Official Cambridge Exam Preparation

Kid's Box New Generation

British English

Simon Cupit with
Caroline Nixon &
Michael Tomlinson

CAMBRIDGE

Teacher's Book with Digital Pack

6

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Contents

	Language summary	**4**
	Introduction	**6**
	Smart technology	**T4**
1	**Beastly tales**	**T10**
	History: How have our toys and games changed?	T16
2	**Tomorrow's world**	**T18**
	Physics: What can robots do for us?	T24
	Review: Units 1 and 2	T26
3	**The great outdoors**	**T28**
	Geography: What can we see in our world?	T34
4	**Food, glorious food!**	**T36**
	Biology: How does food get to your table?	T42
	Review: Units 3 and 4	T44
5	**Under the sea**	**T46**
	Environment: How can we make electricity?	T52
6	**Free time**	**T54**
	Design: What makes a funfair ride exciting and safe?	T60
	Review: Units 5 and 6	T62
7	**Fashion sense**	**T64**
	Design: What happens to our old trainers?	T70
8	**Around the world**	**T72**
	Maths: Which countries do people visit most?	T78
	Review: Units 7 and 8	T80
	Values	**T82**
	Grammar reference	**T86**
	A2 Flyers Exam folder	**T88**
	Activity Book Answer Keys	**T96**
	Consolidation and Extension activities	**T110**

Language summary

	Key vocabulary	Key language	Sounds and life skills
Smart technology page 4	**Technology:** *app, blog, chat, competition, download, email, file, headphones, internet, laptop, microphone, online, smart speaker, smartphone, tablet, touch screen, turn on/off, TV programme, upload, video games, Wi-Fi, win*	**Review of present tenses** **Questions:** *Where is Lenny? Why don't we write about video games? What do you think, Meera?*	**Stressed words** **Social responsibilities**
1 Beastly tales page 10	**Myths:** *beast, breathe, centaur, claws, dragon, eagle, feathers, fur, griffin, harpy (harpies), hero (heroes), horn, mermaid, myth, nest, phoenix, scales, siren, unicorn*	**Plans, intentions and predictions with *going to*:** *Who are you going to see at the weekend? I'm going to see my cousins.* **Describing creatures:** *It's got the body of a lizard. They've got scales like a fish.*	**Word endings:** *ing* **Social responsibilities**
History: toys and games page 16			
2 Tomorrow's world page 18	**Space travel:** *air, astronaut, businessman, Earth, engineer, float, Mars, moon, rocket, space, tourist, transport, travel by (air/water)*	**Predictions with *will*:** *What transport will we use in the future? I think we'll use carplanes.*	**Strong words** **Creative thinking**
Physics: robots page 24			
Review units 1 and 2 page 26			
3 The great outdoors page 28	**Exploration:** *adventure, break (arm/leg), camp, cave, east, expedition, explorer, journey, land, north, rock, rucksack, sleeping bag, south, tent, torch (flashlight), waterfall, west, wood*	**Past continuous and past simple:** *I was climbing up the mountain when it started to snow.* **Describing location:** *Oldbridge is east of the mountains.*	The /b/, /v/ and /w/ sounds **Communication**
Geography: mountains page 34			
4 Food, glorious food! page 36	**Food:** *biscuit, butter, chopsticks, dish, fruit, jam, paella, pan, pasta, peanuts, pizza, popcorn, sauce, snack, strawberry, sushi, sweets, vegetables*	**Countable and uncountable nouns:** *We haven't got enough eggs. We've got too much sugar and too many apples.*	**Strong words** **Collaboration**
Biology: apples page 42			
Review units 3 and 4 page 44			

	Key vocabulary	Key language	Sounds and life skills
5 Under the sea page 46	**Sea animals:** *claw, coral reef, crab, jellyfish, lobster, mammal, ocean, octopus, seal, shell, size, squid, turtle*	**Present perfect with *for, since, still*:** *The dolphin's been on the sand for three hours. It's been there since nine o'clock. I still haven't seen a whale.*	The /p/, /b/, /d/ and /ð/ sounds **Communication**
Environment: renewable energy page 52			
6 Free time page 54	**Hobbies:** *ballet dancing, beatbox, bike trail, board game, chess, clothes design, mountain bike, play an instrument, puzzles, sew, skateboard, tricks*	**Pronouns:** *anyone, anything, anywhere; everyone, everything, everywhere; no one, nothing, nowhere; someone, something, somewhere*	**Intonation in questions** **Collaboration**
Design: rollercoasters page 60			
Review units 5 and 6 page 62			
7 Fashion sense page 64	**Fashion:** *belt, button, coat, decorate, gloves, heavy, jacket, light, nylon, pocket, protect, shorts, thick, thin, tights, umbrella* **Adjectives:** *heavy, light, thick, thin*	**Possibility with *may, might*:** *She says she might come. I may wear a skirt.* **Describing clothes:** *Tights can be light and thin or thick and heavy.*	**Connected speech** **Collaboration**
Design: fashion and the environment page 70			
8 Around the world page 72	**Countries and nationalities:** *Brazil, Brazilian, China, Chinese, France, French, Greece, Greek, India, Indian, Mexico, Mexican, Portugal, Portuguese, Spain, Spanish*	**Present perfect with *just, yet, already*:** *Juan's already flown a kite. He hasn't swum with dolphins yet. He's just gone to school.*	**Stressed words** **Critical thinking**
Maths: graphs and charts page 78			
Review units 7 and 8 page 80			

Values

Units 1 & 2	Living with technology	page 82
Units 3 & 4	Being safe at home	page 83
Units 5 & 6	Helping at home	page 84
Units 7 & 8	Sharing problems	page 85

Grammar reference: units 1–4 page 86
Grammar reference: units 5–8 page 87

A2 Flyers Exam folder page 88–95
Listening Parts 2 and 3 | Reading and Writing Parts 2, 4, 6 and 7 | Speaking Parts 3 and 4

Welcome to Kid's Box New Generation



Kid's Box New Generation is a new and enhanced edition of the trusted course that has inspired thousands of teachers and a whole generation of pupils all over the world to teach and learn English.

Kid's Box New Generation represents the ideal combination of contemporary, research-backed methodology with learner-friendly content. Our course characters will take your pupils on an English-language learning journey, with lessons on values, such as helping at home and sharing problems, and Subject pages about design, geography, history, art, maths and science, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.

Kid's Box New Generation takes a blended approach to learning English and includes a wide variety of print and digital components:

- The **Pupil's Book with eBook** features all the Class Videos and embedded Class Audio.
- The **Activity Book with Digital Pack** includes Practice Extra, our suite of online practice activities, as well as the Class Audio and a downloadable Learner Resource Bank.
- The **Teacher's Book with Digital Pack** includes a host of resources, such as Presentation Plus, Test Generator and an extensive Teacher Resource Bank.

The digital components are delivered through our new-generation learning environment Cambridge One.



Hi! We're Meera, Lenny and Stella. We'll take your pupils on a learning journey. We'll also practise pronunciation and life skills together.



We're Lola and Lucas. We'll help your pupils consolidate the key language.



The Subject pages will help your pupils with design, geography, history, art, maths and science!



I'm Diggory Bones. Through my stories, your pupils will have fun and learn.

We asked teachers from around the world to tell us what they like about *Kid's Box*, as well as what they would like to see in *Kid's Box New Generation*.

Course characters and design

"From the start, pupils seem to identify with the characters and the topics."

So, Stella, Lenny and Meera are back again to continue inspiring learners. Although the same course characters are back, the artwork and page design have been completely updated.

Resources

"What I would highlight most about Kid's Box is the quality of the material that complements the book: the audio, flashcards and Activity Book."

There are now even more resources available. See pages 10 and 11 of this introduction for a full overview of the course components.

Language focus

"The grammar topics are exactly what we want to teach our pupils."

The language focus of each lesson is clearly indicated both in the Teacher's Book, as it was previously, and now at the bottom of each page in the Pupil's Book.

Enhanced Teacher's Book

From the outset, our aim has been to provide even more support to teachers through the new and enhanced Teacher's Book. This ranges from how to structure a lesson to different ways of providing extra support and challenges to pupils. Each page clearly specifies the objectives, target language and materials needed. Digital Classroom components and Extra Resources for each lesson are indicated at the end of each page.

Audio and video

"The large number of audio recordings that the book offers seems to me a very useful resource that multiplies the percentage of what learners will absorb."

Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all unit opener, language practice, and subject pages. We have also recreated the story animations and song videos in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and key language through live-action videos with the characters.



Videos

A wide variety of content presents and reviews key language and vocabulary, including new Language videos featuring Lola and Lucas.

Blogs

The characters' blog posts present the key vocabulary in a relevant and interesting context.



Songs

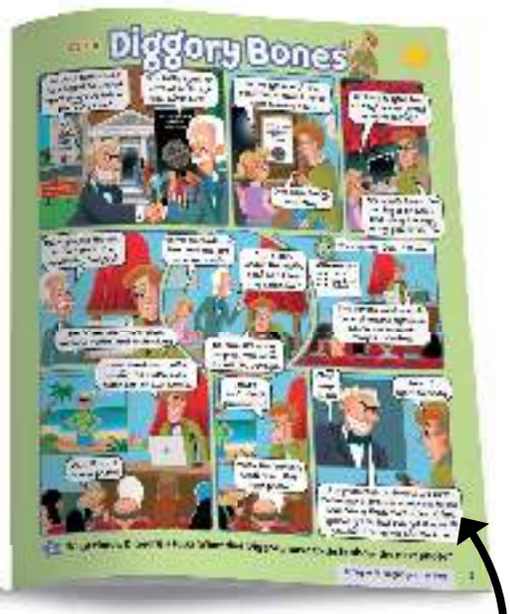
These practise and extend the unit vocabulary and language. Song videos and karaoke versions are available in Presentation Plus and Practice Extra on Cambridge One.

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Sounds and life skills

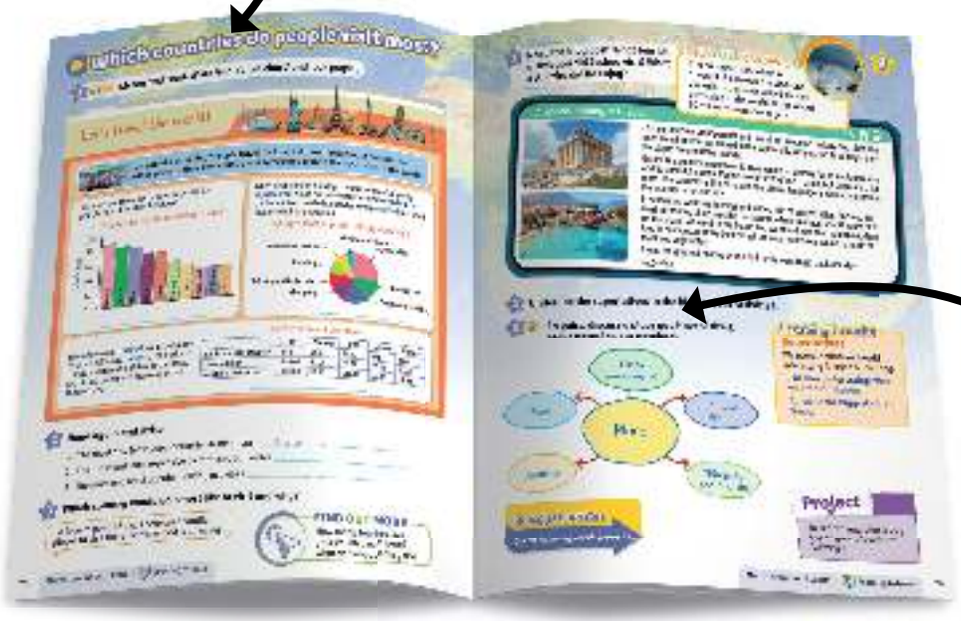
Pupils focus on natural pronunciation and complete a Life Competencies speaking task.





Subject pages

Learn about design, geography, history, art, maths and science with new audio and video.

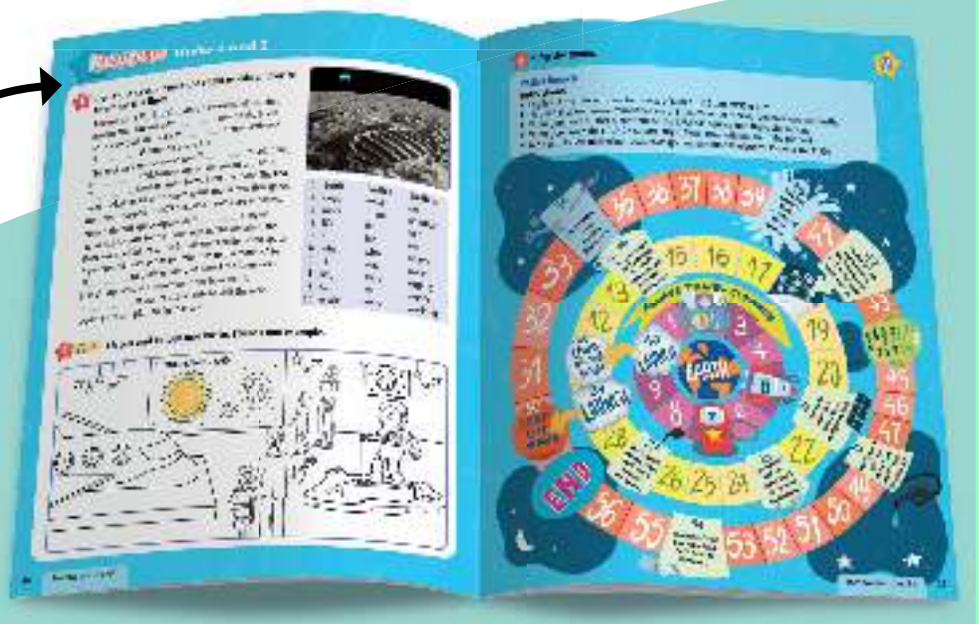


Story

New animations recycle and reinforce the vocabulary and language from the unit.

Ready to write

Guides pupils through the writing process and helps them to write a variety of text types.



Review

Revise the language and vocabulary covered in the preceding two units through Cambridge Exam-style questions and games.

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Kid's Box New Generation for Learners



Pupil's Book with eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook.





Activity Book with Digital Pack

The Activity Book practises the target language and vocabulary from the Pupil's Book and includes games and puzzles to add enjoyment to vocabulary practice.

Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.

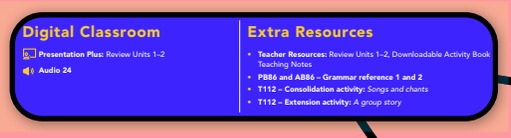


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Kid's Box New Generation for Teachers

Teacher's Book with Digital Pack

The interleaved Teacher's Book makes your lesson planning and teaching experience as straightforward as possible. Lessons are structured logically and provide instructions for warmers, presentation, activities and class games, groupwork and pairwork, and ending lessons. You can find what's in the Digital Pack for every lesson by looking at the end of each page for references.



Presentation Plus

The software includes interactive activities from the Pupil's Books and Activity Books and all the course videos.

Teacher Resources

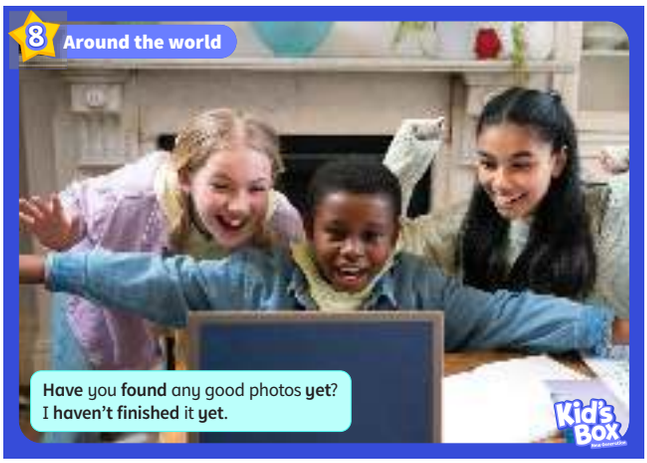
This includes all the video, audio, worksheets, additional photocopiable activities and exam practice to supplement your classes.

The Digital Pack includes:

- Presentation Plus
- Practice Extra
- Class Audio
- Class Video
- Digital Flashcards
- Teacher Resource Bank
- Test Generator







Posters

There are 8 colourful posters which focus on key language from the Pupil's Book, providing teachers with an eye-catching, engaging resource for language practice.

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Cambridge
English Qualifications

Cambridge English Qualifications and Kid's Box New Generation

Cambridge English Qualifications

Cambridge English's three exams for young learners, Pre A1 Starters, A1 Movers and A2 Flyers, are the first steps in a language learner's journey. Learners between the ages of 6 and 12 can take these exams to start learning English in a positive and practical way. The exams are fun, colourful and activity based, motivating children to learn. They help pupils develop the skills needed for everyday life and build their confidence step by step.

Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners improve their speaking, writing, reading and listening skills.

"95% of teachers and school leaders agree that preparing for Cambridge English Qualifications improves their learners' English."

*The Cambridge English Qualifications School Survey**

Kid's Box New Generation

The *Kid's Box New Generation* syllabus is built around the Cambridge English exams for young learners, which means your pupils will be well prepared for any exams they take. We break down exam preparation into small steps and make pupils aware of the progress they are making towards their end goal.

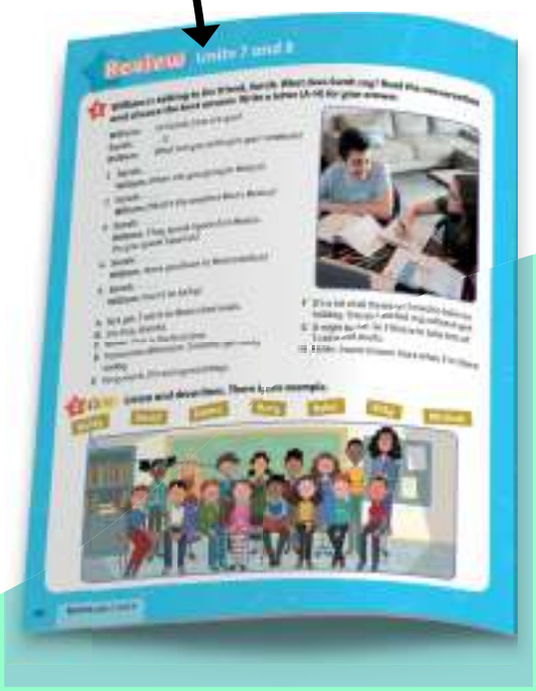
Pupil's Book

Each unit of the Pupil's Book prepares learners for their exam by practising the vocabulary and language they see on the exam. The *Exam folder* at the back of the book, helps familiarise pupils with the level and task types in the exam. Warmer activities in the Teacher's Book help introduce the language learners need to know before each task.

Many *Review* activities are based on the Listening, Speaking and Reading and Writing exam tasks.

Exam folder





*Cambridge English Qualifications Schools Survey asked teachers and school leaders their views about the impact Cambridge English Qualifications have on learning and teaching. It received a total of 5,789 responses from 109 countries.

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Activity Book

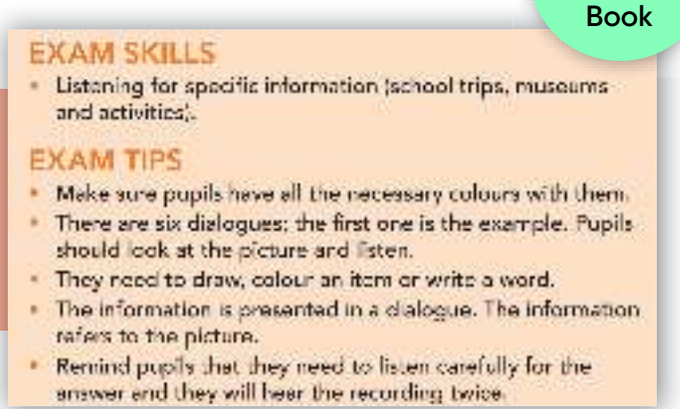
In the Activity Book there is one task per unit that familiarises pupils with the format of the exam tasks.



From the Teacher's Book

Teacher's Book

There are also useful Exam skills and Exam tips in the Teacher's Book. See page 14 of this introduction for more tips on preparing young learners for exams.



EXAM SKILLS

- Listening for specific information (school trips, museums and activities).

EXAM TIPS

- Make sure pupils have all the necessary colours with them.
- There are six dialogues; the first one is the example. Pupils should look at the picture and listen.
- They need to draw, colour an item or write a word.
- The information is presented in a dialogue. The information refers to the picture.
- Remind pupils that they need to listen carefully for the answer and they will hear the recording twice.

Practice Extra

Practice Extra features one exam preparation activity per unit. This allows pupils to practise target language and exam techniques while working on their own.



Test Generator

The Test Generator includes even more exam tasks to support exam preparation.



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Preparing young learners for exams

Motivating and supporting learners as they approach exam day and on exam day itself are key to their success. Here is some practical advice to help you do this.

Look back and reflect

Allow time for pupils to look back on the exam tasks they have completed and the progress they are making. The *Exam folder* (on pages 88–95 of the *Kid's Box New Generation* Pupil's Book) provides a useful record of progress for learners to reference. See pages 12–13 of this introduction for more information on where exam-style activities can be found in the Pupil's Book, Activity Book, Practice Extra and Test Generator.

Practise exam tasks in class

Practising exam tasks in class gives pupils a chance to show what they know and what they can do, as well as an opportunity to practise the exam strategies you have taught them. Doing a full mock exam also helps to make pupils aware of the tasks they have to do and the time they have to complete the exam.

On exam day

In your last lesson before the exam, remind learners of anything they need to bring and of the structure and length of the exam. Communicate with parents to share information and work with them to help relax and reassure learners. Make sure that everyone knows what time the exam will start and how long it will last! When pupils arrive, smile and do your best to put them at ease. Remind them that they have prepared well for the exam.

After the exam

Praise learners for completing the exam. Allow them time to reflect and share how they felt about the experience. Ask learners questions and encourage them to ask questions, too. Try to build up a positive attitude towards examination. This positive outlook is invaluable to learners' long-term academic success.



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The Cambridge Life Competencies Framework

Kid's Box New Generation is aligned to the Cambridge Life Competencies Framework. The Framework outlines six key areas of competency that are important for both personal and educational development: creative thinking, critical thinking, learning to learn, communication, collaboration and social responsibilities.

Developing these competencies not only helps pupils to learn, but also to communicate and collaborate in the classroom and the world outside.

Competencies combine knowledge, skill and attitudes:

- **Knowledge** is what you need to know to do something well.
- **Skill** refers to the level of mastery or fluency when you apply a competency.
- **Attitudes** involve mindset and a willingness to develop and use competencies.

For more information on the Cambridge Life Competencies Framework, visit our dedicated webpage. The webpage features downloadable competency-specific and learning stage-specific booklets, which help you to introduce these skills to your learners.

Sounds and life skills, Values and Subject pages

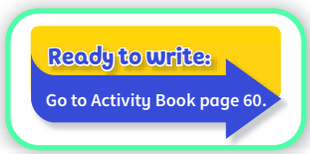
These pages are designed to develop the Cambridge Life Competencies. The competency being developed is flagged at the bottom of each page.

Through the Subject pages, pupils learn useful knowledge and skills for design, geography, history, art, maths and science, while engaging with topics critically and creatively. The projects on these pages encourage pupils to use and develop useful skills, such as planning and presenting.

The Sounds and life skills and Values pages help pupils to appreciate cultural diversity, respect differences and develop human values. They also encourage pupils to understand the importance of staying safe at home and online and sharing problems.

Ready to write.

These sections walk pupils through the stages of writing a text.





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Inclusive classes

One in every 10 learners is likely to exhibit signs of specific learning difficulties (SpLDs). These pages outline some strategies for supporting all learners in order to create an inclusive environment in which everyone can thrive.

Supporting all learners

As we all know, every learner is unique. SpLD learners often have strengths, such as holistic thinking, and problem-solving and visuospatial skills. Individual strengths should be recognised and used to each learner's benefit.

Many of the following suggestions are beneficial for SpLD learners, and for all learners in your classes.

Raise self-esteem and self-confidence

Regular praise and acknowledgement of learners' work and effort are crucial. Setting short-term, achievable goals and rewarding learners for reaching them are great ways of boosting self-confidence and self-esteem.

Create an inclusive environment

- If possible, speak with learners and their parents to establish what adjustments and assistance they might find useful.
- Assess progress regularly and make adjustments to learning goals and instructional methods.
- Assess learning outcomes fairly: focus on more than tests of spelling and vocabulary knowledge as these are areas that some learners with SpLDs find challenging.

Practical tips

- Make allowances for learners with SpLDs who work more slowly and need extra time to complete tasks.
- Give learners extended time and additional breaks to complete assessment tasks.
- Give learners the opportunity to work (or participate) in a variety of group and pair activities, in roles based on their strengths.
- Organise peer support for learners.

Language skills

When **reading**, some learners may:

- read more slowly and less accurately.
- misread words which can result in misunderstanding.

When **listening**, some learners may:

- find it challenging to listen to longer texts and remember specific information.
- find it difficult to distinguish between similar sounds in English or sounds that are different from the sound system of their first language.

When **writing**, some learners may:

- find it particularly hard to spell in English.
- have difficulties organising ideas.
- find handwriting challenging.
- make more grammatical errors.
- be less skilled at reviewing their work.

When **speaking**, some learners may:

- find it challenging to express their ideas coherently.
- struggle to retrieve words quickly from memory under the pressure of oral communication.
- have difficulty paying attention to accuracy and content at the same time, when either speaking or writing.

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Support programmes and strategies

These can be applied in regular classroom teaching and are beneficial for all learners.

Phonological awareness-raising

These programmes support learners in developing phonological processing skills, which are the key foundations of reading and spelling. Learners are explicitly taught how to manipulate sounds and syllables.

Reading comprehension enhancement

A key element of these programmes is the development of learners' vocabulary knowledge. This involves explicit vocabulary teaching, for example:

- pre-teaching key words before reading a text
- providing glossaries with reading texts
- doing practice activities using the target vocabulary
- teaching techniques that help with memorising new words.

Reading comprehension strategies

Teachers can use a variety of strategies, such as: setting reading goals; previewing the text and predicting what the text will be about; verifying and revising these predictions; drawing inferences based on the text and background knowledge; and monitoring comprehension.



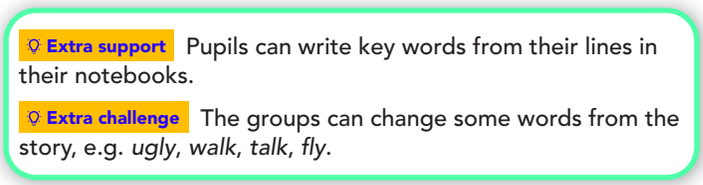
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Learner preferences

Research and experience show that pupils have different needs when it comes to learning English. There will probably be a mixture of levels in your classroom, with some learners needing more support or perhaps more time to complete an activity.

Extra support and challenges

The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.



Catering for diversity

Classes also display differences in the way they like to learn. Some pupils are quieter and might prefer sitting down and reading. Others may enjoy more action and movement. All pupils need to have opportunities to practise and revise new language and vocabulary. *Kid's Box New Generation* features a variety of activities and skills work, so all pupils will find things to enjoy and help them learn.



Recyling and reinforcing

Vocabulary and language are reinforced and recycled: pupils have multiple opportunities to put them into practice through songs and games, as well as through traditional activities. This approach also helps improve memory and retention as content is presented and practised in different modes and contexts.



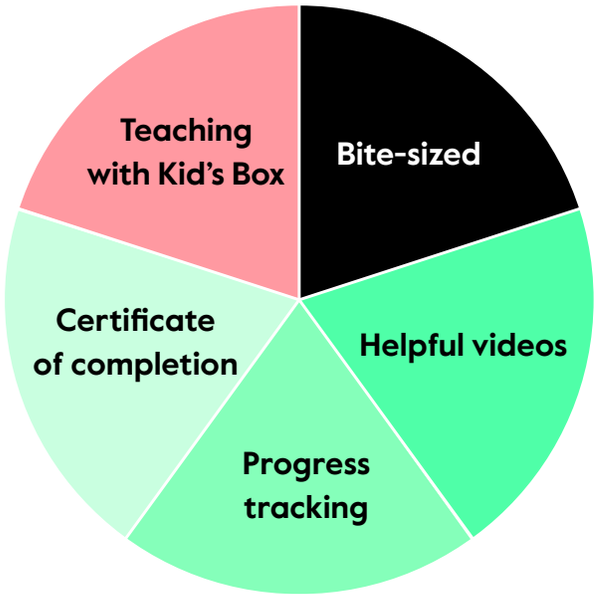
See pages 16–17 of this introduction for information and advice on creating an inclusive classroom environment.

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Kid's Box New Generation Online Teacher Training on Cambridge One

We live in an ever-changing world with disruptions to teaching becoming more and more frequent. We have worked hard to provide support for these new challenges by developing a range of print and digital material to help teachers and learners get the most out of their lessons, regardless of whether classes are in-person, hybrid, or fully remote.

For further support, we've developed an online training course for teachers on our learning environment, Cambridge One.





A final word

Dear teachers,

We are honoured and excited to be presenting *Kid's Box New Generation*.

We are deeply grateful to all the schools and teachers worldwide who have continued to put their faith in the efficiency of our teaching method throughout the years – this new version is for you. We hope you have as much fun teaching it as we've had writing it.

Caroline Nixon and Michael Tomlinson

The classic course for a New Generation

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Classroom language

Stella, Lenny and Meera have shared some useful phrases and expressions for use in different teaching contexts. Whatever the scenario, always start each class by smiling and saying hello to everyone.

When teaching from the page

Open your books at page ...

Look at the picture.

Listen and point.



Listen and answer / complete / check.

Work in pairs / groups.

What do you remember about ... ?

Ask and answer.

Do karaoke.

Underline ...



Complete the table.

Have you got a pen / pencil / coloured pencils?

Close your books.

Put your hand up if you know the answer.

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When teaching online

Turn on / off your camera.

Mute / Unmute your microphone.

Look at the screen.



Put up your hands.

Type (your answer) into the chat.

It's your turn.

It's at the top / at the bottom / on the left / on the right of the screen.

Other useful language

Quietly, please.

One at a time, please.

Much better.



Well done!

I'm very pleased with you today.

Thank you. Goodbye.

See you next class!

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Smart technology

What technology do you use at home?



1 **What's the competition? Watch and check.**

2 **Watch again and number the sentences.**

1 We can go to your house after that. ☐
2 Hi, Meera. How are you? 1
3 We can write the best blog in the country. ☐
4 There's a new blog competition online. ☐
5 I've got a message from Meera. ☐

STUDY

Where **is** he?
The children **have to** change their books.
The winners **can** enter the international blog competition.
Stella **thinks** it sounds exciting.

3 **Read and choose the right words.**

1 Lenny **doesn't** / **don't** arrive early.
2 Where **has** / **is** Lenny?
3 Stella and Lenny **have** / **has** to change their books at the library.
4 Lenny **is** / **has** got a message from Meera.
5 There **are** / **is** a prize for the best blog.
6 The winners can **enter** / **entering** the international blog competition next year.
7 Why **don't** / **doesn't** we do our first blog post on technology?
8 Stella thinks it **sound** / **sounds** exciting.

4 **Ask and answer.**

1 What's the prize for the competition? Why do they want to win it?
2 Have you ever entered a big competition? What did you do?

Language: review of present tenses

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Objectives

To review present tenses and talk about technology.

Target language

- **Key language:** revision of present simple, *blog, competition, online, tablet*
- **Revision:** *Shall we …?, Let's …, Why don't we …? sounds (exciting), We use … to …*

Warmer

- Greet pupils and introduce yourself. Make pairs. Pupils find out each other's names (if they don't know them already) and then find out one interesting thing their partner did on their holidays. Ask each pupil to introduce their partner and tell the class the interesting thing he/she did on holiday.

PB4.

What technology do you use at home?

- Show page 4 on the whiteboard. Focus pupils on the photo and introduce the characters (Meera, Stella and Lenny). Elicit what they're doing in the photo. Ask pupils what technology they use at home. Give them time to discuss, then elicit ideas from the class.

PB4. ACTIVITY 1

What's the competition? Watch and check.

- Tell pupils to open their Pupil's Books at page 4. Focus them on the photo. Ask pupils to predict what type of competition the characters are interested in. Elicit possible answers from pupils, but don't confirm them at this stage.
- Play the ▶ Video. Pupils check answers in pairs. Ask *What is the prize for winning the competition?*

Key: a blog competition

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB4. ACTIVITY 2

Watch again and number the sentences.

- Focus pupils on Activity 2. Give them time to read the sentences before they watch again. Review the characters' names and write them on the board.
- Play the ▶ Video again. Pupils watch and number the sentences in order. Check answers with the class. If necessary, play the ▶ Video again, pausing for pupils to check.

Key: 2, (1), 5, 4, 3

Presentation

- Write the four sentences from the STUDY box on the board. Underline the verbs in the present simple. Pupils can underline other examples in the sentences from Activity 2.

PB4. ACTIVITY 3

Read and choose the right words.

- Focus pupils on Activity 3. Do the first sentence together as an example and elicit why *doesn't* is correct.
- Pupils do the rest in pairs. Check with the class, eliciting the reason for the answer each time. Pupils write the correct sentences in their notebooks.

Key: **1** doesn't, **2** is, **3** have, **4** has, **5** is, **6** enter, **7** don't, **8** sounds

Extra challenge Pupils come up with their own present simple sentences and share them with the class.

PB4. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Discuss the first two questions with the class. Then pupils discuss the second two questions in pairs. Check answers with the class.

Key: **1** New tablets for everyone in class, to enter the international blog competition next year. **2** Pupils' own answers

AB4. Answer key, see page T96

Ending the lesson

- Review with pupils what they learnt in this lesson, e.g. *What did we do today? What new words did you learn?* Do this orally.

Digital Classroom

Presentation Plus: Welcome Unit

Practice Extra

▶ Video

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit Reinforcement worksheet 1 and/or 2
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *Class survey*

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Welcome Unit Smart technology
Pupil's Book p.5

Objectives
To review making and responding to suggestions.

Target language
- **Key language:** *Let's …, What about …? Why don't we …? That sounds good to me. Good idea. I like that idea, but …*
- **Additional language:** *chatting*
- **Revision:** *would like, should*

Warmer
- Show page 5 on the whiteboard. Elicit what a blog is and what pupils remember about the ▶ Video from the first lesson. Elicit ideas for a blog if pupils have one in their school.
- If pupils are interested and you have time, you could create a class blog.

Presentation

PB5. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Ask pupils if they remember how to use the present simple. Have the ▶ Video ready on the whiteboard.
- Play the ▶ Video and pause when pupils hear examples of the present simple. Write some examples on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB5. ACTIVITY 2

Read. Then listen and say 'yes' or 'no'. Correct the wrong sentences.
- Focus pupils on Activity 2. Check understanding. Give them time to read the text about the blog competition. Then play the Audio for pupils to say 'yes' or 'no'. They check in pairs.
- Play the Audio again. Check with the class. When pupils give answers, ask them to correct the wrong sentence.

Key: **1** no (blog), **2** no (7 and 12), **3** no (month), **4** yes, **5** no (class), **6** yes, **7** yes

2

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB5. ACTIVITY 3

Read and answer.
- Focus pupils on the text and photo for Activity 3. Assign the characters to three pupils and ask them to read the text aloud. Check comprehension of vocabulary (e.g. *online learning*, *chatting*).
- Put pupils into pairs to answer the questions. Check answers with the class. Have pupils say where they found the answers in the conversation.
- Draw pupils' attention to the Useful language box. Ask them to find examples of making and responding to suggestions in the conversation.

Key: **1** The blog competition. **2** Video games. **3** Yes. **4** Write about other things, too. **5** No, online learning. **6** Technology at home. **7** Stella. **8** Tomorrow.

PB5. ACTIVITY 4

Imagine you're going to write a blog post about school. In groups, ask and answer.
- Pupils work in groups of three or four to discuss the questions. Encourage them to use phrases from the Useful language box when making and responding to suggestions. Elicit ideas and make notes on the board.

PB5. ACTIVITY 5

Write your blog post: My school. Write 30–40 words.
- Pupils work individually to write their blog posts. Remind them to use the ideas they talked about in Activity 4.

Extra support Put pupils in pairs to read each other's blog posts and make suggestions to improve them.

AB5. Answer key, see page T96

Ending the lesson
- Ask *Do you read any interesting blogs? What are they about?* Discuss ideas.

Digital Classroom

Presentation Plus: Welcome Unit

Audio 2

Practice Extra

Video

Extra Resources
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *Message board*
- **T110 – Extension activity:** *Time bingo*

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1 Can you remember the last lesson? Watch the language video.

2 2 Read. Then listen and say 'yes' or 'no'. Correct the wrong sentences.

National Blog Competition

Write a blog and help your school. It's open to all schools with students between the ages of 7 and 12. Students must write a blog post every month. The blog post should be interesting and include text and photos.

There are two important prizes. The best blog wins **new tablets** for everyone in your class. The winners can also enter the international blog competition next year.

3 Read and answer.

Stella Hi everyone. So … let's talk about our first blog post for the competition.

Meera Yes, great. What kind of technology should we write about?

Lenny Why don't we write about video games?

Meera Good idea, Lenny!

Stella Yes, I like that suggestion, but we should also write about other things. I'd like to write about online learning.

Lenny OK. Shall I write about video games? Then you can write about online learning, Stella. What do you think, Meera?

Meera That sounds good to me. Maybe I can write about technology at home?

Stella Yes, I love that idea. OK everyone, no more chatting! Let's do it!

Lenny See you at school tomorrow!



1 What are they chatting about?
2 What would Lenny like to write about?
3 Does Meera like Lenny's suggestion?
4 What does Stella think they should do?
5 Does Stella want to write about online shopping?
6 What's Meera going to write about?
7 Who wants to start now?
8 When are they going to meet again?

Useful language

Let's (talk about) …
What about …?
Why don't we (write about) …?
That sounds good to me.
Good idea.
I like that idea/suggestion, but we should …

4 Imagine you're going to write a blog post about school. In groups, ask and answer.

1 What do you want to write about? Why?
2 Do your friends want to write about the same thing? Why or why not?

5 Write your blog post: My school. Write 30–40 words.

Practice: review of present tenses

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1 Read the blog. What can technology give us? Find five things.

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Technology is changing our lives a lot, so this is the topic of our first blog post. People use technology every day when they work, study or play.

Technology

We all use electronic devices like PCs (personal computers), **laptops**, **tablets** and **smartphones** to connect with people and programmes **online**. These days most people have **Wi-Fi** at home, and we use different programmes and apps to go online.



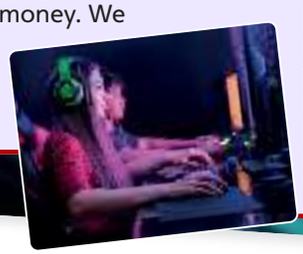
Online learning

In some parts of the world children don't go to school. They learn in an online classroom where they can communicate with their teachers and friends. Students have to turn on their cameras so that the teacher and class can see them, and the computer **screen** becomes their classroom and whiteboard. They use **headphones** or speakers to listen, and they talk into a **microphone**. When they have to do homework, they can send their teacher a **file** by **email** or they can **upload** it in an **app**.

Video games

Playing **video games** is one of the biggest hobbies for young people today. People can connect with lots of players in different places all over the world to play and **chat** online.

E-sports is a kind of **competition** using video games for teams or single players. Millions of people can watch the competitors playing online and it's very exciting. For some people, it is their job to play in online competitions and they can earn money. We call these people gamers.



Technology at home

These days a lot of homes have a **smart speaker**. This can answer questions about the weather, music or TV programmes and, using Wi-Fi, people can connect it to other devices and ask it to do things. It can make a shopping list, **turn** the TV **on** or **off**, or control the temperature at home. Technology also helps in other ways. People can connect cameras in their house or garden, and watch their pets! Then, when they are not at home, they can watch what their pets are doing and make sure they're safe.



2 Read again and correct the sentences.

1 Laptops, tablets and plants are electronic devices.
2 In an online classroom, students can communicate with teachers and insects.
3 When they have to do homework, they can send their teacher a postcard by email.
4 E-sports is a kind of meal using video games.
5 People can watch online competitions and it's very boring.
6 People can't earn money by playing in video game competitions.
7 Smart speakers can make the beds.
8 With microphones people can see the inside of their houses on their screens.

3 Talk to your partner.

1 Which of these do you use at home?
2 What kind of technology would you like to have? Why?

I always send my homework to my teacher through our school app.

I would like to have a smart speaker at home because I want to ask it lots of questions.

Vocabulary: technology

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Welcome Unit Smart technology
Pupil's Book p.6

Objectives
To read and talk about technology.

Target language
- **Key language:** *app, blog, chat, communicate, email, headphones, laptop, microphone, online, screen, smartphone, smart speakers, tablet, turn on/off, upload, video games, Wi-Fi*
- **Revision:** technology

Warmer
- Write six technology words from Lessons 1 and 2 (not new words from this lesson) as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings.

Presentation

PB6. ACTIVITY 1

Read the blog. What can technology give us? Find five things.
- Show page 6 on the whiteboard. Tell pupils to open their Pupil's Books at page 6. Focus them on Activity 1 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a blog about technology. Ask pupils to identify the different sections and their titles.
- Pupils read the blog silently and think about their answers to the question. Check comprehension of vocabulary in blue by referring pupils back to the blog and encouraging them to work out the meanings for themselves. Focus on each section in turn, checking general comprehension by discussing the ways people can use technology.

Key (possible answers): Technology helps us to learn, lets us learn online, helps us share files with our friends and teachers, lets us play games, answers our questions, makes our homes and pets safe, lets us talk to lots of players in different places all over the world, helps us earn money, entertains us, helps us to clean our houses

PB6. ACTIVITY 2

Read again and correct the sentences.
- Focus pupils on Activity 2 and on the instruction. Check they know what to do. In pairs, pupils look back at the text to correct the sentences. They do this orally first. Check with the class. Pupils then write the correct version of each sentence in their notebooks.

Key: **1** Laptops, tablets and ~~plants~~ smartphones are electronic devices. **2** In an online classroom, students can communicate with teachers and ~~insects~~ friends. **3** When they have to do homework, they can send their teacher a ~~postcard~~ file by email. **4** E-sports is a kind of ~~meal~~ competition using video games. **5** People can watch online competitions and it's very ~~boring~~ exciting. **6** People ~~can't~~ can earn money by playing in video game competitions. **7** Smart speakers can ~~make the beds~~ answer questions. **8** With ~~microphones~~ cameras, people can see the inside of their houses on their screens.

PB6. ACTIVITY 3

Talk to your partner.
- Focus pupils on Activity 3 and the examples in the speech bubbles. Pupils discuss the questions in pairs. Check ideas with the class. Find out which kind of technology most of your pupils would like to have.

Extra challenge Pupils conduct a class survey to find out for themselves which are the most popular kinds of technology in the class.

AB6. Answer key, see page T96

Ending the lesson
- Elicit the most interesting thing pupils feel they have learnt in today's lesson.

Digital Classroom

Presentation Plus: Welcome Unit

Practice Extra

Extra Resources
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Reinforcement worksheet 2
- **Teacher Resources:** Welcome Unit, Extension worksheet 1
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *True or false?*
- **T110 – Extension activity:** *Definitions game*

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Welcome Unit Smart technology
Pupil's Book p.7

Objectives
To have further practice talking and writing about technology and sing a song.

Target language
- **Key language:** *connect*, *electronic smartboard*, *robots*, present simple
- **Additional language:** *hear the future call …*
- **Revision:** different types of technology

Warmer
- Review key vocabulary from the previous lesson using a guessing game. Say, e.g. *I'm thinking of a computer you can carry around* (laptop). Pupils take turns to give similar clues about technology words from the previous lesson for others to guess. Write a selection on the board for pupils to choose from.

Song

PB7. ACTIVITY 1

Read and complete.
- Show page 7 on the whiteboard. Focus pupils on Activity 1 and on the song. Check they understand how to use the phrases in the box to complete the lines. Pupils read the song individually and try to complete it. Remind them to use rhythm and rhyme to help. They can quickly compare with a partner, but don't confirm any answers at this stage.

Key: **2** We can use some apps as dictionaries, **3** And send photos to our friends, **4** Now turn off the Wi-Fi, **5** A smart speaker in the hall

PB7. ACTIVITY 2

Listen and check. Then do karaoke.
- Play the ▶ Video. Pupils watch and check. Check with the class. Check understanding of key vocabulary, e.g. *electronic smartboard*.
- Play the 🔊 Audio. Pupils listen and repeat, first line by line, then verse by verse, and finally all the way through. Ask individuals questions about the song to check comprehension and practise the target structures. Divide the class into five groups and give them each one verse. Play the 🔊 Audio again and ask pupils to sing the song again. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

▶
🔊 3–4
As in Pupil's Book and Key for Activity 1

PB7. ACTIVITY 3

Read and complete.
- Focus pupils on Activity 3 and check they know what to do. They work individually, completing the blog posts using the words in the box. Remind them to use context to help them. They check in pairs. Check with the class. Ask comprehension questions to check their understanding of each post, e.g. *What did Lenny get? What does Meera enjoy doing?*

Key: **2** chat, **3** online, **4** app, **5** likes, **6** internet, **7** screen, **8** file

PB7. ACTIVITY 4

Write about how you use technology. Write 30–40 words.
- Focus pupils on the activity instructions and brainstorm some ideas before they start. Tell them to use the posts from Activity 3 for ideas. Pupils write their ideas in note form and then exchange them in pairs.

Extra support Each pupil writes a first draft of their blog post. They work in pairs to suggest improvements before writing their final version on paper.

AB7. Answer key, see page T96

Ending the lesson
- Pupils sing the song from the beginning of the lesson again.

Digital Classroom
- **Presentation Plus:** Welcome Unit
- **Audio 3–4**
- **Practice Extra**
- **Video**

Extra Resources
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Song worksheet
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *Editing and correcting*
- **T110 – Extension activity:** *Computers are …*

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1 Read and complete.

A smart speaker in the hall And send photos to our friends
~~Headphones and big touch screens~~ Now turn off the Wi-Fi We can use some apps as dictionaries

We've got tablets in our schoolbags,
An electronic smartboard on the wall.
There are laptops,
(1) Headphones and big touch screens .
Hear the future call!



We've got online learning,
We use smart technology
To find out what words mean,
(2) _____ .



Video things on our phones
(3) _____ .
We chat on our video games
And use programs to connect.



(4) _____ ,
And go out in the street.
You love chatting with all your friends
Every time you meet.



There are robots in our homes now,
(5) _____ .
It can answer everything we ask,
Hear the future call!



2 3–4 Listen and check. Then do karaoke.

3 Read and complete.

app chat ~~download~~ file internet likes online screen

Lenny
Last week I got a cool new video game. The program was really big, so it took a long time to (1) download , but it's brilliant. On Saturday I'm going to play and (2) _____ online with friends from all over the world.

Meera
I enjoy taking photos and making videos. I share them (3) _____ with a great (4) _____ called CoolChat, which all of my friends use, too. I post my photos there and I sometimes get a lot of (5) _____ ♥.

Stella
I love connecting to the (6) _____ to get information for my homework. I use my tablet, which has got a touch (7) _____ , so it's faster for me to work. I've finished my project on technology and I've saved it in a big (8) _____ . This evening I'm going to upload it for my teacher to read.

4 Write about how you use technology. Write 30–40 words.

Practice: technology

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Sounds and life skills

Being a good school citizen



1 **Watch the video. How do they feel after they read about the competition?**

Pronunciation focus

2 5 **Listen and underline the stress in the words in bold. Write the words.**

MEERA: … let's write something for this **competition** and win those new **tablets** for our class.
LENNY: Why don't we do our first blog on **technology**?
STELLA: Great idea, Lenny! That sounds very **exciting**!

Oo	laptop keyboard _____
Ooo	internet microphone
oOo	computer _____
oOoo	_____
ooOo	_____

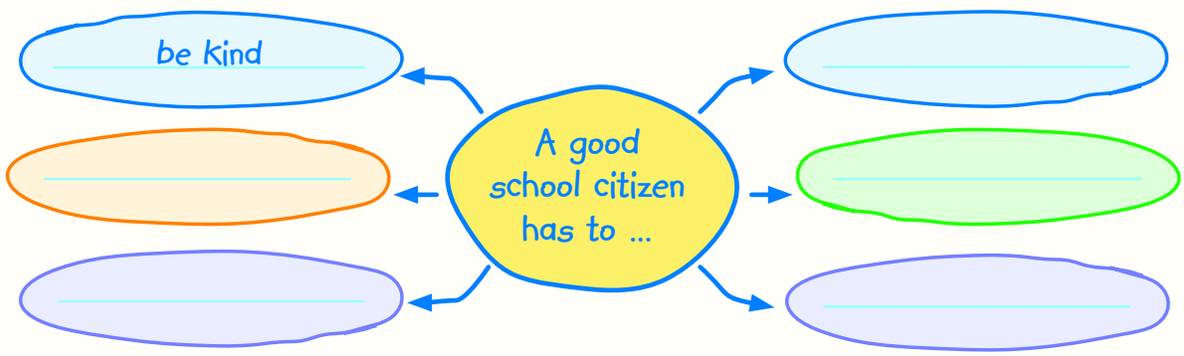
3 6 **Listen and complete. Practise with a partner.**

A: What technology do you use every day?
B: I use the _____ for my homework.

A: Have you got a _____, a _____ or a _____?
B: I've got a _____.

4 **Look and write more ideas.**

How to be a good school citizen



5 **In pairs, make a poster about how to be a good school citizen.**

Useful language
We can write …
We have to …
I think it's important to …

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Welcome Unit Smart technology
Pupil's Book p.8

Objectives
To practise syllable stress and understand how to be a good school citizen.

Target language
- **Key language:** syllable stress
- **Additional language:** *be a good school citizen, be kind, return books to the library on time*

Materials
- Poster paper (one sheet for each pair)

Warmer
- Elicit things pupils associate with responsibility at school (e.g. doing homework, looking after your things, listening in class, etc.). Explain that responsibility is one of the themes of this class.

Presentation

PB8. ACTIVITY 1

Watch the video. How do they feel after they read about the competition?
- Show page 8 on the whiteboard. Focus pupils on the question. Play the ▶ Video. Elicit pupils' answers to the question.
- Ask pupils if they have ever entered a competition and how they felt. Ask them to share their experiences.

Key: excited

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB8. ACTIVITY 2

Listen and underline the stress in the words in bold. Write the words.
- Write the word *competition* on the board and say it aloud. Pupils listen carefully and repeat. Underline the stressed syllable: *competition*. Pupils practise saying the word.
- Ask pupils to open their Pupil's Books at page 8 and read the dialogue. Give pupils a moment to think about which are the stressed syllables in the words *tablets*, *technology* and *exciting*.
- Play the Audio. Pupils listen and underline the stress in the words in bold.
- Write the words on the board and elicit the answers. Underline the stress.
- Point to the words on the board and elicit the number of syllables in each. Focus on the table, and elicit/explain that each circle represents a syllable. A big circle shows us where the stress is.
- Pupils write the words in the correct place in the table, then practise saying them correctly.

Key: tablets, exciting, technology, competition

5

As in Pupil's Book

PB8. ACTIVITY 3

Listen and complete. Practise with a partner.
- Play the Audio for pupils to complete the dialogue. Check answers. Then ask pupils to practise the dialogue in pairs.

Key: internet, tablet, laptop, computer, computer

6

As in Pupil's Book and Key

Extra challenge Ask two or three volunteer pairs to stand and repeat their dialogue for the class.

PB8. ACTIVITY 4

Look and write more ideas.
- Focus pupils on the mind map. They work in pairs to think of ideas to complete it. Then ask pairs to form groups of four to share their ideas.
- Discuss with the class why each responsibility is important.

PB8. ACTIVITY 5

In pairs, make a poster about how to be a good school citizen.
- Put pupils into pairs to make a poster, using their ideas from Activity 4. Remind them to make their posters attractive. Display the posters in the classroom.

AB8. Answer key, see page T96

Ending the lesson
- Ask pairs to think about whether they worked well together and think of a way they can work together better next time.

Digital Classroom

Presentation Plus: Welcome Unit

Audio 5–6

Practice Extra

Video

Extra Resources
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Audio Script
- **Teacher Resources:** Welcome Unit, Extension worksheet 2
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *Practise and record*
- **T110 – Extension activity:** *More words*

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Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *calendar*, *cloth*, *maths systems*, *Sun Stone*; *archaeologist*, story characters
- **Additional language:** *press the button*, *pen drive*
- **Revision:** language from the unit

Warmer

- Introduce the story and the characters. Write *Diggory Bones* on the board and tell pupils he is an archaeologist. Elicit/Explain what an archaeologist does. Write *Sir Doug Bones* and *Emily Bones* on the board and tell pupils they are his father and daughter.

Story

PB9.

Diggory Bones

- Show page 9 on the whiteboard. Focus pupils on the story in general, eliciting where the characters are (City University School of Archaeology) and who Diggory, Sir Doug and Emily are.
- Write the gist questions on the board: *What's the topic of the talk? Who's giving the talk? Is it the correct photo at the end?*
- Play the ▶ Video. Pupils watch to find the answers. They check in pairs with books open. Check with the class (Aztechnology and the Sun Stone, Diggory Bones, no). Elicit what the problem with the photo is (it's Iyam Greedy, not the Sun Stone).

▶
7
As in Pupil's Book

PB9. ACTIVITY 1

What time's Diggory's talk? What does Diggory have to do to show the next photo?

- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the Audio. Pupils listen and read. Pause after each frame for pupils to repeat. Check understanding of *calendar*.

Key: half past two, press a button

Extra support At the end, check general comprehension by asking more questions, e.g. *Is Emily studying at the university?* (no). *Does Sir Doug see the Sun Stone?* (no). *What do you think happened to the talk on the laptop? Where is the Sun Stone?* (Iyam has got it). *Is it under the cloth next to Diggory?* (no). Provide information in L1 for pupils about the Mayas if appropriate.

Extra challenge Encourage pupils to research more about the Aztec calendar, or Sun Stone. Ask them to share ideas in the next class.

Note: Maya is ancient and Aztec is up to the 1500s. Both civilisations used similar rites, maths, astrology and sports. With other cultures of the region, they are collectively called Mesoamerican cultures.

Note: The Aztec calendar (or 'Sun Stone') is the calendar system that was invented and used by the Mayas and, later, by the Aztecs, as well as other Pre-Columbian peoples of central Mexico. It is one of the Mesoamerican calendars, sharing the basic structure of calendars throughout ancient Mesoamerica.

AB9. Answer key, see page T97

Ending the lesson

- Ask pupils which lesson they have enjoyed most in the unit. Review vocabulary and language from that lesson.

Digital Classroom

- **Presentation Plus:** Welcome Unit
- **Audio 7**
- **Practice Extra**
- **Video**

Extra Resources

- **Teacher Resources:** Welcome Unit, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Welcome Unit, Story worksheet
- **AB86 – Grammar reference 0**
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *Secrets!*

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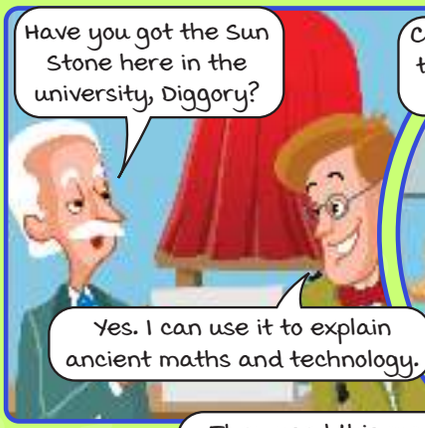
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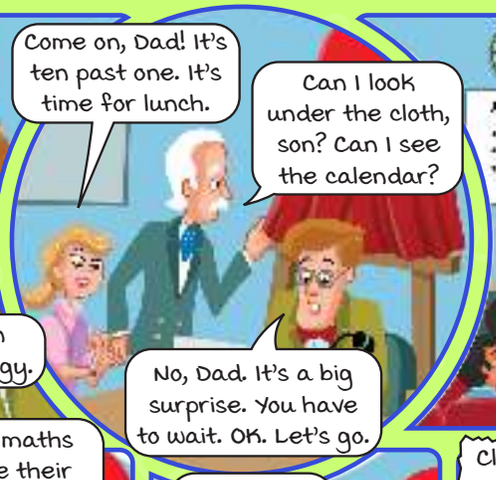
Diggory Bones

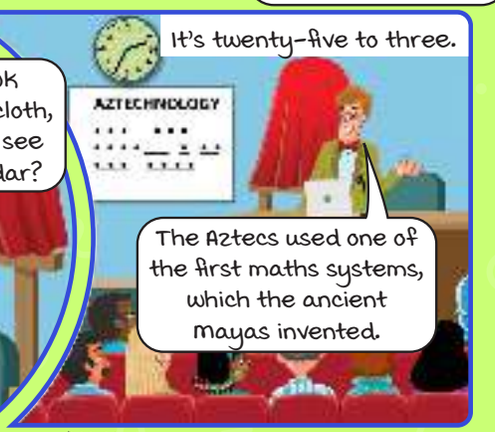


















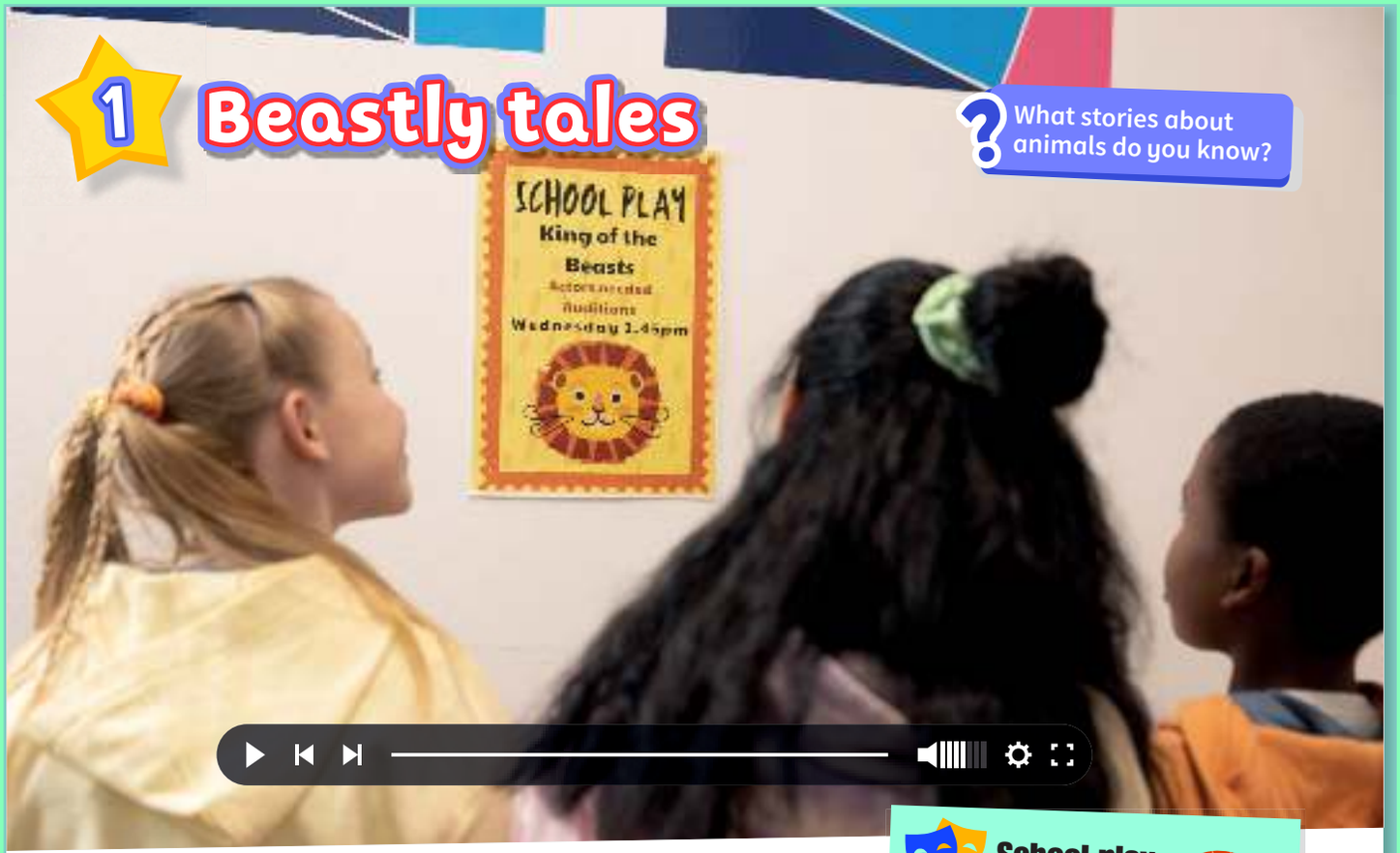
1 **What time's Diggory's talk? What does Diggory have to do to show the next photo?**

Story: unit language in context

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1 Beastly tales

What stories about animals do you know?



1 **What's Stella good at? Watch and check.**

2 **Watch again and answer the questions.**

1 What time's the audition going to be? Quarter to four.
2 Who's going to go to the audition?
3 Which part is she going to do in the audition?
4 Who's going to be King of the Beasts?
5 Which part are they going to give Stella?
6 Are they going to write about the school play?

School play
King of the Beasts
ACTORS NEEDED
Auditions Wednesday 3.45pm

3 **Read and match.**

1	Who's going to	a	is going to be on Wednesday.
2	The audition	b	to be in the play.
3	Stella's going to	c	go to the audition.
4	Meera and Lenny are	d	to be the monkey.
5	Stella isn't going	e	to write about?
6	Meera and Lenny aren't going	f	be in the play?
7	What are they going	g	going to watch her.

4 **Ask and answer.**

1 What did you think of Stella's acting?
2 Do you like acting? Would you like to be in a school play?

STUDY

I'**m going to go** to the audition.
We **aren't going to choose** you.
Are you **going to be** in the play?
What's Stella **going to be** in the play?

Language: plans, intentions and predictions with *going to*

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Unit 1 Beastly tales
Pupil's Book p.10

Objectives
To review animals and talk about plans, intentions and predictions using *going to*.

Target language
- **Key language:** *going to* future, animals, *act*, *actor*, *audition*, *beast*, *beastly tales*, *a part (in a play)*, *a play*
- **Additional language:** *King of the Beasts*
- **Revision:** character names, question words

Warmer
- Write the name of a play pupils know on the board. Check the word *play*. Elicit names of other plays or musicals pupils know of / have seen. If there are any actors in the class, ask them what plays they have been in.

PB10.

What stories about animals do you know?
- Show page 10 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

PB10. ACTIVITY 1

What's Stella good at? Watch and check.
- Tell pupils to open their Pupil's Books at page 10. Focus them on the title of the unit. Pre-teach *beast* and *tale*. Focus pupils on the Activity 1 photo and poster for **King of the Beasts**. Pre-teach *audition*. Tell pupils they are going to watch a ▶ Video of Stella auditioning for a part in the school play. Focus pupils on the activity instructions. Ask them if they think Stella is good at acting. Ask *What else is she good at?*
- Play the ▶ Video. Pupils watch and answer. They check in pairs.

Key: singing, writing

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra challenge Ask pupils to list things they are good at. Put them in groups to share ideas.

PB10. ACTIVITY 2

Watch again and answer the questions.
- Focus pupils on the Activity 2 questions. Read them through with the class, then play the ▶ Video again. Pupils watch and write short answers in their notebooks. They check in pairs.

Key: **2** Stella, **3** the clever monkey, **4** the baby lion, **5** a singing tree, **6** no

Extra support Check with the class, replaying sections of the ▶ Video if necessary.

Presentation
- Show the four sentences from the STUDY box on the whiteboard. Underline the examples of *going to* + verb. Ask pupils if *going to* refers to the past, present or future (future).
- Check understanding of *going to* in the questions in Activity 2, reminding pupils that we use it for future plans, intentions or predictions.

PB10. ACTIVITY 3

Read and match.
- Focus pupils on the Activity 3 instruction. Check they know what to do and remind them to refer to the STUDY box as they do the activity. They work in pairs. Check with the class by eliciting each complete sentence in turn.

Key: **1** f, **2** a, **3** c, **4** g, **5** d, **6** b, **7** e

---

PB10. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. Ask them to discuss the questions in pairs, before having the class share opinions about Stella's acting. Ask pupils if they have acted in a play and how they felt.

AB10. Answer key, see page T97

Ending the lesson
- Choose four sentences with *going to* from the ▶ Video, e.g. *I'm going to be a singing tree*. Say each one in turn. Pupils tell you who said it.

Digital Classroom
Presentation Plus: Unit 1 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Reinforcement worksheet 1
- **PB86 and AB86 – Grammar reference 1**
- **T110 – Consolidation activity:** *Role play*
- **T110 – Extension activity:** *Asking and answering questions*

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Unit 1 Beastly tales
Pupil's Book p.11

Objectives
To practise using *going to* for plans, intentions and predictions based on present evidence.

Target language
- **Key language:** *going to, island, life, rock, tortoise,*
- **Additional language:** *Achilles, Gerald Durrell, Ulysses*
- **Revision:** animals, *cinema, enjoy, film, funny, restaurant*

Warmer
- Show page 10 on the whiteboard. Ask pupils what they remember about the ▶ Video: *What play is it? What part does Stella want to play? What part does she get?*

Presentation

PB11. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Ask pupils if they remember the previous lesson and how to use *going to*. Have the ▶ Video ready on the whiteboard.
- Play the ▶ Video and pause when pupils hear examples of *going to*. Write some examples on the board.

▶ Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB11. ACTIVITY 2

Choose words from the box to complete the text.
- Tell pupils to open their Pupil's Books at page 11. Focus pupils on the picture and elicit what they can see. Check pupils have read the instruction and know what to do. They do the activity individually and then check in pairs.

Key: **2** cinema, **3** see, **4** island, **5** pets, **6** bird

Extra support Check general comprehension of the text by asking, e.g. *When are they going to go to the cinema?* Elicit if pupils have heard the names *Ulysses* and *Achilles* before.

PB11. ACTIVITY 3

Read again and answer. Check with a partner.
- Focus pupils on Activity 3. They read the text again and answer the questions, then check in pairs. Check with the class. Pupils write the answers in their notebooks.

Key: **1** They're going to go to the cinema. **2** They're going to see a film called **My Family and Other Animals**. **3** The film's about Gerald Durrell's life. **4** He's ten years old. **5** He's got a bird, a tortoise and lots of spiders. **6** They're going to enjoy it because it's very funny.

PB11. ACTIVITY 4

Read and cross out the extra word.
- Focus pupils on the Activity 4 instruction. Pupils work individually, crossing out the extra word in pencil. They check in pairs. Check with the class.

Key: **1** are, **2** at, **3** the second 'to', **4** the first 'to', **5** do, **6** on

PB11. ACTIVITY 5

Write questions with 'going to'.
- Focus pupils on Activity 5 and on the example. Remind them to write all the questions using *going to*. Elicit one or two more examples if necessary. Pupils write the questions in their notebooks, referring to the STUDY box on Pupil's Book page 10. Check with the class.

Key: **2** What are you going to do on Monday after school? **3** Are you going to play basketball tomorrow afternoon? **4** Where are you going to go on Friday after school? **5** What are you going to watch on TV tomorrow? **6** When are you going to do your homework?

PB11. ACTIVITY 6

Ask and answer.
- Pupils work in pairs, taking turns to ask and answer the questions from Activity 5. Remind them to use full sentences in their answers. Monitor and help. Elicit answers from the class.

PB11. ACTIVITY 7

Write about what you're going to do next week. Write 30–40 words.
- Focus pupils on Activity 7. Refer them to the ideas on the board from Activity 1.
- Pupils write their texts in their notebooks.

Extra challenge If time, pupils read each other's texts and make suggestions for improvement.

AB11. Answer key, see page T97

Ending the lesson
- Ask pupils what they're going to do immediately after class.

Digital Classroom

Presentation Plus: Unit 1 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 1**
- **T110 – Consolidation activity:** *A day out*
- **T111 – Extension activity:** *Writing together*

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1 Can you remember the last lesson? Watch the language video.

2 Choose words from the box to complete the text.

bird cinema ~~going~~ have island pets restaurant rocks see want

Helen and Robert are (1) going to go to the (2) _____ tomorrow. They're going to (3) _____ a film called **My Family and Other Animals**. The film's from a book by Gerald Durrell and it's about his life when he was ten years old. In the film, the boy lives on an (4) _____. He's got some friends, but a lot of his friends are different (5) _____. He's got a (6) _____ called Ulysses, a tortoise called Achilles and lots of spiders. Helen and Robert are going to have a great time because it's a very funny film.



3 Read again and answer. Check with a partner.

1 Where are Helen and Robert going to go?
2 What are they going to see?
3 What's the film about?
4 How old is Gerald in the book?
5 What pets has Gerald got?
6 Why are Helen and Robert going to enjoy the film?

4 Read and cross out the extra word.

1 We're are going to go to the theatre tomorrow.
2 We aren't going to see at **The Lion King**.
3 I'm going to visit to my grandmother on Sunday.
4 What are you to going to see?
5 Where do are you going to sit?
6 She isn't going to sing on tonight.

5 Write questions with 'going to'.

1 Who / see / weekend?
2 What / do / Monday / after school?
3 play basketball / tomorrow afternoon?
4 Where / go / Friday / after school?
5 What / watch / TV / tomorrow?
6 When / do / your homework?

1 Who are you going to see at the weekend?

6 Ask and answer.

Who are you going to see at the weekend?

I'm going to see my cousins.

7 Write about what you're going to do next week. Write 30–40 words.

Practice: plans, intentions and predictions with *going to*

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1 Read the blog. How many of the beasts are part bird?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



There are many ancient stories from different countries. Some are about heroes and strange and exciting beasts which aren't real. These stories are called myths.

Myths



Griffins have got the head, wings, front legs and **claws** of an **eagle**, and the body and back legs of a lion. They make **nests** from gold.



A **unicorn** is a beautiful white horse with one long **horn** on its head. It's got a goat's feet and beard, and a lion's tail.



A **dragon** is a beast which has got the body of a lizard, so dragons haven't got **fur** like a cat or **feathers** like a bird; they've got **scales** like a fish. Some dragons have got wings like a bat, and some can **breathe** fire.



Sirens and **harpies** are both part bird, part woman, but they're different. Sirens live near water. They sing beautifully, but they're dangerous because people sail their boats onto rocks to listen to them. Harpies can't sing, but they can fly. They live in nests and steal food from people.





The **centaur** is part horse, but it's got the head and top half of a man, and the body and legs of a horse.



Sometimes people think **mermaids** are the same as sirens, but mermaids are half woman, half fish. They've got beautiful long hair, but they haven't got legs. They've got a fish's tail with scales.

2 Read again and say 'yes' or 'no'. Correct the wrong sentences.

1 Griffins make their nests from feathers.
2 A dragon's got the body of a lizard.
3 A centaur's got the legs of a goat.
4 A unicorn's got two horns.
5 Sirens and harpies are part dragon and part woman.
6 Sirens steal people's food.
7 Harpies live in nests.
8 Mermaids have got a big lizard tail.

3 Talk to your partner.

1 Which of these beasts do you think are the most interesting? Why?

I think griffins are the most interesting because they make nests from gold.

2 Can you think of another beast from a story you know? What does it look like?

A cyclops is a giant with one eye. It looks like a very big man!

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Unit 1 Beastly tales
Pupil's Book p.12

Objectives
To read and talk about myths, heroes and beasts.

Target language
- **Key language:** *beasts, breathe, centaur, claw, dragon, eagle, feather, fur, griffin, harpy, hero, horn, mermaid, myth, nest, scales, siren, unicorn*
- **Additional language:** *half …, half …; part …, part …*
- **Revision:** animal body parts, beasts, *steal*

Warmer
- Draw a picture of a mythical animal on the board, e.g. a dragon. Elicit from pupils what it is in L1 and supply *dragon*. Brainstorm the body parts and write them on the board. Introduce the topic of myths and legends.

PB12. ACTIVITY 1

Read the blog. How many of the beasts are part bird?
- Show page 12 on the whiteboard. Focus pupils on the blog. Ask a pupil to read the introduction aloud. Check understanding. Focus pupils on the texts and pictures and ask what kinds of animals they can see. Make sure they notice the key vocabulary in blue. They read the text silently to answer the question.
- Check with the class, asking volunteers to read out the relevant sections. Check comprehension of vocabulary by asking pupils to read each text aloud around the class and encouraging them to work out the meanings for themselves, e.g. *scales*.

  Note: The structures *a (lion)'s (head)* and *the (head) of a (lion)* can both be correct here, but *the (head) of a (lion)* is more formal.

Key: three – griffins, sirens and harpies

Extra support Check general comprehension by asking, e.g. *Which beasts have got wings, tails, etc. / are part human?* Listen to different opinions and allow flexibility in pupils' answers. Discuss how many of these beasts pupils have heard about and if they know of any other similar ones from their own culture.

PB12. ACTIVITY 2

Read again and say 'yes' or 'no'. Correct the wrong sentences.
- Focus pupils on Activity 2. Read the instructions and do the first sentence as an example with the class. Ask a volunteer to read the part of the blog where the correct information is. Pupils work in pairs, taking turns to read the sentence and say *Yes* or *No*. For the 'no' answers, they find the correct information together. Monitor and help. Check with the class.

Key: **1** no (they make them from gold), **2** yes, **3** no (it's got the legs of a horse), **4** no (it's got one long horn), **5** no (they are part bird, part woman), **6** no (harpies steal people's food), **7** yes, **8** no (they've got a fish tail)

PB12. ACTIVITY 3

Talk to your partner.
- Focus pupils on the Activity 3 instruction and invite two volunteers to read the examples aloud. Ask pupils to discuss the questions in pairs and then compare their ideas with another pair.

Extra support Monitor the activity to help with vocabulary. Write the names of other beasts on the board.

Extra challenge Have pairs describe a beast for another pair to draw. Encourage them to use new vocabulary from the lesson.

AB12. Answer key, see page T97

Ending the lesson
- Pupils close their Pupil's Books. Say, e.g. *Tell me about the centaur.* Elicit parts of a description from different pupils. Do the same for all the new beasts. At the end, ask which is the pupils' favourite mythical beast and why.

Digital Classroom
Presentation Plus: Unit 1 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Reinforcement worksheet 2
- **Teacher Resources:** Unit 1, Extension worksheet 1 and/or 2
- **Teacher Resources:** Photocopiable 1
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Extension activity:** *Beastly beasts*

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Unit 1 Beastly tales
Pupil's Book p.13

Objectives
To have further practice talking and writing about strange beasts and sing a song.

Target language
- **Key language:** *adventure, believe in, fleece, legend, mythology, phoenix, was born; going to*
- **Additional language:** *Argonauts, Egyptians, Greeks, Jason, Orpheus, Romans, Sphinx*
- **Revision:** beasts, past simple, adjectives, comparatives, *myth*

Warmer
- Review the new vocabulary with a game. Describe a beast, e.g. *It's got the body of a lizard. It hasn't got fur. It's got claws and wings.* (a dragon). Pupils guess, then describe other beasts.

Presentation

PB13. ACTIVITY 1

Listen and choose the right words.
- Show page 13 on the whiteboard. Tell pupils to open their Pupil's Books at page 13. Pupils read the sentences and make predictions. Play the Audio. Pupils listen and circle the correct word. They check in pairs. Play the Audio again. Check with the class.

Key: 1 myth, 2 bird, 3 five hundred, 4 Egyptians, 5 fire

8

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song

PB13. ACTIVITY 2

Read and complete. Order the pictures.
- Focus pupils on the pictures. Elicit a quick description of each. Pupils work in pairs. When they have completed the song, ask pupils to put the pictures in order.

  Note: *'Cos* is a shortened form of *Because*.

Key: 2 do, 3 sports, 4 sea, 5 Greece, 6 horse, 7 island, 8 sings, 9 song, 10 clearer, 11 Fleece; Order of pictures: 2 e, 3 a, 4 d, 5 c

Extra support Check understanding of key words.

PB13. ACTIVITY 3

Listen and check. Then do karaoke.
- Play the ▶ Video. Pupils watch and check their answers. Check with the class.
- Play the Audio line by line for pupils to repeat the song. Then play it again for them to sing along. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

▶

9–10

As in Pupil's Book and Key for Activity 2

PB13. ACTIVITY 4

Invent an amazing mythical beast. Answer the questions.
- Brainstorm some ideas using beasts pupils know. Elicit/Introduce others, especially those that will appear in *Kid's Box*, e.g. *Quetzalcoatl, the Sphinx*. Go through the questions, eliciting ideas. Pupils work individually, answering the questions in their notebooks.

PB13. ACTIVITY 5

Ask and answer about your beast in pairs.
- In pairs, pupils take turns to ask and answer about their beasts, using the questions from Activity 4.

PB13. ACTIVITY 6

Draw and write about your beast. Write 30–40 words.
- Pupils draw and write a description of their beast on paper individually. Monitor and help.

Extra challenge Put pupils' texts and drawings together to make a class *Book of Beasts*. Encourage them to read one another's work.

AB13. Answer key, see page T97

Ending the lesson
- Pupils sing the song from the lesson again in groups.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 8–10**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Song worksheet
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Consolidation activity:** *Writing together*
- **T111 – Extension activity:** *Presentations*

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1 8 Listen and choose the right words.

1 The phoenix is a **song** / **myth** / **game**.
2 The phoenix was a beautiful **bird** / **lion** / **horse**.
3 The phoenix lived for **five** / **fifty** / **five hundred** years.
4 The first people to believe in the phoenix were the **Egyptians** / **Romans** / **Greeks**.
5 The phoenix was born in a **pond** / **fire** / **tree**.

2 Read and complete. Order the pictures.

clearer do Fleece Greece horse island sea sings song sports ~~told~~

Myths and legends, stories of old,
Beastly tales which people (1) told .
Adventures and monsters, strange animals too,
Heroes who had great things to (2) _____ .

The Greeks are famous, not just for (3) _____ ,
But also for Jason and the Argonauts.
They wrote, in their mythology,
Of his adventures across the (4) _____ .

Jason's bad uncle made him look for the 'fleece'.
Special wool made of gold, so they tell us in
(5) _____ .
He had a clever teacher, like yours, of course!
His teacher was a centaur – half man, half
(6) _____ .

The teacher told him all about the dangerous siren
Who could break his boat on rocks round the
(7) _____ .
She's half woman, half bird, with feathers and wings.
She sounds really beautiful when she (8) _____ .

The Argonauts were sailing and before too long
They started to hear the siren's (9) _____ .
It sounded lovely, but they didn't go nearer
'Cos Orpheus's music was louder and (10) _____ .

This is part of the myth from Ancient Greece
Of Jason and the Golden (11) _____ .



3 9–10 Listen and check. Then do karaoke.

4 Invent an amazing mythical beast. Answer the questions.

1 What are you going to call it?
I'm going to call it a ...
2 What's your beast going to look like?
It's going to have a ...'s head, ...
3 What colour's it going to be?
4 Is it going to have feathers, fur or scales?
5 Is it going to have spots or stripes? What else is it going to have on its body?

5 Ask and answer about your beast in pairs.

6 Draw and write about your beast. Write 30–40 words.

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Sounds and life skills

Supporting your friends

1 **Watch the video. How does Stella feel before, during and after the audition?**

Pronunciation focus



2 11 **Listen and write the word endings. Then practise with a partner.**

LENNY: Well, I think you're good at sing_____!

STELLA: I'm go_____ to be a famous writer, start_____ with that blog competition! So, what are we going to write about this time?

LENNY: Well, not **The K_____ of the Beasts**!

MEERA: … there are some older stories about other really excit_____ beasts.

3 12 **Listen and write. Say some more examples.**

I think you're good at _____ _____.

Are you _____ to _____ in a competition?

4 13 **Listen and number. What other support can you give?**

What do you worry about?



5 **In pairs, do a role play.**

Student A
You are worried about something. Tell your partner.

Student B
Listen to your partner. Give them some support.

Useful language

Good luck with …
Go for it!
You're good at it!
We're right here with you!

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Unit 1 Beastly tales
Pupil's Book p.14

Objectives
To practise the /ŋ/ (*-ng*) sound and show support and empathy.

Target language
- **Key language:** word endings: *ing*
- **Additional language:** *Good luck with …, Go for it! You're good at it! We're right here with you!*
- **Revision:** *be nervous/worried about, be good at something*

Warmer
- Write *I've got a test tomorrow* on the board. Ask the class to read it in different ways to show different emotions (e.g. excitedly, nervously, etc.).

Presentation
PB14. ACTIVITY 1

Watch the video. How does Stella feel before, during and after the audition?
- Tell pupils they are going to re-watch the ▶ Video. Ask if they remember what Stella is auditioning for (the school play). Play the ▶ Video and elicit Stella's feelings.

Key: Before her audition, Stella is excited. During it, she is nervous. After it, she is disappointed, then happy.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB14. ACTIVITY 2

Listen and write the word endings. Then practise with a partner.
- Focus pupils on Activity 2 and the dialogue. Play the 🔊 Audio for pupils to add the word endings.
- Elicit answers from the class. Write the words on the board and get pupils to repeat them. Point to your throat and show pupils how the /ng/ sound is made at the back of the throat.
- Ask pupils to practise saying the words in pairs. Pupils listen to check their partner's pronunciation.

Key: singing, going, starting, King, exciting

🔊 11

As in Pupil's Book and Key

PB14. ACTIVITY 3

Listen and write. Say some more examples.
- Write *I'm good at …* on the board. Elicit some things pupils are good at, and write them on the board.
- Focus pupils on Activity 3. Play the 🔊 Audio for pupils to complete the example. Check answers.

Key: playing chess, going, play

🔊 12

As in Pupil's Book and Key

Extra challenge Put pupils in pairs to repeat the dialogue, using their own information about what they are good at.

PB14. ACTIVITY 4

Listen and number. What other support can you give?
- Focus pupils on the pictures and say what they have in common (the people look worried or stressed). Elicit ideas about what the problem may be in each picture.
- Play the 🔊 Audio for pupils to number the pictures. Check answers. Elicit some other problems pupils worry about. Write a list on the board.

Key: a 3, b 1, c 2, d 4

🔊 13

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB14. ACTIVITY 5

In pairs, do a role play.
- Pupils work in pairs, taking turns to explain a problem and give support.

Extra support Mingle with pupils to monitor language and vocabulary.

AB14. Answer key, see page T97

Ending the lesson
- Have a short discussion about ways friends support each other.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 11–13**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Consolidation activity:** *Class survey*
- **T111 – Extension activity:** *Support poster*

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *explain*, *pirate*, *spots and stripes*, *treasure*
- **Additional language:** *Morse code*, *Quetzalcoatl*, *We've got a job to do*
- **Revision:** language from the unit, *sounds like*

Warmer

- Show page 9 on the whiteboard. Review the first episode of the story with the class. Write the following words scattered around the board: *calendar*, *Diggory*, *archaeology*, *laptop*, *talk*, *Mr Greedy*. Pupils use the words to reconstruct what happened, without looking in their Pupil's Books. Make sure they tell the story in the past.

Story

PB15.

Diggory Bones

- Show the first scene of the story on the whiteboard. Elicit who pupils can see, where the characters are, and what they are doing. Set the gist questions: *What's in the envelope? What does Diggory put in his phone? Where are they all going at the end? Why?*
- Play the ▶ Video with books closed. Pupils watch and listen to find the answers. Then they check in pairs with books open.
- Check with the class (a code of spots and stripes, the number from the code, Mexico City, because the clue tells them to go there).

▶
14
As in Pupil's Book

PB15. ACTIVITY 1

Why is Iyam Greedy a bad pirate? Which god in Aztec mythology was part bird and part snake?

- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. They check in pairs with books open. Check with the class.
- Play the Audio. Pupils listen and read. Stop after each frame for pupils to repeat.

Key: Because he only looks for treasure to get rich; Quetzalcoatl

Extra support At the end, check general comprehension by asking, e.g. *Who understands the spots and stripes?* (Diggory Bones). *What does Iyam Greedy say?* (Well done, Dr Bones! …).

Extra challenge Pupils write definitions for three new items of vocabulary from the story. Check pupils remember and understand other key vocabulary.

AB15. Answer key, see page T98

Ending the lesson

- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 14**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Consolidation activity:** *Role play*
- **T111 – Extension activity:** *Finding out about Quetzalcoatl*

14

Diggory Bones

1



1 **Why is Iyam Greedy a bad pirate? Which god in Aztec mythology was part bird and part snake?**

Story: unit language in context

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How have our toys and games changed?

1 15 **Listen and read. Which toys or games do people still play with today?**

Fun and games in ancient times

Did you know that people in **ancient** times loved playing with toys and games just like we do today? In fact, many toys and games from the past are **similar to** modern ones. So how did people have fun a long time ago?

One of the oldest board games in the world is called Senet and it was very **popular** in ancient Egypt. Can you believe that people enjoyed playing it more than 4,000 years ago? Some people used a box with 30 squares and **counters** made of **bone**, but there were other ways to play it. Some people made their own game by drawing squares in the sand or on paper and using stones as counters, so it was a game for everyone.





The Ancient Greeks and Romans played games with **dice** made of bone, wood or stone. The dice had six sides with spots on them to show the numbers, just like dice today. Some very early dice had only four **sides**, which were in the shape of a triangle. The oldest dice ever are about 5,000 years old!

People started playing with yo-yos more than 2,000 years ago. This painting shows a young Greek woman with a yo-yo. They were often made of wood, metal or **terracotta**, and they had a string attached.



2 **Read again and complete the table.**

Toy/Game	Place	Time	Materials
(1) yo-yos	ancient Greece	2,000 years	(2) _____, metal, (3) _____, string
board game	(4) _____	(5) _____	bone, or sand, paper and (6) _____
(7) _____	(8) _____ and ancient Rome	5,000 years	bone, wood, stone

3 **Which toys or games did you like when you were young? What entertainment is popular today?**

I loved playing board games when I was young, but I like video games now.

I think playing games on a smartphone is really popular today!

FIND OUT MORE

What are some other games people played in ancient times?

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Unit 1 Beastly tales
Pupil's Book p.16

Objectives
To read about how toys and games have changed over time.

Target language
- **Key language:** *ancient, bone, counters, dice, popular, sides, similar to, terracotta*
- **Additional language:** *detective, entertainment, hole, logic, spots, string, weapon*
- **Revision:** *board game, box, cartoon, drawing, metal, paper, stone, which, wood, yo-yo*; language for describing things

Materials
- Two sets of word cards. Write one word on each card: *yo-yo, doll, dice, board game, car, teddy bear, ball, paper, wood, plastic, metal, stone, terracotta, bone.*

Warmer
- Shuffle each set of word cards.
- Tell pupils you're going to play a game. Put them into two teams and give a set of cards to each team. In front of each team, write two headers on the board: *Toys* and *Materials*. Pupils must work in their teams to categorise the words. The first team to do this correctly is the winner. You are now ready to watch the ▶ Video.

PB16.

How have our toys and games changed?
- Show page 16 on the whiteboard and focus pupils on the question at the top of the page. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Discuss as a class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB16. ACTIVITY 1

Listen and read. Which toys or games do people still play with today?
- Ask pupils to open their Pupil's Books at page 16. Focus them on the photos and ask what they think the text is going to be about. Elicit different toys and games they know.
- Play the 🔊 Audio. Pupils listen and read, and then answer the question. Finally, ask pupils some more questions to check comprehension: *What were toys and games made from in the past? Who played these ancient games? How long ago did people play them?*

Key (possible answers): All are played today in some form. Board games, dice and yo-yos are still popular.

🔊 15

As in Pupil's Book

PB16. ACTIVITY 2

Read again and complete the table.
- Point to the categories and missing information in the table. Put pupils into pairs. Pupils read the text again and complete the table. Check answers with the class.

Key: **2** wood, **3** terracotta, **4** ancient Egypt, **5** 4,000 years, **6** stones, **7** dice, **8** ancient Greece

---

PB16. ACTIVITY 3

Which toys or games did you like when you were young? What entertainment is popular today?
- Ask a volunteer the first question and elicit an answer as an example.
- Pupils now work in pairs to discuss the questions.

Extra support When they have finished, discuss answers as a class. Find out what pupils enjoyed playing when they were younger and what is the most popular entertainment in the class today.

FIND OUT MORE
- Point to the FIND OUT MORE box and read the question with pupils. Tell them they are going to search for the answer to the question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB16. Answer key, see page T98

Ending the lesson
- Review with pupils what they have done and what they have learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 1
- **Practice Extra**
- **Audio 15**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Subject worksheet
- **Teacher Resources:** Unit 1, Reinforcement worksheet 2
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Consolidation activity:** *Questions and answers*
- **T111 – Extension activity:** *Writing for our blog*

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Unit 1 Beastly tales
Pupil's Book p.17

Objectives
To read and write a review of a board game. To make a board game.

Target language
- **Key language:** *Cluedo*, *detective*, *murder*, *weapon*; *which*, *who*
- **Additional language:** *logic*, *solve*
- **Revision:** *board game*, *problem-solving*

Warmer
- Show the FIND OUT MORE feature from page 16 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Discuss as a class.

DID YOU KNOW ...?
- Show page 17 on the whiteboard. Point to the picture and ask *What game is it?* Ask if they have played this game. Ask them to read the facts.
- Ask if they are surprised that this game is one of the most popular games ever. Ask *What other games are popular? Do you know any long games? How long do they take?*

PB17. ACTIVITY 1

Read the review. How do you win this game?
- Ask pupils to open their Pupil's Books at page 17. Tell pupils they are going to read a review of Cluedo. Elicit/Explain what a review is (a piece of writing that gives someone's opinion about something).
- Ask if pupils have played Cluedo, and if they like it.
- Ask pupils to read the review of Cluedo and answer the question. After reading, ask who wrote the review (Eliana) and how much she likes the board game (a lot, she gave it five stars).
- Discuss the review. Ask *Do you find it helpful? Does it make you want to buy this board game? Why? How many people can play Cluedo?* (3–6). *What reasons does Eliana give for recommending the game?* (It's great fun and it helps you practise your problem-solving skills.) *What else is good about the game?* (It doesn't take too long to play. It's perfect for playing with family and friends.) Finally, check answers to the question.

Key: You win if you work out who murdered Doctor Black, where they did it, and which weapon they used. You need to use logic.

PB17. ACTIVITY 2

Underline who and which in the review in Activity 1.
- Focus pupils on the Learning to write box. Choose volunteers to read the sentences aloud. Ask pupils which word is used with people (*who*), and which is used for things (*which*). Ask pupils to read the review in Activity 1 again and underline examples of the relative pronouns.

Key: **1** Cluedo is a classic board game which … **2** the winner is the player who … **3** It's a game which usually takes … **4** To play Cluedo, you need 3–6 players who are aged 8 or older.

PB17. ACTIVITY 3

In pairs, discuss a game you know how to play. Answer these questions.
- Tell pupils they are going to write a similar review about a game they know. First, they should discuss the questions with a partner to get some ideas.

Extra challenge Pupils make a mind map for the games they talk about.

PB17.

PROJECT
- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB17. Answer key, see page T98

Ending the lesson
- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom
Presentation Plus: Unit 1 **Practice Extra**
Test Generator **Unit 1 Test**

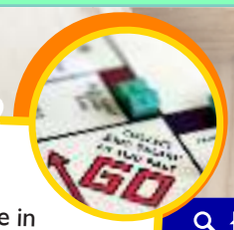
Extra Resources
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **PB86 and AB86 – Grammar reference 1**
- **T111 – Consolidation activity:** *Playing board games*
- **T111 – Extension activity:** *CLIL vocabulary*

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1 **Read the review. How do you win this game?**

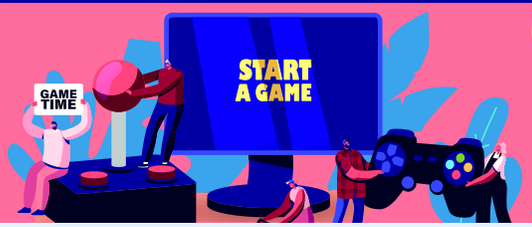
DID YOU KNOW...?

Monopoly is one of the most popular board games in history and more than one billion people in the world have played it! The longest Monopoly game ever took 70 days!



1

Blog | Game on! | Index



Cluedo ★★★★★

Cluedo is a classic board game which families have enjoyed since 1949! Everyone is a detective, and the winner is the player who solves the murder of Doctor Black. You need to use logic to discover the name of the murderer, the weapon they used, and the room where the murder happened.



The game has got a board with a big house on it. Players use dice to move around, and when they are in a room, they can make guesses about the murderer, the weapon, and where the murder happened. You can use logic to work out the correct answers. It's a game which usually takes between 10 and 60 minutes – not too long and not too short!

To play Cluedo, you need 3–6 players who are aged 8 or older. This makes it a perfect game for having fun with your family and friends.

I think every house should have Cluedo on their games shelf because it's great fun and it helps you practise your problem-solving skills at the same time.

by Eliana

2 **Underline who and which in the review in Activity 1.**

3 **In pairs, discuss a game you know how to play. Answer these questions.**

How do you play the game?

How long is it?

How many players do you need?

How old should they be?

How do you win?

Why do you like the game?

Learning to write: *who and which*

We use **who** and **which** to connect two parts of a sentence.

Cluedo is a classic board game **which** families have enjoyed since 1949!

The winner is the person **who** solves the murder.

Ready to write:

Go to Activity Book page 16.

Project

Make a board game.

History: toys and games | creative thinking

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2 Tomorrow's world

How many types of transport do you know?



1 What does the rocket do? Watch and check.

2 Watch again and correct the sentences.

1 Meera's making a car. Meera's making a rocket.
2 Lenny thinks we'll travel by water.
3 The rocket will swim.
4 The rocket will go to the stars.
5 Meera will get some photos of rockets.
6 Their next blog post will be about the transport of the past.

STUDY

We'll all **travel** by air.
Will it **fly**?
It **won't go** very far.

3 Read and order the words.

1 the / hit / will / rocket / The / window.
2 fly? / Meera's / Will / rocket
3 stars. / won't / to / the / rocket / go / Meera's
4 will / hit? / rocket / the / What
5 another / won't / rocket / fly / garden. / the / They / in
6 transport / be / of the / future. / will / Rockets / the

4 Ask and answer.

1 Lenny thinks rockets are the transport of the future. Do you agree?
2 Do you enjoy doing science experiments? Describe your favourite one.

Language: predictions with *will*

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Objectives

To make predictions with *will* and talk about transport.

Target language

- **Key language:** *will* for predictions, *rocket*, *travel by air*
- **Additional language:** *I'm sure (it will)*, *put your glasses on*; *bicycle*, *bike*, *carplane*, *moon*, *NASA*, *solar satellite*, *star*, *transport*
- **Revision:** transport, character names, *future*, *photos*

Warmer

- Start to draw a means of transport on the board, e.g. a bus. Draw it very slowly to give pupils opportunities to guess. Repeat with another known means of transport. Elicit what they think links the pictures. Write *Transport* on the board.

PB18.

How many types of transport do you know?

- Show page 18 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

PB18. ACTIVITY 1

What does the rocket do? Watch and check.

- Tell pupils to open their Pupil's Books at page 18. Focus pupils on Activity 1 and elicit some ideas, but don't confirm answers at this stage.
- Play the ▶ Video. Ask *Where's Meera? What's she doing?* Ask what happens to the rocket and why. Play the ▶ Video again, pausing when Mr Sharma opens the window.

Key: It flies around and hits the window.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Presentation

- Focus pupils on the STUDY box. Ask them to read each sentence aloud. Check that pupils realise they're about future predictions and that *won't* is the contraction of *will not*.

PB18. ACTIVITY 2

Watch again and correct the sentences.

- Give pupils time to read the sentences and check any words they don't know. Play the ▶ Video again. Pupils watch and correct the sentences. Check with the class.

Key: **2** Lenny thinks we'll travel by air. **3** The rocket will fly. **4** The rocket won't go to the stars. **5** Meera will get some information about rockets. **6** Their next blog post will be about the transport of the future.

Extra support Write each corrected sentence on the board, underlining the *will* for predictions.

PB18. ACTIVITY 3

Read and order the words.

- Do the first sentence with the class. Pupils then complete the activity in pairs. Check with the class and write the sentences on the board. Pupils copy them into their notebooks.

Key: **1** The rocket will hit the window. **2** Will Meera's rocket fly? **3** Meera's rocket won't go to the stars. **4** What will the rocket hit? **5** They won't fly another rocket in the garden. **6** Rockets will be the transport of the future.

PB18. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask them to discuss the questions in pairs and then compare their answers with another pair. Elicit different science experiments from the class and find out which is the most popular.

AB18. Answer key, see page T98

Ending the lesson

- Elicit predictions about what the weather will be like tomorrow, how pupils will do in their exams, and who will win any upcoming sports matches.

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Reinforcement worksheet 1 and/or 2
- **PB86 and AB86 – Grammar reference 2**
- **T111 – Consolidation activity:** *Role play*
- **T111 – Extension activity:** *Predictions*

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Unit 2 Tomorrow's world
Pupil's Book p.19

Objectives
To practise using *will* for predictions and sing a song.

Target language
- **Key language:** *armchair, map, pilot, planet Earth, spaceplanes, spaceships*
- **Additional language:** *Be careful!, cushion, motorway*
- **Revision:** transport, *will* for predictions

Warmer
- With Pupil's Books closed, elicit some predictions from pupils about the future. Start the activity by saying, e.g. *In the future we won't use cars. What do you think?*

Presentation
PB19. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Ask pupils if they remember the previous lesson and how to use *will*. Have the ▶ Video ready on the whiteboard.
- Play the ▶ Video and pause when pupils hear examples of *will*. Write some examples on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song
PB19. ACTIVITY 2

Read and say the words.
- Tell pupils to open their Pupil's Books at page 19. Focus them on Activity 2. Do the first verse as an example, asking different pupils to read the lines aloud. Pupils then work in pairs, taking turns to read and saying the transport words.

Key: 1 rocket, 2 bus, 3 bike, 4 Lorry, 5 motorbikes, 6 trains, 7 cars, 8 taxi

PB19. ACTIVITY 3

Listen and check. Then do karaoke.
- Play the ▶ Video. Pupils watch and check their answers. Check with the class.
- Play the 🔊 Audio line by line for pupils to repeat the song. Then play it again for them to sing along. Ask pupils what they think about the predictions in the song.
- When pupils are more competent, ask them to sing the song in groups with the karaoke version.

▶

🔊 16–17

As in Pupil's Book and Key for Activity 2

PB19. ACTIVITY 4

Read and answer.
- Focus pupils on the text and picture. Pupils take turns to read parts of the text aloud. Check understanding of *motorway* and *normal*. Focus pupils on the questions. They read the questions, then read the text silently again. Pupils work in pairs, taking turns to ask and answer. Check with the class. Pupils write the answers in their notebooks.

Key: 1 We'll use carplanes in the future. 2 Carplanes will fly three metres above the ground. 3 A carplane won't have a pilot because a computer will fly it. 4 There'll be armchairs. 5 It will look like a small living room. 6 Because carplanes will always know where to go.

PB19. ACTIVITY 5

Do you think these things will happen? Why or why not?
- Focus pupils on the prompts. Elicit how to say the year (twenty, seventy-five). Pupils work in pairs, taking turns to give their opinion. Monitor and help as necessary. Have the class share ideas.

Extra challenge Ask pupils to write three more predictions similar to those in Activity 5, about transport, technology, etc.

PB19. ACTIVITY 6

Work in pairs. Talk about what life will be like in 2075.
- Invite two pupils to read the examples aloud. Then put pupils into pairs to discuss the topic. Elicit ideas.

PB19. ACTIVITY 7

Write about your city in 2075. Write 30–40 words.
- Pupils can use the ideas on the board to write their texts. When they have finished, invite volunteers to read their texts to the class or in groups.

AB19. Answer key, see page T98

Ending the lesson
- Sing the song with pupils again. Make five groups, one for each verse. Pupils sing in turn.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 16–17**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Song worksheet
- **Teacher Resources:** Photocopiable 2
- **PB86 and AB86 – Grammar reference 2**
- **T111 – Consolidation activity:** *Find the mistakes*

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1 Can you remember the last lesson? Watch the language video.

2 Read and say the words.

Transport of the future!
It'll be a (1) , not a (2) .
It'll pick up kids for school.
It'll stop for all of us.
Transport of the future!
I'll have a computer on my (3) .
It'll say, 'Be careful!
(4)  on right!'
So I'll ride it where I like!
Transport of the future!
There won't be (5)  
or (6) .
How'll we go on holiday?
We'll catch spaceships and spaceplanes.
Transport of the future!
We'll have wings on all our
(7)  .
Where do you think we'll go?
We'll fly up to the stars.
Transport of the future!
We'll take a (8)  to the moon.
When'll we leave planet Earth?
We'll leave here very soon!

3 16–17 Listen and check. Then do karaoke.

4 Read and answer.

In the future we won't drive on roads and motorways. We'll use carplanes, which will fly three metres above the ground. These will carry six people. They won't have a pilot because a computer will fly them. There'll be a small round table and six armchairs with cushions inside, like a small living room. There'll be a robot waiter to give us food and drink. We'll chat on the internet and watch our favourite videos on big computer screens.

There won't be any normal doors. The sides of the carplane will open by moving slowly down under the floor of the car. There won't be any maps and we'll never get lost because carplanes will always know where to go.



1 What transport will we use in the future?
2 How high will carplanes fly?
3 Why won't a carplane have a pilot?
4 What kind of chairs will there be inside?
5 What will the inside of a carplane look like?
6 Why will it be easy to travel without maps?

5 Do you think these things will happen? Why or why not?

In 2075 …

1 people will eat different food.
2 children won't need to go to school.
3 everyone will have a robot which looks like a person.
4 no one will drive cars or trains.
5 there won't be any smartphones.
6 people will keep their memories on a microchip in their head.
7 waiters in restaurants will be robots.
8 people will wear different clothes.

6 Work in pairs. Talk about what life will be like in 2075.

I think we'll eat different food.

Really? What kind of food do you think we'll eat?

7 Write about your city in 2075. Write 30–40 words.

Practice: predictions with *will*

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1 Read the blog. What are the three different kinds of space tourists?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Our next blog post is about space travel. The first man walked on the moon in 1968, but now engineers are designing rockets which will send astronauts to Mars.

Space travel

The most important space agencies in the world are NASA (in the USA), ESA (in Europe) and the Russian, Chinese and Indian space programmes. They build rockets and teach astronauts how to fly them. Rockets take a long time to build and cost a lot of money, so they're too expensive to use as normal transport.



A new space programme called Artemis is planning different kinds of missions which will help us to explore space. Some of these missions will take people to the moon and to Mars. The astronauts on these missions live on a giant space station called the Gateway, which will stay in space for more than ten years. On the Gateway, astronauts make and recycle air and water so they can live in space for a long time.



Some businessmen are helping space agencies to build better and cheaper rockets because they are interested in space travel, and they want to send tourists into space and to the moon. Space tourists are people who are not astronauts, but want to visit space. It's a very expensive adventure! In 2021, a Japanese billionaire businessman paid nearly $35 million to stay on the International Space Station for 12 days. He is called an 'orbital space tourist' because he travelled around the Earth. 'Sub-orbital space tourists' can go to see Earth from above, but they don't orbit it. They fly higher than 100 km above Earth, which is where space starts, and for about five minutes they float inside the spaceship. One day, 'lunar tourists' will travel outside Earth's orbit. They'll travel to the moon and in the future they'll be able to go to Mars, too.





2 Read again and answer.

1 Where are the five most famous space agencies?
2 Name two problems with rockets.
3 Who flies rockets?
4 What will astronauts do while they live on the Gateway?
5 What are businessmen helping space agencies to do?
6 How much did it cost the businessman to travel round Earth?
7 How far from Earth is space?
8 Where will space tourists travel in the future?

3 Talk to your partner.

1 Do you think you'll ever travel to the moon? Why or why not?
2 Would you like to go to Mars? Why or why not?

No, I don't. Because I haven't got lots of money!

I would like to go to Mars because I love adventures.

Vocabulary: space travel

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Unit 2 Tomorrow's world
Pupil's Book p.20

Objectives
To read and talk about space travel and space tourism.

Target language
- **Key language:** *air*, *astronaut*, *businessman*, *Earth*, *engineer*, *float*, *Mars*, *the moon*, *rocket*, *space*, *tourist*, *transport*
- **Additional language:** *orbit*
- **Revision:** numbers, *NASA*, *space station*

Materials
- Relaxing music

Warmer
- Start playing some relaxing music. Tell pupils to close their eyes and imagine … Tell them to look into the future and to imagine the jobs they'll do. Pupils don't speak – they imagine. Slowly turn down the volume and tell pupils to open their eyes. Elicit what they imagined and their reasons, e.g. *I think I'll be a doctor because …*

PB20. ACTIVITY 1

Read the blog. What are the three different kinds of space tourists?
- Tell pupils to open their Pupil's Books at page 20. Focus them on Activity 1 and on the blog. Focus pupils on the photos and ask them to describe what they can see. Write any key vocabulary on the board and check understanding.
- Ask pupils to read the text silently to answer the question. Check with the class, asking pupils to read out relevant sections from the text. Check comprehension of the vocabulary in blue by asking pupils to read the sentences aloud and encouraging the class to work out the meanings for themselves. Check general comprehension by asking questions, e.g. *Are rockets easy to build? Which places will people explore in space? What do space tourists do?* Ask the class if they think space travel will change in future and how.

Key: orbital, sub-orbital, lunar

PB20. ACTIVITY 2

Read again and answer.
- Focus pupils on the Activity 2 questions. Pupils work in pairs. They take it in turns to ask their partner a question. They don't have to ask them in order. Check using open pairs.

Key: **1** USA, Europe, Russia, China and India, **2** They take a long time to build and cost a lot of money. **3** astronauts, **4** make and recycle air and water, **5** build better and cheaper rockets, **6** nearly $35 million, **7** 100 km (above Earth), **8** to the moon and to Mars

---

PB20. ACTIVITY 3

Talk to your partner.
- Focus pupils on the questions and the examples in the speech bubbles. Ask pupils to answer the questions in pairs and then share their ideas with another pair.

Extra support Encourage pupils to use ideas from the blog to answer the questions.

Extra challenge Ask pairs to make an advert for a trip to Mars. They should include information about what people will do on the space mission, how long it will take, and what it will cost.

AB20. Answer key, see page T98

Ending the lesson
- Ask pupils about some of the proper nouns in the lesson, e.g. *Tell me about NASA. Tell me about Artemis.* Pupils try to remember without looking in their Pupil's Books or Activity Books.

Digital Classroom
Presentation Plus: Unit 2 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Reinforcement worksheet 2
- **Teacher Resources:** Unit 2, Extension worksheet 1
- **PB86 and AB86 – Grammar reference 2**
- **T111 – Consolidation activity:** *Disappearing text*
- **T112 – Extension activity:** *Ten questions*

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Objectives

To have further practice using *will* to make predictions.

Target language

- **Key language:** spelling out, *solar energy*, *surname*
- **Revision:** space, *What kind of … ? will* for predictions, present simple

Warmer

- Play the class game (Ten questions) from the Extension activity in the previous lesson to review *will*. One pupil thinks of a job they think they'll have in the future. The class take turns to ask ten questions to guess the job. Write useful questions on the board, e.g. *Will you wear a uniform / work outside / work with animals?*

Presentation

PB21. ACTIVITY 1

Look at the pictures. Read and order the words.

- Show page 21 on the whiteboard. Focus pupils on the pictures in Activity 1 and ask them to describe what they can see. Then ask them to order the first sentence together. Write it on the board. Pupils order and write the other sentences individually.

Key: **1** Engineers will design and make spaceships. **2** Space tourists will stay in space stations for their holidays. **3** Robots will work on Mars but not on the sun. **4** Rockets and other transport will use solar energy.

PB21. ACTIVITY 2

Listen and answer. What is the man designing?

- Focus on Activity 2 and on the photo. Ask pupils what they think is happening.
- Play the Audio. Pupils listen for the answer. They check in pairs. Check with the class.

Key: rockets

18

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB21. ACTIVITY 3

Listen again and write.

- Focus pupils on the prompts. Check they know what to do and that they understand *surname*. Play the Audio again. Pupils listen and write the information. Ask them to check their answers in pairs, then check as a class.

Key: **2** Windsor, **3** astronaut, **4** 29, **5** engineer, **6** Space Flyers

Extra support Play the Audio again. Check with the class. Encourage pupils to spell the answers.

19

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB21. ACTIVITY 4

Write questions with 'will'.

- Focus on the instruction and the example. Pupils write the questions in their notebooks. Monitor and help.

Key: **2** What kind of clothes will you wear in space? **3** What kind of food will you eat in space? **4** What will you take a photo of? **5** Who will you go with? **6** What will you take with you?

PB21. ACTIVITY 5

Imagine you are an astronaut. Ask and answer.

- In pairs, pupils role-play a conversation using the questions from Activity 4. Monitor and prompt as necessary. Pupils can then swap roles and repeat the role play.

Extra challenge Confident pairs perform their role plays for the class.

AB21. Answer key, see page T98–99

Ending the lesson

- Play the Audio from Activity 2 again. Pause occasionally in mid-sentence. Pupils complete, e.g. *I'm interested in becoming an* (pause) *astronaut.*

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**

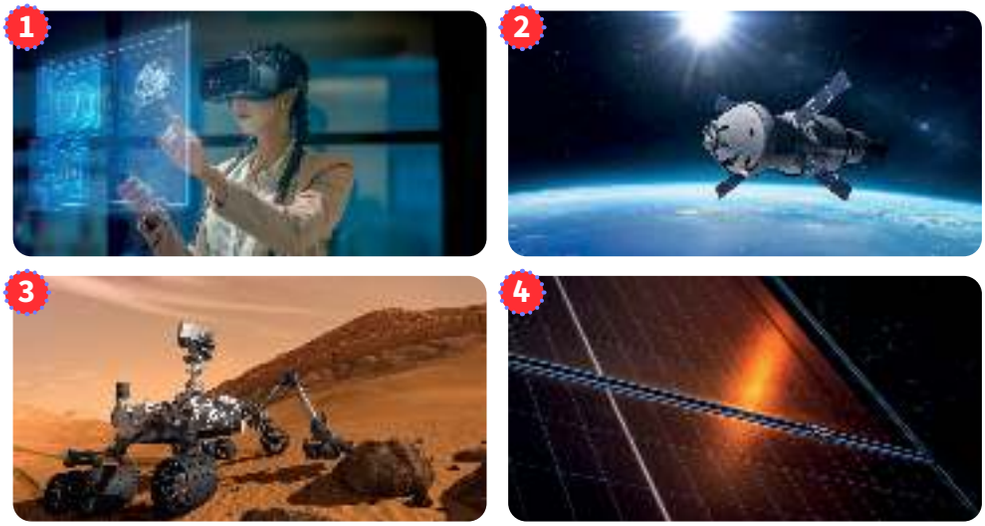
Audio 18–19

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Extension worksheet 2
- **PB86 and AB86 – Grammar reference 2**
- **T112 – Consolidation activity:** *My ideas about space*
- **T112 – Extension activity:** *Categories*

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1 Look at the pictures. Read and order the words.



1 and make / Engineers / spaceships. / will design
2 in space stations / will stay / Space tourists / for their holidays.
3 on Mars but / will work / not on the sun. / Robots
4 Rockets and / solar energy. / will use / other transport

2 18 Listen and answer. What is the man designing?

3 19 Listen again and write.

Name: (1) Robert
Surname: (2) _____
Dream job: (3) _____
Age next birthday: (4) _____
Present job: (5) _____
Rocket name: (6) _____



4 Write questions with 'will'.

1 When / go / space?
2 What kind of clothes / wear / space?
3 What kind of food / eat / space?
4 What / take / photo of?
5 Who / go with?
6 What / take / with you?

1 When will you go into space?

5 Imagine you are an astronaut. Ask and answer.

When will you go into space?

Well, I think I'll go next year.

Practice: space travel

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Sounds and life skills

Choosing a point of view



1 **Watch the video. What do Lenny and Stella think about the rocket?**

Pronunciation focus

2 20 **Listen and underline the strong words. Then practise with a partner.**

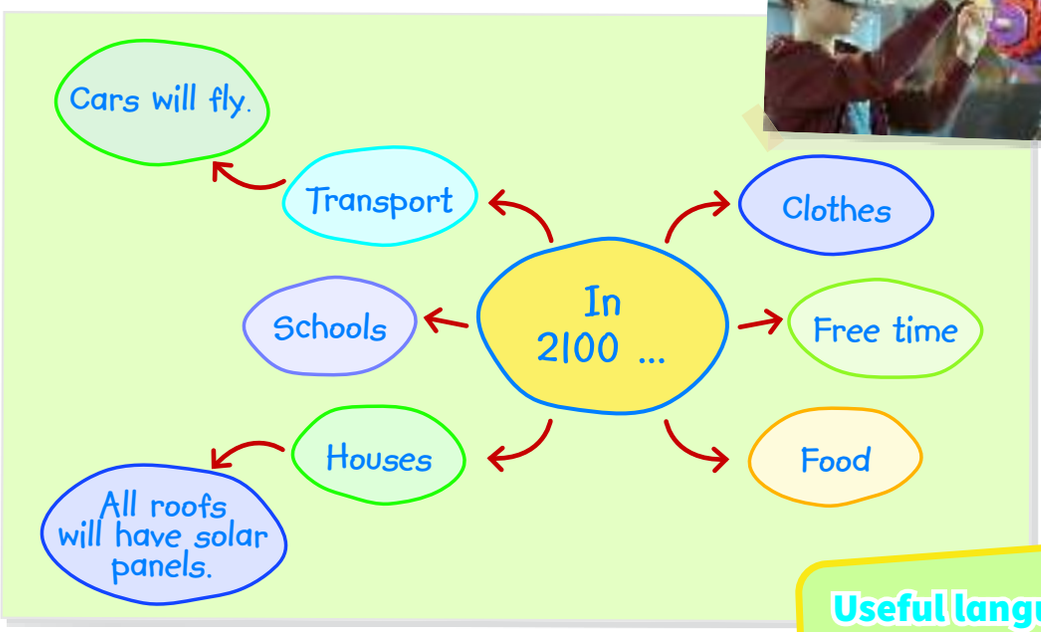
LENNY: Soon there won't be any buses or cars – we'll all travel by air.
STELLA: Or we'll walk. We'll still have legs!
LENNY: Will it fly?

3 21 **Listen and complete. Practise with a partner.**

A: In the future, we'll _____.
B: And we won't _____.
A: Will we _____?
B: I'm not sure.

4 **In pairs, think of and write more examples.**





5 **In a group, discuss your predictions. Do you agree?**

I agree, I think we will …

I don't agree. We won't … because …

Useful language

In the future, I think we'll …
We won't …
I agree / I don't agree because …

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Unit 2 Tomorrow's world
Pupil's Book p.22

Objectives
To practise sentence stress and give opinions with reasons.

Target language
- **Key language:** sentence stress with *will/won't*
- **Additional language:** *In the future, I think we'll …*
  We won't … I agree / I don't agree because …
- **Revision:** predictions with *will*

Warmer
- Play a memory game making predictions about the weekend. Start by saying *This weekend, I'll read a book*. Invite a volunteer to repeat the sentence and add an idea, e.g. *This weekend I'll read a book and go swimming*. Continue around the class, adding more ideas each time. If a pupil can't remember, or can't think of a new idea to add, they are out.

Presentation
PB22. ACTIVITY 1

Watch the video. What do Lenny and Stella think about the rocket?
- Show page 22 on the whiteboard. Tell pupils they are going to watch the ▶ Video again. Ask if they remember what it's about. Play the ▶ Video for pupils to answer the question.
- Play the ▶ Video again to focus on the pronunciation of *will/won't*. Write *We will* on the board and elicit the contraction (*we'll*). Point out that *won't* is pronounced more strongly.
- Write up the following two lines from the dialogue: *Soon there won't be any buses. We'll all travel by air.* Ask pupils to say the lines with a partner and think about which words might be stressed.

Key: Lenny is very excited about the idea of travelling by rocket. Stella isn't so certain and possibly thinks this is a silly idea.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB22. ACTIVITY 2

Listen and underline the strong words. Then practise with a partner.
- Ask pupils to open their Pupil's Books at page 22. Play the Audio for pupils to underline the strong (stressed) words. Point out that *won't* has strong emphasis, but *will* (*'ll*) doesn't. We emphasise nouns, verbs and opinion words (e.g. *still*) in positive sentences.
- In pairs, pupils practise saying the sentences with the correct stress.

Key: Soon there won't be any buses or cars – we'll all travel by air. Or we'll walk. We'll still have legs! Will it fly?

20

As in Pupil's Book

PB22. ACTIVITY 3

Listen and complete. Practise with a partner.
- Ask the class for a suggestion of how to finish the first sentence. Then play the Audio for pupils to complete the sentences. Ask pupils to read the sentences aloud with the correct stress to check.

Key: fly to the moon on holiday, have televisions, eat vegetables

21

As in Pupil's Book and Key

PB22. ACTIVITY 4

In pairs, think of and write more examples.
- Focus pupils on the mind map. Read the example predictions for *Transport* and *Houses* and elicit more. Put pupils into pairs to think of other predictions for each topic.

Extra support To share ideas, draw the mind map on the board and get volunteers to come up and add sentences to it. Ask pupils to copy the mind map in their notebooks.

Extra challenge Ask pupils to make at least three predictions for each topic.

PB22. ACTIVITY 5

In a group, discuss your predictions. Do you agree?
- Put pupils into groups to discuss their ideas from Activity 4. Focus attention on the Useful language box. Monitor discussions to check pupils are agreeing and disagreeing positively, and giving reasons.

AB22. Answer key, see page T99

Ending the lesson
- Repeat the memory game from the Warmer, this time using *won't*.

Digital Classroom
- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 20–21**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **PB86 and AB86 – Grammar reference 2**
- **T112 – Consolidation activity:** *Guess the prediction*
- **T112 – Extension activity:** *Find someone who …*

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Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *measure*, *months*, *seasons*
- **Additional language:** *the last call*, *The Pleiades*, *Teotihuacan*
- **Revision:** language from the unit

Warmer

- Make groups of four. Allocate each group a character from the story: Emily, Sir Doug, Diggory, Iyam. Without looking at the Pupil's Book, pupils remember the story so far from the point of view of their character. Elicit and check.

Story

PB23.

Diggory Bones

- Show the first scene of the story on the whiteboard. Elicit who pupils can see, where the characters are going, and why.
- Set the gist questions: *Who sent them the tickets to Mexico? How many calendars did the Mayas have? What is special about 21 June?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class (Iyam Greedy, two, it's the longest day).

▶
22
As in Pupil's Book

PB23. ACTIVITY 1

What did the Aztecs and the Mayas use to measure time? When did the Aztec new year start?

- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the Audio. Pause after each frame for pupils to repeat. At the end, check general comprehension, e.g. *What are The Pleiades?* (stars). *Describe the man sitting next to Diggory. Do you think he's really asleep?* (no). *What's he doing?* (He's listening to their conversation.) *Are they going to stay in Mexico City?* (no). *Where do they want to get to before Iyam?* (*Teotihuacan*).

Key: The sun, moon and stars. The new year started when they could see The Pleiades in the early morning, before the sun.

Extra support Pupils can work in groups to discuss and answer your questions.

Extra challenge Ask pupils to make a glossary of the proper nouns from the story: *Mexico City*, *Aztecs*, *Mayas*, *Pleiades*, *Teotihuacan*. Ask them to write definitions or descriptions of each. Encourage them to research online, if possible.

AB23. Answer key, see page T99

Ending the lesson

- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 22**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 2**
- **T112 – Consolidation activity:** *Role play*
- **T112 – Extension activity:** *Reporters*

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22

Diggory Bones

2



1 **What did the Aztecs and the Mayas use to measure time? When did the Aztec new year start?**

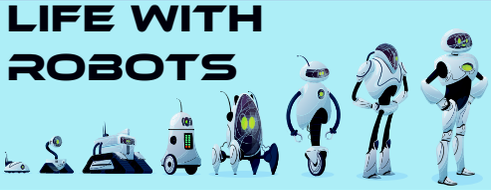
Story: unit language in context

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What can robots do for us?

1 23 **Listen and read. What kinds of robots are in the photos?**

LIFE WITH ROBOTS



Did you know that a robot called Raptor can run 46 km an hour? That's much faster than the fastest human on Earth! Humans make robots with computer technology and they help us do different kinds of jobs.



In 1961, a factory in the USA used the world's first industrial robot. It was a robot arm that could pick up hot metal to make cars, which is a dangerous job that's difficult for humans to do. Robots work faster than people too, so this helps factories to **produce** more.

In hospitals, medical robots help doctors to do important jobs. For example, special machines can **perform surgery** if the doctor's hand is too large. And doctors can even do surgery from a distance. They use computers to control robots which perform **remote surgery** on people who are in a different hospital.



At home, a domestic robot makes life easier for humans. These robots can clean, look after your pets, or keep your home safe thanks to a **built-in alarm**. They can even **entertain** you! Some **robot devices** can answer questions, play your favourite music, and search the internet for you!





Humans have used space robots since the 1950s. The first space robot to go all the way to Mars was called Viking. Viking's job was to take photos of Mars to help us learn more about the planet. Since then, five different **robot vehicles**, called Rovers, have travelled to Mars too. These robots do lots of **research** to find out if humans will be able to visit Mars in the future.

2 **Read again and answer.**

1 Which robot would you choose to do important research for humans?
2 Which robot would you choose to help with housework?
3 Which robot would you choose to do surgery on someone?
4 Which robot would you choose to do jobs that aren't safe for humans?
5 Which robot would you choose to take photos of another planet?

A space robot.

3 **Have you ever used a robot device? What can you use it for?**

We've got a robot device at home. I can talk to it and ask it questions.

What does it say?

It tells me the time, and what the weather's like.

FIND OUT MORE

The Robobee is one of the smallest robots in the world! What does it look like?

Physics: robots | creative thinking

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Objectives

To read an online report about robots and what they can do for us.

Target language

- **Key language:** *domestic robot*, *industrial robot*, *medical robot*, *space robot*; *built-in alarm*, *computer technology*, *device*, *entertain*, *perform surgery*, *vehicle*
- **Revision:** *will* for predictions, connectors *then* and *when*

Warmer

- Write the word *Robot* on the board. Tell pupils you're going to play a game. Ask them to form two lines in front of the board. Hand pupils at the front of each line a marker pen. Say that each team is going to write all the words they can think of that they associate with *robot*. When one pupil writes a word, they hand the pen to the next person in their team and go to the back of the line. Team members continue writing words on the board until you say *Stop*. The team with the most words relating to *robot* by the end of the game wins.
- Tell pupils they're going to learn more about robots in this lesson.

PB24.

What can robots do for us?

- Show page 24 on the whiteboard. Ask a pupil to read the question at the top of the page aloud. Elicit things that robots can do and write some ideas on the board.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas. Check the answer with the class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB24. ACTIVITY 1

Listen and read. What kinds of robots are in the photos?

- Ask pupils what they can see in the photos. Elicit *robots*. Pre-teach the words *built-in alarm* and *surgery*. Write them on the board and explain that robots can do these things and more.
- Play the 🔊 Audio for pupils to listen and read. Check understanding of the words in blue. Encourage pupils to use context. Give them time to answer the question in pairs. After reading, ask pupils which of the different types of robot they found the most fascinating.

Key: industrial robot, medical robot, domestic robot, space robot

🔊 23

As in Pupil's Book

Extra challenge Pupils find three reasons why robots are helpful to humans. (Robots can do the jobs that are too dangerous for humans, they can work faster than humans, they can make life easier for humans.)

PB24. ACTIVITY 2

Read again and answer.

- Focus pupils on the instruction. In pairs, they read the questions and read the text again to find the answers. Check answers with the class.

Key: **2** a domestic robot, **3** a medical robot, **4** an industrial robot, **5** a space robot

---

PB24. ACTIVITY 3

Have you ever used a robot device? What can you use it for?

- Ask volunteers to read the example speech bubbles. Pupils work in pairs to answer the questions. Then discuss ideas with the class. Examples might include going to the dentist where a robot machine worked on their teeth, or a toy robot that can do different things, etc.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question with pupils. Tell them they are going to search for the answer to the question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB24. Answer key, see page T99

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Practice Extra**
- **Audio 23**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Subject worksheet
- **PB86 and AB86 – Grammar reference 2**
- **T112 – Consolidation activity:** *Useful robots*
- **T112 – Extension activity:** *Using dictionaries*

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Objectives

To read and write instructions on how to make something.
To follow instructions and make a robot.

Target language

- **Key language:** robots, space, instruction verbs
- **Additional language:** *Perseverance Rover*

Warmer

- Show the FIND OUT MORE feature from page 24 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Discuss as a class.

DID YOU KNOW …?

- Show page 25 on the whiteboard. Point to the photo and ask *What can you see? Where is this?* Invite a volunteer to read the information.
- Ask pupils if they are surprised that robots can travel so far. Ask *Where do you think robots will travel to in the future?* Encourage pupils to share ideas.

PB25. ACTIVITY 1

Read the instructions. What kind of robot is it? Write.

- Tell pupils to open their Pupil's Books at page 25. Elicit different types of robot. Tell pupils that they're going to read instructions about creating a robot.
- Ask pupils to read the instructions and write what kind of robot it is. Ask them how they know (the instructions talk about space).

Key: space

Extra challenge Ask pupils to read the instructions again and find three examples of things that can make the robot move.

PB25. ACTIVITY 2

Underline the instruction verbs in the instructions in Activity 1.

- Explain to pupils that we use verbs to give instructions. Focus pupils on the Learning to write box. Ask volunteers to read the sentences aloud, and check that they understand.
- Focus pupils on the instruction verb in point 1 of *How to make a space robot* (Plan). Then ask them to underline the other instruction verbs.
- Ask a volunteer to read the instructions. Point out that we don't include a personal pronoun, we only use the verb (imperative form).

Key: Plan, Think, answer, Draw, label, Build, Use, don't worry, Try, Test, Shake, check, Give

PB25. ACTIVITY 3

In pairs, discuss ideas for a new robot. Make notes in your notebook.

- Tell pupils they're going to make a robot in the Project. In pairs, they think about the kind of robot they would like to make. It could be one of the robots they have learnt about, or something different.
- Pupils look at the mind map and discuss the different aspects of their robot, including its appearance, what materials they will use, how it will function, and what it will do. Remind them to use the mind map to make notes.

Extra support Pupils can create their own mind maps in their notebooks if they prefer. Monitor the activity to help them organise their notes.

PB25.

PROJECT

- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB25. Answer key, see page T99

Ending the lesson

- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom

Presentation Plus: Unit 2 **Practice Extra**
Test Generator **Unit 2 Test**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 2**
- **T112 – Consolidation activity:** *What we did for the Project*
- **T112 – Extension activity:** *CLIL vocabulary*

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1 **Read the instructions. What kind of robot is it? Write.**

How to make a _____ robot

Materials

You will need paper, pencils, scissors and craft materials.

Instructions

1. Plan your robot. Think about your robot and answer these questions:
   - What will it do?
   - What will it look like?
   - How far will it travel?
   - How will it move in space? (Wings? Solar power?)
   - What other special things will it have? Will it have wheels, arms, or cameras to take photos?
2. Draw a picture of your robot and label all of the parts.
3. Build your robot. Use any materials you can find. If something doesn't work, don't worry. Try a different way.
4. Test your robot. It will need to land on a planet, so it will need to be strong. Shake it and check it doesn't break.
5. Give your robot an exciting name. Mars Rovers in the past were called Perseverance, Spirit, and Opportunity!



DID YOU KNOW...?

Robots can travel very far from home! It took the spacecraft carrying the Perseverance Rover seven months to reach Mars. It had to travel about 480 million km to get there!



2

2 **Underline the instruction verbs in the instructions in Activity 1.**

3 **In pairs, discuss ideas for a new robot. Make notes in your notebook.**

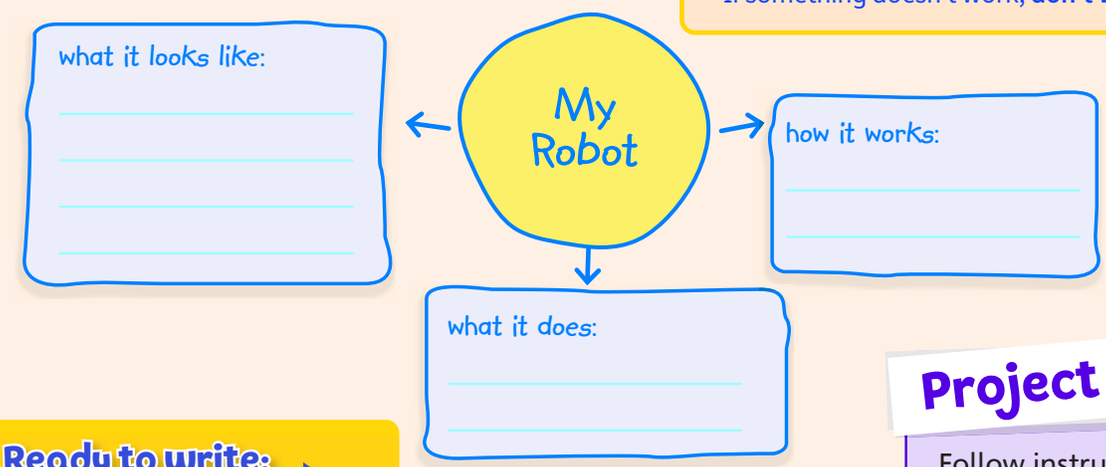
Learning to write:

Instructions

We use a verb, or **Don't** + verb, to give instructions.

Plan your robot.

If something doesn't work, **don't worry**.



Ready to write:

Go to Activity Book page 24.

Project

Follow instructions and make a robot.

Physics: robots | creative thinking

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Review Units 1 and 2

1 **Read the text. Choose the right words and write them on the lines.**

The moon is (1) Earth's only natural satellite. That means that the moon (2) _____ around the Earth once every 27 days. It is (3) _____ than Earth and (4) _____ diameter is 3,474 km.

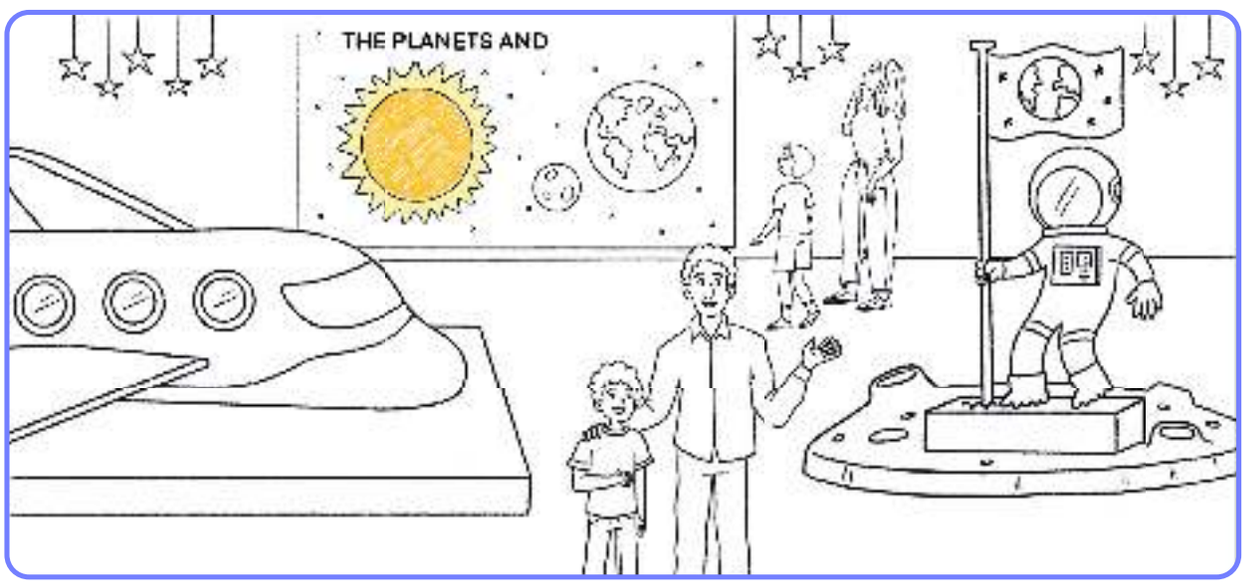
The first visit to the moon was (5) _____ 21 July 1969, (6) _____ Neil Armstrong, an American astronaut, (7) _____ the first man to walk on the moon. The USA sent rockets with astronauts to the moon over three years but they stopped in 1972 because it was very expensive.

Now different space agencies (8) _____ they will send astronauts to the moon again. The American, the Russian, the Chinese, the Indian and the European space agencies all have plans for missions to the moon. NASA (9) _____ to build a camp at one of the lunar poles. It is doing tests in Antarctica to see how well it (10) _____. It wants astronauts to visit the moon again so it can plan to fly to Mars!



1	Earth	Earth's	Earth is
2	goes	went	go
3	more	small	smaller
4	it's	its	her
5	in	for	on
6	when	who	where
7	is	was	were
8	say	says	saying
9	can	will	wants
10	works	work	working

2 24 **Listen and colour and write. There is one example.**



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Review Units 1 and 2
Pupil's Book p.26

Objectives
To review language from Units 1 and 2 and complete a reading activity and a listening activity.

Target language
- **Key language:** vocabulary and language from Units 1 and 2

Materials
- Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each pupil in the class
- Coloured pencils/crayons (yellow, grey, blue and purple)
- 20 pieces of paper, each with half a joke from Activity Book page 26 Activity 3

Warmer
- Make groups of six. Hand out a word to each pupil. They keep their word secret. They take turns to describe their word for the other pupils to guess. If time, regroup pupils and repeat.

PB26. ACTIVITY 1

Read the text. Choose the right words and write them on the lines.
- Show page 26 on the whiteboard. Pupils complete the text individually and check in pairs. Check with the class by asking pupils to read the text aloud in turn.

Key: **2** goes, **3** smaller, **4** its, **5** on, **6** when, **7** was, **8** say, **9** wants, **10** works

PB26. ACTIVITY 2

Listen and colour and write. There is one example.
- Give out the coloured pencils/crayons. Focus pupils on the picture. Elicit some things they can see. Play the **Audio**. Give pupils time to colour and write, then play the **Audio** again. Check with the class.

Key: Pupils colour the astronaut grey, and write *astronaut* under him. They colour the Earth blue, and write *Earth* above it. They colour the woman's jumper purple.

24

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

AB26. Answer key, see page T99

Ending the lesson
- Hand out the pieces of paper with jokes and punch lines (Activity Book page 26 Activity 3) at random. Ask a pupil with a question to stand up and read the first part of the joke, e.g. *How does a monster count to 13?* The class replies *I don't know. How does a monster count to 13?* The pupil with the correct punch line stands up and says it: *On its fingers!* Repeat for all the jokes.

Digital Classroom
Presentation Plus: Review Units 1 and 2

Practice Extra

Audio 24

Extra Resources
- **Teacher Resources:** Review Units 1 and 2, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 1 and 2**
- **T112 – Consolidation activity:** *Songs and chants*
- **T112 – Extension activity:** *A group story*

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Review Units 1 and 2
Pupil's Book p.27

Objectives
To review language from Units 1 and 2 and play a board game.

Target language
- **Key language:** language and vocabulary from Units 1 and 2, *fuel*, *launch*, *solar energy*
- **Revision:** language for playing games

Materials
- Dice, coloured counters

Warmer
- Review what pupils can remember about space travel from the unit. If there is time, give a few true or false statements for pupils to find the answers in their Pupil's Books. Elicit *rocket* and pre-teach *fuel*, *solar energy* and *launch*.

PB27. ACTIVITY 3

Play the game.
- Show page 27 on the whiteboard. Elicit that this is a board game. Focus them on the instructions. Ask pupils to read them aloud and check they know what to do.
- Pupils open their Pupil's Books at page 27 and play the game in groups of three. They take turns to throw the dice and move around the board following the instructions.
- Monitor pupils as they are playing the game. If a pupil doesn't throw the correct number or launch from the correct square, they miss a turn. On the Mars landing square, pupils have to say something good they will do (or something bad they won't do) for the planet. They must not repeat a verb someone else has used.
- The first player in each group to finish is the winner.

Extra support Give examples of good and bad things for the Mars landing square: *I'll fix the rocket. I won't be rude to the aliens.*

AB27. Answer key, see page T99–100

Ending the lesson
- Ask pupils which lessons, topics and activities were their favourites.

Digital Classroom
- **Presentation Plus:** Review Units 1 and 2
- **Practice Extra**
- **Test Generator** **Review Test 1**

Extra Resources
- **Teacher Resources:** Review Units 1 and 2, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 1 and 2**
- **T112 – Consolidation activity:** *Vocabulary review*
- **T112 – Extension activity:** *Games*

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3 Play the game.

2

Rocket launch

Instructions:

- English is the international language of space. USE it or MISS a turn!
- Throw a dice and move round the board. First, collect a rocket, fuel and food on Earth.
- When you have all three, continue to the LAUNCH square and fly to the moon.
- When you reach the LAUNCH square, fly to Mars. How will you help the planet?
- Read and follow all the instructions as you move round the board. Race to the END!



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3 The great outdoors

What activities do you like doing in the countryside?

1 Where did Lenny break his arm? Watch and check.

2 Watch again and say 'yes' or 'no'. Correct the wrong sentences.

1 Lenny broke his arm last Friday.
2 Lenny was jumping when he fell.
3 Lenny was jumping over a rock when he broke his arm.
4 Lenny put his foot in a hole when he was crossing the bridge.
5 Lenny was taking his boots off when he fell over.

No. Lenny broke his arm last Saturday.

STUDY

I **was jumping** over a rock when I **fell**.
Were you **playing** when you **broke** your arm?
No, I **wasn't playing**.

3 Read and choose the right words.

1 Lenny and his dad **was** / **were** climbing a hill.
2 Lenny **was** / **wasn't** playing when he fell over.
3 They were **walking** / **walks** across a bridge when Lenny put his foot in a hole.
4 They **wasn't** / **weren't** having a picnic in the wood.
5 Lenny didn't break his arm when he **is** / **was** crossing the bridge.
6 He was **taking** / **took** his boots off when he fell over.

4 Ask and answer.

1 What did you think of Lenny's big adventure?
2 Have you or one of your friends ever broken a bone? What happened?

Language: past continuous and past simple

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Unit 3 The great outdoors
Pupil's Book p.28

Objectives
To review countryside vocabulary and talk about background and interrupted actions in the past using the past continuous.

Target language
- **Key language:** past continuous, past simple, *countryside*, *outdoors*
- **Revision:** *adventure*, *bridge*, *happen*, *hill*, *hole*, *river*, *rock*, *when*, *wood*, action verbs

Warmer
- Ask what pupils did last weekend. Focus in particular on pupils who went into the countryside / did something outdoors. Write *Countryside* on the board when it comes up. If it doesn't, invent something you did to introduce it. Elicit places and things you can see in the countryside. Pre-teach *outdoors*.

PB28.

What activities do you like doing in the countryside?
- Show page 28 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

Extra support Pupils can create a mind map of their answers in their notebooks.

PB28. ACTIVITY 1

Where did Lenny break his arm? Watch and check.
- Tell pupils to open their Pupil's Books at page 28. Focus them on the title of the unit and Activity 1, and elicit some ideas, but don't confirm answers at this stage.
- Play the ▶ Video. Pupils watch and check in pairs.

Key: at home, as he was taking his boots off

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra support Pupils check the words on their mind maps with the words they hear in the ▶ Video.

PB28. ACTIVITY 2

Watch again and say 'yes' or 'no'. Correct the wrong sentences.
- Focus pupils on the statements. Read them with the class before playing the ▶ Video. Check pupils understand that the sentences refer to the past. Play the ▶ Video again. Pupils listen and say *yes* or *no*. Elicit the correct information for the wrong sentences.

Key: 2 yes, 3 no (he fell), 4 yes, 5 yes

Presentation
- Write sentence 5 from Activity 2 on the board. Above it, draw a timeline to show that the past continuous happened over time and the past simple action interrupted it.
- Write the following sentence on the board from the ▶ Video: *On Saturday morning, my dad and I were walking up a really big hill.* Ask pupils what the action is (were walking) and if anything interrupted it (no). Above this sentence, draw another timeline. Tell pupils we can also use the past continuous to give the background / set the scene.
- Focus pupils on the STUDY box. They read each sentence aloud.

PB28. ACTIVITY 3

Read and choose the right words.
- Focus pupils on the instruction. Refer them to the STUDY box. Write more sentences on the board with *They were*. Pupils complete the activity and discuss their answers in pairs. Check the reasons for their choices. Elicit the connector (*when*).

Key: 1 were, 2 wasn't, 3 walking, 4 weren't, 5 was, 6 taking

PB28. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. They discuss the questions in pairs.

Extra challenge Join pairs together to share experiences of breaking a bone or other injuries. They describe what happened using the past continuous and past simple.

AB28. Answer key, see page T100

Ending the lesson
- Give some oral prompts for pupils to finish, e.g. *I was walking to school when … , I was … when my teacher saw me.*

Digital Classroom
Presentation Plus: Unit 3 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 1 and/or 2
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Find the verbs*
- **T113 – Extension activity:** *Questions and answers*

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Objectives

To practise using the past continuous and past simple and sing a song.

Target language

- **Key language:** past continuous, past simple, *cave, crocodile, What an adventure!*
- **Additional language:** *There was nowhere else to go, looking all about*
- **Revision:** action verbs, *countryside*

Materials

- One sheet of paper for each pupil

Warmer

- Review the past continuous. Ask different pupils, e.g. *What were you doing at seven o'clock this morning?* Write examples of full answers on the board.

Presentation

PB29. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Ask pupils if they remember the previous lesson and how to use *was/were … when …* Have the ▶ Video ready.
- Play the ▶ Video and pause when pupils hear examples of the past continuous. Write some examples on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song

PB29. ACTIVITY 2

Read and complete.

- Tell pupils to open their Pupil's Books at page 29. Focus on the phrases in the box. Demonstrate by asking a pupil to read the first verse aloud. Pupils work in pairs to complete the rest of the song. Remind them to use rhyme and rhythm to help. Pupils compare answers with another pair.

Key: **2** Was racing after me, **3** And I had to jump out, **4** Go down a waterfall, **5** It didn't make a sound

PB29. ACTIVITY 3

Listen and check. Then do karaoke.

- Play the ▶ Video. Pupils watch and check their answers. Pupils read the verses aloud.
- Play the 🔊 Audio line by line, then verse by verse for pupils to repeat. Then play the karaoke version for them to sing along.

▶

🔊 25–26

As in Pupil's Book and Key for Activity 2

PB29. ACTIVITY 4

In groups, say what happened next.

- Ask comprehension questions about the song to practise the target structure, e.g. *When did it start to snow?* etc. Pupils talk in groups about what happened next.

Extra challenge Have groups form their ideas into another verse and share their ideas with the class.

PB29. ACTIVITY 5

Play the game.

- Ask pupils to read the instructions 1–3 aloud. Explain you're going to ask questions and that they must individually write full-sentence answers, e.g. *Where were you at four o'clock last Saturday afternoon? At four o'clock last Saturday afternoon I was at the airport.* They fold the paper to hide their answer and pass it to their left. Continue with the other questions (see below). Encourage pupils to use their imagination.
- Questions: *1 Imagine you're somebody famous. What's your name? 2 Where were you at four o'clock last Saturday afternoon? 3 What were you wearing? 4 Why were you wearing those clothes? 5 What were you doing? 6 Which famous person were you talking to? 7 What did you say to him/her? 8 What did he/she say to you? 9 What happened?*
- At the end, pupils unfold the paper and read their stories aloud in groups. Volunteers read the 'best' stories to the class.

PB29. ACTIVITY 6

Write the story from the game.

- Pupils write the story in their notebooks.

AB29. Answer key, see page T100

Ending the lesson

- Sing the song again. Add any new verses from Activity 4.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 25–26**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Song worksheet
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Choosing stories*
- **T113 – Extension activity:** *Telling tales!*

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1 Can you remember the last lesson? Watch the language video.

3

2 Read and complete.

And I had to jump out Go down a waterfall It didn't make a sound
~~There was nowhere else to go~~ Was racing after me

I was climbing up the mountain
When it started to snow.
I hid in a cave.
(1) There was nowhere else to go .
What an adventure!



I was swimming down a river
When I thought I saw a tree.
A big crocodile
(2) _____ .
What an adventure!



I was flying over an island.
I was looking all about
When my plane coughed and stopped
(3) _____ .
What an adventure!





I was sailing on a river,
Enjoying it all.
Then I saw a boat in front of me
(4) _____ .
What an adventure!



I was camping in the jungle.
I was sleeping on the ground,
When suddenly I felt a snake.
(5) _____ .
What an adventure! What an adventure!



3 25–26 Listen and check. Then do karaoke.

4 In groups, say what happened next.

5 Play the game.

1 Listen to your teacher. Write your answer at the top of a piece of paper.
2 Fold the paper and pass it to the classmate on your left.
3 You can read the story when you answer the last question.

6 Write the story from the game.

My name's Diggory Bones.
I was on a space rocket at 4 o'clock last Saturday afternoon.
I was wearing a swimming costume and sunglasses.

Practice: past continuous and past simple

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1 Read the blog. Which journey do you think is the most exciting? Why?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



We always want to find out more about the planet where we live. **Explorers** travel to new places to learn new things.

Explorers

Marco Polo



Marco Polo was not the first European to travel **east** to China, but he is the most famous because of his books. Lots of people have read these, including the explorer Christopher Columbus. Marco left Italy in 1271 and returned 24 years later. When he went to China he travelled mostly over **land**, but when he came back to Europe, he travelled mostly by sea. He brought back the idea of paper money, which people later copied.

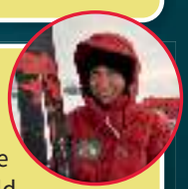
Zara Rutherford



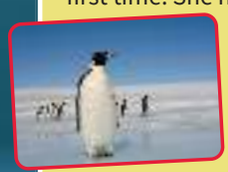
In 2021, Zara Rutherford became the youngest female pilot to fly around the world by herself. She began her **journey** in Belgium and flew **west**, and she stopped in 31 countries on five different continents! It took her five months to travel more than 50,000 km in a special plane called a microlight. This is a plane so small a person can push it. Because her plane was so small, she couldn't carry a lot of things with her, but she had a **rucksack**, a **sleeping bag** and a **torch** or **flashlight** to see in the dark.



Felicity Aston



Felicity Aston is another famous explorer. She began her **adventures** in 2000 when she travelled to Antarctica for the first time. She has been on **expedition**s all around the world, but especially to the **North** and **South** Poles. She skied across Antarctica alone in 2012. It took her 59 days to cover 1,744 km, so she had to **camp** in a **tent** every night. She was the first woman to do this. She has written books about her adventures and has won a lot of prizes for her work.



2 Read again and correct the sentences.

1 Marco Polo travelled east to Australia.
2 Marco Polo wrote a newspaper about his journey.
3 Zara Rutherford flew around the world with her parents.
4 A rucksack is a bag you can sleep in.
5 A microlight is one of the biggest planes in the world.
6 Felicity Aston began her adventures in 2021.
7 Felicity Aston was the first woman to snowboard across Antarctica.
8 Felicity Aston has designed computer games about her adventures.

3 Talk to your partner.

1 Which of these explorers do you think had the most difficult adventure? Why?

I think Felicity Aston had the most difficult adventure because she skied across Antarctica alone!

2 Where would you like to explore? Why?

I would like to explore China because I have never been there, and I like Chinese food.

30 **Vocabulary:** exploration

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Unit 3 The great outdoors
Pupil's Book p.30

Objectives
To read and talk about three explorers and their journeys.

Target language
- **Key language:** compass points: *north*, *south*, *east*, *west*; *adventure*, *camp*, *expedition*, *explorer*, *flashlight*, *journey*, *land*, *rucksack*, *sleeping bag*, *tent*, *torch*
- **Additional language:** *Antarctica*, *Felicity Aston*, *Marco Polo*, *Pole*, *Zara Rutherford*
- **Revision:** dates, past simple, past continuous, action verbs, adjectives

Materials
- At least one compass

Warmer
- Draw a large compass on the board with *N*, *S*, *E*, *W* marked. Elicit what this is (pupils will use L1) and provide the word in English: *compass*. Elicit what we use it for. Pre-teach/Elicit the compass points. If you have one, pass round a compass for pupils to look at. Discuss with pupils why compasses were/are important.

PB30. ACTIVITY 1

Read the blog. Which journey do you think is the most exciting? Why?
- Tell pupils to open their Pupil's Books at page 30. Ask a pupil to read the instructions aloud. Check understanding of *journey*. Focus on the texts and elicit that it's the *Kid's Box* blog. Check understanding of *explorers*. Pupils read the texts silently to answer the questions.
- Discuss opinions with the class, eliciting the reasons for their choices. Check comprehension by asking pupils *Where did the people travel to? How did they get there?* Encourage them to work out the meanings of the new vocabulary in blue. Discuss the three journeys mentioned, eliciting why each one was so difficult. Ask pupils if they can tell the class about other famous explorers and journeys.

PB30. ACTIVITY 2

Read again and correct the sentences.
- Focus pupils on the instruction. Make sure that they understand that the mistakes are factual, not grammatical. Pupils work in pairs, re-reading the text to correct the sentences. Check with the class.

Key: **1** Marco Polo travelled east to China. **2** Marco Polo wrote books about his journey. **3** Zara Rutherford flew around the world by herself. **4** A rucksack is a bag you can carry on your back. / A sleeping bag is a bag you can sleep in. **5** A microlight is one of the smallest planes in the world. **6** Felicity Aston began her adventures in 2000. **7** Felicity Aston was the first woman to ski across Antarctica. **8** Felicity Aston has written books about her adventures.

PB30. ACTIVITY 3

Talk to your partner.
- Focus pupils on the questions and the examples in speech bubbles. Ask pupils to answer the questions in pairs then share their ideas with another pair.

Extra support Encourage pupils to use events from the texts in the blog to answer the questions.

Extra challenge Ask groups to agree on a list of the top three places they'd like to explore and why. If there is time, ask them to share their ideas with the class.

AB30. Answer key, see page T100

Ending the lesson
- Write some of the new words from the lesson in jumbled form on the board. Pupils race to unjumble them, without looking in their Pupil's Books. Elicit the correct spelling of each word and ask pupils to put each one in a sentence.

Digital Classroom
Presentation Plus: Unit 3 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Reinforcement worksheet 2
- **Teacher Resources:** Unit 3, Extension worksheet 1
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Mapping journeys*
- **T113 – Extension activity:** *Doing some research*

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Unit 3 The great outdoors
Pupil's Book p.31

Objectives
To practise using maps and write an adventure story.

Target language
- **Key language:** compass points, directions, outdoor equipment
- **Additional language:** place names
- **Revision:** countryside, narratives using past continuous and past simple

Warmer
- Review compass points using a TPR game. Pupils stand up, facing the front of the class (north). Call out compass points, and pupils turn to face the right compass point. Call out compass points quickly one after another.

Presentation
PB31. ACTIVITY 1

Read and match. Say the word and the letter.
- Show page 31 on the whiteboard. Focus on Activity 1. Tell pupils to open their Pupil's Books at page 31. Pupils work individually. Check by asking pupils to take turns to read the definitions aloud and say the word and letter.

Key: 2 rucksack – b, 3 tent – c, 4 sleeping bag – a, 5 explorer – e

PB31. ACTIVITY 2

Look at the map and say 'yes' or 'no'. Correct the wrong sentences.
- Focus pupils on the map. Elicit some places they can see and help with pronunciation. Pupils do the activity individually first, writing *Yes* or *No* in their notebooks for each sentence. Then they check in pairs. Check with the class by asking one pupil to read a sentence and another to answer. For 'no' answers, pupils correct the sentence.

Key: 1 yes, 2 no (north), 3 yes, 4 yes, 5 no (north), 6 no (south), 7 no (north), 8 yes

PB31. ACTIVITY 3

Play the game.
- Focus pupils on the examples in the speech bubbles. Practise the game as a class first, using open pairs. Then pupils play in pairs, taking turns to describe and guess. Monitor and help.

PB31. ACTIVITY 4

Listen. What camping things do you pick up? Where are you?
- Tell pupils to look at the map and to start at the Black Caves. Play the first section of the Audio as an example. Pupils write the answer. Play the rest of the Audio. Pupils write answers, then check in pairs. Check with the class.

Key: a torch, Oldbridge, a knife and fork, a sleeping bag

27

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra challenge In pairs, ask pupils to give directions to places on the map for their partner to follow.

PB31. ACTIVITY 5

Write an adventure. Use the map and as many words in the box as you can.
- Read the instructions and check understanding of the words in the box. Ask a pupil to read the example aloud. Check what tense is used (past continuous) and what tenses they'll use in their stories (past continuous and past simple). Brainstorm ideas. Tell pupils their stories should be 30–40 words long. Pupils plan and then draft their stories individually.

Extra support Monitor and help pupils with language and vocabulary.

AB31. Answer key, see page T100

Ending the lesson
- With closed books, give definitions of words from Pupil's Book Activity 5 for pupils to guess: *This is water that's moving. It's not the sea.* (river).

Digital Classroom
Presentation Plus: Unit 3 **Practice Extra**

Audio 27

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Extension worksheet 2
- **Teacher Resources:** Photocopiable 3
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Writing together*

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1 Read and match. Say the word and the letter.

a 

b 

c 

d 

e 

1 It's something you use to see in the dark. torch – d
2 It's a big bag which you carry on your back.
3 It's like a small house. You use it when you go camping.
4 It's something which you sleep in.
5 It's someone who travels to a new place to learn about it.

2 Look at the map and say 'yes' or 'no'. Correct the wrong sentences.

1 Clidditch is north of Ness Lake.
2 Alchester is south of the Deep Sea.
3 Mainwitch is east of the Deep Sea.
4 Hamptonville is north of Deer Wood.
5 Clidditch is south of Littleton.
6 Oldbridge is east of the mountains.
7 The mountains are south of Mainwitch.
8 Littleton is west of Mainwitch.



3 Play the game.

It's south of Clidditch and west of Oldbridge.

Is it Ness Lake?

Yes!

4 27 Listen. What camping things do you pick up? Where are you?

5 Write an adventure. Use the map and as many words in the box as you can.

beach bridge cave
grass hill lake
mountain plan
river rock waterfall

One day I was walking near the Black Caves by myself when ...

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Sounds and life skills
Imagining possibilities



1 **Watch the video. How did Lenny break his arm?**

Pronunciation focus

2 28 **Listen and read. Underline the sounds /b/, /v/ or /w/.**

STELLA: So, were you playing when you broke your arm?

LENNY: No, I wasn't playing, Stella, and that wasn't when I broke my arm. We were in the wood, and we had to cross a really fast river. We were walking across the bridge when I put my foot through a hole and fell again.

3 29 **Listen and write. Practise with a partner.**

We were walking	on a _____	**when I broke my arm.**
	over a very fast _____	
	in a big _____	
	near a beautiful _____	

4 **Look at the stories. Read and match.**



What an adventure!

1. I was visiting my friend on her farm. It was my first time on the farm. She has horses and I was so excited because she let me ride her horse!
2. I was in a shopping centre with my mum. She went down in a lift, but I don't like lifts, so I decided to race her, and I ran really fast down the stairs.
3. It was a very windy day, so I was flying my kite in the park. My kite was flying really high when it flew into a tall tree.

a. I was running down so fast that I couldn't stop! I fell and broke my arm! ☐

b. I was climbing up to get it when I fell and, yes … I broke my arm! ☐

c. It was walking quietly when suddenly it started to go fast. I fell off and broke my arm. ☐

5 **In pairs, imagine you are Lenny and tell your story. Choose some of these places.**

How did you break your arm?

at a museum | on a camping holiday | in the park | at the funfair | in the classroom | on a farm | in the mountains

Useful language

I was (walking) when I …
We were (playing) in the park when I …

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Unit 3 The great outdoors
Pupil's Book p.32

Objectives
To identify and practise the sounds /b/, /v/ and /w/ and tell a story.

Target language
- **Key language:** the /b/, /v/ and /w/ sounds
- **Additional language:** *We were walking … , when* (something happened)
- **Revision:** past continuous and past simple, prepositions of place (e.g. *on a bridge*)

Warmer
- Write *The great outdoors* on the board. Ask pupils to work with a partner. Tell pupils they have two minutes to name as many things as they can think of related to *the great outdoors*, e.g. *the sea*, *mountains*, *tents*, *torches*, etc. Allow one more minute to compare their ideas with another pair.

Presentation
PB32. ACTIVITY 1

Watch the video. How did Lenny break his arm?
- Show page 32 on the whiteboard. Tell pupils they are going to watch the ▶ Video again. Ask if they remember how Lenny broke his arm. Play the ▶ Video to check ideas. Elicit why Lenny told such a long story (he was embarrassed that after being out in the great outdoors, he broke his arm at home).

Key: Lenny was taking off his boots when he fell over and broke his arm.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB32. ACTIVITY 2

Listen and read. Underline the sounds /b/, /v/ or /w/.
- Ask pupils to open their Pupil's Books at page 32. Play the Audio for pupils to underline the sounds.
- Write *b*, *v* and *w* on the board and get pupils to say the sounds. Then focus on the sounds and words pupils underlined. Say each word and pupils repeat. They practise saying the words in pairs. Ask what other words pupils know beginning with these letters (e.g. *boy*, *beautiful*, *video*, *village*, *water*, *Wednesday*).

Key: were, when, broke, wasn't, wasn't, when, broke, we, were, wood, we, river, we, were, walking, bridge, when

28

As in Pupil's Book

PB32. ACTIVITY 3

Listen and write. Practise with a partner.
- Play the Audio and ask pupils to write the missing words.

Key: bridge, river, wood, waterfall

29

As in Pupil's Book and Key.

Extra support Pupils can take turns saying the lines in pairs. Pupil A asks *What happened?* and Pupil B repeats a line from the Audio, for example, *We were walking on a bridge when I broke my arm.* Pairs then swap roles.

Extra challenge Extend this activity, so that pupils give their own versions using the model. Write the model on the board: *I was _____ when I broke my arm.*

PB32. ACTIVITY 4

Look at the stories. Read and match.
- Focus on the blog page and elicit different ways somebody broke their arm (*falling off a horse/running down stairs/climbing a tree*).
- Pupils read and match the beginnings and endings.

Key: 1 c, 2 a, 3 b

PB32. ACTIVITY 5

In pairs, imagine you are Lenny and tell your story. Choose some of these places.
- Explain that pupils will work with a partner and role-play being Lenny. They choose a place and invent their own story about how they broke their arm. Highlight the Useful language box.
- When they have finished, ask them to repeat the activity with a new partner, this time choosing a different place.
- You could ask confident pairs to tell their stories to the class.

AB32. Answer key, see page T100

Ending the lesson
- Ask pupils which stories were the most interesting. Vote on the best story.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 28–29**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, Topic worksheet
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Sounds from the lesson*
- **T113 – Extension activity:** *Writing together*

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Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *pyramid*
- **Revision:** language from the unit

Warmer

- Review the story so far. Make some false statements to the class for pupils to correct, e.g. *Oh, yes, I remember. Sir Doug and Emily were on the plane to China.* (no, Diggory and Emily were on the plane to Mexico City). *They were looking for the Moon Stone.* (no, they were looking for the Sun Stone).

Story

PB33.

Diggory Bones

- Show the first scene of the story on the whiteboard. Elicit who pupils can see, where the characters are and why.
- Write the gist questions on the board: *Where did they see Richard Tricker before? Where do they go with him? Who do they meet when they get there?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class (he was sitting next to them on the plane, the Pyramids, Iyam Greedy).

▶
30
As in Pupil's Book

PB33. ACTIVITY 1

What was the old name for Mexico City? Which is the highest pyramid in the world?

- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the Audio. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What did Greedy say in frame 3?* ('I'm a snake and I've got feathers, but I can't fly.')., *Is Teotihuacan south of Mexico City?* (no, it's north of Mexico City). *Are they tourists?* (no). *What's at the ends of the long street?* (the Pyramid of the Sun and the Pyramid of the Moon).

Key: Tenochtitlan, the Pyramid of the Sun

Note: Maya civilisation was 'ancient', like the Ancient Egyptians (from 250 AD to 900 AD), but the Aztec civilisation was more modern (from 1168 to 1522). Both civilisations used the Maya calendar, number system, astronomy, mythology, architecture and farming systems. The Aztecs came after the Mayas, but adopted a large part of their culture and traditions, sometimes using different names.

Extra support Check pupils understand other key vocabulary. Encourage them to use context from the story to identify meaning.

Extra challenge Get pupils to make a fact sheet about the ancient city of Teotihuacan. Encourage them to research online. Ask questions to elicit information: *How high are the pyramids? Who lived there? How old is it?* Etc.

AB33. Answer key, see page T101

Ending the lesson

- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 30**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Role play*
- **T113 – Extension activity:** *Questions and answers*

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30

Diggory Bones

3



1 **What was the old name for Mexico City? Which is the highest pyramid in the world?**

Story: unit language in context

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What can we see in our world?

1 31 **Listen and read. Write the headings.**

Cold mountains | How are mountains formed? | The highest and the longest | The young and the old | We are mountaineers! | ~~What is a mountain?~~



1 What is a mountain?

A mountain is a **landform** that stands **high above** the land around it. There are mountains all over the world. Scientists have even found huge mountains under the sea. We call lots of mountains standing together a **mountain range**.

2 _____

Mountains take millions of years to form. When two **plates** in the **Earth's crust** push together over a very long time, all the rocks slowly build up and up, until they make a mountain!



3 _____

The Himalayas started **forming** 40–50 million years ago. The world's highest mountain, Mount Everest, is in the Himalayas. Everest is still growing, and gets taller every year. The Himalayas are about 2,600 km long, but the Andes in South America are 7,000 km long, and they're the longest mountain range in the world.

4 _____

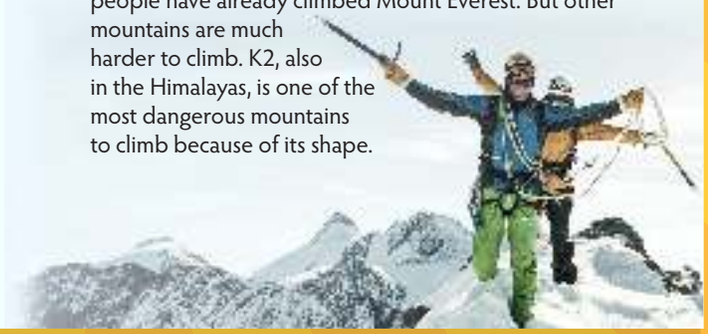
The Himalayas are millions of years old, but they are the youngest mountains on Earth. The Makhonjwas Mountains in South Africa formed about 3.6 billion years ago, and they are older than any other mountain range.

5 _____

Mountains are cold because they're high. Even mountains in hot countries can have snow on the top! But the coldest mountain of all is Denali in Alaska. It's the highest **peak** in North America.

6 _____

Lots of people love climbing mountains, and about 4,000 people have already climbed Mount Everest. But other mountains are much harder to climb. K2, also in the Himalayas, is one of the most dangerous mountains to climb because of its shape.



2 **Read again and complete the table.**

Mountain Range	Continent	Length	Age	Highest Peak
The Alps	1 Europe	1,200 km	770 million years	Mont Blanc
The Himalayas	2 _____	3 _____	4 _____	5 _____
The Andes	6 _____	7 _____	over 50 million years	Mount Aconcagua

3 **Which mountain range would you like to visit? Why?**

I'd like to visit the Himalayas, because I'd like to see Mount Everest.

FIND OUT MORE

What's the name of the highest mountain in your country?

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Unit 3 The great outdoors
Pupil's Book p.34

Objectives
To read and talk about mountains.

Target language
- **Key language:** *form*, *crust*, *Earth*, *high above*, *landform*, *mountain range*, *peak*, *plate*
- **Additional language:** *Himalayas*, *Mount Everest*
- **Revision:** countryside vocabulary

Warmer
- Write the words *Landform* and *Equipment* on two cards and show them to pupils. Stick the cards at either end of the classroom. Ask pupils to gather in the middle of the room. Call out words relating to each category in random order, and tell pupils to go to the correct side of the room in response. (Landforms: *river*, *waterfall*, *mountain*, *lake*, *hill*, *cave*, *rock*; equipment: *tent*, *rucksack*, *torch*, *sleeping bag*, *compass*.)

PB34.

What can we see in our world?
- Show page 34 on the whiteboard. Focus pupils on the question at the top of the page. Elicit landforms that we can see outdoors in the world. Encourage pupils to use vocabulary from the unit.
- Play the ▶ Video. Pupils watch and see what landforms and other natural things are mentioned.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB34. ACTIVITY 1

Listen and read. Write the headings.
- Ask pupils to open their Pupil's Books at page 34. Ask what they see in the photos. Elicit *mountains* and read the captions.
- Play the 🔊 Audio and pupils listen and read. Check understanding of the words in blue. Ask pupils to write the headings in the text. If necessary, play the 🔊 Audio again for pupils to check.

Key: **2** How are mountains formed?
3 The highest and the longest, **4** The young and the old,
5 Cold mountains, **6** We are mountaineers!

Extra support Take a sheet of paper and invite pupils to gather around your desk. With your hands on either side of the paper, push them slowly towards each other. Ask pupils what's happening. The centre of the paper lifts off the desk. Mountains form in the same way, when plates in the Earth's crust push together and push the rock upwards.

Extra challenge Ask pupils if they've ever climbed a hill or mountain. Put them in groups to tell each other their experiences.

🔊 31

As in Pupil's Book

PB34. ACTIVITY 2

Read again and complete the table.
- Focus pupils on the table. Put pupils into pairs. They work together to read the text again and complete the table. Check answers as a class.

Key: **2** Asia, **3** 2,600 km, **4** 40 to 50 million years,
5 Mount Everest, **6** South America, **7** 7,000 km

Extra challenge Ask pupils to draw the same table in their notebooks and do some research to find out about another mountain range.

PB34. ACTIVITY 3

Which mountain range would you like to visit? Why?
- Invite a volunteer to read the speech bubbles. In pairs, pupils discuss which mountain range they would like to visit and why. Then invite pairs to share their ideas with the class.

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB34. Answer key, see page T101

Ending the lesson
- Review with pupils what they have done and what they learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Practice Extra**
- **Audio 31**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Subject worksheet
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Quiz*
- **T113 – Extension activity:** *Writing for our blog*

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Unit 3 The great outdoors
Pupil's Book p.35

Objectives
To read and write a profile of someone you admire. To make a fact file about a landform.

Target language
- **Key language:** *admire*, *athletics*, *brave*, *expedition*, *Himalayas*, *mountain*, *mountaineer*, *proud*, *train* (v), *village*; *like* + *ing*, *would like to* + infinitive
- **Revision:** past simple and past continuous

Warmer
- Review what pupils remember from the previous lesson. Ask which mountain ranges and what facts about mountains they remember.
- Show page 34 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and their findings from their internet search. Elicit the answer and discuss as a class.

DID YOU KNOW ...?
- Show page 35 on the whiteboard. Point to the picture and ask where it is. Invite a volunteer to read the information.
- Ask pupils if they are surprised. Encourage them to find out how high Mount Everest is (8,849 m) and work out how high Olympus Mons is.

PB35. ACTIVITY 1

Read the profile. Why does the writer admire Malavath Poorna?
- Tell pupils to open their Pupil's Books at page 35. Focus them on the photo and elicit predictions about what the girl did. Explain they are going to read a profile, a text that gives a description of a person and their achievements.
- Pupils read the profile. After reading, ask what kind of information we are given about the girl. Elicit responses such as where she's from, when she was born, and what she enjoys now. Ask pupils to answer the questions.

Key: She was the youngest girl in the world to climb Everest. She worked hard, and was very brave.

Extra challenge Ask pupils to discuss what makes people want to do challenges like Malavath. Ask *Do you know anyone who has achieved something challenging?*

PB35. ACTIVITY 2

Underline examples of like + ing and would like to + infinitive in the profile in Activity 1.
- Focus pupils on the Learning to write box. Choose a volunteer to read the sentences, and write them on the board. Ask what they notice about the verb *climb* after the verbs *like* and *would like* (after *like*, the next verb takes the *-ing* form. After *would like*, the next verb is in the infinitive form).
- Pupils read the profile in Activity 1 again and underline more examples.

Key: She (...) liked doing sport. She likes climbing, I really like hiking, I'd (...) like to climb a mountain one day.

PB35. ACTIVITY 3

In pairs, discuss someone you admire. Make notes in your notebook.
- Focus on the instructions. In pairs, pupils work together to make notes. They choose someone they admire and do research to find out the required information. Tell pupils that they're going to write their own profile about this person in their Activity Books.

Extra support Monitor the activity to help with the organisation of notes.

PB35.

PROJECT
- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB35. Answer key, see page T101

Ending the lesson
- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom
Presentation Plus: Unit 3 **Practice Extra**
Test Generator **Unit 3 Test**

Extra Resources
- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **PB86 and AB86 – Grammar reference 3**
- **T113 – Consolidation activity:** *Oral presentations*
- **T113 – Extension activity:** *CLIL vocabulary*

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1 **Read the profile. Why does the writer admire Malavath Poorna?**

DID YOU KNOW...?

On Mars, there is a mountain called Olympus Mons which is two and a half times higher than Everest!



3

Malavath Poorna



Malavath Poorna is an Indian mountaineer. I admire her because she's the youngest girl in the world to climb Everest. She was only 13 years old when she reached the top of the world's highest mountain.

She was born in a small Indian village, far away from the Himalayas. She worked hard at school and liked doing sport. One day, she was practising athletics when a teacher saw her talent. He chose her for an Everest expedition. It was a challenge, but she trained for three months to get ready to climb the mountain.

I think Malavath Poorna is very brave to do something so difficult. But she said she was never scared and wanted to make her family proud.

She likes climbing mountains on other continents too, for example Mount Kilimanjaro which is Africa's highest mountain, and Mount Aconcagua in South America.

I really like hiking, so I'd also like to climb a mountain one day. I think that to achieve something special you need to be strong and work hard to succeed.

By Lakshay

2 **Underline examples of like + ing and would like to + infinitive in the profile in Activity 1.**

3 **In pairs, discuss someone you admire. Make notes in your notebook.**

Name:

Date of Birth:

Country:

Likes:

Achievement:

Why I admire them:

Learning to write:

***like + ing* and *would like to* + infinitive**

We use **like** + **ing** to talk about what we enjoy.

We use **would like** + infinitive to talk about what we want to do.

I **like climbing**. One day, I'**d like to climb** Ben Nevis, the highest mountain in the UK.

Ready to write:

Go to Activity Book page 34.

Project

Make a fact file about a landform.

Geography: mountains | critical thinking

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4 Food, glorious food!

How many different dishes can you cook?



1 **What four ingredients do you need to make tarte Tatin? Watch and check.**

2 **Watch again and number the sentences.**

1 We've got three kilos of sugar, too. We've got too much! ☐
2 Now we haven't got enough eggs, either. ☐
3 Have we got enough flour? ☐
4 We've got too much sugar and too many apples. ☐
5 That's a kind of apple cake in French. 1
6 I think we've got too many apples. ☐

STUDY

You'll need **enough** apples to cover the base.
We have**n't** got **enough** eggs.
Have we got **enough** flour?
We've got **too many** apples.
We've got **too much** sugar.

3 **Read and order the words.**

1 got / apples. / a / big bag / Meera's / of
2 many / They've / apples. / too / got
3 a / They've / flour. / little / got
4 haven't / flour. / got / They / enough
5 one / only / got / They've / egg.
6 flour or / enough / haven't / They / eggs. / got

4 **Ask and answer.**

1 What mistakes did the children make? Why did this happen?
2 Are you good at baking? What can you bake?

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Unit 4 Food, glorious food!
Pupil's Book p.36

Objectives
To review food and talk about quantity.

Target language
- **Key language:** countable and uncountable nouns, *a little*, *cookery*, *enough*, *not enough*, *too many*, *too much*
- **Additional language:** *base*, *strawberry*, *tarte Tatin*
- **Revision:** food

Warmer
- Write *Food* on the board. Brainstorm food words that pupils remember. Include countable and uncountable nouns, e.g. *milk*, *eggs*, *cheese*, *water*, *sugar*, *biscuits*, *apples*, *oranges*.

PB36.

How many different foods can you cook?
- Show page 36 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

Extra support Pupils can create a mind map of their answers in their notebooks.

PB36. ACTIVITY 1

What four ingredients do you need to make tarte Tatin? Watch and check.
- Tell pupils to open their Pupil's Books at page 36. Focus on the title of the unit and on the question. Ask pupils if they know what a tarte Tatin is. Elicit some ideas, but don't confirm answers at this stage.
- Play the ▶ Video. Pupils watch and check their answers in pairs.

Key: apples, flour, sugar, eggs

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra support Ask pupils to check the words on their mind maps with the words they hear in the ▶ Video.

PB36. ACTIVITY 2

Watch again and number the sentences.
- Give pupils time to read the sentences and try to remember the order in pairs. Play the ▶ Video again to check. Ask pupils who said what.

Key: 3, 5, 4, 6, (1), 2

Presentation
- Focus pupils on the STUDY box. Invite volunteers to read each sentence aloud. Pupils underline examples of *too much*, *too many*, *enough* and *not enough* in the sentences in Activity 2.
- Use words from the Warmer to introduce *enough*, *not enough*, *too much*, *too many*. Say, for example: *There are three apples. Six people want apples. There aren't enough apples.*
  There's one small bar of chocolate. Everyone likes chocolate. There isn't enough chocolate.
  There are three big bags of apples. Only two people want apples. There are too many apples.
  There are five litres of milk. No one likes milk! There's too much milk.
- Pupils copy the sentences into their notebooks.

PB36. ACTIVITY 3

Read and order the words.
- Focus pupils on Activity 3. Do the first sentence together with the class. Pupils write the sentences in their notebooks.

Key: **1** Meera's got a big bag of apples. **2** They've got too many apples. **3** They've got a little flour. **4** They haven't got enough flour. **5** They've only got one egg. **6** They haven't got enough flour or eggs.

PB36. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. Ask them to discuss the questions in pairs.

Extra challenge Join pairs together to share ideas about what they can cook. Challenge them to describe how to make a dish.

AB36. Answer key, see page T101

Ending the lesson
- Play a chain game. Say *In my bag I've got ten strawberries.* A pupil continues: *In my bag I've got ten strawberries and some milk.* Continue around the class, up to about ten items, or until pupils can't remember the chain.

Digital Classroom
Presentation Plus: Unit 4
Practice Extra
Video

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 1
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *Role play*
- **T114 – Extension activity:** *Writing sentences*

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Unit 4 Food, glorious food!
Pupil's Book p.37

Objectives
To practise using expressions of quantity with countable and uncountable nouns.

Target language
- **Key language:** countable and uncountable nouns, *enough*, *not enough*, *too much*, *too many*
- **Additional language:** *set the table*
- **Revision:** food, *fork*, *knife/knives*, *plates*, *spoon*, *Could you pass me …?* *How often …?* *twice*, *three times*, polite requests

Warmer
- Play a game to review food words. Say *1*, *2*, *3*, *potato*. A pupil repeats it and adds another food, e.g. *1*, *2*, *3*, *potato*, *(cheese)*. Continue around the class at random, with pupils counting and adding a new food item each time. Keep up a fast pace.

Presentation
PB37. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Ask pupils if they remember the previous lesson and how to talk about quantities. Have the ▶ Video ready.
- Play the ▶ Video and pause when pupils hear examples of quantities. Write some examples on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB37. ACTIVITY 2

Listen and tick (✓) the box.
- Pupils open their Pupil's Books at page 37. Play the 🔊 Audio. They listen and tick the correct answer, then check in pairs.
- Play the 🔊 Audio again. Check answers with the class.

Key: **2** c, **3** a, **4** b, **5** b

🔊 32

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB37. ACTIVITY 3

Look and correct the sentences.
- Elicit what pupils see in the pictures. They read the sentences in pairs and correct them orally. They only need to correct one piece of information per sentence. Check with the class.

Key: **1** There are too many forks. **2** There aren't enough glasses. **3** There are too many sandwiches. **4** There isn't enough water. **5** There are too many chips. **6** There isn't enough chocolate ice cream.

PB37. ACTIVITY 4

In pairs, ask and answer ten questions with these words. Write your partner's answers.
- Focus on the speech bubbles. Individually, pupils write ten questions in their notebooks. They take turns to ask and answer the questions in pairs, and note each other's answers.

PB37. ACTIVITY 5

Talk to your partner.
- Focus on the instruction and examples. Pupils work in pairs, looking at their answers. Monitor and give suggestions.

PB37. ACTIVITY 6

With your partner, tell another pair.
- Join pairs together to share ideas.

Extra challenge Pairs give each other ideas of how they could change their eating habits to be more healthy.

AB37. Answer key, see page T101

Ending the lesson
- Elicit what foods form a healthy diet.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 32**
- **Video**

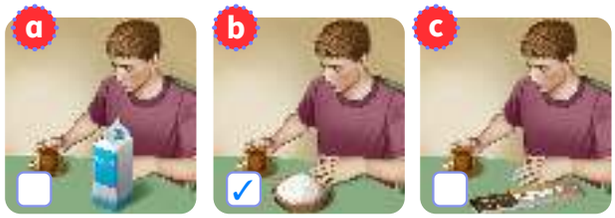
Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable 4
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *What I learnt about my habits*

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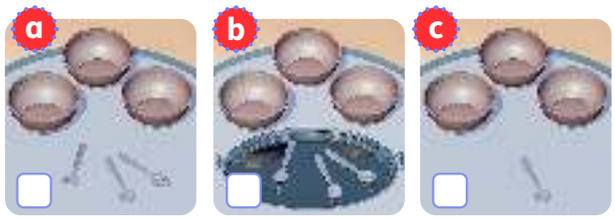
1 Can you remember the last lesson? Watch the language video.

2 32 Listen and tick (✓) the box.

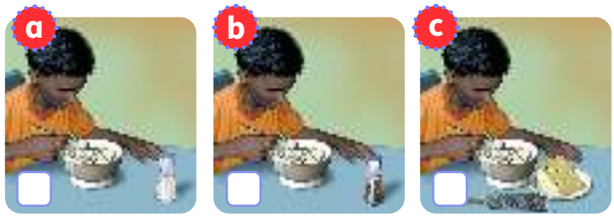
1 What does Michael want in his coffee?



2 What did Paul put on the table?



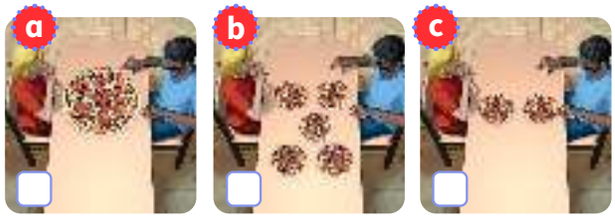
3 What does Robert want on his pasta?



4 What did Mary put on the table?



5 How many pizzas did Emma cook?



3 Look and correct the sentences.



1 There are too many knives.
2 There aren't enough spoons.
3 There are too many pizzas.
4 There isn't enough milk.
5 There are too many peas.
6 There isn't enough strawberry ice cream.

4 In pairs, ask and answer ten questions with these words. Write your partner's answers.

cheese chocolate eggs fish fruit meat pasta pizza salads soup strawberries sweets vegetables

How often do you eat sweets?

Twice a day. How often do you eat fish?

Three times a week.

5 Talk to your partner.

I think I eat too many sweets. What do you think?

I think you eat too many sweets too, and I …

6 With your partner, tell another pair.

We think we don't eat enough fruit because we only eat fruit once a day …

Practice: countable and uncountable nouns

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1 Read the blog. How do you make jam?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



People from different countries eat different kinds of food. Some dishes are famous all over the world.

Food



Sushi is a cold Japanese **dish**. You can make sushi with rice and fish which isn't cooked. You eat sushi with **chopsticks**.



In Italy they eat a lot of **pizza**s and **pasta** dishes. There are a lot of different kinds of pasta and **sauce**s. Two of the most famous are spaghetti and macaroni.



Paella is Spanish. It's a rice dish, and it's also the name of the **pan** you use. People make it with chicken or seafood. It's delicious!

A **snack** is a small meal or something light to eat between meals. What's your favourite snack? The doughnut, a small ring or ball of fried dough, is famous all over the world, but it originally came from Germany and the Netherlands.





Popcorn is a healthier snack. The corn seeds make a loud noise in the pan. People ate popcorn over 2,000 years ago. Today people often eat it at the cinema with salt, or with sugar and **butter**.



Do you eat **biscuit**s as a snack? In the USA biscuits are called cookies. Biscuits can have chocolate, dried **fruit** or jam in them. They have sugar too.



Peanut butter and **jam** sandwiches are popular in the USA. Peanut butter isn't made from milk. It's made from **peanuts**. We cook fruit and sugar at a high temperature to make jam.

2 Read again and say 'yes' or 'no'. Correct the wrong sentences.

1 Sushi is made from bread and sauce.
2 You eat sushi with spoons.
3 Paella is the name of a dish and a pan.
4 Doughnuts originally came from France.
5 Peanut butter and jam sandwiches are popular in North America.
6 Jam is made from fruit and peanuts.
7 'Cookie' is another word for 'biscuit'.
8 People often eat popcorn at the cinema.

3 Talk to your partner.

1 Have you ever eaten any of these kinds of food? Which is your favourite?

I have eaten sushi, doughnuts, cookies and popcorn. My favourite is sushi!

2 What is your favourite snack and when do you eat it?

My favourite snack is pears, and I eat one every day.

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Unit 4 Food, glorious food!
Pupil's Book p.38

Objectives
To read and talk about dishes from around the world.

Target language
- **Key language:** *biscuit*, *butter*, *chopsticks*, *dish* (as in typical food), *jam*, *paella*, *pan*, *peanuts*, *popcorn*, *sauce*, *snack*, *sushi*
- **Revision:** food

Warmer
- Tell pupils to close their eyes and think of their favourite food. Share some ideas. Ask them where each food is from. Then elicit typical foods from their country and pre-teach the word *dish* for this usage.

PB38. ACTIVITY 1

Read the blog. How do you make jam?
- Show page 38 on the whiteboard. Tell pupils to open their Pupil's Books at page 38. Focus on the instructions and the question. Ask a pupil to read them aloud.
- Focus pupils on the text and elicit that it's the *Kid's Box* blog. Make sure they notice the key vocabulary in blue. Ask a pupil to read the introduction aloud to set the context. Pupils then read the text silently to find the answer. Check with the class, asking pupils to read out the relevant section from the texts.
- Check comprehension of key vocabulary by asking *What's sushi made of? Where does it come from? What does 'paella' mean? What are biscuits called in the United States?* Discuss which of these dishes pupils have heard of / eaten and whether they like them.

Key: We cook fruit and sugar at a high temperature to make jam.

PB38. ACTIVITY 2

Read again and say 'yes' or 'no'. Correct the wrong sentences.
- Check understanding of the instructions. Pupils work in pairs. They take it in turns to read the statements and answer 'yes' or 'no' according to the text. Check using open pairs. Elicit corrections to the wrong sentences and get pupils to read out the relevant section of the blog.

Key: **1** no (rice and fish), **2** no (chopsticks), **3** yes, **4** no (Germany and the Netherlands), **5** yes, **6** no (fruit and sugar), **7** yes, **8** yes

Extra challenge Ask pupils to write three more 'yes' or 'no' statements. Put them in pairs to read and answer.

PB38. ACTIVITY 3

Talk to your partner.
- Focus pupils on the questions and the examples in the speech bubbles. Ask pupils to answer the questions in pairs and then share their ideas with another pair.

Extra support Encourage groups to share ideas with the class. Have a vote on the class's favourite snack.

AB38. Answer key, see page T101

Ending the lesson
- Write some of the new words from the lesson in jumbled form on the board. Pupils race to unjumble them, without looking in their Pupil's Books. Elicit correct spelling of each word and ask pupils to use each one in a sentence.

Digital Classroom
Presentation Plus: Unit 4 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Reinforcement worksheet 2
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *Disappearing text*
- **T114 – Extension activity:** *Snacks*

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Unit 4 Food, glorious food!
Pupil's Book p.39

Objectives
To have more practice talking about food and sing a song.

Target language
- **Key language:** food, past simple
- **Additional language:** *recipe*
- **Revision:** *enough*, *too many*, *too much*

Warmer
- Review the key vocabulary from the previous lesson by providing definitions for pupils to say the word.

Song

PB39. ACTIVITY 1

Read and order the pictures.
- Show page 39 on the whiteboard. Focus pupils on the pictures for Activity 1. Elicit some of the things they can see. They do the activity in pairs. Check with the class, eliciting key words in each verse that helped them do the matching task.

Key: d, a, e, c, b

PB39. ACTIVITY 2

Listen and check. Then do karaoke.
- Play the ▶ Video. Pupils watch and check their answers. Check with the class. Pupils read the verses aloud.
- Play the 🔊 Audio line by line and then verse by verse for pupils to repeat. Then play the karaoke version for them all to sing along.

▶
🔊 33–34
As in Pupil's Book

PB39. ACTIVITY 3

Write four sentences. Use the words in the boxes. Play 'Food bingo'.
- Focus pupils on the instructions and on the words in the boxes. Draw a table on the board for pupils to copy. They write three more sentences in it, like the example.

There's too much	*butter.*

- Pupils complete with phrases of their choice from the boxes. Say, e.g. *There isn't enough (…) rice.* Pupils cross out the two phrases in their boxes. When they have crossed out all eight phrases, they shout *Bingo!* and read out their sentences for you to check. Brainstorm more food words (countable and uncountable) onto the board and play again.

PB39. ACTIVITY 4

Read and choose the right words.
- Focus pupils on the pictures and text. Check pupils have seen the words at the bottom and that they know what to do. They do the activity individually, then check in pairs. Check with the class. Ask questions to check comprehension, e.g. *Why did she choose this dish?* (it's her favourite). *What's in it? Did she like it?* (no).

Key: 2 dish, 3 salt, 4 hot, 5 sauce, 6 cooked, 7 tomatoes, 8 salt, 9 too much, 10 fork

PB39. ACTIVITY 5

Which meal or snack would you like to make? Tell your partner how to make it.
- Pupils make notes, using the Activity 4 text as a model. Put them in pairs to describe how to make their dish.

Extra support Monitor to ensure pupils are using sequencing adverbs (*first*, *then*, *next*) and *while* and *when* as time connectors.

PB39. ACTIVITY 6

Write about your favourite meal or snack. Write 30–40 words.
- Pupils write their texts first in their notebooks. They then correct each other's posts in pairs and write a clean version.

Extra challenge Pupils choose five words to blank out from their posts. Check pupils' words before they continue. They rewrite their texts on paper, leaving five gaps, and write three options for each gap under the text. Monitor and check they have done this correctly. Pupils then swap their texts with a new partner and complete their partner's text.

AB39. Answer key, see page T101

Ending the lesson
- Sing the song again with pupils.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 33–34**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Song worksheet
- **Teacher Resources:** Unit 4, Extension worksheet 1
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *Word snakes*
- **T114 – Extension activity:** *Questions and answers*

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1 Read and order the pictures.

I feel hungry.
What can I eat?
Cheese and salad.
Fish and meat.

Woah, too many biscuits,
You know it's not good.
Snack on fruit and vegetables,
You know you should.

Or a big, Italian pizza.
Mmm! That's nice!
Ooh, pasta and sauce,
Or a bowl of rice.

Sushi with chopsticks?
Or cereal with a spoon?
I eat sushi with my fingers.
Let's eat soon!

It isn't time for lunch,
I know what we can do.
I'm really hungry, Dad!
I'll make a snack for me and you.

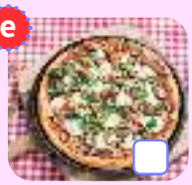
Is there enough peanut butter?
There's enough strawberry jam.
Are you going to make a sandwich?
Yes, I am.
Ooh! Thanks, Dad!

a 

b 

c 

d 

e 

2 33–34 Listen and check. Then do karaoke.

3 Write four sentences. Use the words in the boxes. Play 'Food bingo'.

There's too much | There isn't enough
There are too many | There aren't enough

biscuits burgers butter chopsticks
jam olives pasta pepper rice
salt sandwiches sausages snacks

4 Read and choose the right words.



Last Saturday Katy decided to make spaghetti bolognese, her favourite (1) Italian pasta (2) _____ .



First, she put some cold water and some (3) _____ into a big pan to boil. When the water was (4) _____ , she put the spaghetti into it to cook.



While this was cooking, she made the (5) _____ for it. She (6) _____ some onions with meat and (7) _____ . She added some (8) _____ but she put in (9) _____ !



When it was ready she put the spaghetti onto a big plate and put the sauce on top. When she put her (10) _____ into her mouth to taste it, it was too salty and it tasted horrible!

1	French	Spanish	Italian
2	plate	dish	bowl
3	tea	jam	salt
4	hot	corn	cold
5	snack	sandwich	sauce
6	cooks	cooked	cooking
7	bananas	tomatoes	potatoes
8	sugar	salt	jam
9	too many	enough	too much
10	plate	fork	cup

5 Which meal or snack would you like to make? Tell your partner how to make it.

6 Write about your favourite meal or snack. Write 30–40 words.

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Sounds and life skills

Exploring food from other cultures



1 **Watch the video. How do they feel in the cookery class?**

Pronunciation focus

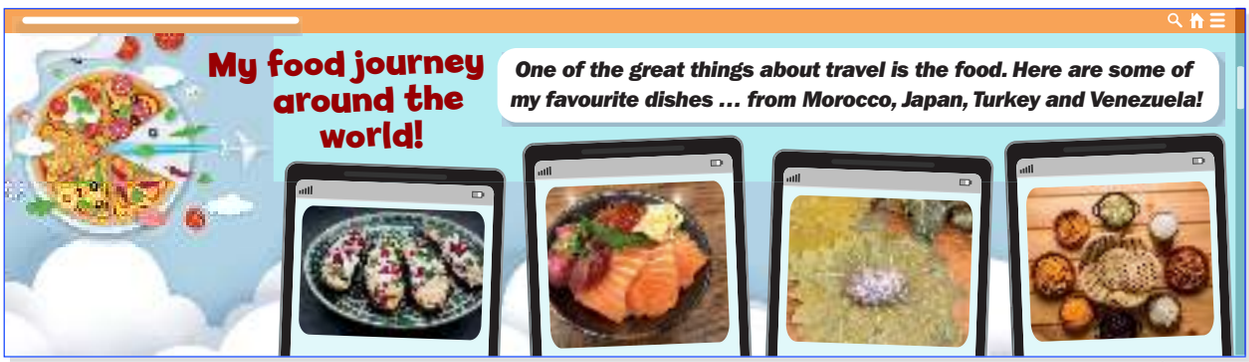
2 35 **Listen and underline the strong words. Then practise with a partner.**

LENNY: So, we've got too much sugar and too many apples.
We don't have enough flour or eggs.
What are we going to do?

3 36 **Listen and write. Say some more examples.**

A: We're having a picnic but …
B: We've got too many _____ and too much _____.
C: And we haven't got any _____!
B: What are we going to do?

4 **Look at the blog post. Do you know these foods? Where is your favourite food from?**



5 **In a group, discuss food from different countries. Make notes.**



Country	Food	Ingredients
France	tarte Tatin	apples

Useful language

So let's …
Where is/are … from?
If you want, we can …
Cool, why not?

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Unit 4 Food, glorious food!
Pupil's Book p.40

Objectives
To practise sentence stress and work in groups to share ideas and knowledge.

Target language
- **Key language:** sentence stress with *too much*, *too many*, *not enough*
- **Additional language:** *So let's … , If you want we can … , Cool, why not! What are we going to do?*
- **Revision:** food vocabulary; countries and nationalities

Warmer
- Put pupils in groups and write the letters *A–Z*. Give them three minutes to think of a food word beginning with each letter. Groups swap papers to check their answers.

PB40. ACTIVITY 1

Watch the video. How do they feel in the cookery class?
- Ask pupils what they remember about the cookery class from the ▶ Video. Read the question aloud, elicit ideas, then play the ▶ Video for pupils to check.

Key: They feel bad/embarrassed because they haven't brought the correct quantities of ingredients.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus

PB40. ACTIVITY 2

Listen and underline the strong words. Then practise with a partner.
- Ask pupils to open their Pupil's Books at page 40. Play the Audio for pupils to underline the strong (stressed) words.
- Explain that we stress certain key words that give important information and this makes them sound 'stronger' than other words in the sentence.

Key: So, we've got too much sugar and too many apples. We don't have enough flour or eggs. What are we going to do?

35

As in Pupil's Book

Extra support Play the first part of the first line. Write it on the board, elicit the stressed words, and underline them as an example (*So, we've got too much sugar*).

PB40. ACTIVITY 3

Listen and write. Say some more examples.
- Play the Audio for pupils to write the missing words. Check answers. Repeat the dialogue yourself, emphasising the stressed words. Pupils repeat after you. Pupils work with a partner and listen to each other practising the same dialogue.
- Ask pairs to think of different foods to substitute into the dialogue and practise again.

Key: sausages, popcorn, water

36

As in Pupil's Book and Key

Extra challenge Volunteers stand up and say their dialogue. The class listen and say if the words are correctly stressed.

PB40. ACTIVITY 4

Look at the blog post. Do you know these foods? Where is your favourite food from?
- Focus on the pictures. Elicit the different foods and ingredients pupils can see.
- Pupils discuss the foods in the photos in pairs, and say if they have tried them and if they like them.
- Pupils talk about their favourite food, and where it is from.

PB40. ACTIVITY 5

In a group, discuss food from different countries. Make notes.
- Put pupils in groups to share their ideas. They copy the table and complete it with notes about their foods.
- Remind them to use language from the Useful language box where possible (for example: *If you want, we can write paella in the second column.*).
- Ask for feedback from the class, asking each group for a country and a dish. Pupils should listen and add new countries and foods to their tables.

AB40. Answer key, see page T101–102

Ending the lesson
- Play a definition game. In groups, one pupil thinks of a food and gives a description without saying what it is. The rest of the group must guess. For example: *It's a fruit. It's red. It's in salads and pizzas. (Tomato!)*

Digital Classroom
- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 35–36**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, Extension worksheet 2
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *Check the stress*
- **T114 – Extension activity:** *Have you ever …?*

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Unit 4 Food, glorious food!
Pupil's Book p.41

Objectives
To read a story and review language from the unit.

Target language
- **Key language:** language in the story: *symbol*
- **Revision:** language from the unit

Warmer
- Show the previous episode of the story on the whiteboard. Review the story so far. Point to Richard Tricker and elicit his name, when Diggory and Emily first met him (on the plane) and what Diggory asked him to do (take them to the pyramids). Elicit if he's friends with Iyam or not (yes, he is).

Story
PB41.

Diggory Bones
- Show the first scene of the story on the whiteboard. Elicit who pupils can see and what Iyam's saying to Richard.
- Write the gist questions on the board: *How long will their food and water last? What's under the pyramid? Why is Iyam jumping up and down?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class (three days, possible Aztec gold, because he's angry).

▶
37
As in Pupil's Book

PB41. ACTIVITY 1

Why will Diggory have to work quickly? Name three things the Aztecs ate.
- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check answers in pairs. Check with the class.
- Play the Audio, pausing after each frame for pupils to repeat.
- At the end, check general comprehension by asking, e.g. *Does Iyam need the Sun Stone?* (no, he needs Diggory). *What was an important food for the Aztecs?* (corn). *Why do you think corn was a symbol for gold? Have you eaten chocolate with pepper? What happened to Iyam?* (he fell in a hole).

Key: There is only enough food and water for three days; corn, chocolate with pepper, insects

Extra support Check pupils understand other key vocabulary (e.g. *secret*, *caves*, *symbol*). Encourage them to use context from the story to identify meaning.

Extra challenge Pupils research three more foods that Aztecs ate. They can do this at home and bring their answers to the next class.

AB41. Answer key, see page T102

Ending the lesson
- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 37**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *Role play*
- **T114 – Extension activity:** *Discussing predictions*

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37

Diggory Bones

4



1 **Why will Diggory have to work quickly? Name three things the Aztecs ate.**

Story: unit language in context

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How does food get to your table?

1 38 **Listen and read. What weather do apple trees need?**

Amazing Apples

What are apples?



We all know that apples are fruit which grow on trees. They are round, mostly sweet, crunchy and delicious! In fact, apples have been part of our diet for thousands of years, and it's easy to understand why. We can eat them **raw** as snacks, and use them to make juice, sauces, desserts and salads. They taste amazing and they're very healthy, too. Apples are full of **vitamins** and **minerals**, and a lot of these vitamins are in the **skin**, so don't peel your apples!

Where do apples grow?

Apples grow in a **mild** climate. This means they need warm summers and cool winters. The first apple trees grew in Central Asia, but now you can find them all over the world, and China is the country that produces the most apples. Farmers plant apple trees in an **orchard**, which is an area of land where fruit trees grow. Did you know there are 7,500 different types of apples around the world? Do you have a favourite type?



How do apples grow?



An apple tree grows flowers in the spring and inside each flower there are **seeds**. When insects **pollinate** the flowers, the seeds grow into apples. It takes between four and five months for the apples to be ready to eat, so **harvest time** is usually in late summer or autumn. Some countries even celebrate Apple Day around this time of year.

The next time you eat an apple, think about where it came from and how it got to you.

Apples really are amazing!

Apples float in water – this is because 25% of an apple is air!

2 **Read again and match.**

1	A place where fruit trees grow.	d	**a** vitamins and minerals
2	The part of the apple that gives it its colour.		**b** mild
3	The time of year when fruit is ready to eat.		**c** pollinate
4	Good things in food that help keep people healthy.		**d** an orchard
5	Weather that's not too hot and not too cold.		**e** harvest time
6	New plants can grow from these.		**f** skin
7	To carry pollen between flowers to make seeds grow.		**g** seeds

3 **Do apples grow in your country? How often do you eat or cook with apples?**

Apples grow here – we have some apple trees in our garden.

I love baking apple cake with my grandma.

FIND OUT MORE
Why can't we eat apple seeds?

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Unit 4 Food, glorious food!
Pupil's Book p.42

Objectives
To read an article about apples and how they get to our tables.

Target language
- **Key language:** *harvest time, mild, minerals, orchard, pollinate, raw, seeds, skin, vitamins*
- **Additional language:** *apple, bee, dessert, float* (v), *fruit, healthy, juice, kilo, pick* (v), *salad, sauce, snack, tree, vegetable*
- **Revision:** food, present simple

Materials
- Different-coloured apples, a knife

Warmer
- If possible, bring different-coloured apples to class for pupils to look at, and cut them up for pupils to smell and taste.
- Elicit what pupils know about apples. Ask *What colour are they? What do they taste/feel/smell like?* Ask *Do you like apples? How often do you eat them? Are they good for you?* Tell pupils they are going to learn more about apples.

PB42.

How does food get to your table?
- Show page 42 on the whiteboard. Elicit the names of different fruits. Ask *Where do they grow? Where do we get these fruits from? Do you eat these fruits?*
- Focus pupils on the question at the top of the page. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Discuss as a class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB42. ACTIVITY 1

Listen and read. What weather do apple trees need?
- Tell pupils to open their Pupil's Books at page 42. Focus pupils on the text and pictures. Ask pupils to take time to read the headings and the apple fact. Then play the 🔊 Audio and pupils listen and read.
- Ask pupils the question, and elicit the answer. Ask them if apples would grow well in any part of their country.
- Ask more questions to check pupils' understanding: *Why are apples healthy? Where do apples grow? Why do bees need to pollinate the flowers? When can we pick the apples?* etc.

Key: apples need a mild climate: warm summers and cold winters.

🔊 38

As in Pupil's Book

Extra challenge In pairs, pupils talk about other fruits and vegetables they know about, and how they grow.

PB42. ACTIVITY 2

Read again and match.
- Pupils work in pairs to match the definitions to the correct words. Encourage them to go back to the text in Activity 1 and find the words in context. Check answers as a class.

Key: 2 f, 3 e, 4 a, 5 b, 6 g, 7 c

PB42. ACTIVITY 3

Do apples grow in your country? How often do you eat or cook with apples?
- Invite volunteers to read the speech bubbles aloud. Pupils discuss the questions in groups. Ask them to think carefully about what dishes we can make with apples. Check ideas with the class.

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB42. Answer key, see page T102

Ending the lesson
- Review what they have done and learnt in today's lesson. Ask pupils which activity they enjoyed the most and why.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Practice Extra**
- **Audio 38**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Subject worksheet
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *True or false?*
- **T114 – Extension activity:** *Food from our region*

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Unit 4 Food, glorious food!
Pupil's Book p.43

Objectives
To read an article and write a presentation about fresh food.
To write a recipe using apples.

Target language
- **Key language:** sequencing words: *first*, *next*, *then*, *finally*
- **Additional language:** *bins*, *chutes*, *damage*, *scanner*
- **Revision:** food

Warmer
- Show page 42 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and their findings from their internet search.
- Elicit the answer and discuss as a class.

DID YOU KNOW ...?
- Show page 43 on the whiteboard. Point to the picture and ask pupils to describe what they see. Ask *Do you like apple strudel? What does it taste like?* Have a volunteer read the information.
- Ask pupils if they are surprised and if they know any other world records involving food. If not, encourage them to research one.

PB43. ACTIVITY 1

Read the article. Why do they move apples on water?
- Tell pupils to open their Pupil's Books at page 43. Ask what they see in the photos. (Apples being grown, harvested and processed to get to our table.)
- Focus pupils on the question *Why do they move apples on water?* and the text. Pupils read the presentation and check their ideas in pairs. Discuss ideas as a class.

Key: It washes them and stops them from getting damaged.

Extra challenge Have a volunteer read the part of the presentation that gives the answer.

- Check comprehension by asking pupils about the process: *What happens to apples first? Where do they go next? What happens to them after that? Finally, where do the apples go?*

PB43. ACTIVITY 2

Underline examples of sequencing words in the article in Activity 1.
- Focus on the instruction. Draw attention to the Learning to write box. Choose a volunteer to read the words in bold, and write them on the board. Focus pupils on the first word of each sentence. Explain that using these words makes a text easier to understand.
- Pupils read the article in Activity 1 again and underline more examples of sequencing words.

Key: First, fruit pickers pick the apples, Then the fruit pickers put the crates onto lorries, Next, the apples pass under a scanner, After that, they pack the apples into new crates, Finally, delivery drivers deliver (...)

PB43. ACTIVITY 3

In pairs, discuss where your favourite foods come from and what they are made of. Make notes in your notebook.
- Tell pupils they're going to give a presentation about a food or drink. In pairs, they choose and research a food or drink, answering the questions. They make notes in their notebook.

PB43.

PROJECT
- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB43. Answer key, see page T102

Ending the lesson
- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom
Presentation Plus: Unit 4
Practice Extra
Test Generator **Unit 4 Test**

Extra Resources
- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 4**
- **T114 – Consolidation activity:** *What we did for the Project*
- **T115 – Extension activity:** *CLIL vocabulary*

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1 **Read the article. Why do they move apples on water?**

DID YOU KNOW...?

An apple strudel is a famous dessert from Austria. In 2016, a town in Croatia made the longest apple strudel in the world. It was 1,479 metres long, and there were 653 kilos of apples in it!



4

HOW DO APPLES GET TO OUR TABLE?

Apples grow in orchards in countries with mild climates. In late summer and autumn, it is time to harvest them. First, fruit pickers pick the apples and put them into wooden boxes which are called crates. Then the fruit pickers put the crates onto lorries and the lorry drivers take them to a sorting and packing building.

When they arrive, the apples float into the building on water. The water washes the apples and transports them safely so they aren't damaged.





Next, the apples pass under a scanner, which checks them for colour, roundness and damage. People use this information to sort the apples into different types.

After that, they pack the apples into new crates and store them in big, refrigerated rooms.

When they are ready for selling, people check them one last time. They put a sticker on each apple, and pack them by hand. Finally, delivery drivers deliver the crates of apples to the supermarkets in lorries.

2 **Underline examples of sequencing words in the article in Activity 1.**

3 **In pairs, discuss where your favourite foods come from and what they are made of. Make notes in your notebook.**

Which food?

Where does it come from?

What do you need to do before you can eat it?

Learning to write:

Sequencing words

We use words like **first**, **next**, **then** and **finally** to show how to do something in the correct order.

First, the apples are picked.

Then the lorry drivers take them to a packing building.

Ready to write:

Go to Activity Book page 42.

Project

Write a recipe using apples.

Biology: apples | critical thinking

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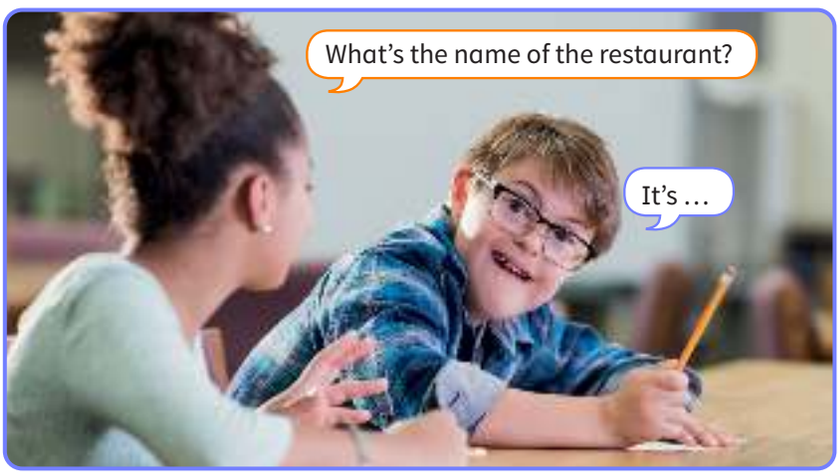
Review Units 3 and 4

1 39 **Listen and draw lines. There is one example.**

Helen Katy Harry Michael Richard Sarah William



2 **Ask and answer.**



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Review Units 3 and 4
Pupil's Book p.44

Objectives
To review language from Units 3 and 4 and complete a listening activity and a speaking activity.

Target language
- **Key language:** language and vocabulary from Units 3 and 4

Materials
- Photocopiable Review 3 and 4, available from *Teacher Resources* on Cambridge One.

Warmer
- Write *Camping* in a circle in the middle of the board. Brainstorm a mind map of all the camping and countryside words that pupils remember in two minutes with Pupil's Books closed.

PB44. ACTIVITY 1

Listen and draw lines. There is one example.
- Show page 44 on the whiteboard. Focus pupils on the picture and elicit what they see. Draw attention to the names at the top and ask pupils to read them aloud. Tell pupils to open their Pupil's Books at page 44. Ask them to read the activity instructions. Check understanding. Play the Audio. Pupils listen and match the names to the people in the picture.
- Give pupils time to quickly check with their partner before playing the Audio again. Check with the class.

Key: Richard: boy with head in rucksack, Katy: girl reading in tent, Helen: tall girl playing badminton, Michael: dark-haired boy playing badminton, William: boy in red T-shirt playing badminton

39

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB44. ACTIVITY 2

Ask and answer.
- Focus pupils on the instruction and the picture. Hand out the worksheet. Demonstrate the activity for the class. Elicit some example questions before pupils begin the activity: *Name restaurant: What's the name of the restaurant? How many people: How many people are there? Where sitting: Where are they sitting?*
- Pupils work in pairs, A and B. They ask questions and write down their partner's answers. Remind pupils of useful language, e.g. *Could you repeat that, please?* Monitor, but try not to interrupt the activity.

AB44. Answer key, see page T102

Ending the lesson
- In pairs, pupils each think of one 'odd one out' example (four words, one of which is different in some way). Pairs take turns to say theirs to the class, for the rest of the class to say which they think is the odd one out and why.

Digital Classroom
Presentation Plus: Review Units 3 and 4

Practice Extra

Audio 39

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **PB86 and AB86 – Grammar reference 3 and 4**
- **T115 – Consolidation activity:** *Songs and chants*
- **T115 – Extension activity:** *A group story*

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Review Units 3 and 4
Pupil's Book p.45

Objectives
To review language from Units 3 and 4 and play a board game.

Target language
- **Key language:** language and vocabulary from Units 3 and 4
- **Revision:** language for playing games

Materials
- Dice, coloured counters

Warmer
- Review the past continuous and past simple. Say, e.g. *Guess what! This morning when I was eating my breakfast, a tree fell on the house! What a surprise!* Ask pupils to imagine other things that happened to them. Prompt them to use the past simple and continuous. They can use the same opener to start with: *Guess what! This morning when I was eating my breakfast …* , but encourage them to think of their own ideas too.

PB45. ACTIVITY 3

Play the game.
- Show page 45 on the whiteboard. Elicit that this is a board game. Focus pupils on the instructions. Read them aloud with the class and check pupils know that they have to make sentences using the past simple and past continuous. Tell pupils to open their Pupil's Books at page 45.
- Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Remind them they can only speak in English.
- Monitor pupils as they are playing the game. Pupils decide if their friends say the sentences correctly or not. If a sentence is incorrect, the pupil misses a turn.
- The first player in each group to finish is the winner.

AB45. Answer key, see page T102

Ending the lesson
- Ask pupils which lessons, topics and activities were their favourites.

Digital Classroom
Presentation Plus: Review Units 3 and 4

Practice Extra

Test Generator Review Test 2

Extra Resources
- **Teacher Resources:** Review Units 3 and 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable Review 3 and 4
- **PB86 and AB86 – Grammar reference 3 and 4**
- **T115 – Consolidation activity:** *Writing sentences*
- **T115 – Extension activity:** *Games*

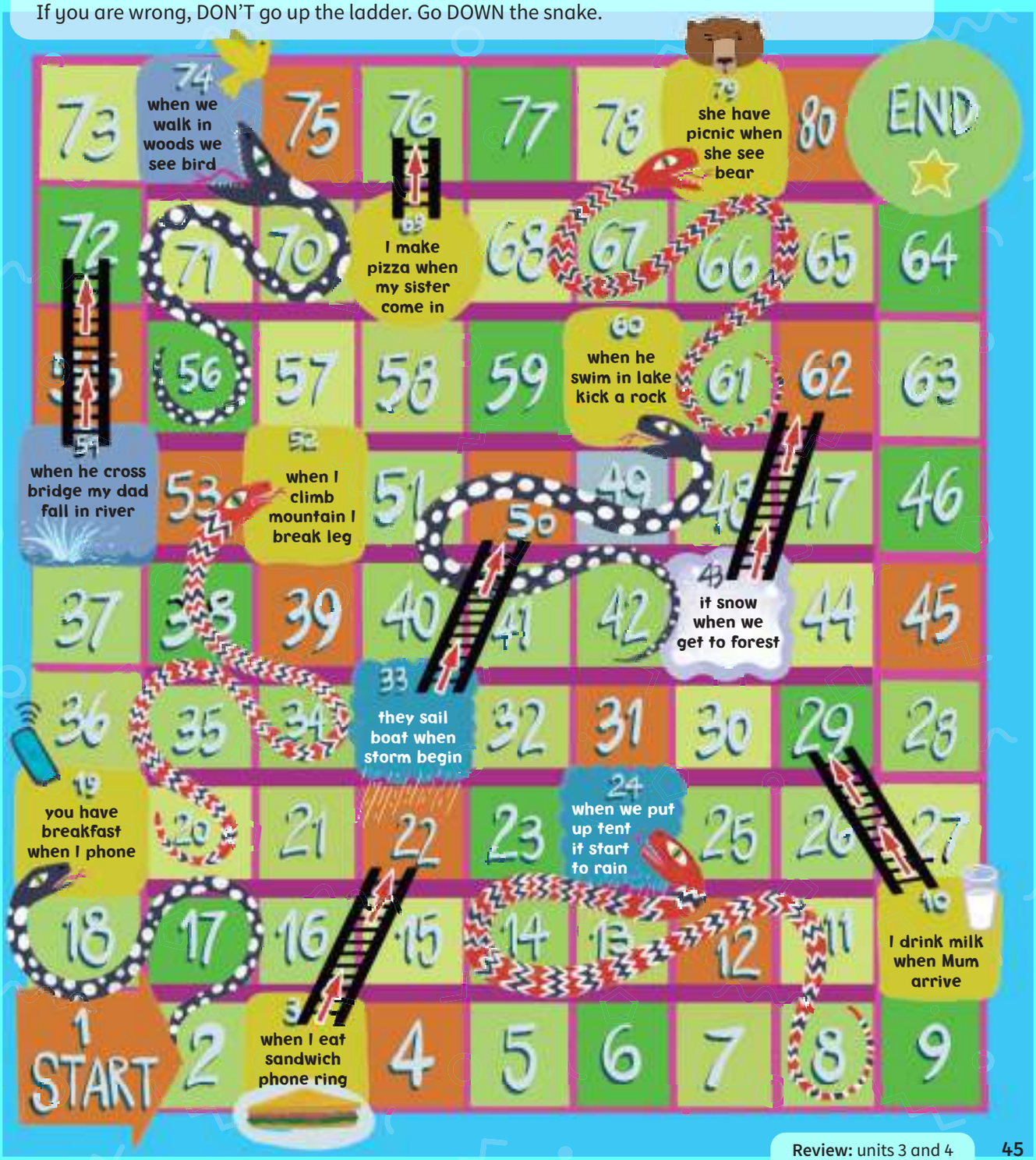
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3 Play the game.

4

Snakes and ladders

Instructions: Throw a dice and move round the board. When you land on a square with words, make a correct sentence. If you are right, go UP the ladder. DON'T go down the snake. If you are wrong, DON'T go up the ladder. Go DOWN the snake.



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5 Under the sea

What sea animals can you name?



1 **What have the people found on the beach? Watch and check.**

2 **Watch again and answer the questions.**

1 Have they talked about the next blog post for two weeks or two days?
2 Have the rescue people been there since ten o'clock or since seven o'clock?
3 What have they done to help the dolphin?
4 Who hasn't seen a dolphin before?
5 Has the dolphin eaten anything?
6 How does the dolphin get back into the water?

For two weeks.

STUDY

We **still haven't chosen** a topic.
The rescue people **have been** there **since** ten o'clock.
The dolphin**'s been** there **for** about three hours.

3 **Read and match.**

1 I've never seen	a there for two hours.
2 The rescue people have been	b project for three days.
3 The dolphin has been on the	c since half past ten.
4 The children have been in the kitchen	d a dolphin before.
5 They still haven't	e sand since nine o'clock.
6 We've worked on the	f thought of a topic.

4 **Ask and answer.**

1 Why does the dolphin need help? What do the people do to help it?
2 What else can we do to help animals and fish who live in the sea?

46 **Language:** present perfect with *for*, *since*, *still*

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Objectives

To review vocabulary related to the sea and talk about recent events using the present perfect with *for*, *since* and *still*.

Target language

- **Key language:** present perfect with *for*, *since*, *still*; *blanket*, *dolphin*, *rescue*, *the sea*, *think of*
- **Revision:** sea creatures

Warmer

- Say, e.g. *I'm thinking of an animal. It's an invertebrate. It's got eight legs and two eyes. They live in every ocean in the world.* Pupils guess (octopus). Elicit some other sea creatures.

PB46.

What sea animals can you name?

- Show page 46 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

PB46. ACTIVITY 1

What have the people found on the beach? Watch and check.

- Tell pupils to open their Pupil's Books at page 46. Focus on the title of the unit and the question. Elicit some ideas, but don't confirm any answers at this stage.
- Play the ▶ Video. Pupils watch and check their answers in pairs. Elicit what happened to the dolphin in the end (they rescued it).

Key: a dolphin

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB46. ACTIVITY 2

Watch again and answer the questions.

- Focus on the questions. Read them aloud before playing the ▶ Video and check understanding, but don't explain the grammar at this stage.
- Play the ▶ Video again. Pupils write the answers then check in pairs. Play the ▶ Video again. Check as a class and write the answers on the board.

Key: **2** Since ten o'clock. **3** They've moved it onto a big blanket and put water on it. **4** Lenny. **5** No, it hasn't. **6** The rescue people pull it back out to sea.

Presentation

- Show the three sentences from the STUDY box on the whiteboard. Draw attention to the phrases with *for* and *since*. Elicit that one is used with a period of time (*for three hours*) and one is used with a point in time (*since ten o'clock*). Give other examples with *for* and *since* and draw a timeline if helpful. Focus on the sentence with *still* and check understanding.

PB46. ACTIVITY 3

Read and match.

- Pupils do the activity in pairs. Play the ▶ Video again. Pupils check their answers, then write the complete sentences.

Key: **1** d, **2** a, **3** e, **4** c, **5** f, **6** b

PB46. ACTIVITY 4

Ask and answer.

- Focus pupils on Activity 4. Ask them to discuss the questions in pairs. Elicit answers from the class and make a list on the board of ways to help sea animals.

Extra challenge Put pupils into groups to make a 'Save the sea animals' poster. Encourage them to illustrate the poster and use ideas from the board to advise people what to do.

AB46. Answer key, see page T103

Ending the lesson

- If pupils did the Extension activity, get them to share information. Alternatively, write the names of sea animals as anagrams on the board (e.g. *npdolhi*). Put pupils into teams to unscramble the words (*dolphin*).

Digital Classroom

Presentation Plus: Unit 5 **Practice Extra**

Video

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 1
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *Role play*
- **T115 – Extension activity:** *Sentence completion*

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Unit 5 Under the sea
Pupil's Book p.47

Objectives
To practise using the present perfect with *for*, *since* and *still* and sing a song.

Target language
- **Key language:** the present perfect with for, *since*, *still*; past participles of known verbs
- **Additional language:** *one of the best days I've ever had, all I need to know*
- **Revision:** *the sea, mermaid*

Warmer
- Ask questions around the class to review *for* and *since*, e.g. *How long have you been at this school? When did you arrive here today?* Write some answers on the board.

Presentation
PB47. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Ask pupils if they remember the previous lesson and how to use *for* and *since*. Have the ▶ Video ready on the whiteboard.
- Play the ▶ Video and pause when pupils hear *for* or *since*.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song
PB47. ACTIVITY 2

Read and look at the pictures. Tick (✓) the things he has done.
- With books closed, do an oral brainstorm of sea and beach words. Say, e.g. *sand*. Pupils add other words.
- Pupils open their Pupil's Books at page 47 and look at the pictures. Elicit sea words. Do the example together: elicit what's in picture 1 and the line in the song which describes it: *I've picked up stones and shells from the sea*. Pupils work in pairs, then compare answers with another pair.

Key: 3 ✓, 4 ✓, 6 ✓, 7 ✓, 10 ✓, 11 ✓, 12 ✓

PB47. ACTIVITY 3

Listen and check. Then do karaoke.
- Play the ▶ Video. Pupils watch and check their answers. Encourage them to point to the pictures as they listen. At the end, elicit the sentence for each picture.
- Play the 🔊 Audio line by line and then verse by verse for pupils to repeat. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

▶

🔊 40–41

As in Pupil's Book

PB47. ACTIVITY 4

Ask and answer.
- Ask pupils to read the questions and answers aloud. Explain the questions are about the boy in the song. Pupils ask and answer about the boy in pairs. Monitor and support.

PB47. ACTIVITY 5

Look at Michael's lifeline. Make ten sentences: five with 'since' and five with 'for'.
- Focus on the lifeline and check pupils understand it. Elicit the two answers to 1, using both *for* and *since*. In pairs, pupils make eight more sentences using the prompts. Check with the class. Pupils write the sentences.

Key: 1 Michael has lived in Manchester since 2012 / for X years. 2 Michael has studied at Queen Street School since 2018 / for X years. 3 Michael has played tennis since 2019 / for X years. 4 Michael has studied French since 2020 / for X years. 5 Michael has had his racing bike since 2021 / for X years.

PB47. ACTIVITY 6

Draw and write your lifeline.
- Write some key dates on the board, e.g. the year pupils were born / started school. Tell pupils to add their own key dates, e.g. when a sibling was born, when they learnt to swim. Pupils draw their own lifelines.

Extra support Monitor and make suggestions.

PB47. ACTIVITY 7

Tell your partner about your lifeline.
- Pupils talk about their lifelines in pairs. Monitor to ensure they are using the present perfect and *for* and *since* correctly.

AB47. Answer key, see page T103

Ending the lesson
- Sing the song again with pupils.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 40–41**
- **Video**

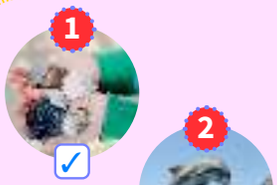
Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Song worksheet
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *True or false?*
- **T115 – Extension activity:** *Grab it!*

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5

1 **Can you remember the last lesson? Watch the language video.**

2 **Read and look at the pictures. Tick (✓) the things he has done.**








I've been at the beach since half past three.
I've picked up stones and shells from the sea.
I've walked in the water and I've touched it with my hand.
I've found rock pools and I've played with the sand.
I still haven't seen a dolphin or a whale.
I still haven't ridden in a boat with a sail.
I still haven't caught a fish to eat,
Or met a mermaid without any feet.
But I've sat on my towel, felt the sun on my face
And I've thought that this is my favourite place.
I've watched the birds as they've flown in the air.
I've eaten a sandwich, an apple and a pear.
I've swum with my friends, made castles with my dad.
It's one of the best days that I've ever had!
We've been here for hours, now it's time to go.
I love the beach, that's all I need to know.







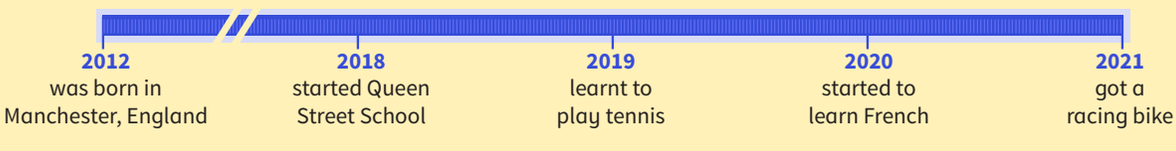

3 40–41 **Listen and check. Then do karaoke.**

4 **Ask and answer.**

Has he played with the sand? Yes, he has.

Has he sailed in a boat? No, he hasn't.

5 **Look at Michael's lifeline. Make ten sentences: five with 'since' and five with 'for'.**



1 Michael / live / in Manchester
2 Michael / study / at Queen Street School
3 Michael / play tennis
4 Michael / study French
5 Michael / have his racing bike

6 **Draw and write your lifeline.**

7 **Tell your partner about your lifeline.**

I've lived here since 2014.

Practice: present perfect with *for*, *since*, *still*

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1 **Read the blog. How long have jellyfish lived in our seas and oceans?**

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



We still haven't explored our seas and oceans completely, but here are some interesting sea animals of different shapes and sizes.

Sea animals

Seals live in the sea and on land, like **turtles**, but they don't lay eggs! They are **mammals**, so they have babies and feed them milk.



Coral reefs look like forests, but corals aren't plants. Each reef is millions of very small animals. The reefs are important because lots of other sea animals live there.



This giant Japanese spider **crab** has lived in the sea since the time of the dinosaurs. It's 4 m across. It has two **claws** and eight thin legs with white spots.



This blue-ringed **octopus** lives in coral reefs near Australia. It's very small (6 cm) but it's very dangerous.



Like crabs, **lobsters** have a hard **shell** and two big claws, but their bodies aren't round.



Like an octopus, a **squid** has eight 'legs'. This is a giant squid. They can be 14 m long and they have the biggest eyes in the world.





Jellyfish have been in our seas and **oceans** for 650 million years. They haven't got a brain or bones, and they can be from 2.5 cm to 61 m long! They eat small fish and tiny animals called zooplankton.

2 **Read again and answer.**

1 Which of these sea animals is a mammal?
2 How is a crab different from a lobster?
3 Why are coral reefs important?
4 Which sea animal has lived in the sea since the time of the dinosaurs?
5 Which sea animal can be 61 metres long?
6 Which small sea animal is very dangerous?
7 Which sea animal has the biggest eyes?
8 Name three sea animals that have eight legs.

3 **Talk to your partner.**

1 Which sea animal do you think is the most exciting? Why?

I think the giant squid is the most exciting because it has the biggest eyes in the world.

2 Have you ever seen any of these sea animals? Which ones and where?

I have seen seals on a beach, near my home.

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Objectives

To read and talk about different sea animals.

Target language

- **Key language:** *claw*, *coral reef*, *crab*, *jellyfish*, *lobster*, *mammal*, *octopus*, *seal*, *shell*, *size*, *squid*, *turtle*
- **Additional language:** *zooplankton*
- **Revision:** animal body parts, measurements, numbers

Warmer

- Ask pupils how much of the surface of the Earth, as a percentage, is covered by water. Invite them to guess, giving them clues as they do so, e.g. *No, you're very cold* (if they are a long way out), *Warmer* (if they're getting closer) and so on. Finally tell them the answer if they can't guess (71%). Tell them they're going to read about some of the sea creatures that live in the seas and the oceans.

PB48. ACTIVITY 1

Read the blog. How long have jellyfish lived in our seas and oceans?

- Show page 48 on the whiteboard. Tell pupils to open their Pupil's Books at page 48. Focus them on the activity instruction and question. Ask a pupil to read them aloud. Elicit that this is the *Kid's Box* blog. Invite a volunteer to read the introduction in the banner headline aloud. Make sure pupils notice the key vocabulary in blue.
- Pupils read the texts silently to find the answer to the question. Discuss the answer with the class, eliciting where they found the information. Encourage them to work out the meanings of the new words for themselves, using the pictures. Ask pupils which of these sea creatures they knew about before.

Key: 650 million years

PB48. ACTIVITY 2

Read again and answer.

- Focus pupils on the instruction. They work in pairs, re-reading the text to answer the questions, and writing the answers in their notebooks. Check with the class. Elicit which fact surprised them most about the animals.

Key: **1** Seals are mammals. **2** A crab's body is round. **3** Because lots of other sea animals live there. **4** The Japanese spider crab. **5** Jellyfish can be 61 m long. **6** The blue-ringed octopus. **7** A squid. **8** Japanese spider crab, octopus, squid

Extra support Elicit an answer to one of the questions from the class.

PB48. ACTIVITY 3

Talk to your partner.

- Focus on the questions and the examples in the speech bubbles. Pupils answer the questions in pairs and then share their ideas with another pair.

Extra support Encourage pupils to refer to facts and figures from the texts in the blog to answer the questions.

Extra challenge Put pupils into pairs. Tell them to draw sea animals for their partner to name.

AB48. Answer key, see page T103

Ending the lesson

- Call out some of the animals from the blog in Pupil's Book Activity 1. Pupils say what is amazing about them, e.g. *Blue-ringed octopus. It's very small but very dangerous.*

Digital Classroom

Presentation Plus: Unit 5 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 2
- **Teacher Resources:** Photocopiable 5
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *Asking questions*

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Unit 5 Under the sea
Pupil's Book p.49

Objectives
To have more practice with the present perfect with *for*, *since* and *still* and talk about sea animals.

Target language
- **Key language:** sea creatures, present perfect with *for*, *since and still*, comparative adjectives, *aquarium*, *clownfish*, *parrotfish*, *tank*
- **Additional language:** *Great Barrier Reef*, *I'm the only person who …*

Materials
- 20 time expressions with *for* or *since* on cards (you could use those from the Extension activity for Pupil's Book page 47).

Warmer
- Stick the 20 time expressions on the board or a wall. Call out *For*. Choose a volunteer to match it with a time expression from the board, e.g. *for three weeks*. If they are correct, they take the time expression off the board. Continue until all expressions are taken.

Presentation
PB49. ACTIVITY 1

Correct the sentences.
- Pupils open their Pupil's Books at page 49. Do the first sentence together as an example. Pupils correct the others individually, then check in pairs. Check with the class.

Key: 1 ~~since~~ for, 2 ~~lived~~ have lived, 3 ~~find~~ found, 4 ~~since~~ for, 5 ~~hasn't~~ haven't, 6 ~~swim~~ swum

PB49. ACTIVITY 2

Listen and write a letter in each box.
- Read the instruction. Ask one pupil to read the question and others to read the names. Elicit the names of the sea creatures. Play the Audio. Pupils write the letters then check in pairs. Play the Audio again. Check with the class.

Key: Sarah d, Helen f, Richard g, David e, Emma c

42

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB49. ACTIVITY 3

Read the text and write the missing words. Write one word on each line.
- Check that pupils know what to do. Do the example together with the class. Pupils complete the text individually, then check in pairs. Check with the class.

Key: 2 creatures/animals, 3 fish, 4 in, 5 are, 6 to

Extra support Discuss how pupils know which type of word to use each time. Ask comprehension questions.

PB49. ACTIVITY 4

Play the game.
- Read the example sentences aloud. Pupils play the game in pairs: one describes a sea animal for their partner to guess, and they then swap roles.

Extra challenge Pupils describe animals for the whole class to guess. Alternatively, you could play this as a team game.

AB49. Answer key, see page T103

Ending the lesson
- Say numbers from Activity 1, e.g. *For 2,000 years*. Pupils complete the sentences/facts without looking at the text.

Digital Classroom
Presentation Plus: Unit 5 **Practice Extra**

Audio 42

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Extension worksheet 1 and/or 2
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *At the aquarium*
- **T115 – Extension activity:** *Sea life posters*

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5

1 Correct the sentences.

1 People have eaten lobsters since 2,000 years.
2 Jellyfish lived on Earth for millions of years.
3 People have find giant squid in all the world's oceans.
4 There have been coral reefs in our oceans since millions of years.
5 Scientists have found 6,000 different kinds of crab, but they still hasn't found them all.
6 Seals have swim in our seas for 22 million years.

2 42 Listen and write a letter in each box.

What is each person's favourite thing at the aquarium?


Mr Pepper [b]


Sarah [ ]


Helen [ ]


Richard [ ]


David [ ]


Emma [ ]


a

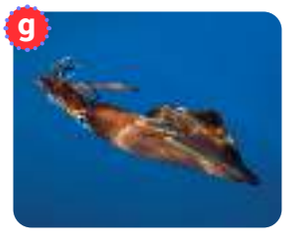

b


c


d


e


f


g


h

3 Read the text and write the missing words. Write one word on each line.

We find coral reefs in warm (1) water, usually near land. They are home to lots of different sea (2) _____, like lobsters, turtles, octopuses and jellyfish. Lots of beautiful (3) _____ live here too, like the clownfish and the parrotfish. The biggest coral reef (4) _____ the world is The Great Barrier Reef. It is in the sea near Australia. Coral reefs (5) _____ in danger because of dirty water and the things some people do. We need (6) _____ look after our coral reefs.

4 Play the game.

It's big and green. It's got a hard shell. | Is it a turtle? | Yes, it is!

Practice: sea animals

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Sounds and life skills

Finding out more



1 **Watch the video. How do they feel when they see the news?**

Pronunciation focus

2 43 **Listen and complete. Underline the sounds /p/, /b/, /d/ or /ð/.**

beach been Dad dolphin mother people there

MEERA: Hi (1) _____, what's happening (2) _____?

MR SHARMA: … they've found a (3) _____ on the (4) _____.
The rescue (5) _____ have (6) _____ there since ten o'clock. They think it's lost its (7) _____.

3 44 **Listen and match. Say more sentences with a partner.**

They've found a	puzzle	in the desert.
	bat	behind a door.
	dinosaur	on the balcony.
	violin	in the village.
	feather	in the bathroom.

4 **Read the news article. Match the information to the questions.**

Dramatic rescue at Park Drive Beach



At nine o'clock this morning (1) on Park Drive Beach, (2) a father and his son found a dolphin. Rescue people have been on the beach (3) since ten o'clock this morning. (4) They have moved it onto a blanket and have put water over it. They think the dolphin was looking for its mother.
The rescue people have now seen the mother and (5) they are going to take the dolphin out to sea.

Where is the dolphin? 1
Have they been on the beach a long time? ☐
What are the rescue people going to do? ☐
Who found the dolphin? ☐
What have the rescue people done to help it? ☐

5 **In pairs, do a role play.**

Student A
You are a journalist at the beach. Ask questions about the dolphin.

Student B
You were walking on the beach when you saw the dolphin. Answer the questions.

Useful language

What's happening …?
They've found …
What have the … done to help?

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Unit 5 Under the sea
Pupil's Book p.50

Objectives
To practise the /p/, /b/, /d/ and /ð/ sounds and talk about something that's happened.

Target language
- **Key language:** the /b/, /d/ and /p/ sounds
- **Additional language:** *balcony, bat, desert, dinosaur, puzzle, violin, village*
- **Revision:** present perfect

Warmer
- Write the word *beach* vertically down the board. Pupils work in pairs to think of the names of sea animals containing each letter. Do letter *b* together as an example, e.g. *cra**b***. Set a time limit and ask pupils to share ideas (e.g. *cra**b**, **j**ellyfish, wha**l**e, o**c**topus, sea**h**orse*).

Presentation
PB50. ACTIVITY 1

Watch the video. How do they feel when they see the news?
- Ask pupils what they remember about the news programme from the ▶ Video. Read the question aloud, elicit ideas, then play the ▶ Video for pupils to check.

Key: curious/interested, and also concerned/worried/shocked

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB50. ACTIVITY 2

Listen and complete. Underline the sounds /p/, /b/, /d/ or / ð/.
- Write */p/* and */b/* on the board and elicit their sounds. Ask pupils to place two fingers on their throat and ask which sound 'vibrates' (/b/ vibrates and /p/ forms only on the lips). Elicit words beginning with these letters and notice the difference in pronunciation.
- Repeat with /d/ and /ð/. Pupils repeat the sounds after you. Ask where their tongue is when they say each sound (for /d/ it's behind the teeth; for /ð/ it comes between the teeth. Practise a few words with these sounds.
- Play the 🔊 Audio. Pupils listen and complete the gaps. They underline the sounds. Check answers.

Key: 1 D**a**d, 2 **th**ere, 3 d**o**lphin, 4 b**ea**ch, 5 p**eo**ple, 6 b**ee**n, 7 m**o**ther

🔊 43

As in Pupil's Book and Key

Extra challenge Contrast the pronunciation of *there* (/ð/) with *think*. Pupils should recognise that 'th' in *think* doesn't vibrate).

PB50. ACTIVITY 3

Listen and match. Say more sentences with a partner.
- Focus pupils on the matching activity. Say */b/*, and pupils call out words beginning with *b*. Repeat for /d/, /p/ and /ð/.
- Play the 🔊 Audio. Pupils match the sentences. Check answers and the class repeat each sentence. Pupils practise in pairs.

Key: 1 They've found a bat behind the door. 2 They've found a dinosaur in the village. 3 They've found a violin in the desert.

🔊 44

As in Pupil's Book and Key

Extra challenge Ask pupils to make their own combinations, e.g. *They've found a penguin in the bathroom.*

PB50. ACTIVITY 4

Read the news article. Match the information to the questions.
- Focus on the questions on the right and the example. Pupils read and complete in pairs. Check answers as a class.

Key: 1 Where is the dolphin? 2 Who found the dolphin? 3 Have they been on the beach for a long time? 4 What have the rescue people done to help it? 5 What are the rescue people going to do?

PB50. ACTIVITY 5

In pairs, do a role play.
- Divide the class into two groups: Journalists and Witnesses. Pupils work in pairs to prepare and practise their role. Journalists prepare questions and witnesses prepare details.
- Pupils form new pairs (formed of a journalist and a witness) to do the role play. Encourage them to use the phrases in the Useful language box.

AB50. Answer key, see page T103

Ending the lesson
- Ask pupils for ideas of interesting news stories, e.g. dinosaur bones found in a cave, or an old ship found under the sea. Choose one idea and elicit questions a journalist could ask.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 43–44**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, Topic worksheet
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *Make a tongue twister*
- **T115 – Extension activity:** *Writing together*

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Unit 5 Under the sea
Pupil's Book p.51

Objectives
To read a story and review language from the unit.

Target language
- **Key language:** language in the story: *quicksand, universe*
- **Additional language:** *Good one, Dad!*
- **Revision:** language from the unit

Warmer
- Show the previous episode of the story on the whiteboard. Review the story so far with Pupil's Books closed. Ask pupils, e.g. where Diggory and Emily were, who Richard Tricker was, and what happened to Iyam at the end.

Story
PB51.

Diggory Bones
- Show the first scene of the story on the whiteboard. Elicit who pupils can see, where the characters are, and why. Teach *quicksand*.
- Write the gist questions on the board: *Who goes into the cave? What does Iyam hope to find there? What creature does Diggory say Iyam is like?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class (Diggory, Emily and Iyam, Aztec gold, a turtle).

▶
45
As in Pupil's Book

PB51. ACTIVITY 1

How long has Diggory known about the caves? What instructions has Mr Greedy given to Richard?
- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the Audio. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Who's got the torch?* (Emily). *When did Diggory hear about the caves?* (in 1971). *How long has the gold been there?* (for hundreds of years). *What was more important to the Aztecs than gold?* (the long, green feathers of the Quetzal bird).

Key: since 1971; to destroy the caves

Extra support Check pupils understand other key vocabulary (e.g. *wall, ground, insects, kilometres*).

Extra challenge Put pupils in groups and tell them to close their books. Ask them to predict what happens next in the story. Elicit ideas from the class and vote on the most exciting/interesting.

AB51. Answer key, see page T103–104

Ending the lesson
- Ask pupils which lesson or activity in the unit they have enjoyed the most so far. Review vocabulary and language from that lesson.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 45**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 5**
- **T115 – Consolidation activity:** *Role play*
- **T116 – Extension activity:** *What animals are like*

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45

Diggory Bones

5



















1 **How long has Diggory known about the caves? What instructions has Mr Greedy given to Richard?**

Story: unit language in context

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How can we make electricity?

1 46 Listen and read. Write the types of energy.



For a long time, **energy** has come from **fossil fuels** like coal, oil and gas. We use fossil fuels to make electricity for our homes, schools, businesses and transport. But fossil fuels also cause **pollution**, so they aren't good for our **environment**. In fact, we now understand that fossil fuels are dangerous for our planet.

But can we get energy from other sources? Yes, of course! Energy is all around us, in sunlight, water and wind. These are natural forms of energy called **renewable energy**, which means we can keep using them for as long as we need.

We're already using renewable energy. Maybe you've seen **wind turbines** in the countryside, which create **wind energy**. When the wind blows strongly, this turns the turbines to make electricity.

Solar energy comes from the sun. If you see **solar panels** on the roof of a house, you know the house uses solar energy! Solar panels have **silicon** in them, which is made from sand. When the sun shines on silicon it creates an electric charge. This means solar panels can make electricity.

Hydro energy comes from water. Flowing water, like in a river, turns large turbines to make electricity. In fact, more than 2,000 years ago, the ancient Egyptians used water to turn big wheels to make flour.

More and more countries are starting to get their energy from nature. One day we'll only use renewable energy, and this will be much healthier for our planet.



1 _____



2 _____



3 _____

2 Read again and tick (✓).

	Solar energy (sun)	Wind energy	Hydro energy (water)
1 It's a source of renewable energy.	✓	✓	✓
2 People can make it on their houses.			
3 It uses turbines.			
4 A material made of sand makes electricity.			
5 It's good for the environment.			

3 Which types of renewable energy could work well in your country?

We get lots of sunshine, so solar energy works well in our country.

FIND OUT MORE
What is geothermal energy?

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Unit 5 Under the sea
Pupil's Book p.52

Objectives
To read an essay about renewable energy.

Target language
- **Key language:** *electric charge, energy, environment, fossil fuels, hydro energy, planet, pollution, renewable energy, silicon, solar energy, solar panels, wind energy, wind turbines*
- **Additional language:** *coal, gas, geothermal energy, oil, sunlight*
- **Revision:** *beach, electricity, flour, healthy, river, roof, sand, sun, water, wheel, wind*

Warmer
- Draw a mind map on the board. Write *Energy* in the centre and circle the word. Draw arrows leading to opposite sides and write *Fossil Fuels* on one side and *Renewable Energy* on the other. Ask pupils what they think *energy* is, and what we need it for. Accept all reasonable answers. Elicit/Explain that we need it to make things work, like heating, lights and vehicles, and electrical devices in our homes.
- Elicit examples of different types of energy to add to the mind map (e.g. *coal*, *wind power*). Pupils give examples of different kinds of energy they know. If a pupil says *wind*, invite them to the board to write it on the correct side of the mind map.
- Try to elicit at least three examples of energy for each (e.g. fossil fuels: *coal*, *oil*, *gas*; renewable energy: *sun*, *wind*, *water*).
- Tell pupils they're going to learn more about renewable energy in this lesson.

PB52.

How can we make electricity?
- Show page 52 on the whiteboard and focus pupils on the question at the top of the page. Ask pupils if any items on the board help make electricity.
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Discuss as a class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB52. ACTIVITY 1

Listen and read. Write the types of energy.
- Ask pupils to open their Pupil's Books at page 52. Focus them on the photos, and ask what they show.
- Play the 🔊 Audio. Pupils listen and read, and then write the type of energy below each photo. Check answers as a class.

Key: 1 solar energy, 2 hydro energy, 3 wind energy

🔊 46

As in Pupil's Book

Extra challenge Ask pupils to give you two reasons why renewable energy is better than fossil fuels. Accept all reasonable answers (it's healthier for the environment, it doesn't run out, like fossil fuels do).

PB52. ACTIVITY 2

Read again and tick (✓).
- Pupils read the text again. While they are reading, copy the table onto the board. Ask them to close their books, and invite volunteers to the board to tick the correct sources of renewable energy. Check answers as a class. Pupils copy the answers into the table.

Key: 2 ✓(✗✗), 3 (✗)✓✓, 4 ✓ (✗ ✗), 5 ✓✓✓

PB52. ACTIVITY 3

Which types of renewable energy could work well in your country?
- Invite a volunteer to read the example speech bubble. Tell pupils they're going to talk about the sources of renewable energy that would be good for their country. Remind them to think about the climate, proximity to water, etc. and decide if sun, water or wind energy is better, and why.
- After pupils have discussed the question in pairs, get them to share ideas as a class.

Extra challenge Ask pupils to research how much renewable energy their country uses and which sources are used the most.

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB52. Answer key, see page T104

Ending the lesson
- Review what they have done and what they have learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 5
- **Practice Extra**
- **Audio 46**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Subject worksheet
- **PB87 and AB87 – Grammar reference 5**
- **T116 – Consolidation activity:** *Home and school*
- **T116 – Extension activity:** *Project research*

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Objectives

To read and write an essay about renewable energy. To make a poster about renewable energy.

Target language

- **Key language:** *hydro energy*, *tidal energy*, *tides*
- **Additional language:** *oceans*, *seas*
- **Revision:** *electricity*, *pollution*, *renewable energy*, *turbines*

Warmer

- Show page 52 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and share their findings from their internet search.
- Elicit the answer and discuss as a class.

DID YOU KNOW …?

- Show page 53 on the whiteboard. Point to the picture and ask where it is. Invite a volunteer to read the information.
- Ask pupils to share what they found out about geothermal energy. Ask if they think their country could get all of its energy from renewable sources. List the advantages.

PB53. ACTIVITY 1

Read the essay. Does the writer think tidal energy is a good thing?

- Ask pupils to open their Pupil's Books at page 53. Focus on the essay, and ask pupils what they see in the photo (a turbine). Then read the label: it's the world's biggest tidal energy turbine.
- Read the essay title. Elicit the meaning of *advantages* and *disadvantages*. Ask pupils to read the essay.
- Point to the subheadings and ask *How many paragraphs has the essay got?* (four), then read the subheadings aloud. Explain that an essay needs an introduction and an ending. This essay also has paragraphs to discuss the advantages and disadvantages.
- Ask the question in the rubric. Elicit/Explain that when we write about the advantages and disadvantages of something, we also need to give our own opinion, and this comes at the end of the essay. Elicit the writer's opinion in this case.

Key: Yes, because it's important for the future.

Extra support Discuss advantages and disadvantages of tidal energy. Ask if there are more advantages than disadvantages, according to the essay (yes).

PB53. ACTIVITY 2

Underline three topic sentences in the essay in Activity 1.

- Focus on the instruction. Draw attention to the Learning to write box. Invite volunteers to read the sentence prompts.
- Write *topic sentence* on the board. Explain that a topic sentence tells us what the paragraph is going to be about. Then explain that we can organise ideas using language like the examples. Ask pupils to underline the topic sentences in the essay. Check answers with the class.

Key: **1** There are lots of reasons why people think tidal energy is a good idea. **2** On the other hand, a disadvantage of tidal energy is that it's quite new. **3** To sum up, I think that tidal energy will be very popular, because it will get cheaper as the technology gets better.

PB53. ACTIVITY 3

In pairs, brainstorm advantages and disadvantages of renewable energy. Make notes in your notebook.

- Pupils work in pairs to think of more ideas. They copy the mind map into their notebooks, and add their ideas to it. Tell them they can use these notes to help them write their own essay in their Activity Books.

PB53.

PROJECT

- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

  Note: If pupils didn't do the Extension activity in the previous lesson, they will need to do their Project research in this lesson, before doing the Project.

AB53. Answer key, see page T104

Ending the lesson

- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom

Presentation Plus: Unit 5 **Practice Extra**
Test Generator **Unit 5 Test**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 5**
- **T116 – Consolidation activity:** *Oral presentations*
- **T116 – Extension activity:** *CLIL vocabulary*

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1 **Read the essay. Does the writer think tidal energy is a good thing?**

The Advantages and Disadvantages of Tidal Energy

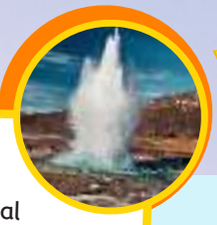
Introduction
Tidal energy is a type of hydro energy, which means it uses water. Our seas and oceans have tides, so the water levels go up and down twice a day. This movement of the water turns large turbines under the ocean, and this makes electricity.

Advantages
There are lots of reasons why people think tidal energy is a good idea. Firstly, it's renewable energy so it doesn't cause pollution. Another reason is we can always make this type of energy because tides don't stop moving.

Disadvantages
On the other hand, a disadvantage of tidal energy is that it's quite new. This means it's still very expensive to build the turbines and put them under water.

Ending
To sum up, I think that tidal energy will be very popular, because it will get cheaper as the technology gets better. Renewable energy is important for the future.

DID YOU KNOW...?



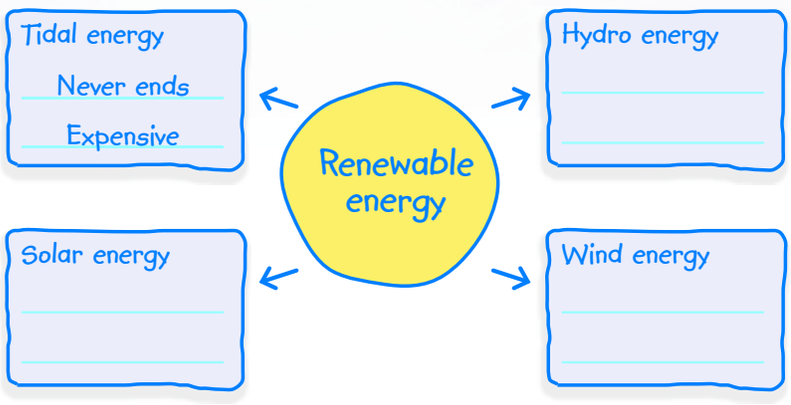
Iceland gets all its electricity from clean, renewable energy. It uses hydro energy and geothermal energy for electricity and hot water, and even to grow fresh vegetables!



The world's biggest tidal energy turbine is ready to go under water in Scotland!

2 **Underline three topic sentences in the essay in Activity 1.**

3 **In pairs, brainstorm advantages and disadvantages of renewable energy. Make notes in your notebook.**



Learning to write:

Topic sentences

We use a topic sentence to introduce a new section of an essay.

There are lots of reasons why …

On the other hand …

To sum up, I think/believe/agree that …

Ready to write:

Go to Activity Book page 52.

Project

Make a poster about renewable energy.

Environment: renewable energy | collaboration

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6 Free time

What free-time activities can you do in your town?

1 What do they use to play table tennis? Watch and check.

2 Watch again and correct the sentences.

1 Everything's dry outside.
2 There's nothing to do in the playground.
3 They've got everything they need to play hockey.
4 Someone else wants to kick the ball.
5 They have to go somewhere else to dance.
6 Now they've got something to sing about.

Everything's wet outside.

STUDY

some	**any**	**no**	**every**
someone	**any**one	**no** one	**every**one
something	**any**thing	**no**thing	**every**thing
somewhere	**any**where	**no**where	**every**where

3 Read and choose the right words.

1 **Everything** / **Nothing** is wet outside.
2 There's **nothing** / **anything** to do in the classroom.
3 There's **everywhere** / **nowhere** to play.
4 They haven't got **everywhere** / **anywhere** to play table tennis.
5 They've got **everything** / **nothing** they need to play.
6 Does **anyone** / **no one** else want to play?
7 Find **nowhere** / **somewhere** else to play.
8 Go outside, **everyone** / **no one**!

4 Ask and answer.

1 What did you think of Meera's game? Would you like to play it?
2 Have you ever invented a game? What were the rules?

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Unit 6 Free time
Pupil's Book p.54

Objectives
To use indefinite pronouns and review free-time activities.

Target language
- **Key language:** *any, anyone, anything, anywhere, every, everyone, everything, everywhere, no, no one, nothing, nowhere, some, someone, something, somewhere; else, hobby*
- **Revision:** free-time activities, past simple

Warmer
- Review free-time activities by asking pupils what sports and activities they did at the weekend. Write *Free time* on the board. Elicit other sports and free-time activities. Pre-teach *hobby* and check understanding.

PB54.

What free-time activities can you do in your town?
- Show page 54 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

PB54. ACTIVITY 1

What do they use to play table tennis? Watch and check.
- Tell pupils to open their Pupil's Books at page 54. Focus on the title of the unit and on the question. Elicit some ideas, but don't confirm any answers at this stage.
- Play the ▶ Video. Pupils watch and check their ideas. Then they check in pairs.

Key: books

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra challenge Ask pairs to think of other objects they can use to play different sports, e.g. a balloon for a football. Encourage them to use their imaginations.

Presentation
- Focus on the STUDY box. Explain that these are indefinite pronouns that we use for people, things and places. We use *someone/something/somewhere* in positive sentences (in the same way as *some*). We use *anyone/anything/anywhere* in negative sentences (like *any*) and questions. *Every* means *all*: *everyone = all people, everything = all things, everywhere = all places. No* means *not*: *no one = not anyone, nothing = not anything, nowhere = not anywhere.*

PB54. ACTIVITY 2

Watch again and correct the sentences.
- Give pupils time to read the sentences. Play the ▶ Video again. Then pupils work in pairs to correct the sentences. Check with the class, playing the ▶ Video again if necessary. Discuss each sentence, checking the concept of the new word(s) and the use of *else*. Ask questions to check comprehension.

Key: 2 ~~playground~~ classroom, 3 ~~hockey~~ table tennis, 4 ~~kick~~ hit, 5 ~~dance~~ play, 6 ~~sing~~ write

---

PB54. ACTIVITY 3

Read and choose the right words.
- Remind pupils how we use the words in the STUDY box. They complete the activity in pairs. Check with the class. Pupils write the sentences in their notebooks.

Key: 1 Everything, 2 nothing, 3 nowhere, 4 anywhere, 5 everything, 6 anyone, 7 somewhere, 8 everyone

---

PB54. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. Ask the questions aloud. Ask pupils to discuss the questions in pairs. They can share any interesting ideas with the class.

Extra challenge Ask pairs to make notes for a new game. Tell them to write the rules and what equipment they need. Join pairs together to explain their games to each other.

AB54. Answer key, see page T104

Ending the lesson
- Elicit free-time activities and make a class word snake on the board. Pupils copy it into their notebooks.

Digital Classroom
Presentation Plus: Unit 6 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 1
- **PB87 and AB87 – Grammar reference 6**
- **T116 – Consolidation activity:** *Role play*
- **T116 – Extension activity:** *Changing stories*

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Objectives

To practise using indefinite pronouns.

Target language

- **Key language:** indefinite pronouns, *exhibition*
- **Additional language:** *rocket*
- **Revision:** free-time activities, *hobby*

Warmer

- Review indefinite pronouns with a game of noughts and crosses. Draw a 3 x 3 grid on the board, and write an indefinite pronoun in each square.
- Make two teams. Teams take turns to choose a square and make a sentence using the word. If they do it correctly, they win the square and place a '0' or an 'X' in it. They form a line of three to win.

Presentation

PB55. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 55 on the whiteboard and focus on the question. Elicit anything pupils can remember about the previous lesson. Play the ▶ **Video** and pause when pupils hear examples of indefinite pronouns.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB55. ACTIVITY 2

Read and choose the right words.

- Pupil's open their Pupil's Books at page 55. Focus on the photo. Elicit what they think the email is about. Pupils work individually to read the email and choose the correct options, then check in pairs.

Key: **2** Someone, **3** everything, **4** some, **5** everyone, **6** no one, **7** everything, **8** anywhere, **9** something, **10** anything

Extra support Ask pupils to take turns to read the text aloud to check comprehension.

PB55. ACTIVITY 3

Listen and write.

- Focus on the instruction and the text. Have pupils read through the text and check understanding. Play the **Audio** for pupils to write the information. They check in pairs. Play the **Audio** again. Check with the class, eliciting the answers onto the board.

Key: **2** Harry, **3** Sally, **4** city, **5** the sports centre, **6** four

47

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB55. ACTIVITY 4

Play the game. Say it in ten.

- Tell pupils they're going to play the game from Activity 3 in pairs. Elicit the rules and write them on the board, playing the **Audio** again if necessary. Pupils play the game in pairs. Monitor and help as necessary.

PB55. ACTIVITY 5

Ask and answer.

- Focus pupils on the table. Elicit the question for each prompt and write them on the board. Pupils copy the table, writing in the full questions. Pupils mingle, asking different classmates the questions. When they get a 'yes' answer, they write the pupil's name and move on to the next question.

AB55. Answer key, see page T104

Ending the lesson

- Ask when pupils last went to a museum and what they saw.

Digital Classroom

Presentation Plus: Unit 6
Practice Extra
Audio 47
Video

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 6**
- **T116 – Consolidation activity:** *My friends' free-time activities*
- **T116 – Extension activity:** *Writing together*

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1 Can you remember the last lesson? Watch the language video.

2 Read and choose the right words.

from: alex360@kidsbox.mail

Dear Robert

Last Saturday my family decided to go (1) **somewhere** / **anywhere** different for the day. (2) **Something** / **Someone** who works with Dad told him about an exciting new exhibition at the Space Museum. I'd like to be an astronaut when I grow up, so I want to learn (3) **everything** / **nowhere** about space. The exhibition was really interesting. There were (4) **some** / **any** different spacesuits which we could try on, but we didn't because there wasn't enough time and we wanted to go to the space cinema. We saw an old film called **Space Jam**. It was really funny and (5) **nothing** / **everyone** loved it. After the film, we visited the museum shop. We saw models of the Saturn Rocket, but we didn't buy one because there was (6) **no one** / **anywhere** there. Here's a photo. Have you ever seen it in films?

There was too much to see in one day, so we couldn't see (7) **anything** / **everything**. At the end, we were tired and there wasn't (8) **anything** / **anywhere** to sit down, so we went to the restaurant. We had (9) **no one** / **something** to drink before the museum closed at half past five. It was a great day out. What about you? Did you do (10) **anything** / **everyone** interesting last weekend?



All the best

Alex

3 47 Listen and write.

Kind of programme: (1) quiz show

The two children's names:

(2) _____ and (3) _____

The place: somewhere in the (4) _____

The place: (5) _____

How many questions does the boy ask?

(6) _____

4 Play the game. Say it in ten.

It's a sport.

Is it something you play with a ball?

Yes, it is.

Is it something you play in a sports centre?

No, it isn't.

5 Ask and answer.

Do you like playing table tennis?

Find someone who …	Name
1 likes playing table tennis.	Eva
2 goes swimming more than twice a week.	
3 has a hobby different from yours.	
4 can ski.	
5 likes skating.	
6 goes somewhere different from you in their free time.	

Practice: pronouns

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1 Read the blog. How long has Katy had her skateboard?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



This month we've talked to different people about their hobbies.

Hobbies

Fahad enjoys **clothes design**. He makes amazing T-shirts and lots of his friends ask him to make T-shirts for them. He **sew**s and paints the T-shirts.



Katy's had her **skateboard** for two years and she can do lots of exciting **tricks**. She goes to the skateboard park to practise jumping with her friends because you should never skateboard near the road.



Emma's ridden a bike since she was five. She rides her **mountain bike** everywhere, but she enjoys it best when she and her dad go to a special **bike trail**. They can cycle up and down hills and through woods.



Holly loves doing **puzzles** and playing **board game**s. She plays **chess** in the school club and she's practising for a national competition. People have played chess for more than a thousand years.



Peter loves music, but he doesn't **play an instrument**. He uses his mouth to copy the sounds and rhythms of drums. This is called **beatbox**ing.



Leon has to be very fit and strong because he is a **ballet dancer**. He doesn't just dance, he must learn to jump in different ways and land safely and beautifully. He also has to lift his partner.



2 Read again and find these things.

1 something you can wear
2 something you stand on to ride
3 something you sit on to ride
4 somewhere with a lot of trees
5 somewhere you can go to ride
6 something that people have played for centuries
7 something ballet dancers must learn to do
8 someone who jumps beautifully to dance

3 Talk to your partner.

1 Have you tried any of these hobbies? Which ones?

Yes, I have tried playing board games and beatboxing.

2 Which hobby do you think is the most difficult? Why?

I think ballet dancing is the most difficult because you have to lift your partner.

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Unit 6 Free time
Pupil's Book p.56

Objectives
To read and talk more about different hobbies.

Target language
- **Key language:** *ballet dancer, beatbox, bike trail, board games, chess, clothes design, mountain bike, play an instrument, puzzles, sew, skateboard, tricks*
- **Revision:** free-time activities and hobbies

Materials
- Photos/Pictures of different known sports

Warmer
- Use pictures of different sports to review the sports that pupils know. When they give you the name, ask them to provide more information about it, e.g. *Is it played in teams? What equipment do you need? Is it dangerous? Have you tried it?*

PB56. ACTIVITY 1

Read the blog. How long has Katy had her skateboard?
- Show page 56 on the whiteboard. Pupils open their Pupil's Books at page 56. Focus them on the Activity 1 instruction and question. Ask a pupil to read them aloud. Elicit that this is the *Kid's Box* blog. Make sure pupils notice the key vocabulary in blue.
- Ask a pupil to read the introduction in the banner headline aloud to set the context. Pupils then read the text silently to find the answer. Have pupils check in pairs then check with the class, asking a volunteer to read out the relevant section from the text.
- Check comprehension of key vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *Where does Emma like to ride her bike? How does Peter make music? Are ballet dancers strong?* Elicit examples of other board games. Discuss which of these sports/hobbies pupils have heard of or tried. Elicit a demonstration of beatbox if anyone can do it.

Key: two years

Extra challenge Ask more questions about Katy. To elicit *elbow, hands, knees, head* and *helmet*, ask, e.g. *Look at the photo of Katy. Where is she wearing protection? What's she wearing on her head? What's she wearing on her hands?*

PB56. ACTIVITY 2

Read again and find these things.
- Check understanding of the Activity 2 instruction. Pupils work in pairs. They take it in turns to read the phrases and to find the things in the text. There may be more than one answer. Check using open pairs.

Key: **1** T-shirt, **2** skateboard, **3** bike, **4** woods, **5** bike trail / hills / woods, (skateboard park), **6** chess, **7** jump in different ways and land safely, (lift his partner), **8** a ballet dancer

---

PB56. ACTIVITY 3

Talk to your partner.
- Focus on the questions and the examples in the speech bubbles. Pupils answer the questions in pairs and then share their ideas with another pair.

Extra support Encourage groups to share ideas with the class. Have the class agree on the three most difficult hobbies.

AB56. Answer key, see page T104

Ending the lesson
- Write the new words from the lesson (the words in blue in the blog) on the board in jumbled form for pupils to unjumble.

Digital Classroom
Presentation Plus: Unit 6 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Reinforcement worksheet 2 and/or Extension worksheet 1
- **PB87 and AB87 – Grammar reference 6**
- **T116 – Consolidation activity:** *My favourite indoor or outdoor hobby*
- **T116 – Extension activity:** *Find someone who …*

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Objectives

To have more practice talking about free-time activities and sing a song.

Target language

- **Key language:** definitions
- **Revision:** free-time activities, indefinite pronouns

Warmer

- Mime one of the free-time activities from the previous lesson for pupils to guess. Pupils take turns to come and mime other activities. Make sure their Pupil's Books are closed.

Song

PB57. ACTIVITY 1

Read and complete.

- Show page 57 on the whiteboard. Focus on the song and the pictures. Elicit some of the free-time activities pupils can see.
- Tell pupils to open their Pupil's Books at page 57. Check they have read the activity instruction and know what to do. Tell them to read through the words in the box before they start. They do the activity in pairs.

Key: 2 everyone, 3 something, 4 climb, 5 park, 6 ski, 7 design, 8 cut, 9 chess, 10 bike, 11 sing, 12 beatbox, 13 watch, 14 learn, 15 somewhere

Extra support Remind pupils to make use of rhyme, context and parts of speech to help them identify the words.

PB57. ACTIVITY 2

Listen and check. Then do karaoke.

- Play the ▶ Video for pupils to watch and check. Play the ▶ Video a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries.
- Play the 🔊 Audio line by line for pupils to repeat. Then play it again for them to sing along with the 🔊 Audio. When pupils are more competent, ask them to sing the whole song in groups with the karaoke version.

▶
🔊 48–49
As in Pupil's Book and Key for Activity 1

PB57. ACTIVITY 3

Invent another verse. Use these words or your own ideas.

- Focus on the instructions. Brainstorm ideas with the class before they start and check understanding of the words in the box. Tell them to try to get their verses to rhyme if they can. Make groups of three or four. Pupils work together on their verses. Monitor and help. Volunteers can sing their verses to the class.

PB57. ACTIVITY 4

Read the definitions. What hobby is it?

- Focus on the instructions and check understanding. Pupils read the definitions in pairs and write the hobbies in their notebooks. Check with the class, eliciting what words in the definitions gave them the best clues.

Key: 1 skateboarding, 2 beatbox, 3 chess

PB57. ACTIVITY 5

Write more definitions for your partner to guess.

- Focus on the instruction. Tell pupils they can use different sports and free-time activities, not just those from the book. Pupils write definitions in pairs. Monitor and help if necessary. Make groups of four from two pairs. They read their definitions aloud to the other pair for them to guess.

AB57. Answer key, see page T105

Ending the lesson

- Sing the song again with pupils, including one or two of the new verses if appropriate.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 48–49**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Song worksheet
- **Teacher Resources:** Photocopiable 6
- **PB87 and AB87 – Grammar reference 6**
- **T116 – Consolidation activity:** *Writing together*

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1 Read and complete.

6

beatbox bike chess climb cut design everyone ~~hobbies~~
learn park sing ski something somewhere watch

Free time, free time. Lots of (1) hobbies **to do.**
There's something for (2) _____ **. There's** (3) _____ **for you.**




You can do anything in your free time.
You can learn to skate, you can learn to (4) _____ .
You can skateboard in a (5) _____ or (6) _____ in the snow.
You can (7) _____ some clothes: draw, (8) _____ and sew.




You can learn to play (9) _____ if that's what you like.
You can learn to sail or ride a mountain (10) _____ .
You can learn about music: play it or (11) _____ ,
Pop, rap or (12) _____ . Enjoy everything.

You can (13) _____ films or act in a play.
You can walk in the hills and (14) _____ to find your way.
You'll have (15) _____ to go and something to do.
You'll make new friends who like the same things as you.




Chorus

2 48–49 Listen and check. Then do karaoke.

3 Invent another verse. Use these words or your own ideas.

camp cars cook dance golf hockey make mix planes
play football / baseball sledge surf swim take photos tennis weigh

4 Read the definitions. What hobby is it?

1 This is something you can do in your free time. You do it with a board which is usually made of wood, and you can do it in a special park.

2 This hobby is a type of music, but it isn't singing. You play music without an instrument. You use your mouth and your body to make the sounds.

3 You can play this anywhere but you need a board and pieces. People usually sit down when they play this.

5 Write more definitions for your partner to guess.

It's something ...
Everyone can ...

Practice: hobbies

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Sounds and life skills

Imagining and inventing



1 **Watch the video. How and why do Lenny's feelings change?**

Pronunciation focus

2 50 **Listen. Which question is more polite?**

MEERA: Stella, can I please borrow a book?

BOY: Stella, can I please borrow a book?

3 51 **Listen and complete. Practise with a partner. Say some more examples.**

A: Can I borrow your _____, please?

B: Yes, _____ _____ _____.

A: Thank you.

4 **Read the blog. How many game ideas are there? Circle what you need.**

If you can't think of anything to do on a rainy day, invent your own games!

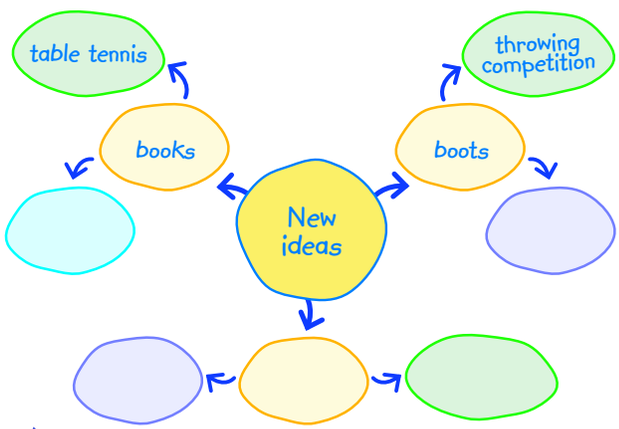
BOREDOM BUSTERS!

We used some books for a net and two books for bats to play table tennis! But you can invent your own games! Play boot basketball, for example! Find some old boots and write numbers on them. Then, throw bottle tops into the boots and score points! Or … use your boots for a boot throwing competition outside! How far can you throw them?

Happy inventing. Have fun!



5 **In a group, discuss ways to use old things. Make notes.**



6 **Compare your ideas. Choose a game to demonstrate.**

Useful language

I've got an idea! We can use … to …

…'s invented a game.

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Unit 6 Free time
Pupil's Book p.58

Objectives
To practise intonation in polite questions and work in a group to generate ideas.

Target language
- **Key language:** intonation in questions
- **Additional language:** *basketball, bats, boots, bottles*

Warmer
- Draw a circle on the board. Say *Imagine! What is this?* Elicit ideas, e.g. *It's a (sun).* Add sunrays to make it look like a sun. Pupils draw eight circles, then imagine and doodle what they could be. Explain that they'll use their imagination in this class.

Presentation
PB58. ACTIVITY 1

Watch the video. How and why do Lenny's feelings change?
- Ask pupils if they remember what happened in the ▶ Video. Read the question aloud, elicit ideas, then play the ▶ Video for pupils to check.

Key: At first he's bored because there's nothing to do, then he's excited when they invent a new game.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB58. ACTIVITY 2

Listen. Which question is more polite?
- Ask pupils to practise saying *Stella, can I please borrow a book?* in different ways with a partner. Then play the Audio and decide which question sounds more polite.
- Explain that when we make a polite request, the intonation goes up towards the end of the question.
- Play the Audio again and model the pronunciation. Have pairs practise repeating the request with the correct intonation.

Key: the first one

50

As in Pupil's Book

PB58. ACTIVITY 3

Listen and complete. Practise with a partner. Say some more examples.
- Elicit suggestions for the first missing word. Then play the Audio and pupils complete the dialogue. Check answers.

Key: umbrella, here you are

51

As in Pupil's Book and Key

Extra support Play the Audio again. Focus on the rise of *umbrella*, *please* and rising sounds of *here you are*.

PB58. ACTIVITY 4

Read the blog. How many game ideas are there? Circle what you need.
- Focus on the blog and read the heading aloud. Explain that a *boredom buster* is something that stops you feeling bored.
- Give pupils time to read the blog, count the game ideas and identify the game objects.

Key: book table tennis, boot basketball, boot-throwing competition

PB58. ACTIVITY 5

In a group, discuss ways to use old things. Make notes.
- Focus on the mind map. Elicit different ways to use a book (e.g. weights for exercise or a ladder to reach things).
- In groups, pupils think of alternative uses for different objects. Encourage them to use their imagination and share ideas they have seen around them, in shops or online.

PB58. ACTIVITY 6

Compare your ideas. Choose a game to demonstrate.
- Join groups together to discuss ideas and demonstrate their games. Remind them to use the Useful language box.

AB58. Answer key, see page T105

Ending the lesson
- Write *Upcycling* on the board. Elicit/Explain that it means giving new life to an old object, e.g. turning a door into a table by adding legs. Ask pupils for other examples.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 50–51**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, Extension worksheet 2
- **PB87 and AB87 – Grammar reference 6**
- **T116 – Consolidation activity:** *Drilling game*
- **T116 – Extension activity:** *Games fair*

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Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the story: *expect, stairs*
- **Additional language:** *Chichen Itza, Kukulcan*
- **Revision:** language from the unit

Warmer

- Review what pupils can tell you about the Maya civilisation from the story. Write *Maya* on the board and elicit the information they remember from previous episodes of the story. Finally, ask pupils what happened at the end of the last episode.

Extra support Show previous episodes on the whiteboard to help elicit information.

Story

PB59.

Diggory Bones

- Show the first scene of the story on the whiteboard. Elicit that Diggory, Iyam and Emily are about to go somewhere nearer the sea.
- Write the gist questions on the board: *Where are they going? How long will it take to get there? What kind of game did the Mayas play?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class (Kukulcan's pyramid at Chichen Itza, two days, a ball game).

▶
52
As in Pupil's Book

PB59. ACTIVITY 1

How often can you see the form of a snake on the north stairs? When does the pyramid sound like a bird singing?

- Focus pupils on the questions. Play the ▶ Video again. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the Audio. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check comprehension by asking, e.g. *Which is the most important temple?* (The Castle). *What were their instruments made of?* (wood and shells). *What happens twice a year?* (you can see the form of a snake on the north stairs). *What sounds like a bird singing when the gods are angry?* (the pyramid). *What do you think Iyam can hear at the end?*

Key: twice a year; when someone does something to make the gods angry.

Extra support Check pupils understand other key vocabulary (e.g. *instruments, form, stairs*). Encourage them to use context from the story to identify meaning.

Extra challenge Have pupils draw different symbols they have seen so far in the story. Then put them in pairs. Pupils show their partner for them to say what each symbol is.

AB59. Answer key, see page T105

Ending the lesson

- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 52**
- **Video**

Extra Resources

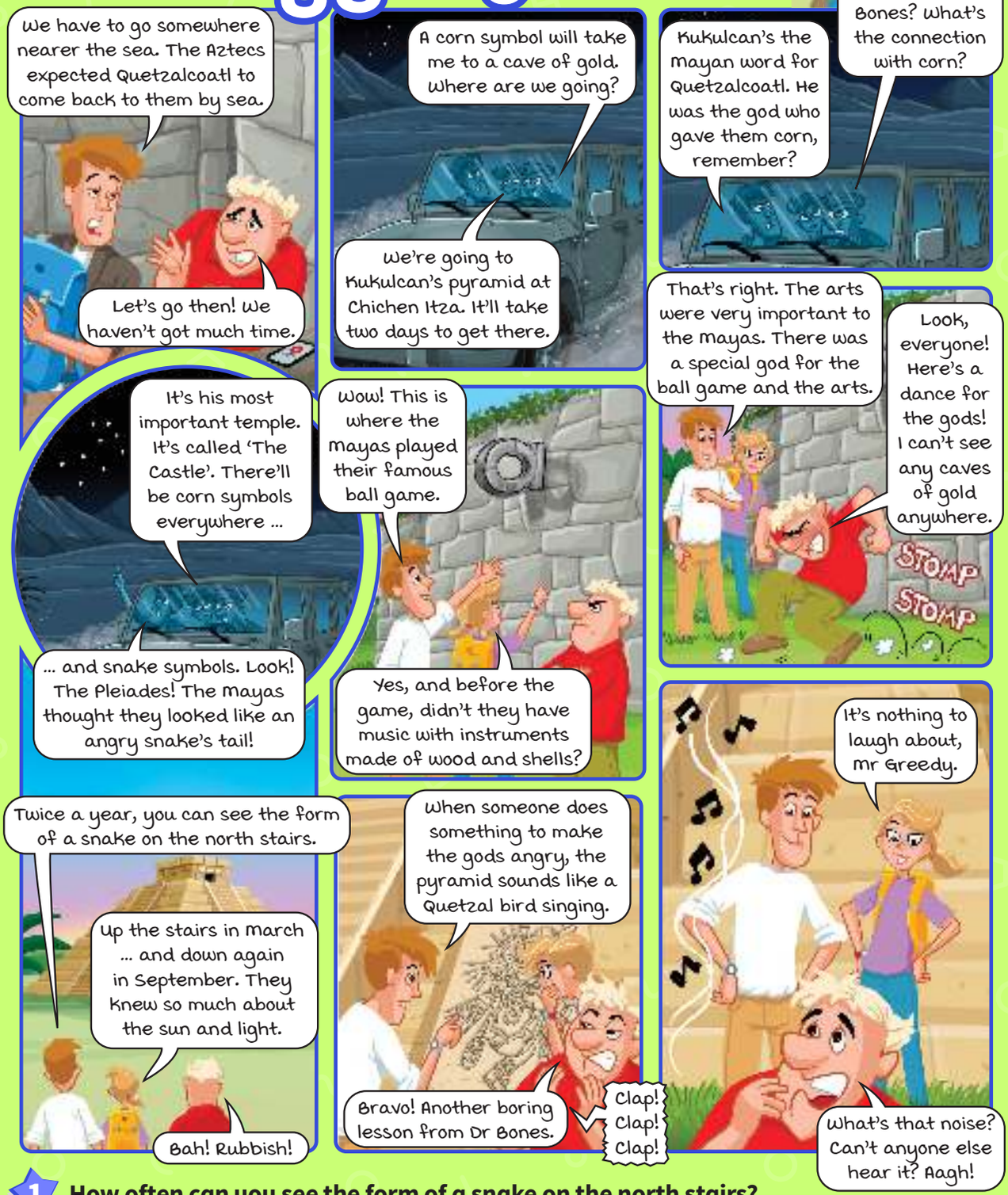
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 6**
- **T117 – Consolidation activity:** *Role play*
- **T117 – Extension activity:** *The Maya*

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52

Diggory Bones

6



1 **How often can you see the form of a snake on the north stairs?**
When does the pyramid sound like a bird singing?

Story: unit language in context

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What makes a funfair ride exciting and safe?

1 53 **Listen and read. Label the photos.**

ALL BLOGS | MY BLOG | NEW POST

Riding the Rollercoaster

harness loops track ~~train~~ wheels

Rollercoasters are the most exciting rides at a funfair. They carry you along on a fast **train**, throwing you around and making you laugh and scream. They're so much fun!

But how do rollercoasters move? Rollercoasters use **gravity**, which is the force that pulls everything down to the ground. Rollercoasters always start with a hill. A motor pulls the train up slowly on a long, straight **track**. After the train reaches the top of the hill, it doesn't use a motor, and gravity takes control. Gravity pulls the train downwards, and whoosh! The fun starts!

Rollercoasters are fast, with **twists** and **turns**, and some have got **loops** too, which take you **upside down** for even more scary fun! But how does the train stay on the track?

If you look carefully at a rollercoaster's **wheels**, you will see that there are wheels under the track as well as on it, so they lock the train to the track. This means the train can't **fall off**.

Rollercoasters are designed to be scary, but they are actually very safe. Rollercoaster designers understand how to use gravity to push our bodies safely. Also, everyone on a rollercoaster must wear a **harness** to hold them into their seat. This is especially important when you think about the world's fastest rollercoaster in the UAE, which travels at 240 km an hour!

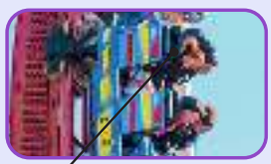


1 train

2 _____



3 _____



4 _____



5 _____

2 **Read again and order the stages of a rollercoaster ride.**

a At the top of the hill, the motor stops moving the train. ☐
b When the energy from the hill is finished, the train stops, and the ride is over. ☐
c First, a motor makes the train move up a big hill. 1
d The train travels so fast that it can even go around loops! ☐
e Gravity pulls the train down the other side of the hill very fast. ☐

3 **Do you like rollercoasters? Why? Where is your favourite rollercoaster?**

I love rollercoasters because I love going fast!

Me too! Going fast is very exciting!

FIND OUT MORE

What's the longest rollercoaster in the world? Where is it?

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Unit 6 Free time
Pupil's Book p.60

Objectives
To read a blog about how rollercoasters work.

Target language
- **Key language:** *fall off, gravity, harness, loop* (n), *turn, twist, upside down, wheel*
- **Additional language:** *ride* (n), *rollercoaster, safety, scream* (v), *speed, steel, theme park, track*
- **Revision:** *energy, laugh, motor, train*

Warmer
- Play a game of Charades. Write the following words on the board: *fall, laugh, lock, scream, twist, turn, loop.* Choose a word and mime to the class which one it is. Pupils try to guess which word you're miming. Divide the class into groups. Continue miming the words to the class. Pupils continue to guess. Invite volunteers to mime some of the words.
- Tell pupils they're going to learn more about the meaning of these verbs in the context of a very popular funfair ride.

PB60.

What makes a funfair ride exciting and safe?
- Show page 60 on the whiteboard. Focus on the question at the top of the page. Elicit what a funfair is and ask pupils what rides they like. Ask *How do people feel at a funfair? How do they stay safe?*
- Play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Discuss as a class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB60. ACTIVITY 1

Listen and read. Label the photos.
- Tell pupils to open their Pupil's Books at page 60. Ask pupils what they can see in the photos. Elicit *rollercoaster*. Pre-teach any unknown vocabulary items, such as *upside down* and *loop*.
- Play the Audio. Pupils listen and read, and then label the photos. Check answers with the class.

Key: **2** track, **3** loops, **4** harness, **5** wheels

53

As in Pupil's Book

Extra support Elicit the meanings of the key words in blue. Remind pupils to use the context of the text and what they learnt from the ▶ Video.

PB60. ACTIVITY 2

Read again and order the stages of a rollercoaster ride.
- Read the sentences with the class and focus on the example. Explain that this is the first stage in how a rollercoaster works. Pupils work in pairs to order the other sentences. Encourage them to go back to the text to confirm their ideas. Check answers with the class.

Key: a 2, b 5, (c 1), d 4, e 3

PB60. ACTIVITY 3

Do you like rollercoasters? Why? Where is your favourite rollercoaster?
- Invite two volunteers to read out the examples in the speech bubbles. Tell pupils they're going to talk about rollercoasters and other funfair rides in pairs. They should share their experiences of funfairs with their partner.

Extra challenge After the pair work, invite pupils to share their feelings of funfair rides with the rest of the class. Do any pupils dislike funfair rides? Why?

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB60. Answer key, see page T105

Ending the lesson
- Review what they have done and what they have learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 6
- **Practice Extra**
- **Audio 53**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Subject worksheet
- **PB87 and AB87 – Grammar reference 6**
- **T117 – Consolidation activity:** *Questions and answers*
- **T117 – Extension activity:** *Features of a funfair ride*

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Unit 6 Free time
Pupil's Book p.61

Objectives
To read a story about rollercoasters and write a story about a funfair ride. To design a funfair ride.

Target language
- **Key language:** *big wheel, ghost train, theme park,* adjectives
- **Additional language:** *amazing, beautiful*
- **Revision:** *rollercoasters*

Warmer
- Review the information about rollercoasters from the previous lesson. With Pupil's Books closed, elicit what pupils remember. Prompt use of key words by asking *What keeps people safe on a rollercoaster?* (a harness). *How do rollercoasters move?* (they twist and turn / by a motor / gravity).
- Show page 60 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and their findings from their internet search. Elicit the answer and discuss as a class.

DID YOU KNOW ...?
- Show page 61 on the whiteboard. Point to the picture and invite a volunteer to read the information. Ask pupils if they are surprised by the information, and why they think he works as a rollercoaster designer.

PB61. ACTIVITY 1

Read the story. Does the writer like rollercoasters?
- Tell pupils they're going to read a story. Explain that a story can be fact or fiction and that stories are written to inform or entertain. Stories have a beginning, middle and ending. Ask pupils to read the story.
- Focus on the beginning of the story. Ask when it happened (last summer), where it happened (at a theme park), and who was there (the narrator and some cousins). Explain/Elicit that a narrator is someone who tells the story. Ask the question in the rubric.

Key: Yes, she likes them now (but she didn't at the start of the story).

Extra challenge Ask pupils what is in the middle of the story (the main event or action) and the end of a story (the resolution / what happens and how people feel). Ask *Can story endings be happy or sad?* (both).

PB61. ACTIVITY 2

Underline the adjectives in the story in Activity 1. What difference do they make to the story?
- Ask pupils to read the story again and underline the adjectives. Check answers as a class. Elicit the answer to the question. Draw attention to the Learning to write box. Invite volunteers to read the sentences. Explain that when we write a story, we use adjectives to make our story interesting.

Key: exciting, fantastic, bigger, great, scary, scared, little, high, terrified, lovely, beautiful, amazing, happy, brilliant, favourite

Extra challenge Remind pupils we often use past tenses for stories. Have them underline examples of the past simple that the narrator uses.

PB61. ACTIVITY 3

In pairs, describe your favourite rides. Make notes in your notebook.
- Tell pupils that they're going to write their own story about a visit to a funfair. They think about different rides, what each one does, and how it makes them feel. Remind pupils that each person should make their own set of notes as they will need them for the Ready to write activity in the Activity Book.

Extra support Monitor while pairs make notes to help with language and vocabulary. Write ideas on the board.

PB61.

PROJECT
- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB61. Answer key, see page T105

Ending the lesson
- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom
Presentation Plus: Unit 6 **Practice Extra**
Test Generator **Unit 6 Test**

Extra Resources
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 6**
- **T117 – Consolidation activity:** *Oral presentations*
- **T117 – Extension activity:** *CLIL vocabulary*

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1 **Read the story. Does the writer like rollercoasters?**

My first Rollercoaster Ride

Last summer, I visited my cousins and the most exciting thing we did was go to a fantastic theme park. It was much bigger than a funfair and we rode on lots of great rides, like the scary ghost train and the big wheel.

After a while, my cousins asked if I wanted to ride on the rollercoaster. I said yes, but really I felt scared about it. We all sat down and put on our harnesses. Then the little train started moving slowly up a big hill. The noise of the little train moving up the high track made me feel terrified, and I just wanted to get off. When we reached the top, there was a lovely view of the theme park. It looked beautiful! Suddenly, the train dropped down the other side and everyone screamed! It was amazing! We twisted and turned, and even went upside down!

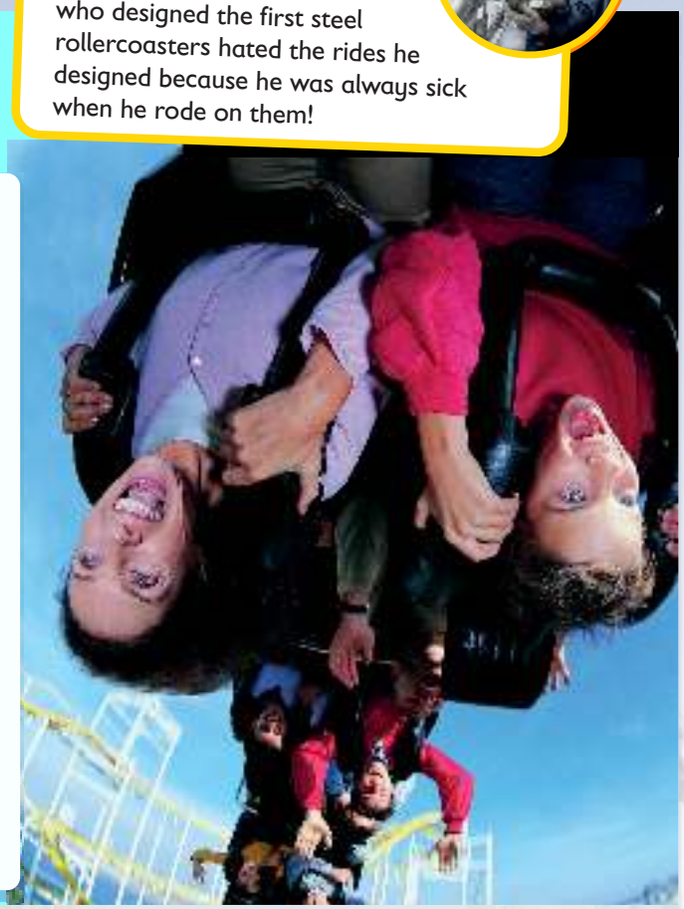
Finally, the ride was over, and we were all happy. I rode on the brilliant rollercoaster three more times that day, and now rollercoasters are my favourite rides.

DID YOU KNOW...?

The American engineer who designed the first steel rollercoasters hated the rides he designed because he was always sick when he rode on them!



6



2 **Underline the adjectives in the story in Activity 1. What difference do they make to the story?**

3 **In pairs, describe your favourite rides. Make notes in your notebook.**

Ride	What does it do?	How do you feel?

Learning to write:

Adjectives

We use adjectives to make stories more interesting.

The rollercoaster was **fast** and **exciting**.

I felt so **happy**.

Ready to write:

Go to Activity Book page 60.

Project

Design a funfair ride.

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Review Units 5 and 6

1 **Read the email and write the missing words. Write one word on each line.**

Dear Yousef

How are you? In your last email you asked me about my (1) hobbies so I'm going to tell you about two of them: chess and my mountain bike.

I've played chess (2) _____ four years now. I play with my friends at a club at school. We meet twice a week (3) _____ Tuesdays and Thursdays. I really (4) _____ it because you have (5) _____ think a lot and because there's a lot of action.

My other hobby is (6) _____ my mountain bike up the bike trails near our house with my brother. I've included a picture of me on my bike.

Tell me about some of your hobbies.

Best wishes

Joshua



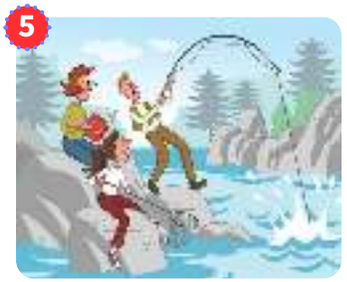
2 **Look at the pictures. Tell the story.**











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Review Units 5 and 6
Pupil's Book p.62

Objectives
To review language from Units 5 and 6 and complete a reading activity and a speaking activity.

Target language
- **Key language:** language and vocabulary from Units 5 and 6

Warmer
- With Pupil's Books closed, write *Hobbies and free-time activities* in a circle in the middle of the board. Brainstorm a mind map of all the hobby and free-time words that pupils remember in two minutes.

PB62. ACTIVITY 1

Read the email and write the missing words. Write one word on each line.
- Show page 62 on the whiteboard. Tell pupils to open their Pupil's Books at page 62. Focus on Activity 1. Ask who wrote the email (Joshua), who he wrote to (Yousef) and what pupils think it's about (hobbies). Tell pupils to read the activity instructions. Check understanding.
- Pupils do the activity individually, checking in pairs when they've finished. Check with the class, asking pupils to take turns to read sentences from the email aloud.

Key: **2** for, **3** on, **4** like/love/enjoy, **5** to, **6** riding

PB62. ACTIVITY 2

Look at the pictures. Tell the story.
- Focus on the pictures. Elicit what pupils can see in the different pictures. Focus them on the activity instructions and make sure they know what to do. Demonstrate the activity with the whole class first. Ask questions about the first picture to encourage pupils to describe what happened. Encourage them to extend their responses, using, e.g. *One day* / *One Saturday*, and to give the people names. Remind them to use adjectives, adverbs and connectors to make the story more interesting.
- Pupils work in pairs, asking, answering and talking about the pictures in order. As they do this, they create their stories. Pairs write their story in their notebook so they can tell another pair about it. Make groups of two pairs. Pupils share their stories. Elicit and create a definitive version of the story by asking pupils to dictate for you to write on the board.

Extra challenge Pupils work in pairs or groups to dictate stories.

Note: In the real test, the story title and the names of the main characters are given.

AB62. Answer key, see page T105

Ending the lesson
- In pairs, pupils each think of one 'odd one out' example, as in Activity Book Activity 3, using words from Units 5 and 6 (e.g. *big wheel*, *rollercoaster*, *harness*; *harness* isn't a fairground ride). Pairs take turns to say theirs for the rest of the class to say which they think is the odd one out and why.

Digital Classroom
Presentation Plus: Review Units 5 and 6

Practice Extra

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 5 and 6**
- **T117 – Consolidation activity:** *Songs and chants*
- **T117 – Extension activity:** *A group story*

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Review Units 5 and 6
Pupil's Book p.63

Objectives
To review language from Units 5 and 6 and play a board game.

Target language
- **Key language:** language and vocabulary from Units 5 and 6
- **Revision:** language for playing games

Materials
- Dice, coloured counters, small pieces of paper

Warmer
- Review use of the present perfect by asking questions around the class, e.g. *How long have you lived in this city/town? Have you ever eaten octopus? Have you ever climbed a mountain? Which countries have you visited?* Pupils give full answers each time.

PB63. ACTIVITY 3

Play the game.
- Tell pupils to open their Pupil's Books at page 63. Ask a pupil to read the instructions aloud. Check that pupils understand how to play by playing a demonstration game.
- Pupils play in groups of three or four. Pupils can move in different directions. The object of the game is to 'win' three verbs in a line. To win a verb, pupils make a correct sentence using the verb in the present perfect. They then cover it with a piece of paper with their name on. Other pupils can land on the square that someone else has won, but they can't win it too. When they land on a square that's already won, they don't make a sentence.
- Remind pupils of language for playing games, e.g. *Whose turn is it? It's your turn.* Monitor and help as necessary.

AB63. Answer key, see page T106

Ending the lesson
- Ask pupils which lessons, topics and activities were their favourites.

Digital Classroom
Presentation Plus: Review Units 5 and 6

Practice Extra

Test Generator **Review Test 3**

Extra Resources
- **Teacher Resources:** Review Units 5 and 6, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 5 and 6**
- **T117 – Consolidation activity:** *Writing sentences*
- **T117 – Extension activity:** *Games*

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3 Play the game.

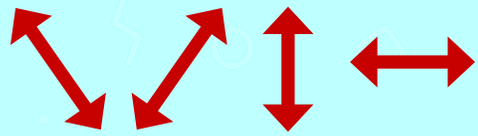
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Can you make a question?

Instructions: Throw a dice and move round the board. You must win three verbs in a line:

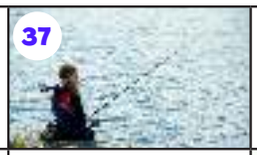
To win a verb, make a correct sentence using the verb in the present perfect tense.

When you get a verb, cover it with a piece of paper and write your sentence down.



I've visited Granny twice this week.

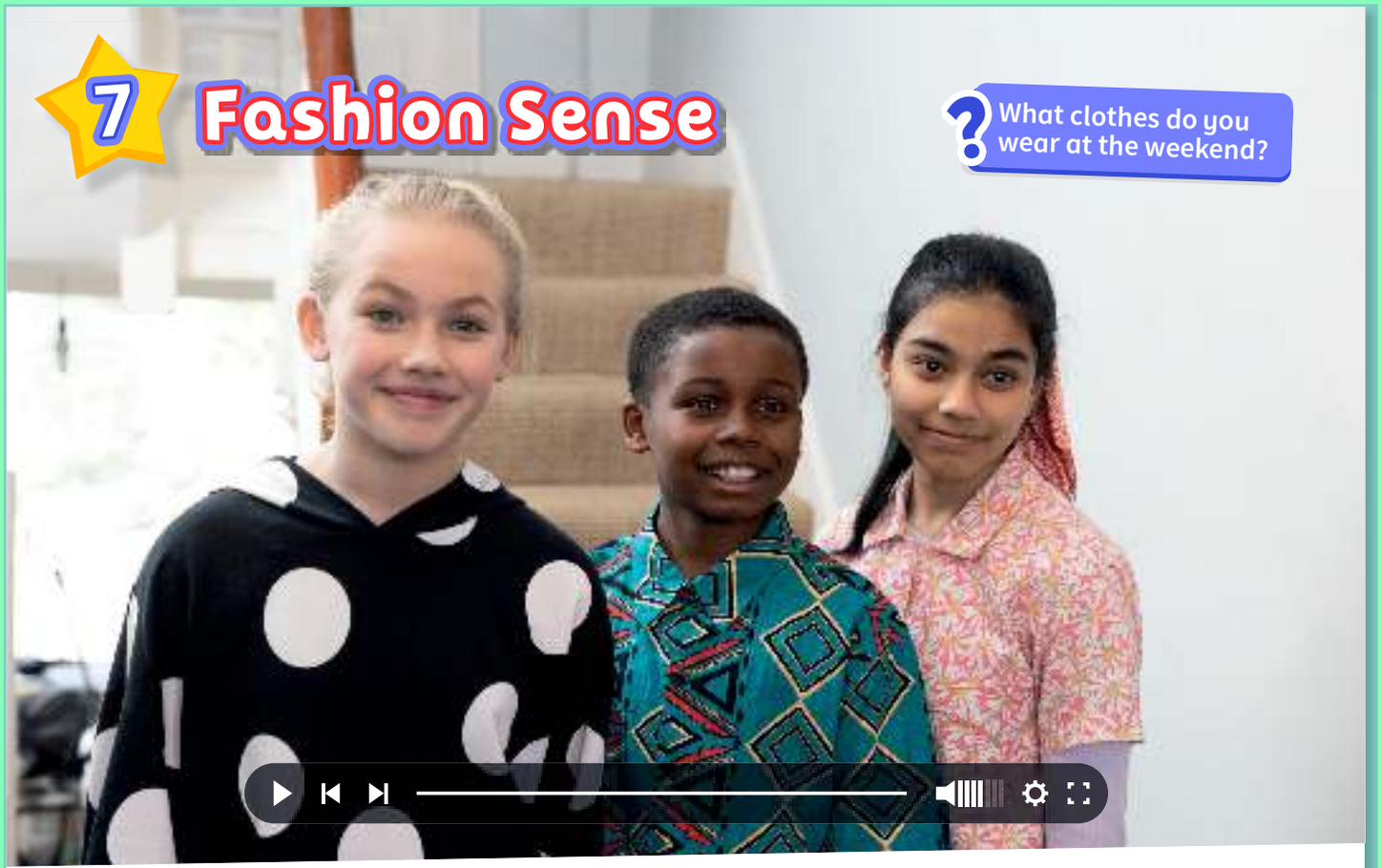
You can land on a square that someone else has won, but you can't win it too!

40 dance	39 sail	38 snow	37 	36 comb
31 ski	32 dream	33 plant	34 email	35 
30 post	29 burn	28 	27 finish	26 jump
21 	22 invite	23 arrive	24 rain	25 mix
20 tidy	19 glue	18 brush	17 paint	16 
11 shop	12 	13 study	14 score	15 race
10 drop	9 sledge	8 text	7 open	6 start
1 play	2 smile	3 	4 visit	5 kick

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7 Fashion Sense

What clothes do you wear at the weekend?



1 **Why does Lenny look like a teacher? Watch and check.**

2 **Watch again and say 'yes' or 'no'. Correct the wrong sentences.**

1 There's going to be a school trip this week.
2 Meera might wear jeans to the disco.
3 Stella's going to wear her new skirt.
4 Meera thinks Lenny might want to change his trousers.
5 Lenny's clothes may look better with a jacket.
6 It isn't cold. Lenny might not need a jacket.
7 Stella feels like a rock star.
8 They decide to write about films and music for the blog post.

No. There's going to be a school disco this week.

STUDY

I think it **may** look better with a jacket.
You **may** feel like a rock star.
I **might not** need a jacket.

3 **Read and order the words.**

1 might / a / Meera / T-shirt. / wear / jeans and
2 jacket? / wear / Who / a / might
3 not / wear / I / a sweater / tonight. / might
4 hot / may / a jacket. / be too / It / to wear
5 a shirt. / Lenny / wear / might
6 lot in / They / the disco. / might / dance a

4 **Ask and answer.**

1 What did you think of Lenny's fashion choices? Did you like any of his clothes?
2 What clothes might you wear to a school disco or party?

64 **Language:** possibility with *may*, *might*

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Unit 7 Fashion sense
Pupil's Book p.64

Objectives
To talk about possibility using *may* and *might* and review words for clothes.

Target language
- **Key language:** modal verbs of possibility: *may*, *might*; clothes, *fashion sense*
- **Additional language:** *I can't decide.*

Warmer
- Invite several pupils to come to the front of the class. Review clothes by eliciting from the class what they are wearing. Pupils brainstorm other clothes words they remember.

PB64.

What clothes do you wear at the weekend?
- Show page 64 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing and wearing in the photo.
- Focus pupils on the question and elicit answers.

PB64. ACTIVITY 1

Why does Lenny look like a teacher? Watch and check.
- Tell pupils to open their Pupil's Books at page 64. Focus on the title of the unit and check understanding. Focus on the question. Elicit some ideas, but don't confirm any answers at this stage.
- Play the ▶ Video. Pupils watch and check their ideas. Then they check in pairs.

Key: Because his shirt is the same as the teacher's.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Presentation
- Write the following on the board: *I might wear jeans. I think it may look better with a jacket. I might wear a shirt.* Underline *may* and *might*. Ask questions, e.g. *Has Lenny decided what he's going to wear? Is he sure … 100%? How do we know?* Check pupils understand that *may* and *might* indicate possibility and are both used with simple infinitives.
- Give some other examples about yourself, e.g. *I might watch a film this evening*, and check pupils understand the difference between that and *I'm going to watch a film this evening.* Focus on the sentences in the STUDY box.

PB64. ACTIVITY 2

Watch again and say 'yes' or 'no'. Correct the wrong sentences.
- Give pupils time to read the sentences. Play the ▶ Video. Pupils watch and write *Yes* or *No*. They check in pairs. Play the ▶ Video again. Pause after each one to elicit answers. Write the corrected statements on the board.

Key: **2** yes, **3** no (dress), **4** no (shirt), **5** yes, **6** yes, **7** no (Lenny), **8** no (clothes and fashion)

PB64. ACTIVITY 3

Read and order the words.
- Pupils order the words and write the complete sentences in their notebooks. Remind them to check word order using the STUDY box. Monitor and check.

Key: **1** Meera might wear jeans and a T-shirt. **2** Who might wear a jacket? **3** I might not wear a sweater tonight. **4** It may be too hot to wear a jacket. **5** Lenny might wear a shirt. **6** They might dance a lot in the disco.

PB64. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. Ask them to discuss the questions in pairs.

Extra challenge Pupils draw pictures of themselves wearing clothes for a disco, and label the clothes.

AB64. Answer key, see page T106

Ending the lesson
- Elicit from pupils what they may or might do after school today.

Digital Classroom
Presentation Plus: Unit 7 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Reinforcement worksheet 1
- **PB87 and AB87 – Grammar reference 7**
- **T117 – Consolidation activity:** *Role play*
- **T117 – Extension activity:** *Back to back game*

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Unit 7 Fashion sense
Pupil's Book p.65

Objectives
To practise using *may* and *might* for possibility.

Target language
- **Key language:** possibility: *may*, *might*
- **Revision:** clothes

Materials
- Five bags, each with a different object inside, e.g. a woolly hat, a sock, a soft ball, etc.

Warmer
- Review *may* and *might* by asking pupils about things they may/might do tomorrow / this afternoon / at the weekend. Write some replies on the board. Check the concept of their replies by asking, e.g. *Is it certain? Have you decided?*

Presentation

PB65. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Show page 65 on the whiteboard and focus on the question.
- Play the ▶ Video and pause when pupils hear examples of *may* and *might*. Write them on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB65. ACTIVITY 2

Look at the pictures. Read and match.
- Tell pupils to open their Pupil's Books at page 65. Focus them on the photos. Elicit that they are all half-dialogues. Pupils read the responses above the photos, then match them to the photos. Check answers by asking pairs to read the dialogues.

Key: 1 b, 2 c, 3 d, 4 a

PB65. ACTIVITY 3

Practise the conversations with your partner. Write another conversation together.
- Focus on the instructions and check understanding. Elicit some contexts for their conversations, e.g. after school or doing homework.
- Pupils practise the conversations from Activity 2 then write their own. Remind them to use *may* or *might* in the response. Monitor and help.

Extra challenge Confident pairs can perform their exchanges for the class.

PB65. ACTIVITY 4

Write questions with 'might'.
- Focus on the instruction and the example. Pupils work in pairs and write the questions in their notebooks.

Key: 2 What clothes might you wear to the disco? 3 What music might you dance to at the disco? 4 Who might you take photographs of? 5 Who might you go with? 6 What might you take with you?

PB65. ACTIVITY 5

Ask and answer.
- Set the scene by telling pupils to imagine that they're talking to their friend about their plans. Pupils work in pairs and take turns to ask and answer the questions from Activity 4. Encourage them to be creative with their answers and use *may* or *might*. Monitor and support as necessary. Elicit some of the dialogues from more confident pairs.

PB65. ACTIVITY 6

Play the game. What's in the bag? Write sentences with 'may'.
- Tell pupils they're going to play a guessing game. Show them the prepared bags. Make five groups. Groups form a line ready to touch one of the five bags. They take turns to come up and feel one bag. They then go back to their seat and write what they think may be in the bag, before lining up in the next queue to feel the next bag, and so on. Their answers should all be secret and the activity silent.
- Once pupils have felt all five bags, they compare their answers in groups. Elicit ideas before revealing what's in each bag.

AB65. Answer key, see page T106

Ending the lesson
- Pupils close their books. Dictate ten clothes words for them to write on paper. Choose new words from the lesson or ones they're less familiar with, e.g. *scarves*. Pupils swap papers to check and correct.

Digital Classroom
Presentation Plus: Unit 7 **Practice Extra**

▶ **Video**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Reinforcement worksheet 2
- **PB87 and AB87 – Grammar reference 7**
- **T117 – Consolidation activity:** *Conversations*
- **T117 – Extension activity:** *Descriptions*

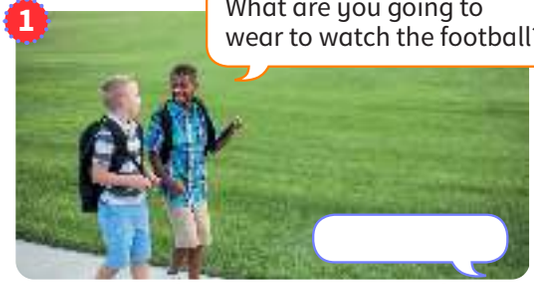
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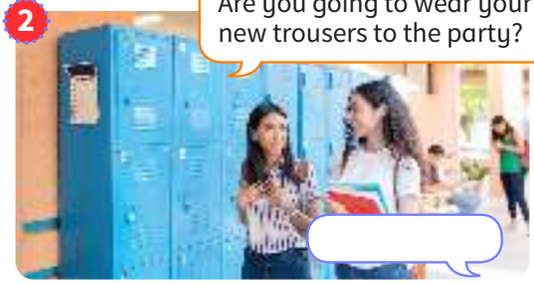
7

1 Can you remember the last lesson? Watch the language video.

2 Look at the pictures. Read and match.

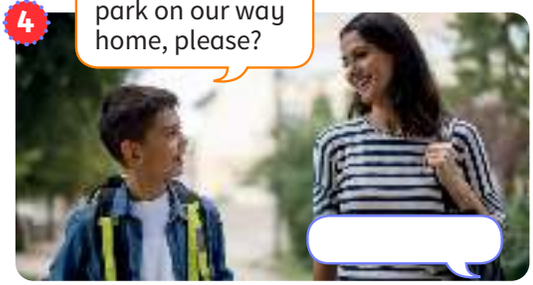
a I'm sorry, Peter. We may not have time. I've got a lot to do this afternoon.
b I don't know. I might wear my coat or I might wear my jacket.
c I think I might, or I may wear a skirt.
d She says she might come, but she needs to finish her homework first.

1

What are you going to wear to watch the football?

2

Are you going to wear your new trousers to the party?

3

Is Clara going to come to the disco on Friday?

4

Can we go to the park on our way home, please?

3 Practise the conversations with your partner. Write another conversation together.

4 Write questions with 'might'.

1 When / go / disco?
2 What clothes / wear / disco?
3 What music / dance to / disco?
4 Who / take / photographs of?
5 Who / go with?
6 What / take / with you?

1 When might you go to the disco?

5 Ask and answer.

When might you go to the disco?

I think I might go next week.

6 Play the game. What's in the bag? Write sentences with 'may'.

It may be a scarf.

Practice: possibility with *may*, *might*

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1 Read the blog. What two things did people do differently a long time ago?

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Fashions may come and go, but some fashion extras haven't changed for centuries.

Fashion

Buttons hold clothes together and **decorate** them. Today buttons are made of plastic, metal, glass and shells, but the Ancient Greeks had buttons made of gold.



Did you know that the first **umbrellas** **protected** people from the sun? Now there are big golf umbrellas and small, **light** umbrellas which we can carry in a handbag.



Your grandfather probably wore **shorts** at school until he was 12! These days we usually wear them for sport and when it's very hot.



People usually wear **gloves** on their hands when it's cold, but some people use gloves at work, for example fire fighters.



Men and women have worn **belts** for about 5,000 years. People first used them to carry things and, much later, to hold their trousers up.



The first **pockets** were small bags which people wore on their belts. Thieves could take them easily so people put the bags inside their clothes. Then it was difficult to get money out, so in the 18th century people sewed pockets into their clothes.



Women and girls wear **tights** under their skirts and dresses to cover their legs in cold weather. Tights can be **thin** and light or **thick** and **heavy**. They are usually made of **nylon** or wool.



2 Read again and complete.

1 The Ancient Greeks had gold buttons .
2 The first umbrellas protected people from the _____ .
3 Older boys wore _____ to school 60 years ago.
4 _____ protect our hands.
5 People wear _____ to hold their trousers up.
6 The first pockets were small _____ .
7 People sewed _____ into their clothes 300 years ago.
8 _____ are usually made of nylon or wool.

3 Talk to your partner.

1 Which clothes do you prefer when you want to be comfortable?

I prefer jeans and a T-shirt when I want to be comfortable.

2 Which clothes do you think are the most fashionable?

I think jeans are the most fashionable.

66 **Vocabulary:** fashion and adjectives

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Unit 7 Fashion sense
Pupil's Book p.66

Objectives
To read and talk more about clothes and fashion.

Target language
- **Key language:** *belts*, *buttons*, *decorate*, *gloves*, *heavy*, *light*, *nylon*, *pockets*, *shorts*, *thick*, *thin*, *tights*, *umbrella*
- **Revision:** family, clothes, *made of*, *protect*, *sew*

Warmer
- Invite a pupil to come to the front. Elicit from the class what clothes and 'extras' he/she is wearing. Include *buttons*, *zip*, etc.

PB66. ACTIVITY 1

Read the blog. What two things did people do differently a long time ago?
- Show page 66 on the whiteboard. Tell pupils to open their Pupil's Books at page 66. Focus them on the Activity 1 instruction and question. Ask a pupil to read them aloud. Elicit that this is the *Kid's Box* blog. Make sure pupils notice the key vocabulary in blue. They read the texts silently to find answers to the question. Discuss answers with the class, eliciting where they found them in the text.

Key (possible answers): They used umbrellas to protect themselves from the sun. Boys wore shorts to school. They wore belts to carry things. They had pockets on belts.

Extra support Check comprehension by asking pupils to read each section of the text aloud around the class. Encourage them to work out the meanings of the new vocabulary for themselves, using the pictures. Ask pupils which of these facts about clothes they knew about before and which are new.

PB66. ACTIVITY 2

Read again and complete.
- Focus on the instruction and example. Pupils complete the sentences individually, then check in pairs. Check with the class, asking pupils to take turns to read each sentence aloud.

Key: **2** sun, **3** shorts, **4** Gloves, **5** belts, **6** bags, **7** pockets, **8** Tights

PB66. ACTIVITY 3

Talk to your partner.
- Focus on the questions and examples in the speech bubbles. Pupils answer the questions in pairs, then share their ideas with another pair.

Extra challenge Ask groups to agree on a list of the top three most fashionable clothes. Then agree on a class list.

AB66. Answer key, see page T106

Ending the lesson
- Give definitions of the new vocabulary from the lesson (in blue in the *Kid's Box* blog) for pupils to guess the word, e.g. *We use these to hold our clothes together* (buttons). Pupils can think of some of the definitions, if appropriate.

Digital Classroom
Presentation Plus: Unit 7 **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Extension worksheet 1
- **PB87 and AB87 – Grammar reference 7**
- **T117 – Consolidation activity:** *Disappearing text*
- **T117 – Extension activity:** *Fashions we like*

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Unit 7 Fashion sense
Pupil's Book p.67

Objectives
To have more practice talking about clothes and fashion and sing a song.

Target language
- **Key language:** present continuous, present simple, *ring*
- **Revision:** adjectives, clothes, jobs, *might*, *left*, *right*

Warmer
- Review some of the vocabulary from the previous lesson. Personalise by asking some questions, e.g. *Show me your pockets*. Elicit pockets on things other than clothes, e.g. bags, rucksacks. Elicit jobs pupils can think of where people wear gloves and the different reasons they wear them, e.g. sports (footballer, cyclist, etc.), health (doctor, dentist, nurse), civil protection (fire officer, police officer, detective), factory workers, cleaners, cooks, explorers, astronauts.

Song

PB67. ACTIVITY 1

Read and match.
- Show page 67 on the whiteboard. Tell pupils to open their Pupil's Books at page 67. Focus on the instruction. Check pupils know what to do. In pairs, pupils read and match the sentences to make logical pairs. Pairs check with other pairs. Check answers with the class. Check understanding of key vocabulary and expressions.

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

PB67. ACTIVITY 2

Read and say the words.
- Focus pupils on the song. Elicit what they can see in the pictures and where they think the people are (a disco). Focus on the activity instruction and do the first one with the class to check they know what to do. Pupils read the song in pairs, filling in the missing words.

Key: left, right, up, down, dresses, shirts, Hats, coats, skirts, Socks, tights, Buttons, rings, pockets, Belts, gloves, Shorts, trousers

PB67. ACTIVITY 3

Listen and check. Then do karaoke.
- Play the ▶ Video for pupils to watch and check. Play the ▶ Video a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries.
- Play the 🔊 Audio, line by line, for pupils to repeat. Then play it again for them to sing at the same time as the 🔊 Audio. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

▶
🔊 54–55
As in Pupil's Book and Key for Activity 2

PB67. ACTIVITY 4

Play the game. Who is it?
- Focus on the picture. Demonstrate the game with the class first. Choose a person in the picture, but don't tell the class. Give one sentence as a clue, e.g. *He's wearing a blue T-shirt*. Pupils then take turns to guess who it is, using *might*, e.g. *It might be 'k'*. If this is not correct, give another clue. Pupils can only have four clues. Pupils play the game in pairs, taking turns to choose someone in the picture. Monitor and support as necessary.

AB67. Answer key, see page T106

Ending the lesson
- Sing the song again with pupils.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 54–55**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Photocopiable 7
- **Teacher Resources:** Unit 7, Song worksheet
- **PB87 and AB87 – Grammar reference 7**
- **T117 – Consolidation activity:** *Writing together*

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1 Read and match.

1 It's very hot today.
2 My trousers are falling down.
3 Look at those black clouds.
4 I can't find my money.
5 Hey, I like your striped tights!
6 The cook's got really big gloves.

a They stop her burning her hands.
b He's wearing a T-shirt and shorts.
c They look great with that skirt.
d I need a belt!
e It isn't in my pocket!
f I might take my umbrella.

2 Read and say the words.

There's a great new dance
And we do it at school.
School disco! School disco!
Turn to the ⬅ .
Turn to the ➡ .
Turn round and round.
Dance ⬆ **and** ⬇ .
School disco!

Long striped ,
Big spotted ,
 and ,
And beautiful .
 and ,
 and ,

Walking out
Like queens and kings.
School disco!

Big square ,
 and ,
 and .
The clothes which we love.

Chorus
School disco!



3 54–55 Listen and check. Then do karaoke.

4 Play the game. Who is it?

He's wearing grey shorts.

It might be 'i'.

No! He's wearing …



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Sounds and life skills

Planning together



1 **Watch the video. How is Lenny feeling?**

Pronunciation focus

2 56 **Listen and write. Then draw lines for connected speech.**

LENNY: Does this _____ OK?

MEERA: Hmm, you might want to change your shirt …

LENNY: _____ about this?

MEERA: Yeah! _____ OK! I _____ it may look better _____ a jacket …

3 57 **Listen and complete. Practise with a partner.**

A: Let's plan _____ school disco. What does _____ think?

B: Let's put _____ _____ of balloons.

C: We might want to play music _____ .

4 58 **Look. Listen and circle.**

5 **In a group, plan your own school disco and make notes.**

School disco

Place: **playground / art room**

Date: **Friday 10th May / Thursday 10th May**

Time: **7.00 – 9.00 pm / 6.00 – 8.00 pm**

Theme: **sport heroes / famous musicians**

Decorations: **gold and silver / white and black** balloons

Music: **disco / rock 'n' roll**

Food: **burritos / pizza**

School disco

Place: _____

Date: _____

Time: _____

Theme: _____

Decorations: _____

Music: _____

Food: _____

Useful language

We might want to …
How about …?
Having orange balloons may be better.

Sounds and life skills: connected speech | collaboration

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Unit 7 Fashion sense
Pupil's Book p.68

Objectives
To practise connected speech (final consonant to initial vowel sounds) and work in groups to plan an event.

Target language
- **Key language:** connected speech
- **Additional language:** *Does this look OK? You might want to … What about this? Yeah, that's OK. But I think … might look better. Let's …*
- **Revision:** clothes, colours, food

Warmer
- Draw a grid on the board with categories *Month*, *Clothes/ Accessories* and *Party food* across the top, and letters *S*, *J*, *M*, *D* down the left column. Put pupils in groups and give them a few minutes to think of a word for each category beginning with each letter. Each word scores a point. These words will be useful for the final task.

Presentation
PB68. ACTIVITY 1

Watch the video. How is Lenny feeling?
- Ask what pupils remember about the ▶ Video. Read the question aloud, elicit ideas, then play the ▶ Video for pupils to check.

Key: Lenny is feeling worried and confused about what to wear.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Pronunciation focus
PB68. ACTIVITY 2

Listen and write. Then draw lines for connected speech.
- Focus pupils on the dialogue. Play the 🔊 Audio. Pupils listen and complete the missing words. Check answers. Explain that when one word ends in a consonant and the next begins in a vowel, the two words seem to connect (*look OK*).
- Play the 🔊 Audio again. Encourage pupils to listen carefully for connected speech. Ask pupils to join these words with a small semi-circle as in the example, *look‿OK*.

Key: look, What, That's, think, with

🔊 56

As in Pupil's Book and Key

Extra support Pupils practise saying the connected speech with a partner.

PB68. ACTIVITY 3

Listen and complete. Practise with a partner.
- Pupils read the dialogue and predict the missing words. Play the 🔊 Audio for pupils to complete the dialogue.
- Check answers. Pupils practise the dialogue in pairs.

Key: a, everyone, up, lots, outside

🔊 57

As in Pupil's Book and Key

PB68. ACTIVITY 4

Look. Listen and circle.
- Play the 🔊 Audio for pupils to listen and circle the correct information.

Key: Place: art room, Date: Friday 10th May, Time: 7.00 – 9.00 pm, Theme: famous musicians, Decorations: gold and silver, Music: disco, Food: pizza

🔊 58

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB68. ACTIVITY 5

In a group, plan your own school disco and make notes.
- Put pupils into groups to plan their disco and make notes. Make sure they are using the Usefull language.

Extra challenge Pupils work in groups to make a poster for their disco, making sure it includes all the necessary information.

AB68. Answer key, see page T106–107

Ending the lesson
- Pupils vote on the best disco plan.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 56–58**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **PB87 and AB87 – Grammar reference 7**
- **T118 – Consolidation activity:** *Role play*
- **T118 – Extension activity:** *Poster exhibition*

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Unit 7 Fashion sense
Pupil's Book p.69

Objectives
To read a story and review language from the unit.

Target language
- **Key language:** language in the story
- **Additional language:** *chewing gum, cloth, liquid, mirror, rubber trees, work like (mirrors)*
- **Revision:** language from the unit

Warmer
- Show the previous episode of the story on the whiteboard and review with pupils what happened and how it ended (Iyam thought he heard a sound). Elicit what the sound was and how he felt (afraid). Ask pupils to say *What's that noise?* in the most frightened way they can.

Story
PB69.

Diggory Bones
- Show the first scene of the story on the whiteboard. Elicit what Diggory is doing (laughing because it was a joke to frighten Iyam).
- Pre-teach/Check *mirror*. Set the gist questions: *How many steps are there altogether on the pyramid? What did the Mayas do in the round building? Why do they put water in the bowl?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. They check in pairs with books open. Check with the class (365, they watched the sky, to make it into a mirror.)

▶
59
As in Pupil's Book

PB69. ACTIVITY 1

How many steps are there on each face of the pyramid? What time is the sun at its highest?
- Focus pupils on the questions. Play the ▶ Video. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the ▶ Video again.
- Play the Audio. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *How does Iyam feel frames 2 and 3?* (angry). *Why are they running / in a hurry?* (because they haven't got much time / it's nearly noon). *How does Iyam feel when he's climbing the stairs? What may happen when the sun shines on the secret door?* (it may open).

Key: 91, 11.28

Extra support Check pupils understand other key vocabulary (e.g. *clap, brave, fur, bowls*). Encourage them to use context from the story to identify meaning.

Extra challenge Ask pupils to predict how the story ends. Tell them to make a note of their ideas to refer to when they get to the final chapter.

AB69. Answer key, see page T107

Ending the lesson
- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 59**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 7**
- **T118 – Consolidation activity:** *Role play*
- **T118 – Extension activity:** *True or false?*

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59

Diggory Bones

7

That was a great joke, Dad. Did you see his face?

The Mayas designed this to sound like a Quetzal bird when someone clapped.

You look like you've seen an Aztec brave.

The braves painted their faces and wore birds' feathers and animal fur. Everyone who saw them felt ... afraid.

Quetzalcoatl was also the god of learning. You might learn something from this adventure.

And you might be sorry for your joke.

We have to move fast. We haven't got much time.

If you're wrong, I'm going to be very unhappy, Bones.

That round building's where the Mayas watched the sky. We may see something from there.

Hmm. The sun'll be at its highest point soon.

This is a giant calendar. There are stairs on each face: north, south, east and west, each with 91 steps.

And the top step makes 365. One for each day of the year, but I think we've missed something.

When these bowls are full of water, they work like mirrors. The Mayas used them to watch the sky better.

What?

Quickly! We've got some bottles of water here. We need to put some into the bowls.

It's almost 11.28, when the sun's at its highest. Let's see what happens now.

Richard's following us, remember? No tricks!

Come on! There it is! That picture will open the secret door to the gold.

It might not take us to gold, Mr Greedy.

1 **How many steps are there on each face of the pyramid?**
What time is the sun at its highest?

Story: unit language in context

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What happens to our old trainers?

1 60 **Listen and read. Give two examples of eco-friendly trainers.**

The Journey of Trainers

Trainers, sneakers, tennis shoes, sports shoes, running shoes – whatever you call them, they're shoes which people wear for sport and fashion. But have you ever looked at your trainers and thought about where they came from?

People started wearing trainers about 150 years ago. They were more comfortable than other shoes because they had **rubber soles**. In the early 1900s, people wore trainers for sport, but by the 1950s young people were wearing trainers for fashion too.

Fashion trainers were very popular by the 1980s! New, colourful designs made trainers more popular with young people. Inventions like **Velcro** instead of **laces**, and new technology like **air cushions** made trainers more comfortable than ever!



Sustainable Trainers

Most trainers are made of materials like rubber, plastic or leather, which can take a long time to **decompose** after we throw them away. This is bad for the environment. Plastic, for example, can take more than 500 years to decompose!

Making one pair of trainers also makes about 14 kg of **carbon emissions**. So, when 24 billion pairs of shoes are made every year, that's a lot of **pollution**!

To be more **eco-friendly**, many companies are using new materials for their trainers. In some shops, you can now buy trainers that are made of **plant-based materials**, like pineapples, grapes, sugarcane, cotton and mushrooms! These materials decompose more quickly, so they're much better for the environment.

Other companies make trainers out of recycled products, like plastic bottles, old fishing nets and rubbish from the oceans.

One thing is for sure, we love our trainers! So, will sustainable trainers be our shoes of the future?





2 **Read again and correct the mistakes.**

1 The first trainers had ~~leather~~ soles. rubber

2 In the 1950s, young people started wearing trainers for sport.

3 In the 1980s, some trainers had Velcro instead of air cushions.

4 Most trainers made of plastic, rubber or leather decompose very quickly.

5 Eco-friendly companies want to use plastic materials to make sustainable trainers.

3 **Have you got a favourite pair of trainers? Why do you like them?**

I love my trainers because they've got air cushions in them, so they're really comfortable!

I've got different trainers to wear when I'm not playing sport. They're fashionable!

FIND OUT MORE

What are the most expensive trainers in the world?

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Unit 7 Fashion sense
Pupil's Book p.70

Objectives
To read an article about trainers.

Target language
- **Key language:** *air cushions, carbon emissions, decompose, eco-friendly, laces, plant-based materials, pollution, rubber soles, Velcro*
- **Additional language:** *leather, plastic, rubber*
- **Revision:** clothes, materials, *made of*

Materials
- Old photos showing people wearing different clothes from those worn now

Warmer
- Ask pupils if they have seen any old photos of their family, or other people. Ask what the people in the photos were wearing and if they are the same clothes as people wear now. Show pupils the photos you have brought and discuss some of the differences in fashion/clothing, e.g. *People wore long dresses. We wear jeans and T-shirts now.*

PB70.

What happens to our old trainers?
- Show page 70 on the whiteboard. Focus on the question at the top of the page. Elicit ideas. Then play the ▶ Video for pupils to watch and answer. Pupils compare ideas in pairs. Discuss as a class.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB70. ACTIVITY 1

Listen and read. Give two examples of eco-friendly trainers.
- Ask pupils to open their Pupil's Books at page 70 and focus on the pictures. Ask what they can see. Elicit *trainers*. Ask pupils if they own any trainers and invite volunteers to describe them.
- Read the instructions and explain or elicit the meaning of *eco-friendly*. Pre-teach *decompose* and *carbon emissions*.
- Play the 60 Audio. Pupils listen and read, and answer the question, then check in pairs. Check answers with the class. Ask pupils to read out the sections of the text where the answers appear. Ask them if their trainers are eco-friendly.

Key: Trainers that are made of plant-based materials. Trainers that are made of recycled products.

60

As in Pupil's Book

Extra support Check understanding of the words in blue.

Extra challenge Ask pupils to write *Eco-friendly* and *Not eco-friendly* in circles in their notebooks. Ask them to make a mind map of materials for each category mentioned in the text, then add more ideas of their own.

PB70. ACTIVITY 2

Read again and correct the mistakes.
- Focus on the instruction and check pupils know what to do. Look at the example. Pupils quickly re-read the text to find the correct information. They cross out the incorrect words in the sentences and write the correct words. Pupils check answers in pairs, then check answers with the class.

Key: 2 ~~sport~~ fashion, 3 ~~air cushions~~ laces, 4 ~~quickly~~ slowly, 5 ~~plastic~~ plant-based

---

PB70. ACTIVITY 3

Have you got a favourite pair of trainers? Why do you like them?
- Invite volunteers to read out the examples in the speech bubbles. Then put pupils in groups to discuss the questions. Monitor the activity, and encourage pupils to use the vocabulary in blue from the text.

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online. Elicit some guesses from pupils, but don't confirm answers at this stage.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB70. Answer key, see page T107

Ending the lesson
- Review with pupils what they have done and what they have learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Practice Extra**
- **Audio 60**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Subject worksheet
- **PB87 and AB87 – Grammar reference 7**
- **T118 – Consolidation activity:** *Definitions*
- **T118 – Extension activity:** *About my clothes*

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Unit 7 Fashion sense
Pupil's Book p.71

Objectives
To read and write a leaflet giving information and advice. To design a pair of trainers that are good for the environment.

Target language
- **Key language:** *could* and *if* for advice
- **Additional language:** *clean* (v), *dirty*, *second-hand*, *toothbrush*, *untie*, *wet*
- **Revision:** *decompose*, *laces*, *trainers*

Materials
- Different types of leaflets.

Warmer
- Review the information about trainers from the previous lesson. With books closed, give pupils a few key words as prompts, e.g. *rubber soles, Velcro, decompose, plant-based materials*.
- Show page 70 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and their findings from their internet search. Elicit the answer and discuss as a class.

DID YOU KNOW ...?
- Show page 71 on the whiteboard. Point to the picture and ask what they can see. Invite a volunteer to read the information.
- Ask pupils if they are surprised by the information. Ask *How do you think it felt to wear shoes with no left or right foot?* Discuss ideas.

PB71. ACTIVITY 1

Read the leaflet. Which parts give information? Which parts give advice?
- Show the different types of leaflets. Discuss what they are and what they look like e.g. are they long or short, with lots of pictures or lots of writing?
- Tell pupils to open their Pupil's Books at page 71. Focus on the text in Activity 1 and ask what it is (a leaflet). Tell pupils that leaflets give information and advice. Ask pupils to read the introduction and ask if this section gives information or advice (information).
- Ask pupils to read the rest of the leaflet. Ask *What advice does it give?* Pupils read the relevant parts of the leaflet aloud (the list of points under the introduction). Ask *What other information does it give?* Have a volunteer read the text next to the picture.

Key: Information: the introduction and the text on the left, Advice: the bullet points on the right

Extra support Ask pupils if the leaflet is easy to understand. What are the features of the leaflet (pictures, titles, information boxes, etc.)? Do they like the design?

PB71. ACTIVITY 2

Underline examples of could and if in the leaflet in Activity 1.
- Focus on the instruction. Draw pupils' attention to the Learning to write box. Choose a volunteer to read the sentences and write them on the board. Explain that we can use *could* and *if*-clauses with the present simple to give advice.
- Ask pupils to find and underline more examples in the leaflet in Activity 1.

Key: You could make your trainers last longer, you could wear different ones, If your trainers are dirty, If they're wet, You could take your trainers to a second-hand shop

PB71. ACTIVITY 3

In pairs, discuss how to give an item of clothing a longer life.
- Tell pupils that they're going to write their own leaflet. Put them into pairs. Tell them to look at the questions and make notes of answers for an item of clothing.

Extra support Monitor while pairs make notes to help with language and vocabulary. Write ideas on the board.

PB71.

PROJECT
- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB71. Answer key, see page T107

Ending the lesson
- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom
Presentation Plus: Unit 7 **Practice Extra**
Test Generator **Unit 7 Test**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 7, Extension worksheet 2
- **PB87 and AB87 – Grammar reference 7**
- **T118 – Consolidation activity:** *Writing together*
- **T118 – Extension activity:** *CLIL vocabulary*

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1 **Read the leaflet. Which parts give information? Which parts give advice?**



DID YOU KNOW...?

Shoes didn't have a right or left foot in the past, both shoes were the same shape! Then in 1892, an American company started making the first trainers with a right and left foot, and they were a great success!



How to give your trainers a longer life

Do you ever think about what happens to your trainers when you throw them away? Did you know that about 90% of your old shoes finish their life as rubbish? The rubbish takes hundreds of years to decompose.



One company has a great way for using old trainers – it recycles them by cutting them up into tiny pieces and using them on sports grounds and running tracks.

Here are some ideas to make your trainers last longer:

- You could make your trainers last longer by taking them off correctly. Always untie the laces and don't step on the backs.
- Don't wear the same trainers every day – you could wear different ones.
- If your trainers are dirty, clean them with an old toothbrush.
- If they're wet, put newspaper inside to dry them.
- You could take your trainers to a second-hand shop when you've finished with them.

2 **Underline examples of could and if in the leaflet in Activity 1.**

3 **In pairs, discuss how to give an item of clothing a longer life.**

Item of clothing

What is it made of?

Ideas for giving it a longer life

Learning to write:

could* and *if

We use **could** and **if** to make suggestions or give ideas.

You **could** buy clothes made of recycled materials.

If your jeans are too small, make them into a bag.

Ready to write:

Go to Activity Book page 70.

Project

Design a pair of trainers that are good for the environment.

Design: fashion and the environment | social responsibilities

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8 Around the world

Which countries do you want to visit?



1 **Where are the other winners from? Watch and check.**

2 **Watch again. Order the sentences.**

1 They've just given the names of the blog competition winners. ☐
2 I've just tidied my desk. ☐
3 I've started it, but I haven't finished it yet. ☐
4 Have you found any good photos? 1
5 We've just won new tablets for everyone. ☐
6 Have you two written the article on Mexico yet? ☐
7 I haven't saved the article yet. ☐
8 I've already found four good photos. ☐

STUDY

Have you **written** the article **yet**?
I **haven't saved** the article **yet**.
I've **already found** four photos.
I've **just tidied** my desk.

3 **Read and match.**

1 Have you spoken to your	a interesting things about India.
2 I've just spent	b the new French teacher yet.
3 I haven't met	c left school.
4 I've just found out some	d ten euros on a new T-shirt.
5 Frank's already	e to her sister in Japan.
6 She's just sent an email	f mum about the school trip yet?

4 **Ask and answer.**

1 Have you tidied your bedroom this week? Why or why not?
2 Have you ever won a prize? What was it for?

72 **Language:** present perfect with *just*, *yet*, *already*

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Unit 8 Around the world
Pupil's Book p.72

Objectives
To talk about experiences using *just*, *yet* and *already* and review countries and nationalities.

Target language
- **Key language:** present perfect with *just*, *yet*, *already*; *euros*, *tidy* (v)
- **Revision:** countries

Warmer
- Ask pupils how to say the name of their country in English. Elicit other countries any of them have visited, and elicit/teach their English names. Include countries that you have been to as well. Write them on the board.

PB72.

Which countries do you want to visit?
- Show page 72 on the whiteboard and focus pupils on the photo. Elicit the names of the characters and what they're doing in the photo.
- Focus pupils on the question and elicit answers.

PB72. ACTIVITY 1

Where are the other winners from? Watch and check.
- Tell pupils to open their Pupil's Books at page 72. Focus on the unit title and elicit what the characters have been doing in each unit until now (writing blog posts about different topics) and what competition they want to win (the blog competition). Focus on the question. Elicit some ideas, but don't confirm any answers at this stage.
- Play the ▶ Video. Pupils watch to answer the question. They check in pairs. Check the countries the other winners are from on the mind map on the board. Ask *Did they win the competition? What did they win?*

Key: Spain, Japan, Greece and India

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra support Ask pupils if they enjoyed the story of Stella, Meera and Lenny. Ask *What did you like/dislike about it?*

Presentation
- Write the four sentences from the STUDY box on the board. Elicit/Explain the meaning of each one. Draw attention to the fact that *yet* is only used in questions and negatives.
- Write other examples on the board, using *yet*, *already* or *just* and related to the classroom (*You haven't had your test yet. We've already started the lesson. You've just watched the video.*). Elicit what tense is used each time. Pupils copy the examples.

PB72. ACTIVITY 2

Watch again. Order the sentences.
- Focus on the instructions and ask pupils to read the sentences. Play the ▶ Video again. Pupils number the sentences in order, then check in pairs. Then check with the class, playing the ▶ Video again if necessary. Ask pupils to underline examples of *just*, *yet* and *already* in the sentences.

Key: 7, 5, 4, (1), 8, 3, 6, 2

PB72. ACTIVITY 3

Read and match.
- Do the first item with the class as an example. Remind pupils to check the STUDY box. They match the sentences in pairs. Check with the class. Pupils write the complete sentences in their notebooks.

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

PB72. ACTIVITY 4

Ask and answer.
- Focus pupils on Activity 4. Ask them to discuss the questions in pairs.

Extra challenge Ask pupils to share their information with the class. Hold a class survey on who has tidied their bedroom this week.

AB72. Answer key, see page T107

Ending the lesson
- Elicit the countries mentioned in the ▶ Video. Ask pupils what the nationality words are for each one.

Digital Classroom
Presentation Plus: Unit 8 **Practice Extra**

Video

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 8**
- **T118 – Consolidation activity:** *Role play*
- **T118 – Extension activity:** *Compare and correct*

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Unit 8 Around the world
Pupil's Book p.73

Objectives
To practise using *just*, *yet* and *already* and sing a song.

Target language
- **Key language:** present perfect with *just*, *yet*, *already*; *pack*
- **Additional language:** *Sydney*, *Sydney Harbour Bridge*, *the Opera House*
- **Revision:** countries

Warmer
- Review *just*, *yet* and *already*. Write the three words on the board and say *Tell me what you've done this morning. Use these words.*

Presentation
PB73. ACTIVITY 1

Can you remember the last lesson? Watch the language video.
- Show page 73 on the whiteboard and focus on the question. Play the ▶ Video and pause when pupils hear sentences with *yet*, *just* and *already*. Write them on the board.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Song
PB73. ACTIVITY 2

Read and complete.
- Pupils open their Pupil's Books at page 73. Focus on the song and the photos. Elicit what the people are doing. Check pupils understand the words in the box. They do the activity in pairs.

Key: **2** done, **3** put, **4** tidied, **5** played, **6** been, **7** bought, **8** packed

PB73. ACTIVITY 3

Listen and check. Then do karaoke.
- Play the ▶ Video for pupils to watch and check. Play the ▶ Video again if necessary. Check with the class. Check any vocabulary queries. Ask what things the children have done, and what things they haven't done yet, but need to do.
- Play the 🔊 Audio, line by line, for pupils to repeat. Then play it again for them to sing along. When pupils are more competent, they sing the song with the karaoke version.

▶

🔊 61–62

As in Pupil's Book and Key for Activity 2

PB73. ACTIVITY 4

Read and choose the right words.
- Focus on the text. Elicit what it is (an email). Pupils read the text individually, circling the correct words in pencil, then check in pairs. Remind them to think of the overall meaning of the text and of the sentences. Check with the class. Pupils write the complete text in their notebooks.

Key: **1** for, **2** yet, **3** just, **4** already, **5** yet, **6** already, **7** for, **8** since

PB73. ACTIVITY 5

Write the sentences. Put the words in the correct place.
- Focus on the instructions and the example. Pupils do the activity in pairs orally first. Remind them to check the STUDY box on page 72 for the word order. Check with the class. They write the sentences in their notebooks.

Key: **2** I haven't done my homework yet. **3** Have you spoken to your teacher yet? **4** We've just been to the museum. **5** They've already written the blog post. (They've written the blog post already.)

PB73. ACTIVITY 6

Write five things you've done. Ask your partner.
- Focus on the instructions and the prompts. Brainstorm more examples, e.g. *visited England, won a chess competition.* Pupils write ideas individually, then ask and answer questions in pairs.

PB73. ACTIVITY 7

Tell another partner.
- After they have asked their questions, pupils make new pairs to report their findings.

AB73. Answer key, see page T107

Ending the lesson
- Sing the song again. If you did the Consolidation activity, include the new verses.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 61–62**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Reinforcement worksheet 1
- **Teacher Resources:** Unit 8, Song worksheet
- **Teacher Resources:** Photocopiable 8
- **PB87 and AB87 – Grammar reference 8**
- **T118 – Consolidation activity:** *Writing verses*
- **T118 – Extension activity:** *Writing replies*

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8

1 Can you remember the last lesson? Watch the language video.

2 Read and complete.

been ~~begun~~ bought done packed played put tidied

We've just finished school,
Our holiday's (1) begun .
We've (2) _____ our last exam,
Now, we're going to have fun.
We've just (3) _____ away our books,
And we've (4) _____ our desks.
So we're all going home. It's time to have a rest!

We've (5) _____ in the park,
And we've (6) _____ to the zoo.
We've already (7) _____
Some summer clothes too.
But we haven't (8) _____ our suitcase
And we're going to go away
To swim in the sea and sleep and play all day.

Yes, it's holiday time! Time to have a break.
Yes, it's holiday time and we're all feeling great!

Chorus





3 61–62 Listen and check. Then do karaoke.

4 Read and choose the right words.

Hi Sarah,

How are you? I've been in Australia (1) **just / for / already** a week now, but I haven't seen a kangaroo (2) **since / just / yet!**

We've (3) **just / yet / for** left Sydney and we're driving to the beach. We've (4) **since / already / yet** seen Sydney Harbour Bridge and the Opera House, but we haven't seen the famous coral reef (5) **yet / already / for**. We'll visit it tomorrow. I can't wait! I've (6) **yet / since / already** taken a hundred photos and we've only been here (7) **for / just / since** five days!

How are your holidays? I haven't heard from you (8) **for / since / just** we arrived here. You must tell me your news!

Love

Emma



5 Write the sentences. Put the words in the correct place.

1 (already) I've eaten breakfast.
2 (yet) I haven't done my homework.
3 (yet) Have you spoken to your teacher?
4 (just) We've been to the museum.
5 (already) They've written the blog post.

1 I've already eaten breakfast.

6 Write five things you've done. Ask your partner.

I've ...

1 flown a kite.
2 swum with dolphins.
3 ridden a horse.
4 eaten octopus.
5 drunk mango juice.

7 Tell another partner.

Juan's already flown a kite. He hasn't swum with dolphins yet.

Practice: present perfect with *just*, *yet*, *already*

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1 **Read the blog. In how many countries in the world do people speak Portuguese?**

ALL BLOGS | MY BLOG | NEW POST

Kid's Box Reports



Well, this is our last blog post this year. We've won the prize to write for the international blog, so today we're going to tell you about some of the other countries in the competition.

Countries



In **India** they speak more than 24 languages, but Hindi and English are the two most important languages. **Indian** people love the cinema and in Bollywood they make more films a year than in Hollywood in the USA.



Mexico is in North America, but **Mexican** people have spoken Spanish for hundreds of years. More people speak **Spanish** in Mexico than in **Spain**. Did you know that modern chewing gum first came from trees in Mexico in the 19th century?



More tourists visit **France** than any other country: about 90 million every year. The **French** also have the most famous bike race in the world, which is called the Tour de France.



Brazil is the fifth biggest country in the world. The people from Brazil are **Brazilian**, but they speak Portuguese. Apart from in **Portugal** and Brazil, people speak **Portuguese** in five other countries.



China has the biggest population in the world. More than 1.4 billion people live there, and more people speak **Chinese** as their first language than any other language in the world. The Chinese invented paper money and fireworks.



Greece is not an island, but there are about 2,000 **Greek** islands. A lot of the words we use today, like 'mathematics' and 'telephone', come from Greek.

2 **Read again and answer.**

1 What happens in Bollywood?
2 How many languages do they speak in India?
3 How long have Mexicans spoken Spanish?
4 Which country gets the most visitors?
5 What is the world's fifth biggest country?
6 What did the Chinese invent?
7 How many Greek islands are there?
8 Which old language gives us modern words?

3 **Talk to your partner.**

1 Which of these countries would you like to visit? Why?

I would like to visit Mexico because I can speak Spanish and I love Mexican food.

2 Talk about somewhere nice to visit in your country.

Barcelona is a great city to visit because it's next to the beach and there's lots to see.

74 **Vocabulary:** countries and nationalities

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Objectives

To read and talk about different countries and nationalities.

Target language

- **Key language:** countries, nationalities, languages, *capital*
- **Additional language:** *Bollywood*, *Hindi*, *Tour de France*

Materials

- A map of the world

Warmer

- Display the world map. Ask a pupil to come and point to where their country is and for others to name and point to other countries mentioned in this unit so far.

PB74. ACTIVITY 1

Read the blog. In how many countries in the world do people speak Portuguese?

- Show page 74 on the whiteboard. Ask pupils to open their Pupil's Books at page 74. Focus pupils on the *Kid's Box* blog and on the introductory text. Ask a pupil to read it aloud and elicit what the last blog is going to be about (some of the countries in the competition). Focus on the question and have pupils read the text silently to find the answer. Make sure they notice the key words in blue.
- Check with the class. Check general comprehension by asking pupils to read each section of the text aloud around the class. Encourage them to work out the meanings of new words in pairs and to come to the board to find where countries are if they don't know.

Key: seven

Extra support Read aloud the countries and nationalities in blue for pupils to repeat after you.

PB74. ACTIVITY 2

Read again and answer.

- Focus on the instruction. Tell pupils to answer the questions orally in pairs, checking back in the text to find the answers. Pairs check with other pairs. Check with the class. They write full sentence answers in their notebooks.

Key: **1** They make films in Bollywood. **2** They speak more than 24 different languages in India. **3** Mexicans have spoken Spanish for hundreds of years. **4** France gets the most visitors. **5** Brazil is the world's fifth biggest country. **6** The Chinese invented paper money and fireworks. **7** There are about 2,000 Greek islands. **8** Greek gives us modern words.

PB74. ACTIVITY 3

Talk to your partner.

- Focus on the questions and examples in the speech bubbles. Pupils answer the questions in pairs and then share their ideas with another pair.

Extra challenge Encourage groups to share ideas with the class. Have the class vote on the three best places to visit.

AB74. Answer key, see page T107

Ending the lesson

- Write some of the nationalities and countries on the board in jumbled letter form for pupils to unscramble.

Digital Classroom

Presentation Plus: Unit 8 **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Reinforcement worksheet 2
- **PB87 and AB87 – Grammar reference 8**
- **T118 – Consolidation activity:** *My country*
- **T118 – Extension activity:** *Research project*

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Unit 8 Around the world
Pupil's Book p.75

Objectives
To have more practice talking about countries and nationalities and using the present perfect.

Target language
- **Key language:** countries, nationalities, present perfect for experience
- **Additional language:** *Sorbonne University*

Warmer
- Call out a country/nationality/language (e.g. *Greek*). Pupils raise their hands to tell you what it is and give you the related words, e.g. *It's the language in Greece, and the nationality.* Then the pupil who answered can call the next word.

Presentation
PB75. ACTIVITY 1

Listen and tick (✓) the countries you hear.
- Show page 75 on the whiteboard. Pupils open their Pupil's Books at page 75. Focus on the table and the instruction. Play the Audio. Pupils listen and tick. They check in pairs. Play the Audio again. Check with the class.

Key: India, Mexico, Italy, Brazil, Greece, the USA

63

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB75. ACTIVITY 2

Listen again and write the capital cities.
- Give pupils time to guess the cities before listening. Play the Audio. They check in pairs. Play the Audio again, pausing to check answers with the class.

Key: New Delhi, Mexico City, Rome, Brasilia, Athens

64

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB75. ACTIVITY 3

Look and answer.
- Focus on the map. Elicit what it shows (part of Europe). Pupils answer the questions in pairs. Check with the class.

Key: **1** Madrid, **2** Bern, **3** Athens, **4** Portugal, **5** Athens, **6** six

PB75. ACTIVITY 4

Read and correct the sentences.
- Focus on the text and ask pupils to read it aloud. Check understanding and vocabulary. Pupils then work individually to correct the sentences. They check in pairs. Check with the class.

Key: **1** ~~Chinese and Portuguese~~ Greek and Portuguese, **2** ~~Spanish~~ English, **3** ~~five~~ three, **4** ~~Spain~~ France, **5** ~~boat~~ car, **6** He's already been to India and Mexico but he hasn't been to Brazil yet. **7** ~~TV programme~~ film, **8** ~~long jumping~~ free running

AB75. Answer key, see page T107–108

Ending the lesson
- With books closed, elicit what pupils can remember about Archie.

Digital Classroom
Presentation Plus: Unit 8 **Practice Extra**

Audio 63–64

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Extension worksheet 1
- **PB87 and AB87 – Grammar reference 8**
- **T118 – Consolidation activity:** *Categories*
- **T119 – Extension activity:** *Sharing ideas*

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1 63 Listen and tick (✓) the countries you hear.

India	☐	
Mexico	☐	
Italy	☐	
France	☐	
Brazil	☐	
Germany	☑	Berlin
Greece	☐	
Spain	☐	
the USA	☐	
Portugal	☐	

2 64 Listen again and write the capital cities.

3 Look and answer.



1 What is the capital of Spain?
2 Which capital here is the nearest to Rome?
3 Which capital here is the furthest south?
4 Which country is Lisbon the capital of?
5 Which capital here is the furthest east?
6 How many capitals here are north of Paris?

4 Read and correct the sentences.

Archie Mendes is the cleverest boy in Europe. His mother's Greek, but his father's Portuguese, so he speaks both of these languages perfectly. He also speaks English, which he's spoken since he was three, and French.

He's only 14 years old but he's studied at the Sorbonne University in Paris for two years. He's just helped some engineers to design an amazing new car which goes on land and on water.

He loves travelling and he's already been to India and Mexico, but he hasn't been to Brazil yet. He's had an invitation to visit a friend, so he's going to go there for his summer holidays.

He's just come back from Bollywood, where he helped to make a new film. He likes doing lots of different things in his free time, but his favourite hobby is free running. He's just made a short video. In it we can see him running through streets and jumping from wall to wall beautifully. He knows he always has to wear special clothes to protect his body when he does this. That's what makes him the cleverest boy in Europe!

1 Archie's parents are Chinese and Portuguese.
2 Archie speaks Greek, Portuguese, Spanish and French.
3 He's spoken English since he was five.
4 He's studied in the capital of Spain for two years.
5 He's just helped some engineers to design an amazing new boat that goes on land and on water.
6 He's already been to India but he hasn't been to Mexico yet.
7 He's only 14, but he's already helped to make a car and a TV programme.
8 He's just made a short video on long jumping.

Practice: countries and nationalities

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Sounds and life skills

Understanding responsibilities



1 **Watch the video. How do the girls feel? Why?**

Pronunciation focus

2 65 **Listen and underline the stressed words. Then practise with a partner.**

MEERA: I've already found four good photos, but I need two more. Have you two written the article on Mexico yet?

STELLA: I've started it, but I haven't finished it yet. Oh Lenny! I've just tidied my desk. Be careful!

3 66 **Listen and write. Underline the stressed words. Say some more examples.**

A: Have you _____ your _____ yet?
B: Yes, I've just _____ it.
Yes, I've already _____ it.
No, I haven't _____ it yet.

4 **Read the article. What responsibilities does David have on the farm?**

My responsibilities . . . on a farm in Mexico



Today we find out about the responsibilities of a farm worker.

David, what's a typical day for you?
Well, you know farmers need to get up very early to feed the animals. The cows are always hungry! We make sure we order enough food in the winter for them until spring. Every day, we milk the cows and collect the eggs from the chickens.

Do you drive a tractor?
Yes. We've got sheep, but they aren't on the farm. I drive to their fields to check they have water. Every week I help the farmer move the sheep to a different field.

Do you also pick fruit or grow vegetables?
I sometimes help in the summer, but that's not really my job.





5 **In pairs, discuss different jobs and their responsibilities.**

astronaut | chef | journalist | pirate | president | teacher

Useful language

What do you do?
What's a typical day for you?
Do you have to …?
Do you need to …?

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Objectives

To practise sentence stress and understand different responsibilities.

Target language

- **Key language:** sentence stress in present perfect sentences and questions with *yet*, *just* and *already*
- **Revision:** jobs, present perfect with *just*, *already* and *yet*

Warmer

- Write *I always help my classmate* on the board. Get pupils to practise saying the sentence, stressing a different word each time (e.g. *I always help my classmate. I always help my classmate*, etc.). Elicit/Explain how the meaning changes.

Presentation

PB76. ACTIVITY 1

Watch the video. How do the girls feel? Why?

- Ask what pupils remember about the ▶ Video. Read the question aloud, elicit ideas, then play the ▶ Video for pupils to check.

Key: They are annoyed because Lenny hasn't done the task he was asked to do, but then happy/excited because they've won the competition.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

Extra challenge Put pupils into pairs to talk about what annoys them at home or at school.

Pronunciation focus

PB76. ACTIVITY 2

Listen and underline the stressed words. Then practise with a partner.

- Elicit / Remind pupils that stressed words carry the meaning in a sentence. They are usually adjectives, nouns and verbs, and they are said with a little more force than other words.
- Play the Audio and ask pupils to underline the stressed words. Check pupils' ideas together and then play the Audio again for pupils to confirm.

Key: I've already found four good photos, but I need two more. Have you two written the article on Mexico yet? I've started it, but I haven't finished it yet. Oh Lenny! I've just tidied my desk. Be careful!

65

As in Pupil's Book

PB76. ACTIVITY 3

Listen and write. Underline the stressed words. Say some more examples.

- Pupils read the dialogue and predict the missing words. Play the Audio for pupils to complete the dialogue. Check answers and ask pupils to underline the stressed words. Repeat the Audio if necessary.
- Ask pupils to think of more examples of sentences with *yet/just/already* and practise saying them in pairs. The listener should indicate if their partner's stress is correct or not.

Key: made your snack yet, just made, already made, haven't made it yet

66

As in Pupil's Book and Key

Extra support Monitor to check sentence stress.

PB76. ACTIVITY 4

Read the article. What responsibilities does David have on the farm?

- With books closed, write *farm worker* on the board and ask what responsibilities a farm worker has. Elicit ideas onto the board. Ask pupils to open their books and read the interview.

Key: He feeds the animals, orders food, milks cows, collects eggs, and helps move the sheep. Sometimes he helps pick fruit.

Extra challenge Ask comprehension questions: *What does he do every day? Why does he drive to the fields? Does he pick fruit?*

PB76. ACTIVITY 5

In pairs, discuss different jobs and their responsibilities.

- Focus on the jobs. Pupils work in pairs to choose a job, think of its responsibilities and prepare questions to ask each other. Encourage pupils to look at the Useful language box for help with their preparation.

Extra support Set a time limit for preparation and then ask pupils to interview each other. Make a note of any common errors and highlight these at the end of the class.

AB76. Answer key, see page T108

Ending the lesson

- Invite volunteers to mime a job for the class to guess. If time, the class lists each job's responsibilities.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 65–66**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, Extension worksheet 2
- **PB87 and AB87 – Grammar reference 8**
- **T119 – Consolidation activity:** *Responsibilities*
- **T119 – Extension activity:** *Where am I going to go?*

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Objectives

To read a story and review language from the unit.

Target language

- **Key language:** language in the *story*: *fields*, *Interpol*
- **Revision:** language from the unit

Warmer

- Divide the class into eight groups. Give each group an episode of the story (from Units 0 to 7) to look at again. Elicit the summary of the story from each group in order.

Story

PB77.

Diggory Bones

- Show the first scene of the story on the whiteboard. Elicit why Iyam is angry in the first frame.
- Write the gist questions on the board: *Do they find the gold? What treasure do they find? Who else has got a mobile phone?*
- Play the ▶ Video with books closed. Pupils watch to find the answers. They check in pairs with books open. Check with the class (no, corn, Diggory).

▶
67
As in Pupil's Book

PB77. ACTIVITY 1

What has Iyam just done? How have the police found them?

- Focus pupils on the questions. Play the ▶ Video. Pupils watch to find the answers. Then they check in pairs with books open. Check with the class.
- Play the ▶ Video again.
- Play the Audio. Pause after each frame for pupils to repeat.
- At the end, check general comprehension by asking, e.g. *How did the Aztecs and Mayas water their fields?* (with underground rivers). *Is corn eaten everywhere in the world?* (no, everywhere except Antarctica). *Who arrived to save Diggory and Emily?* (Sir Doug Bones and the police). *What happened to Iyam and Richard?* (they were arrested).

Key: He's just pushed the corn symbol. They followed Diggory's phone.

AB77. Answer key, see page T108

Ending the lesson

- Ask pupils which lesson or activity they have enjoyed most in the unit so far. Review vocabulary and language from that class.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 67**
- **Video**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Topic worksheet
- **PB87 and AB87 – Grammar reference 8**
- **T119 – Consolidation activity:** *Role play*
- **T119 – Extension activity:** *Diggory Bones quiz*

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67

Diggory Bones

8



















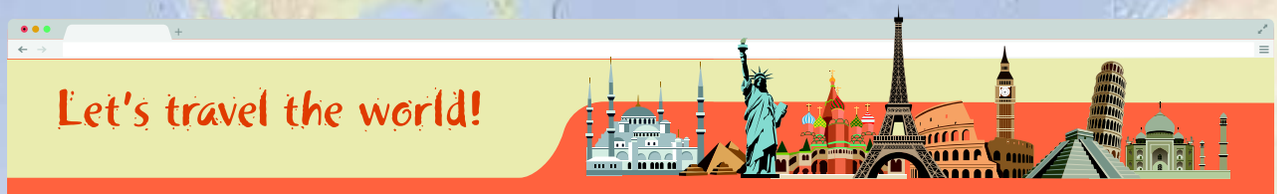
1 **What has Iyam just done? How have the police found them?**

Story: unit language in context

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Which countries do people visit most?

1 68 **Listen and read. Write 'table', 'pie chart' and 'bar graph'.**

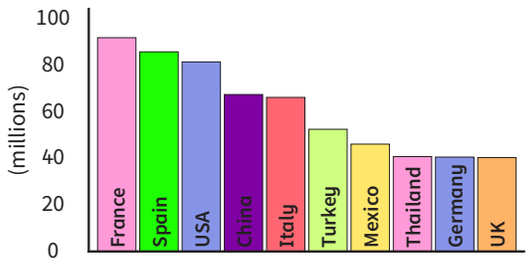




Do you like travelling? People travel for lots of different reasons, sometimes to other parts of their own country and sometimes even to the other side of the world!

So, what are the most popular countries for people to visit for their holidays?

Top Ten Tourist Destinations in 2019



When people go on holiday, they usually enjoy going **sightseeing**, doing outdoor activities and **relaxing** on the beach. We asked a hundred young people about their favourite holiday activities.

Top Eight Most Popular Holiday Activities



When we travel **abroad**, we usually need to use a different **currency**. The price of things is different in different countries, too. Some places are more expensive than others.

Prices in different countries

	UK	Turkey	USA	China	Mexico
1.5 litre bottle of water	95p	16p	£1.32	48p	55p
cinema ticket	£10.00	£2.28	£8.79	£5.15	£2.67
meal in a restaurant	£13.00	£2.72	£11.10	£2.33	£4.35

2 **Read again and write.**

1 The most and least popular tourist destinations. France , _____

2 The most and least expensive countries to buy water. _____ , _____

3 The most and least popular holiday activities. _____ , _____

3 **Which country would you most like to visit and why?**

I'd love to go to China. There are beautiful places to visit there, and the food is amazing.

FIND OUT MORE

How many tourists visit your country each year? What activities do they do?

78 **Maths:** graphs and charts | learning to learn

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Unit 8 Around the world
Pupil's Book p.78

Objectives
To read and understand information from different types of graph.

Target language
- **Key language:** *currency, eating out, outdoor activities, reading, relaxing on the beach, shopping, sightseeing, swimming in the sea, visiting museums*
- **Additional language:** *abroad, bar graph, budget, destination, percent, pie chart, price, table, tourist (attraction), visitor*
- **Revision:** countries, nationalities

Warmer
- Put pupils into small groups and ask them to stand in a circle. One pupil from each group names a holiday activity. They go around the circle with each pupil saying another holiday activity. When a pupil can't think of an activity, they sit down. The game continues until one player is left standing. Pupils must not repeat the activities.
- Tell pupils they're going to learn more about holidays and travel in this lesson.

PB78.

Which countries do people visit most?
- Show page 78 on the whiteboard. Focus pupils on the question at the top of the page. Elicit ideas. Then play the ▶ Video to check. Ask them if their predictions were right.

▶

Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB78. ACTIVITY 1

Listen and read. Write 'table', 'pie chart' and 'bar graph'.
- Tell pupils to open their Pupil's Books at page 78 and look at the website. Ask what they can see.
- Tell pupils to look at the three different graphs.
- Play the Audio. Pupils listen and read, and label the graphs, then check in pairs. Check answers as a class.

Key: 1 bar graph, 2 pie chart, 3 table

68

As in Pupil's Book

Extra challenge Ask pupils to tell you the difference between a bar graph and a pie chart. Ask when it is better to use a pie chart and elicit that when we want to present information in percentages, a pie chart is a good option.

PB78. ACTIVITY 2

Read again and write.
- Ask pupils to read the text and look at the graphs again. They study the graphs for the correct information to answer the questions. Check answers as a class.

Key: 1 (France), UK, 2 USA, Turkey, 3 sightseeing, visiting museums

Extra support Discuss the topic with the class: *Why do you think France is the most popular country? Why is it more expensive to buy clothes or food in some countries than others?*

PB78. ACTIVITY 3

Which country would you most like to visit and why?
- Invite two volunteers to read the examples aloud. Then put pupils into pairs to discuss the question.

FIND OUT MORE
- Point to the FIND OUT MORE feature. Ask a volunteer to read the question aloud. Tell them they are going to search for the answer to this question online.
- Assign as homework and ask pupils to do an internet search at home to find out the answer. Remind them to ask an adult for permission first. Tell pupils they will share their findings in the next lesson.

AB78. Answer key, see page T108

Ending the lesson
- Review with pupils what they have done and what they have learnt about in today's lesson.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Practice Extra**
- **Audio 68**
- **Video**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Subject worksheet
- **PB87 and AB87 – Grammar reference 8**
- **T119 – Consolidation activity:** *More prices*
- **T119 – Extension activity:** *Favourite place survey*

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Objectives

To read and write a blog post about a holiday. To research and plan a day trip.

Target language

- **Key language:** *Athens*, *Greece*, *Greek*, *islands*, *southern Europe*
- **Additional language:** *Parthenon*, superlatives

Warmer

- Show page 78 on the whiteboard and focus pupils on the FIND OUT MORE feature. Put pupils into small groups and give them time to discuss the question together and their findings from their internet search. Elicit the answer and discuss as a class.

DID YOU KNOW ...?

- Show page 79 on the whiteboard. Point to the picture and ask where it is. Invite a volunteer to read the information. Ask pupils if they were surprised by the information.
- Ask pupils to find out what the most visited tourist attraction in their country is. Check answers in the next class.

PB79. ACTIVITY 1

Read the blog post. What tourist attraction did Joshua visit? What activities did he enjoy?

- Tell pupils to open their Pupil's Books at page 79. Focus on the photos and ask if they know which country it is. Elicit *Greece*. Say that this blog post is about a holiday in Greece.
- Ask the questions in the rubric. Pupils read the blog post and find the answers to the questions. They check in pairs, then check as a class.

Key: Tourist attraction: Parthenon; Activities: went to the beach, went hiking

Extra challenge Have pupils find Greece on a map and study all of its islands in the Mediterranean Sea. Ask *Have you been to Greece? Would you like to go there? What would you like to do there?*

PB79. ACTIVITY 2

Underline the superlatives in the blog post in Activity 1.

- Focus on the instruction. Draw pupils' attention to the Learning to write box. Invite volunteers to read the sentences. Explain that when we describe something interesting that we've done, we often use superlatives to highlight the best (or worst) parts, or to add interesting facts. Pupils find and underline examples of superlatives in the Activity 1 blog post. Check answers as a class.

Key: the most amazing, the most interesting, the best, the greatest

PB79. ACTIVITY 3

In pairs, discuss a place you have visited. Make notes in your notebook.

- Tell pupils that they're going to write their own blog post about a place they've visited on holiday. First, they need to do some research on their chosen destination. They work in pairs to discuss each category in the mind map and write notes.
- Remind pairs that each pupil should make their own set of notes as they will need them for the Project.

Extra support Monitor while pairs make notes to help with language and vocabulary. Write ideas on the board.

PB79.

PROJECT

- Teaching notes for the Project can be downloaded from *Teacher Resources* on Cambridge One.

AB79. Answer key, see page T108

Ending the lesson

- Review with pupils what they have read about in today's lesson and which activities they liked best from this and the previous lesson.

Digital Classroom

Presentation Plus: Unit 8 **Practice Extra**
Test Generator **Unit 8 Test**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 8**
- **T119 – Consolidation activity:** *The class blog*
- **T119 – Extension activity:** *CLIL vocabulary*

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1 **Read the blog post. What tourist attraction did Joshua visit? What activities did he enjoy?**

DID YOU KNOW...?



The Niagara Falls, which is a waterfall between the USA and Canada, is the most visited tourist attraction in the world. It has about 30 million visitors every year!

A special holiday in Greece





Last summer my grandparents and I went to Greece on holiday and I had the most amazing time. We stayed in the capital city, Athens, for three days, then we stayed on one of the islands.

Greece is a country in southern Europe which is famous for its ancient history and its beautiful islands. People live on 227 of the islands, but there are a lot more. The currency is the euro, and the official language is Greek. In summer, the weather is hot and dry.

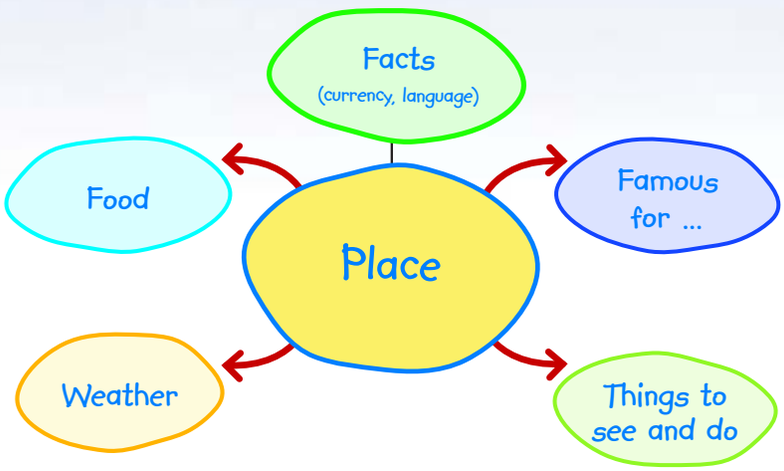
In Athens we went sightseeing and visited lots of ancient sites. For me, the most interesting place was the Parthenon, which is almost 2,500 years old! On the island, we went to the beach and went hiking in the mountains. Greek food is delicious, and the best thing I ate was moussaka, which is made of meat and vegetables.

It was the greatest holiday ever, and I really want to go back one day!

By Joshua

2 **Underline the superlatives in the blog post in Activity 1.**

3 **In pairs, discuss a place you have visited. Make notes in your notebook.**



Learning to write:

Superlatives

We use superlatives to add interesting facts to our writing.

The most interesting place was the Parthenon.

Athens is **the biggest** city in Greece.

Ready to write:

Go to Activity Book page 78.

Project

Research and plan a day trip to your place from Activity 3.

Maths: graphs and charts | learning to learn

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Review Units 7 and 8

1 **William is talking to his friend, Sarah. What does Sarah say? Read the conversation and choose the best answer. Write a letter (A–H) for your answer.**

William: Hi Sarah, how are you?
Sarah: B
William: What are you writing in your notebook?

1 **Sarah:** _____
William: When are you going to Mexico?

2 **Sarah:** _____
William: What's the weather like in Mexico?

3 **Sarah:** _____
William: They speak Spanish in Mexico. Do you speak Spanish?

4 **Sarah:** _____
William: Have you been to Mexico before?

5 **Sarah:** _____
William: You're so lucky!



A Not yet. I went to Mexico last week.
B I'm fine, thanks.
C Never. This is the first time.
D Tomorrow afternoon. I need to get ready today.
E Very much. It's sunny most days.
F It's a list of all the things I need to take on holiday. I haven't packed my suitcase yet.
G It might be hot. So I'll have to take lots of T-shirts and shorts.
H A little. I want to learn more when I'm there.

2 69 **Listen and draw lines. There is one example.**

Betty David Emma Harry Helen Katy Michael



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Review Units 7 and 8
Pupil's Book p.80

Objectives
To review language from Units 7 and 8 and complete a writing activity and a listening activity.

Target language
- **Key language:** language and vocabulary from Units 7 and 8
- **Revision:** countries, names of towns

Materials
- Select words from Units 7 and 8, as many as there are pupils in your class. Write each one on a small piece of card.

Warmer
- Hand out the word cards to pupils. Tell them to keep them secret. Give pupils time to think of a definition for their word. Pupils do a mingling activity. They go around the class, making pairs and telling each other their definitions for their partner to guess.

PB80. ACTIVITY 1

William is talking to his friend, Sarah. What does Sarah say? Read the conversation and choose the best answer. Write a letter (A–H) for your answer.

- Tell pupils to open their Pupil's Books at page 80. Focus on the activity instructions and check they know what to do. Remind them to look at the sentences before and after the gaps when they are deciding what is there. Pupils complete the activity individually. They check in pairs once they have finished. Check with the class.

Key: 1 F, 2 D, 3 G, 4 H, 5 C

PB80. ACTIVITY 2

Listen and draw lines. There is one example.

- Focus on the instruction and check pupils know what to do. Remind them to just listen the first time and then draw in the lines the second time they hear the Audio. Play the Audio. Pupils listen and think, processing the information they need. Play the Audio again. Pupils draw in the lines as they listen. They check in pairs. Check with the class.

Key: Emma: smiling girl in front row, Harry: boy standing next to teacher, David: boy sitting in front of teacher, Katy: girl with long blonde hair in back row, Michael: boy with book

69

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

AB80. Answer key, see page T108

Ending the lesson
- Ask pupils which lessons, topics and/or activities were their favourites.

Digital Classroom
Presentation Plus: Review Units 7 and 8

Practice Extra

Audio 69

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 7 and 8**
- **T119 – Consolidation activity:** *Songs and chants*
- **T119 – Extension activity:** *A group story*

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Review Units 7 and 8
Pupil's Book p.81

Objectives
To review language from Units 7 and 8 and play a board game.

Target language
- **Key language:** language and vocabulary from Units 7 and 8
- **Revision:** language for playing games

Materials
- Dice, coloured counters

Warmer
- Review nationalities and countries. Say *Name three countries where people speak Spanish. What do we call someone who comes from Germany? What language do they speak? Does anyone know what languages people speak in Switzerland?*

PB81. ACTIVITY 3

Play the game. Ask and answer.
- Show page 81 on the whiteboard. Tell pupils to open their Pupil's Books at page 81. Ask a pupil to read the instructions aloud. Check that pupils understand how to play by doing a demonstration.
- Pupils play in groups of three or four. They throw the dice to move around the board. When they land on a square, they either make a sentence or ask a question, depending on the colour of the square.
- For a correct sentence or question, they stay where they are; for an incorrect sentence or question, they return to the square they came from and miss a turn. Pupils decide between them whether the sentences are correct.
- Monitor and support as necessary. Elicit language for playing games, e.g. *Whose turn is it? It's your turn.*

AB81. Answer key, see page T108

Ending the lesson
- Ask pupils which lessons, topics and activities were their favourites.

Digital Classroom
Presentation Plus: Review Units 7 and 8
Practice Extra
Test Generator **Review Test 4**
Final Test

Extra Resources
- **Teacher Resources:** Review Units 7 and 8, Downloadable Activity Book Teaching Notes
- **PB87 and AB87 – Grammar reference 7 and 8**
- **T119 – Consolidation activity:** *Activities*
- **T119 – Extension activity:** *Games*

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3 Play the game. Ask and answer.

Around the world

Instructions: Throw a dice and move round the board. Make a sentence or ask your friend a question. If you make a mistake, miss a turn.

Key

Green: Describe the picture.
Orange: *Have you ever … ?*
Yellow: *He's/She's just …*

There are four purple plastic buttons.

Have you ever won a prize?

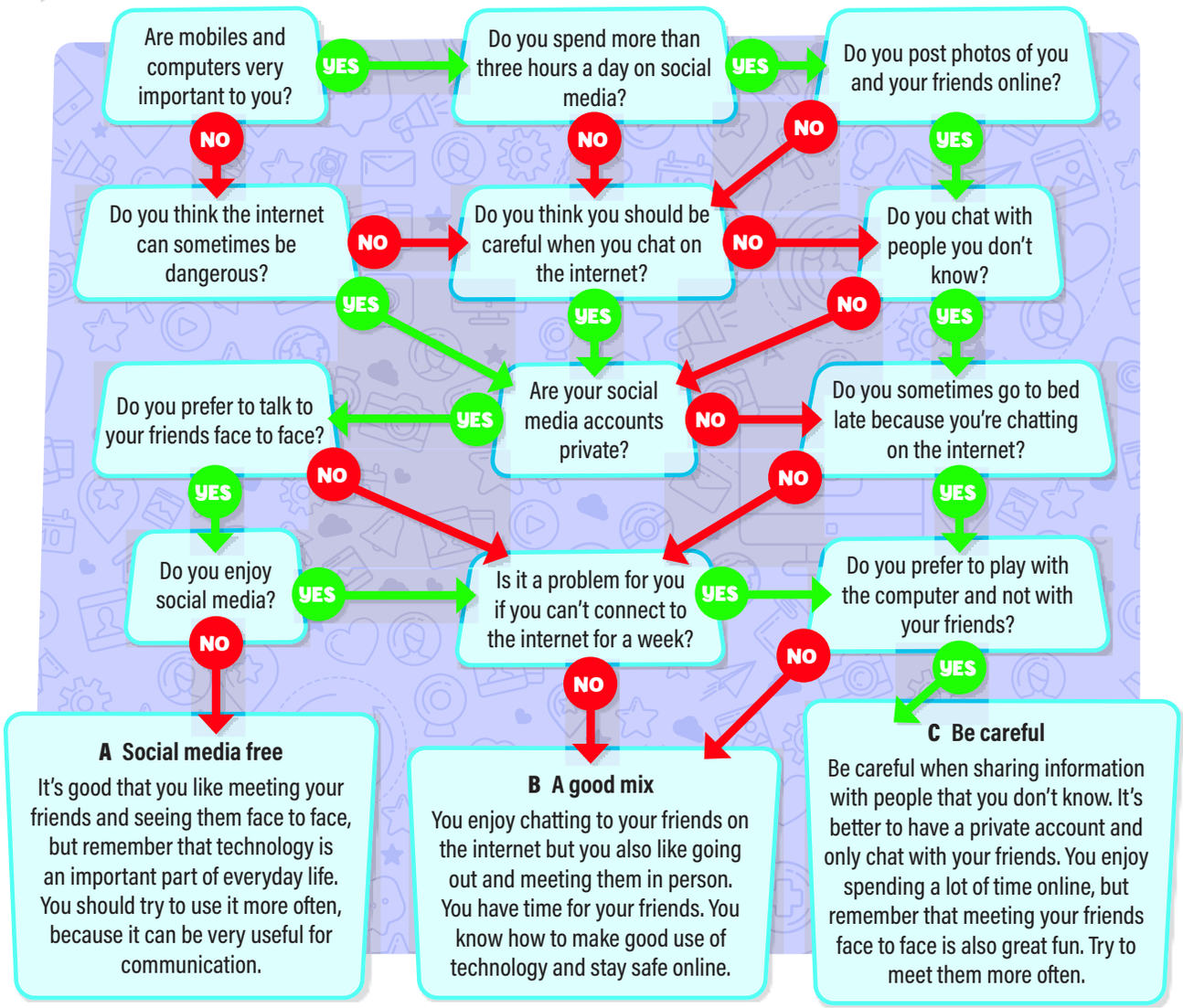
She's just drunk tea.



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Units 1&2 Values Living with technology

1 Read and choose 'yes' or 'no'. Are you A, B or C?



2 Do you agree with your result? Talk to your partner. Ask and answer.

1 How many hours a day do you spend online?
2 Do you think three hours a day is too much or not enough?
3 How many hours a week do you spend with your friends face to face?
4 Do you ever go to bed late because you're chatting online?
5 Why can it be dangerous to chat with people that you don't know?

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Objectives

To complete a questionnaire in the form of a flow chart and talk about responsible use of leisure time.

Target language

- **Key language:** *not enough*, *too much*, *social network*, *spend (time)*
- **Additional language:** *everyday life*, *face to face*, *flow chart*, *get angry*, *in person*, *mix* (n)
- **Revision:** advice (*must/mustn't*, *should/shouldn't*), *be careful*, *chat*, *communication*, *computer*, *dangerous*, *internet*, *mobile*, *social media*, *technology*

Warmer

- Write the word *Technology* on the board. Ask *What kind of technology do you use every day?* Write ideas on the board to make a mind map.

PB82. ACTIVITY 1

Read and choose 'yes' or 'no'. Are you A, B or C?

- Books closed. Present/Review *spend time*. Draw a circle on the board and divide it into sections to show how you spend your day, e.g. ten hours sleeping, eight hours at work, two hours eating, one hour travelling, one hour watching TV, etc. Say, e.g. *I spend ten hours sleeping every day, I spend one hour watching TV.* Ask pupils *How long do you spend sleeping? How long do you spend studying?*
- Tell pupils to open their Pupil's Books at page 82. Read the activity instruction aloud. Ask pupils if they have used a diagram like this before. Tell them it is a flow chart. Explain/Elicit that first pupils read the top left question *Are mobiles and computers very important to you?* and choose *Yes* or *No*. If they choose *Yes*, they follow the green arrow and read *Do you spend more than three hours a day on social media?* If they choose *No* they follow the red arrow and read *Do you think the internet can sometimes be dangerous?* and so on, until they reach a result (box A, B or C).
- Read two or three questions aloud, choosing *Yes* or *No* and showing your path through the flow chart. Present/Review *be careful*, *dangerous*, *get angry*, *face to face* and *social media*.
- With a strong class, pupils work individually to read and follow the chart. If pupils need support, make mixed-ability pairs. Monitor and help with new vocabulary. Make sure each pupil knows which of the 'result' texts to read (A, B or C).

PB82. ACTIVITY 2

Do you agree with your result? Talk to your partner. Ask and answer.

- Focus pupils on Activity 2 and check comprehension of the five questions.
- Pupils work in pairs. They compare their results from the flow chart and say if they agree or not. Then they discuss the five questions.
- Elicit ideas and encourage pupils to discuss the issue as a class. Ask *How many computers are there in your home? How many televisions are there? Do your parents sometimes take your mobile or computer away? If so, why?*

AB82. Answer key, see page T109

Ending the lesson

- Elicit problems we can have if we spend too much time using technology, and ask for examples of other ways to spend free time.

Digital Classroom

Presentation Plus: Units 1 & 2 Values

Practice Extra

Extra Resources

- **T119 – Consolidation activity:** *Modern life*
- **T119 – Extension activity:** *Messages*

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Objectives

To talk about safety in the home and practise using *should* and *must* to talk about rules.

Target language

- **Key language:** *cooker*, *fall over*, *feet* (of a chair), *safe*, *start fires*, *What's wrong? if* (*If we don't wash our hands, we get ill.*)
- **Additional language:** *cloth*
- **Revision:** *home*, *must/mustn't*, *should/shouldn't*, (rules), adjectives: *dangerous*, *dirty*, *dry*, *high*, *heavy*, *hot*, *wet*; *box*, *climb*, *knives*, *shelf*, *skateboard*

Warmer

- Before class, put your bag on the floor near your desk. Pretend to fall over the bag. Say *Is it a good idea to leave a bag here?* Elicit *No. It's dangerous. / It isn't safe.* Ask *Why?* and present/elicit *You can/could fall over.* Tell pupils in L1 that they are going to talk about how to prevent accidents. Ask pupils if they or anyone in their family has ever had an accident at home. What happened? Accept answers in L1 but encourage pupils to explain in English.

PB83. ACTIVITY 1

Look at the picture. What's wrong? What do you think is going to happen? Talk to your partner.

- Ask pupils *Which room at home is the most dangerous?* Elicit ideas.
- Tell pupils to open their Pupil's Books at page 83. Focus on the picture and ask *Which room is it? What can you see?* Elicit *chair*, *table*, *cupboard*, *shelf*, *sandwich*, *skateboard*, *knife*, *box*, etc. Present *cooker* and *banana skin (on the cooker).* Read the activity instruction and check comprehension of *What's wrong?*
- Ask pupils to point to boy 'a'. Focus on the speech bubbles and elicit ways to talk about the boy, e.g. *He hasn't washed his hands. He's just come in from outside and he's going to eat. He should/must wash his hands. He shouldn't/mustn't eat with dirty hands. The dog should be outside.* Write examples on the board. Ask pupils to think of a sentence with *We should …* for each of the problems in the picture.
- Pupils work in pairs to talk about the rest of the people in the picture and write sentences. Monitor and encourage them to use the language on the board. Do not elicit answers at this stage.

PB83. ACTIVITY 2

Listen and check. Say the letter a–h.

- Tell pupils to listen carefully. Play the first sentence. Elicit the correct letter (h). Repeat the first sentence and elicit some of the sentences pupils wrote for the same problem.
- Play the rest of the Audio. Pause after each sentence to elicit the letter and compare with pupils' ideas. Play the whole Audio again and check comprehension. Check comprehension of *feet* (of a chair) and *start fires.*

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

70

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB83. ACTIVITY 3

How can you be safe at school? Write five sentences with 'should' and 'shouldn't'.

- Focus pupils on Activity 3. Read the activity instructions and the example. Pupils discuss ideas in pairs. Monitor and help as necessary.
- Elicit ideas and encourage further discussion about safety at school.

AB83. Answer key, see page T109

Ending the lesson

- Mime doing something dangerous in the kitchen, e.g. switch on the gas on the cooker and put a pan on, then walk away and answer the phone. Pupils tell you *You mustn't leave hot things on the cooker. / Don't leave hot things on the cooker. / Switch off the cooker.* Repeat with different mimes.

Digital Classroom

Presentation Plus: Units 3 & 4 Values

Practice Extra

Audio 70

Extra Resources

- **T120 – Consolidation activity:** *My kitchen*
- **T120 – Extension activity:** *What can happen?*

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Units 3&4 Values Being safe at home

1 **Look at the picture. What's wrong? What do you think is going to happen? Talk to your partner.**

Look at 'f'. She isn't sitting safely.

Yes, she's going to fall and hurt her back.



2 70 **Listen and check. Say the letter a–h.**

3 **How can you be safe at school? Write five sentences with 'should' and 'shouldn't'.**

We shouldn't walk around the classroom with scissors.
We should walk, not run, inside the school building.

Values: Units 3 & 4 Being safe at home | social responsibilities

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Units 5&6 Values Helping at home

1 **Read and answer the questions.**

1 Why is Mr Banks often away from home?
2 How do the family work as a team?
3 What have Fred and Vicky learnt?

http://www.davidsreports.co.uk

David's reports



This week I've been to visit the Banks family. They all help to do the jobs around the house and to look after Mrs Banks.

David: Well, Mr Banks, can you tell us about your family and how you all work together?

Mr Banks: Yes, of course. My son Fred's 16 and my daughter Vicky's 13. We've worked hard as a family this year because my wife has been very ill.

David: Oh, I'm sorry. What do you mean when you say 'worked hard'?

Mr Banks: Well, during the year I've often been away from home. I take my wife to the hospital and I spend a lot of time there. So Fred and Vicky have learnt to do a lot of things: they sometimes do the shopping and when Fred cooks our meals, Vicky cleans the kitchen.

David: Not many children know how to cook and clean!

Mr Banks: No. Fred saw the problem and asked me how he could help at home. We spent some Saturdays in the kitchen and I showed him how to make good meals. Now he's an excellent cook! Actually, he likes to choose the food himself so he prefers to do the shopping.

David: That's great! And did you say that Vicky helps him in the kitchen?

Mr Banks: That's right. She helps in lots of other ways too. Vicky tidies the house and does the washing.

David: Well done, Vicky! How do you feel about doing all these jobs?

Vicky: Well, actually, I don't see it as extra work now. It was difficult at first because I felt that I didn't have enough time to do these jobs, do my homework and meet my friends. Now I've learnt to do things better and more quickly, so I have a bit more time. We all work as a team and I feel good because I'm part of it. I'm very lucky to have a brother like Fred. He's been great.

David: That's a nice thing to hear your sister say. How do you feel about that, Fred?

Fred: Yes, it is a very nice thing to say and I feel good, thanks. I think that before all this I was actually a bit lazy. I didn't do anything in the house and my parents had to do everything. Now I'm really happy that I've learnt to do lots of things for myself and for others. I think we're both happy to help our parents. The most important thing for us is that Mum is feeling better now.



2 71 **Listen and say 'Vicky', 'Fred' or 'Mr Banks'.**

3 **Talk to your partner about how you help at home.**

1 What do you do to help at home?
2 How can you help more at home?

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Units 5 & 6 Values Helping at home

Pupil's Book p.84

Objectives

To read an article about family life and talk about helping at home.

Target language

- **Key language:** *lazy, work as a team*
- **Additional language:** *away from home*
- **Revision:** house and home, *clean, cook, do the shopping/ washing, look after, spend (time), tidy; anything, everything*

Warmer

- Brainstorm jobs at home onto the board (don't ask if pupils do them at this stage). Make sure you include *washing, shopping, washing up, cooking, tidying* and *cleaning*. Pupils may also mention *making beds, taking out the rubbish, looking after or helping a younger brother/sister, feeding/walking a pet, washing the car*.
- Say the words and phrases for the class to repeat. Clean the board. See how many of the jobs pupils can remember.

PB84. ACTIVITY 1

Read and answer the questions.

- Tell pupils to open their Pupil's Books at page 84.
- Read the activity instruction aloud and choose pupils to read the questions. Check comprehension.
- Pupils work individually to read and answer. You may wish to set a time limit of five minutes.
- Pupils compare answers in pairs. Check with the class.

Key (possible answers): **1** Because his wife is ill and he takes her to the hospital and stays with her. **2** They share jobs around the house. **3** Fred has learnt to cook and do the shopping; Vicky has learnt to do jobs better and more quickly / to organise her life.

PB84. ACTIVITY 2

Listen and say 'Vicky', 'Fred' or 'Mr Banks'.

- Give pupils time to read the article again. Answer any questions.
- Read the activity instruction and make sure pupils realise they will hear only one sentence each time. Play the first sentence of the Audio as an example. Elicit ideas and ask pupils to give reasons for their answer.
- Play the rest of the Audio. Pause after each sentence to give pupils time to think and write a name. They compare answers in pairs. Play the whole Audio again. Elicit answers and ask for reasons.

Key: **1** Fred, **2** Vicky, **3** Mr Banks, **4** Vicky, **5** Vicky, **6** Fred, **7** Vicky, **8** Fred, **9** Mr Banks, **10** Fred

71

Audio Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB84. ACTIVITY 3

Talk to your partner about how you help at home.

- Focus pupils on the Activity 3 instruction and invite two volunteers to read the questions aloud.
- Write the following questions on the board:
  What jobs do you do at home?
  Do you think you do too much to help or not enough?
  How do you feel when your parents ask you to help at home?
  How can you help your parents more?
- Pupils work in small groups to discuss the questions. Monitor and help. Ask groups to report back to the class and have a brief whole-class discussion.

AB84. Answer key, see page T109

Ending the lesson

- With books closed, tell pupils to listen and write the missing words. Read the following phrases and cough or make a hand signal for each missing word (answers given in brackets for reference):
  1 *Mr Banks has often been away from* _____. (home)
  2 *Fred cooks and Vicky cleans the* _____ *afterwards.* (kitchen)
  3 *Mr Banks showed Fred how to cook good* _____. (meals)
  4 *Vicky does the* _____. (washing)
  5 *Vicky didn't have enough time to meet her* _____. (friends)
  6 *She feels lucky to have a* _____ *like Fred.* (brother)
  7 *Before, Mr and Mrs Banks had to do* _____ *at home.* (everything)
  8 *Mrs Banks is feeling* _____ *now.* (better)
- Pupils compare answers in pairs. Check with the class.

Digital Classroom

Presentation Plus: Units 5 & 6 Values

Practice Extra

Audio 71

Extra Resources

- **T120 – Consolidation activity:** *Helping at home poster*
- **T120 – Extension activity:** *Interview with the Banks family*

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Units 7 & 8 Values Sharing problems
Pupil's Book p.85

Objectives
To read problem letters and advice. To practise talking about possibilities and giving advice with *need to*, *might*, *must/mustn't* and *should/shouldn't*.

Target language
- **Key language:** *cry*, *grown-up*, *horrible*, *last* (v), *share*, *worried*
- **Additional language:** *call (someone) names*, *I agree / I don't agree*, *right now*
- **Revision:** present perfect and past simple, *advice*, *funny*, *get worse*, *joke*, *must/mustn't*, *need to*, *should/shouldn't*

Materials
- Example of a 'problem page' from a magazine or an age-appropriate website (in English or L1)

Warmer
- Show the class an example of a 'problem page' from a magazine (or an age-appropriate website). Ask pupils if they ever read these pages. Explain/Remind pupils that in English the experts who answer such letters are often called *agony aunts* (or *uncles*).

PB85. ACTIVITY 1

Read the posts and answer the questions.
- Tell pupils to open their Pupil's Books at page 85. Focus on the lesson title and check comprehension. Read the activity instruction aloud and choose pupils to read the questions. Make sure pupils know which of the posts is about a problem and which post is a reply. Before pupils read, pre-teach/check *cry* and *grown-up*.
- Pupils read the letters individually, then answer the questions in pairs. Check with the class. Encourage pupils to use the correct tenses in their replies. Help with any other new vocabulary in the letters.

Key: **1** Because some children at school have posted some horrible things about her online. **2** She's been worried for three weeks. **3** No, it's not funny. **4** She needs help, and the advice of a grown-up. **5** She must tell her parents / talk to a grown-up. **6** His other friends laugh at him because she's a girl and he's a boy. **7** Because they call him horrible names, and they've blocked him on their social media group.

PB85. ACTIVITY 2

Talk to your partner about RockStar's post. Imagine that you are HeretoHelp.
- Focus pupils on the post from RockStar. Ask some questions about his problem, e.g. *How long has RockStar been friends with his neighbour? Why does he like her? What's the problem?* Make sure pupils know what to do. They discuss the questions in pairs. Check that pupils are using modal verbs (*can*, *must*, *should*, *could*). Elicit ideas and have a brief whole-class discussion about what RockStar should do.

PB85. ACTIVITY 3

Write a reply to Rockstar's post. Use the words in the box.
- Focus pupils on Activity 3. Read the activity instructions and check comprehension of the verbs in the box. Write examples from HeretoHelp's post on the board (e.g. *It might get worse. You must tell your parents.*). Pupils plan a reply and then write a first draft. Monitor and support. Check the first drafts before pupils write their final post.

AB85. Answer key, see page T109

Ending the lesson
- Ask pupils if this lesson has changed their opinion of 'problem pages'. Would they be more likely to write to one now? Elicit other ways of sharing problems.

Digital Classroom
Presentation Plus: Units 7 & 8 Values

Practice Extra

Extra Resources
- **T120 – Consolidation activity:** *Agony aunts and uncles*
- **T120 – Extension activity:** *What should I do?*

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Units 7&8 Values Sharing problems

1 **Read the posts and answer the questions.**

www.reachout-helpline.com

REACH OUT – HELPLINE

Username: TheUnicorn 

Topic: Online Bullying

Last week I found my 11-year-old sister, Kim, crying in her bedroom. She told me that some other children at school have posted some horrible things about her online. She said this isn't the first time it's happened and that she's been worried about it for three weeks. She says the children who are doing it think it's funny and that it's only a joke, but she's very unhappy so she doesn't want to go to school. She's asked me not to tell my parents. What should I do?

1 Why was Kim crying?
2 How long has she been worried?
3 Do you think it's funny?

www.reachout-helpline.com

REACH OUT – HELPLINE

Username: HeretoHelp 

Topic: Online Bullying

This is very serious. Your sister is very unhappy. If she doesn't want to go to school, she needs help right now. This situation has lasted long enough and it might get worse. You've listened to your sister and this has helped her, but she really needs the advice of a grown-up. You must tell your parents. It might be a good idea for them to speak to your sister's teachers. We can understand that you may feel that you shouldn't tell your parents the secret, but it's really the best way to help your sister.

4 What does Kim need?
5 What must TheUnicorn do?

www.reachout-helpline.com

REACH OUT – HELPLINE

Username: RockStar 

Topic: Unfriendly Friends

An old friend has moved into the house next to mine. We've been friends since we were three, but she's a girl and I'm a boy. She's very funny and she makes me laugh, but my friends in the basketball team have started to laugh at me because I'm friends with a girl. They call me horrible names and they've blocked me on our social media group so I can't chat with them. I feel very angry and unhappy, but I don't want to lose any of my friends. Please help me. What should I do?

6 What's the problem with RockStar's old friend?
7 Why does he feel angry and unhappy?

2 **Talk to your partner about RockStar's post. Imagine that you are HeretoHelp.**

1 Who can RockStar talk to?
2 What should he do?

3 **Write a reply to RockStar's post. Use the words in the box.**

might should / shouldn't
need to must / mustn't

Values: Units 7 & 8 Sharing problems | social responsibilities

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Grammar reference
Pupil's Book p.86–87

1 Going to
We use *going to* to talk about plans.

Affirmative	Negative	Question
I'm going to ride a bike.	I'm not going to ride a bike.	Am I going to ride a bike?
She's going to ride a bike.	She isn't going to ride a bike.	Is she going to ride a bike?
They're going to ride a bike.	They aren't going to ride a bike.	Are they going to ride a bike?

2 Will
We use *will* to talk about the future.

Affirmative	Negative	Question
It'll travel to the moon.	It won't travel to the moon.	Will it travel to the moon?
We'll travel to the moon.	We won't travel to the moon.	Will we travel to the moon?

3 Past continuous
We use the past continuous to describe what was happening in the past.

Affirmative	Negative	Question
I was working when you arrived.	I wasn't working when you arrived.	Was I working when you arrived?
He was working when you arrived.	He wasn't working when you arrived.	Was he working when you arrived?
They were working when you arrived.	They weren't working when you arrived.	Were they working when you arrived?

4 Countable and uncountable nouns

Countable nouns	Uncountable nouns
We can count them: apples, bananas, carrots	We can't count them: bread, sugar, water
How many bananas are there?	How much water is there?
There are too many bananas.	There's too much water.
There aren't many bananas.	There isn't much water.
There aren't enough bananas.	There isn't enough water.

5 Present perfect and adverbs

I still haven't done my homework. (= But I have to do it soon.)
She's been ill since Monday. (= When? A point in time: time, date, day, etc.)
They've been ill for two days. (= How long? How many minutes, hours, days, weeks, etc.)
Have you ever had a fish for a pet? (= At any time in your life)
I've never seen a dolphin. (= Not at any time in my life)

6 Pronouns

some someone something somewhere	any anyone anything anywhere	no no one nothing nowhere	every everyone everything everywhere

There's someone at the door.	There isn't anyone at the door. Is there anyone at the door?	There's no one at the door.	Everyone's at the door.
I've got something to tell you.	I haven't got anything to tell you. Have you got anything to tell me?	I've got nothing to tell you.	I'm going to tell you everything.
They're going somewhere.	They aren't going anywhere. Are they going anywhere?	They're going nowhere.	They're going everywhere.

7 Possibility

I may buy the skirt.
It might rain.
I may not buy the skirt.
It might not rain.

8 Present perfect and adverbs

You've just sent the email.	You haven't sent the email yet.	Have you sent the email yet?
She's already sent the email.	She hasn't sent the email yet.	Has she sent the email yet?

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Grammar reference
Activity Book p.86–87

Activity Book

ANSWER KEY

AB86. Complete the sentences.

Key: 2 mustn't, 3 don't, 4 Shall, 5 should, 6 Let's

AB86. ACTIVITY 1. Write questions. Answer.

Key: 2 Are they going to see a film? Yes, they are. 3 Are you going to do your homework? Yes, I am. / Yes, you are. 4 Is she going to be in the play? No, she isn't. 5 Are we going to play tennis? No, we aren't. 6 Is he going to read a book about dragons? Yes, he is.

AB86. ACTIVITY 2. Read and write.

Key: 2 No, she won't. She'll eat special food. 3 No, I won't. I'll wear a skirt. 4 No, they won't. They'll fly to Mars. 5 No, we won't. We'll leave next month. 6 No, there won't. There'll be a lot of robots.

AB86. ACTIVITY 3. Read and match.

Key: 2 f, 3 c, 4 e, 5 b, 6 a

AB86. ACTIVITY 4. Read and circle the answer.

Key: 2 aren't, 3 much, 4 enough, 5 many, 6 much

AB87. ACTIVITY 5. Complete the sentences. Write 'for' or 'since'.

Key: 2 for, 3 for, 4 since, 5 for, 6 since

AB87. ACTIVITY 6. Complete the sentences.

Key: 2 something, 3 no one, 4 any, 5 somewhere, 6 anything

AB87. ACTIVITY 7. Read and order the words.

Key: 2 I may leave the disco early because I'm tired. 3 They may not have time to finish their project. 4 The teacher might let us go home early today because of the snow.

AB87. ACTIVITY 8. Write the sentences in the present perfect. Use the words given.

Key: 2 He hasn't been to New York yet. 3 I've already tidied my room. 4 Have you written that email yet? 5 He's just woken up. 6 They've already finished the book.

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Flyers Listening Part 2

1 72 **Listen and complete the information. Then check with a partner.**

How do you spell that?



First name: Holly

1 Surname: _____

2 School: _____

3 Date of birth: 26th October _____

4 Library password: _____

5 I want to join because:

interested in _____

books can help with _____

2 73 **Listen and look. There is one example.**

A new adventure

Place opens for the first time:
on 3rd September

1 Visit to: _____ Castle

2 Age: _____ years old

3 Travel from village: by _____

4 Views of: _____

5 People like: the _____



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Objectives

To provide exam practice for Flyers Listening Part 2.

Target language

- **Key language:** *address*, *date of birth*, names, surnames, spelling of names and numbers

EXAM SKILLS

- Listening for spellings and numbers.

EXAM TIPS

- Pupils complete a form or page of a notepad with a word or number for each prompt. In the exam, only one word will be spelt out and pupils will only need to write one number. Any number pupils hear should be written as a number not a word.
- Pupils should read the prompts before listening and think about what information they require.
- The information is presented in one conversation between two speakers.
- Give pupils regular spelling practice of difficult words from the Starters, Movers and Flyers vocabulary lists and also check the meanings.

Warmer

- Play a board spelling race. Divide the class into two or three teams. Teams should number their team members so that the order of who goes up to spell is clear.
- Give each first speller a board pen and ask them to stand in front of the board. Say a word from the Flyers vocabulary list. Pupils race to spell the word. The first to do so correctly earns a point for their team.
- Repeat the race with each team member until all have had a turn. After each word, ask pupils to spell the word aloud. Then check pupils know its meaning. (Suggested Flyers words: *adventure*, *astronaut*, *bracelet*, *cushion*, *desert*, *envelope*, *fridge*, *journalist*, *mechanic*, *medicine*, *pyjamas*, *restaurant*, *sledge*, *tortoise*, *view*, *waiter*.)

PB88. ACTIVITY 1

Listen and complete the information. Then check with a partner.

- Ask pupils to look at the card and predict which answers are numbers (address, date of birth, maybe password). Tell pupils they are going to hear a conversation between a librarian and a pupil and they need to complete the information card.
- Play the Audio. Pupils listen the first time and complete the information. Play the Audio a second time for pupils to check their answers. Check answers together as a class with volunteers writing the words on the board.

Key: **1** Stone, **2** Wisdom, **3** 2007, **4** JPX491, **5** history, **6** school projects

72

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources* on Cambridge One.

Extra support Review dates such as 1st, 21st, 31st, 2nd and 22nd.

PB88. ACTIVITY 2



Listen and look. There is one example.

- Explain that Activity 2 is similar to the Listening Part 2 task in the Flyers test. Elicit what the task involves and ensure pupils read all the prompts first. Remind them that the picture does not provide answers.
- Play the Audio twice. Circulate as pupils listen to check they are all on task.
- Check answers. Pupils compare their answers with a partner first and then as a class. Discuss any area pupils found particularly difficult.

Key: **1** Atorek, **2** 700, **3** taxi, **4** desert, **5** butterflies (green museum)

73

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources* on Cambridge One.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

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Practice Extra

Audio 72–73

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T120 – Extension activity:** *Information exchange*

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Objectives

To provide exam practice for Flyers Listening Part 3.

Target language

- **Key language:** colours, *best friend*, *bracelet*, *cousin*, *geography teacher*, *glove*, *grandma*, *lost property*, *parents*, *rucksack*, *scarf*, *sunglasses*, *torch*, *trainers*, *umbrella*, *uncle*

Materials

- Coloured crayons or pens

EXAM SKILLS

- Listening for key words, names and detailed information.

EXAM TIPS

- Pupils should read the introductory question at the head of the task which sets the context and gives the instructions.
- Pupils should take a moment to familiarise themselves with all the pictures. Although pupils only need to match six of the eight pictures on the second exam page, the speakers will also talk about the two pictures that are not correct answers. There will be distractors (not in item 1) but in several other items. For this reason, pupils should not assume that the first picture mentioned in each item is the correct one. They should listen to the whole piece of dialogue before they choose the letter to write.
- Pupils need to be attentive, as information about the pictures will not be in the same order as they appear on the page.

Warmer

- Draw a mind map on the board with the word *Camping* at the centre. Ask pupils to work in pairs and add things that would be important to take on a camping trip (i.e. tent, sleeping bag, toothpaste, sun cream, food, torch, etc.). Set a time limit of no more than four minutes.
- Elicit pupils' ideas and create a mind map on the board.

PB89. ACTIVITY 1

Listen. Write who the objects belong to. Use the box to help you. Then listen again and colour.

- Explain that pupils will listen to people phoning up or visiting a lost property office (at a campsite) after their camping trip. Ensure pupils understand what the office is.
- Play the Audio. Pupils listen and write down the names of the people. Check answers as a class.
- Make sure pupils have coloured crayons or pens available. Play the Audio again, and pupils listen and colour the objects. Check answers as a class.
- Check answers.

Key: glove: Grace, green; bracelet: Betty, blue; umbrella: Peter, purple; rucksack: Robert, red

74

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources* on Cambridge One.

PB89. ACTIVITY 2

What did family and friends give George for his journey? Listen and write a letter in each box. There is one example.

- Explain that Activity 2 is similar to the Listening Part 3 task in the Flyers test. Go through the Exam tips and what the task involves. It is important pupils know that the pictures are not in the order they will hear them.
- Pupils look at the pictures. Check comprehension. Ask *Who is one of the speakers?* (George). *How is he travelling?* (by train). *What is he talking about?* (The things people gave him.) *What do you need to listen for?* (Who gave him these things.)
- Play the example on the Audio and pause. Make sure pupils understand why the answer is f (the phone). Then play the rest of the dialogue. Pupils listen and complete the task.
- Check answers.

Key: best friend – a, geography teacher – g, grandma – h, cousin – c, uncle – d

75

Audio Scripts for the Exam folder can be downloaded from *Teacher Resources* on Cambridge One.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

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Practice Extra

Audio 74–75

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T120 – Extension activity:** *Camping*

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Flyers Listening Part 3

1 74 **Listen. Write who the objects belong to. Use the box to help you. Then listen again and colour.**

Betty Grace ~~Oliver~~ Peter Robert



2 75 **What did family and friends give George for his journey? Listen and write a letter in each box. There is one example.**


f
parents


best friend


geography teacher


grandma


cousin


uncle

a 

b 

c 

d 

e 

f 

g 

h 



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Flyers Reading and Writing Part 2

1 Read the sentences and choose the best answer. Draw lines and match. Then complete each answer in your notebook.

1 Shall we have a picnic in the park tomorrow afternoon?	A Oh, she's happy because…
2 The school bus might not come today because it's snowing!	B I think it arrives at…
3 Why is your grandma laughing?	C Good idea! I'll bring some popcorn and…
4 What time will the train come?	D No, he doesn't like…
5 Should I buy George a drum for his birthday?	E Yes, I'm really excited! It starts at…
6 Are you going to the concert tomorrow night?	F Oh no! We're going to be…

2 It's Monday afternoon. Richard is talking to Sophia about her birthday on Saturday. What does Sophia say? Read the text and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

Example

Richard: Hi Sophia. What did you do for your birthday on Saturday?

Sophia: G

Questions

1 **Richard:** Where did you go?
Sophia: _____

2 **Richard:** Is that the one on the top floor of that new skyscraper?
Sophia: _____

3 **Richard:** Was the food good?
Sophia: _____

4 **Richard:** I hope you had a birthday cake!
Sophia: _____

5 **Richard:** Did you also go to the festival in the park that night?
Sophia: _____



A We went there after the meal. The music was brilliant.
B Of course! We all enjoyed a piece at home earlier.
C It was a new place called High Five.
D They're my favourite band.
E Yes! I ate a vegetable dish I've never tried before.
F It wasn't easy eating with chopsticks.
G My parents took me and some friends out to eat.
H Yes, the views were amazing!

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Objectives

To provide exam practice for Flyers Reading and Writing Part 2.

Target language

- **Key language:** question words, *birthday*, *concert*, *cry*, *drum*, *festival*, *grandma*, *park*, *school bus*, *skyscraper*

EXAM SKILLS

- Choosing appropriate responses.

EXAM TIPS

- Pupils will read half a dialogue and select an appropriate response. This may be a response to a question or a statement.
- There will be two responses that are not needed so pupils should read all the alternatives before choosing the correct one in each case. They will need to look at what comes before and after the gap to help them decide. It's important that pupils look out for discourse features and referencing to help guide them to the correct answer.
- Pupils should have plenty of practice using set (formulaic) expressions in the vocabulary lists and with short *Yes/No* answers.
- Practise identifying the words in the response that refer back to the speaker's words and therefore indicate the correct answer.

Warmer

- Draw the following grid with expressions on the board:

1 No, thank you.	*2 Amazing!*	*3 If you want.*
4 That's right.	*5 So do I.*	*6 That's a good idea.*
7 You're welcome.	*8 No, I haven't.*	*9 Yes, it is.*

- Pupils work in pairs. Read the following statements/questions aloud and have pupils call out the answer they think is correct. *Let's drive on the motorway, it's faster.* (3 or 6) / *Have you ever seen an octopus?* (8) / *That's Emma's rucksack, isn't it?* (4 or 9) / *Thanks for helping me with my project.* (7) / *My sister wants to be an astronaut!* (2) / *I love olives on my pizza!* (5) / *Can we make a snowman?* (3 or 6) / *Would you like to walk up to the castle?* (1 or 6). Explain that these types of answers often appear in Part 2 of the Flyers Reading and Writing exam.

PB90. ACTIVITY 1

Read the sentences and choose the best answer. Draw lines and match. Then complete each answer in your notebook.

- Pupils work in pairs to read each question/statement and suggest a suitable response with their partner.
- Pupils read the responses on the right, then draw lines to match each response to the correct question/statement.
- Check answers one sentence at a time. Encourage pupils to identify the words in the response that refer back to the speaker's words in the questions/statements and which indicate the correct answer (e.g. 1 is C: *Good idea* is an answer to *Shall we*, and *I'll bring some popcorn* fits with having a picnic).

Key: 2 F, 3 A, 4 B, 5 D, 6 E

PB90. ACTIVITY 2



It's Monday afternoon. Richard is talking to Sophia about her birthday on Saturday. What does Sophia say? Read the text and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

- Explain that Activity 2 is similar to the Reading and Writing Part 2 task in the Flyers test. Make sure pupils understand that they must write the letter on the correct line.
- Pupils read the dialogue and carry out the task individually. Check answers. Read out the question/dialogue and encourage pupils to respond.

Key: 1 C, 2 H, 3 E, 4 B, 5 A

Extra support Examine why the correct response is the most appropriate. As with Activity 1, this will help pupils think about possible responses in more depth.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

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Practice Extra

Extra Resources

- **T121 – Extension activity:** *Matching*

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Objectives

To provide exam practice for Flyers Reading and Writing Part 4. To sensitise pupils to recognising grammatical forms.

Target language

- **Key language:** common grammatical structures

EXAM SKILLS

- Reading for gist and specific information.

EXAM TIPS

- Pupils read a factual text and select one word out of three possibilities to complete each of ten gaps. Pupils don't need to think of the word themselves.
- Pupils should read the whole text first to get the general gist and sense.
- The test has a grammatical focus. Pupils should read carefully to make the right word choice.
- Use opportunities to sensitise pupils to singular/plural nouns, verb tenses and endings, pronouns, and nouns beginning with a vowel, and review articles and quantifiers, adverbs and prepositions.
- Pupils should check they have copied the word they need carefully from the correct set of options.

Warmer

- Draw a grid on the board with the following sentence endings:

1 … slowly.	*2 … see camels.*	*3 … like lemon.*
4 … where they found it.	*5 … before us.*	*6 … than a football field?*
7 … to explore space.	*8 … make a noise.*	*9 … he sold it.*

- Put pupils in pairs. Read out the following sentence beginnings in a random order. *1 Crocodiles swim* [slowly.] *2 In the desert, they could* [see camels.] *3 It smells* [like lemon.] *4 This is the place* [where they found it.] *5 Dinosaurs walked on the Earth* [before us.] *6 Is a blue whale bigger* [than a football field?] *7 The astronauts went* [to explore space.] *8 Inside, you mustn't* [make a noise.] *9 When he finished the painting,* [he sold it.] Pupils listen and decide which ending is correct and write down the corresponding number.
- To check answers, read each sentence beginning and have pupils read out the endings.

Extra support Use the opportunity to draw attention to grammatical structures, e.g. why *slowly*, not *slow*? (*-ly* words are adverbs which tell us how actions are done).

PB91. ACTIVITY 1

Read and write the correct word.

- Pupils read and look at the word crossed out in each sentence. They then choose a suitable alternative.
- Allow pupils time to work individually and think for themselves before comparing ideas with a partner.
- Check answers. Read through each sentence with the class. Discuss why the words crossed out are wrong and not appropriate. Encourage pupils to start thinking about the sentences in a more analytical way, so they can transfer this skill to the test.

Key: **2** Eating fruit and vegetables ~~all~~ every day is healthy. **3** Skyscrapers are taller ~~that~~ than trees. **4** Ponds are places ~~who~~ where you find frogs. **5** One day people will ~~living~~ live on the moon. **6** In the past, people ~~make~~ made fires to cook on.

PB91. ACTIVITY 2

Read the text. Choose the right words and write them on the lines.

- Explain that Activity 2 is similar to the Reading and Writing Part 4 task in the Flyers test. Describe what the test involves. Refer to the tips and reminders opposite.
- Ask pupils to read the whole text first, and then to read each sentence to help them identify the word for each space.
- Pupils work individually to complete the activity. Circulate and check pupils are on task. Pupils compare answers with a classmate. Then read the text aloud, pausing for pupils to supply the answer. Clarify any doubts pupils may have.

Key: **1** them, **2** didn't, **3** to, **4** Later, **5** through, **6** camping, **7** sleeping, **8** away, **9** as, **10** quickly

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

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Practice Extra

Extra Resources

- **T121 – Extension activity:** *Word order*

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Flyers Reading and Writing Part 4

1 Read and write the correct word.

1 Elephants ~~is~~ amazing animals.
_____are_____

2 Eating fruit and vegetables ~~all~~ day is healthy.
_____

3 Skyscrapers are taller ~~that~~ trees.
_____

4 Ponds are places ~~who~~ you find frogs.
_____

5 One day people will ~~living~~ on the moon.
_____

6 In the past, people ~~make~~ fires to cook on.
_____

2 Read the text. Choose the right words and write them on the lines.

The tent



Example People _____have_____ used tents in different environments for thousands of years.

1 In the past, people lived in _____ because they didn't
2 have houses like we have today. People _____ stay in one place for very long.
They took their animals to better places to feed in spring or winter and often walked
3 hundreds of kilometres _____ sell and buy food or important objects. Tents were heavy to carry but easy to make from trees and animal fur. They helped people feel safer at night.

4 _____, donkeys and camels carried explorers' tents on their long journeys
5 _____ jungles and across deserts to new countries. Tents also kept maps and diaries dry and safe.

6 Today, _____ is a popular activity for many families and friends at weekends
7 and holiday time. People enjoy _____ outside in a tent and being in the
8 countryside _____ from noisy, busy cities.

9 Tents are still usually the same shape _____ in the past but they are now made of lighter materials. Many people who love walking a lot on holiday can carry them
10 in or under their rucksacks. They are also easier to put up _____.

Example	did	can	have				
1	it	them	their	6	camp	camping	camped
2	don't	haven't	didn't	7	sleep	slept	sleeping
3	to	for	by	8	away	instead	over
4	Early	Next	Later	9	with	to	as
5	until	through	during	10	quick	quickly	quickest

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Flyers Reading and Writing Part 6

1 Cross out the word that doesn't belong.

1 have … **time / fun / ~~hungry~~ / a headache**

2 go to … **bed / asleep / a hospital / school**

3 make … **friends / a cake / a noise / the doctor's**

4 be … **Spain / careful / tired / late**

5 take … **medicine / east / an exam / a bus**

6 feel … **well / cold / online / excited**

2 Read the diary and write the missing words. Write one word on each line.

Example	My dad _has_ just started a new job and we've moved to a new city. I really love our new
1	apartment. It's on the 20th _____ , so the views are amazing.
2	Right now, my parents _____ driving me to my new school.
3	I _____ them I was feeling worried about my first day.
	Then Mum showed me there were four science lessons a week on the timetable. That made me happy
4	_____ it's my favourite subject!
5	There will _____ a school skiing trip in winter, which sounds exciting too.
	I just hope my classmates are friendly!



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Objectives

To provide exam practice for Flyers Reading and Writing Part 6. To sensitise pupils to recognising collocations.

Target language

- **Key language:** *busy*, *camels*, *countryside*, *desert*, *diary*, *donkey*, *explorer*, *fur*, *jungle*, *kilometres*, *map*, *noisy*, *tent*

EXAM SKILLS

- Reading for gist and specific information. Using context to choose the correct word to complete a text.

EXAM TIPS

- Pupils complete a short, gapped text (usually a letter or diary, but postcard and email also possible) with five missing words. No options are given.
- Pupils should read the whole text first to get the general gist and sense.
- Pupils should look around the gap to decide which word will fit both lexically and grammatically. Pupils shouldn't just look at the words before and after the gap as sometimes the answer may refer to something said further back or forward in the text.
- Encourage pupils to self-edit by reading the whole text through to check their answers.

Warmer

- Explain that *collocations* refer to groups of words that we often use together, such as *ask a question*, *go for a walk*, *have dinner*, etc.
- Ask pupils to work in pairs or in threes. Pupils listen and write the word you say. They should then think of and write a second word (a noun) that often goes with that word, for example, *best* + *friend*, *vegetable* + *soup*, *rainy* + *day*.
- Read out the following words, giving pupils a few seconds to write and think: *birthday* (present/party/card); *football* (boots/match/shorts/stadium); *science* (book/project/teacher); *computer* (game/program); *pop* (star/music); *bus* (driver/stop/station); *car* (park/window); *Saturday* (morning/afternoon/night); *hot* (weather/water).

PB92. ACTIVITY 1

Cross out the word that doesn't belong.

- Explain that pupils will now look at verb collocations. Pupils cross out the word that does not go together with the verb.
- Check answers. Explain that collocations can help in making good word choices in gapped activities.

Key: 1 hungry, 2 asleep, 3 the doctor's, 4 Spain, 5 east, 6 online

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PB92. ACTIVITY 2

Read the diary and write the missing words. Write one word on each line.

- Explain that Activity 2 is similar to the Reading and Writing Part 6 task in the Flyers test. Describe what the test involves. Refer to the tips and reminders opposite.
- Ask pupils to read the whole text first to get a feel for the context. Pupils work individually to complete the test. Circulate and check pupils are on task.
- Pupils compare answers with a classmate. Then read the text aloud, pausing for pupils to supply the answer. Clarify any doubts pupils may have.

Key: 1 floor, 2 are, 3 told, 4 as/because, 5 be

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

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Practice Extra

Extra Resources

- **T121 – Extension activity:** *Collocations*

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Objectives

To provide exam practice for Flyers Reading and Writing Part 7.

Target language

- **Key language:** describing pictures

EXAM SKILLS

- Writing simple sentences and connecting events.

EXAM TIPS

- Pupils write a story between 20 and 30 words based on three pictures. Pupils should not try to be too ambitious and write more as this could mean making more mistakes.
- Stories can be written either using past tenses or in the present continuous as if describing a picture.
- Pupils should study the three pictures and think about the story. They should write one or two sentences for each picture making sure they show the progression from events in picture 1 to those happening in pictures 2 and 3.
- Give pupils lots of practice at summarising events in a picture in a few words.
- Pupils should check what they have written. They should make any corrections in the exam as neatly as possible.
- See the Cambridge Young Learners Handbook 2018 for marking tips and examples.

Warmer

- Play *Pass on the sentence*. Show the picture story from Pupil's Book page 62 on the whiteboard. Put pupils in pairs or small groups.
- Pupils choose one of the pictures and write the first two words of a sentence (e.g. *A family …* / *Dad is …*) on a sheet of paper. Ask pupils to write clearly and neatly as other pairs/groups will read their sentences.
- Pupils then pass their paper on to the pair/group on their right who must read the beginning of the sentence, look at the pictures and write the next two words (e.g. *A family went camping* / *Dad is fishing but …*). Pupils continue in this way until a pair/group has completed a sentence. Allow pairs that have not quite completed their sentences to do one or two more passes.
- Ask volunteers to read out their sentences and identify the picture. Then ask them to write another sentence to say what happens next.
- Finally, ask pupils to pass the sentence on one more time. Have pairs/groups make suggestions for improving the two sentences.

PB93. ACTIVITY 1

Look and write four or five words under each picture. Discuss your ideas with a partner. Then write a sentence for each picture in your notebook.

- Explain that Activity 1 provides practice for Reading and Writing Part 7. Pupils look at the pictures. Ask them to write down four or five words for each picture individually. Have them share ideas with the class. Pupils then use the words to talk about the pictures for one minute with a partner.
- Remind pupils they need to connect all three pictures when writing. Pupils continue working in pairs to write a story. Write the following sentence beginnings on the board for them to complete together and provide an example: *Picture 1: The boy found … Picture 2: Then a police officer told him … Picture 3: So, the boy …* Circulate while pupils are writing and provide support where needed.

Key (possible answers): Picture 1: bike, helmet, necklace, ground; A boy fell onto the ground. He was cycling. He found a necklace. (A boy found a necklace when he fell from his bike.) Picture 2: castle, hill, police officer; A police officer told him it was the queen's necklace. (Then a police officer said it was the queen's necklace.) Picture 3: castle, crown, queen, necklace; The boy went to the castle. He gave the necklace to the queen. She was happy. (So, the boy went to the castle and gave it to her.)

PB93. ACTIVITY 2



Look at the three pictures. Write about this story. Write 20 or more words.

- Explain that Activity 2 is similar to the Reading and Writing Part 7 task in the Flyers test. Before pupils start the exam task, elicit what it involves. Refer to the tips and reminders opposite and highlight again the number of words.
- Ask pupils to look at the pictures carefully before they begin to write. Pupils complete their texts individually.

Key (possible answer): William's birthday cake fell on the sand. A friendly octopus invited him to a small island. There was a birthday cake on a table. He had a party with lots of other octopuses and sea animals.

Extra support When they have finished, collect pupils' stories. Review ideas with the class. Give constructive feedback and provide more opportunities for further practice.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

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Practice Extra

Extra Resources

- **T121 – Extension activity:** *Short stories*

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Flyers Reading and Writing Part 7

1 **Look and write four or five words under each picture. Discuss your ideas with a partner. Then write a sentence for each picture in your notebook.**







2 **Look at the three pictures. Write about this story. Write 20 or more words.**







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Flyers Speaking Part 3

1 **Look and circle the words. Number the pictures in order. Tell the story with your partner.**

A scary cave

bicycle creature river rucksack

blanket cave castle rock







wood gate

desert torch

entrance pocket

fire sandwich

beetle bat





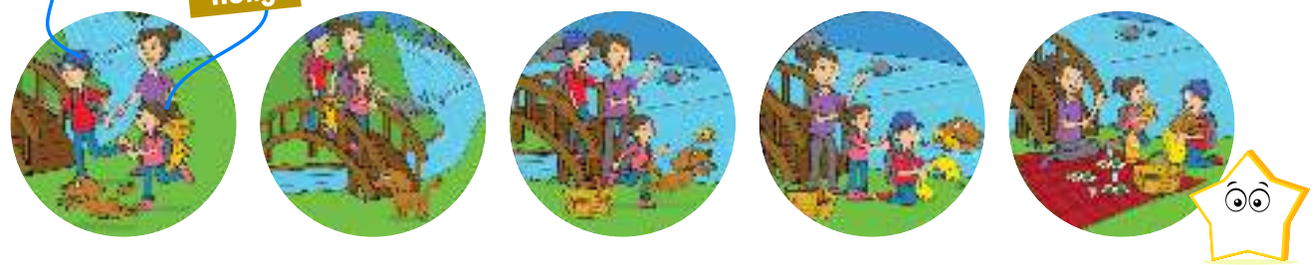
2 **These pictures tell a story. It's called 'Lucky Teddy'. Just look at the pictures first. Now you tell the story.**

Lucky Teddy!

Holly and her brother, David, are walking along a path next to a river with their mum and their dog. David wants to look at the waterfall.

David

Holly



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Objectives

To provide exam practice for Flyers Speaking Part 3.

Target language

- **Key language:** *beatbox, bike, chess, climb, cut, design, everyone, hobbies, learn, park, sing, ski, something, somewhere, watch*

EXAM SKILLS

- Telling a simple story.

EXAM TIPS

- Pupils tell a simple story based on five pictures. Pupils are only expected to say a few words or a short sentence about each picture in the sequence without necessarily developing these comments into a narrative.
- Pupils will have a moment to look at the pictures to get a general idea of the story before they start to speak. Any names of character(s) will be shown on the first picture of the story. The first picture is described by the examiner.
- Pupils shouldn't worry if they can't follow the narrative of the story. The important thing is to say a few words about each picture in the sequence.
- The examiner will prompt the pupil by asking questions should they need help.
- Structures that will be most helpful to pupils for this task are: *There is/are*; present tense of *be* and *have (got)*; modals and the present continuous tense of some action verbs. They may also need to use the present perfect tense or *going to*. They should also be able to describe simple feelings: *The boy is excited/worried/frightened.*

Warmer

- Write each of the following scenes on separate pieces of paper. Number them 1–6. *1 You are sleeping in a tent. You hear a noise outside. 2 You are skiing down a mountain and fall down a hole. 3 You find a crown at the bottom of the sea when you are swimming. 4 You find a frog in your rucksack at school. 5 You fly in a rocket to the moon. 6 You are opening a big birthday present.*
- Pupils form groups of four. One pupil from one group collects a slip of paper and mimes the scene to the class. The first group to guess/describe what they are miming wins a point. A member of that group then mimes what happens next. The first group to guess wins another point. Repeat with the other scenes.

PB94. ACTIVITY 1

Look and circle the words. Number the pictures in order. Tell the story with your partner.

- Elicit the title of the story. Ask pupils to look at the pictures and circle the vocabulary they think they will need to tell the story. Check answers.
- In pairs, pupils look at the rest of the story and number the pictures in the correct order. Check numbering together.
- Pupils continue to work with their partner to describe each picture using the vocabulary to help them. Circulate as pupils are speaking and make note of areas that may need attention and further support.
- Look at each picture with the class and have volunteers suggest descriptions for each. Remind them to use the words provided. Remind them that they do not have to tell a fantastic story but just describe each scene. Ask pupils to go back to the story and retell it with their partner.

Key: Order: 4, 3, 5, 1, 2; Circled words: bicycle, creature, cave, rock, rucksack, wood, entrance, torch, sandwich, bat

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PB94. ACTIVITY 2



These pictures tell a story. It's called 'Lucky Teddy'. Just look at the pictures first. Now you tell the story.

- Explain that Activity 2 is similar to the Speaking Part 3 task in the Flyers test. Pupils work in pairs. Refer to the tips and reminders opposite if necessary.
- If you want to check what pairs are saying as if it were an exam, set up a second task for the class to do quietly. For example, pupils write down the story from Activity 1, or rewrite it with variations using their imagination. Then call one pair at a time to your desk and follow the Speaking test Part 3 procedure. Point to the title and describe the first picture. Allow the two pupils to look at the pictures for a moment then ask them to take turns to talk about what they see in each one. (Use prompts if pupils need support in their descriptions.)
- Once every pupil has taken part in the test, review the story together.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more speaking practice.

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Presentation Plus:
A2 Flyers Exam folder

Practice Extra

Extra Resources

- **T121 – Extension activity:** *Write a script*

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A2 Flyers Exam folder
Flyers Speaking Part 4

Objectives
To provide exam practice for Flyers Speaking Part 4. To familiarise pupils with the type of questions they will be asked.

Target language
- **Key language:** personal information, school and home, free-time activities, likes and dislikes

Materials
- Dice (one for each pair of pupils)

EXAM SKILLS
- Answering personal questions.

EXAM TIPS
- Pupils answer questions about themselves, their families and friends, their homes, their school and free-time activities, their likes and dislikes, and other topics related to their everyday lives.
- Only simple answers of a phrase or one or two sentences are required.
- Questions will normally be in the present tense, but pupils should also be prepared to use the past tense and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.
- You may like to share a video of the Flyers Speaking test to familiarise pupils with the format and questions: https://www.cambridgeenglish.org/exams-and-tests/starters/preparation/

Warmer
- Pupils form two circles, one inside the other. The outer circle of pupils faces inward so each pupil faces a pupil in the other circle. If there is an odd number of pupils in the class, two pupils will work as one. Explain that you will name a topic (e.g. school). Each pair has 30 seconds to think of as many *Wh-* questions as possible on the topic. When you clap your hands, the outer circle moves one step to the right, to make new pairs. Repeat the topic so that pupils are brainstorming with a new partner who may have different questions from the partner before.
- Clap your hands again. The outer circle moves another step to the right to face another new partner. This time suggest a new topic, for example, home.
- Repeat these steps so pupils speak to at least six different classmates. Other topics to suggest: free time, family, birthdays, daily routines, their town/city, holidays. At the end, elicit examples of questions pupils asked for the different topic areas.

PB95. ACTIVITY 1

Read the instructions. Play the game. Interview your partner.
- Explain that in Part 4 of the Speaking test, pupils will answer questions about themselves and their family, their routines, school, home, free-time activities, and holidays.
- Focus on the board game and read the instructions. Make sure pupils understand how to play. If necessary, play one turn with a volunteer.
- Pupils play in pairs. One pupil rolls the dice and identifies the topic area on the game board. Their partner asks the questions for that topic. When all the questions are answered, the dice thrower colours the Tell me box. They no longer have to answer those questions again. If they throw the number again, they miss a turn. The first pupil to colour all six Tell me boxes is the winner.

Extra support Circulate and listen in as pupils work through the questions. Stop to ask pairs some of the questions or different questions.

PB95. ACTIVITY 2



Now listen and answer your teacher's questions.
- Explain that Activity 2 is similar to the Speaking Part 4 task in the Flyers test. Once pupils are playing the game with confidence, call pairs or individuals to your desk or to a quiet corner in the classroom to interview them. Use the sets of questions provided in the game. For guidance on marking, check the Cambridge Young Learners Handbook 2018.

Extra support There is also a set of questions recorded as audio available for this activity. The audio can be downloaded from *Teacher Resources* on Cambridge One.

Ending the lesson
- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more speaking practice.

Digital Classroom

Presentation Plus:
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Practice Extra

Extra Resources
- **T121 – Extension activity:** *Me in 30 seconds*

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Flyers Speaking Part 4

1 Read the instructions. Play the game. Interview your partner.

Instructions: Roll the dice only once each turn.
Go to the section on the game.
Answer your partner's questions.
Use the colour key to colour the Tell me square.
The winner is the first to answer all the questions and colour all the Tell me squares.

Tell me about your living room.

What do you do in the evenings after school?
What time do you get up on Sunday?
What are your favourite hobbies?

Tell me about a sport you like to do.

Do you live in a house or an apartment?
How many rooms are there?
Who lives with you?

When is your birthday?
What do you like to eat on your birthday?
Where do you like to go?



Tell me about your school.

Tell me about a special birthday present you've had.

Where do you go to school?
How do you go to school?
What's your favourite subject?

Which places do you like going to in your town?
Where can you do sport?
What can you do in the park?

Tell me about things you like to do on holiday.

What's your favourite time of year?
What did you do last summer?
How do you like to travel?

Tell me about your favourite shop.

Key:
green pink red blue orange purple

2 Now listen and answer your teacher's questions.

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Welcome Unit

AB4. ACTIVITY 1

Choose words from the box to complete the text.

Key: **2** year, **3** excited, **4** won, **5** going, **6** laughed

AB4. ACTIVITY 2

Correct the sentences.

Key: **2** They're ready for another year of study. **3** They won the school prize for the best project. **4** They met last Wednesday. **5** They looked at some funny photos. **6** They laughed a lot when they remembered.

AB4. ACTIVITY 3

What do you use these things for? Write sentences.

Key (possible answers): **2** We use a ruler to measure things. **3** We use a map to find a place. **4** We use a camera to take photos. **5** We use an MP3 player to listen to music. **6** We use a spoon to eat with.

AB4. ACTIVITY 4

Answer the questions.

Key: Pupils' own answers

AB5. ACTIVITY 1

Put the words in groups.

Key: How we feel: excited, interested, bored, pleased; What we eat: salt, salad, sandwich, pepper; Things we study: geography, English, history, science

AB5. ACTIVITY 2

Find the letters on the clock. Make words.

Key: **2** same, **3** hall, **4** cave, **5** door

AB5. ACTIVITY 3

Write times to make four more words. You can use the same letters again.

Key: Pupils' own answers

AB5. ACTIVITY 4

Find and write the adjectives.

Key: awake, famous, fat, dangerous, dark, spotted, soft, huge, horrible, lovely, loud, striped, strong, tired, terrible

AB6. ACTIVITY 1

Look and complete the words.

Key: **1** video game, **2** mobile phone, **3** email, **4** headphones, **5** laptop, **6** smart speaker

AB6. ACTIVITY 2

Find the mistakes. Write the correct sentences.

Key: **1** light computer which we can carry in a special bag.
2 Headphones are like microphones. We use them to hear our friends when we chat with them. **3** The screen is the part of the computer we look at. We use it to watch videos. **4** We use computers, laptops and smartphones to connect with people and programs online.

AB6. ACTIVITY 3

What should Fahad buy? Tick (✓) the correct box.

Key: 2

AB6. ACTIVITY 4

Write three reasons why you chose that electronic device in your notebook.

Key: Pupils' own answers

AB7. ACTIVITY 1

Join two words to make one. Write the new word.

Key: **2** headphones, **3** online, **4** classroom, **5** basketball

AB7. ACTIVITY 2

Write another word at the end to make new words.

Key: Pupils' own answers (possible answers): **2** bookcase, **3** earache, **4** handbag, **5** armchair, **6** toothbrush, **7** football, **8** snowball

AB7. ACTIVITY 3

Find and say eight differences. Then write sentences.

Key (possible answers):
In picture a, she's using a smartphone. In picture b, she's using a laptop.
In picture a, the screen is broken. In picture b, the screen isn't broken.
In picture a, the armchair is green. In picture b, the armchair is yellow.
In picture a, she's wearing headphones. In picture b, she isn't wearing headphones.
In picture a, there's a small table. In picture b, there isn't a small table.
In picture a, there's a smart speaker. In picture b, there's a tablet.
In picture a, there's a book. In picture b, there's a pencil.

AB7. ACTIVITY 4

Answer the questions.

Key: Pupils' own answers

AB8. ACTIVITY 1

Listen and circle the stressed part of the words.

Key: **2** computer, **3** exciting, **4** internet, **5** laptop, **6** tablet, **7** technology

AB8. ACTIVITY 2

Complete with the words from Activity 1. Listen and check.

Key: **1** laptop, tablet, **2** internet, **3** computer, exciting, **4** technology, **5** competition

AB8. ACTIVITY 3

Listen and number the pictures.

Key: a 5, b 2, c 1, d 3, e 4

AB8. ACTIVITY 4

Read and complete.

Key: arrive, keep, help, do, look

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AB9. ACTIVITY 1

Read and answer.

Key: **2** It's a laptop. **3** He can use the Sun Stone to explain ancient maths and technology. **4** Sir Doug Bones is Diggory's father (and Emily's grandfather). **5** He wants to see the calendar. **6** Iyam Greedy's got the calendar at the end.

AB9. ACTIVITY 2

Look at the code. Write the secret message.

Key: The Ancient Mayas used small pictures to write on paper and stone.

AB9. DO YOU REMEMBER?

Key: **2** Why, **3** games, **4** laptop, **5** tablet, laptop, **6** technology

AB9. CAN DO.

Key: Pupils' own answers

Unit 1

AB10. ACTIVITY 1

Correct the questions and answer.

Key: **2** Is your dad going to cook dinner tonight? **3** Are you going to watch a film after school? **4** Is your mum going to go to the theatre this weekend? **5** What are your friends going to do at the weekend? **6** Is your teacher going to give you homework today?

AB10. ACTIVITY 2

Complete the questions. Match them with the answers.

Key: **2** Where e, **3** Who a, **4** Why f, **5** What c, **6** When b

AB10. ACTIVITY 3

Look at the code. Write the secret message.

Key: The Theatre Club is going to show the play on the last Thursday and Friday of June.

AB11. ACTIVITY 1

Find six sentences or questions and write them in your notebook.

Key: How many tickets do you want? Are they going to get parts in the play? They didn't choose him for the monkey. Lions catch and eat animals. It isn't going to rain tomorrow.

AB11. ACTIVITY 2

What are they going to do?

Key (possible answers): **2** She's going to take a photo of the castle. **3** He's going to wash his car. **4** They're going to catch the bus. **5** They're going to play football. **6** She's going to write something.

AB11. ACTIVITY 3

Think about next year. Write notes to answer the questions.

Key: Pupils' own answers

AB11. ACTIVITY 4

Use your answers to write sentences about what you're going to do next year.

Key: Pupils' own answers

AB12. ACTIVITY 1

Find the words. Label the picture.

Key: **1** eagle, **2** scales, **3** feather, **4** claw, **5** horn, **6** nest

AB12. ACTIVITY 2

Look at the picture and correct the sentences.

Key: **2** The dragon wants to get the eagle's eggs. **3** The dragon and the eagle have got dangerous claws. **4** The eagle's got feathers on its wings, but the dragon hasn't. **5** The dragon's got two horns on its head. **6** The eagle's eggs are in a nest.

AB12. ACTIVITY 3

Look at these beasts. Invent names and describe them.

Key: Pupils' own answers

AB13. ACTIVITY 1

Read and answer 'yes' or 'no'.

Key: **2** yes, **3** no, **4** no, **5** yes, **6** no

AB13. ACTIVITY 2

Write the words.

Key: **2** scales, **3** feathers, **4** beast, **5** gold, **6** nests, **7** castle, **8** mermaid

AB13. ACTIVITY 3

What's going to happen?

Key (possible answers): **2** The eagle is going to fall. **3** The harpy is going to steal the man's food. **4** The dragon is going to eat the sheep. **5** The unicorn is going to break its horn. **6** The centaur is going to read a book.

AB14. ACTIVITY 1

Listen and write.

Key: **1** ring, **2** bring, **3** pink, **4** wing, **5** wind, **6** thing, **7** think

AB14. ACTIVITY 2

Listen and complete. Practise saying the sentences.

Key: **1** acting, **2** going, **3** starting, **4** interesting, **5** Writing, exciting

AB14. ACTIVITY 3

Read and match.

Key: **2** d, **3** b, **4** a

AB14. ACTIVITY 4

Read and complete the advice. Then match with a situation in Activity 3.

Key: **a** good (3), **b** Go (2), **c** Well (4), **d** can, luck (1)

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AB15. ACTIVITY 1

Read and answer.

Key: 2 A man who looks for treasure to get rich. 3 A spot with a stripe under it. 4 He was a god in Aztec mythology – part bird, part snake. 5 Plane tickets to Mexico City. 6 They're going to go to Mexico City.

AB15. ACTIVITY 2

Complete and match.

Key: 2 a stripe means c, 3 sounds like a, 4 've got feathers e, 5 part bird b

AB15. DO YOU REMEMBER?

Key: 2 to, 3 scales, 4 nests, 5 Thursday, 6 two

AB15. CAN DO.

Key: Pupils' own answers

AB16. ACTIVITY 1

Read and complete the gaps with 'who' and 'which'.

Key: 2 which, 3 who, 4 which, 5 which, 6 who

AB16. ACTIVITY 2

Plan to write a review. Complete the table for a game you enjoy.

Key: Pupils' own answers

AB16. ACTIVITY 3

Use your notes to write your game review.

Key: Pupils' own answers

AB16. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB17. ACTIVITY 1

Listen and colour and write. There is one example.

Key: 1 scissors = purple, 2 screen, 3 sledge = red, 4 racing, 5 dragon = green

Unit 2

AB18. ACTIVITY 1

Read and match.

Key: 2 e, 3 d, 4 f, 5 a, 6 b

AB18. ACTIVITY 2

Complete the chart. Tick (✓) 'Yes' or 'No'.

Key: Pupils' own answers

AB18. ACTIVITY 3

Now write sentences with 'will' or 'won't'.

Key: Pupils' own answers

AB18. ACTIVITY 4

Read the notes. Complete the sentences.

Key: 2 he'll have a shower. 3 he'll go out to play. 4 he'll drink some orange juice.

AB19. ACTIVITY 1

Will these things happen in 2075? Write sentences with 'will' or 'won't'.

Key: 2 People will/won't go to Mars. 3 People will/won't fly cars. 4 People will/won't use smartphones. 5 Children will/won't do sports outside. 6 People will/won't use less plastic.

AB19. ACTIVITY 2

Read and complete.

Key: 2 arms, 3 will, 4 quickly, 5 clean, 6 cup, 7 won't

AB19. ACTIVITY 3

Design and draw an invention to help children in the future.

Key: Pupils' own answers

AB19. ACTIVITY 4

Write about your invention.

Key: Pupils' own answers

AB20. ACTIVITY 1

Label the photos.

Key: 2 business person, 3 astronaut, 4 engineer, 5 Earth, 6 rocket

AB20. ACTIVITY 2

Complete the sentences.

Key: 2 engineer, 3 air, 4 Earth, 5 astronaut, 6 moon, 7 tourist, 8 business person, 9 rocket

AB20. ACTIVITY 3

Read and answer 'yes' or 'no'.

Key: 2 no, 3 yes, 4 no, 5 yes, 6 no

AB21. ACTIVITY 1

Match the ideas about life on Zeron, the space city. Write sentences.

Key: 2 e We'll have satellites to receive signals from space. 3 b We'll have solar panels to get energy. 4 a We'll have robots to build new houses. 5 c We'll have rockets to travel into space.

AB21. ACTIVITY 2

Read and answer the riddles.

Key: 2 the letter 'm', 3 N for November (these are the first letters of the months of the year), 4 one word (it's an anagram), 5 Akash, 6 his own son

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AB21. ACTIVITY 3

Read and complete the circle with names and jobs.

Key: Answers clockwise round from Petra:
Petra will be an actor. She won't be a painter.
Quinn will be a dentist. He won't be an actor.
Mary will be a photographer. She won't be a cook.
Lucy will be a mechanic. She won't be a photographer.
Lucas will be a rocket engineer. He won't be an astronaut.

AB22. ACTIVITY 1

Listen and underline the stress in the verbs.

Key: will travel, will visit, will ride, won't have, will wear, won't shop

AB22. ACTIVITY 2

Read the rules and circle 'weak' or 'strong'.

Key: 1 strong, 2 weak, 3 strong

AB22. ACTIVITY 3

Listen. What does Nico think? Tick (✓) 'agree' or 'disagree'.

Key: 2 agree, 3 disagree, 4 agree, 5 agree, 6 disagree

AB22. ACTIVITY 4

Circle your point of view. Then complete with a reason.

Key: Pupils' own answers

AB23. ACTIVITY 1

Read and answer.

Key: 2 The sun, the moon and stars. 3 When they could see The Pleiades in the early morning, before the sun. 4 It'll be 21 June. 5 It's 18 June. 6 No, they won't.

AB23. ACTIVITY 2

Read and order the text. Write the story in your notebook.

Key: 3, 8, 5, 4, 1, 7, 10, 9, 6, 2
Diggory Bones is an archaeologist who teaches at City University. He had the Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) technology and their ancient maths system. Iyam Greedy, who's a pirate and only wants to get the Aztec gold and be rich, stole the Sun Stone and left a phone number for Diggory in a letter. When Diggory phoned the number, Iyam talked about Aztec mythology. Then he sent him two plane tickets in an email. On the plane to Mexico City, Diggory and his daughter, Emily, looked at a notebook and talked about a group of stars. There was a man sitting next to them. He listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the man from the plane got into a car with Iyam Greedy and followed their bus.

AB23. DO YOU REMEMBER?

Key: 2 won't, 3 Astronauts, 4 Earth, 5 'will', 6 When

AB23. CAN DO.

Key: Pupils' own answers

AB24. ACTIVITY 1

Read and order. Then circle the instruction verbs.

Key: 1, 5, 4, 3, 2; Draw, Decide, Find, Build, Test, colour, decorate

AB24. ACTIVITY 2

Plan to write instructions. Complete the table about how to make a robot. Use words from the box to help you.

Key: Pupils' own answers, decide, plan, draw, choose, write, build, decorate, paint, bring

AB24. ACTIVITY 3

Use your notes to write your instructions.

Key: Pupils' own answers

AB24. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB25. ACTIVITY 1

Look and read. Choose the correct words and write them on the lines. There is one example.

Key: 1 a motorway, 2 rockets, 3 a pilot, 4 Thursday, 5 a lion, 6 an island, 7 a theatre, 8 stars, 9 planets, 10 gold

Review Units 1 and 2

AB26. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–8.

Key: 1 future, 2 food, 3 actor, 4 will, 5 cook, 6 picture, 7 museum, 8 house

AB26. ACTIVITY 2

Now choose the best name for the story.

Key: Future plans

AB26. ACTIVITY 3

Read and match the jokes.

Key: 2 f, 3 a, 4 c, 5 i, 6 b, 7 h, 8 j, 9 g, 10 d

AB27. ACTIVITY 4

Complete the sentences. Count and write the letters.

Key: 2 gold (4), 3 technology (10), 4 air (3), 5 astronaut (9), 6 feathers (8), 7 laptop (6), 8 will (4), 9 star (4), 10 keyboard (8), 11 rocket (6), 12 engineer (8), 13 email (5), 14 Claws (5)

AB27. ACTIVITY 5

Write the words in the crossword. Write the message.

Key: Secret message: Life on Mars!

AB27. ACTIVITY 6

Quiz time!

Key: 1 the naughty monkey, 2 He sailed with the Argonauts. 3 They played it in Ancient Egypt. 4 They'll fly a carplane. 5 They need air and water. 6 Raptor can run 46 km an hour.

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AB27. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Unit 3

AB28. ACTIVITY 1

Read and match.

Key: 2 d, 3 b, 4 a, 5 f, 6 e

AB28. ACTIVITY 2

Look at the pictures. Answer the questions.

Key: 2 No, they weren't. 3 No, he wasn't. 4 Yes, they were. 5 Yes, she was. 6 No, they weren't.

AB28. ACTIVITY 3

Complete the sentences for you.

Key: Pupils' own answers

AB29. ACTIVITY 1

Match the sentences with the pictures.

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

AB29. ACTIVITY 2

Read and answer 'yes' or 'no'.

Key: 2 yes, 3 no, 4 no, 5 yes, 6 yes

AB29. ACTIVITY 3

Read and answer.

Key: 2 No, there weren't. 3 When she was giving the man the money. 4 She was starting to eat her ice cream. 5 She thought she looked really funny.

AB30. ACTIVITY 1

Look at the picture. Find the words a–l in the wordsearch.

Key: a camp, b explorer, c tent, d hill, e forest, f west, g north, h south, i east, j sleeping bag, k torch, l rucksack

AB30. ACTIVITY 2

Write the words. Add the correct letters from Activity 1.

Key: 2 sleeping bag j, 3 south i, 4 torch k, 5 hill c, 6 tent d

AB30. ACTIVITY 3

Write definitions for three more words in Activity 1. Then write the letters.

Key: Pupils' own answers

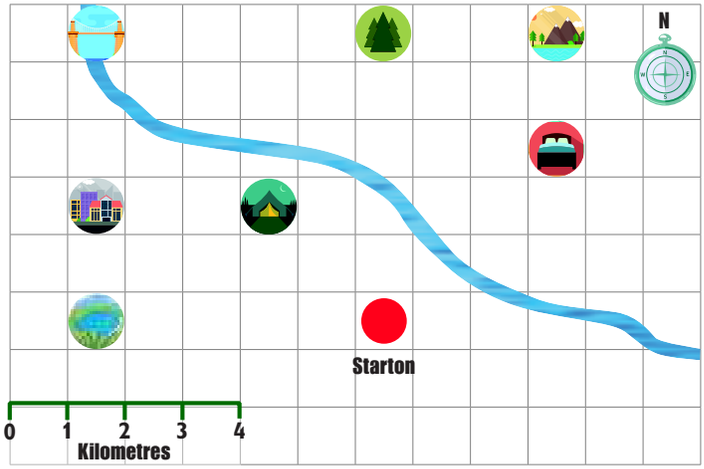
AB30. ACTIVITY 4

Look at the code. Write the secret message in your notebook.

Key: When you are walking in the hills, you should always carry a rucksack. You should take a bottle of water, some fruit, a warm, dry jacket and a mobile phone.

AB31. ACTIVITY 1

Read the sentences. Draw and write on the map.



AB31. ACTIVITY 2

Now draw these things on the map in Activity 1. Write the directions.

Key: Pupils' own answers

AB31. ACTIVITY 3

Find the letters on the clock. Write the words.

Key: 2 west, 3 north, 4 bear, 5 fast

AB31. ACTIVITY 4

Write times to make four more words in your notebook.

Key: Pupils' own answers

AB32. ACTIVITY 1

Listen and write the words under /b/, /v/ or /w/.

Key: b – boots, break, bike; v – very, visit, video, village; w – woods, walk, when, waterfall

AB32. ACTIVITY 2

Complete with words from Activity 1. Listen and check.

Key: 1 bridge, 2 walk, woods, 3 watch, video, 4 visit, 5 boot, when, waterfall

AB32. ACTIVITY 3

Order the sentences. Listen and check.

Key: 2 We were walking on a bridge when I fell and broke my leg.
3 We were walking in a big wood when I broke my leg.
4 We were walking near a beautiful waterfall when I fell in.

AB32. ACTIVITY 4

How did they break their arm? Look and complete.

Key: 1 riding a horse, 2 I was running (on the beach), 3 I was jumping (down the/some stairs)

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AB33. ACTIVITY 1

Read and answer.

Key: 2 It's near the pyramids in Teotihuacan. 3 It's 40 kilometres from the hotel. 4 He often takes tourists there. 5 It joins the Pyramid of the Sun and the Pyramid of the Moon. 6 Yes, he was.

AB33. ACTIVITY 2

Put the verbs into the past.

Key: 2 saw, 3 was sitting, 4 was growing, 5 thought, 6 was, 7 decided, 8 were, 9 took, 10 built, 11 could, 12 took, 13 called, 14 became, 15 were, 16 had, 17 used, 18 studied, 19 wrote, 20 was

AB33. DO YOU REMEMBER?

Key: 2 watching, 3 sleeping bag, 4 west, 5 when, 6 Sun

AB33. CAN DO.

Key: Pupils' own answers

AB34. ACTIVITY 1

Read and complete with the correct form of the verbs.

Key: 2 playing, 3 using, 4 to write, 5 to help, 6 to achieve

AB34. ACTIVITY 2

Plan to write a profile. Complete the table for a person you admire.

Key: Pupils' own answers

AB34. ACTIVITY 3

Use your notes to write your profile.

Key: Pupils' own answers

AB34. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB35. ACTIVITY 4

Listen and write. There is one example.

Key: 1 15, 2 3rd, 3 The North Lake, 4 a torch, 5 01625 659827

Unit 4

AB36. ACTIVITY 1

Follow the uncountable food words.

Key: bread, rice, milk, meat, flour, fruit juice, chocolate, lemonade, soup, pasta, tea, coffee, sugar, salt, cheese, water, butter

AB36. ACTIVITY 2

Read and match.

Key: 2 c, 3 e, 4 f, 5 d, 6 a

AB36. ACTIVITY 3

Read and choose the right words.

Key: 2 enough, 3 too many, 4 enough, 5 too many, 6 enough

AB36. ACTIVITY 4

Write four sentences in your notebook about your city.

Key: Pupils' own answers

AB37. ACTIVITY 1

Complete the sentences.

Key: 2 too many, 3 enough, 4 haven't, 5 is, 6 too much

AB37. ACTIVITY 2

Complete the conversation. Write a letter (A–F) for each answer.

Key: 2 B, 3 D, 4 F, 5 A, 6 C

AB37. ACTIVITY 3

Write about the picture. Use 'too much', 'too many', 'enough' and the words in the box.

Key (possible answers): There aren't enough forks. There isn't enough water. There's too much pasta. There aren't enough cakes. There are too many bananas. There are enough plates.

AB37. ACTIVITY 4

What do you think? Answer the questions.

Key: Pupils' own answers

AB38. ACTIVITY 1

Label the photos.

Key: 2 jam, 3 sauce, 4 chopsticks, 5 biscuit, 6 pan, 7 butter, 8 popcorn

AB38. ACTIVITY 2

Write the words.

Key: 2 a snack, 3 chopsticks, 4 jam, 5 a pan, 6 biscuits, 7 popcorn, 8 butter

AB38. ACTIVITY 3

Write definitions for these words.

Key: Pupils' own answers

AB38. ACTIVITY 4

Read and complete the sentences with 1, 2, 3 or 4 words.

Key: 2 the USA, 3 were too thick, 4 too thin to eat, 5 Britain

AB39. ACTIVITY 1

Match the children to their snacks. Write sentences.

Key: Tanaz's favourite snack is bananas. Michael's favourite snack is popcorn. Kito's favourite snack is chocolate. Akash's favourite snack is crisps. Robert's favourite snack is biscuits.

AB39. ACTIVITY 2

Read the poem. Find the word.

Key: sauce

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AB39. ACTIVITY 3

Read and answer 'yes' or 'no'.

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes

AB40. ACTIVITY 1

Listen and circle the strong or stressed nouns.

Key: 2 eggs, 3 sandwiches, 4 lemonade

AB40. ACTIVITY 2

Read and complete with your own words. Listen and say.

Key: Pupils' own answers

AB40. ACTIVITY 3

Read and complete.

Key: 2 India, 3 Sashimi, 4 Empanadas, 5 apples, 6 bread

AB40. ACTIVITY 4

Read and complete.

Key: Pupils' own answers

AB41. ACTIVITY 1

Read and answer.

Key: 2 When he finishes the job for him. 3 They're under the Pyramid of the Sun. 4 Because it was their most important food. 5 They ate pepper with chocolate. 6 They ate insects as well.

AB41. ACTIVITY 2

Correct the sentences.

Key (possible answers): 2 There are pictures of corn on the Sun Stone. 3 Corn was the most important Aztec food. 4 The door to the caves is about three kilometres east. 5 Iyam shouldn't jump because the ground is moving. 6 Diggory asked Emily to get him a big knife.

AB41. DO YOU REMEMBER?

Key: 2 enough, 3 jam, 4 chopsticks, 5 Paella, 6 spaghetti/pasta

AB41. CAN DO.

Key: Pupils' own answers

AB42. ACTIVITY 1

Read and complete with the correct form of the verbs.

Key: 2 prepares, 3 plant, 4 take, 5 wash, 6 make

AB42. ACTIVITY 2

Plan to write a presentation. Complete the table about a food or drink.

Key: Pupils' own answers

AB42. ACTIVITY 3

Use your notes to write your presentation.

Key: Pupils' own answers

AB42. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB43. ACTIVITY 1

Look at the three pictures. Write about this story. Write 20 or more words.

Key: Pupils' own answers

Review Units 3 and 4

AB44. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–8.

Key: 1 camp, 2 rucksack, 3 map, 4 tents, 5 hungry, 6 too, 7 sandwiches, 8 chopsticks

AB44. ACTIVITY 2

Now choose the best name for the story.

Key: An unusual dinner

AB44. ACTIVITY 3

Which is the odd one out and why?

Key (possible answers): 2 torch: You don't eat with it. 3 best: It's not a direction / not on a map. 4 pan: You don't eat it. 5 cave: It isn't camping equipment. 6 cheese: We don't make it from flour.

AB45. ACTIVITY 4

Complete the sentences. Count and write the letters.

Key: 2 jam (3), 3 journey (7), 4 tent (4), 5 mountain (8), 6 chopsticks (10), 7 torch (5), 8 too (3), 9 travel (6), 10 much (4), 11 rucksack (8), 12 many (4), 13 was (3), 14 snack (5), 15 enough (6)

AB45. ACTIVITY 5

Write the words in the crossword. Write the message.

Key: Secret message: Camping out!

AB45. ACTIVITY 6

Quiz time!

Key: 1 taking his shoes off, 2 the plates in the Earth's crust, 3 the Makhonjwas Mountains, 4 they didn't have enough flour or sugar, 5 they need a mild climate, 6 7,500

AB45. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Unit 5

AB46. ACTIVITY 1

Read and choose the right words.

Key: 2 Saturday, 3 still, 4 have, 5 for

AB46. ACTIVITY 2

Complete the sentences with 'for' or 'since'.

Key: 2 for, 3 since, 4 for, 5 since

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AB46. ACTIVITY 3

Look at the code (a = $$). Write the secret message.

Key: I've seen a dolphin but I haven't seen a shark or a whale.

AB46. ACTIVITY 4

Write a message in code in your notebook.

Key: Pupils' own answers

AB47. ACTIVITY 1

Find and write four sentences.

Key: He's loved maths since he started school. I've liked fishing for nine months. They've lived in that flat for five years. We've been in this lesson since three o'clock.

AB47. ACTIVITY 2

Write sentences about you with 'for' or 'since'.

Key: Pupils' own answers

AB47. ACTIVITY 3

Use the ideas in Activity 2 to write questions to ask your friend.

Key: Pupils' own answers

AB47. ACTIVITY 4

Read and complete the table.

Key:

	Got on the bus?	Going to get off the bus?	How long on the bus in total?
Peter	11.50	12.02	For 12 minutes
David	11.58	12.11	For 13 minutes
Anika	11.56	12.04	For 8 minutes
Emma	11.56	12.04	For 8 minutes

AB48. ACTIVITY 1

Look and complete the crossword.

Key: 2 lobster, 3 squid, 4 octopus, 5 coral, 6 crab, 7 seal

AB48. ACTIVITY 2

Write the words.

Key: 2 octopus, 3 jellyfish, 4 ocean, 5 crab, 6 seal, 7 coral, 8 lobster

AB48. ACTIVITY 3

Read, look and write the words.

Key: 2 fish, 3 seals, 4 squid, 5 octopus, 6 Crabs, 7 money, 8 lobsters

AB49. ACTIVITY 1

Circle 12 words. Which two are different? Why?

Key: dangerous, strong, great, turtle, excited, dolphin, nice, exciting, good, dirty; Turtle and dolphin are different. They are nouns / animal words.

AB49. ACTIVITY 2

Compare these sea animals. Use adjectives from Activity 1 and your own ideas.

Key: Pupils' own answers

AB49. ACTIVITY 3

Read and colour and write.

Key: See text on Activity Book page 49.

AB49. ACTIVITY 4

Read and match.

Key: 2 e, 3 d, 4 c, 5 a

AB50. ACTIVITY 1

Listen and circle.

Key: 1 boat, beach, 2 mother, father, dinner, 3 dolphin, weather, 4 there, purple

AB50. ACTIVITY 2

Complete with the words from Activity 1. Listen and check.

Key: /p/: people, pulled, purple; /b/: boat, beach, bike; /d/: dinner, dolphin; /ð/: mother, father, weather, there

AB50. ACTIVITY 3

Read and write the questions.

Key: 2 Where is the cat at the moment? 3 Has it been there a long time? 4 What have the fire fighters done? 5 What are they going to do?

AB50. ACTIVITY 4

Read and complete.

Key: 2 was, 3 called, 4 arrived, 5 climbed, 6 is, 7 has had

AB51. ACTIVITY 1

Read and answer.

Key: 2 Quetzalcoatl got his long, green feathers there. 3 He has seen a turtle's shell. 4 Because he's hard and strong on the outside and soft and weak on the inside. 5 No, it wasn't. 6 He's going to destroy the place where they are.

AB51. ACTIVITY 2

Write sentences from the story.

Key: 2 I've found a torch. 3 I've known about these caves since 1971. 4 This is the place where their gods made the sun, the moon and the universe. 5 There's been gold here for hundreds of years. 6 Richard's used my mobile to follow us.

AB51. DO YOU REMEMBER?

Key: 2 for, 3 jellyfish, 4 coral, 5 biggest, 6 years

AB51. CAN DO.

Key: Pupils' own answers

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AB52. ACTIVITY 1

Read and complete.

Key: **2** Firstly, it's a … , **3** Another reason is that … , **4** On the other hand, a disadvantage of … , **5** To sum up, I think that …

AB52. ACTIVITY 2

Plan to write an essay. Complete the table on a source of renewable energy.

Key: Pupils' own answers

AB52. ACTIVITY 3

Use your notes to write your essay.

Key: Pupils' own answers

AB52. ACTIVITY 4. DID YOU …

Key: Pupils' own answers

AB53. ACTIVITY 1

Sarah is talking to her friend. What does Katy say to Sarah? Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example.

Key: **1** D, **2** A, **3** E, **4** B

Unit 6

AB54. ACTIVITY 1

Read the test carefully. Follow the instructions.

Key: **5** (pupil's full name), **8** (a teacher's name)

AB54. ACTIVITY 2

Read and choose the right words.

Key: **2** anywhere, **3** everywhere, **4** anyone, **5** anything, **6** Everyone

AB54. ACTIVITY 3

Read and complete.

Key: **2** everywhere, **3** inside, **4** anyone, **5** everywhere, **6** no one

AB54. ACTIVITY 4

Tell the story in the past. Write it in your notebook.

Key: A man was watching TV when he heard the door. He opened it but no one was there. He looked everywhere: to the left, to the right, up, and finally he looked down and he saw a snail. He was angry and he closed the door quickly. He then went back inside his house. A month later, the same thing happened. He opened the door but there wasn't anyone there. He looked everywhere, but there was no one there. Finally he looked down and saw the snail again. Before he could close the door quickly, the snail said, 'Why did you do that?'

AB55. ACTIVITY 1

Read and answer.

Key: **1b** football, **c** football players; **2a** skis, **b** skiing, **c** snow; **3a** golf, **b** outside, **c** in the ground

AB55. ACTIVITY 2

Write a definition for a sport or a hobby. Use the words from the 'Study again' box on page 54.

Key: Pupils' own answers

AB55. ACTIVITY 3

Match the sentences with the pictures.

Key: **b** 4, **c** 3, **d** 1

AB55. ACTIVITY 4

Read and order the text.

Key: 4, 6, 1, 3, 5, 2

AB56. ACTIVITY 1

Label the photos.

Key: **2** chess, **3** skateboard, **4** clothes design, **5** mountain bike

AB56. ACTIVITY 2

Follow the free time words.

Key: hobby, clothes design, skateboarding, mountain biking, board games, skiing, golf, cooking, table tennis, beatbox, ballet dancing, sewing, playing the piano, baseball, chess, skating, reading

AB56. ACTIVITY 3

Look at the other words in Activity 2. Use them to write a sentence.

Key: Someone who does interesting things and goes to different places is never bored. / Someone who goes to different places and does interesting things is never bored.

AB56. ACTIVITY 4

Read and answer.

Key: **2** It became popular in 2013. **3** In action films, adverts on TV and on a video game. **4** No, they can't. **5** Because free runners need to be very strong and fit.

AB57. ACTIVITY 1

Find four differences. Then write sentences.

Key (possible answers): In picture a, the boys are wearing blue, green and black clothes. In picture b the girls are wearing pink, yellow and orange clothes.
In picture a, a girl is free running/jumping over the wall. In picture b, she is sitting on the wall.
In picture a, the girl has got a bike. In picture b, she has got a skateboard.
In picture a, the girl is drawing a T-shirt. In picture b, she is drawing jeans/trousers.

AB57. ACTIVITY 2

Read the email. Choose the right words and write them on the lines.

Key: **2** Mine, **3** I, **4** we, **5** us, **6** me, **7** our, **8** My

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AB57. ACTIVITY 3

Write questions for the answers.

Key (possible answers): **2** How long was she there (for)? **3** Why did they do puzzles / play board games for the first two days? **4** What did she learn to play? **5** What did they do on Wednesday? **6** What did they do on Friday / the last day?

AB57. ACTIVITY 4

Write an email to a friend about your hobbies in your notebook.

Key: Pupils' own answers

AB58. ACTIVITY 1

Listen and draw ↘↗ arrows to show the intonation.

Key: newspaper ↗, pot ↗, please ↘ ↗

AB58. ACTIVITY 2

Write questions asking a friend for different things. Then draw ↘↗ arrows.

Key: Pupils' own answers

AB58. ACTIVITY 3

Read and match. Then read and complete.

Key: **a** 4 shells, **b** 3 bottles, **c** 1 sock, **d** 5 paper, **e** 2 boots

AB58. ACTIVITY 4

Explain how you can reuse an object. Draw a picture to help you.

Key: Pupils' own answers

AB59. ACTIVITY 1

Read and answer.

Key: **2** A corn symbol will take him to a cave of gold. **3** Yes, they are. **4** It's called 'The Castle'. **5** They had music with instruments made of wood and shells. **6** In March and September.

AB59. ACTIVITY 2

Look at the code. Write the secret message in your notebook.

Key: Tlachtli was a ball game which Mayan men played. They had to pass a heavy rubber ball through a circle made of stone high up in one of the walls.

AB59. DO YOU REMEMBER?

Key: **2** everywhere, **3** Chess, **4** beatbox, **5** trails, **6** acting

AB59. CAN DO.

Key: Pupils' own answers

AB60. ACTIVITY 1

Read and complete.

Key: **2** different, **3** under, **4** strange, **5** scarier, **6** fantastic

AB60. ACTIVITY 2

Plan to write a story. Complete the table about a funfair ride.

Key: Pupils' own answers

AB60. ACTIVITY 3

Use your notes to write your story.

Key: Pupils' own answers

AB60. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB61. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Key: **1** often, **2** playing, **3** them, **4** parents, **5** countryside, **6** Pet rescue

Review Units 5 and 6

AB62. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–8.

Key: **1** ridden, **2** dangerous, **3** someone, **4** squid, **5** holiday, **6** cook, **7** anything, **8** everyone

AB62. ACTIVITY 2

Now choose the best name for the story.

Key: Living dangerously

AB62. ACTIVITY 3

Which is the odd one out and why?

Key: **2** walked: It's a regular verb. **3** soccer: You kick the ball. **4** jellyfish: It doesn't have a shell. **5** chess: It's not something we ride on. **6** seal: It is a mammal.

AB63. ACTIVITY 4

Complete the sentences. Count and write the letters.

Key: **2** free running (11), **3** octopus (7), **4** Chess (5), **5** ocean (5), **6** anyone (6), **7** shell (5), **8** skateboard (10), **9** crab (4), **10** since (5), **11** Coral (5), **12** whale (5), **13** something (9), **14** had (3), **15** for (3)

AB63. ACTIVITY 5

Write the words in the crossword. Write the message.

Key: Secret message: Free time fun!

AB63. ACTIVITY 6

Quiz time!

Key: **2** It comes from the sun. **3** It comes from water. **4** They play table tennis. **5** No, they don't. **6** A harness holds you in your seat.

AB63. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

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Unit 7

AB64. ACTIVITY 1

Circle 12 words. Which two are different? Why?

Key: skateboard, dress, shoes, shirt, trainers, sweater, running, glasses, socks, skirt; Skateboard and running are different. They are free-time activities / hobbies / not clothes.

AB64. ACTIVITY 2

Read and choose the right words.

Key: **2** might wear, **3** might not, **4** may prefer, **5** might not, **6** might

AB64. ACTIVITY 3

Write about your clothes.

Key: Pupils' own answers

AB64. ACTIVITY 4

Complete the sentences.

Key: **2** watch, **3** visit, **4** get, **5** go, **6** get up

AB65. ACTIVITY 1

What do you think it is? Use 'may'.

Key: Pupils' own answers
Note: The items are: hat, jeans, sweater, socks

AB65. ACTIVITY 2

Look at the picture. Read and answer 'yes' or 'no'.

Key: **2** no, **3** yes, **4** no, **5** yes, **6** yes

AB65. ACTIVITY 3

Correct the sentences.

Key: **2** She might take a jacket. **3** I might not put on my sweater. **4** Lucas may play football tomorrow. **5** I might not wear my black shoes. **6** They may wear their new trainers.

AB65. ACTIVITY 4

Find and write five sentences.

Key: **2** Our school uniform is green and red. **3** Kito took a jacket with him. **4** My schoolbag's made of plastic. **5** The children might put on their coats and scarves.

AB66. ACTIVITY 1

Find two words for each group of letters. One is a clothes word.

Key: **2** shopping, shorts, **3** potato, pocket, **4** gloves, glue, **5** umbrella, ugly, **6** butter, button

AB66. ACTIVITY 2

Label the photos with words from Activity 1.

Key: **2** button, **3** umbrella, **4** gloves, **5** trainers, **6** shorts

AB66. ACTIVITY 3

Read and complete the sentences with 1, 2, 3 or 4 words.

Key: **2** the first, **3** grey and green, **4** choose, **5** cotton, **6** any new trainers, **7** brown and red coat, **8** the bus

AB67. ACTIVITY 1

Read and complete the circle with names and clothes words.

Key: Answers clockwise round from Sarah:
Sarah is wearing some trousers and a sweater made of cotton. She has a scarf.
William is wearing shorts made of cotton, a shirt and a new jacket. He has a belt.
Betty is wearing a striped sweater, a skirt and trainers. She has some plastic earrings.
Frank is wearing a striped sweater and trousers. He has some gloves.
Emma is wearing a striped T-shirt and a skirt. She has a gold ring.

AB67. ACTIVITY 2

Draw a piece of clothing and write about it.

Key: Pupils' own answers

AB67. ACTIVITY 3

Describe the picture.

Key: Pupils' own answers

AB68. ACTIVITY 1

Say and circle the connected words. Listen and check.

Key: **2** decide on, **3** jacket is, **4** Come on / hurry up, **5** Look at

AB68. ACTIVITY 2

Listen and write. Then circle the connected letters.

Key: **1** have it outside, **2** decide on a, night is, **3** How about Italian, love Italian, **4** put up a lot of, lots of ideas

AB68. ACTIVITY 3

Listen and circle the correct information.

Key: **1** b, **2** b, **3** a, **4** a, **5** b, **6** b, **7** a, **8** a

AB68. ACTIVITY 4

Complete with the words from Activity 3.

Key: September, 6.30, space, silver, electronic music, star cakes, playground

AB69. ACTIVITY 1

Read and answer.

Key: **2** They felt afraid. **3** They watched the sky. **4** Because the sun is nearly at its highest point. **5** When they are full of water. **6** It's at its highest at 11.28.

AB69. ACTIVITY 2

Put the verbs into the past simple.

Key: **2** had, **3** had, **4** got, **5** used, **6** made, **7** used, **8** invented, **9** wore, **10** were, **11** couldn't, **12** made, **13** used, **14** made, **15** had, **16** couldn't, **17** danced, **18** wore, **19** moved, **20** wore, **21** painted, **22** put, **23** was, **24** ate, **25** didn't eat, **26** ate

AB69. DO YOU REMEMBER?

Key: **2** may/might, **3** belt, **4** gloves, **5** pockets, **6** tights

AB69. CAN DO.

Key: Pupils' own answers

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AB70. ACTIVITY 1

Read and write 'could' or 'if'.

Key: 2 could, 3 If, 4 If, 5 if, 6 could

AB70. ACTIVITY 2

Plan to write a leaflet. Complete the table about how to upcycle clothes.

Key: Pupils' own answers

AB70. ACTIVITY 3

Use your notes to write your leaflet.

Key: Pupils' own answers

AB70. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB71. ACTIVITY 1

Listen and tick (✓) the box. There is one example.

Key: 1 C, 2 B, 3 A, 4 C

Unit 8

AB72. ACTIVITY 1

Find two irregular past participles for each group of letters.

Key: 2 meant, met, 3 driven, drawn, 4 taught, taken,
5 thought, thrown, 6 brought, broken, 7 spoken, spent, 8 left, lost,
9 come, caught, 10 stolen, stood, 11 run, ridden, 12 got, gone

AB72. ACTIVITY 2

Complete the sentences with verbs from Activity 1.

Key: 2 gone, 3 begun, 4 spent, 5 come, 6 drawn

AB72. ACTIVITY 3

Look and write sentences with 'already', 'yet' or 'just'.

Key: 3 She's already made her bed. 4 She hasn't put on her shoes yet.
5 She hasn't had breakfast yet. 6 She's already put on her trousers.

AB72. ACTIVITY 4

Write sentences about you today. Use 'already', 'yet' or 'just'.

Key: Pupils' own answers

AB73. ACTIVITY 1

Tick (✓) two more correct sentences. Correct two more sentences.

Key: 3 ✓, 4 I've lived here for ten years. 5 They've already seen
that film. 6 ✓

AB73. ACTIVITY 2

What have they just done? Complete the sentences.

Key (possible answers): 2 's just won a prize. 3 've just seen a film.
4 's just bought a car. 5 've just eaten lunch. 6 's just had a shower.

AB73. ACTIVITY 3

Look at the Hirds' plans. Read and answer 'Yes, they have' or 'No, they haven't'.

Key: 2 Yes, they have. 3 Yes, they have. 4 No, they haven't.
5 No, they haven't. 6 No, they haven't.

AB74. ACTIVITY 1

Label the car stickers with nationalities. Use the letters in the box.

Key: 2 BR – Brazilian, 3 GR – Greek, 4 P – Portuguese, 5 IND – Indian,
6 F – French, 7 D – German, 8 MEX – Mexican

AB74. ACTIVITY 2

What countries are these web pages from?

Key: 2 China, 3 Spain, 4 France, 5 India, 6 Greece, 7 Portugal,
8 Mexico

AB74. ACTIVITY 3

Read and answer.

Key: 2 It's New Delhi. 3 It's the capital of Australia. 4 It's Beijing.
5 It's Madrid. 6 It's Lisbon. 7 It's the capital of the USA. 8 It's Brasilia.

AB75. ACTIVITY 1

Complete the words with the groups of letters in the box. Use each group for only one pair of words.

Key: 2 ey, 3 try, 4 any, 5 ch, 6 al, 7 tal, 8 sh, 9 th, 10 co

AB75. ACTIVITY 2

Say the pairs of words in Activity 1. Do the letters sound the same in both words? Circle 'Yes' or 'No'.

Key: 2 No, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes, 9 Yes, 10 Yes

AB75. ACTIVITY 3

Ask and answer. Write your friend's answers.

Key: Pupils' own answers

AB75. ACTIVITY 4

Write a report about international food that you and your friend have eaten.

Key: Pupils' own answers

AB76. ACTIVITY 1

Listen and underline the stressed words.

Key: 1 I've already tidied my desk.
2 Wait! I haven't saved the article yet!
3 Have they given the names of the competition winners yet?
4 We've just won new tablets for everyone in our class!

AB76. ACTIVITY 2

Complete. Then practise saying the sentences.

Key: Pupils' own answers

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AB76. ACTIVITY 3

Read and match.

Key: **2** chef, I've already made the salads. I haven't made the desserts yet. **3** journalist, I've already taken the photos. I haven't written the story yet. **4** pirate, I've just seen an island. I haven't explored it yet. **5** pop star, I've sung in New York and Paris. I haven't sung in Rome or Moscow yet. **6** engineer, I've already designed the rocket. I haven't built it yet.

AB76. ACTIVITY 4

Read and complete.

Key: Pupils' own answers

AB77. ACTIVITY 1

Read and answer.

Key: **2** It's been open for about 40 years. **3** They used underground rivers. **4** They've wanted them for three years. **5** They are going to give it back to the museum. **6** He used a mobile phone.

AB77. ACTIVITY 2

Do the Mayan quiz. True (T) or False (F)?

Key: **1** False. Because they saw an eagle there and thought it was a sign from their gods. **2** True, **3** False. Quetzal feathers were more important than gold. **4** True, **5** True, **6** False. This happens when someone claps their hands. **7** True, **8** False. They painted their faces and wore these things to look horrible and to make people feel afraid of them. **9** True, **10** True

AB77. DO YOU REMEMBER?

Key: **2** just, **3** capital, **4** Spanish, **5** German, French, **6** China

AB77. CAN DO.

Key: Pupils' own answers

AB78. ACTIVITY 1

Read and match.

Key: **2** d, **3** e, **4** a, **5** c

AB78. ACTIVITY 2

Plan to write a blog post. Complete the table about a holiday.

Key: Pupils' own answers

AB78. ACTIVITY 3

Use your notes to write your blog post.

Key: Pupils' own answers

AB78. ACTIVITY 4. DID YOU ...

Key: Pupils' own answers

AB79. ACTIVITY 1

Read the diary and write the missing words. Write one word on each line.

Key: **1** France, **2** speak/understand/write/know, **3** went, **4** took, **5** going/planning

Review Units 7 and 8

AB80. ACTIVITY 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–8.

Key: **1** capital, **2** Paris, **3** pockets, **4** belt, **5** clothes, **6** trousers, **7** T-shirt, **8** same

AB80. ACTIVITY 2

Now choose the best name for the story.

Key: The latest fashion

AB80. ACTIVITY 3

Read and match the jokes.

Key: **2** g, **3** e, **4** i, **5** b, **6** h, **7** a, **8** j, **9** f, **10** c

AB81. ACTIVITY 4

Complete the sentences. Count and write the letters.

Key: **2** languages (9), **3** gloves (6), **4** century (7), **5** put (3), **6** continent (9), **7** pocket (6), **8** capitals (8), **9** button (6), **10** belt (4), **11** country (7), **12** umbrella (8), **13** trainers (8), **14** uniform (7)

AB81. ACTIVITY 5

Now complete the crossword. Write the message.

Key: Secret message: Flying high!

AB81. ACTIVITY 6

Quiz time!

Key: **1** the same as his teacher's. **2** They started wearing them 150 years ago. **3** It takes 500 years to decompose. **4** Five countries won the blog competition. **5** It's from Japan. **6** The most popular country was France.

AB81. ACTIVITY 7

Write questions for your quiz in your notebook.

Key: Pupils' own answers

Values

AB82. ACTIVITY 1

Read and answer.

Key: **2** He spends more than two hours. **3** Because he wants to stay at home and play on the computer. **4** He was playing games on the computer. **5** and **6** Pupils' own answers

AB82. ACTIVITY 2

Write sentences with 'should' or 'shouldn't'.

Key: **2** You shouldn't spend too much / a lot of time in front of a computer screen. **3** You shouldn't be afraid to use technology. **4** You shouldn't play games at night. **5** You shouldn't get angry when you use technology.

AB83. ACTIVITY 1

Read and choose the answer.

Key: **1** c, **2** a, **3** b, **4** a

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AB83. ACTIVITY 2

Write a safety contract for your home.

Key: Pupils' own answers

AB84. ACTIVITY 1

Read and choose the right words.

Key: **2** sister, **3** everyone, **4** after, **5** before, **6** waters, **7** cooks, **8** children

AB84. ACTIVITY 2

Write about how you help at home. Use the pictures and questions to help you.

Key: Pupils' own answers

AB85. ACTIVITY 1

Read and answer.

Key: Pupils' own answers

AB85. ACTIVITY 2.

Talk about your ideas with your friend. Do you agree?

Key: Pupils' own answers

AB85. ACTIVITY 3

Read and match.

Key: **2** f, **3** e, **4** a, **5** c, **6** d

AB85. ACTIVITY 4

Write a message to a friend about a problem you have at school. Use phrases from Activity 3 to help you.

Key: Pupils' own answers

AB85. ACTIVITY 5

Swap your message with a friend. Read the message and then give them some advice.

Key: Pupils' own answers

Grammar reference

AB86

Complete the sentences.

Key: **2** mustn't, **3** don't, **4** Shall, **5** should, **6** Let's

AB86. ACTIVITY 1

Write questions. Answer.

Key: **2** Are they going to see a film? Yes, they are. **3** Are you going to do your homework? Yes, I am. / Yes, you are. **4** Is she going to be in the play? No, she isn't. **5** Are we going to play tennis? No, we aren't. **6** Is he going to read a book about dragons? Yes, he is.

AB86. ACTIVITY 2

Read and write.

Key: **2** No, she won't. She'll eat special food. **3** No, I won't. I'll wear a skirt. **4** No, they won't. They'll fly to Mars. **5** No, we won't. We'll leave next month. **6** No, there won't. There'll be a lot of robots.

AB86. ACTIVITY 3

Read and match.

Key: **2** f, **3** c, **4** e, **5** b, **6** a

AB86. ACTIVITY 4

Read and circle the answer.

Key: **2** aren't, **3** much, **4** enough, **5** many, **6** much

AB87. ACTIVITY 5.

Complete the sentences. Write 'for' or 'since'.

Key: **2** for, **3** for, **4** since, **5** for, **6** since

AB87. ACTIVITY 6

Complete the sentences.

Key: **2** something, **3** no one, **4** any, **5** somewhere, **6** anything

AB87. ACTIVITY 7

Read and order the words.

Key: **2** I may leave the disco early because I'm tired.
3 They may not have time to finish their project.
4 The teacher might let us go home early today because of the snow.

AB87. ACTIVITY 8

Write the sentences in the present perfect. Use the words given.

Key: **2** He hasn't been to New York yet. **3** I've already tidied my room. **4** Have you written that email yet? **5** He's just woken up. **6** They've already finished the book.

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Consolidation and Extension activities

Welcome Unit

Page 4

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of three. Play the video while pupils repeat in role. Then groups role-play the dialogue, taking turns to be each of the three characters.

- **Extension activity: *Class survey***

Remind pupils of their answers to the Warmer question. Pupils write four more questions of their own about technology (e.g. *Do you use a computer at home? Do you use a laptop or a tablet?*). They make six rows, one for each question, and four columns, so they can ask four friends. Pupils ask the questions as they move around the room. They then use the information to write a short text in their notebooks about how their friends use technology.

Page 5

- **Consolidation activity: *Message board***

Pupils copy their blog posts onto a sheet of paper and display them around the classroom. Alternatively, if you have a class blog, tell pupils to upload their posts about technology. Ask pupils to read each other's posts and to 'like' them or write a comment.

- **Extension activity: *Time bingo***

Write about 16 different digital times scattered around the board, e.g. *11:15*, *08:35*. Pupils each draw a 3 x 3 grid in their notebooks and choose nine times, writing one in each square. Call out the times quickly at random, e.g. *It's quarter past eleven*. Pupils cross out the times they hear. The first pupil to cross out all nine times calls *Bingo!* Check the pupil can say all the times correctly before declaring him/her the winner.

Page 6

- **Consolidation activity: *True or false?***

Pupils work in pairs and write six more sentences about the text on Pupil's Book page 6, some true and some false. Encourage them to use their own words. Make groups of four from two pairs. Pairs take turns to read their sentences to the other pair for them to say *True/False* without looking at the text. Each pair then tries to correct the false sentences. If they can't remember, they can look at the text in the book.

- **Extension activity: *Definitions game***

Materials: For each pupil, several small pieces of paper/card for the game

Elicit technology words from the lesson and write them as a mind map on the board. Pupils copy the mind map.

In pairs, pupils write each word from the mind map on a separate piece of paper/card. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards face down. Pairs take turns to turn over a word and give a definition, e.g. *You can use this …* The other pair decides if the definition is correct. Monitor and help.

Page 7

- **Consolidation activity: *Editing and correcting***

Pupils work in pairs. They swap their texts from Pupil's Book Activity 4, read them and suggest corrections/improvements. Pupils then take back their own work, write a final version of the text, and illustrate it. Display the texts around the class.

- **Extension activity: *Computers are …***

In groups of four, pupils brainstorm all the adjectives they can think of which describe computers. Give them two minutes. Elicit two or three ideas from each group in turn and write them on the board. Cross out any words which all the groups have (the groups also cross these out on their lists). For the remaining words, ask the group who gave the word to give a reason for this adjective, e.g. *Computers are exciting because …* If you / the class agree, they get a point. Continue in the same way until all the words have been discussed. The group with the most points is the winner.

Page 8

- **Consolidation activity: *Practise and record***

Ask pupils to practise saying the words in the table in Activity 2 on Pupil's Book page 8. Tell them to focus on stressing the correct syllable. Encourage them to record themselves saying the words, then listen back and improve their pronunciation.

- **Extension activity: *More words***

Tell pupils to look at the song on Pupil's Book page 7 and add words to the table in Activity 2 on page 8, according to their syllable stress. Play the song again, pausing after multi-syllable words (*laptop*, *smartboard*, *dictionary*, etc.) to check.

Page 9

- **Consolidation activity: *Role play***

Make groups of four. Pupils read through the story in their groups. They take turns to be the four different characters. More confident pupils can role-play the story for the whole class.

- **Extension activity: *Secrets!***

Pupils use the code from Activity Book Activity 2 to write a secret message to their partner about the story. More confident pupils can write their own short message in code. Less confident pupils can select a piece of text from the story to write in code. Pupils decode the message, without looking back at the story in the Pupil's Book.

Unit 1

Page 10

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of five. Groups choose their characters. Play the video. Pupils repeat in role after the video. Groups then practise their role plays, including all the hesitations and interruptions as on the video. More confident groups can role-play their dialogue for the class.

- **Extension activity: *Asking and answering questions***

Pupils use the six question words from Activity Book Activity 2 to write questions using *going to* to ask their friends. If it helps, give a focus, e.g. *next weekend*, *the holidays*, *tomorrow at school*. Monitor and help pupils. They write the questions in their notebooks, leaving a line under each one for the answer. Pupils swap books and answer each other's questions.

Page 11

- **Consolidation activity: *A day out***

Tell pupils they have won a day at an animal sanctuary. Explain what a sanctuary is (a place where ill or injured animals go to recover). As a class, elicit the animals in the sanctuary and the jobs, e.g. *washing the elephants*, *feeding the dolphins*, *brushing the horses*, *cleaning the cages*, *talking to the parrots*. In pairs, pupils plan their day at the animal sanctuary. First, they talk about what they are going to do and what they are not going to do. Then they write a short text together about their plans, e.g. *We're going to go to the animal sanctuary next Friday. We're going to feed the dolphins and the penguins, but we aren't going to feed the crocodiles.*

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- **Extension activity: *Writing together***

Pupils swap the texts they wrote for Activity Book Activity 4. They read each other's and make suggestions for improvement: grammar, vocabulary and clarity of expression. Pupils then take back their own work and rewrite it in their notebooks, taking account of their partner's feedback.

Page 12

- **Extension activity: *Beastly beasts***

Brainstorm other mythical beasts from pupils' own culture. Supply key words to help them. Pupils either draw a picture of one of them and write a short description or, in a group, write one of the myths about that beast in English. Display the pictures and descriptions and choose some of the stories to upload to the class blog if appropriate.

Page 13

- **Consolidation activity: *Writing together***

When pupils have written the first draft of their text for Pupil's Book Activity 6, they swap and check each other's work. Elicit what they need to look for, e.g. spelling, grammar, appropriate vocabulary and expressive adjectives, and check that the description matches the picture. Pupils then write a final draft of their texts on a piece of paper under their pictures.

- **Extension activity: *Presentations***

Pupils use the information from their texts for Pupil's Book Activity 6 to prepare and give short presentations to the class (one to two minutes) about their beasts. They should use notes to talk about their beasts, and not read their texts aloud. You can spread the presentations over several days or pupils can present in small groups.

Page 14

- **Consolidation activity: *Class survey***

Make groups of six. Pupils collate the information from the notes about themselves in Pupil's Book Activity 3. Provide prompts on the board for them to use. If they want, they can write pupils' names rather than *pupils*.

One pupil is good at _____

___ *pupils are good at* _____

Pupils write the information on a piece of paper: one for each group. Elicit the information orally and collate it on the board to make a class survey.

- **Extension activity: *Support poster***

Materials: For each pair/group of pupils, poster paper, coloured pencils/crayons

Put pupils into pairs or groups of four. They choose one of the problems they talked about in Pupil's Book Activity 5 and make a poster to show how they can support people in this situation. They draw a picture, describe what the problem is, and give suggestions for how to help. Encourage them to use phrases from the Useful language box.

Page 15

- **Consolidation activity: *Role play***

Make groups of four. Pupils decide on their roles and then read through the story in their groups. Play the video again for them to listen for intonation and stress. Pupils prepare and practise their role plays. Some groups can perform their role plays for the class.

- **Extension activity: *Finding out about Quetzalcoatl***

Materials: Reference books and/or access to the internet for pupils to find out more about Quetzalcoatl

Elicit what pupils know about Quetzalcoatl and start a mind map on the board. Make groups of four. Give each group reference materials (books and/or internet sites). Each group has ten minutes to find out some more information about Quetzalcoatl, including one or two stories about the god. Groups make notes about their findings. At the end of ten minutes, share the information as a class and add it to the mind map on the board.

Page 16

- **Consolidation activity: *Questions and answers***

In pairs, pupils write three questions about the text in Pupil's Book Activity 1. They swap questions with another pair and answer their questions. They can try to answer with their Pupil's Books closed.

- **Extension activity: *Writing for our blog***

Pupils work in groups of four. They look at their ideas from the FIND OUT MORE section in the Pupil's Book and choose one toy or game to write about. They write the text in draft first. Then they swap texts with another group to check grammar and expression. Finally, they write a finished version. They illustrate their texts.

Page 17

- **Consolidation activity: *Playing board games***

Tell project groups to swap games and play each other's board games. Ask them to say how much they enjoyed each other's games and make suggestions for ways to improve them. Have a class vote to decide pupils' favourite game.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on toys and games onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Toys and games*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote a review of a game. I read about toys and games from the past.*

Unit 2

Page 18

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of four. Pupils decide who is which character. Play the video. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extension activity: *Predictions***

Pupils look back through the predictions in the lesson (from the Pupil's Book and the Activity Book). They choose two predictions they agree with and two they don't agree with and write them in their notebooks. Elicit their ideas and reasons for their choices.

Page 19

- **Consolidation activity: *Find the mistakes***

Pupils close their Pupil's Books. Start reading the text from Pupil's Book Activity 4 aloud. Make mistakes as you read, but without letting pupils know, e.g. say the wrong word or say *will* instead of *won't*. Pupils who notice a mistake get a point.

Page 20

- **Consolidation activity: *Disappearing text***

Materials: If possible, write the first paragraph from Pupil's Book Activity 1 on the board (up to *normal transport*) before the lesson and cover it

This activity uses the first paragraph from the blog in Pupil's Book

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Activity 1. Either write the paragraph on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud (books closed). Then erase about six nouns. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say it from memory.

- **Extension activity: *Ten questions***

Play a class game. One pupil thinks of or imagines a job they'll have in the future. The class take turns to ask ten questions to guess what the job is. Demonstrate the game and write useful questions on the board, e.g. *Will you wear a uniform? Will you work outside? Will you work with animals?* The pupil can only answer *Yes* or *No*. Play as a whole class and then in small groups.

Page 21

- **Consolidation activity: *My ideas about space***

Pupils write their own answers to the questions from Pupil's Book Activity 4. Encourage them to be creative and to write more than one sentence for each answer. They should give their reasons as well, e.g. for questions 2, 3, 5 and 6.

- **Extension activity: *Categories***

Divide the class into groups of two, three or four, depending on numbers, and write the following categories on the board for each group to copy: *jobs*, *sports*, *food*, *verbs*, *adjectives*. Write a letter on the board, e.g. *s*, and each group must think of a word for each category which begins with that letter (e.g. *secretary*, *softball*, *soup*, *see*, *soft*). The first group to finish shouts *Stop!* Correct the answers orally, giving them one point for a correct answer and two if no other team has got the same answer. Play several rounds. The winner is the team with the most points at the end.

Page 22

- **Consolidation activity: *Guess the prediction***

In pairs, pupils write six predictions, one for each topic from the mind map in Activity 4. Put pairs together to make groups of four, and pairs guess each other's predictions. Tell them they can have three guesses. Pairs win a point if they guess one of the other pair's predictions correctly, or they win a point if the opposing pair cannot guess their predictions.

- **Extension activity: *Find someone who …***

Tell pupils to walk around the classroom to find people with the same opinions as them from Activity 4 of the Activity Book. Tell them to write the name of the classmate next to the opinion in their Activity Book that they share. Challenge pupils to find a different person for each sentence.

Page 23

- **Consolidation activity: *Role play***

Make pairs. Pupils decide on their roles and then read through the story dialogue in their pairs. They can extend the dialogue by imagining what happens next (without looking at the book).

- **Extension activity: *Reporters***

Divide the class in half: A and B. A are reporters. They are going to interview either Diggory or Emily on their arrival in Mexico City. B are either Emily or Diggory (they can decide). Group A work in pairs and prepare at least ten questions for their interview. Group B work in pairs and look back through the episodes so they are ready to answer questions. Make A–B pairs. Pupils conduct their interviews. Seat them opposite each other to make it more 'authentic'. Reporters can have their list of questions in front of them. Ask a confident pair to perform their interview for the class.

Page 24

- **Consolidation activity: *Useful robots***

Pupils work in pairs to brainstorm things in their daily lives which robots could help with. Have them write a list of the tasks they have to do every day (e.g. completing homework, cleaning their bedroom). They decide in their pairs if they think a robot could help them with any of the tasks, and how. Ask pairs for their ideas and hold a class vote to see which three tasks pupils want a robot to do the most.

- **Extension activity: *Using dictionaries***

Materials: Dictionaries – enough for one per group of four pupils

Pupils individually read through the unit again, underlining any vocabulary they don't know. They discuss the unknown words in groups of four. If no one knows a word, they look it up in the dictionary. They then write the word in their vocabulary notebooks with its meaning and with an example sentence.

Page 25

- **Consolidation activity: *What we did for the Project***

Pupils reflect on and then write about what they did for the Project using *First*, *Then*, *Next*, *After that* and *Finally*. They then comment on what they found most difficult, any problems they had and how they solved them.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on robots onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Robots* in the middle of the page and draw a circle around it. They write the new words as a mind map. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt what robots do. I wrote instructions.*

Review Units 1 and 2

Page 26

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 1 and 2.

- **Extension activity: *A group story***

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Past and present / After-school club) and write a fact or fiction story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 27

- **Consolidation activity: *Vocabulary review***

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. In their vocabulary books, they write an example sentence for any words they find difficult to remember (a sentence in English which includes that word). Finally they create mind maps for the unit themes: Beastly tales and Tomorrow's world.

- **Extension activity: *Games***

Play one of the games from Units 1 and 2 with the class.

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Unit 3

Page 28

- **Consolidation activity: *Find the verbs***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Pupils work in pairs to find all the examples of the past continuous in the text. Elicit from the class. Discuss how each one is used (interrupted past / background). If time, pupils can role-play the dialogue in groups of three.

Key: Interrupted past: I was jumping when I fell. Were you playing when you broke your arm? We were walking across the bridge when I put my foot through a hole and fell again. I was standing on one foot to take off my dirty boot and … I fell over.
Background: My dad and I were walking up a really big hill. No, I wasn't playing.

- **Extension activity: *Questions and answers***

Pupils write four more questions about the children from Activity Book Activity 2 on strips of paper, one question for each strip. Pupils make groups of four. They close their Activity Books. Pupils place the strips face down and mix them around. They take turns to turn over a question, read it aloud and try to answer it. If they answer correctly, they get a point and keep the question. If not, they turn it face down again and the next pupil has a turn. If none of the group can answer a question, the question stays on the desk.

Page 29

- **Consolidation activity: *Choosing stories***

In the same groups of three or four as in Pupil's Book Activity 5, pupils choose one of the stories from the game. They work to improve it (grammar, use of adjectives and expression, extending sentences, connectors, dialogue, etc.) and write it up for the class blog or to go on the classroom wall.

- **Extension activity: *Telling tales!***

Pupils cover the text for Activity Book Activity 1 so they can only see the pictures in the story. As a class, pupils retell the story, taking turns to talk about each picture, using the past simple/continuous. Pupils make deliberate content mistakes, e.g. *When they got off the bus, it was hot and sunny.* Classmates have to correct, saying, e.g. *No, it wasn't. It was raining.* Once pupils understand what to do, they continue the activity in pairs. Encourage them to be subtle about their mistakes if possible.

Page 30

- **Consolidation activity: *Mapping journeys***

Materials: A printout of a world map, one for each pupil

Hand out the world maps to each pupil. Ask them to find different continents and countries first, e.g. *Can you find Antarctica? It's as far south as you can go!* Take pupils around the map using compass points, e.g. *Find Australia. Go east from there. Which continent do you reach?* Pupils use different colours to draw the journeys of Marco Polo, Zara Rutherford and Felicity Aston on their maps. They stick the maps in their notebooks and write a key and then sentences about the three explorers' journeys.

- **Extension activity: *Doing some research***

Materials: Reference books / the internet

In pairs or small groups, pupils do some research using reference books and/or the internet to write a short article for the class blog. They either research other journeys made by the explorers in the lesson, or find out about a journey made by another famous explorer. Monitor and support, making sure pupils keep their articles short, don't copy from the reference material, and edit and check each other's writing before producing a final version.

Page 31

- **Consolidation activity: *Writing together***

Put pupils into pairs or groups of four. They read through their texts from Pupil's Book Activity 5 and try to correct any mistakes (grammatical and/or factual). Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper. Some of the texts can be submitted for the class blog.

Page 32

- **Consolidation activity: *Sounds from the lesson***

Give pupils two minutes to look and think back through the lesson. Then give them one minute to write all the words they can remember which have the sounds /b/, /v/ or /w/. Pupils compare their lists in groups. Check with the class.

- **Extension activity: *Writing together***

Put pupils into pairs or groups of four. Have them choose their favourite story from Pupil's Book Activity 5. Tell them to write the story. Encourage them to use the past simple and past continuous. They check vocabulary and spelling. Have groups read their stories aloud.

Page 33

- **Consolidation activity: *Role play***

Make groups of four. Pupils read through the story dialogue in their groups. They take turns to be the four different characters. More confident pupils can role-play the story for the whole class.

- **Extension activity: *Questions and answers***

Pupils each write five questions about the text from Activity Book Activity 2. They must be able to answer them themselves. Monitor and help. If necessary, write the key question words on the board: *who*, *when*, *what*, *why*, *how*, *which*. They swap questions with their partner and write their answers to the questions. They swap papers back and check/correct.

Page 34

- **Consolidation activity: *Quiz***

Ask pupils to look at the information in the table from Pupil's Book Activity 2 again, and then to close their books. Do a quick quiz to check how much they remember by asking questions, e.g. *What's the highest mountain in the Rockies?* (Mount Elbert), *On which continent is the longest mountain range?* (South America), etc.

- **Extension activity: *Writing for our blog***

Materials: Access to a computer (if possible)

Pupils work in groups of four. They look at their profiles from Activity Book Activity 3 and choose one to submit for the class blog. They work on this profile, improving it together as much as they can. Finally they write a finished version, using the computer if possible. They can attach a relevant picture.

Page 35

- **Consolidation activity: *Oral presentations***

Pupils use the information from Pupil's Book Activity 3 to prepare and give presentations (one to two minutes) about the person in their profile. They should present their profile without referring to their notes. You can spread the presentations over several days.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on mountains onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Mountains*. They write the new words, phrases and expressions, either as a mind

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map or as a list. They don't need to include proper names, but they can write these underneath with a brief comment about each one (for their own interest). At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote a profile. I read about mountains and mountain ranges.*

Unit 4

Page 36

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of four. Pupils decide who is which character. Play the video. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups. More confident groups can perform for the class.

- **Extension activity: *Writing sentences***

Pupils write ten sentences in their notebooks, using *enough* / *not enough* / *too much* / *too many* and words from the table in Activity Book Activity 1. They choose five countable food words and five uncountable food words. Monitor, help and correct.

Page 37

- **Consolidation activity: *What I learnt about my habits***

Pupils write a paragraph in their notebooks, based on what they talked about in Pupil's Book Activity 5. They write about themselves. Encourage them to connect sentences using *and* and *but*. First, pupils write a draft on paper. In new pairs, pupils read through each other's paragraphs and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their paragraphs in their notebooks.

Page 38

- **Consolidation activity: *Disappearing text***

Materials: Write a paragraph from the text in Pupil's Book Activity 1 on the board before the lesson and cover it

This activity uses one of the texts from Pupil's Book Activity 1. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (with Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say almost the whole text from memory.

- **Extension activity: *Snacks***

In groups of four, pupils brainstorm and create a mind map of their favourite snacks. Groups then take turns to present their information to the class, saying why they like these snacks, what they're made of and when they eat them. Alternatively you can elicit the information onto a large mind map on the board to find out which are the class's favourite snacks.

Page 39

- **Consolidation activity: *Word snakes***

Pupils work in pairs to create word snakes of the new food words.

- **Extension activity: *Questions and answers***

Pupils each write four questions to ask about the text in Activity Book Activity 3. They write each question together with its answer on a separate piece of paper. Pupils close their Activity Books. Make groups of four. Pupils put their papers face down on the desks in front of them. They take it in turns to pick up a paper, making sure the others don't see it, and ask a question of the pupil on their left. The pupil has ten seconds to answer it. If they answer correctly, they win a point. Play continues to the left.

Page 40

- **Consolidation activity: *Check the stress***

Display the Video Script on the whiteboard. Put pupils in groups of four. Play the video again and tell groups to identify the stressed words. Tell them to focus on words to express quantity, nouns, and other words that give key information. Ask groups to practise reading the dialogue and focus on the stressed words.

- **Extension activity: *Have you ever …?***

Write *Have you ever eaten food from a different country?* on the board and ask pupils to repeat the question. Model a dialogue exchange with a volunteer. The volunteer asks you the question and you answer in the positive (*Yes, I've eaten olives from Greece.*). Ask the volunteer to ask you the question again, and this time answer in the negative (*No, sorry, I haven't.*). Tell pupils they have three minutes to mingle/circulate and to ask the question to as many classmates as possible.

Page 41

- **Consolidation activity: *Role play***

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the video again for them to listen for appropriate intonation, e.g. anger. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

- **Extension activity: *Discussing predictions***

Pupils close their Pupil's Books. Elicit what Diggory said in the final frame (*Don't move or you'll go down faster! Emily, get me a big knife!*). Write the following on the board: *When Diggory gets the knife, he'll* _____. Pupils individually think of three possible things Diggory will do. Make pairs and set up a discussion with the following board prompts:

Openers: *I think when Diggory gets the knife, he'll* _____.

Responses: *Oh, no. I don't agree. I think he'll* _____ *because* _____. / *Oh, that's a good idea. I didn't think of that. / That's impossible. He can't* _____ *because* _____. / *Yes, I agree. I wrote that too.*

Monitor and help / join in the discussions. Elicit some of the ideas as a whole class.

Page 42

- **Consolidation activity: *True or false?***

Pupils each write six true/false statements about the Pupil's Book Activity 1 text (at least three must be false). They swap their statements with a partner. They complete each other's activities by writing *T* or *F*, without looking at the Pupil's Book. In pairs, they check each other's answers orally. Pupils then try to correct their partner's false statements. If they can't remember, they can look in the Pupil's Book.

- **Extension activity: *Food from our region***

Materials: Packaging from foods from the pupils' region, or photos of regional food; coloured pens or pencils

Pupils create a display in the classroom about local foods. They use the texts from Pupil's Book Activity 1 as a model, and present where the foods come from and how they get to our tables. Encourage them to look for interesting facts to present as an infographic.

Page 43

- **Consolidation activity: *What we did for the Project***

Pupils reflect on and then write about what they did for the Project. They use full sentences (not the imperative) and write one or two paragraphs. They conclude their texts with an idea for how they could do better in the next Project (working together, sharing roles, etc.).

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- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on apples onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Apples* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. They can also write sentences showing the process (passive voice) of how apples get to our table. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about apples. I prepared a recipe using apples.*

Review Units 3 and 4

Page 44

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 3 and 4.

- **Extension activity: *A group story***

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (A drive in the country / Forest fire) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 45

- **Consolidation activity: *Writing sentences***

Pupils write all the sentences from the Pupil's Book game correctly in their notebooks.

- **Extension activity: *Games***

Play one of the games from Units 3 and 4 with the class.

Unit 5

Page 46

- **Consolidation activity: *Role play***

Display the Video Script on the whiteboard. Make groups of four. Pupils decide on their roles. Play the video again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor and comment if appropriate.

- **Extension activity: *Sentence completion***

Write the following statements on the board. Pupils discuss their answers in pairs before writing them in their notebooks.

They write two answers for each statement, one using *for* and one using *since* (both with the same meaning). Pupils can suggest other sentence stems for you to write on the board.

I have been in school for …
I have been in school since …
I have lived in my house/flat for …
I have lived in my house/flat since …
I haven't eaten anything for …
I haven't eaten anything since …
I have studied English for …
I have studied English since …
I have had my school bag for …
I have had my school bag since …

Page 47

- **Consolidation activity: *True or false?***

Materials: Ten statements about your life, five true and five false

Tell pupils you are going to read out ten statements about your life. Five of them are true and five false. They have to listen and guess. Read the statements one after another. Pupils write *T* or *F*, in their notebooks. Pupils compare their ideas in small groups. Read out the statements again, one by one. Elicit what pupils think (do a hands up for true and then a hands up for false) before telling the class. Pupils who guessed right get a point.

- **Extension activity: *Grab it!***

Materials: 20 time expressions written on cards, ten with *for* and ten with *since*

Stick the 20 time expressions on the board (or on a wall). Make three teams. They line up, facing the expressions. Call out, e.g. *For*. The three pupils at the front of the teams run and grab an expression to use with *for*. They don't have to grab the same one. Award a point for any correct expression. Leave the three expressions off the board. The three pupils go to the back of their lines. Continue. Call *For* and *Since* randomly (not always one after another). Keep the cards with the time expressions for use in other lessons.

Page 48

- **Consolidation activity: *Asking questions***

Pupils use the questions in Pupil's Book Activity 2 as a model to write five more questions about the text in Pupil's Book Activity 1. Remind them that they must know the answers to their own questions. In pairs, they take turns to ask and answer the questions – if they can, without looking at the text.

Page 49

- **Consolidation activity: *At the aquarium***

Elicit all the sea creatures that are mentioned at the aquarium (Pupil's Book Activity 2). Pupils work in groups of three. They each choose an animal that they would like to see and think about their reasons for their choice. They then tell the rest of their group. Elicit ideas by asking one pupil in a group to tell you about one of their friends, e.g. *Paula wants to see the seals because she thinks they have lovely eyes.* Collate the information to find out which is the class's favourite animal at the aquarium.

- **Extension activity: *Sea life posters***

Materials: A large sheet of paper for each group of four, coloured pencils, the internet, printers

Pupils work in groups of four to produce posters about what they have learnt about sea animals in this and the previous lesson. They don't have to include all the information: they must be selective and include what interests them the most. They write their own texts (not copied) and either draw their own pictures or print pictures off the internet. Display the posters around the classroom.

Page 50

- **Consolidation activity: *Make a tongue twister***

Brainstorm words that begin with the /p/, /b/, /d/ and /ð/ sounds and write them on the board. Make groups. Tell pupils to make a short tongue twister using the words. They should include at least one word with each sound. Ask groups to practise their tongue twisters as fast as they can and then challenge other groups.

- **Extension activity: *Writing together***

Put pupils into pairs or groups of four. Tell them to write a short news story, similar in length to the one in the Activity Book Activity 4. They can use ideas from the discussion in the Ending the lesson activity. Ask them to work together and correct any mistakes (grammatical and/or factual). Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own texts on a piece of paper.

Page 51

- **Consolidation activity: *Role play***

Make groups of three. Pupils choose their role. Play the audio as

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pupils read through the story dialogue in role. Then they practise the dialogue in their groups, using appropriate intonation to show emotion. They take turns to be the three different characters. More confident pupils can role-play the story for the whole class.

- **Extension activity: *What animals are like***

Brainstorm ten known animals, e.g. *dog*, *polar bear*, *seal*, *snake*, *dolphin*, *shark*, *tiger*. In pairs, pupils choose four of the animals and think what kind of 'characters' they have. Remind them of the story: *Turtles are hard and strong on the outside and soft and weak on the inside.* Pupils choose four adjectives to describe their animals in the same way. Make groups of four (two pairs). They share their ideas and choose the best one to report back.

Page 52

- **Consolidation activity: *Home and school***

Ask pupils if they know what type of energy their home uses. They can go home and ask their parents if they're unsure. Tell them what type of energy the school uses, if you know. Ask pupils if they know why fossil fuels are bad for the environment (burning fossil fuels releases harmful gases that pollute the environment and lead to climate change). Put pupils in groups to think of one thing they can change at school or at home to use more renewable energy.

- **Extension activity: *Project research***

If possible, pupils do research for next lesson's Project in this class. Pupils work in groups of four to find pictures and information about different types of renewable energy. Encourage them to use the information in the text in Pupil's Book Activity 1 as a starting point. Tell them to bring their ideas to the next class.

Page 53

- **Consolidation activity: *Oral presentations***

Pupils use the information from the Pupil's Book Project to prepare and give short oral presentations to the class (one to two minutes) about renewable energy. You can spread the presentations over several days, or pupils can present in small groups.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on renewable energy onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Renewable energy*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about different types of renewable energy. I made a poster about renewable energy.*

Unit 6

Page 54

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of five. Pupils decide who is which character. Play the video. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extension activity: *Changing stories***

Pupils work in groups of three. They discuss ideas and write a new ending for the story in Activity Book Activity 3, starting with *Finally …* Groups read their new endings to the class and the class votes for the best one(s). Choose one or more for the class blog.

Page 55

- **Consolidation activity: *My friends' free-time activities***

Pupils write the information from Pupil's Book Activity 5 as a short text in their notebooks. Provide prompts on the board, e.g. *I talked to _____ friends about their free-time activities. This is what I found out. _____ likes playing table tennis.* Monitor and check.

- **Extension activity: *Writing together***

Put pupils into pairs or groups of four. They read through the definitions each of them wrote for Activity Book Activity 2 and try to correct any mistakes. They also check that their partner has used the words from the STUDY box from Pupil's Book page 54 correctly. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own definitions in their notebooks.

Page 56

- **Consolidation activity: *My favourite indoor or outdoor hobby***

Pupils each write a short text in their notebooks about their favourite indoor or outdoor hobby. They write about what it is, why they like it, when they started it, where and how often they play/do it and the equipment involved. Collect pupils' work and select some for inclusion in the class blog.

- **Extension activity: *Find someone who …***

Pupils do a Find someone who … activity, like the one in Pupil's Book page 55 Activity 5, with a focus on hobbies. Draw a table like this on the board for pupils to copy into their notebooks. Include all the hobbies from Pupil's Book Activity 1, using slightly different questions for each one (as below):

Find someone who …	*Name*
is a good chess player	
likes mountain biking	

Pupils draw the table and work out the complete questions. They go around the classroom asking the questions of different pupils. When they get a 'yes' answer, they write the pupil's name and move on to the next question. At the end of the activity, elicit what they found out about their classmates.

Page 57

- **Consolidation activity: *Writing together***

Put pupils into pairs or groups of four. They read through the emails each of them wrote for Activity Book Activity 4 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their emails in their notebooks.

Page 58

- **Consolidation activity: *Drilling game***

Say *Can I borrow your umbrella, please?* Ask the class to repeat the sentence with the correct fall–rise intonation. Say *bike* and encourage the class to repeat the sentence but this time substituting *umbrella* with *bike*: *Can I borrow your bike, please?* Continue the game adding more substitute words: *tablet*, *phone*, *tennis racket*, *glue stick*. Encourage the class to repeat the request with the correct intonation pattern.

- **Extension activity: *Games fair***

Ask groups to take turns to demonstrate their games from Pupil's Book Activity 6 to the class. Encourage the class to make suggestions for improvements. Have a class vote on the best game.

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Page 59

- **Consolidation activity: *Role play***

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the video/audio again for them to listen for appropriate intonation, e.g. annoyance or surprise. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

- **Extension activity: *The Maya***

Materials: Reference books / the internet to research the Mayas and their temples/pyramids

Tell pupils they are going to do a research project on the Maya. Put them in small groups and give each group a task, e.g. find out three more facts about Chichen Itza; find another famous Maya site in Mexico; find stone carvings of corn symbols. Pupils take notes on the information they find. They can write a group text for inclusion in the class blog, or do an oral presentation, or both.

Page 60

- **Consolidation activity: *Questions and answers***

Individually, pupils write six questions about the text in Pupil's Book Activity 1. They write the questions on a piece of paper and the answers in their notebooks. Pupils walk around the class, asking each question of two different pupils. If pupils don't know the answer, the one asking can whisper it to them. At the end, elicit which questions everyone knew the answer to and which no one did.

- **Extension activity: *Features of a funfair ride***

Pupils think about different funfair rides and what they look like. Ask them to draw their favourite funfair ride (or one that they know about) and make some notes about what it looks like, how it makes them feel and why. If relevant, they can label their drawing using the text in Pupil's Book Activity 1. Put pupils into pairs to present their favourite ride to each other.

Page 61

- **Consolidation activity: *Oral presentations***

Project groups use the information from their funfair-ride designs to give short oral presentations to the class (one to two minutes). You can spread the presentations over several days, or pupils can present in small groups.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on rollercoasters onto the board. In their vocabulary books, pupils write *Rollercoasters* in the middle of the page and draw a circle around it. They write the new words from the lessons as a mind map. They don't include the proper names/nouns. At the bottom of the page, they write some of the things they did, e.g. *I learnt about rollercoasters. I learnt how to write a story. I designed a funfair ride.*

Review Units 5 and 6

Page 62

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants/rhymes from Units 5 and 6 with pupils.

- **Extension activity: *A group story***

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Hard actors / Eating seafood) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class blog.

Page 63

- **Consolidation activity: *Writing sentences***

Pupils write the sentences for all the verbs they won in the Pupil's Book game correctly in their notebooks.

- **Extension activity: *Games***

Play one of the games from Units 5 and 6 with the class.

Unit 7

Page 64

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make sure all pupils can see it. Make groups of four. Pupils decide on their roles. Play the video again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor, listen and comment if appropriate. Check for correct pronunciation of *might* / *might not*.

- **Extension activity: *Back to back game***

Tell pupils to make pairs. They have 30 seconds to look at what their partner is wearing. Then they stand back to back and take turns to describe their partner's clothes. The greater detail, the better.

Page 65

- **Consolidation activity: *Conversations***

Pupils each write their conversations from Pupil's Book Activity 5 in their notebooks: they write their questions, followed by their partner's responses.

- **Extension activity: *Descriptions***

Pupils each write a description of another pupil in the class. But they don't use their name or him/her. They write, e.g. *This pupil's wearing …* Pupils take turns to read their descriptions aloud for the rest of the class to guess.

Page 66

- **Consolidation activity: *Disappearing text***

Materials: Write one of the paragraphs from Pupil's Book Activity 1 on the board before the lesson and cover it

This activity uses one of the paragraphs from Pupil's Book Activity 1. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left and pupils can say the whole text from memory.

- **Extension activity: *Fashions we like***

Materials: Fashion magazines with pictures for cutting out, and a large sheet of paper for each group of four pupils

Brainstorm the kinds of clothes pupils think are fashionable. Keep it general so as not to offend any pupils in the class. Make groups of four. Hand out a fashion magazine to each group. They choose pictures which they think give examples of current fashions and cut them out. They prepare a poster, adding text to describe what the fashion items are. Either display the posters around the class, or pupils can prepare and then give oral presentations in groups.

Page 67

- **Consolidation activity: *Writing together***

Put pupils into pairs or groups of four. They read through the descriptions of clothing each of them wrote for Activity Book Activity 2 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their descriptions in their notebooks.

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Page 68

- **Consolidation activity: *Role play***

Pairs make a complete dialogue using all of the short exchanges from Activity Book Activity 2. Then they practise the dialogue in pairs, focusing on connected speech. Have confident pairs perform their dialogue for the class.

- **Extension activity: *Poster exhibition***

Ask groups to display their posters from the Extra challenge in Pupil's Book Activity 5. Allow time for pupils to look at each other's posters. Encourage them to ask each other questions about the information.

Page 69

- **Consolidation activity: *Role play***

Make groups of three. Pupils choose their role. Play the audio as pupils read through the story dialogue in role. Make sure they say their words with appropriate intonation and feeling. Then they practise the dialogue in their groups, using appropriate intonation to show the emotions and feelings of all the characters. They take turns to be the three different characters. More confident pupils can role-play the story for the whole class.

- **Extension activity: *True or false?***

Pupils work in pairs. They write ten statements about the information in Activity Book Activity 2. Some are true and some false. They write the statements on one piece of paper and the key (with corrections for the false statements) on another piece. Pairs swap statements with another pair and write their answers. Then the pairs give each other the keys so they can check. Monitor and help as pairs are writing their true/false statements.

Page 70

- **Consolidation activity: *Definitions***

Focus pupils on Pupil's Book Activity 1 and elicit the full definitions, e.g. *This is the bottom part of a trainer. It is often made of rubber.* (sole). Pupils work individually. They choose four more new words from the text and write definitions. Monitor and help as necessary. Make groups of four pupils who were not sitting next to each other. They take turns to read the definitions to the group for them to guess. They do this with Pupil's Books closed.

- **Extension activity: *About my clothes***

Pupils write a short text about the clothes they are wearing. They name them all and then write what they are made of and where they come from. In groups, pupils compare their information and find out what the most common materials are.

Page 71

- **Consolidation activity: *Writing together***

Put pupils into pairs or groups of four. They read through the leaflets each of them wrote for Activity Book Activity 3 and make suggestions for improvements to the text. Remind them to use pencil and not pen on each other's work. Pupils then rewrite their own texts on a piece of paper and decorate their leaflet with pictures.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on trainers onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Trainers*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about what happens to old trainers. I designed a pair of sustainable trainers.*

Unit 8

Page 72

- **Consolidation activity: *Role play***

Display the Video Script from Pupil's Book Activity 1 on the whiteboard. Make groups of three. Pupils decide who is which character. Play the video. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extension activity: *Compare and correct***

Pupils work in groups of four. They compare their sentences from Activity Book Activity 4. They find out what the others have already done / just done / not yet done today. Provide prompts on the board for pupils to write sentences about their group, e.g. *Two of us have already … All of us have just … One of us hasn't … yet.*

Page 73

- **Consolidation activity: *Writing verses***

Tell pupils they are going to write another verse for the song. Using the first verse as a model, elicit other things they have done in school this year / they have just done. Do the same with the second verse, eliciting some of the things they have already done to prepare for the holidays and others which they haven't done yet. Pupils work in groups of four, writing one or two more verses for the song. Monitor groups. Remind them to keep to the same basic structure of the song. Groups perform the new verses for the class and the class votes for the best ones.

- **Extension activity: *Writing replies***

Tell pupils that they are going to write an email to Emma (from Pupil's Book Activity 4), either in the role of Sarah, or as themselves. Brainstorm with the class some holiday places and things to do there and ideas for what they have just done / already done / not done yet on their holiday. Pupils work individually and write a draft of their email. Pupils swap texts with another pupil and read each other's, checking for correct use of *already*, *just* and *yet*. Pupils write the final version of their email in their notebooks.

Page 74

- **Consolidation activity: *My country***

If their country is not mentioned in the blog, pupils work in groups to brainstorm ideas for a short paragraph about their country in the style of the texts in Pupil's Book Activity 1. Brainstorm their ideas and write a collaborative text on the board. Ask a pupil to write it up for the class blog.

- **Extension activity: *Research project***

Materials: Reference materials on countries and their languages, internet access

Pupils work in groups of three or four. They each choose one country (not one of those mentioned in detail in the unit) to do a project on. Brainstorm some ideas to give them structure for their research, e.g. where it is in the world, how big it is, the languages that are spoken there, the climate, particular things the country is famous for (history/products), and its capital city. Hand out reference materials to the groups. They can also use the internet. Give them a time and word limit. Monitor, help and guide. Groups can present their project on a poster, do an oral presentation, and/or write it up for the class blog.

Page 75

- **Consolidation activity: *Categories***

Write the following categories on the board: *nationality*, *hobby*, *food*, *clothes*, *past participle*. Pupils work in groups of two or three.

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Say a letter, e.g. *b*. Pupils write a word for each category beginning with this letter, e.g. *Brazilian*, *basketball*, *banana*, *boots*, *been*. Repeat with other letters. Set a time limit for the writing phase. Check words at the end to make sure they are correct.

- **Extension activity: *Sharing ideas***

Make groups of six (three pairs). Pairs take turns to read their reports from Activity Book Activity 4 aloud to the other pupils. They compare ideas about similar things they have eaten / liked / didn't like. Pairs then swap the reports they have written with another pair in the group. They read through each other's reports and try to correct any problems with grammar, spelling and expression. They use pencil. Remind them that this is a cooperative activity. Pairs pass on the report to the other pairs in the group for further comment. Pairs then take back their own reports and rewrite them, taking into account the feedback of the other pairs if they think it is appropriate.

Page 76

- **Consolidation activity: *Responsibilities***

Ask pupils what their responsibilities are at school (*keeping classroom tidy*; *helping a classmate if they have a problem*; *doing homework*, etc.). Put pupils into pairs to make a list.

- **Extension activity: *Where am I going to go?***

Tell pupils to imagine they are going on holiday to a country anywhere in the world. They have to think of five or six things (clothes, useful objects, things to eat or drink) they need to pack in their suitcase. Ask pupils to write the name of the holiday destination and a list of things they need in their notebooks. Make pairs. Write the prompt *I'm going to pack …* on the board. Pupil A makes a sentence about their list, without showing the list to Pupil B, e.g. *I'm going to pack a hat, some sunglasses, a camera, some shorts, a Spanish dictionary and a diving mask*. Pupil B tries to guess the holiday destination (e.g. *Are you going to Mexico?*). Then they swap roles.

Page 77

- **Consolidation activity: *Role play***

Make groups of four. Pupils choose their role. Play the video as pupils read through the story dialogue in role. Then they practise the dialogue in their groups. They take turns to be the four different characters. More confident pupils can role-play the story for the whole class.

- **Extension activity: *Diggory Bones quiz***

Pupils work in groups of four. They look back through the Diggory Bones story and write a quiz about it to give to another group in the class. They write the answers on a separate sheet. Groups swap and answer each other's quizzes. If time, select the best quiz questions from all the groups in the class (about 12 in all) and include them (with answers) in the class blog.

Page 78

- **Consolidation activity: *More prices***

Ask pupils to find prices for five more basic items. Then tell them to research how much these things cost in the countries in the table in Activity 1. Pupils present their findings in groups and compare prices. Which country is the most expensive to visit?

- **Extension activity: *Favourite place survey***

After the discussion in Pupil's Book Activity 3, ask pairs to share their favourite destinations with the class. Ask *Which destination is most popular? Why? Which activities are most popular? Why?* Ask pupils to record the class statistics in a class bar graph of the most popular destinations, and a pie chart for the most popular activities.

Page 79

- **Consolidation activity: *The class blog***

Review with pupils what articles, texts and other items you have for the class blog. Decide if there is anything anyone would like to add, for example, from today's Project. Once they have decided on the final articles, collate them and produce the final blog for circulation to other pupils in the school, parents, etc.

- **Extension activity: *CLIL vocabulary***

Elicit the new words and phrases from the two lessons on holidays onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Holidays*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about holiday activities and popular destinations. I completed a project about a trip in my town/city*.

Review Units 7 and 8

Page 80

- **Consolidation activity: *Songs and chants***

Sing one of the songs or do one of the chants from Units 7 and 8.

- **Extension activity: *A group story***

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Streets ahead / Capital cities) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 81

- **Consolidation activity: *Activities***

Pupils choose an activity from **Kid's Box 6** to do again. They vote for their favourite. Do it with the class.

- **Extension activity: *Games***

Play one of the games from Units 7 and 8 with the class.

Values

Page 82

- **Consolidation activity: *Modern life***

Write the following list of modern devices on the board: *computer*, *mobile phone*, *tablet*, *washing machine*, *television*. Tell pupils to think about how important each of these things is in their daily life. They work individually to write a list of the devices in their notebooks in order of importance, number 1 for the most important device and number 5 for the least important. They compare their answers in pairs and discuss the lists. Elicit ideas from pairs and encourage pupils to give reasons for their opinions.

- **Extension activity: *Messages***

Materials: A piece of paper for each pair of pupils, with one of the following messages on it (you can give some pairs the same message):

Shall we meet now for a game of football at the park?
Please come to my party on 24 May at 3 p.m. My address is 54 Station Road. Emily.
I'm going to be late. See you at 5.
I'm really sorry I forgot your birthday last week.
Would you like to go out with me?
I'm worried that my brother spends too much time playing computer games. What should I do?

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Draw a table with four columns on the board. Write the column headings *Face to face*, *Phone call*, *Email/Text*, *Letter*. Hand out the pieces of paper you prepared before class (see page T119), one to each pair of pupils. Tell each pair to read what is on their piece of paper and decide if the best way to send this message is over the phone, face to face, by email/text or by post (e.g. in a letter or card). Give pupils time to think and discuss with their partner. Circulate and help as necessary. Ask a volunteer pair to read out their message and say which column (or columns) of the table they would choose. Ask them to give the reason why. Repeat until all the pairs have spoken about their messages. If some pairs have the same message, see if they agree about the best way to deliver it.

Page 83

- **Consolidation activity: *My kitchen***

Show pupils the picture of the kitchen in the Pupil's Book. Tell them to think about what their kitchen at home looks like just before a meal. Make sentences about your own kitchen and write them on the board, e.g. *My kitchen is smaller. There's a big fridge. We don't eat in the kitchen. There isn't a table. I've got two children. They don't use knives in the kitchen.* Pupils work in pairs. They discuss similarities and differences between the picture and their own kitchen in the same way. Monitor and help with new language.

- **Extension activity: *What can happen?***

Write the headings *Kitchen*, *Bathroom* and *Outside* on the board. Pupils copy them in their notebooks. They work in pairs to write sentences about accidents which can/might happen in each place. Elicit some examples before they start, e.g. Kitchen – *A fire can start on the cooker. Someone might fall over if the floor is wet.* Monitor and support as necessary. Pairs compare with pairs. Elicit ideas and discuss ways to prevent the accidents.

Page 84

- **Consolidation activity: *Helping at home poster***

Pupils work in pairs or small groups to design a poster about how to help at home. They write a list of rules/advice for getting along with your family, e.g. *Work as a team. Talk about your problems. Don't be lazy. Help your parents. Keep your room tidy.* They illustrate their poster with pictures/symbols. Display the posters around the class for pupils to look at their classmates' work.

- **Extension activity: *Interview with the Banks family***

Materials: Props for a family role play (three items per group of pupils): notepad and pen (for the reporter), an item of clothing worn by a dad (e.g. baseball cap, sunglasses, jacket) and something worn by a mum (e.g. neck scarf, lady's hat).

Pupils work in groups of four or five. Assign roles to each pupil – 'David' (the reporter), 'Vicky', 'Fred', 'Dad' and (in a group of five) 'Mum'. Hand out the props – notepads and pens for 'David', items of clothing for 'Mum' and 'Dad' (see page T84). Give pupils time to re-read the report about the Banks family in the Pupil's Book. In their groups, they prepare a role play of the interview. They can try to remember the questions 'David' asked, or write new questions. Monitor and help as necessary. Make sure each member of the group speaks. Allow time for the groups to practise their role plays. Then ask volunteer groups to perform their interview for the class.

Page 85

- **Consolidation activity: *Agony aunts and uncles***

Ask pupils to copy out the message they wrote for Activity Book Activity 4 on a separate piece of paper, without signing their name. Display the messages around the class, each marked with a number. Pupils stand up and read each message (make sure each pupil starts with a different message, then moves on to the next). They write a piece of advice for each one in their notebooks (just one sentence) next to the number of the message. Monitor and help as necessary. Set a time limit if you wish. At the end of the activity, elicit pieces of advice for each problem. Write examples of the best pieces of advice on the board.

- **Extension activity: *What should I do?***

Materials: Two large pieces of card for each pupil

Hand out two large (A4) pieces of card to each pupil. Ask each pupil to write *should* on one piece of card and *shouldn't* on the other. The words need to be large enough for you to see if the pupil holds up his/her cards. Write one of the following problems on the board and read out one of the pieces of advice about it. Pupils hold up their *should* or *shouldn't* card according to whether they agree with your advice. Ask a pupil to make a sentence with *should* or *shouldn't* (e.g. *You shouldn't change your boyfriend.*), then ask him/her the reasons for this answer. Repeat with the rest of the 'advice' sentences. Then do the same with the remaining problems.

Problem: *My best friend is a boy, but my dog doesn't like boys. It barks at my best friend all the time. Yesterday it nearly bit him.*
Advice: *Change your best friend. Ask your best friend to wear a skirt when he visits your house. Never take your best friend to your house. Take your dog to see an expert dog trainer.*
Problem: *I share a bedroom with my little sister. She wants to paint the room pink. I want to paint it yellow.*
Advice: *Paint the room pink. Paint the room yellow. Paint the room a different colour you both like. Use wallpaper with pink and yellow on it.*
Problem: *I haven't done my English homework because I was playing computer games last night.*
Advice: *Copy the homework from someone else. Tell the teacher your dog ate your homework. Tell the teacher the homework was too difficult. Say sorry and ask for more time to do your homework.*

Exam folder

Page 88

- **Extension activity: *Information exchange***

Materials: Create two information cards as below and give a copy to each pupil

(Alternatively, pupils can copy the form in their notebooks)

In pairs, pupils complete the Pupil's Card with made-up information. The pairs then role-play being the librarian/pupil, asking and answering questions to complete the information on the Librarian's Card.

Pupil's Card	**Librarian's Card**
First name: _____	First name: _____
Surname: _____	Surname: _____
School: _____	School: _____
Home address: _____	Home address: _____
Street	Street
Date of birth: 26th October _____	Date of birth: 26th October _____
Library number: _____	Library number: _____
I want to join because:	I want to join because:
interested in _____	interested in _____
books can help with _____	books can help with _____

Page 89

- **Extension activity: *Camping***

Pupils talk about the advantages and disadvantages of camping in pairs or small groups. Alternatively, pupils in pairs create a dialogue between George and the stranger for one of the pictures not matched in the task (gloves /sleeping bag).

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Consolidation and Extension activities

Page 90

- **Extension activity: *Matching***

Pupils write their own questions/statements for the responses in Activity 1.

Page 91

- **Extension activity: *Word order***

Materials: On a piece of card, write ten sentences with factual information in clear, big writing, leaving spaces between each word. Each sentence should clearly start with a capital letter and end with a full stop after the last word. Sentences shouldn't be too long.

Cut up each sentence into words and place them in individual envelopes numbered 1–10.

Sheep	*look*	*like*	*balls*	*of*	*wool.*
When	*it's*	*cold,*	*it*	*often*	*snows.*

Pupils work in groups of three. Give each group a piece of paper and ask them to write the numbers 1–10 down the left-hand side. A representative from each group must come and ask you for a numbered envelope (*Can I have number three, please?*). They take the envelope back to their group and order the words into a sentence on a desk. They write the sentence next to the corresponding number on their paper. The group places all the words back in the envelope carefully. Another group member takes the envelope back to you and asks for another numbered envelope.

Set a time limit for the activity. You can vary by asking pupils to stop after they have written five or six sentences (instead of all ten). Circulate as pupils order the sentences and help to move them on if they get stuck. Make the task competitive by encouraging groups/pairs to see who can be the first to write all ten sentences correctly.

Page 92

- **Extension activity: *Collocations***

Write a list of verbs on the board: *have*, *go*, *make*, *take*, *feel*. Put pupils in groups. They add as many nouns as they can to the verbs to make collocations (e.g. have an idea, go to the cinema, make your bed, take a plane, feel sick).

Page 93

- **Extension activity: *Short stories***

Pupils write their own short story in 20–30 words and illustrate it. They can work individually or in pairs.

Page 94

- **Extension activity: *Write a script***

Pupils use one of the prompts on the slips of paper from the Warmer to write the 'script' for five scenes for an imaginary illustrator.

Page 95

- **Extension activity: *Me in 30 seconds***

Pupils play a game. In groups of three, pupils time each other to talk about themselves for 30 seconds. Each pupil has a role: one pupil speaks, one pupil is the timer, and one pupil keeps count on their fingers for each time the speaker hesitates for more than five seconds. At the end of 30 seconds, pupils change roles.

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