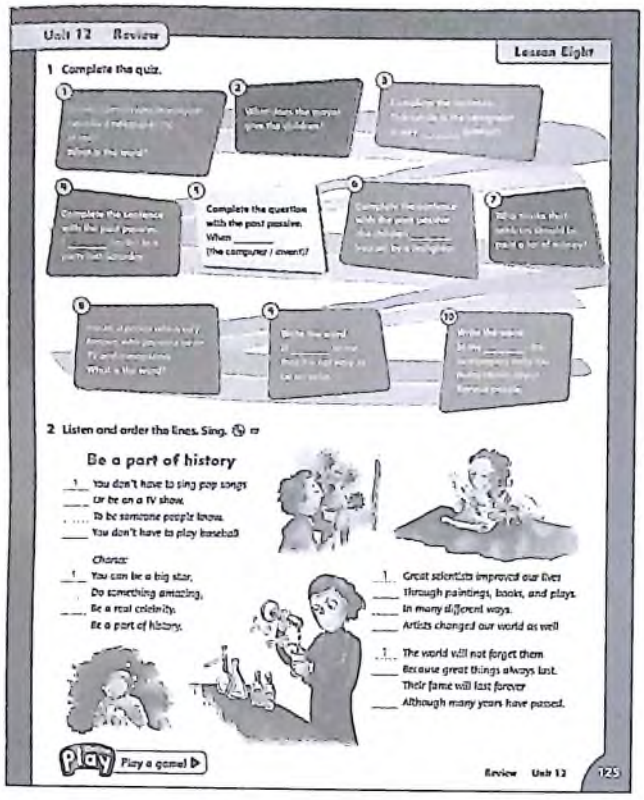
- Students now do the writing task on Workbook page 116. Go through the exercises first if necessary.

Further practice

Workbook page 116

Unit 12 Writing skills worksheet, Assessment and Resource CD-ROM

Online Practice • Unit 12 • Writing



Lesson Eight SB page 125

Unit 12 Review

Learning outcomes

To review vocabulary and structures practiced previously

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

Language

Recycled: vocabulary and structures seen previously

Materials

CD 117; large pieces of plain paper (optional)

Oxford iTools Digital classroom • Unit 12 • Review

Warmer

- Play *Book race* (see page 8) to review words and structures. Give students 20 seconds per sentence to find the answer.

  When was the first telephone call made? (Lesson 4) / We add -ing to some verbs to make adjectives. (2) / Carl thinks there are lots of new pop stars and actors these days. (6) / There's one more thing you should write about in your article ... (1) / If you talk into the microphone, your voice will be louder. (2) / In my opinion, this is a problem. (7) / I think they are paid more than they deserve. (5) / You were invented to cook and clean. (3) / Who was the camera invented by? (4) / Now people in the future will know about the DSD Club. (1)

1 Complete the quiz.

- Students work individually, in pairs, or in teams.
- Tell students they are going to do a quiz about the unit.
- Students work with books open to page 121, but they may not refer to the unit when answering.

ANSWERS

1. reporter 2. an award 3. interesting 4. was invited
5. was the computer invented 6. were rescued
7. Sports fan 8. celebrity 9. seems 10. opinion

2 Listen and order the lines. Sing 117

- Focus on the pictures. Ask *What four jobs can you see? (artist, writer / author, scientist, astronaut)*
- Play the whole song.
- Play it again as students follow along.
- Pause to give students time to number the lines.
- At the end, ask students to read each line of the song in order.
- Play the recording once more for students to sing along.

Differentiation

Below level:

- Put students into groups. Assign each group a phrase, e.g. *sing pop songs, play baseball*, etc. Students decide on actions for their phrases. Then play the song. Students stand and do their action when they hear their phrase. If time permits, switch phrases and play again.

At level:

- Before class, write each verse on a piece of paper. Leave blanks for key words. Divide the class into three groups to play a memory game. Ask students to close their books and work together to fill in the missing words. Play the song again to check.

Above level:

- Divide the class into three groups, one for each verse. Give each group a large piece of plain paper. In their groups, students work together to recall the words of their verse. They write the words on the paper. Monitor and help if needed.

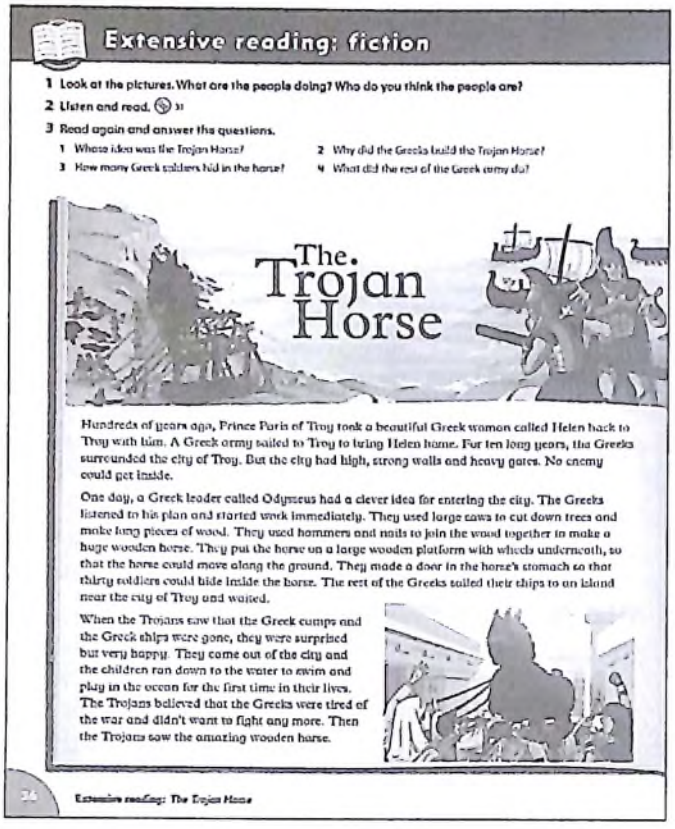
ANSWERS

Verse one: (1) You don't have to sing pop songs (2) To be someone people know. (3) You don't have to play baseball (4) Or be on a TV show.
Chorus: (1) You can be a big star, (2) Be a real celebrity.(3) Do something amazing, (4) Be a part of history.
Verse two: (1) Great scientists improved our lives (2) In many different ways. (3) Our world was changed by artists, too (4) Through paintings, books, and plays.
Verse three: (1) The world will not forget them, (2) Although many years have passed. (3) Their fame will last forever (4) Because great things always last.

Further practice

Workbook page 117
Unit 12 test, Assessment and Resource CD-ROM
Progress test 4, Assessment and Resource CD-ROM
Skills test 4, Assessment and Resource CD-ROM
Values 4 worksheet, Units 10–12, Assessment and Resource CD-ROM
Writing portfolio 4 worksheet, Assessment and Resource CD-ROM
Progress certificate, Assessment and Resource CD-ROM
Online Practice• Unit 12 • Review

Extensive reading



Extensive reading: fiction

1 Look at the pictures. What are the people doing? Who do you think the people are?
2 Listen and read. 31
3 Read again and answer the questions.
1 Whose idea was the Trojan Horse?
2 Why did the Greeks build the Trojan Horse?
3 How many Greek soldiers hid in the horse?
4 What did the rest of the Greek army do?

The Trojan Horse

Hundreds of years ago, Prince Paris of Troy took a beautiful Greek woman called Helen back to Troy with him. A Greek army sailed to Troy to bring Helen home. For ten long years, the Greeks surrounded the city of Troy. But the city had high, strong walls and heavy gates. No enemy could get inside.

One day, a Greek leader called Odysseus had a clever idea for entering the city. The Greeks listened to his plan and started work immediately. They used large saws to cut down trees and make long pieces of wood. They used hammers and nails to join the wood together to make a huge wooden horse. They put the horse on a large wooden platform with wheels underneath, so that the horse could move along the ground. They made a door in the horse's stomach so that thirty soldiers could hide inside the horse. The rest of the Greeks sailed their ships to an island near the city of Troy and waited.

When the Trojans saw that the Greek camps and the Greek ships were gone, they were surprised but very happy. They came out of the city and the children ran down to the water to swim and play in the ocean for the first time in their lives. The Trojans believed that the Greeks were tired of the war and didn't want to fight any more. Then the Trojans saw the amazing wooden horse.

36 Extensive reading: The Trojan Horse

The Trojan Horse SB pages 36–37

Lesson objectives

To read a fictional text independently
To work out meaning through context

Language

Extra: *army, surrounded, enemy, immediately, platform, soldiers, camp, trap, spear, prisoner, signal*

Materials

CD 31

Warmer

- Tell students they are going to read a story from Ancient Greece in this lesson.

1 Look at the pictures. What are the people doing? Who do you think the people are?

- Focus on the pictures. Ask *What are the people doing?* Encourage students to guess what is happening.
- Ask *Who do you think the people are?* Encourage students to say who they think the people in the pictures are and to make predictions about the story.

2 Listen and read. 31

- Play the recording. Students follow the text in their Class Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Why did the Greeks sail to Troy? Why couldn't the Greeks get into the city of Troy? How did the Greeks make the Trojan Horse?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Odysseus.
2 To enter the city of Troy.
3 Thirty.
4 They sailed their ships to an island and waited.

4 Discuss.

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

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Play *Talk!* (see page 9) using the discussion questions as topics. Monitor students' speech.

Above level:

- When students have finished discussing the questions, ask them to work in pairs to write down two or three other questions.
- Invite pairs to share their questions with the class, and encourage other students in the class to answer.


Extensive reading: non-fiction

1 Look at the photos. What are the people doing? What do you think Earth Day is?

2 Listen and read.

Earth Day

What is Earth Day?

Earth Day is an international event when people all over the world think about how we can protect our planet. Earth Day takes place on April 22nd every year.

How did Earth Day start?

In 1970, U.S. politician Gaylord Nelson decided that there should be a special day for people to think about how we can work together to take better care of our planet. The first Earth Day took place on April 22nd, 1970, in the United States. Twenty million people and thousands of local schools and communities took part. Because of the success of the first Earth Day, the government of the United States decided to make new laws to protect the environment. Earth Day soon become an annual event and an international celebration.

Why do we need Earth Day?

Earth Day is important because we all share the same planet. Sometimes, we forget that we are responsible for our planet and that we should protect it for ourselves and for other people. Earth Day is a day for everyone to think about the problems our planet faces, such as climate change, endangered species, deforestation, and pollution. It's a time for us to think about how we can stop these problems and make our world a cleaner, safer place for all the people and animals on Earth.

What do people do on Earth Day?

People celebrate Earth Day in many different ways. Some people hold rallies or demonstrations. They make signs with messages about protecting nature and they march in

68 Extensive reading: Earth Day

Earth Day SB pages 66–67

Lesson objectives

To read a factual text about Earth Day independently

To work out meaning through context

Language

Extra: *politician, law, responsible, rallies, demonstrations, ultraviolet light, sculptures, creative*

Materials

CD 60

Warmer

- Ask students what problems the environment faces and what people can do to help solve these problems.
- Tell students they are going to read about a special day.

1 Look at the photos. What are the people doing? What do you think Earth Day is?

- Ask students to describe what the people are doing. Ask them to guess what Earth Day is (a special day for celebrating the environment and trying to find ways to save our planet).

2 Listen and read. 60

- Play the recording. Students follow the text in their Student Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *When is Earth Day? When was the first Earth Day? What do people do on Earth Day?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1. U.S. politician Gaylord Nelson.
2. Climate change, endangered species, deforestation, and pollution.
3. By removing dust, pollutants, and carbon dioxide from the air, producing oxygen, and providing a home for birds, insects, and small animals.
4. Litter pollutes our planet and puts animals and birds in danger.

4 Discuss.

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

Differentiation

Below level:

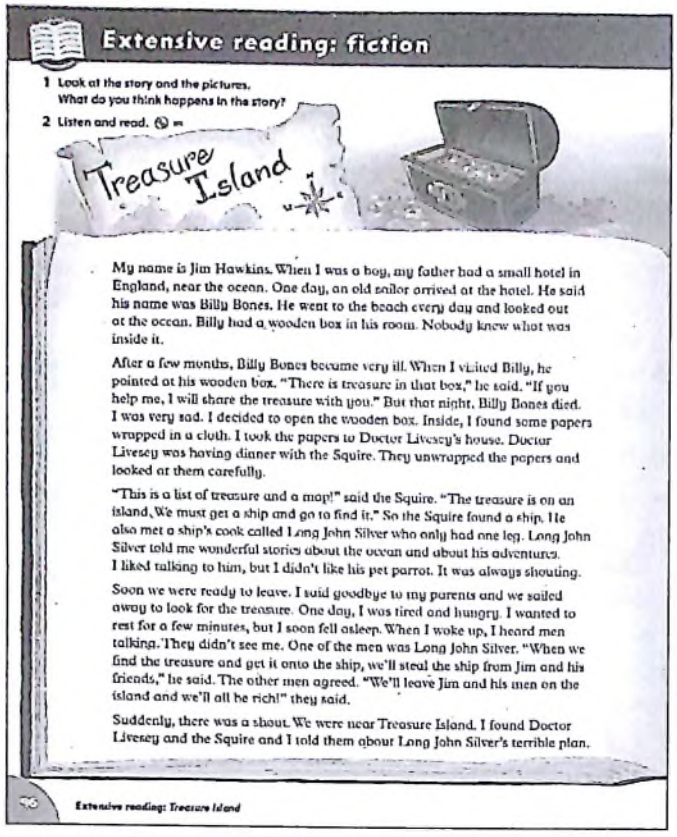
- Go through the questions one at a time, checking that students understand the meaning of each question.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Play *Talk!* (see page 9) using the discussion questions as topics. Monitor students' speech.

Above level:

- When students have finished discussing the questions, ask them to work in pairs to write down two or three other questions.
- Invite pairs to share their questions with the class, and encourage other students in the class to answer.



Extensive reading: fiction

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

2 Listen and read. 89

Treasure Island

My name is Jim Hawkins. When I was a boy, my father had a small hotel in England, near the ocean. One day, an old sailor arrived at the hotel. He said his name was Billy Bones. He went to the beach every day and looked out at the ocean. Billy had a wooden box in his room. Nobody knew what was inside it.

After a few months, Billy Bones became very ill. When I visited Billy, he pointed at his wooden box. "There is treasure in that box," he said. "If you help me, I will share the treasure with you." But that night, Billy Bones died. I was very sad. I decided to open the wooden box. Inside, I found some papers wrapped in a cloth. I took the papers to Doctor Livesey's house. Doctor Livesey was having dinner with the Squire. They unwrapped the papers and looked at them carefully.

"This is a list of treasure and a map!" said the Squire. "The treasure is on an island. We must get a ship and go to find it." So the Squire found a ship. He also met a ship's cook called Long John Silver who only had one leg. Long John Silver told me wonderful stories about the ocean and about his adventures. I liked talking to him, but I didn't like his pet parrot. It was always shouting.

Soon we were ready to leave. I said goodbye to my parents and we sailed away to look for the treasure. One day, I was tired and hungry. I wanted to rest for a few minutes, but I soon fell asleep. When I woke up, I heard men talking. They didn't see me. One of the men was Long John Silver. "When we find the treasure and get it onto the ship, we'll steal the ship from Jim and his friends," he said. The other men agreed. "We'll leave Jim and his men on the island and we'll all be rich!" they said.

Suddenly, there was a shout. We were near Treasure Island. I found Doctor Livesey and the Squire and I told them about Long John Silver's terrible plan.

Treasure Island SB pages 96–97

Lesson objectives

To read a story independently

To work out meaning through context

Language

Extra: *sailor, treasure, suit, coins, cloth, unwrapped, pirate, ship, adventure, barrel, explore*

Materials

CD 89

Warmer

- Draw a treasure box on the board. Tell students they are going to read a story about some treasure. Ask them to suggest what might be inside the treasure box.

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

- Focus on the pictures and discuss the questions. Encourage students to make predictions about the text.

2 Listen and read. 89

- Play the recording. Students follow the text in their Student Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *Where did Jim live when he was a boy? What pet did Long John Silver have? Did Jim find the treasure?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Some papers wrapped in a cloth (a list of treasure and a map).
2 Doctor Livesey and the Squire.
3 In South America.
4 He hears Long John Silver's parrot shouting.

4 Discuss.

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

Differentiation

Below level:

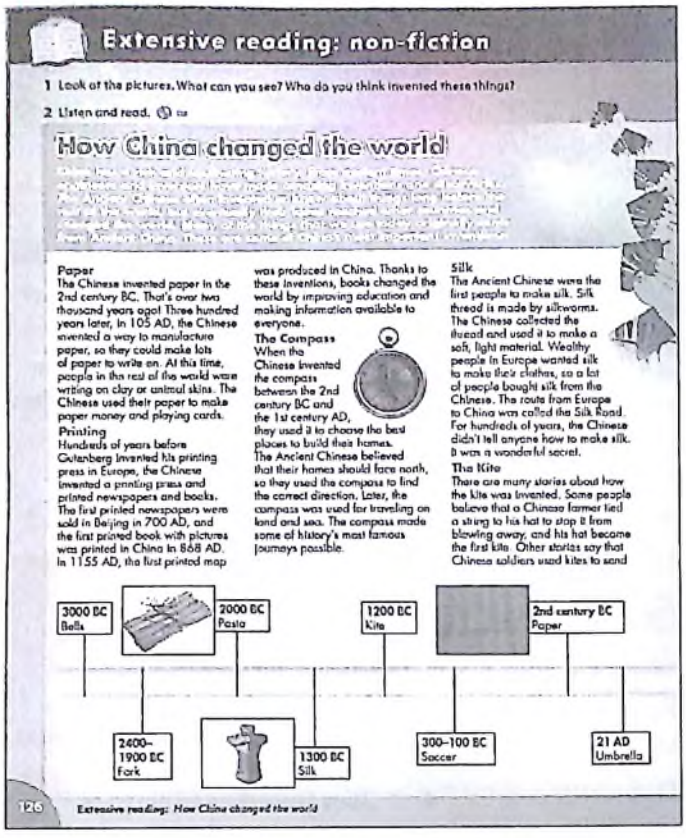
- Go through the questions one at a time, checking that students understand the meaning of each question.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Play *Talk!* (see page 9) using the discussion questions as topics. Monitor students' speech.

Above level:

- When students have finished discussing the questions, ask them to work in pairs to write down two or three other questions.
- Invite pairs to share their questions with the class, and encourage other students in the class to answer.



Extensive reading: non-fiction

1 Look at the pictures. What can you see? Who do you think invented these things?

2 Listen and read. 118

How China changed the world

Paper
The Chinese invented paper in the 2nd century BC. That's over two thousand years ago! Three hundred years later, in 105 AD, the Chinese invented a way to manufacture paper, so they could make lots of paper to write on. At this time, people in the rest of the world were writing on clay or animal skins. The Chinese used their paper to make paper money and playing cards.

Printing
Hundreds of years before Gutenberg invented his printing press in Europe, the Chinese invented a printing press and printed newspapers and books. The first printed newspapers were sold in Beijing in 700 AD, and the first printed book with pictures was printed in China in 868 AD. In 1155 AD, the first printed map was produced in China. Thanks to these inventions, books changed the world by improving education and making information available to everyone.

The Compass
When the Chinese invented the compass between the 2nd century BC and the 1st century AD, they used it to choose the best places to build their homes. The Ancient Chinese believed that their homes should face north, so they used the compass to find the correct direction. Later, the compass was used for traveling on land and sea. The compass made some of history's most famous journeys possible.

Silk
The Ancient Chinese were the first people to make silk. Silk thread is made by silkworms. The Chinese collected the thread and used it to make a soft, light material. Wealthy people in Europe wanted silk to make their clothes, so a lot of people bought silk from the Chinese. The route from Europe to China was called the Silk Road. For hundreds of years, the Chinese didn't tell anyone how to make silk. It was a wonderful secret.

The Kite
There are many stories about how the kite was invented. Some people believe that a Chinese farmer tied a string to his hat to stop it from blowing away, and his hat became the first kite. Other stories say that Chinese soldiers used kites to send

How China changed the world

SB pages 126–127

Lesson objectives

To read a factual text about Chinese inventions independently

To work out meaning through context

Language

Extra: *engineers, manufacture, clay, animal skins, playing cards, printing press, compass, face north, silk, thread, silkworm, route, gunpowder, explosives, weapons, cannons, wheelbarrow, hot air balloon, fishing reel*

Materials

CD 118

Warmer

- Ask students to think of an object they use every day. It doesn't have to be a machine, it could be a useful everyday item, such as a toothbrush. Write their suggestions on the board, and ask why each object is useful.
- Tell students they are going to read about inventions.

1 Look at the pictures. What can you see? Who do you think invented these things?

- Ask students to name the items and say why each one is useful. Ask students who they think invented the things in the pictures. Elicit or supply the answer "The (Ancient) Chinese".

2 Listen and read. 118

- Play the recording. Students follow the text in their Student Books. Alternatively, they can read silently at this stage.
- Encourage students to try to work out unknown words from the context, then play the recording again.
- Ask comprehension questions, e.g. *When did the Chinese invent paper? Who invented a printing press in Europe? How did the compass change the world?*

3 Read again and answer the questions.

- Read the first question. Students find the answer in the text.
- Ask students to read out the questions and answers in pairs.

ANSWERS

1 Paper money and playing cards.
2 By improving education and making information available to everyone.
3 They used exploding weapons to protect themselves from their enemies.
4 It gave inventors the idea for the plane.

4 Discuss.

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

Differentiation

Below level:

- Go through the questions one at a time, checking that students understand the meaning of each question.
- Divide the class into three groups. Assign one question to each group. Students talk together to decide on the best answer to their question.

At level:

- Play *Talk!* (see page 9) using the discussion questions as topics. Monitor students' speech.

Above level:

- When students have finished discussing the questions, ask them to work in pairs to write down two or three other questions.
- Invite pairs to share their questions with the class, and encourage other students in the class to answer.

Workbook answer key

Starter Unit

Page 2

1 1 Ed, brother 2 Kate, sister
3 Libby, cousin 4 Tony, dad, uncle
5 Clare, mom, aunt
6 Fin, brother, cousin

2 1 c 2 d 3 b 4 e 5 a

3 1 Students' own answers
2 Students' own answers
3 Students' own answers

Page 3

1 1 goes 2 have 3 are 4 plays
5 visit

2 1 'm working 2 clean up
3 doesn't help 4 go 5 come
6 're sitting

3 1 wrote 2 talking 3 eat 4 go
5 going 6 running 7 ran
8 visited

Page 4

1 1 He had a swimming class on Monday.
2 He didn't play soccer on Tuesday.
3 He had lunch with his Grandpa on Wednesday.
4 He visited Greg on Thursday.
5 He went to karate club on Friday.
6 He didn't go to the beach on Saturday.
7 He did his homework on Sunday.

2 Students' own answers

Page 5

1 1 , " " f 2 ! e 3 : b 4 , a
5 . d 6 ? c

2 1 Jamie and Maria are from Ontario in Canada.
2 We climbed Mount Kilimanjaro when we were in Tanzania.
3 Mrs. Walters went to Paris in July.
4 Ted and I watched Shrek 2 on Wednesday.

3 Are you bored? Do you always watch TV after school? Are you playing a game you got two years ago? You need to do something different! The DSD Club meets every Friday at the club house. We do lots of exciting things. These are the activities we tried last month: kayaking, skateboarding, and singing. Are you a good artist? Are you a good actor? Come and find out!

Unit 1

Page 6

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

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

3 Students' own answers

4 Students' own answers

Page 7

1 1 nails, hammer
2 rope, tape measure
3 roller, tray
4 tools, saw

2 1 We saw our (favorite) teacher at the park.
2 I did my homework carefully.
3 My (big) sister plays tennis well.
4 Gloria poured the (yellow) paint slowly.

3

subject	verb	object
We	saw	our teacher
I	did	my homework
My big sister	plays	tennis
Gloria	poured	the yellow paint

Page 8

1 1 climbed 2 written 3 made
4 swim 5 cleaned 6 sang

2 1 Have you ever climbed the mountain?
2 He has never cleaned the garage.
3 Have you ever played computer games?
4 They have eaten Chinese food.

3 1 Have you ever swum in a river? Yes, I have. / No, I haven't.
2 Have you ever painted a set? Yes, I have. / No, I haven't.
3 Have you ever sung in a concert? Yes, I have. / No, I haven't.
4 Have you ever made a cake? Yes, I have. / No, I haven't.

Page 9

1 1 I was six 2 an hour
3 two years 4 first grade
5 ten minutes

2 1 since I was a baby
2 for half an hour
3 for 3 minutes
4 since 2013
5 for a week
6 since last summer

3 Students' own answers

Page 10

1 (clockwise from top left) 2, 4, 1, 3

2 1 True 2 False 3 False 4 False
5 True

Page 11

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

2 1 shade 2 seaweed 3 branches
4 beach hut

3 1 boards 2 plans 3 shade
4 branches 5 beach hut
6 seaweed

Page 12

1 We built our boats for racing, (7)
We worked all morning long. (6)
And soon our boat was ready. (7)
We thought that it was strong. (6)

2 1 fast 2 race 3 slow 4 begin

3 1 b 2 c 3 a

4 1 They blew the whistle to go
2 Our small boat was ever so slow.
3 We were glad that our boat was so small
4 The wind couldn't move them at all.
5 Of winning my first sailing race
6 When our little boat won first place.

Page 13

1 1 plans 2 boards 3 rope
4 nails 5 rollers 6 ladder
7 ground

2 1 for 2 since 3 never 4 for
5 ever

3 1 Leona has known her best friend for two years.
2 Jason has taken karate lessons since September.
3 My sisters have played tennis for an hour.
4 We have helped Mom in the house since one o'clock.
5 I have played the guitar since last summer.

Fluency Time! 1

Page 14

1 1 d 2 c 3 e 4 a 5 b

2 1 by yourself 2 your best friend
3 not at school
4 has a stomachache
5 can play with us 6 sounds fun

3 Students' own answers

Page 15

1 1 True 2 True 3 False 4 True 5 False
2 1 sister - best friend 2 soccer - basketball 3 funny - fun
3 Students' own answers

Unit 2

Page 16

1 1 False 2 True 3 False 4 True 5 False
2 1 a princess, a monster and a bird 2 a monster 3 Ed and Libby 4 Mrs. Kelly 5 at the school or from the DSD Club
3 Students' own answers

Page 17

1 1 script 2 stage 3 audience 4 costume 5 curtains 6 lights
2 knit night knee light
3 1 firefighter 2 knife 3 light 4 night 5 straight 6 knee

Page 18

1 1 Fiona has learned the script.
2 She has checked the lights.
3 She hasn't cleaned the stage.
4 She has bought the make-up.
5 She has sold all the tickets.
6 She hasn't taken the costumes to the theater.
2 1 've done 2 've learned 3 've sold 4 bought 5 haven't taken
3 1 I've made a sandwich for my lunch.
2 Mom didn't go shopping this morning.
3 Jenny called her grandma last week.
4 Terry has done his homework.
5 Helen sold her computer yesterday.

Page 19

1 1 Grandma has just made a cake.
2 Joe has visited Egypt before.
3 Ellie hasn't finished her costume yet.
2 1 She hasn't opened her presents yet.
2 She has just read her cards.
3 She has already spoken to her grandma.
4 She hasn't had a bike before.
3 Students' own answers

Page 20

1 c) Disappearing diamonds
2 1 Mom goes to the door.
2 The note has come from the theater.
3 The note says "The diamonds have disappeared."
4 Yes, they are.
5 No, they aren't.

Page 21

1 1 arrested 2 criminal 3 note 4 detective 5 robbery
2 1 b 2 d 3 a 4 c
3 1 props 2 enter 3 servant 4 clue 5 investigate

Page 22

1 Stage directions: excited, He starts to look around.
Characters: Julie, Fred
3 Look, Julie! What's that?
I think it's a feather. It's our first clue! (picture 1)
Look, Julie! There's the parrot!
We can't climb up! It's too high. (picture 2)
Maybe it's hungry. Do you have any food?
I have some nuts. Let's see if it likes nuts. (picture 3)
Quick! Catch it, Julie.
Got it! (picture 4)
4 Students' own answers

Page 23

1 1 character 2 detective 3 robbery 4 stage 5 audience 6 costume 7 lights 8 criminal
2 1 hasn't seen 2 didn't call 3 haven't traveled 4 finished 5 has lived
3 1 haven't had
2 has already read
3 have never eaten
4 Have you ever painted
5 have just bought
6 hasn't given

Social Studies Time!

Page 24

1 1 Bread 2 Drink 3 Scotland 4 Coins 5 Coal 6 April
2 1 New Year's Day 2 luck 3 tall, dark 4 celebrate, winter 5 powder 6 harvest

Page 25

1 1 c 2 b 3 a 4 c 5 b 6 a
2 1 celebrate 2 tradition 3 harvest 4 represent 5 lanterns 6 incense
3 1 luck 2 wealth 3 comfort 4 hospitality
4 Students' own answers

Unit 3

Page 26

1 a) The children make new costumes. The play is great!
2 1 Ed 2 cabinet 3 dresses 4 audience 5 party
3 1 expensive
2 bird, animal
3 hands, ears
4 basket, crown, hat
5 dress

Page 27

1 1 feather duster 2 clothes line 3 lampshade 4 cloth 5 sponge 6 rubber gloves 7 broom 8 garbage bag
2 1 action 2 invention 3 decoration 4 celebration
3 1 congratulate 2 act 3 decorations 4 invention 5 celebration

Page 28

1 1 the oldest 2 more exciting 3 funnier 4 worse 5 the best
2 1 Kathy 2 Lina 3 Janet 4 Lea
3 Students' own answers

Page 29

1 1 tall enough 2 old enough 3 enough money 4 deep enough 5 enough books
2 1 It's too wide. 2 It's too difficult. 3 It's too crowded. 4 It's too expensive.
3 1 She doesn't have enough eggs to make a cake.
2 She's too shy to talk to the children.
3 He's tall enough to go on the ride.
4 It isn't hot enough to go to the beach.

Page 30

1 (clockwise from top left) 3, 5, 2, 4, 1
2 1 True 2 False 3 True 4 False 5 True

Page 31

1 1 parade 2 masks 3 float
4 microphone 5 stilts

2 1 b 2 a 3 d 4 c

3 1 e 2 a 3 b 4 d 5 c

Page 32

1 Lucy was at home. She was making her costume for the school play.
She finished her costume and she felt happy.
She was going to be a superhero!

2 1 nervous 2 disappointed
3 surprised 4 excited

3 Students' own answers

Page 33

1 1 crowd 2 costumes 3 band
4 speakers 5 dancers 6 stilts
7 decorations 8 microphone

2 1 the cleverest 2 the most difficult
3 younger 4 the best 5 smaller
6 more interesting

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

Unit 4

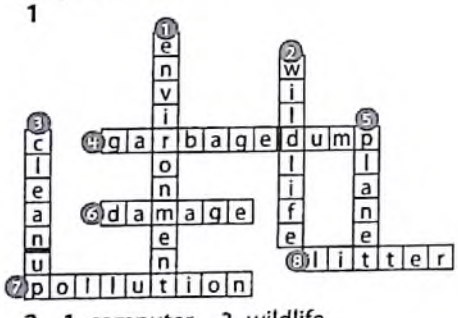
Page 34

1 1 crew 2 park 3 isn't
4 garbage 5 river 6 dirty
7 safe

2 1 e, Libby 2 d, Ed 3 a, Woman
4 b, Kate 5 c, Man

Page 35

1



2 1 computer 2 wildlife
3 swimming 4 police

3 1 police 2 swimming 3 wildlife
4 post 5 computer

Page 36

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

2 1 He was having breakfast when the phone rang.
2 Grandpa was sleeping when his visitors arrived.
3 They were walking to school when they saw a movie star.
4 Phil was buying a drink when his team scored a goal.
5 Jack was looking out of the window when the teacher asked a question.

Page 37

1 1 is, used to be 2 is, used to be
3 used to be, is 4 is, used to be

2 1 Mia has long hair.
2 Dad used to wear a uniform for work.
3 Ed used to love soccer.
4 Mom has short hair.
5 Mia used to play with dolls.
6 Ed likes cars.

3 Students' own answers

Page 38

1 1 Solar energy 2 Wind energy
3 Water energy

2 1 d 2 e 3 c 4 a 5 b

Page 39

1 1 alternative energy
2 solar panels 3 electricity
4 fossil fuels

2 1 Sail boats, move
2 Greenhouses, cold
3 Technology, difficult
4 Water mills, flour

3 1 beams 2 skylight 3 mud
4 alternative 5 electricity
6 greenhouse 7 spring

Page 40

1 1 Pupils ride bikes to school.
2 Pupils pick up trash.
3 There are skylights in the roof.
4 There are solar panels to make electricity.
5 They save / collect rainwater.

2 Students' own answers

Page 41

1 1 environment 2 fuels
3 energy 4 electricity
5 skylight 6 planet 7 damage

2 1 rang 2 was working
3 were studying 4 were playing
5 broke 6 weren't doing

3 1 used to have long hair.
2 used to be a theater.
3 used to play with dolls.
4 used to be ugly.
5 used to live in New York.
6 used to be our teacher.

Fluency Time! 2

Page 42

1 1 d 2 c 3 a 4 b

2 1 It starts at
2 Can we see
3 show is sold out
4 Are there any tickets
5 Yes, there are

3 1 sports day / drama club play
2 What time does it start?
3 It starts at 2pm / 6:30pm.
4 Can we go to the soccer game / afternoon performance
5 tennis match / evening performance
6 No, we can't. It's sold out.
7 Are there any tickets available for the sailing / Saturday evening performance?

Page 43

1 1 Emily has just arrived.
2 No, she doesn't.
3 On the Internet.
4 Because they can't book tickets.
5 Go to the ticket office.

2 1 pop classical
2 four o'clock two o'clock
3 late early
4 Sunday Saturday
5 ten eight

3 Students' own answers

4 Students' own answers

Unit 5

Page 44

1 1 The children decide to help clean up the wildlife park.
2 They put all the litter in different bags.
3 They will pick up all the litter and recycle it.
4 Libby wants to have a hot bath later.

2 1 family 2 old 3 environment
4 birds 5 garbage dump
6 paper

3 Students' own answers

Page 45

1 1 recycling center 2 oil
3 carrier bags 4 paper
5 chemicals 6 metal
7 batteries 8 bottle

2 1 refill 2 rebuild 3 redecorate
4 recharge

3 1 redecorate 2 rebuild 3 refill
4 return 5 recharge 6 reuse

Page 46

1 1 won't drive 2 will live
3 will study 4 won't work
5 won't eat 6 will do

2 1 Well, I won't change much.
2 I'll have fun with my friends.
3 Yes, we'll be friends when we're older.
4 I'll care about the environment.
5 Yes, we'll work at the wildlife park together.

3 Students' own answers

Page 47
1 1 'm watching 2 are helping
3 'm having 4 are arriving
5 's cooking 6 're having
2 1 They're meeting at the school at 9 o'clock.
2 They're arriving at the beach at 10 o'clock.
3 They're playing beach volleyball at quarter past 10.
4 Dave is teaching them to surf at quarter to 11.
5 They're eating a picnic on the beach at half past 12.
6 They're exploring the caves at 2 o'clock.
7 Mr Jennings isn't taking a group photo at 4 o'clock.
8 They're going home at half past 4.

Page 48
1 1 Fashion parade
2 Egg carton garden
3 Clean your desk
4 Gold or paper?
2 1 Frank, Ollie 2 George, Fiona
3 Natalie 4 Natalie, George

Page 49
1 1 greetings card 2 ribbon
3 bracelet 4 juice carton
2 1 d, stuck
2 c, glued
3 a, cut up
4 b, rolled
3 1 stuck, car tires
2 glued, ribbons
3 cut up, wrapping paper
4 rolled, bracelet

Page 50
1 1 b 2 d 3 a 4 c
2 Students' own answers

Page 51
1 1 plastic 2 recycling center
3 paper 4 tires
5 wrapping paper
6 greetings cards 7 carrier bags
2 1 In the future people will recycle more.
2 I won't drive a car when I'm older.
3 Will it be sunny next week?
4 Will our team win the game?
3 1 are having 2 are playing
3 are taking 4 'm going
5 are sleeping

Art Time!

Page 52
1 A, C, B, D
2 1 False 2 True 3 True 4 True
5 False 6 False

Page 53
1 1 False 2 True 3 False 4 True
5 False 6 True
2 1 sculptures 2 displayed
3 landmarks 4 exhibition
5 tour 6 created
3 1 3-dimensional 2 illusion
3 perspective 4 public
4 Students' own answers

Unit 6

Page 54
1 c) The TV crew arrives before the river is clean. They make a programme about cleaning up the park.
2 1 c 2 a 3 e 4 d 5 b
3 1 d 2 c 3 e 4 f 5 b 6 a

Page 55
1 1 aquarium 2 insect house
3 enclosure 4 aviary
5 picnic area 6 reptile house
7 gift shop 8 pool
2 1 inventor 2 helper 3 visitor
4 actor
3 1 invent 2 sing 3 help 4 act
5 visit
4 1 An inventor is a person who thinks of and makes a new type of thing.
2 A singer is a person who makes a beautiful sound with his / her voice.
3 A helper is a person who does something to make something easier for someone.
4 An actor is a person who is a character in a play or a film.
5 A visitor is a person who goes and sees a person or a place.

Page 56
1 1 Mike isn't going to play baseball. He's going to play tennis.
2 Sue and Jane aren't going to go canoeing. They're going to go snorkeling.
3 Joel isn't going to buy some bread. He's going to buy some fruit.
4 Frank and his dad aren't going to go swimming. They're going to go camping.
2 1 Anna is going to eat in restaurants.
2 Anna is going to listen to music.
3 Anna isn't going to wash the dishes.
4 Anna isn't going to do homework.
5 Anna and her family are going to fly on a plane.
3 Students' own answers

Page 57
1 (clockwise from left) 6, 2, 3, 4, 5, 1
2 1 are going to escape.
2 are going to get wet.
3 's going to feed
4 's going to steal
5 's going to fall off.
6 's going to get a surprise

Page 58
1 1 The Komodo Dragon is the biggest lizard of all.
2 Gorillas eat 12–18 kilos of food every day.
3 There are five different species of rhino.
4 The tigers' jungle habitat is in danger.
2 1 d 2 b 3 e 4 c 5 a

Page 59
1 1 Different species need different enclosures to live in.
2 Scientists study animals living in the wild to learn about their behavior.
3 People want to prevent animals like the panda from becoming extinct.
4 Many animals are endangered and the population is becoming very small.
2 1 habitat 2 research
3 donation 4 adopt
3 1 donation 2 adopt 3 research
4 habitat 5 threat

Page 60
2 1 Introduction 2 Help
3 Population 4 Danger
3 Students' own answers

Page 61
1 1 aquarium 2 reptile house
3 enclosure 4 aviary
5 picnic area 6 endangered
7 prevent
2 1 's going to buy
2 're going to watch
3 aren't going to have
4 're going to pass
5 isn't going to play
3 1 James and Marshall are going to join a karate club.
2 Farrah isn't going to get up early every morning.
3 Jean and Michelle are going to have horse riding lessons.
4 I'm going to visit my aunt and uncle in Canada.
A I agree. But zoos raise money for eco projects. So zoos are good for animals in the wild too.
B I don't think so. We need to stop habitat loss, not make zoos.

A You're right. Let's make a poster about habitat loss and put it up at school.

Unit 7

Page 62

1 1 No, he doesn't.
2 Yes, he has.
3 No, they don't.
4 No, they don't.
5 Yes, he is.

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

3 Students' own answers

Page 63

1 1 sling 2 bruise 3 patient
4 bandage 5 cut 6 first aid kit

2 1 pick up 2 take off
3 put on 4 put downf

3 1 to put clothes on and start to wear them
2 to remove clothes, e.g. before going to bed
3 to stop holding something
4 to start holding something in your hand

4 1 take off 2 put down 3 put on
4 pick up 5 put away

Page 64

1 1 She was a doctor.
2 He wanted ice cream.
3 I was riding my bike.

2 1 was learning how to do first aid.
2 were good at putting on bandages.
3 was feeling much better.
4 needed to use the telephone.

3 1 he was feeling OK, but his leg hurt a bit.
2 his leg wasn't broken, but he had a big bruise.
3 He said he couldn't go to work for a month.
4 He said he was reading all the cards from his fans.

Page 65

1 1 told 2 said 3 told 4 told
5 said 6 said

2 1 me 2 we 3 them 4 him
5 he 6 us

3 1 to get ready because the bus was coming then.
2 were going on vacation to Mexico the next week.
3 felt sick that morning.
4 brothers were going to the movies that night.
5 was on the school soccer team that year.
6 didn't have school the next day.

Page 66

1 1 Sea Rescue Charity
2 Safety at sea
3 Safety on the beach
4 Education

2 1 ocean 2 rescued 3 lifeboat
4 beaches 5 safe

Page 67

1 1 site 2 check 3 hoses
4 breathing apparatus 5 hoses
6 rescues

2 1 lifeguard 2 crew 3 volunteer
4 coast guard

3 1 volunteer 2 lifeguard
3 crew 4 rescue 5 site
6 train 7 disaster

Page 68

1 b) Rescue at the lake

2 1 C 2 I 3 M

3 Students' own answers

Page 69

1 1 first aid 2 first aid kit
3 bandages 4 accident 5 burn
6 Band Aid 7 patient

2 1 didn't like 2 was working that
3 their school was 4 was his
5 was wearing her 6 were going

3 1 Dave said Alice he can't see the TV.
Dave told Alice he couldn't see the TV.
2 Jenny and Samantha said Sarah they are going to a party the next day.
Jenny and Samantha told Sarah they were going to a party the next day.
3 Jill said she went to visit her cousins this weekend.
Jill said she was going to visit her cousins that weekend.
4 Jake told his grandparents were going to visit they soon.
Jake said his grandparents were going to visit them soon.

Fluency Time! 3

Page 70

1 1 That's true
2 see your point,
3 but I don't agree with you
4 I disagree
5 I agree

2 D We need to stop habitat loss, not make zoos.
A Zoos raise money for eco projects.
A Zoo visitors learn about saving animals.
D Animals are not just for our entertainment.
A Zoo enclosures are safe and comfortable.
D Zoo animals don't live naturally.

3 A The ZSL works hard. I think zoos are the answer for wild and endangered animals.
B 1 I'm sorry, but I don't agree. Animals are not just for our entertainment.
A That's true. But zoo visitors learn about saving animals. And zoo enclosures are safe and comfortable.
B I see your point, but I don't agree. Animals in zoos don't live naturally.

3 Students' own answers

Page 71

1 1 False 2 False 3 False 4 True
5 False

2 1 b 2 c 3 d 4 a

3 Students' own answers

4 Students' own answers

Unit 8

Page 72

1 1 Libby, Ed 2 Ed
3 Libby 4 Fin

2 1 fresh, c 2 bored, d
3 present, b 4 surprise, f
5 rest, e 6 visit, a

3 Students' own answers

Page 73

1 1 ingredients 2 additives
3 Prepared 4 sugar
5 junk food 6 dairy products
7 Homemade

2 1 b 2 c 3 d 4 a

3 1 up 2 on 3 off 4 on

Page 74

1 1 don't eat, will be 2 do, will let
3 rains, will be 4 will be, take

2 1 will go 2 will join 3 help
4 will be

3 1 our team scores one more goal, they'll win the game.
2 doesn't slow down, he'll crash.
3 make a noise, you won't catch a fish.
4 go on the ride again, you'll feel sick.

Page 75

1 1 No, you won't. 2 No, it won't.
3 Yes, it will. 4 Yes, it will.

2 1 Will you be cold if you don't wear hats?
2 Will the horse bite me if I feed it?
3 Will it make a milkshake if I press this button?
4 Will you buy a helicopter if you have enough money?

Page 76
1 1, 3, 5
2 1 False 2 False 3 False 4 True
5 True

Page 77
1 1 (example answers) sandwich, cookies, yogurt
2 vegetables, fruits, nuts
3 jam, sugar, chocolate
4 chips, fries, cheese
2 1 raw 2 plenty 3 smart
4 brain
3 1 smart 2 sweet 3 raw
4 plenty 5 brain 6 snack

Page 78
1 Students' own answers
2 Students' own answers
3 Students' own answers

Page 79
1 1 ingredients 2 fresh
3 vitamins 4 source 5 heart
6 homemade
2 1 scores 2 won't feel 3 will wash 4 doesn't rain 5 doesn't come
3 1 Will you have time to make another cake if you hurry?
2 Will your dad be disappointed if you can't make a new cake?
3 Will he think it's funny if you tell him what happened?

Science Time!

Page 80
1 1 D 2 A 3 C 4 B
2 1 The herbivores get hungry and start to die.
2 Dead plants and animals pile up, and the environment becomes polluted.
3 If they know that predators are near, they keep moving and this means they stay healthy.
4 There are more big consumers, so they eat more plants.

Page 81
1 1 Tom's food web is about the ocean.
2 Karen likes dolphins because they are beautiful and intelligent.
3 Dolphins are carnivores.
4 Tom is an omnivore.
2 1 producers 2 consumers
3 herbivores 4 carnivores
5 omnivores 6 decomposers
3 1 eco-system 2 balance 3 apex
4 predator
4 Students' own answers

Unit 9

Page 82
1 c) He has tickets for the DSD club so that they can watch the match with him.
2 1 e 2 c 3 d 4 b 5 a
3 1 sports 2 teams 3 players
4 running 5 score 6 game

Page 83
1 1 fans 2 trophy, captain
3 athletes, exercises 4 coach, training
2 1 lose 2 take 3 worst
3 1 best 2 give 3 lose

Page 84
1 1 will 2 could 3 may 4 won't
5 might 6 will
2 1 He will go to soccer practice on Saturday.
2 He might have lunch at Tony's house on Saturday.
3 He won't go camping on Saturday.
4 He might play computer games on Sunday.
5 He will do his homework on Sunday.
6 He won't stay up late on Sunday.
3 Students' own answers

Page 85
1 1 Yes, they do. 2 No, he doesn't.
3 Yes, he does. 4 No, they don't.
2 1 Charlie doesn't have to take the garbage out.
2 Charlie has to wash the dishes.
3 Tom and Charlie don't have to help in the backyard.
4 Tom and Charlie have to help with the shopping.
3 1 Did you have to help in the backyard last week? Yes, I did. / No, I didn't.
2 Did you have to help with the shopping last week? Yes, I did. / No, I didn't.
3 Did you have to clean your bedroom last week? Yes, I did. / No, I didn't.
4 Did you have to take the garbage out last week? Yes, I did. / No, I didn't.

Page 86
1 b) How many times your heart beats in a minute.
2 1 heart 2 heartbeat 3 wrist
4 30 seconds 5 two

Page 87
1 1 oxygen 2 lungs 3 blood
4 pumps 5 carbon dioxide
2 1 beat 2 wrist 3 steady
4 pulse rate
3 1 wrist 2 steady 3 beat
4 pulse 5 heart

Page 88
1 1 When did you start your sport?
2 Where did you start your sport?
3 When did you win your first competition?
4 Do you have a special diet?
5 How often do you train every week?
6 What is your biggest dream?
2 Pam Connor
3 Students' own answers

Page 89
1 1 heart 2 fan 3 captain
4 trophy 7 coach 8 train
2 1 might 2 might 3 won't
4 might 5 will 6 will
3 1 Did Henry have to go to school yesterday?
2 We don't have to wear a uniform for school.
3 Grandma had to walk to school when she was young.
4 Do you have to do your homework after school?
5 Did Jamie have to help his mom and dad in the house yesterday?

Unit 10

Page 90
1 1 shopping mall 2 talk
3 people 4 houses
2 1 False 2 True 3 False 4 False
5 True

Page 91
1 1 archeologist 2 steps 3 blocks
4 statue 5 carvings 6 ruins
2 1 cheer (noun), cheerful (adj)
2 help (noun), helpful (adj)
3 play (noun), playful (adj)
3 1 cheerful 2 help 3 play
4 careful 5 wonderful
6 colorful 7 beautiful
8 thoughtful

Page 92
1 1 c 2 b 3 d 4 f 5 e 6 a
2 1 one 2 where 3 one
4 thing
3 1 something 2 nothing
3 anything 4 something
5 everywhere 6 anything

Page 93
1 1 isn't 2 can't 3 aren't 4 isn't
2 1 weren't they? 2 can we?
3 is she? 4 could you?
3 1 it wasn't 2 it is 3 they could
4 she isn't 5 they can
6 he couldn't

Page 94
1 1 a 2 c 3 b 4 d
2 1 Nearly 600 years ago.
2 Gold.
3 They carried water from the mountains to the valleys.
4 Archeologists didn't know about it until 1911.
5 Houses, temples and tombs of the Inca leaders.

Page 95
1 1 army 2 temple 3 valley
4 crown 5 chest
2 1 messenger 2 aqueduct
3 feather 4 slope
3 1 roads 2 army 3 slopes
4 temples 5 aqueducts

Page 96
1 Students' own answers
2 Students' own answers

Page 97
1 1 ancient 2 steps 3 ruins
4 blocks 5 statues 6 carvings
2 1 anywhere 2 someone
3 no one 4 somewhere
6 everything
3 1 aren't you 2 can they
3 isn't it 4 was she 5 can it

Fluency Time! 4

Page 98
1 1 e 2 d 3 b 4 a 5 c
2 1 messaged
2 text - Are you going to the theater tonight?
3 say - What homework do you have for tomorrow?
4 message
5 voicemail
6 text - Can you tell your sister to come to my house at six?
3 1 I have a message from Lenny.
2 Did he text you?
3 No, he left me a voicemail.
4 What does Lenny's voicemail say?
5 He said he was going to be late for school.

Page 99
1 1 They are both wearing T-shirts and pants.
2 They're going home.
3 They're going to watch DVDs and eat pizza.
4 He feels disappointed.
5 They must clean their rooms.
2 home, T-shirts and pants, cell phones, happy, plays message, disappointed, takes phone out of his pocket, happy
3 Students' own answers
4 Students' own answers

Unit 11

Page 100
1 1 box 2 now 3 messages
4 technology 5 park
6 newspaper
2 1 Ed, supermarket
2 Libby, magazine 3 CD, map, hat
4 Ed, money 5 The mayor, park
3 Students' own answers

Page 101
1 1 time capsule 2 stamps
3 photo album 4 receipts
5 money 6 memory stick
7 manual
2 1 float (verb), float (noun)
2 stamp (noun), stamp (verb)
3 sink (verb), sink (noun)
3 1 light, adjective 3 sink, verb
4 well, noun 5 stamp, noun

Page 102
1 1 are locked 2 are spoken
3 are collected 4 is won
2 1 Tickets are bought on the bus.
2 Glass is recycled at this factory.
3 Figs are grown in Egypt.
4 Information is saved on memory sticks.
3 1 are chosen 2 are put
3 is found 4 is dug 5 is buried
6 is discovered

Page 103
1 1 c, Passive 2 d, Active
3 a, Active 4 b, Passive
2 1 by 2 with 3 with 4 by
5 with 6 by
3 1 Classes are taught by teachers.
2 The museum is built with blocks of stone.
3 Prizes are given by the mayor.
4 The door is decorated with carvings.

Page 104
1 b, She made a movie of her favourite book.
2 1 False 2 False 3 True 4 False
5 True

Page 105
1 1 confident 2 director
3 teenager 4 comedy
5 performance
2 1 c 2 d 3 b 4 a
3 1 mysterious 2 swapped places
3 challenge 6 boarding school

Page 106
1 Students' own answers
2 Students' own answers

Page 107
1 1 newspaper 2 receipt 3 ticket
4 stamp 5 science fiction
6 special effects 7 memory stick
2 1 are taught 2 are paid
3 is sold 4 are bought
5 is saved 6 are watched
3 1 by 2 by 3 with 4 by
5 by 6 with

History Time!

Page 108
1 1 B 2 C 3 D 4 A
2 1 A teenager found the murals.
2 The painting were over 17,000 years old.
3 The carbon dioxide in the visitors' breath damaged the paintings.
4 To protect the paintings.
5 The museum spends a lot of money on research and technology.
6 The erosion caused by millions of visitors.

Page 109
1 1 exhibition 2 pots 3 tablets
4 murals 5 gods
2 1 murals 2 tablets
3 mythology 4 tapestry
5 embroidery
3 1 Erosion 2 preserve
3 vandalize 4 heritage
4 Students' own answers

Unit 12

Page 110
1 a 2 b 4 c 1 d 3 e 5
2 1 They didn't bury a computer. They buried a time capsule.
2 DSD doesn't mean Don't Sit Down. It means Do Something Different.
3 They didn't perform in a movie. They performed in a play.
4 The river isn't dangerous now. It's safe.
5 They didn't help a famous tennis player. They helped a famous basketball player.

Page 111

1 1 lens 2 photographer 3 interview 4 reporter 5 article 6 news

2 1 interesting 2 exciting 3 frightening 4 boring

3 1 interesting 2 exciting 3 boring 4 frightening

Page 112

1 1 were 2 was 3 were 4 was 5 were 6 were

2 1 was collected 2 was built 3 was finished 4 were taught 5 were given

3 1 Our house was built in 1980.
2 Those photos were taken in Thailand.
3 This statue was made by an artist.
4 Our lunch was cooked in the hotel restaurant.
5 Jewelry was worn in Ancient Rome.
6 These postcards were sent from Japan.

4 1 Our school was built in ___.
2 My favorite book was written by ___.
3 My favorite photos were taken in ___.

Page 113

1 1 Where 2 When 3 Who 4 Was 5 What 6 Were

2 1 Who was the movie directed by?
2 When was the movie made?
3 Was the story written as a book first?
4 Who was the book written by?
5 Was the story changed for the movie?

3 1 When was the Eiffel Tower built?
2 Who was sent to the moon with Neil Armstrong?
3 Where were stamps invented?
4 What was invented by Alexander Graham Bell?

Page 114

1 Generous celebrities?

2 1 A lot of celebrities are very (lazy)., rich
2 An American (singer) does work to help people., actress
3 She served food after a big (earthquake) in New Orleans., flood
4 A famous (tennis player) works to help children everywhere., soccer player
5 The charity helps children who can't (read)., walk
8 Celebrities use their time and (friends) to help people., money

Page 115

1 1 improve 2 salary 3 surgeons / scientists 4 surgeons / scientists 5 hero

2 1 wheelchair 2 earn 3 education 4 charity

3 1 earn 2 charity 3 education 4 wheelchairs

Page 116

1 Students' own answers

2 Students' own answers

3 Students' own answers

Page 117

1 1 reporter 2 interview 3 factory 4 salary 5 improve 6 deserve

2 1 were asked 2 was found 3 was given 4 were taken 5 was built 6 was filmed

3 1 gave, Were you given lots of homework yesterday?
2 Were, Was she paid a lot of money to act in that movie?
3 Where, Who was the movie directed by?
4 build, When was the Empire State Building built?
5 bury, Was the time capsule buried in the park?
6 drove, Were they driven to school by their mom last week?

Grammar Time

Unit 1

Present perfect: *ever / never*

1 1 have never made 2 Has, ever visited 3 have never eaten 4 Have, ever ridden

Present perfect: *since / for*

2 1 I've had this backpack for a week.
2 She's been at this school since last year.
3 They've lived in the same town for ten years.
4 James has had piano lessons since January.

Unit 2

Simple past and present perfect

1 1 went 2 went 3 didn't ring 4 haven't read

already / yet / before / just

2 1 just 2 yet 3 already 4 before

Unit 3

Comparatives and superlatives

1 1 taller, as tall 2 smartest, (not) as smart 3 as bad, worse 4 the most interesting, as interesting

too / enough

2 1 too small 2 enough chairs 3 too tired 4 old enough

Unit 4

Simple past simple and past progressive: interrupted actions

1 1 was reading, arrived
2 was washing, broke
3 was driving, went
4 were watching, won

used to

2 1 used to have 2 used to go 3 used to be 4 used to live

Unit 5

will / won't

1 1 Karen will go to college when she's older.
2 My team won't win the game this afternoon.
3 It will be sunny tomorrow.
4 People won't have flying cars in 100 years.

Present progressive with future meaning

2 1 Jade is meeting her aunt on Monday.
2 They are visiting a wildlife park tomorrow.
3 Jade isn't sleeping at home that night.

Unit 6

***going to*: future plans and intentions**

1 1 is going to visit 2 aren't going to play 3 are going to come 4 are going to make

***going to*: predictions**

2 1 's going to rain 2 's going to arrive 3 're going to buy 4 isn't going to come

Unit 7

Reported speech

1 1 he liked his picnic lunch
2 he was playing his computer game
3 she was tired
4 they were going to the beach

said / told

2 1 said 2 told 3 said 4 told

Reported speech: time markers

3 1 Fran said she was going to the movies that night.
2 Joe said it was his birthday that day.
3 The girls said they were having their lunch then.
4 Pete said his dad was buying a new car the next week.

Unit 8

First conditional

1 1 d 2 b 3 a 4 c

First conditional questions

2 1 Will they get sick if they eat all the candy? Yes, they will.
2 Will I be healthy if I eat lots of junk food? No, you won't.
3 Will we be hungry if we don't have breakfast? Yes, we will.
4 Will you be scared if all the lights go out? No, I won't.

Unit 9

Modal verbs: *may, might, could,* and *will / won't*

1 1 might 2 won't 3 won't
4 could

***have / had to* statements and questions**

2 1 Do you have to help
2 I do
3 Does he have to do
4 he does
5 Does he have to look after
6 he doesn't

Unit 10

Indefinite pronouns

1 1 any 2 some 3 no 4 every

Question tags

2 1 can he, Yes, he can.
2 aren't you, Yes, I am.
3 weren't you, No, I wasn't.
4 could she, No, she couldn't.

Unit 11

Passive and active (simple present)

1 1 are taught 2 swims
3 is watched 4 arrives

by / with

2 1 with 2 by 3 with 4 by

Unit 12

The passive (simple past)

1 1 These houses weren't built in 1940.
2 Paper was invented in Egypt.
3 Our car wasn't made in the U.S.A.
4 The stories were written by the students.

Passive questions

2 1 Who 2 When 3 Were
4 Where 5 What

Everyday English phrase bank

Page 126

Fluency Time! 1

1 1 yourself 2 not 3 with
4 play 5 sounds 6 Let

Fluency Time! 2

1 1 sold 2 not 3 left
4 show 5 time 6 evening

Page 127

Fluency Time! 3

1 1 think 2 disagree 3 sorry
4 point 5 true 6 right

Fluency Time! 4

1 Did Tom text you this morning?
2 My friend left me a voicemail yesterday.
3 What does Emma's text say?
4 I have a message from Robbie.
5 I've just had a text.

Wordlist

Words in bold are words that children will be able to use actively by the end of each unit. The remaining words are those they will have come across in songs and stories, and in reading and listening passages.

Starter Unit

act /ækt/
aunt /ɑ:nt/
bored /bɔ:d/
broke /brəʊk/
call /kɑ:l/
cap /kæp/
cherry /'tʃeri/
clean /klin/
club /klʌb/
different /'dɪfrənt/
every day /'evri deɪ/
everyone /'evriwʌn/
fact /fækt/
food /fu:d/
glad /glæd/
invent /ɪn'vent/
join /dʒɔɪn/
lab /læb/
last /lɑ:st/
leader /'lidə(r)/
meeting /'mi:tɪŋ/
month /mʌnθ/
never /'nevə(r)/
nothing /'nʌθɪŋ/
outside /aʊt'saɪd/
paint pictures /peɪnt 'pɪktʃəz/
place /pleɪs/
play basketball /pleɪ 'bɑ:skɪtbɔ:l/
professor /prə'fesə(r)/
ready /'redi/
robot /'rəʊbɒt/
shopping list /'ʃɒpɪŋ lɪst/
skill /skɪl/
something /'sʌmθɪŋ/
tennis /'tenɪs/
try /trai/
wait /weɪt/
water the flowers /wɔ:tə ðə 'flaʊəz/
wonder /'wʌndə(r)/
yesterday /'jestədeɪ/

Unit 1

after school /ɑ:ftə 'sku:l/
art /ɑ:t/
best friend /best 'frend/
bit /bɪt/
board /bɔ:d/
both /bəʊθ/
box /bɒks/
bring /brɪŋ/
build /bɪld/
by yourself /baɪ jɔ:self/
card /kɑ:d/
carpet /'kɑ:pɪt/
coat /kəʊt/
collect /kə'lekt/
comics /'kɒmɪks/
crazy /'kreɪzi/
crooked /'krʊkɪd/
cut /kʌt/
door /dɔ:(r)/
dry /draɪ/
fast /fɑ:st/
float /fləʊt/
fly /flaɪ/
fold /fəʊld/
funny /'fʌni/
garage /'garɪdʒ/
giraffe /dʒɪ'rɑ:f/
glass /glɑ:s/
glue /glu:/
good at /'gʊd æt/
grass /grɑ:s/
hammer /'hæmə(r)/
high /haɪ/
hit /hɪt/
hour /aʊə(r)/
keep /ki:p/
kitchen /'kɪtʃɪn/
ladder /lædə(r)/
laugh /lɑ:f/
let me /let mi:/
look like /'lʊk laɪk/
loud /laʊd/
mask /mɑ:sk/
measure /'meʒə(r)/
mess /mes/
metal /'metl/
middle /'mɪdl/
model /'mɒdl/
mountain /'maʊntɪn/
move /mu:v/
nail /neɪl/
need /ni:d/
paintbrush /'peɪntbrʌʃ/
pages /peɪdʒɪz/
pass /pɑ:s/
perfect /'pɜ:fekt/
piano /pi'ænəʊ/
piece /pi:s/
plane /pleɪn/
plans /plænz/
play the drums /pleɪ ðə 'drʌmz/
playground /'pleɪgraʊnd/
poem /'pəʊɪm/
poster /pəʊstə(r)/
practise /'præktɪs/
pull /pʊl/
roller /'rəʊlə(r)/
rope /rəʊp/
saw /sɔ:/
scissors /'sɪzəz/
sharp /ʃɑ:p/
sheets /ʃi:ts/
since /sɪns/
size /saɪz/
sky /skaɪ/
slowly /'sləʊli/
soon /su:n/
sounds /saʊnds/
straight /streɪt/
string /strɪŋ/
strong /strɒŋ/
stuck /stʌk/
swim /swɪm/
syllables /'sɪləblz/
table /'teɪbl/
tape measure /'teɪp meʒə(r)/
tie /taɪ/
tight /taɪt/
together /tə'geðə(r)/
toolbox /'tulbɒks/
tools /tu:lz/
tray /treɪ/
tree house /'tri haʊs/
use a computer /ju:z ə kəm'pju:tə(r)/

volleyball /'vɒlibɔ:l/
wall /wɔ:l/
wet /wet/
window /'wɪndəʊ/
wood /wʊd/
woodwork /'wʊdwɜ:k/
year /jɪə(r)/

Unit 2

actor /'æktə(r)/
already /ɔ:l'redi/
arrest (v) /ə'rest/
arrive /ə'raɪv/
attack /ə'tæk/
audience /'ɔ:diəns/
back /bæk/
bedroom /bedru:m/
before /bɪ'fɔ:(r)/
behind /bɪ'haɪnd/
birthday card /'bɜ:θdeɪ kɑ:d/
bright /braɪt/
broken down /'brəʊkən daʊn/
busy /'bɪzi/
buy /baɪ/
carry /'kæri/
character /'kærɪktə(r)/
celebrate /'seləbreɪt/
clown /klaʊn/
costume /'kɒstju:m/
criminal /'krɪmɪnl/
crown /kraʊn
curtain /kɜ:tən/
dangerous /'deɪndʒərəs/
detective /dɪ'tektɪv/
diamond /'daɪmənd/
doorbell /'dɔ:bel/
dragon /'drægən/
enter /'entə(r)/
exit /'eksɪt/
famous /'feɪməs/
find out /faɪnd 'aʊt/
forget /fə'get/
fork /fɔ:k/
gardening /'gɑ:dənɪŋ/
group /gru:p/
guitar /gɪ'tɑ:(r)/
hall /hɔ:l/
harvest /hɑ:vɪst/
hide /haɪd/
hold /həʊld/
incense /'ɪnsens/
keep a secret /ki:p ə si:krət/
knee /ni:/
knife /naɪf/
know /nəʊ/
lantern /'læntən/
large /lɑ:dʒ/
leaf /li:f/
lights /laɪts/
living room /'lɪvɪŋ ru:m/
lunch /lʌntʃ/
machine /mə'ʃi:n/
make-up /'meɪkʌp/
minute /'mɪnɪt/
movie /'muvi/
nervous /'nɜ:vəs/
news /nju:z/
night /naɪt/
note /nəʊt/
notebook /'nəʊtbʊk/
part /pɑ:t/
party /'pɑ:ti/
perform /pə'fɔ:m/
photo /'fəʊtəʊ/
pocket /'pɑkɪt/
police officer /pə'li:s ɒfɪsə(r)/
policeman /pə'li:smən/
powder /paʊdə(r)/
present /'prezənt/
props /prɒps/
queen /kwi:n/
quick /kwɪk/
relax /rɪ'læks/
represent /reprɪ'zent/
robbery /'rɒbəri/
room /ru:m/
scary /'skeəri/
scene /si:n/
schoolbag /'sku:lbæg/
script /skrɪpt/
servant /'sɜ:vənt/
shopping bag /'ʃɒpɪŋ bɑ:g/
show time /'ʃəʊ taɪm/
sofa /'səʊfə(r)/
stage /steɪdʒ/
stage direction /steɪdʒ daɪ'rekʃn/
star /stɑ:(r)/
stay /steɪ/
steal /sti:l/
straight /streɪt/
tell /tel/
temple /templ/
terrible /'terɪbl/
tradition /trædɪʃn//
travel /'trævəl/
yard /jɑ:d/
yet /jet/

Unit 3

action /'akʃn/
adventure /əd'ventʃə(r)/
anything /'eniθɪŋ/
apply /ə'plaɪ/
around /ə'raʊnd/
awake /ə'weɪk/
awful /ɔ:fl/
balloon /bə'lu:n/
band /bænd/
banner /'bænə(r)/
base /beɪs/
beat /bi:t/
between /bɪ'twi:n/
branch /brɑ:nʃ/
break /breɪk/
broom /bru:m
cape /keɪp/
career /kə'rɪə(r)/
careful /'keəfl/
carnival /'kɑ:nɪvl/
catch /kætʃ/
celebration /selə'breɪʃn/
centimetre /'sentɪmi:tə(r)/
chance /tʃɑ:ns/
city /'sɪti:/
climb /klaɪm/
cloth /klɒθ/
clothes line /klɒθs laɪn/
colorful /'kʌləfl/
comfortable /'kʌmftəbl/
communicate /kə'mju:nɪkeɪt/
competition /'kɒmpətɪʃn/
computer program /kəm'pju:tə 'prəʊgræm/
confident /'kɒnfɪdənt/
congratulation /kəngrætʃu'leɪʃn/
costume designer /'kɒstju:m dɪ'zaɪnə(r)/
cozy /'kəʊzi:/
country /'kʌntri:/
cover /'kʌvə(r)/
crowd /kraʊd/
dancers /'dɑ:nsəz/
date /deɪt/
decorate /'dekəreɪt/
decoration /dekə'reɪʃn/
design /dɪ'zaɪn/
direct /daɪ'rekt/
direction /daɪ'rekʃn/
downstairs /daʊn'steəz/
dress /dres/
drive /draɪv/

dust /dʌst/
duster /'dʌstə(r)/
enjoy /ɪn'dʒɔɪ/
escape /ɪs'keɪp/
event /ɪ'vent/
excited /ɪk'saɪtɪd/
expensive /ɪk'spensɪv/
feather duster /feðə 'dʌstə(r)/
festival /'festɪvl/
fill /fɪl/
final /'faɪnəl/
firefighter /'faɪəfaɪtə(r)/
fix /fɪks/
float /fləʊt/
forest /'fɒrɪst/
future /'fju:tʃə(r)/
garbage bag /'gɑ:bɪdʒ bɑ:g/
generation /dʒenə'reɪʃn/
hang /hæŋ/
happen /'hæpn/
hug /hʌg/
huge /hju:dʒ/
hurry /'hʌri:/
inside /ɪn'saɪd/
interesting /'ɪntrestɪŋ/
invention /ɪn'venʃn/
island /'aɪlənd/
journey /'dʒɜ:ni:/
label /'leɪbl/
lampshade /'læmpʃeɪd/
late /leɪt/
lie /laɪ/
life /laɪf/
lost /lɒst/
major /'meɪdʒə(r)/
mask /mɑ:sk/
member /'membə(r)/
merchant /'mɜ:tʃənt/
microphone /'maɪkrəfəʊn/
midday /mɪd'deɪ/
monster /'mɒnstə(r)/
near /nɪə(r)/
no one /'nəʊwʌn/
nobody /'nəʊbədi:/
notice /'nəʊtɪs/
offer /'ɒfə(r)/
olympics /ə'lɪmpɪks/
organization /ɔ:gənaɪ'zeɪʃən/
parade /pə'reɪd/
parents /'peərənts/
pleased /pli:zd/
pop star /'pɒp stɑ:(r)/
pretend /prɪ'tend/
pretty /'prɪti/
princess /'prɪnses/
push /pʊʃ/
quiet /'kwaɪət/
rainy /'reɪni:/
ran away /ræn ə'weɪ/
rest /rest/
rubber gloves /rʌbə 'glʌvz/
safe /seɪf/
sail /seɪl/
saved /seɪvd/
school holidays /sku:l 'hɒlɪdeɪz/
scientist /'saɪəntɪst/
season /si:zn/
sheet /ʃi:t/
shout /ʃaʊt/
slow /sləʊ/
someone /'sʌmwʌn/
spaceman /'speɪsmæn/
sparkly /'spɑ:kli:/
speakers /'spi:kəz/
sponge /spʌndʒ/
stick /stɪk/
stilts /stɪlts/
strange /streɪndʒ/
streamer /'stri:mə(r)/
street festival /stri:t 'festɪvl/
success /sək'ses/
suddenly /'sʌdənli:/
sunglasses /'sʌnglɑ:sɪz/
superhero /'su:pəhɪərəʊ/
sweep /swi:p/
teach /ti:tʃ/
team /ti:m/
telephone /'teləfəʊn/
television /'teləvɪʃn/
theatre /'θɪətə(r)/
tired /'taɪəd/
top /tɒp/
town /taʊn/
turn /tɜ:n/
unusual /ʌn'ju:ʒuəl/
voice /vɔɪs/
warm /wɔ:m/
washing line /'wɒʃɪŋ
wave /weɪv/
while /waɪl/
wooden /'wʊdən/
world /wɜ:ld/
worry /'wʌri:/
wrong /rɒŋ/
young /jʌŋ/
youth /ju:θ/

Extensive reading 1

army /'ɑ:mi/
burn /bɜ:n/
camp /kæmp/
enemy /'enəmi/
immediately /ɪ'mi:diətli/
musician /mju'zɪʃn/
platform /plætfɔ:m/
prisoner /prɪznə(r)/
signal /'sɪgnəl/
soldiers /'səʊldʒə(r)/
spear /spɪə(r)/
surrounded /sə'raʊdɪd/
trap /træp/

Unit 4

alternative energy /ɔ:l'tɜ:nətɪv 'enədʒi:/
beam /bi:m/
bin /bɪn/
blow /bləʊ/
boat trip /'bəʊt trɪp/
burn /bɜ:n/
cartoon /kɑ:'tu:n/
cave /keɪv/
cheap /tʃi:p/
check /tʃek/
chemical /'kemɪkl/
clean up (v) /kli:n 'ʌp/
close /kləʊz/
coal /kəʊl/
comic /'kɒmɪk/
concert /kɒnsət/
computer room /kəm'pju:tə ru:m/
damage (v) /'dæmɪdʒ/
danger /'deɪndʒə(r)/
duck pond /'dʌk pɒnd/
dump /dʌmp/
early /'ɜ:li/
earth /ɜ:θ/
eco home /'i:kəʊ həʊm/
electricity /elek'trɪsɪti:/
environment /ɪn'vaɪrənmənt/
event /ɪ'vent/
fossil fuels /'fɒsl fju:lz/
fresh /freʃ/ gas /gæs/
glasses /'glɑ:sɪz/
half /hɒ:f/
heat /hi:t/
hill /hɪ:l/
homework /'həʊmwɜ:k/
horrible /'hɒrɪbl/
hotel /həʊ'tel/
idea /aɪ'dɪə/

lake /leɪk/
land /lænd/
litter /'lɪtə(r)/
local /'ləʊkl/
matinee /'mætɪneɪ/
motorcycle /'məʊtəsaɪkl/
mud /mʌd/
nature /'neɪtʃə(r)/
oil /ɔɪl/
performance /pə'fɔ:məns/
petrol /'petrəl/
planet /'plænɪt/
police station /pə'li:s steɪʃn/
pollute /pə'lu:t/
pollution /pə'lu:ʃn/
post office /'pəʊst ɒfɪs/
power /'paʊə(r)/
produce (v) /prə'dju:s/
protect /prə'tekt/
public transport /'pʌblɪk 'trænspɔ:t/
rain water /'reɪn wɔ:tə(r)/
resources /rɪ'sɔ:sɪz/
ride /raɪd/
river /'rɪvə(r)/
roof /ru:f/
garbage dump /'gɑ:bɪdʒ dʌmp/
sailing boat /'seɪlɪŋ bəʊt/
seat /si:t/
shine /shaɪn/
skateboard /'skeɪtbɔ:d/
skylight /'skaɪlaɪt/
sleep /sli:p/
solar panels /'səʊlə pænlz/
somewhere /'sʌmweə(r)/
stone /stəʊn/
swimming pool /'swɪmɪŋ pu:l/
technology /tek'nɒlədʒi:/
ticket /'tɪkɪt/
trash can /'træʃ kæn/
trouble /'trʌbl/
TV crew /ti: 'vi: kru:/
ugly /'ʌgli:/
umbrella /ʌm'brelə(r)/
underground /'ʌndəgraʊnd/
upset /ʌp'set/
used to /'ju:st tu:/
vacation /veɪ'keɪʃn/
vegetable /'vedʒtəbl/
waterfall /'wɔ:təfɔ:l/
way /weɪ/
well /wel/
wife /waɪf/
wildlife /'waɪldlaɪf/
wildlife park /'waɪldlaɪf pɑ:k/

Unit 5

accessories /ək'sesəri:z/
amphitheatre /'æmfɪθɪətə(r)/
bath /bɑ:θ/
battery /'bætəri:/
bottle /'bɒtl/
bracelet /'breɪslət/
brand new /brænd 'nju:/
bus ticket /'bʌs tɪkɪt/
car tire /kɑ: 'taɪə(r)/
charity /'tʃærəti/
chemicals /'kemɪklz/
clever /'klevə(r)/
cook /kʊk/
create /kri'eɪt/
dirty /'dɜ:ti:/
display /dɪs'pleɪ/
doctor /'dɒktə(r)/
easy /'i:zi/
ending /'endɪŋ/
exhibition /'eksɪ'bɪʃn/
fashionable /'fæʃənəbl/
flashlight /'flæʃ laɪt/
free /fri:/
gift box /'gɪft bɒks/
grandparent /'grændpeərənt/
greetings card /'gri:tɪŋz kɑ:d/
important /ɪm'pɔ:tənt/
jar /dʒɑ:(r)/
jeans /dʒi:nz/
juice carton /'dʒu:s kɑ:tən/
kill /kɪl/
landmarks /'lændmɑ:ks/
later /'leɪtə(r)/
library /'laɪbrəri:/
map /mæp/
metal /'metl/
mistake /mɪ'steɪk/
money /'mʌni:/
newspaper /'nju:zpeɪpə(r)/
oil /ɔɪl/
paper /'peɪpə(r)/
park keeper /'pɑ:k ki:pə(r)/
patient /'peɪʃənt/
pencil case /'pensl keɪs/
pet shop /pet ʃɒp/
pick /pɪk/
picnic /'pɪknɪk/
plastic bag /plæstɪk bæg/
plastic bottle /plæstɪk 'bɒtl/
poor /pɔ:/
presenter /prə'sentə(r)/
print /prɪnt/
reader /'ri:də(r)/
recycle /ri:'saɪkl/
recycling center /ri:'saɪklɪŋ 'sentə(r)/
remove /rɪ'mu:v/
retell /ri:'tel/
return /rɪ'tɜ:n/
reuse /ri:'ju:z/
rewrite /ri:'raɪt/
ribbon /'rɪbən/
sad /sæd/
sculpture /'skʌlptʃə(r)/
sell /sel/
still /stɪl/
surgery /'sɜ:dʒəri/
tour /tʊə/
trap /træp/
trendy /'trendi/
waiting room /'weɪtɪŋ ru:m/
wrapping paper /'wræpɪŋ 'peɪpə(r)/

Unit 6

adopt /ə'dɒpt/
angry /'æŋgri:/
answer /'ɑ:nsə(r)/
aquarium /ə'kweərɪəm/
army /'ɑ:mi:/
assistant /ə'sɪstənt/
attract /ə'trækt/
aviary /'eɪvɪəri:/
baby /'beɪbi/
bank /bæŋk/
body /'bɒdi/
breed /bri:d/
camel /'kæməl/
certain /'sɜ:tən/
complete /kəm'pli:t/
copy /'kɒpi/
dentist /'dentɪst/
divide /dɪ'vaɪd/
dolphin /'dɒlfɪn/
donation /dəʊ'naɪʃn/
elephant /'eləfənt/
enclosure /ɪn'kləʊʒə(r)/
endangered /ɪn'deɪndʒəd/
evening /'i:vnɪŋ/
excellent /'eksələnt/
excuse /ɪk'skju:z/
experience /ɪk'spɪərɪəns/
extinct /ɪk'stɪnkt/

fight /faɪt/
forever /fə'revə(r)/
fur /fɜ:(r)/
gift shop /'gɪft ʃɒp/
gorilla /gə'rɪlə(r)/
greet /gri:t/
habitat /'hæbɪtæt/
horn /hɔ:n/
hunt /hʌnt/
hurt /hɜ:t/
ice /aɪs/
include /ɪn'klu:d/
increase /ɪn'kri:s/
independent /ɪndɪ'pendənt/
insect house /'ɪnsekt haʊs/
inventor /ɪn'ventə(r)/
jungle /'dʒʌngl/
kilogram /'kɪləgræm/
kind /kaɪnd/
kingdom /'kɪŋdəm/
life-size /'laɪfsaɪz/
lizard /'lɪzəd/
lonely /'ləʊnli:/
loss /lɒs/
luck /lʌk/
lucky /'lʌki/
macaw /mə'kɔ:/
main /meɪn/
mammal /'mæml/
message /'mesɪdʒ/
million /'mɪlɪən/
mouth /maʊθ/
naughty /'nɔ:ti:/
neck /nek/
open /'əʊpn/
orangutan /ɔ:'ræŋətæn/
panda /'pændə/
parrot /'pærət/
penguin /'pengwɪn/
picnic area /'pɪknɪk eərɪə/
picture /'pɪktʃə(r)/
plant /plɑ:nt/
playful /'pleɪfəl/
pool /pu:l/
popular /'pɒpjələ(r)/
population /pɒpju:'leɪʃn/
postcard /'pəʊstkɑ:d/
prevent /prɪ'vent/
project /'prɒdʒekt/
question /'kwestʃən/
rainforest /'reɪnfɒrɪst/
realize /'rɪəlaɪz/
release /rɪ'li:s/
repair /rɪ'peə(r)/
replace /rɪ'pleɪs/
reptile house /'reptaɪl haʊs/
research /rɪ'sɜ:tʃ/
rhino /'raɪnəʊ/
rock /rɒk/
row /rəʊ/
sand /sænd/
scare /skeə(r)/
shake /ʃeɪk/
silly /'sɪli/
singer /'sɪŋə(r)/
snake /sneɪk/
snow /snəʊ/
society /sə'saɪəti/
soldier /'səʊldʒə(r)/
species /'spi:ʃi:z/
splash /splæʃ/
stand /stænd/
step /step/
stripe /straɪp/
study /'stʌdy/
survive /sə'vaɪv/
thick /θɪk/
threat /θret/
through /θru:/
tiger /'taɪgə(r)/
time /taɪm/
tour /tɔ:(r)/
tourist /'tɔ:rɪst/
trash /træʃ/
trick /trɪk/
true /tru:/
tuna /'tju:nə/
type /taɪp/
useful /'ju:sfl/
visitor /'vɪzɪtə(r)/
weight /weɪt/
whisper /'wɪspə(r)/
wild /waɪld/
wink /wɪŋk/
wrap /ræp/

Extensive reading 2

carbon dioxide /kɑ:bn daɪ'ɒksaɪd/
creative /kri'eɪtɪv/
demonstration /ˌdemən'streɪʃn/
law /lɔ:/
ozone layer /'əʊzəʊn leɪə(r)/
politician /ˌpɒlə'tɪʃn/
pollutant /ˌpɒlu:tənt/
rally /'ræli/
responsible /rɪ'spɒnsəbl/
supermarket /'su:pəmɑ:kɪt/
ultraviolet light /ˌʌltrə'vaɪələt laɪt/

Unit 7

accident /'aksɪdənt/
address /æ'dres/
age /eɪdʒ/
air /eə(r)/
alarm /ə'lɑ:m/
ambulance /'æmbjələnts/
asleep /ə'sli:p/
Band aid /'bænd eɪd/
bandage /'bændɪdʒ/
bone /bəʊn/
brave /breɪv/
break /breɪk/
breathe /bri:ð/
breathing apparatus /'briðɪŋ æpə'reɪtəs/
bruise (n) /bru:z/
burn (n) /bɜ:n/
car crash /'kɑ: kræʃ/
check (v) /tʃek/
clever /'klevə(r)/
climb /'klaɪm/
course /kɔ:s/
crash /kræʃ/
cut (n) /kʌt/
daughter /'dɔ:tə(r)/
detail /'di:teɪl/
disagree /dɪsə'gri/
disease /dɪ'zi:z/
disaster /dɪ'zɑ:stə(r)/
electric /ɪ'lektrɪk/
example /ɪk'sɑ:mpl/
fire brigade /'faɪə brɪ'geɪd/
fire engine /'faɪə(r) 'endʒɪn/
fire station /'faɪə 'steɪʃn/
first aid kit /fɜ:st 'eɪd kɪt/
flood (n) /flʌd/
force /fɔ:s/
forward /'fɔ:wəd/
front /frʌnt/
get out /get 'aʊt/
heater /'hi:tə(r)/
heavy /'hevi/
hero /'hɪərəʊ/
hole /həʊl/
horrible /'hɒrəbl/
hose /həʊz/
hospital /'hɒspɪtl/
ill /ɪl/

instructions /ɪn'strʌkʃnz/
job /dʒɒb/
jump /dʒʌmp/
kit /kɪt/
look after /lʊk 'ɑ:ftə(r)/
map /mæp/
match /mætʃ/
material /mə'tɪərɪəl/
mother /'mʌðə(r)/
noticeboard /'nəʊtɪsbɔ:d/
on fire /ɒn 'faɪə(r)/
paramedic /pærə'medik/
patient (n) /'peɪʃənt/
pick up /pɪk 'ʌp/
put away /pʊt ə'weɪ/
put down /pʊt 'daʊn/
put on /pʊt 'ɒn/
race /reɪs/
rail /reɪl/
relatives /'relətɪvz/
rescue (v) /'reskju:/
scary /'skeəri/
school trip /sku:l 'trɪp/
service /'sɜ:vɪs/
site /saɪt/
situation /sɪtʃu:'eɪʃn/
sling /slɪŋ/
smoke /sməʊk/
spill /spɪl/
suddenly /'sʌdənli/
sunburn /'sʌnbɜ:n/
support /sə'pɔ:t/
take off /teɪk 'ɒf/
train (v) /treɪn/
tube /tju:b/
upstairs /ʌp'steəz/
wake /weɪk/
wear /weə(r)/

Unit 8

additives /'ædətɪvz/
avoid /ə'vɔɪd/
bacteria /bæktɪərɪə/
bakery /'beɪkəri:/
bean /bi:n/
biscuit /'bɪskɪt/
bowl /bəʊl/
button /'bʌtən/
cake /keɪk/
calcium /'kælsiəm/
calories /'kæləri:z/
carnivore /'kɑ:nɪvɔ:/
cereal /'sɪərɪəl/
consumer /kən'sju:mə/
contain /kən'teɪn/
cookie /'kʊki/
dairy products /'deəri 'prɒdʌkts/
decomposer /dɪ'kəmpəʊzə/
delicious /dɪ'lɪʃəs/
diet (n) /'daɪət/
dish /dɪʃ/
drop /drɒp/
energy /'enədʒi:/
enough /ɪ'nʌf/
flour /'flaʊə(r)/
get off /get 'ɒf/
get on /get 'ɒn/
get on with /get 'ɒn wɪð/
get up /get 'ʌp/
grain /greɪn/
grape /greɪp/
health /helθ/
health food /'helθ fu:d/
healthy /helθi:/
herbivore /'hɜ:bɪvɔ:/
homemade /həʊm'meɪd/
ingredients /ɪn'gri:dɪənts/
jacket /'dʒækɪt/
junk food /'dʒʌnk fu:d/
low-fat /'ləu fæt/
meal /mɪ:l/
mix /mɪks/
nut /nʌt/
occasional /ə'keɪʒənəl/
omnivore /'ɒmnɪvɔ:/
pasta /'pæstə/
plate /pleɪt/
prepared /pre'peəd/
press /pres/
producer /prə'dju:sə/
pyramid /'pɪrəmɪd/
radio /'reɪdɪəʊ/
recipe /'resəpi/
restaurant /'restrɔ:nt/ rice /raɪs/
salty /'sɔlti/
sandwich /'sænwɪdʒ/
snacks /snæks/
source /sɔ:s/
sugar /ʃʊgə(r)/
sweet /swi:t/
tasty /'teɪsti/
teeth /ti:θ/
thin /θɪn/
tidy /'taɪdi/
treat /tri:t/
vitamins /'vɪtəmɪnz/
whole /həʊl/
yoghurt /'jɒgət/

Unit 9

alive /ə'laɪv/
allow /ə'laʊ/
anymore /enɪ'mɔ:/
arena /ə'ri:nə/
arteries /'ɑ:təri:z/
athlete /'æθli:t/
athletics /æθ'letɪks/
award /ə'wɔ:d/
baseball /'beɪsbɔ:l/
beside /bɪ'saɪd/
best /best/
blood /blʌd/
boots /bu:ts/
breathe /bri:ð/
brought /brɔ:t/
captain /'kæptɪn/
carbon dioxide /'cɑ:bən daɪ'ɒksaɪd/
chair /tʃeə(r)/
chat /tʃæt/
chest /tʃest/
circulation /sɜ:kjə'leɪʃn/
coach /kəʊtʃ/
cycle /'saɪkl/
delight /dɪ'laɪt/
exercise (n) /'eksəsaɪz/
fan /fæn/
fantastic /fæn'tæstɪk/
feel /fi:l/
fit /fɪt/
flower /'flaʊə(r)/
give /gɪv/
goalkeeper /'gəʊlki:pə(r)/
goat /gəʊt/
grow /grəʊ/
guide /gaɪd/
gym /dʒɪm/
gymnastics /dʒɪm'næstɪks/
heart /hɑ:t/
hockey /'hɒki:/
hope /həʊp/
hut /hʌt/
lady /'leɪdi/
left /left/
liquid /'lɪkwɪd/
lose /lu:z/
lungs /lʌŋz/
metre /'mi:tə(r)/
movement /'mu:vmənt/
normal /'nɔ:məl/
oxygen /'ɒksɪdʒən/
pale /peɪl/
personality /pɜ:sə'nælɪti:/

plenty /'plenti/
prize /praɪz/
problem /'prɒbləm/
process (n) /'prəʊses/
proud /praʊd/
pump (v) /pʌmp/
sailing /'seɪlɪŋ/
score /skɔ:/
shed /ʃed/
skiing /ski:ɪŋ/
sportswoman /'spɔ:tswʊmən/
stadium /'steɪdɪəm/
sunshine /'sʌnʃaɪn/
take /teɪk/
test /test/
training /'treɪnɪŋ/
trophy /'trəʊfi/
usually /'ju:ʒəli/
vein /veɪn/
wheelchair /'wi:ltʃeə(r)/
win /wɪn/
worst /wɜ:st/
would /wʊd/

Extensive reading 3

adventure /əd'ventʃə(r)/
cloth /klɒθ/
hungry /'hʌngri/
share /ʃeə/
shout /ʃaʊt/
squire /'skwaɪə(r)/
tired /taɪəd/
wrapped (adj) /ræpt/
unwrapped /ʌn'ræpt/

Unit 10

ancient /'eɪnʃənt/
anyone /'eniwʌn/
anywhere /'eniweə(r)/
aqueduct /'ækwədʌkt/
archeologist /ɑ:ki:'ɒlədʒɪst/
armies /'ɑ:miz/
beautiful /'bju:tɪfl/
beauty /'bju:ti/
block /blɒk/
brick /brɪk/
builder /'bɪldə(r)/
careful /'keəfl/
carving /'kɑ:vɪŋ/
cheer /tʃɪə(r)/
cheerful /'tʃɪəfl/
circle /'sɜ:kl/
classroom /'klɑ:sru:m/
coin /kɔɪn/
definitely /'defɪnətli/
everything /'evriθɪŋ/
everywhere /'evriweə(r)/
explore /ɪks'plɔ:(r)/
explorer /ɪk'splɔ:rə(r)/
fortress /'fɔ:trəs/
helpful /'helpfəl/
history /'hɪstri:/
imagine /ɪ'madʒɪn/
jewelry /'dʒu:əlri:/
keys /ki:z/
message /'mesɪdʒ/
museum /mju'zi:əm/
no-one /'nəʊwʌn/
noise /nɔɪz/
nowhere /'nəʊweə(r)/
painting /'peɪntɪŋ/
pattern /'pætən/
playful /'pleɪfəl/
pot /pɒt/
record /'rekɔ:d/
ring /rɪŋ/
royal /'rɔɪəl/
ruins /'ru:ɪnz/
screen /skri:n/
seat /si:t/
secret /'si:krət/
sense /sens/
smell /smel/
statue /'stætʃu:/
steps /steps/
sword /sɔ:d/
text /tekst/
tomb /tu:m/
valley /væli/
violin /vaɪə'lɪn/
voicemail /'vɔɪsmeɪl/
wonderful /'wʌndəfl/

Unit 11

action film /'ækʃn fɪlm/
aeroplane /'erəpleɪn/
artist /'ɑ:tɪst/
author /'ɔ:θə(r)/
bury /'beri/
camera /kæmrə/
castle /'kɑ:sl/
coach (n) /kəʊtʃ/
coffee /'kɒfi/
comedy /'kɒmədi/
confident /'kɒnfɪdənt/
contact /'kɒntækt/
cost /kɒst/
crocodile /'krɒkədaɪl/
creature /'kri:tʃə(r)/
diary /'daɪəri/
dig /dɪg/
digital /'dɪdʒɪtəl/
director /daɪ'rektə(r)/
disc /dɪsk/
drama /'drɑ:mə/
embroidery /'embrɔɪdəri/
empire /'empaɪə(r)/
enemy /'enəmi/
eruption /ɪ'rʌpʃn/
feed /fi:d/
float (n) /fləʊt/
float (v) /fləʊt/
ground /graʊnd/
historical /hɪ'stɒrɪkl/
hundred /'hʌndrəd/
information /ɪnfə'meɪʃn/
kangaroo /'kængəru:/
knight /naɪt/
light (adj) /laɪt/
light (n) /laɪt/
lizard /'lɪzəd/
magazine /mægə'zi:n/
manual /'mænjuəl/
mayor /meə(r)/
memory stick /'memri stɪk/
money /'mʌni/
mural /'mju:rəl/
mythology /mɪ'θɒlədʒi/
note (n) /nəʊt/
novel /'nɒvl/
passenger /'pæsɪndʒə(r)/
past /pɑ:st/
pelican /'pelɪkən/
performance /pə'fɔ:məns/
photo album /'fəʊtəʊ ælbəm/
pilot /'paɪlət/
plot /plɒt/
real /'ri:əl/
receipt /rɪ'si:t/
recommendation /rekəmen'deɪʃn/
rich /rɪtʃ/
scene /si:n/
science fiction /saɪəns 'fɪktʃn/
screen /skri:n/
sea lion /ˌsi: 'laɪən/
ship /ʃɪp/
sink /sɪŋk/
special effects /speʃəl ɪ'fekts/
spring /sprɪŋ/

stamp /stæmp/
storm /stɔ:m/
submarine /sʌbmə'ri:n/
tablet /'tæblət/
tapestry /'tæpɪstri/
teenager /'ti:neɪdʒə(r)/
thief /θi:f/
ticket /'tɪkɪt/
time capsule /'taɪm kæpʃu:l/
trip /trɪp/
universe /ju:nɪvɜ:s/
volcanic /vɒl'kænɪk/

Unit 12

amazing /ə'meɪzɪŋ/
architecture /'ɑ:kɪtekʃə(r)/
article /'ɑ:tɪkl/
become /bɪ'kʌm/
book worm /'bʊk wɜ:m/
boring /'bɔ:rɪŋ/
celebrity /sə'lebrɪti/
century /'sentʃəri/
concert /'kɒnsət/
conclusion /kən'klu:ʃn/
deliver /dɪ'lɪvə(r)/
deserve /dɪ'sɜ:v/
die /daɪ/
DVD /di: vi: 'di:/
dynasty /'dɪnəsti/
earn /ɜ:n/
engineer /ˌendʒɪnɪə(r)/
entertain /entə'teɪn/
eventually /ɪ'ventʃuəli:
exciting /ɪk'saɪtɪŋ/
eyes /aɪz/
factory /'fæktri/
fame /feɪm/
flash (n) /flæʃ/
forbidden /fə'bɪdən/
frightening /'fraɪtənɪŋ/
hero /'hɪərəʊ/
improve /ɪm'pru:v/
interesting /'ɪntrestɪŋ/
interview /'ɪntəvju:/
invite /in'vaɪt/
item /'aɪtəm/
lens /lenz/
letter /'letə(r)/
microphone /'maɪkrəfəʊn/
musician /mju:'zɪʃn/
news /nju:z/
opinion /ə'pɪnɪən/
pagoda /pə'gəʊdə/
photographer /fə'tɒgrəfə(r)/
point /pɔɪnt/
pop song /'pɒp sɒng/
precious /'preʃəs/
public /'pʌblɪk/
relaxing /rɪ'læksɪŋ/
reply /rɪ'plaɪ/
reporter /rɪ'pɔ:tə(r)/
rule /ru:l/
salary /'sælərɪ/
science /'saɪəns/
scientist /'saɪəntɪst/
seem /si:m/
shell /ʃel/
simple /'sɪmpl/
son /sʌn/
strict /strɪkt/
surgeon /'sɜ:dʒən/
tool /tu:l/
valuable /'væljəbl/
version /'vɜ:ʃn/

Extensive reading 4

animal skin /'ænɪml skɪn/
cannon /'kænən/
clay /kleɪ/
compass /'kʌmpəs/
explore /ɪk'splɔ:(r)/
explosive /ɪk'spləʊsɪv/
fishing reel /'fɪʃŋ ri:l/
gunpowder /'gʌnpaʊdə(r)/
hot-air balloon /hɒt ˌeə(r) bə'lu:n/
manufacture /ˌmænju'fæktʃə(r)/
playing cards /'pleɪɪŋ kɑ:dz/
printing press /'prɪntɪŋ ˌpres/
route /ru:t/
sailor /'seɪlə(r)/
silkworm /'sɪlkwɜ:m/
thread /θred/
weapon /'wepən/
wheelbarrow /'wi:lbærəʊ/

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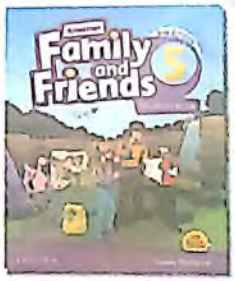

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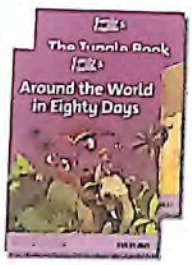



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