OXFORD

Beehive

Teacher's Guide

with Digital Pack

4

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

Jessica Finnis

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OXFORD
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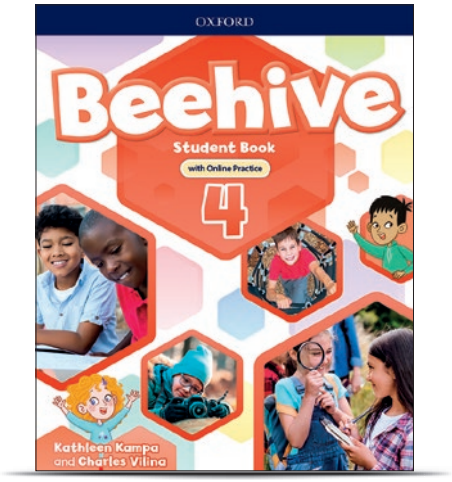
Syllabus

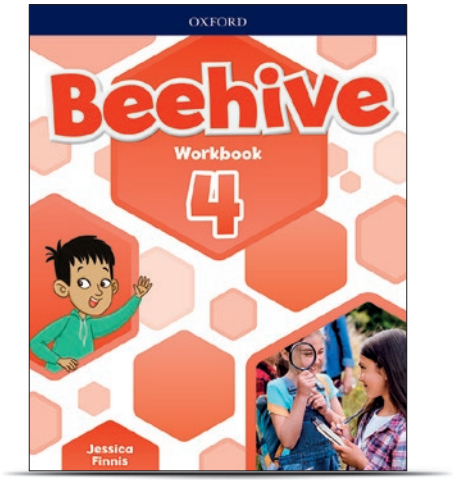
Starter **Let's cook!** page 4	Cooking and measuring words ⬢ Countable and uncountable nouns		
	Lesson 1 Words	**Lesson 2 Grammar**	**Lesson 3 Words and Grammar**
1 **The world of animals** page 6	Animals **Functional language** *What's a ... like?*	Comparative adjectives Superlative adjectives	Animal actions Comparative and superlative adverbs
2 **Fun at home** page 18	TV programmes **Functional language** *What's on TV? There's a good ... at ....*	Relative pronouns statements Relative pronouns questions	Activities at home Present simple with present continuous
Extensive reading **Wild and domestic animals** page 30	A story ⬢ A historical text		
3 **My week at school** page 32	School subjects **Functional language** *Which subject do you like more ... or ...?*	Past simple affirmative statements Past simple negative statements	School activities Past simple questions and answers
4 **Attractions** page 44	Places to visit **Functional language** *I'd like ...*	Infinitives of purpose Infinitives of purpose: questions and answers	Souvenir shopping Indirect objects
Extensive reading **Attractions past and present** page 56	A historical fiction text ⬢ An information text		
5 **Our community** page 58	Jobs **Functional language** *You will need ....*	Past continuous statements Past continuous questions and answers	Job responsibilities Past continuous with past simple
6 **Future travel** page 70	Transport in the future **Functional language** *How would you like to travel to ...?* *I'd like to travel by ....*	*Will* statements *Will* questions and answers	Directions Using direction words
Extensive reading **Doing your best** page 82	A biography ⬢ A story		
7 **Making music** page 84	Musical instruments **Functional language** *How about ...?* *Good idea!*	Indefinite pronouns for people Indefinite pronouns for things	Materials *be made of*
8 **The world of games** page 96	Computer and video game parts **Functional language** *What's this ... for?* *You use it to ....*	Present perfect affirmative statements Present perfect negative statements	Action verbs Present perfect *Yes / No* questions
Extensive reading **Music makers** page 108	A play ⬢ A TV report		
9 **Aches and pains** page 110	Aches and pains **Functional language** *What's the matter?* *I've got .... That's a shame.*	*Should* and *shouldn't* statements *Should* and *shouldn't* questions and answers	Action verbs and parts of the body *might*
10 **Exciting adventures** page 122	Things to see and do **Functional language** *You know what? I'd like to ....* *That sounds fun!*	Present perfect questions with *ever* Present perfect statements with *never*	Outside activities Present perfect and past simple
Extensive reading **Brave adventurers** page 134	A biography ⬢ A poem		

Lesson 4 Story	Lesson 5 Skills and Culture	Lesson 6 Writing focus, Project and Review
The mouse and the lion **Emotional wellbeing** Helping others	Animals in Belize and Australia	**Writing focus** A compare and contrast report **Project** Make and play a card game
Family night **Emotional wellbeing** Overcoming disappointment	Hobbies in Japan and Denmark	**Writing focus** A letter **Project** Make a TV programme
The class trip **Emotional wellbeing** Working as a team	Writing and calligraphy in China and Tunisia	**Writing focus** An opinion report **Project** Plan the best day at school
The camera **Emotional wellbeing** Taking responsibility	Festivals in the USA and Vietnam	**Writing focus** A persuasive report **Project** Make a poster about an attraction
The honest waiter **Emotional wellbeing** Being honest	New and old architecture in the UAE and Singapore	**Writing focus** An interview **Project** Talk about jobs
The race **Emotional wellbeing** Listening carefully; taking your time	Ways to travel in Thailand and Morocco	**Writing focus** A speech **Project** Design a new kind of transport
The violinist **Emotional wellbeing** Not judging; being encouraging	Making instruments in Italy and Peru	**Writing focus** An explanatory report **Project** Make a musical instrument quiz
The senet game **Emotional wellbeing** Learning from others	Traditional games in India and the UK	**Writing focus** Game instructions **Project** Make and play a board game
The best friend **Emotional wellbeing** Being a real friend	Helping animals in Indonesia and Costa Rica	**Writing focus** A personal narrative **Project** Make a health and safety poster
The cave **Emotional wellbeing** Being brave	Outdoor activities in Norway and the USA	**Writing focus** A story **Project** Plan an adventure tour

Print components

FOR STUDENTS





Student Book

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

Workbook

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

FOR TEACHERS

Teacher's Guide

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

Classroom Resources Pack

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

Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

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

Workbook e-book
- A digital version of the Workbook with interactive activities

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

Student resources
- Course audio and video to view or download

FOR TEACHERS

Teacher's Guide
- Colour PDF version

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

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

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

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

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

Phonics and literacy material
- Three levels of optional, standalone phonics and literacy material to accompany ***Beehive*** Starter and Levels 1 and 2
- Presentation material with audio
- Downloadable worksheets, flashcards and cut-outs

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

About *Beehive*

Introduction

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

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

Beehive enables you to:

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

Methodology

Syllabus

Oxford English Learning Framework

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

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

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

Cambridge English Qualifications

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

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

Vocabulary

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

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

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

In addition, in the Classroom Resources Pack, you will find ten *Vocabulary* posters featuring the vocabulary presented in each Lesson 1. You can display these posters in the classroom and use the posters to practise or review vocabulary at any time. Please see page 158 for suggestions on how best to exploit the *Vocabulary* posters.

Grammar

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

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

Functional language

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

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

Global skills

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

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

1 Communication and collaboration

Being able to collaborate requires effective communication skills, and communication is enhanced when a person is aware of how they can contribute to the interaction for the benefit of others. ***Beehive*** develops these skills in particular through:

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

2 Creativity and critical thinking

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

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

3 Intercultural competence and citizenship

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

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

4 Emotional self-regulation and well-being

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

- the *Think, feel, grow* feature in Lesson 4
- the vocabulary presented on the *Emotions* posters (for notes about how best to use these posters, please see page 157).

5 Digital literacies

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

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

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

Skills

Listening

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

All new language is presented with clear models on the audio recordings available on the Classroom Presentation Tool or on Oxford English Hub. Listening to the recordings of the grammar cartoons and facsimiles in Lessons 2 and 3, the stories in Lesson 4, and the reading texts in Lessons 5 and 6, also helps the students internalize the language and exposes them to native speaker pronunciation and intonation.

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

Speaking

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

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

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

Reading

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

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

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

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

Writing

In ***Beehive***, students start by writing discrete sentences in Level 1 and progress over the course of the series, steadily increasing their writing output so that they are able to write complete longer texts by the end of Level 6.

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

Phonics & Literacy

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

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

Stories and emotional well-being

Lesson 4 of every unit in ***Beehive*** features an engaging and thoughtful story, which provides a fun and motivating context to review the new language taught in Lessons 1–3.

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

Each story centres on a theme which presents opportunities to foster personal growth and emotional well-being. They focus on aspects such as overcoming disappointment, taking

responsibility, learning from others, being brave, etc. In the stories, the fictional characters learn from everyday situations to strengthen their emotional well-being, just as real children do in their own lives. With this aim in mind, each story is accompanied by a *Think, feel, grow* feature which promotes self-awareness, helps students to manage their feelings, and teaches students empathy and social skills. They reflect on the story and explore a particular aspect of emotional well-being further by relating it to their own lives and sharing their thoughts and experiences. In Level 4, as the students grow older and their English skills improve, more English can be used in the conversation. The teacher's notes make suggestions to guide and support the conversation.

The *Emotions* posters present useful language to support the conversation. Please see also page 157 for notes on how best to make use of the posters.

Songs

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

Team Up!

Beehive promotes inclusivity and collaboration through the *Team Up!* tasks which can be found at the end of lessons 1–5. All *Team Up!* tasks encourage students to work together to use the language they have learned in the lesson. They activate global skills such as creativity, critical thinking, communication and collaboration.

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

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

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

Projects

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

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

Beehive provides a project at the end of each core unit in the *Team Up!* 6 task. Students create something, such as a card game, a TV programme, a quiz, an adventure tour, etc., and then they present it to the class as a group. Each Project lesson in the Student Book features step-by-step instructions outlining how students complete the project. The downloadable worksheet provides a framework students can use to plan and produce their project. Students can also watch a video which shows children preparing their project and interacting with a finished project of their own. Students listen to the model exchange, then practise talking about or playing with their own projects, following the model. The video and audio support ensure that students are prepared and have the language tools necessary to speak confidently.

Review

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

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

Culture

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

Each Lesson 5 consists of two pages dedicated to exploring a culture topic, whilst also developing reading, listening and speaking skills, with further writing skills practice in the Workbook. The culture topics help students to understand that they are part of a global community by encouraging them to develop an awareness of people from other countries and gain an insight into their culture. Through videos and texts students are transported to another part of the world. They see how life in other countries can be different or similar to their own lives.

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

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

Real world focus

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

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

Course assessment

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

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

The self-evaluation sections at the end of each Review in the Workbook encourage students to look back through each unit and decide how well they think they met each lesson objective. Self-evaluation is useful to develop learner autonomy, and in addition students' answers will also enable you to provide extra support or reinforcement where necessary.

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

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

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

Entry test

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

Unit tests

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

Progress tests

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

End-of-year test

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

Practice for Cambridge English Qualifications for Schools

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

Inclusive practices

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

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

Parental involvement

Being able to share their learning with family members is hugely motivating to young learners, and support from parents is vital for students' progress. The *Letter to parents* on page 167 can be photocopied and sent to all parents or guardians at the beginning of the school year to explain how they can help with their child's English learning. Encourage students to do extra practice at home, using the Workbook or Oxford Online Practice. You can also encourage students to sing the Lesson 3 songs and read the Lesson 4 stories to their families at home, and to show their families their completed *Team Up!* tasks where suitable.

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

Assessment for learning

What is assessment for learning?

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

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

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

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

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

Why is assessment for learning useful?

For students:

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

For teachers:

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

How can I implement assessment for learning in my teaching?

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

Diagnostics

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

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

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

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

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

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

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

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

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

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

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

Learning objectives

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

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

Success criteria

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

One useful approach is to discuss and agree success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas they have missed. Similarly, if they are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery (e.g. making eye contact with their audience, speaking slowly and clearly, using varied intonation). Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment, so that students can check their own impression of their performance against their classmates' opinions.

Giving feedback

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

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

Is assessment for learning a new approach?

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

In what contexts can I use assessment for learning?

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

More information

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

Professional development

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

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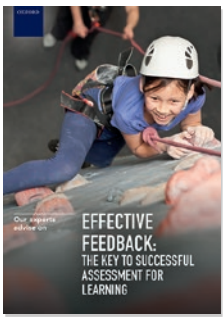

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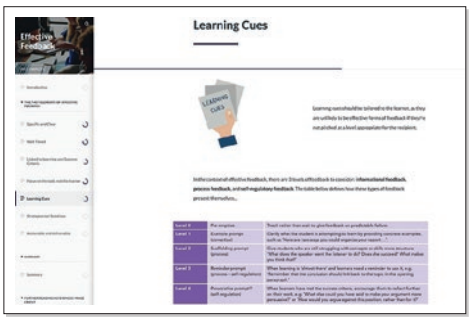
The modules consist of short introductions to topics relevant to *Beehive*, as well as practical ideas on how to implement them into your teaching. Each module is no more than 30 minutes long.



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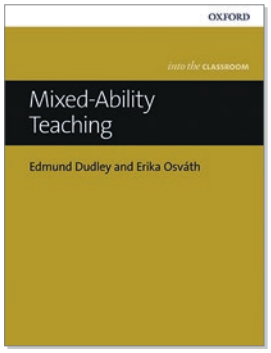

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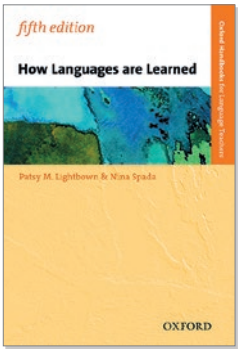

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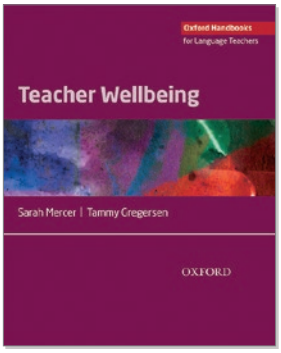

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Supplementary resources

Graded Readers

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

Classic Tales

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

- Develop creativity and imagination through reading, writing and drama activities
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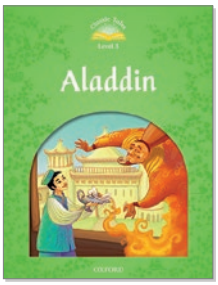
Find out more: www.oup.com/elt/gradedreading



Oxford Read and Imagine and *Oxford Read and Discover*

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

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

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

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

Find out more: www.oup.com/elt/gradedreading

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

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- Use a variety of interactive features and activities including word cards, audio with adjustable speed and voice recording
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- Track their progress in a monthly report and get study badges the more they read.

Teachers can:

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- Download a report providing a summary of each learner's reading activities.

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Measure reading progress and award certificates to students.

Track the number of books read, words read, and time spent reading.

Find out more: www.oup.com/elt/gradedreading

Tour of a unit

Lesson 1 Words | Student Book

Lesson 1 introduces ten new vocabulary items: six items through a colourful illustration and a further four items through a short text, both of which are set in the context of the unit topic. This lesson provides vocabulary practice, as well as a critical thinking task and presentation and practice of functional language.

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

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

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

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

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

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

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

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

Students practise the new vocabulary in a writing activity.

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

Workbook

The vocabulary is reviewed at sentence level.

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

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

Students practise writing the functional language from the Student Book.

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

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

Warm-up

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

Lead-in

- Introduce the lesson objective. Tell the class ***Today we are learning about animals***. Students work in pairs to make a list of all the animals they know in English.

Student Book

- **Activity 1:** Students look at the picture in the Student Book or on the Classroom Presentation Tool. They share their knowledge by naming some of the things they can see in English. Every Lesson 1 illustration includes a selection of review vocabulary.
- **Activity 2:** Students learn six new words, which are presented in an interactive activity on the Classroom Presentation Tool. Alternatively, you can use the flashcards or ***Vocabulary*** posters from the Classroom Resources Pack.
- Students listen to the audio and point to the items in the illustration.
- Students listen to the audio again and repeat the new vocabulary.
- **Activity 3:** Students listen to the audio and say the correct animal.
- **Activity 4:** Students complete the writing activity using the new vocabulary.
- **Activity 5:** Students learn four additional new words. Focus students' attention on the four photos. They listen to the words and point to the photos. Then they listen again and repeat the new vocabulary.
- **Activity 6:** Read the text aloud for students to follow. Students read the text again and write the missing words, using the labels on the photos. Play the audio for students to check.
- **Activity 7:** Focus students' attention on the critical thinking activity. Here, students identify and write the animals according to the descriptions.
- **Activity 8:** Play the audio for students to listen and repeat the exchange. Then they practise the new language by making a new dialogue in pairs.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet. Tips about how to do the task without printing or photocopying are suggested in the teaching notes on Oxford English Hub. The teaching notes also suggest ways to provide extra support or additional challenge for differentiated learning.

Workbook

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

Tour of a unit

Lesson 2 Grammar | **Student Book**

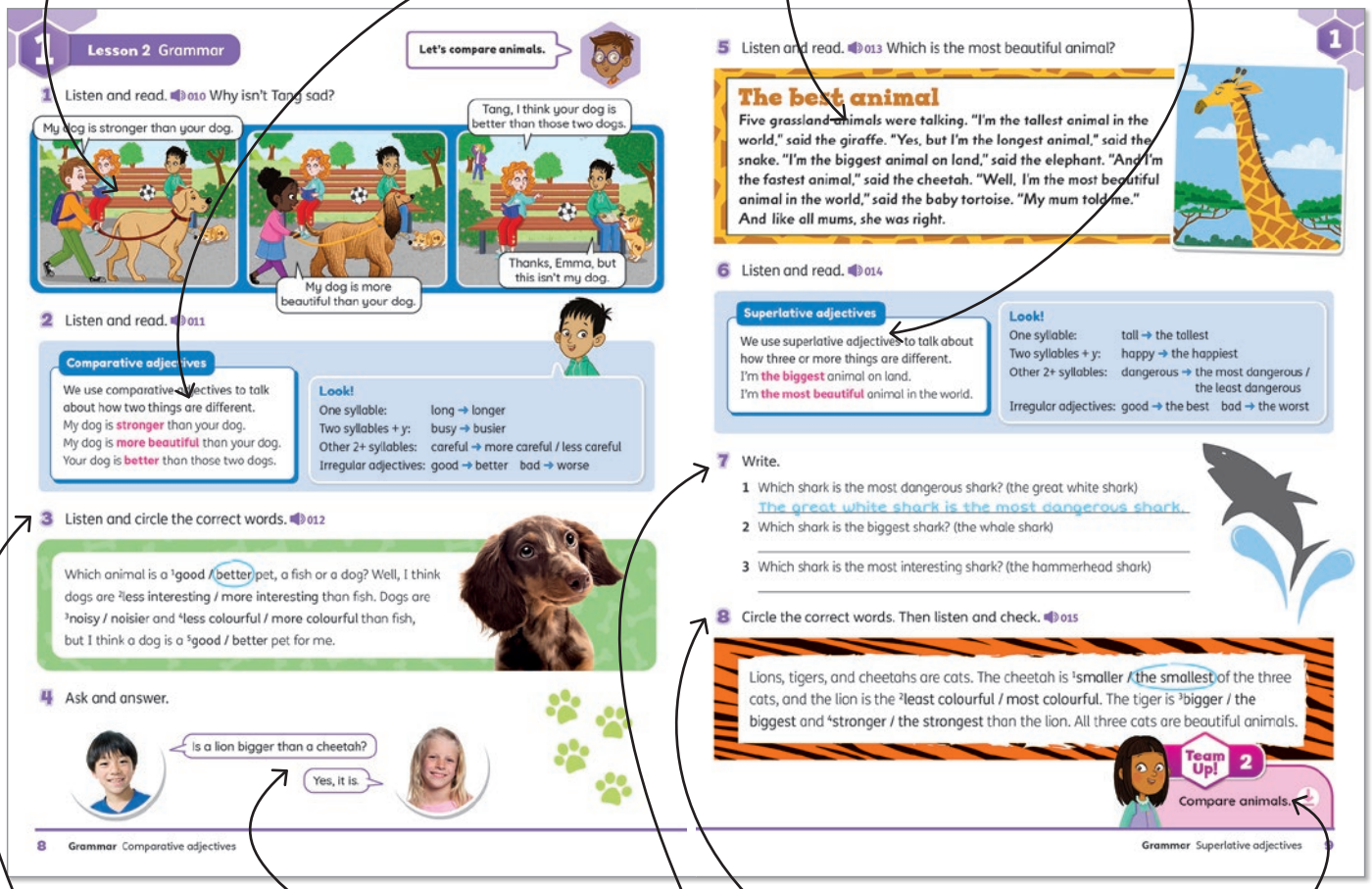
Lesson 2 presents two new grammar structures: the first through a humorous cartoon featuring the team characters and the second through a short facsimile text that students might encounter in their own lives. The new structures are consolidated via the grammar overview boxes, then practised through listening, speaking, reading and writing activities.

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

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

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

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



The new grammar structure is practised through a listening activity.

Students develop their communication skills using the new grammar structure.

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

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

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

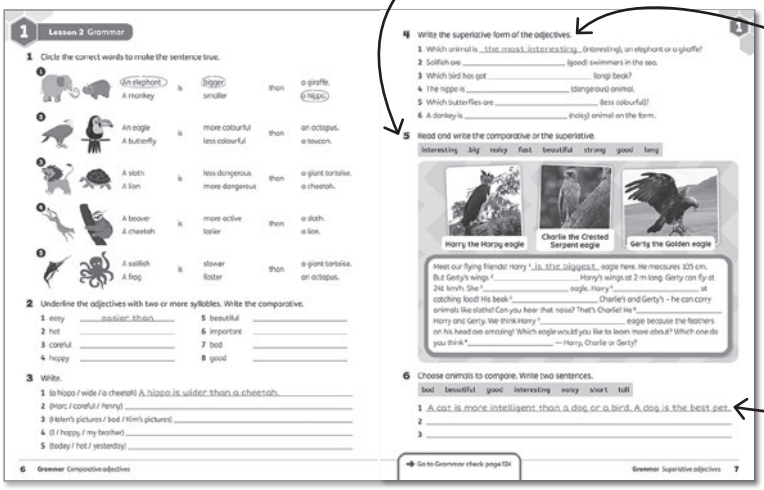
Workbook

The activities increase in difficulty, with more cognitive challenge.

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

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

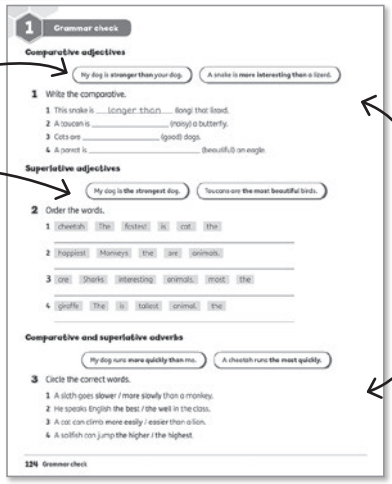
By the end of the lesson, students write the new grammar structures at sentence level.



Grammar check

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

Simple activities provide useful practice.



Warm-up

- Play a flashcard game. There are suggestions in the teaching notes and in the ***Ideas bank*** on page 153.

Lead-in

- Introduce the lesson objective. Tell the class, in their own language, that today they will learn how to compare animals. For the complete lead-in notes, please see page 35.

Student Book

- **Activity 1:** Pose the gist question in the rubric and play the audio for students to follow the grammar cartoon story. Check answers, then play the recording a second time. Ask further questions to check understanding. See teaching notes on page 35.
- **Activity 2:** Students listen to the grammar explanation and follow the example sentences. They take turns to read the example sentences with a partner.
- **Activity 3:** Students listen and follow the sentences and circle the word they hear. They compare answers in pairs.
- **Activity 4:** Read out the example exchange and model the activity with a volunteer. Students then complete the speaking activity in pairs.
- **Activity 5:** Pose the gist question in the rubric and play the audio for students to follow the text. Check answers, then play the recording a second time. Ask further questions to check understanding. See teaching notes on page 36.
- **Activity 6:** Follow the same procedure as for Activity 2. Ask questions using the flashcards if more support is needed.
- **Activities 7 and 8:** Do the examples with the class, then students complete the reading and writing activities individually or in pairs.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activities 1–6:** Ask students to do the reading and writing activities to practise the new grammar structures from the Student Book.

Grammar check

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

Tour of a unit

Lesson 3 Words and Grammar **Student Book**

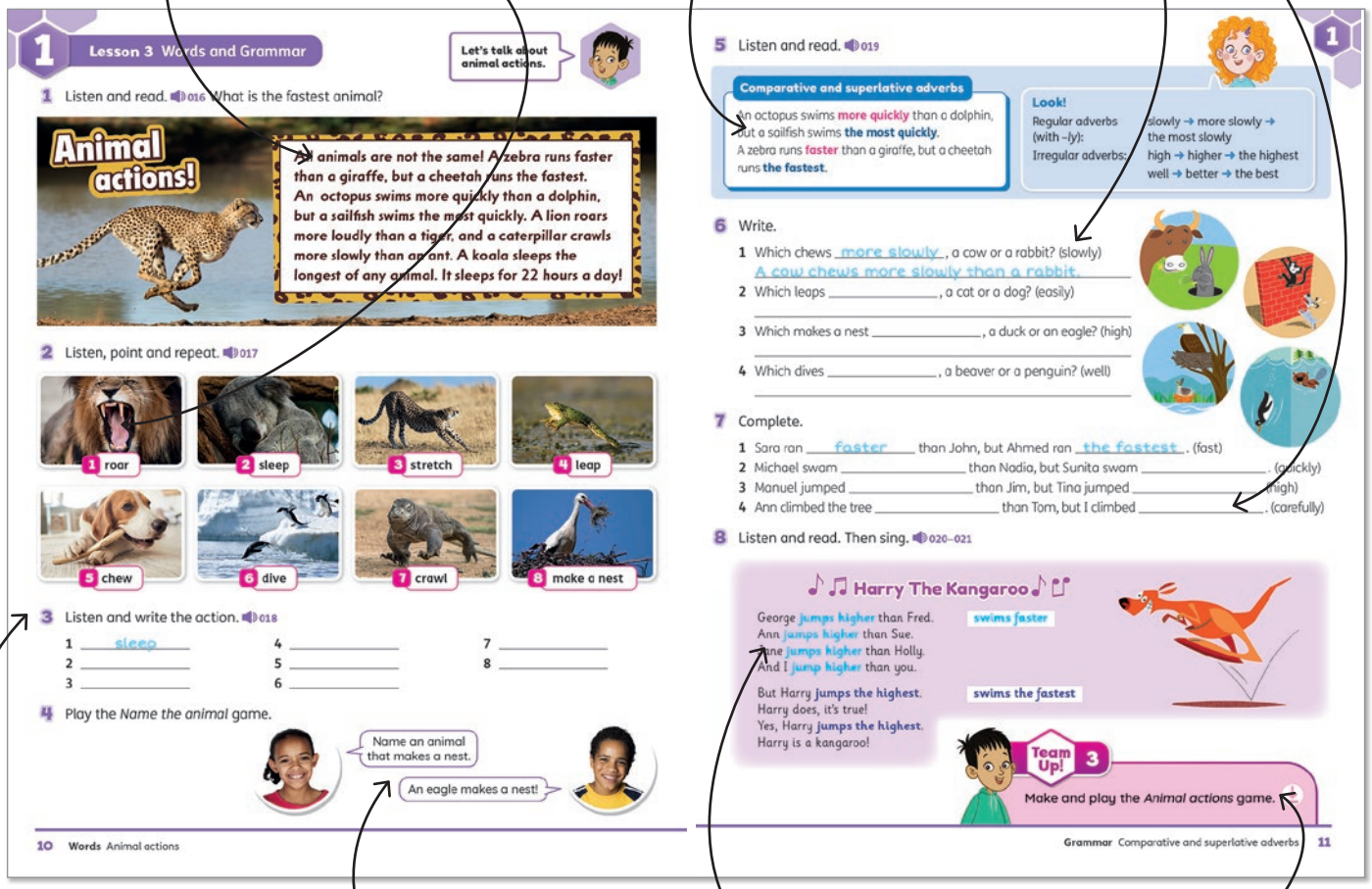
Lesson 3 presents eight new vocabulary items. Some of these items are previewed in context in a short facsimile text before being presented with colour photos. The vocabulary is then practised through a speaking activity using a recycled grammar structure. Lesson 3 also presents the unit's third new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

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

The new vocabulary items are presented with colour photos.

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

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



1 Lesson 3 Words and Grammar

Let's talk about animal actions.

1 Listen and read. 016 What is the fastest animal?

Animal actions!

All animals are not the same! A zebra runs faster than a giraffe, but a cheetah runs the fastest. An octopus swims more quickly than a dolphin, but a sailfish swims the most quickly. A lion roars more loudly than a tiger, and a caterpillar crawls more slowly than an ant. A koala sleeps the longest of any animal. It sleeps for 22 hours a day!

2 Listen, point and repeat. 017

1 roar 2 sleep 3 stretch 4 leap 5 chew 6 dive 7 crawl 8 make a nest

3 Listen and write the action. 018

1 sleep 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

4 Play the *Name the animal* game.

Name an animal that makes a nest.

An eagle makes a nest!

10 Words Animal actions

5 Listen and read. 019

Comparative and superlative adverbs

An octopus swims more quickly than a dolphin, but a sailfish swims the most quickly.
A zebra runs faster than a giraffe, but a cheetah runs the fastest.

Look!
Regular adverbs (with -ly): slowly → more slowly → the most slowly
Irregular adverbs: high → higher → the highest; well → better → the best

6 Write.

1 Which chews more slowly, a cow or a rabbit? (slowly)
A cow chews more slowly than a rabbit.
2 Which leaps _____, a cat or a dog? (easily)
3 Which makes a nest _____, a duck or an eagle? (high)
4 Which dives _____, a beaver or a penguin? (well)

7 Complete.

1 Sara ran faster than John, but Ahmed ran the fastest. (fast)
2 Michael swam _____ than Nadia, but Sunita swam _____. (quickly)
3 Manuel jumped _____ than Jim, but Tina jumped _____. (high)
4 Ann climbed the tree _____ than Tom, but I climbed _____. (carefully)

8 Listen and read. Then sing. 020–021

Harry The Kangaroo

George jumps higher than Fred.
Ann jumps higher than Sue.
Jane jumps higher than Holly.
And I jump higher than you.

swims faster

But Harry jumps the highest.
Harry does, it's true!
Yes, Harry jumps the highest.
Harry is a kangaroo!

swims the fastest

Team Up! 3

Make and play the *Animal actions* game.

Grammar Comparative and superlative adverbs 11

The new vocabulary is practised through a listening activity.

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

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

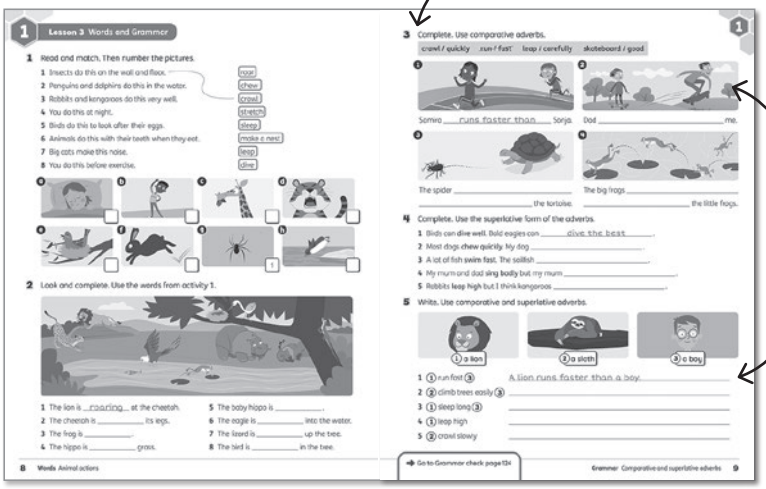
Students complete a pair or group work task to review the Lesson 3 vocabulary and grammar.

Workbook

The activities increase in difficulty, with more cognitive challenge.

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

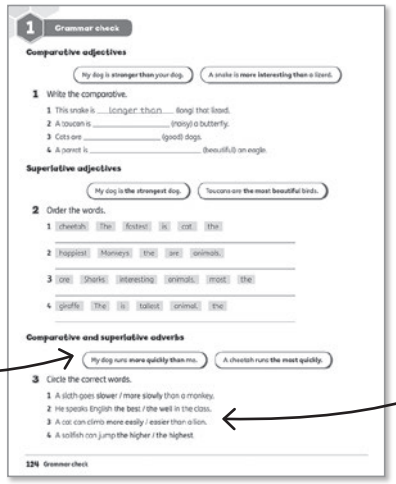
Students complete reading and writing activities to practise the new grammar structure.



Grammar check

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

The grammar structure is practised through a simple activity.



Warm-up

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

Lead-in

- Introduce the lesson objective. Tell the class ***Today we are learning about animal actions***. Ask students how animals do different things, using their own language if necessary, before translating into English.

Student Book

- **Activity 1:** Pose the gist question in the rubric and play the audio for students to follow the text. Check answers, then play the recording a second time. Ask further questions to check understanding. See teaching notes on page 37.
- **Activity 2:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 3:** Students listen and write the correct words from the new vocabulary set.
- **Activity 4:** Demonstrate the speaking activity with a volunteer. Students then do the activity in pairs.
- **Activity 5:** Students listen to the grammar explanation and follow the example sentences. They take turns to read the example sentences with a partner. If you are using the Classroom Presentation Tool, use the grammar cartoon story to present the new grammar.
- **Activities 6 and 7:** Do the examples with the class, then students complete the reading and writing activities individually or in pairs.
- **Activity 8:** Students listen and read the words of the song in their books. Play the song again, as many times as necessary, for students to join in as much as they can. There is also a karaoke track to sing along to once they are confident.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activities 1 and 2:** Students complete the reading and writing activities to practise the new vocabulary items from the Student Book.
- **Activities 3–5:** Students complete the reading and writing activities to practise the new grammar structure from the Student Book.

Grammar check

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

Tour of a unit

Lesson 4 Story

Student Book

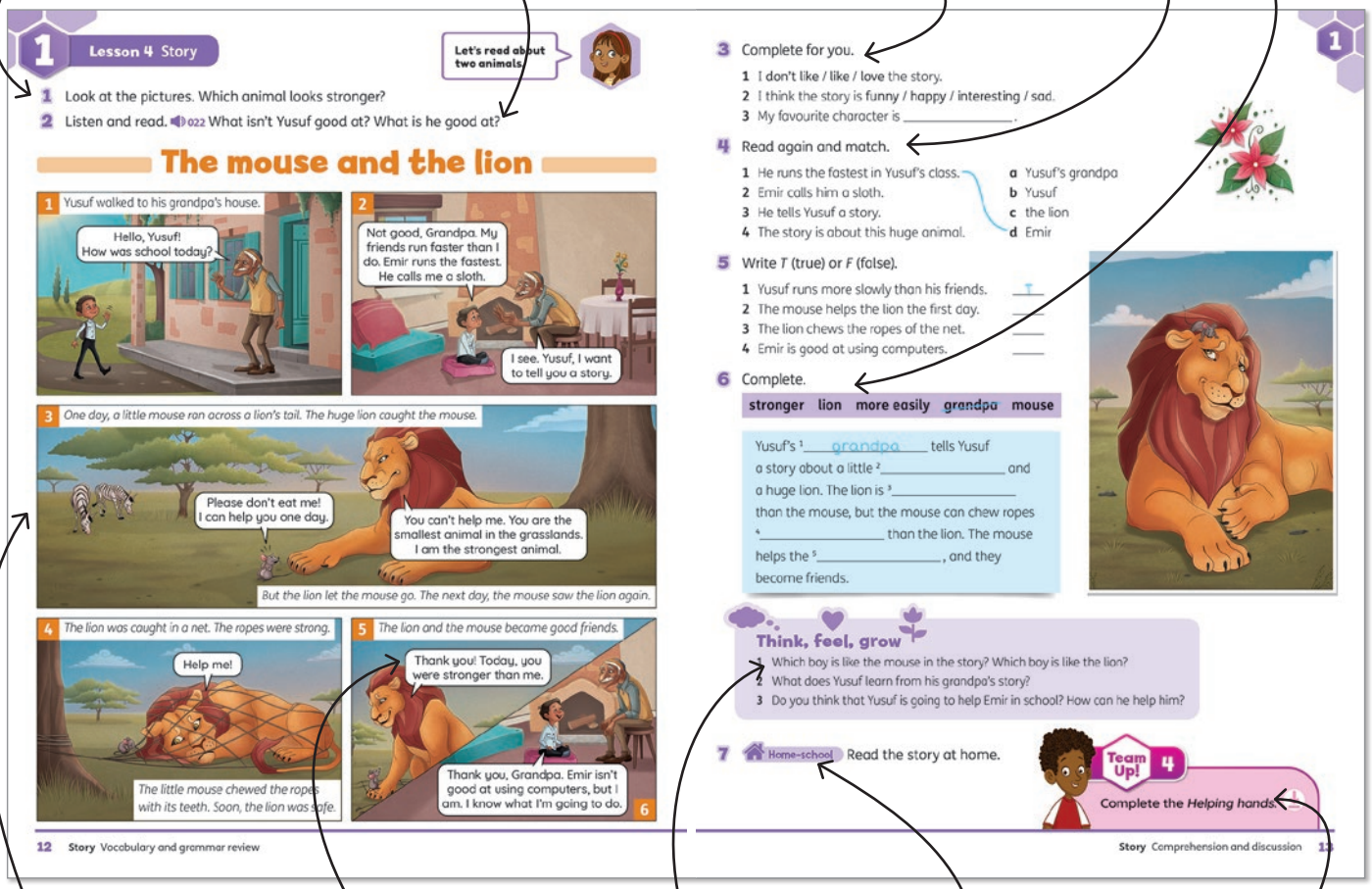
Lesson 4 consists of a cartoon story or story text which recycles the vocabulary and grammar from the unit. Each story features an emotional well-being theme. Students evaluate the story for themselves, complete reading and writing comprehension activities, then discuss the emotional well-being theme.

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

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

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

Comprehension activities check students' understanding of the story.



1 Lesson 4 Story

Let's read about two animals.

1 Look at the pictures. Which animal looks stronger?
2 Listen and read. 022 What isn't Yusuf good at? What is he good at?

The mouse and the lion

1 Yusuf walked to his grandpa's house.
Hello, Yusuf! How was school today?

2 Not good, Grandpa. My friends run faster than I do. Emir runs the fastest. He calls me a sloth.
I see. Yusuf, I want to tell you a story.

3 One day, a little mouse ran across a lion's tail. The huge lion caught the mouse.
Please don't eat me! I can help you one day.
You can't help me. You are the smallest animal in the grasslands. I am the strongest animal.
But the lion let the mouse go. The next day, the mouse saw the lion again.

4 The lion was caught in a net. The ropes were strong.
Help me!
The little mouse chewed the ropes with its teeth. Soon, the lion was safe.

5 The lion and the mouse became good friends.
Thank you! Today, you were stronger than me.
Thank you, Grandpa. Emir isn't good at using computers, but I am. I know what I'm going to do.

12 Story Vocabulary and grammar review

3 Complete for you.
1 I don't like / like / love the story.
2 I think the story is funny / happy / interesting / sad.
3 My favourite character is _____.

4 Read again and match.
1 He runs the fastest in Yusuf's class.
2 Emir calls him a sloth.
3 He tells Yusuf a story.
4 The story is about this huge animal.
a Yusuf's grandpa
b Yusuf
c the lion
d Emir

5 Write T (true) or F (false).
1 Yusuf runs more slowly than his friends. T
2 The mouse helps the lion the first day. ___
3 The lion chews the ropes of the net. ___
4 Emir is good at using computers. ___

6 Complete.
stronger lion more easily grandpa mouse
Yusuf's 1 grandpa tells Yusuf a story about a little 2 _____ and a huge lion. The lion is 3 _____ than the mouse, but the mouse can chew ropes 4 _____ than the lion. The mouse helps the 5 _____, and they become friends.

Think, feel, grow
1 Which boy is like the mouse in the story? Which boy is like the lion?
2 What does Yusuf learn from his grandpa's story?
3 Do you think that Yusuf is going to help Emir in school? How can he help him?

7 Home-school Read the story at home.

Team Up! 4
Complete the *Helping hands*.

Story Comprehension and discussion 13

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

Students review the new grammar structures in context.

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

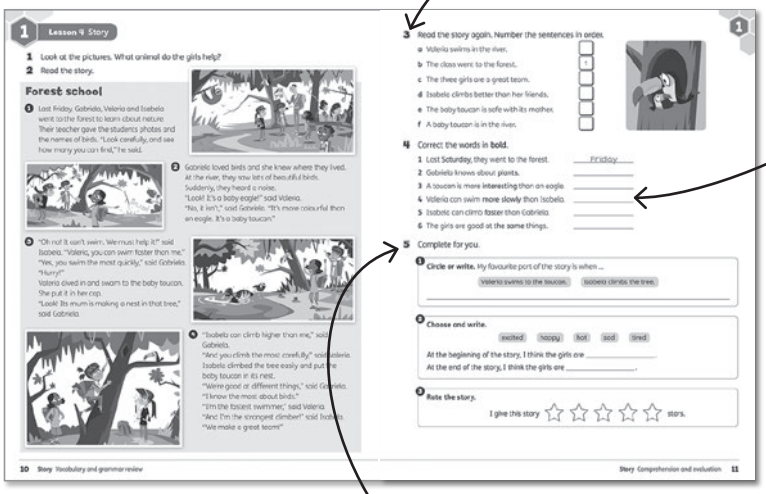
Reading the story with parents or guardians enables students to share their learning.

Varied pair or group work tasks keep students motivated.

Workbook

A new cartoon story or continuous story text reviews the vocabulary and grammar from the unit.

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


Lesson 4 Story

1 Look at the pictures. What animal do the girls help?
2 Read the story.

Forest school

3 Read the story again. Number the sentences in order.
a Valeria swims in the river.
b The class went to the forest.
c The three girls are a great team.
d Isabela climbs better than her friends.
e The baby toucan is safe with its mother.
f A baby toucan is in the river.

4 Correct the words in bold.
1 Last Saturday, they went to the forest. Friday
2 Gabriela knows about plants.
3 A toucan is more interesting than an eagle.
4 Valeria can swim more slowly than Isabela.
5 Isabela can climb faster than Gabriela.
6 The girls are good at the same things.

5 Complete for you.
1 Circle or write. My favourite part of the story is when ...
Valeria swims to the toucan. Isabela climbs the tree.
2 Choose and write.
excited happy hot sad tired
At the beginning of the story, I think the girls are
At the end of the story, I think the girls are
3 Rate the story.
I give this story stars.

10 Story Vocabulary and grammar review
Story Comprehension and evaluation 11

Comprehension activities check students' understanding of the story.

Students evaluate the story.

Warm-up

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

Lead-in

- Introduce the lesson objective. Establish the story context by asking questions about the mouse and the lion. See the teaching notes on page 39.

Student Book

- **Activity 1:** Introduce the story by posing the pre-reading question in the rubric. Encourage students to look at the pictures and invite ideas from the class.
- **Activity 2:** Pose the gist question in the rubric and play the audio for students to follow the story in their books. Check answers, then play the recording a second time for students to enjoy the story.
- **Activity 3:** Students assess the story for themselves. They choose how much they liked the story and adjectives to describe the story. Then they write their favourite character.
- **Activities 4–6:** Ask students to read the story again silently for themselves. Then do the examples with the class. Students complete the activities individually or in pairs.
- The ***Think, feel, grow*** feature develops the global skill of emotional self-regulation and wellbeing. Elicit ideas and opinions around the class. As students progress through the course, they can use more English to share their ideas. See also page 157 for notes about how to use the ***Emotions*** poster.
- **Activity 7:** Students share the story at home to review the lesson and show their progress.
- ***Team Up!***: Students work in pairs or groups to complete the task using the downloadable worksheet.

Workbook

- **Activity 1:** Pose the pre-reading question in the rubric. Encourage students to look at the pictures and invite ideas from the class.
- **Activities 2–4:** Students read the story, and then complete the comprehension activities.
- **Activity 5:** Students evaluate the story, choosing their favourite part of the story and adjectives to describe the characters. They decide how many stars to colour to show how much they enjoyed the story.

Tour of a unit

Lesson 5 Skills and Culture

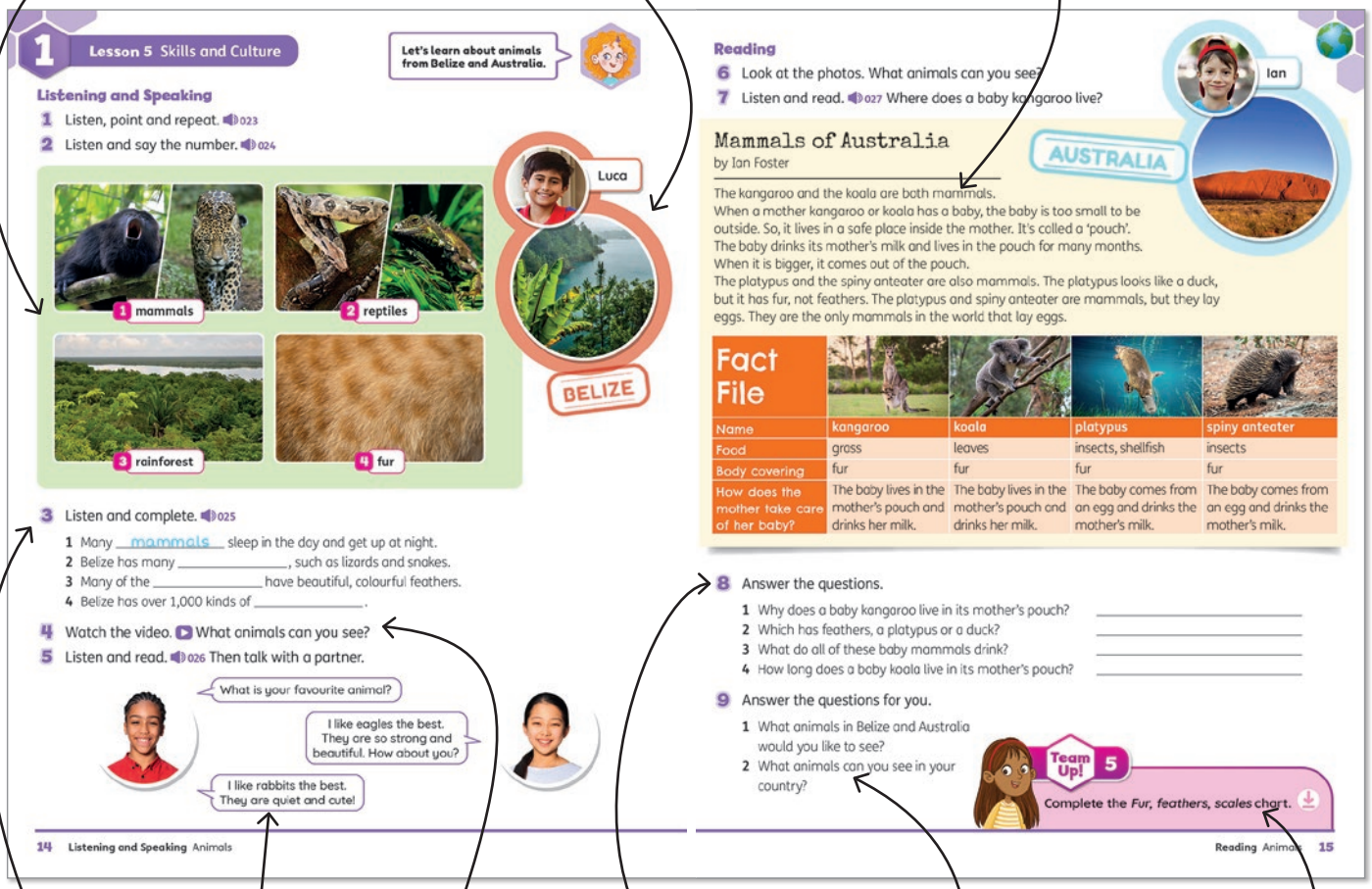
Student Book

Lesson 5 presents an aspect of life in two different countries through audio recordings, a video and a reading text. Students complete comprehension activities and speaking tasks. In the Workbook, students read a text on the same culture topic as in the Student Book and complete a writing skills task.

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

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

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



1 Lesson 5 Skills and Culture

Let's learn about animals from Belize and Australia.

Listening and Speaking

1 Listen, point and repeat. 023

2 Listen and say the number. 024

1 mammals
2 reptiles
3 rainforest
4 fur

Luca

BELIZE

3 Listen and complete. 025

1 Many mammals sleep in the day and get up at night.
2 Belize has many _____, such as lizards and snakes.
3 Many of the _____ have beautiful, colourful feathers.
4 Belize has over 1,000 kinds of _____.

4 Watch the video. What animals can you see?

5 Listen and read. 026 Then talk with a partner.

What is your favourite animal?

I like eagles the best. They are so strong and beautiful. How about you?

I like rabbits the best. They are quiet and cute!

14 Listening and Speaking Animals

Reading

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

7 Listen and read. 027 Where does a baby kangaroo live?

Ian

AUSTRALIA

Mammals of Australia

by Ian Foster

The kangaroo and the koala are both mammals.
When a mother kangaroo or koala has a baby, the baby is too small to be outside. So, it lives in a safe place inside the mother. It's called a 'pouch'.
The baby drinks its mother's milk and lives in the pouch for many months.
When it is bigger, it comes out of the pouch.
The platypus and the spiny anteater are also mammals. The platypus looks like a duck, but it has fur, not feathers. The platypus and spiny anteater are mammals, but they lay eggs. They are the only mammals in the world that lay eggs.

Fact File

Name	kangaroo	koala	platypus	spiny anteater
Food	grass	leaves	insects, shellfish	insects
Body covering	fur	fur	fur	fur
How does the mother take care of her baby?	The baby lives in the mother's pouch and drinks her milk.	The baby lives in the mother's pouch and drinks her milk.	The baby comes from an egg and drinks the mother's milk.	The baby comes from an egg and drinks the mother's milk.

8 Answer the questions.

1 Why does a baby kangaroo live in its mother's pouch? _____
2 Which has feathers, a platypus or a duck? _____
3 What do all of these baby mammals drink? _____
4 How long does a baby koala live in its mother's pouch? _____

9 Answer the questions for you.

1 What animals in Belize and Australia would you like to see?
2 What animals can you see in your country?

Team Up! 5

Complete the *Fur, feathers, scales* chart.

Reading Animals 15

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

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

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

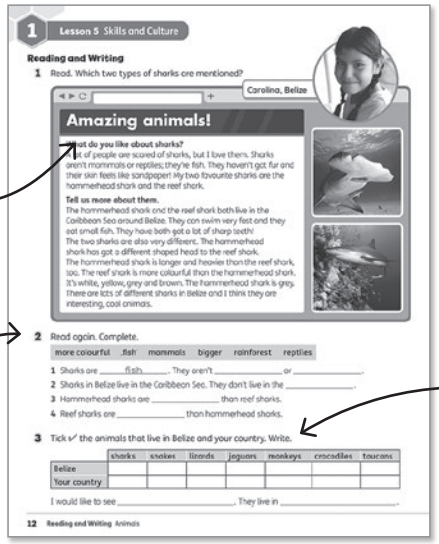
Students are given the opportunity to respond to the culture topic of the lesson and think about their own country.

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

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

Workbook

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


1 Lesson 5 Skills and Culture

Reading and Writing

1 Read. Which two types of sharks are mentioned?

Carolina, Belize

Amazing animals!

What do you like about sharks?
Lots of people are scared of sharks, but I love them. Sharks aren't mammals or reptiles; they're fish. They haven't got fur and their skin feels like sandpaper! My two favourite sharks are the hammerhead shark and the reef shark.

Tell us more about them.
The hammerhead shark and the reef shark both live in the Caribbean Sea around Belize. They can swim very fast and they eat small fish. They have both got a lot of sharp teeth!
The two sharks are also very different. The hammerhead shark has got a different shaped head to the reef shark. The hammerhead shark is longer and heavier than the reef shark, too. The reef shark is more colourful than the hammerhead shark. It's white, yellow, grey and brown. The hammerhead shark is grey. There are lots of different sharks in Belize and I think they are interesting, cool animals.

2 Read again. Complete.

more colourful | fish | mammals | bigger | rainforest | reptiles

1 Sharks are ___fish___. They aren't _____ or _____.
2 Sharks in Belize live in the Caribbean Sea. They don't live in the _____.
3 Hammerhead sharks are _____ than reef sharks.
4 Reef sharks are _____ than hammerhead sharks.

3 Tick ✓ the animals that live in Belize and your country. Write.

	sharks	snakes	lizards	jaguars	monkeys	crocodiles	toucans
Belize							
Your country							

I would like to see _____. They live in _____.

12 Reading and Writing Animals

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

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

Warm-up

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

Lead-in

- Students look at the photos and guess which countries they will be learning about. Recast correct guesses in English. If there is a map in the classroom, students can find the two countries on it.
- Introduce the learning objective and ask students to discuss in pairs or small groups which animals they think can be found in the two countries.

Student Book

- **Activity 1:** Students listen, point to the photos and repeat the new vocabulary items.
- **Activity 2:** Students listen, point to the correct photos and say the numbers.
- **Activity 3:** Indicate the photos of the child and their country, and tell students they are going to listen to Luca talking about animals from Belize. Do the example with the class. Then students listen to the rest of the recording and complete the activity. Play the recording again to check answers.
- **Activity 4:** Explain to students that they are now going to watch a video about this country. Students watch the video and find the answer to the gist question in the rubric.
- **Activity 5:** Play the audio example. Model further examples with volunteers, encouraging students to think about animals in their own country, and explain any new language (e.g. ***cute***). Students then complete the speaking activity in pairs.

Workbook

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

Student Book

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

Tour of a unit

Lesson 6 Writing focus

Student Book

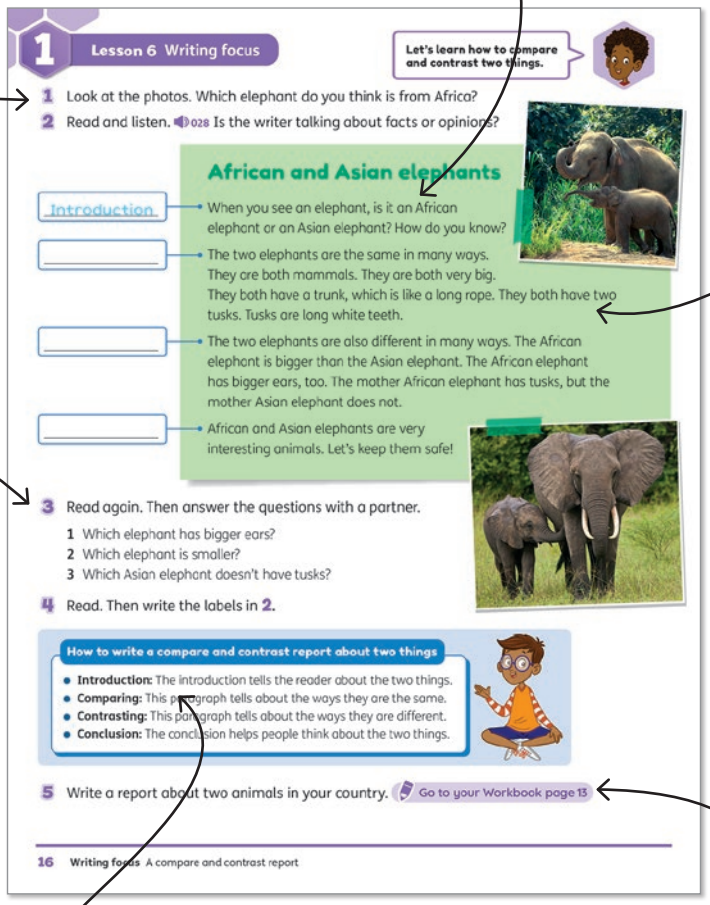
Lesson 6 presents a model of a text type. Students read the text and complete a comprehension activity with their partner before analysing the structure of the text type. In the Workbook, they complete planning tasks in preparation for writing their own text.

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

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

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

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



1 Lesson 6 Writing focus

Let's learn how to compare and contrast two things.

1 Look at the photos. Which elephant do you think is from Africa?

2 Read and listen. 028 Is the writer talking about facts or opinions?

African and Asian elephants

Introduction

- When you see an elephant, is it an African elephant or an Asian elephant? How do you know?
- The two elephants are the same in many ways. They are both mammals. They are both very big. They both have a trunk, which is like a long rope. They both have two tusks. Tusks are long white teeth.
- The two elephants are also different in many ways. The African elephant is bigger than the Asian elephant. The African elephant has bigger ears, too. The mother African elephant has tusks, but the mother Asian elephant does not.
- African and Asian elephants are very interesting animals. Let's keep them safe!

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

1 Which elephant has bigger ears?
2 Which elephant is smaller?
3 Which Asian elephant doesn't have tusks?

4 Read. Then write the labels in 2.

How to write a compare and contrast report about two things

- **Introduction:** The introduction tells the reader about the two things.
- **Comparing:** This paragraph tells about the ways they are the same.
- **Contrasting:** This paragraph tells about the ways they are different.
- **Conclusion:** The conclusion helps people think about the two things.

5 Write a report about two animals in your country. Go to your Workbook page 13

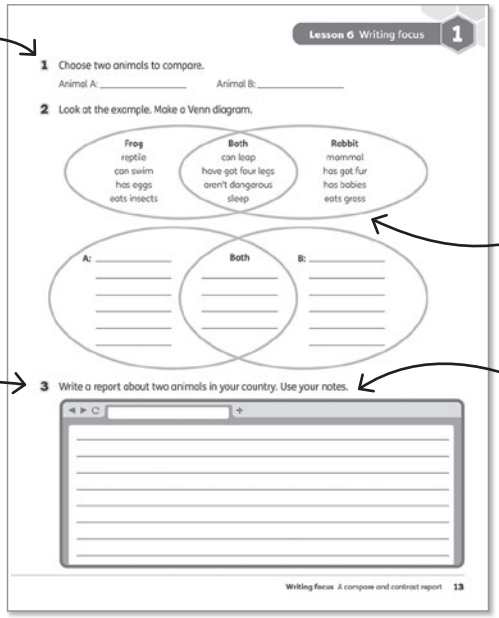
16 Writing focus A compare and contrast report

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

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

Workbook

Students prepare and organize their ideas for the writing task.


Lesson 6 Writing focus 1

1 Choose two animals to compare.

Animal A: _____ Animal B: _____

2 Look at the example. Make a Venn diagram.

Frog: reptile, can swim, has eggs, eats insects
Both: can leap, have got four legs, aren't dangerous, sleep
Rabbit: mammal, has got fur, has babies, eats grass

A: _____ Both B: _____

3 Write a report about two animals in your country. Use your notes.

Writing focus A compare and contrast report 13

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

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

Students produce a piece of writing about themselves or an aspect of their own country, using their ideas from the previous tasks and the model text on the Student Book page for support.

Warm-up

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

Lead-in

- Introduce the lesson objective. Students look at the photos and guess which animals the text is comparing.
- Ask students what they already know about these animals.

Student Book

- **Activity 1:** Pose the pre-reading question in the rubric. Encourage students to look at the photos and invite ideas from the class, but without confirming answers at this stage.
- **Activity 2:** Pose the gist question in the rubric and play the audio for students to follow in their books. Check answers, and confirm if their ideas were correct for Activity 1.
- **Activity 3:** Students read the report again and discuss the questions in pairs.
- **Activity 4:** Present the ***How to write …*** box to the class. Do an example with the class, then students complete the rest of the activity individually or in pairs.
- **Activity 5:** Students go to their Workbook to complete the planning exercises before writing their text.

Workbook

- **Activities 1 and 2:** Students complete the planning activities.
- **Activity 3:** Students produce a piece of writing about themselves or an aspect of life in their own country. They can refer to the text on the Student Book page as a model to help them with their writing. See also page 157 for notes about how to use the ***Let's Write!*** poster in this lesson.

Tour of a unit

Project and Review

Student Book

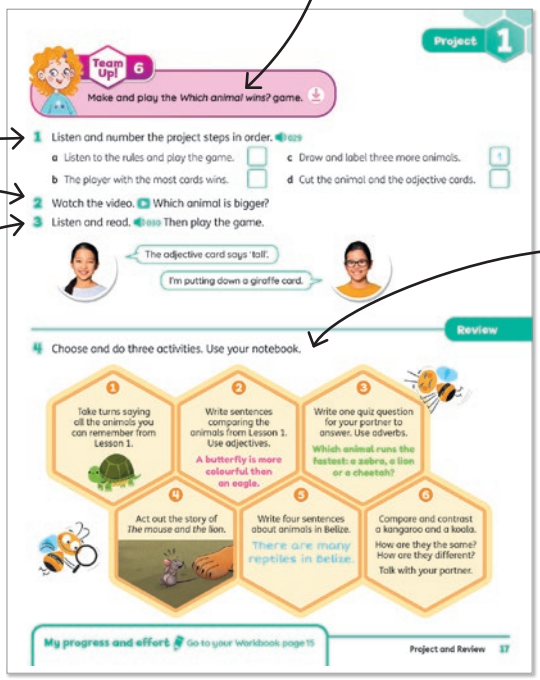
The unit project allows students to review the vocabulary and grammar from the unit in a collaborative and creative way. The project is followed by a choice board. Students choose activities from the choice board to review the language they have learned in the unit.

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

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

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

Teachers who can't play the video can use this activity as a model of useful language students can use when working on their own project.


Project 1

Team Up! 6

Make and play the *Which animal wins?* game.

1 Listen and number the project steps in order. 029

a Listen to the rules and play the game.

b The player with the most cards wins.

c Draw and label three more animals.

d Cut the animal and the adjective cards.

2 Watch the video. Which animal is bigger?

3 Listen and read. 030 Then play the game.

The adjective card says 'tall'.

I'm putting down a giraffe card.

Review

4 Choose and do three activities. Use your notebook.

1 Take turns saying all the animals you can remember from Lesson 1.

2 Write sentences comparing the animals from Lesson 1. Use adjectives. A butterfly is more colourful than an eagle.

3 Write one quiz question for your partner to answer. Use adverbs. Which animal runs the fastest: a zebra, a lion or a cheetah?

4 Act out the story of *The mouse and the lion.*

5 Write four sentences about animals in Belize. There are many reptiles in Belize.

6 Compare and contrast a kangaroo and a koala. How are they the same? How are they different? Talk with your partner.

My progress and effort Go to your Workbook page 15

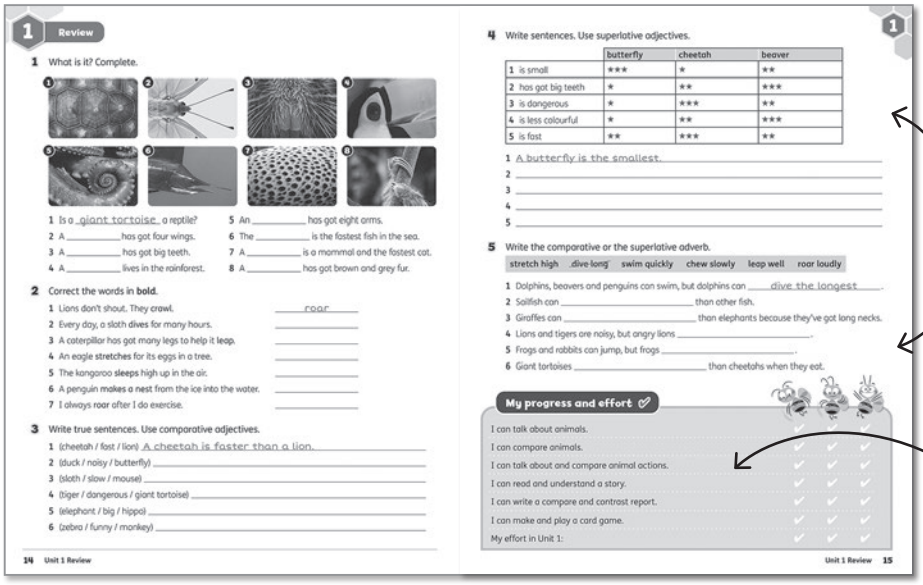
Project and Review 27

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

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

Review **Workbook**

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


1 Review

1 What is it? Complete.

1 Is a giant tortoise a reptile?
2 A _____ has got four wings.
3 A _____ has got big teeth.
4 A _____ lives in the rainforest.
5 An _____ has got eight arms.
6 The _____ is the fastest fish in the sea.
7 A _____ is a mammal and the fastest cat.
8 A _____ has got brown and grey fur.

2 Correct the words in **bold**.

1 Lions don't shout. They **crawl**. roar
2 Every day, a sloth **dives** for many hours. _____
3 A caterpillar has got many legs to help it **leap**. _____
4 An eagle **stretches** for its eggs in a tree. _____
5 The kangaroo **sleeps** high up in the air. _____
6 A penguin **makes a nest** from the ice into the water. _____
7 I always **roar** after I do exercise. _____

3 Write true sentences. Use comparative adjectives.

1 (cheetah / fast / lion) A cheetah is faster than a lion.
2 (duck / noisy / butterfly) _____
3 (sloth / slow / mouse) _____
4 (tiger / dangerous / giant tortoise) _____
5 (elephant / big / hippo) _____
6 (zebra / funny / monkey) _____

14 Unit 1 Review

4 Write sentences. Use superlative adjectives.

	butterfly	cheetah	beaver
1 is small	***	*	**
2 has got big teeth	*	**	***
3 is dangerous	*	***	**
4 is less colourful	*	**	***
5 is fast	**	***	**

1 A butterfly is the smallest.
2 _____
3 _____
4 _____
5 _____

5 Write the comparative or the superlative adverb.

stretch high dive long swim quickly chew slowly leap well roar loudly

1 Dolphins, beavers and penguins can swim, but dolphins can dive the longest.
2 Sailfish can _____ than other fish.
3 Giraffes can _____ than elephants because they've got long necks.
4 Lions and tigers are noisy, but angry lions _____.
5 Frogs and rabbits can jump, but frogs _____.
6 Giant tortoises _____ than cheetahs when they eat.

My progress and effort

I can talk about animals.	✓	✓	✓
I can compare animals.	✓	✓	✓
I can talk about and compare animal actions.	✓	✓	✓
I can read and understand a story.	✓	✓	✓
I can write a compare and contrast report.	✓	✓	✓
I can make and play a card game.	✓	✓	✓
My effort in Unit 1:	✓	✓	✓

Unit 1 Review 15

The unit grammar is reviewed through reading and writing activities.

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

Project

Warm-up

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

Lead-in

- Write this unit's project on the board: ***Make and play the* Which animal wins? *game***. Discuss with the students what the game might involve.
- **Note:** Use the downloadable worksheets supplied on Oxford English Hub to explain the project and the processes involved.

Student Book

- **Activity 1:** Show students a copy of the worksheet. Read the steps in the Student Book to the class and then ask them to predict the correct order. Play the audio recording for students to complete the listening activity.
- **Activity 2:** Explain to students that they are now going to watch a video of a group of students making their project and playing the game. Students watch the video and find the answer to the gist question in the rubric.
- **Activity 3:** Students listen to the model exchange. Then they make their own project and play the game. Hand out the worksheets and craft materials as required.

Review

Student Book

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

Workbook

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

Tour of a unit

Extensive reading

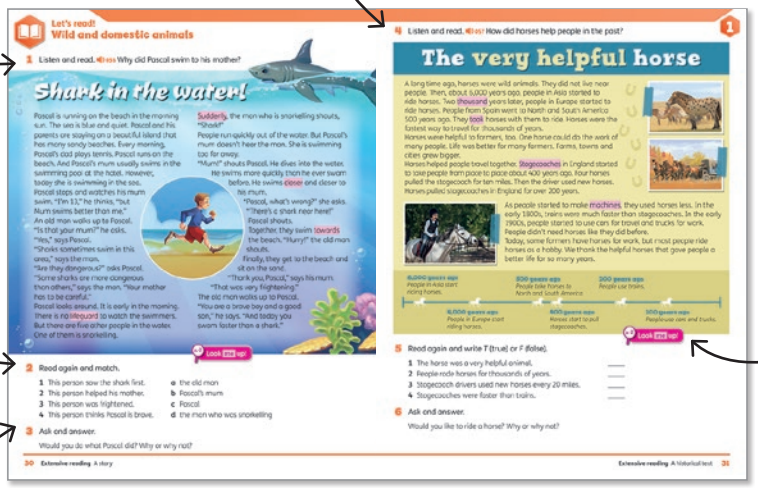
Student Book

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

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

The vocabulary and grammar from the previous two units are recycled in a non-fiction text, of several text types, e.g., a historical text, a biography, a TV report.

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

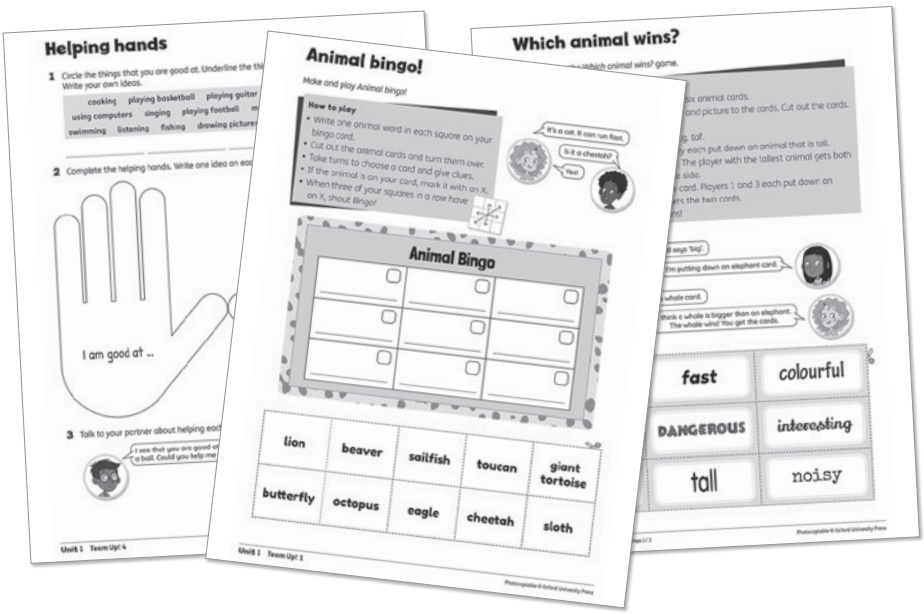


New vocabulary items are highlighted in the text. Students can try to work them out from context or can start working on dictionary skills by looking up their definitions.

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

Team Up! worksheets

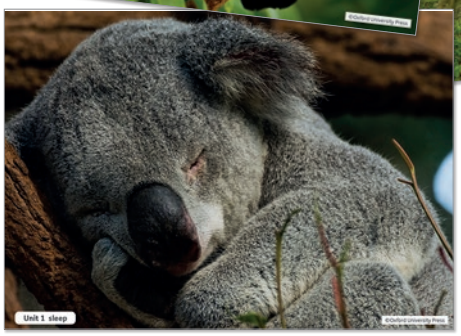
There are six ***Team Up!*** tasks in each main unit of ***Beehive***. In Lessons 1–5 of each unit, students complete pair or group work tasks to review the vocabulary and grammar of the lesson. In the final Project and Review lesson, students complete a project which reviews the language from the unit.



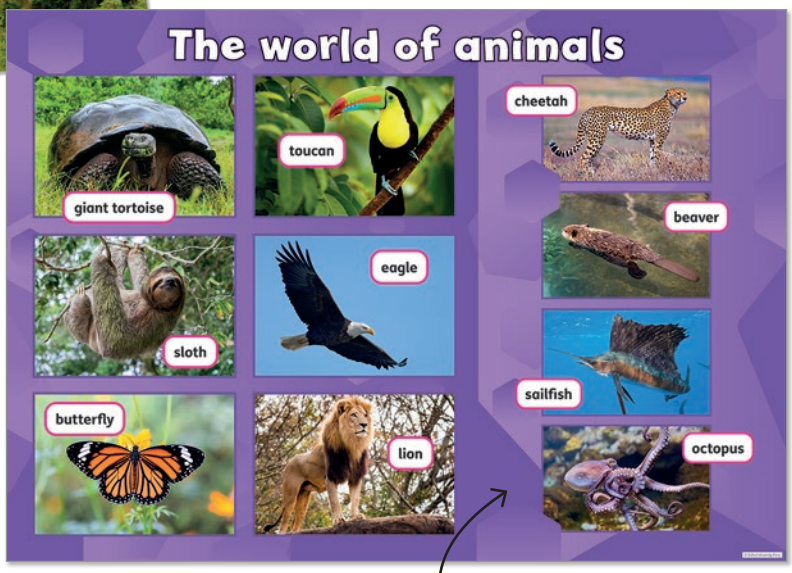
- Each ***Team Up!*** task is supported with a one- or two-page downloadable worksheet.
- The ***Team Up!*** tasks cover a wide range of activities, such as cut-outs, quizzes, guessing games, surveys, card games, etc.
- The teaching notes on Oxford English Hub contain detailed instructions on how to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

Flashcards and Posters

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



The flashcards show all key vocabulary presented in lessons 1, 3 and 5. The *Ideas bank* on page 153 provides an array of engaging flashcard games for consolidation and revision.



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

The ***Let's Write!*** poster presents a useful process students can follow when producing a piece of writing. It can be used to provide ongoing support throughout the year, particularly during the Writing focus lessons.

Fostering emotional well-being is an important part of children's education. The *Emotions* poster and accompanying notes on page 157 support conversations around social and personal development which underpin emotional well-being.

Lesson 1: Words and Grammar

Learning objective

Students will be able to talk about cooking.

Language

Cooking and measuring words: *buy, gram, half, kilogram, quarter, salt, tablespoon, teaspoon*

Countable and uncountable nouns: *How many apples? How much salt?*

Warm up

- Play a game of *One thing about me* with the class (see *Ideas bank* page 154).

Lead-in

- Write the title for the Starter unit on the board: *Let's Cook!* Ask students what they think they are learning about in the lesson.
- Write the following questions on the board: *What food do you like? What food can you cook?*
- Ask students to work in pairs and discuss the questions. Encourage them to speak in English as much as possible but allow them to use their own language for any words or ideas they can't express in English.
- Ask some of the students to report back to the class.

Student Book pages 4–5

1 Listen, point and repeat. 001

- Ask students to look at the picture in their Student Book. They work in pairs and name the different team characters (from left to right: Tang, Nina, Omar, May, Hector, Emma).
- Play the recording for students to listen and point to the cooking and measuring words in the picture.
- Play the recording again for students to repeat the words.

2 Read the recipe. Write the words.

- Check understanding of *recipe* and translate into students' own language if necessary.
- Write *kg, 1/2, tbsp., tsp., 1/4* on the board and ask students how we say them (kilogram, half, tablespoon, teaspoon, quarter. Write out the words on the board.
- Point out to students that we use *of* after these measuring words, for example, *half a cup of mushrooms* and *a quarter of a teaspoon of spices*.
- Students read the recipe and write the measuring words.
- Encourage students to read through their work to check for mistakes, or swap with a partner for peer correction.

ANSWERS

1 kilogram 2 grams 3 half 4 tablespoons
5 teaspoon 6 quarter

Assessment for learning

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

Optional activity

Play a game of *What's missing?* (see *Ideas bank* page 153) with the cooking and measuring words flashcards.

3 Listen and read. 002 Who has the shopping list?

- Focus the students' attention on the photo and ask who they think the people are and what they're doing.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the conversation in the book.

ANSWER

Lily has the shopping list.

Assessment for learning

- Ask the gist question again: *Who has the shopping list?*
- Choose a student at random to answer the question.

4 Listen and read. 003

- Write the headings *Countable* and *Uncountable* on the board. Say a the names of a few food items. Ask students to tell you if each food item is countable or uncountable and write them under the correct heading on the board. Suggested words: Uncountable – *flour, butter, milk, sugar*; Countable – *onions, tomatoes, chillies, mushrooms*.
- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.

Assessment for learning

Ask students for feedback to check understanding, using one of the methods in the introduction. If further practice is needed, use the *Optional activity* below.

Optional activity

Write two headings on the board: *How much … ?* and *How many … ?* Invite different students to the board. Say a food word and ask them to write the words under the correct heading. Suggested food items to use: *cereal, yoghurt, sandwiches, biscuits, chicken, rice, meatballs, chips*.

5 Circle the correct words. Then listen and check. 004

- Ask students to read the questions and call out the food in each question and tell you if it's countable or uncountable.
- Tell students to read the questions again and circle *How much* or *How many*.
- Play the recording all the way through for students to check their answers.
- Ask students to compare their answers in pairs.

Audio transcript

1 How much milk is she going to buy?
2 How many potatoes is she going to buy?
3 How many eggs is she going to buy?
4 How much cheese is she going to buy?

ANSWERS

1 How much 2 How many 3 How many
4 How much

6 Look at Lily's shopping list. Ask and answer.

- Read through the shopping list for students to follow.
- Focus on the conversation. Choose a confident student to act out the conversation with you as a model for the class.
- Give students a couple of minutes' thinking time to come up with some questions to ask.
- Ask students to work in pairs and ask their questions and practise their conversations.

Workbook pages 2–3

1 Circle the correct words.

- Ask students to look at the pictures and tell you what they see.
- Students look at the pictures and circle the correct words.

ANSWERS

1 quarter 2 kilogram 3 half 4 buy
5 a teaspoon of salt 6 50 grams 7 a teaspoon
8 half a tablespoon

2 Complete the dialogue. Use the words from activity 1.

- Tell students to look at the picture and describe what they can see.
- Ask students to read the dialogue first and think about the missing words.
- Students complete the dialogue, using the picture to help them.

ANSWERS

1 teaspoon 2 salt 3 tablespoon 4 grams
5 half 6 quarter 7 kilogram 8 buy

3 Circle the correct words.

- Students look at the sentence starters and circle the word that fits. Explain that students are looking for the word combination that is the most common of the three in each case.

ANSWERS

1 water 2 cereal 3 rice 4 butter 5 honey

4 Write *much* or *many*. Then answer the questions.

- Students read the questions and complete them with *much* or *many*.
- Then students look at the pictures and answer the questions.

ANSWERS

1 much; One bottle of orange juice.
2 many; Four oranges.
3 much; One kilogram of butter.
4 much; One teaspoon of salt.
5 many; Ten potatoes. / Two bags of potatoes.
6 much; Three boxes of cereal.

5 Write the questions.

- Students read the answers and write the questions with *How much* or *How many*.
- Students work in pairs and compare answers before class feedback.

ANSWERS

1 How much sugar are you going to buy?
2 How many eggs is she going to buy?
3 How many apples are they going to buy?
4 How much pasta is he going to buy?
5 How many carrots are you going to buy?

Assessment for learning

- Ask the class *Can you say the cooking and measuring words? Do you know how to ask about countable and uncountable food?*
- Elicit informal feedback from the class, using the traffic light system (see page 12) or another method.
- Praise the students for their hard work. Offer any further explanation required and make a note of anything that you need to reinforce in the following lesson.

1 The world of animals

Lesson 1: Words

Learning objective

Students will be able to talk about animals.

Language

Animals: *beaver, butterfly, cheetah, eagle, giant tortoise, lion, octopus, sailfish, sloth, toucan*

Functional language: *What is an (octopus) like?*

Warm up

- Play a game of *Word circles* with the cooking and measuring words (see *Ideas bank* page 155).

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about animals.*
- Ask *What animals do you know?* Students work in pairs and make a list of all the animals they know in English.

Student Book pages 6–7

1 Look, share, learn.

- Use the Classroom Presentation Tool to show the picture or let students look at the picture in their Student Book.
- Check understanding of the different animal habitats and, if necessary, translate to students' own language.
- Encourage students to share their knowledge with the class by naming, in English, some of the animals they can see.
- Tell students that they are now going to learn the names of six new animals. If you are using the Classroom Presentation Tool, present the new language using the interactive activity. Alternatively, you can use the flashcards to present the new words.

ANSWERS

Students can see a dolphin, a bird, a monkey, a crocodile, a rabbit, a frog, a duck, a hippo, a giraffe and a zebra.

2 Listen, point and repeat. 005

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

3 Listen and say. 006

- Play the recording, pausing after each description, for students to say the name of the animal.

Audio transcript

1 This animal runs quickly to catch its food.
2 This animal is an insect with colourful wings.
3 This huge animal usually walks very slowly.
4 This animal has big wings, so it can fly quickly.
5 This slow animal likes to climb trees.
6 This animal has a big and colourful beak.

ANSWERS

1 lion 2 butterfly 3 giant tortoise 4 eagle
5 sloth 6 toucan

4 Write.

- Check understanding of the vocabulary.
- Students read the words and write the animal's name..
- Ask students to check their answers with their partner.
- Ask students to give you three words or phrases to describe the giant tortoise (big, walks slowly, not colourful) and the eagle (fast, large wings, brown feathers).

ANSWERS

1 toucan 2 lion 3 butterfly 4 sloth

5 Listen, point and repeat. 007

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

6 Read and write the words. Listen and check. 008

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

ANSWERS

1 sailfish 2 octopus 3 beaver 4 cheetah

Optional activity

If you feel the students need further practice, play a game of *Fast talk* (see *Ideas bank* page 153) using the animals flashcards. After the game, put the flashcards on the board. Ask different students to describe one of the animals for you to guess and point to the flashcard.

7 Write.

- Students work in pairs. They read the sentences again and write the names of the animals. Remind them that there is more than one animal for each sentence, and that they should use the animal words from the big picture on page 6 as well as those from the text on page 7.

ANSWERS

1 lion, cheetah 2 sloth, giant tortoise
3 sailfish, octopus, beaver
4 eagle, butterfly, toucan

Global skills: creativity and critical thinking

- The ability to make connections is a critical-thinking skill. In exercise 7, students categorize animals based on their abilities and characteristics.
- If you wish to build on this, ask students what other abilities different animals have, for example, *run fast*, *jump high*, *climb*. Tell students to work with a partner and categorize other animals according to their abilities.

8 Listen and repeat. 009 **Then make a new dialogue and practise.**

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we add *like* in the question after the name of the animal.
- Demonstrate another dialogue for the class. Choose *an eagle* from the box and encourage a student to ask you *What is an eagle like?* Respond with the correct description, using the prompts in the orange box.
- Ask students to work in pairs. They take turns to ask about animals, using the dialogue in their Student Book as a model.
- Walk around the class and help where necessary.

Mixed ability

Pair weaker students together to write and then practise two dialogues, using the prompts. Stronger students can extend the activity using the descriptions in exercise 4.

Team Up! 1 DOWNLOAD

- Students play a game of animal bingo.

Workbook pages 4–5

1 Read and match.

- Students look at the pictures and match them to the sentences.

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

2 Read and write.

- Students read the sentences and write the name of the correct animal. Remind them to use the correct article *a* or *an*.

ANSWERS
1 an eagle 2 a butterfly 3 a giant tortoise 4 a sloth
5 an eagle 6 a lion

3 Correct the words in bold.

- Ask students to look at the photos and tell you what animals they see.
- Read out the first sentence and ask *Is it a lion?* (No.) *What is it?* (a sloth) Choose a student at random to answer.
- Show students the word *lions* in bold and the correct word written underneath. They choose the correct word from the box and write it. They can cross it out in the box.

ANSWERS
1 sloths 2 butterflies 3 sailfish 4 beavers
5 cheetahs 6 octopuses

4 Complete the dialogues. Answer with *It's*, *It's got* or *It can*.

- Ask students to look at the pictures and complete the dialogues.

ANSWERS
1 What is an eagle like? It can fly very high.
2 What is an octopus like? It's got eight arms.
3 What is a beaver like? It's a land animal but it swims.
4 What is a sailfish like? It can jump very high.
5 What is a cheetah like? It can run very fast.
6 What is a toucan like? It's got a colourful beak.

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to compare animals.

Language

Comparative adjectives: *(My dog is) stronger than (your dog). (My dog is) more beautiful than (your dog).*

Superlative adjectives: *(I'm) the biggest animal (on land). (I'm) the most beautiful (animal in the world).*

Warm up

- Play a game of *Snap!* with the class with the animal flashcards (see *Ideas bank* page 153).

Lead-in

- Write the learning objective for the lesson on the board: *Let's compare animals.*
- Ask students for some adjectives to describe animals, for example, *big*, *dangerous*, *colourful*. Explain the meaning of comparative and superlative adjectives, and tell students they are going to use these to compare different animals.

Student Book pages 8–9

1 Listen and read. 010 **Why isn't Tang sad?**

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to follow the grammar cartoon.
- Play the recording again for students to follow. Ask questions to check understanding: *How does the first boy compare the dogs?* (His dog is stronger.) *How does the second boy compare the dogs?* (His dog is more beautiful.)

ANSWER
Because it's not his dog that the boys are talking about.

2 Listen and read. 011

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students.

Assessment for learning
Ask students for feedback, using one of the methods in the introduction to check understanding. If further practice is needed, use the *Optional activity* below.

Optional activity
Invite a student to the board. Say an adjective for the student to write the comparative form. Encourage the rest of the class to help them. Repeat the activity with different students and adjectives. Suggested adjectives to use: *big, small, long, slow, happy, colourful, dangerous*.

3 Listen and circle the correct words. 012

- Tell students to listen and follow the sentences and circle the word they hear. Play the recording all the way though.
- Ask students to work in pairs and compare answers.

Audio transcript
Which animal is a better pet, a fish or a dog? Well, I think dogs are more interesting than fish. Dogs are noisier and less colourful than fish, but I think a dog is a better pet for me.

ANSWERS
1 better 2 more interesting 3 nosier 4 less colourful 5 better

Assessment for learning
In listening activities like exercise 3, encourage independent learning by asking students to compare their answers in pairs. Ask students if their answers are the same or different. If any pairs have different answers, play the recording for them again to listen and check.

4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Put the animal flashcards on the board to remind students of the animals in the unit.
- Give students a couple of minutes to come up with questions. Ask them to work in pairs to ask and answer, following the dialogue.

5 Listen and read. 013 Which is the most beautiful animal?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Then ask the question again. Choose a student at random to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Is the giraffe taller than the other four animals?* (Yes.) *Is the snake longer than the other animals?* (Yes.) *Is the elephant bigger than the other animals?* (Yes.) *Is the cheetah faster than the other animals?* (Yes.) *Why does the baby tortoise think it's the most beautiful?* (because his mum says he is)

ANSWER
the baby tortoise

6 Listen and read. 014

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read out the *Look!* box for students to follow.
- Point to the animal flashcards and ask *Which is the fastest animal?* (the cheetah) *Which is the biggest animal?* (the giant tortoise) *Which is the most dangerous animal?* (the lion) *Which is the most colourful animal?* (the butterfly)

7 Write.

- Students answer the questions, using the prompts in brackets to help them.
- For class feedback, ask different students to ask a question for another student to answer.

ANSWERS
1 The great white shark is the most dangerous shark.
2 The whale shark in the biggest shark.
3 The hammerhead shark is the most interesting shark.

Mixed ability
Allow weaker students to work with a partner to answer the questions. Stronger students work independently and then compare answers with a partner. Fast finishers can write one more question about a different animal and exchange it with their partner to answer.

Grammar
To help students with exercise 8, remind them that comparatives refer to two things. Also revise how we form comparative sentences to contrast with the superlative, which refers to two or more things.

8 Circle the correct words. Then listen and check. 015

- Ask students to work in pairs and choose the correct words. They then listen to check their answers.

Audio transcript
Lions, tigers and cheetahs are cats. The cheetah is the smallest of the three cats, and the lion is the least colourful. The tiger is bigger and stronger than the lion. All three cats are beautiful animals.

ANSWERS
1 the smallest 2 least colourful 3 bigger 4 stronger

Team Up! 2 DOWNLOAD

- Students choose three animal cards and compare them.

Workbook pages 6–7

1 Circle the correct words to make the sentence true.

- Students look at the pictures and circle the correct words to make comparative sentences about the animals.

ANSWERS
1 An elephant is bigger than a hippo.
2 An eagle is less colourful than a toucan.
3 A lion is more dangerous than a giant tortoise.
4 A cheetah is more active than a sloth.
5 A sailfish is faster than an octopus.

2 Underline the adjectives with two or more syllables. Write the comparative.

- Tell students to take turns to say the adjectives with their partner to listen for the words with two or more syllables.
- Students then write the comparative form for all the adjectives.

ANSWERS

1 easy, easier than 2 hotter than
3 careful, more careful than 4 happy, happier than
5 beautiful, more beautiful than
6 important, more important than
7 worse than 8 better than

3 Write.

- Students use the prompts in brackets to write comparative sentences.

ANSWERS

1 A hippo is wider than a cheetah.
2 Marc is more careful than Penny.
3 Helen's pictures are worse than Kim's pictures.
4 I'm happier than my brother.
5 Today is hotter than yesterday.

4 Write the superlative form of the adjectives.

- Students use the adjectives in brackets to complete the sentences with the superlative form.

ANSWERS

1 the most interesting 2 the best
3 the longest 4 the most dangerous
5 the least colourful 6 the noisiest

5 Read and write the comparative or the superlative.

- Ask students to look at the photos. Elicit comparative and superlative sentences to compare the eagles.
- Students work to complete the text with the comparative or superlative form of the adjectives in the box.
- Students work in pairs and compare answers before class feedback.

ANSWERS

1 is the biggest 2 are longer than 3 is the fastest
4 is the best 5 is stronger than 6 is noisier than
7 is the most beautiful 8 is the most interesting

Mixed ability

Check to see if students have understood the difference between comparatives and superlatives. If there are students who you feel need more support, ask them to go to the *Grammar check* (see note below). The students who are ready can move on to do exercise 6.

6 Choose animals to compare. Write two sentences.

- The students choose two pairs of animals and write two more sentences to compare them, using the comparative or superlative forms of the adjectives in the box.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 124 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about animal actions.

Language

Animal actions: *chew, crawl, dive, leap, make a nest, roar, sleep, stretch*

Comparative and superlative adverbs: *(An octopus swims) more quickly than (a dolphin), (but a sailfish swims) the most quickly.*

Warm up

- Tell students that you are thinking of an animal, and they can ask you *Yes / No* questions to guess what it is, for example, *Does it roar? Can it swim?*
- Students play the game in pairs.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about animal actions.*
- Check students' understanding of *action*.
- Ask students how animals do different things.
- Explain that in this lesson, they will learn about different things animals do.

Student Book pages 10–11

1 Listen and read. 016 **What is the fastest animal?**

- Focus students' attention on the photo. Ask what they can see and what they know about cheetahs.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text. Choose a student at random to answer the question.
- Play the recording again for students to follow. Ask *Which animal is quicker in the water: a dolphin or an octopus?* (an octopus) *Which animal roars louder than a tiger?* (a lion) *Which animal sleeps the longest?* (a koala)

ANSWER

a cheetah

2 Listen, point and repeat. 017

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

3 Listen and write the action. 018

- Tell students that they are going to hear eight sentences about animals and their actions.
- They must listen and write the action.

- Play the recording, pausing after the first sentence and show the example.
- Continue the recording, pausing after each sentence for students to write the action.

Audio transcript

1 I do this all night. Some animals do this all day.
2 Frogs and kangaroos do this very well!
3 Insects do this on the floor, on the wall, or on the ceiling.
4 Lions, tigers and other big cats do this noisy action.
5 Most birds do this once a year for their eggs.
6 Cows do this slowly when they eat grass.
7 It's good to do this before you run or do exercise.
8 Penguins do this when they want to catch fish.

ANSWERS

1 sleep 2 leap 3 crawl 4 roar 5 make a nest
6 chew 7 stretch 8 dive

Assessment for learning

Ask the class to compare their answers in exercise 3 and write a question mark next to any different answers. Play the recording again for students to check the answers with the question marks.

4 Play the *Name the animal* game.

- Ask two confident students to model the dialogue for the class.
- Students work in pairs and ask their partner to name an animal that can do any of the actions in exercise 2.

Optional activity

Divide the class into teams. Invite a student from each team to the board. Whisper one of the animal actions to the two students. They must mime the action for their team to guess. Repeat the game with different students and actions.

5 Listen and read. 019

- If you are using the Classroom Presentation Tool, ask students to now close their books. Show them the grammar cartoon. Play the recording for students to listen and follow. Then go through the grammar explanation and example sentences with the class. Finally, ask students to open their books again and focus their attention on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Go through the *Look!* box with the students to show them how to form comparative and superlative regular and irregular adverbs.
- Ask students to work in pairs and take turns to read out the example sentences. Invite confident students to give you additional example sentences with adverbs.

6 Write.

- Focus students' attention on the pictures and ask what they can see. Ask what actions the animals are doing.
- Students complete the questions with the comparative form of the adverb in brackets, and write full answers.

ANSWERS

1 Which chews more slowly, a cow or a rabbit? A cow chews more slowly than a rabbit.
2 Which leaps more easily, a cat or a dog? A cat leaps more easily than a dog.
3 Which makes a nest higher, a duck or an eagle? An eagle makes a nest higher than a duck.
4 Which dives better, a beaver or a penguin? A penguin dives better than a beaver.

Mixed ability

If you see during feedback that some weaker students are not confident about the new grammar, ask them to work together to make the comparative form of the adverbs in brackets before they complete the sentences. Ask stronger students to write one more question and answer.

7 Complete.

- Say the adjectives and adverbs in brackets and elicit the comparative and superlative form.
- Ask students to work in pairs to complete the sentences with the comparative and superlative form of the adjectives and adverbs.

ANSWERS

1 faster, the fastest
2 more quickly, the most quickly
3 higher, the highest
4 more carefully, the most carefully

8 Listen and read. Then sing. 020–021

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

Team Up! 3 DOWNLOAD

- Students use the worksheet to make sentences with comparative adverbs about animals and their actions.

Workbook pages 8–9

1 Read and match. Then number the pictures.

- Students read the sentences and match them to the action.
- Then they match the sentences to the pictures and write the sentence number.

ANSWERS

1 crawl, g 2 dive, h 3 leap, f 4 sleep, a
5 make a nest, e 6 chew, c 7 roar, d 8 stretch, b

2 Look and complete. Use the words from activity 1.

- Ask students tell you what they can see in the pictures.
- The students read the sentences, find the animal in the picture and complete the sentences with the correct present continuous form of the action verb.

ANSWERS
1 roaring 2 stretching 3 leaping 4 chewing
5 sleeping 6 diving 7 crawling 8 making a nest

3 Complete. Use comparative adverbs.

- Ask students to tell you what they can see in the pictures.
- Read out the words in the box and ask which pictures they match.
- Students complete the comparative sentences.

ANSWERS
1 runs faster than 2 skateboards better than
3 crawls more quickly than 4 leap more carefully than

4 Complete. Use the superlative form of the adverbs.

- Students read the sentences and then complete the superlative sentences with the verb and adverb in bold.

ANSWERS
1 dive the best 2 chews the quickest 3 swims the fastest 4 sings the worst 5 leap the highest

5 Write. Use comparative and superlative adverbs.

- Read out the prompts and explain that sentences 2 and 3 are comparative sentences and that 4 and 5 are superlative sentences.
- Students use the pictures and the prompts to write the sentences.

ANSWERS
1 A lion runs faster than a boy.
2 A sloth climbs trees more easily than a boy.
3 A lion sleeps longer than a boy.
4 A lion leaps the highest.
5 A sloth crawls the most slowly.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 124 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about two animals.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play a game of *Draw* (see *Ideas bank* page 155) to revise animal vocabulary that students already know. Make sure to include *lion* and *mouse*.
- After the game, draw or place a picture of a lion and a mouse on the board.

Lead-in

- Ask students to look at page 12 of the Student Book and find the learning objective: *Let's read about two animals.*
- Point to the pictures of the mouse and lion on the board. Ask *Which animal is bigger / smaller? Which animal runs more quickly? Which animal roars more loudly?*

Student Book pages 12–13

1 Look at the pictures. Which animal looks stronger?

- Ask students to look at the story and say which animals they see. Ask *Which animal looks stronger?*

ANSWER
The lion looks stronger.

2 Listen and read. 022 What isn't Yusuf good at? What is he good at?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist questions in the rubric. Point out Yusuf in picture 1.
- Play the recording while students follow the story in their books. Choose different students and repeat the question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER
Yusuf isn't good at running. Yusuf is good at using computers.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves. Point out that there is no right or wrong answer.
- Read out the sentences and make sure students understand the meaning of the adjectives and character.
- Give students time to scan the story again, if necessary, and complete the sentences.
- Ask students to work in pairs and compare answers. Encourage them to give reasons for their answers.

ANSWERS
Students' own answers

4 Read again and match.

- Ask the students to read the story again silently.
- When they have finished, explain to students that they have to match the sentences with the characters.
- Check that students understand the meaning of *huge*.
- Allow time for students to read the sentences and answer the questions. Monitor students and help where necessary.

ANSWERS
1 d 2 b 3 a 4 c

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

- Ask students to work with a partner to read the sentences and write *T* or *F*.
- Ask students to correct the false sentences.

ANSWERS
1 T 2 F 3 F 4 T

Optional activity

In exercise 5, encourage students to see how many of the sentences they can identify as true or false without reading the story again. Then they read the story again to check their answers.

6 Complete.

- Tell students the text is a summary of the story, and they have to complete the gaps with one of the words in the box.
- Ask students to work in small groups.

ANSWERS

1 grandpa 2 mouse 3 stronger 4 more easily 5 lion

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Give students time to think about the answers. Choose a student to answer the first question.
- If students are unsure of meaning, rephrase for them. For example, *Is Emir like the mouse / lion? Is Yusuf like the mouse / lion?*
- Read the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *Why is Yusuf sad at the beginning of the story? How does the mouse help the lion? How does Yusuf feel at the end of the story?*
- Read the third question. Ask students to tell their partner what they think before getting feedback from the whole class. Ask *Do you think it's important for Yusuf to help Emir? How do you think Emir is going to feel?*

SUGGESTED ANSWERS

1 Yusuf is like the mouse. Emir is like the lion.
2 He learns that everyone has strengths and weaknesses.
3 Yes. Yusuf can help Emir with computers.

Assessment for learning

- Some students may be reluctant to take part in discussions because they feel limited by their level of English. While students should be encouraged to speak English whenever they can, allow them to use their own language if they are struggling. If possible, reformulate their answer in English for them to repeat. Help students to express themselves using the English they know by phrasing questions in a different way and prompting where necessary.
- Display the *Emotions* poster on the wall and use it to prompt students when they are talking about their feelings and experiences.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of using our individual strengths to help others, It's important for students to recognize their individual talents and not compare themselves to others. During class feedback, establish that we can achieve more when we work with people whose talents are different from our own, rather than trying to compete with them.

Team Up! 4 DOWNLOAD

- Students use the worksheet to make a list of things they are good at and the things they'd like help with.

7 Home-school Read the story at home.

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

Workbook pages 10–11

1 Look at the pictures. What animal do the girls help?

- Tell students that they are going to read a different story. Ask them to look at the pictures. Allow time for them to discuss the question with their partner and find the answer to the question.

ANSWER

a toucan

2 Read the story.

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

3 Read the story again. Number the sentences in order.

- Tell students to number the sentences in the order they happen in the story.
- Students read the story again to check their answers.

ANSWERS

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

4 Correct the words in **bold**.

- Explain to students that the words in bold are incorrect and they have to write the correct words.
- Tell them to refer to the story to help them.
- Students work in pairs and compare answers before class feedback.

ANSWERS

1 Friday 2 birds 3 colourful 4 more quickly
5 higher 6 different

5 Complete for you.

- Read the first task. Ask students to think about their favourite part of the story. They circle it or write down their own favourite part.
- Then they choose adjectives to complete the sentences.
- Lastly, they rate the story by colouring the stars.
- Ask students to work in pairs to compare answers and opinions. Encourage them to give reasons where possible. Invite students to share their opinions with the class.

ANSWERS

Students' own answers

Assessment for learning

- The self-evaluation feature allows students to give their own reaction to the story. Explain to students that there are no right or wrong answers; they should circle, write and colour the stars to show how they feel about the story.
- When students have completed the evaluation task, they can compare their opinions in pairs. They can discuss the story together, using the information to help them, for example, *My favourite part of the story is when … because … I think the girls are … because … I give this story … stars because …*
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about animals from Belize and Australia.

Language

Animals: *fur, mammals, rainforest, reptiles*

Warm up 020

- Do the *Act out the song* activity (see *Ideas bank* page 154) to energise the class.

Culture note

Belize is a country in Central America. It lies on the coast of the Caribbean Sea and has 450 islands. It has a variety of climates and habitats, which makes it an ideal home for more than 5,000 species of plants and hundreds of species of animals, including armadillos, snakes and monkeys. The keel-billed toucan is the national bird of Belize.

Lead-in

- Ask students to look at the photos on pages 14 and 15 of the Student Book and try to guess about which countries they will be learning today (Belize and Australia). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to look at page 14 of the Student Book and find the learning objective. Write it on the board: *Let's learn about animals from Belize and Australia.*
- Ask students to work in pairs or small groups. They discuss which animals they think can be found in the two countries.
- Ask different pairs to share their answers.

Student Book page 14

1 Listen, point and repeat. 023

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

2 Listen and say the number. 024

- Focus on the photo of Luca. Ask *Which country is Luca from?* (Belize)
- Tell students that they are going to hear Luca talking about animals in his country. They must listen and when they hear a beep, say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- My name is Luca. I come from Belize, in Central America. Last summer my family and I went hiking in the Belize rainforest. A rainforest has many trees and plants. It rains a lot there, too.
- There are many mammals in the rainforest. We saw a howler monkey, which is a very noisy mammal! Belize also has many jaguars, which are big cats – and mammals!
- All mammals have fur or hair. Monkeys, jaguars, dogs and cats all have fur. Birds aren't mammals. They have feathers!
- I think the most interesting animals were the reptiles. We saw a big snake in a tree. It was a boa constrictor. We also saw a green iguana lizard. It was a very exciting day!

ANSWERS

3, 1, 4, 2

3 Listen and complete. 025

- Tell the students that they are now going to hear Luca talking about the animals in Belize. They must listen and complete the sentences.
- Play the recording, pausing for students to write the missing words.
- For class feedback, play the recording again. Pause before each missing word so that students can call out the word.

Audio transcript

Hello! It's Luca again. Did you know that much of Belize is covered in rainforest? This rainforest is home to many beautiful animals.
There are 145 different kinds of mammals in Belize. We have jaguars, monkeys, and other mammals. Many of these mammals sleep in the day and get up at night.
Belize has 120 different kinds of reptiles, such as lizards, snakes and crocodiles. One kind of crocodile lives in rivers or lakes, and one kind lives in the sea.
There are 500 different kinds of birds here in Belize. Many of them have beautiful, colourful feathers. The toucan also has a very colourful beak.
Belize has many insects, too. We have over 1,000 different kinds of butterflies!
Please visit our rainforest!

ANSWERS

1 mammals 2 reptiles 3 birds 4 butterflies

4 Watch the video. What animals can you see?

- Play the video for the class. Students watch and find the animals.

Video transcript, see page 159.

ANSWER

jaguars, monkeys, crocodile, snake, beetle, butterfly, fish, turtle

5 Listen and read. 026 **Then talk with a partner.**

- Play the conversation for students to listen and follow.
- If the class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss their favourite animals. Weaker students can use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation. Encourage students to think about animals in their country. Ask *What mammals / reptiles are there in your country? Where can you see them?*
- Monitor the students as they talk, helping where necessary.

Workbook page 12

1 Read. Which two types of sharks are mentioned?

- Explain that students are going to read a text written by another child from Belize. Point to the photo of Carolina.
- Ask students to look at the photos and tell you what they see. Ask *Which two types of sharks are mentioned?*
- Allow students time to read the interview and find the answer. Choose a student to answer the question.

ANSWER
a hammerhead shark and a reef shark

2 Read again. Complete.

- Ask students to read the text again and complete the gaps with words from the box.

ANSWERS
1 fish, mammals, reptiles 2 rainforest 3 bigger
4 more colourful

3 Tick ✓ the animals that live in Belize and your country. Write.

- Tell students to scan the text in exercise 1 and think back to Luca's video about Belize to help them complete the chart.
- Ask students to work in pairs and compare answers. Ask *Are they the same or different? Which different animals live in your country?*

ANSWERS
Belize: Students tick all the animals.
Your country: Students' own answers

Student Book page 15

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

- Focus on the photo of Ian. Ask *Which country is Ian from?* (Australia)
- Ask students to work with their partner to look at the photos in the fact file and say the names of the animals.

ANSWERS
kangaroo, koala, platypus, spiny anteater

7 Listen and read. 027 **Where does a baby kangaroo live?**

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

ANSWER
In a safe place in the mother called a 'pouch'.

8 Answer the questions.

- Go through the questions with the class and check that students understand *pouch* and *feathers*.
- Ask students what they think the answers to the questions are. Make a note of the answers on the board.
- Students read the fact file again quietly to themselves and answer the questions.

ANSWERS
1 Because it's too small to be outside and needs to be safe.
2 A duck. 3 Milk. 4 Many months.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share what animals they'd like to see and have a vote on the most popular one.

Team Up! 5 DOWNLOAD

- Students use the worksheet to categorize different animals.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to compare and contrast two things.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Descriptions* game (see *Games bank* page 153) to review the vocabulary from lesson 5.

Lead-in

- Ask students to look at page 16 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to compare and contrast two things.*
- Ask students to look at the photos and tell you which animals the text is comparing. Ask *What do you already know about elephants?*

Student Book page 16

1 Look at the photos. Which elephant do you think is from Africa?

- Read the question in the rubric with the class.
- Accept all students' answers to the question and ask what differences they can see between the two elephants in the photos. Don't confirm the answer yet.

ANSWER
The elephant in the bottom photo is from Africa.

2 Read and listen. 028 Is the writer talking about facts or opinions?

- Ask: *Is the writer talking about facts or opinions?* Check that students understand the meaning of *fact* and *opinion*.
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses in exercise 1 were correct.
- Ask students at random to tell you a fact about each elephant. Say *Elephants are very interesting.* Ask *Is that fact or opinion? What do you think about elephants?*

ANSWER
facts and then opinion in last paragraph

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

- Allow time for students to read the report again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS
1 The African elephant
2 The Asian elephant
3 The mother Asian elephant

4 Read. Then write the labels in 2.

- Read through the box about how to compare and contrast two things.
- Students work individually to label the paragraphs with the words in bold.
- Ask them to point to the introduction. Ask *How are the sharks the same? How are they different? What's the writer's conclusion?*

ANSWERS
Introduction, Comparing, Contrasting, Conclusion

5 Write a report about two animals in your country. Go to your Workbook page 13.

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

Workbook page 13

1 Choose two animals to compare.

- As a class, brainstorm animals and make a list on the board.
- Students choose two animals from the board or their own ideas, and then compare their choice with their partner.

Global skills: creativity and critical thinking
This lesson teaches students how to think critically about the similarities and differences between animals. The Venn diagram helps them to compare and contrast their chosen animals, and gives them a visual plan to use for their writing.

2 Look at the example. Make a Venn diagram.

- Make sure that the students understand the example of a Venn diagram. Ask *How are the frog and rabbit the same? What's different about the frog / rabbit?*
- Explain to students that they must write the names of their animals from exercise 1 at the top in the circles.
- Show students that the middle section is where they write the ways in which their animals are the same. The outer sections are where they write how they are different.
- Students think about the similarities and differences between their animals and then complete their Venn diagram.
- Monitor and help students as they complete their diagrams.

Assessment for learning
To encourage learner autonomy, it is important to use classroom time to prepare students for the writing task. The *Amazing animals!* text on page 12 of the Workbook is an additional model that students can refer to for support. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus.

3 Write a report about two animals in your country. Use your notes.

- Show students the *Let's Write!* poster and go through the steps 1–3 to help them plan their own writing.
- Refer students back to the report about the *African and Asian elephants* in their Student Book. Remind students that this is what a good report comparing and contrasting two things looks like, and they should use this model to help them in their own writing.
- Tell students to organize their ideas from the Venn diagram into four paragraphs: *an introduction, comparing the two animals, contrasting the two animals, and a conclusion*.
- Tell students to use their notes to write the report.
- Monitor the students and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their report.
- Ask students to exchange their report with their partner to read. Ask *What interesting facts did you learn about your partner's animals?*

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

Project and Review

Learning objective
Students will make and play a card game.

Language
Grammar and vocabulary from the unit

Materials
One copy of the *Team Up! 6* (Project) worksheet per student, scissors

Warm up

- Play the *Comparative games chain* to review the grammar and vocabulary from the unit. Write a comparative sentence about two animals on the board, for example, *An elephant is bigger than a mouse.*
- Invite a student to say the sentence and add their own comparative sentence starting with *a mouse.*
- Invite the next student to say your sentence and the previous student's from memory, and then add their own.
- Continue like this around the class.

Lead-in

- Write this unit's project on the board: Make and play the *Which animal wins?* game.
- Discuss with the students what the game might involve.

Student Book page 17

Project

Team Up! 6 DOWNLOAD

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

1 Listen and number the project steps in order. 029

- Show the students a copy of the *Team Up! 6* worksheet.
- Read out the steps and ask students which order they think they should be in.
- Play the recording for students to listen and number the steps.

Audio transcript

1 Draw and label three more animals.
2 Cut the animal and the adjective cards.
3 Listen to the rules and play the game.
4 The player with the most cards wins.

ANSWERS
a 3 b 4 c 1 d 2

2 Watch the video. Which animal is bigger?

- Ask *Which animal is bigger?* Play the video for the students to watch and find the answer.
- Ask the question again. Allow time for students to discuss which animals they remember from the video. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 159.

ANSWER
the whale

3 Listen and read. 030 Then play the game.

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

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 3, 4 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.
- Tell them to hold up their green traffic light card when they want you to check.

Workbook pages 14–15

1 What is it? Complete.

- Ask students to work in pairs and identify the animals.
- They then complete the sentences with the animal words.

ANSWERS
1 giant tortoise 2 butterfly 3 beaver 4 toucan
5 octopus 6 sailfish 7 cheetah 8 sloth

2 Correct the words in **bold**.

- Read out the sentences, one by one, and ask students to call out the word in bold. Tell students that these words are incorrect and that the correct words can be found in the other sentences.
- Students write the correct word for each bold word.

ANSWERS
1 ~~crawl~~ roar 2 ~~dives~~ sleeps 3 ~~leap~~ crawl
4 ~~stretches~~ makes a nest 5 ~~sleeps~~ leaps
6 ~~makes a nest~~ dives 7 ~~roar~~ stretch

3 Write true sentences. Use comparative adjectives.

- Students use the prompts to write the sentences.
- Ask them to look back at the grammar box on page 8 in the Student Book to remind them how to form comparatives.

ANSWERS

1 A cheetah is faster than a lion.
2 A duck is noisier than a butterfly.
3 A sloth is slower than a mouse.
4 A tiger is more dangerous than a giant tortoise.
5 An elephant is bigger than a hippo.
6 A zebra is funnier than a monkey.

4 Write sentences. Use superlative adjectives.

- Ask students how many stars there are for each of the animals.
- Read out the example sentence and show the three-star ranking for row 1 in the table.
- Students complete the exercise and compare their answers.
- Ask different students to say a sentence for a class check.

ANSWERS

1 A butterfly is the smallest.
2 A beaver has the biggest teeth.
3 A cheetah is the most dangerous.
4 A beaver is the least colourful.
5 A cheetah is the fastest.

5 Write the comparative or the superlative adverb.

- Go through the sentences and ask if they are comparative or superlative sentences.
- Students read and complete the sentences with the superlative or comparative form of the adverbs in the box.

ANSWERS

1 dive the longest 2 swim more quickly
3 stretch higher 4 roar the loudest
5 leap the best 6 chew more slowly

Assessment for learning

- Each unit in the Workbook ends with a self-assessment activity. This allows students to reflect on their learning and think about how well they can do each of the skills they have practised.
- Read out the sentences for the students to follow.
- Explain that the students must tick the sentences to show how they feel about their progress for each objective. Point out the faces of the bees and explain that if they don't feel so confident about their progress, they draw in the tick under the sad bee; if they feel OK, it's the middle bee; and if they're confident about their progress, it's the happy bee. They do the same in the last sentence for their overall effort in the unit.
- Emphasize that this task is about how well they feel they can do the things from the unit, and there's no wrong or right answer. Explain that it also helps you to understand what might need to be reviewed.

Unit 1 My progress and effort

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

Unit test

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

2 Fun at home

Lesson 1: Words

Learning objective

Students will be able to talk about TV programmes.

Language

TV programmes: *cartoon, chat show, comedy, cooking programme, drama, documentary, game show, news, nature programme, sports programme*

Functional language: *What's on TV? There's a good … at …*

Warm up

- Play a game of *Snap!* (see *Ideas bank* page 153) with the animal words from Unit 1.

Lead-in

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

Student Book pages 18–19

1 Look, share, learn.

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

ANSWERS

TVs, cake, Dad, Mum, balloons, table, arm, doctor, bed, dog, cat, chicken, tennis court, and tennis rackets

2 Listen, point and repeat. 031

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

3 Listen and say. 032

- Play the recording, pausing after each description, for students to say the name of the TV programme.
- Play the recording again for comprehension.

Audio transcript

1 I'm watching a baseball game on this programme.
2 My little brother likes to watch this in the morning.
3 Interesting people meet and talk on this show.
4 This show is sometimes very sad.
5 My dad likes this because the people are so funny.
6 People try to get points on this show.

ANSWERS

1 sports programme 2 cartoon 3 chat show
4 drama 5 comedy 6 game show

4 Write.

- Check understanding of the vocabulary.
- Students read the words and write the TV programme.
- Ask students to check their answers with their partner.

ANSWERS

1 comedy 2 sports programme 3 drama 4 cartoon

5 Listen, point and repeat. 033

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

6 Read and write the words. Listen and check. 034

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

ANSWERS

1 cooking programme 2 nature programme
3 documentary 4 news

7 Write the TV programmes from your most favourite (1) to least favourite (10).

- Ask students to name the ten TV programmes from the lesson and make a list on the board.
- Students work individually to rank their favourites.
- Go around the class, helping where necessary. Make a note of any problems to address with the class.
- Have a class vote on the top three TV programmes.

ANSWERS

Students' own answers

Assessment for learning

To build learner confidence, let students compare answers with a partner before you have the open class vote.

8 Listen and repeat. 035 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Demonstrate another dialogue for the class. Let a student ask you *What's on TV?* Respond with the sports programme and time from the green box. Encourage the student to respond with one of the phrases from the orange box.
- Ask students to work in pairs. They take turns to ask what's on TV, using the dialogue in their Student Book as a model.

- Walk around the class as students talk and help or correct where necessary. Make sure that students understand to use the programmes and times from the box.

Team Up! 1 DOWNLOAD

- Students do a survey to find out about favourite TV programmes and record their results in a bar chart.

Global skills: creativity and critical thinking
The ability to analyse information is a critical-thinking skill. In *Team Up! 1*, students collate their answers from the survey and present their results graphically in a bar chart.

Workbook pages 16–17

1 Circle the correct words. Then number the pictures.

- Students read the sentences and circle the correct TV programme. Then they match them to the pictures.

ANSWERS
1 comedy, c 2 game show, e 3 cartoon, a
4 sports programmes, d 5 chat show, b 6 drama, f

2 Complete.

- Focus students' attention on the picture and ask what they can see (a family watching TV).
- Students read the paragraph, choose and write the correct TV programme from the box.

ANSWERS
1 cartoons 2 chat shows 3 sports programmes
4 game shows 5 drama 6 comedy

3 Read. Then write the programme.

- Ask students to look at the TV guide and pictures and tell you what TV programmes they see.
- Read out the example description and show students the example answer, *drama*.
- Students read the TV programme descriptions, look at the pictures, choose and write the correct TV programme.

ANSWERS
1 drama 2 documentary 3 nature programme
4 cooking programme 5 news

4 Look at the TV guide in activity 3. Complete the dialogue.

- Ask students to look at the TV guide and complete the dialogue using the words and phrases in the box.

ANSWERS
1 news 2 What's on 3 at 5.15 4 No, thanks
5 drama 6 Great

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

Lesson 2: Grammar

Learning objective
Students will be able to describe TV programmes.

Language
Relative pronouns statements: *This is the woman who is helping the chef. These are the vegetables which came from the farm. This is the kitchen where the chef cooks.*
Relative pronouns questions: *Is it the baby duck which turns into a beautiful bird? Do you like the little girl who tries to sell things? What is the city where Hans Christian Andersen lived?*

Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 153) with the flashcards to review the vocabulary from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Write the learning objective for the lesson on the board: *Let's describe TV programmes.*
- Ask students what TV programmes they like watching and what happens. Allow students to use their own language. Reformulate their answers in English.

Student Book pages 20–21

1 Listen and read. 036 What is May doing?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Then ask the question again and choose a student at random to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Where is the chef?* (in the kitchen) *Where are the vegetables from?* (the farm) *What is Hector going to eat?* (a sandwich)

ANSWER
She's watching a cooking programme.

2 Listen and read. 037

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students.

3 Circle the correct words.

- Focus students' attention on the photo and ask what they can see.
- Tell students to read the text quickly for gist. Ask *What pictures does the boy paint?* (beautiful mountains)

- Students read the text again and circle the correct relative pronoun.
- Ask students to work in pairs and compare answers.

ANSWERS
1 who 2 where 3 which 4 where

4 Ask and answer.
- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Put the TV programme flashcards on the board. Then ask students to work in pairs, first acting out the conversation and then repeating it using their own information.

5 Listen and read. 038 What did Hans Christian Andersen do?
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow. Ask the question again and choose a student at random to answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What animal is one of the stories about?* (a duck) *When does the girl sell things?* (on a cold winter night)

ANSWER
He wrote children's stories with interesting animals and people.

6 Listen and read. 039
- Play the recording for students to follow the example questions. Ask students to work in pairs and take turns to read out the example questions.
- Point to the TV programme flashcards and ask questions, for example, *Is this a programme which has famous people? Is this the person who reads the news? Is this the place where the chef cooks?*

7 Write *who, which,* or *where*.
- Students complete the questions using *who, which* or *where*.

ANSWERS
1 which 2 who 3 where

8 Look at the picture. Write questions.
- Ask students to work in pairs and complete the questions using the prompts in brackets.

ANSWERS
1 the girl who has a dog
2 the dog which helps the girl
3 the woman who taught the dog
4 the house where the girl lives

Global skills: intercultural competence and citizenship
The exercise focuses on a girl who is blind. It is designed to make students notice and value different abilities to develop empathy and respect for everyone. Focus the students' attention on the picture. Ask *Why is the dog helping the girl?* (She can't see.) *What does the dog help her with? Do you know anyone who has a guide dog? What do you often need help with?*

Optional activity
Divide the class into pairs. Ask them to draw a simple picture and write three questions about the picture. The pairs exchange pictures and questions with another pair to look at the picture and answer the questions.

Team Up! 2 DOWNLOAD
- Students make a game with different scenes and ask and answer questions about them.

Workbook pages 18–19

1 Write *P* (person), *PL* (place) or *T* (thing). Then circle the correct words.
- Students look at the pictures and write *P*, *PL* or *T*.
- They circle the correct relative pronoun in each sentence.

ANSWERS
1 PL, where 2 P, who 3 T, which 4 PL, where
5 T, which 6 P, who

2 Tick ✓ the correct sentence.
- Read out the sentences in number 1 and ask *Why is a correct?* (because a canteen is a place)
- During class feedback, ask students to explain why the sentence they chose is correct (2 *uncle* is a person, 3 *park* is a place, 4 *plants* are things).

ANSWERS
1 a 2 b 3 b 4 b

3 Write *who, where* or *which*.
- Students complete the sentences with the correct relative pronoun.

ANSWERS
1 where 2 who 3 which 4 who 5 where

4 Read and match.
- Students read the first part of the question and draw lines to match them to the correct relative pronoun and final part of the question.

ANSWERS
1 who, d 2 which, f 3 where, a 4 which, b
5 who, c 6 where, e

5 Write *who, where* or *which*. Then write the questions.
- Ask students to look at the photos. and say what they see.
- Go through the example with the class. Point out that in sentences 2 and 4, the students need to change the possessive pronoun *my* to *your* in the question form.
- Students work individually to complete the sentences and write the questions.
- Students compare answers before class feedback.

ANSWERS
1 who; Is that the girl who won the race?
2 where; Is that the museum where your mum works?
3 which; Are these the elephants which live in Thailand?
4 who; Is he your friend who likes reading?
5 where; Is this the park where he flies his kite?
6 which; Are these the chillies which are very hot?

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 125 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about activities they do at home.

Language

Activities: *do a puzzle, go for a walk, have a party, make a bracelet, make a card, make lemonade, make a model, send messages*

Present simple with present continuous: *He usually watches TV, but he's making a model car now.*

Warm up

- Write a definition of a place, person or thing on the board and ask the students to guess the word, for example, *It's the person who cooks food.* (chef)
- Choose a few jobs, places and things that students know (for example, *museum*, *doctor*, *pencil*) and write them on the board.
- Divide the class into teams to choose two of the words and write definitions. Encourage them to use the relative clause structure from the previous lesson.
- The teams take turns to say their definitions for the other teams to guess.

Lead-in

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

Student Book pages 22–23

1 Listen and read. 040 What is happening at Emily's house?

- Focus students' attention on the photos and ask what the girls are doing (talking on the phone).
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text. Then ask the question again.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Why is Emily making lemonade?* (It's her brother's birthday.) *What's Sara doing now?* (going for a walk) *What does Emily want Sara to do?* (come to her house and eat cake)

ANSWER

They're having a birthday party for Emily's brother.

2 Listen, point and repeat. 041

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

3 Listen and write. 042

- Tell students that they are going to hear six sentences describing different activities. They must listen and write the activity.
- Play the recording, pausing after the first sentence, and show the example.
- Continue the recording, pausing after each sentence for students to write the activity.

Audio transcript

1 I put on my trainers to do this.
2 I do this with my family on my birthday.
3 I need lemons, sugar and water to do this.
4 I do this on my phone.
5 I look at the picture on the box when I do this.
6 I use paper and coloured pencils to do this.

ANSWERS

1 go for a walk 2 have a party 3 make lemonade
4 send messages 5 do a puzzle 6 make a card

Assessment for learning

Ask the class to compare their answers to exercise 3 and tell you if they would like you to play the recording again to check their answers.

4 Ask and answer. What would you rather do?

- Ask two confident students to model the dialogue for the class.
- Explain that the question means *Which activity would you like to do more – do a puzzle or make a model?*
- Students work in pairs and take turns to ask their partner which of two activities they'd rather do. They choose from the list of activities in the lesson.
- Ask pairs which was the least / most popular activity.

5 Listen and read. 043

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Ask students to work in pairs and take turns to read out the example sentences. Invite a couple of more confident students to give you additional example sentences using the present simple and present continuous.

Grammar

Remind students about the third-person *s* (*makes*) and irregular verbs (*watches*) in the present simple. Point out that we use the time phrases *usually, sometimes* and *often* with the present simple and *now, today* and *tonight* with the present continuous.

6 Circle the correct words.

- Ask students to read the sentences and circle the correct form (present simple or present continuous). Remind them to look for time phrases as clues to help choose the tense.

ANSWERS

1 makes, is making 2 is eating, eats
3 goes, is riding 4 is making, buys

7 Complete.

- Focus the students' attention on the pictures and ask them to name each activity.
- Ask students to look at the pairs of pictures and complete the sentences with the present simple or present continuous.

ANSWERS

1 sends messages, making a bracelet
2 does a puzzle, going for a walk
3 makes a model, making lemonade
4 makes a card, having a party

Assessment for learning

Using your normal feedback routine or one of the feedback ideas in the introduction, find out how confident students are about when to use the present simple or present continuous.

8 Listen and read. Then sing. 044–045

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

Team Up! 3 DOWNLOAD

- Students use the worksheet to make and play a matching game and make sentences.

Workbook pages 20–21

1 Read and match.

- Students read the sentences and match them to the pictures of the activities.

ANSWERS

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

2 Complete.

- Ask students to look at the pictures and tell you what they can see.
- The students read the sentences, look at the pictures, then choose and write the correct activity from the box.

ANSWERS

1 make a card 2 make a bracelet 3 have a party
4 make a model 5 go for a walk 6 make lemonade
7 do a puzzle 8 send a message

3 Circle the correct words.

- Students read the sentences and circle the correct form of the verb in the sentences.

ANSWERS

1 am watching 2 makes 3 have 4 aren't making
5 go

4 Look and complete. Use the present simple and the present continuous.

- Focus the students' attention on the two pictures. Explain that it is the same family, but the first picture is what they usually do, and the second picture is what they are doing today.
- The students complete the sentences using the prompts in brackets.
- Point out that the prompts show if the sentence is negative or affirmative.

ANSWERS

1 do, don't play
2 makes, doesn't dance
3 don't sing, watch
4 never cooks, reads
5 I'm playing, I'm not doing
6 is dancing, isn't making
7 aren't watching cartoons, are singing
8 isn't reading, is baking

5 Answer the questions for you.

- Answer the questions for yourself as an example for the students. (I'm teaching. I usually watch TV in the evening.)
- Encourage students to answer in complete sentences in order to practise the grammar of the lesson.
- When students finish writing their answers, put them in pairs and have them practise asking and answering the questions.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 125 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about a family at home.

Language

Vocabulary and grammar from lessons 1–3

Warm up 044–045

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

Lead-in

- Ask students to look at page 24 of the Student Book and find the learning objective: *Let's read about a family at home.*
- Ask *What do your family do at home in the evenings / at weekends?* Accept any answers.

Student Book pages 24–25

1 Look at the pictures. How many people are in Paula's family?

- Ask students to look at the pictures in the story. Read the question in the rubric with the class. Point out Paula in the first picture.
- Choose a student at random to answer the question.

ANSWER

There are four people in Paula's family: Paula, her father, her mother and her brother.

> **Assessment for learning**
>
> Ask *What do you think happens in the story?* to encourage students to predict and think about the vocabulary that may come up in the story before they read.

2 Listen and read. 046 What activities do Paula's family do together?

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

ANSWER

They eat pizza and drink lemonade, then they all play a board game together.

3 Complete for you.

- Explain to students that they are going to assess the story for themselves.
- Read out the sentences and make sure the students understand the meaning of the adjectives.
- Give students time to scan the story again, if necessary, and complete the sentences.
- Ask students to work in pairs and compare answers. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and circle the correct words.

- Ask the students to read the story again silently.
- When they have finished, explain to students that they have to circle the correct activity.
- Check students understand the meaning of *at first*.

ANSWERS

1 watch TV 2 sits on her bed 3 makes lemonade
4 make a model 5 fun 6 have a family night

5 Listen and match. 047

- Explain to students they are going to hear six people talking about activities. They must listen and match the question with the answer.
- Read through the questions and answers with the class.
- Play the first sentence, pause the recording, and elicit the answer.
- Play the sentences, one by one, pausing to give students time to circle the answers.

Audio transcript

1 But I always watch a nature programme.
2 Let's have a family night!
3 Your brother and I made a pizza.
4 I want to watch TV!
5 We can make a model plane.
6 I'm having a fun time tonight.

ANSWERS

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

6 Complete.

- Tell students the text is a summary of the story, and they have to complete the gaps with the phrases in the box.
- Ask students to work in small groups.

ANSWERS

1 nature programme 2 making a model
3 doing a puzzle 4 have a family night

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- If students are unsure of meaning, rephrase for them, for example, *Can Paula watch TV? Is she happy?*
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *Why does she go to her bedroom? Is she with her family? Are her family having fun?*
- Look at the third question. Prompt the students by asking *Is she having fun? Does she want to watch TV?*
- Divide students into small groups to discuss the lesson of the story before getting feedback from the whole class. Ask *How do you feel if you can't do something? What can you do to feel better?*

SUGGESTED ANSWERS

1 Paula feels angry when the TV doesn't work.
2 Paula feels sad when she is alone in her bedroom.
3 Paula feels happy when she is with her family.
4 It's good for people to try new things.

Assessment for learning

- Some students may be reluctant to take part in discussions because they feel limited by their level of English. It's a good idea to always give them some thinking time so they can formulate their answers rather than being put on the spot and try to answer immediately.
- Display the *Emotions* poster on the wall and use it to prompt students when they are talking about their feelings and experiences.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of overcoming disappointment when you can't do something you usually do or want to do. It's important for students to be aware that you can't always do what you want. During class feedback, establish that we should try to be open to alternatives – they may be better than what we usually do or want to do.

Team Up! 4 DOWNLOAD

- Students use the worksheet to plan a family night using a mind map.

7 Home-school Read the story at home.

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

Workbook pages 22–23

1 Look at the pictures. What's the weather like?

- Tell students that they are going to read a different story. Ask them to look at the pictures.
- Read the question in the rubric with the class. Let students look through the pictures to answer.
- Choose a student at random to answer the question.

ANSWER

It's raining.

2 Read the story.

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

3 Read the story again. Read and tick ✓ or cross ✗.

- Tell students to read the sentences and decide if they are correct or not. They tick the correct sentences and cross the incorrect sentences.

ANSWERS

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

Mixed ability

Ask the stronger students to correct the wrong sentences (2 Ivan doesn't like the rain. 5 The family are watching a sports programme.)

4 Answer the questions.

- Read the questions with the class.
- Tell students to refer to the story to help them.
- Divide the class into pairs to take turns to ask and answer the questions and check their answers.

ANSWERS

1 He goes to the park.
2 Because he can't go skateboarding.
3 She wants Ivan to help her make lemonade.
4 A sports programme about skateboarding.
5 He sends a message to Max.

5 Complete for you.

- Go through the tasks with the students to make sure they know what they are doing. Ask students to work in small groups to compare answers and opinions.

ANSWERS

Students' own answers

Assessment for learning

- It's important for students to have the opportunity to respond personally to a story in their own language to reflect how they read. You could extend the activity by asking *What else do you like about the story? Which character is like you? Do you ever feel like Ivan?*
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about hobbies in Japan and Denmark.

Language

Hobbies: *crane, difficult, easy, fold*

Warm up

- Ask students to write a present simple and a present continuous sentence about themselves, for example, *I like doing puzzles. I'm wearing a red jumper.*
- Tell students to stand up and mingle and see if they can find another student with the same sentences.

Culture note

The word *origami* comes from two words: *ori* meaning "folding" and *kami* meaning "paper". It is the practice of folding paper and is a traditional art from Japan. The focus is on folding paper without cutting, taping, marking, or gluing. There are many designs, but one of the most popular designs is the crane, which is a symbol of luck.

Lead-in

- Ask students to look at the photos on pages 26 and 27 of the Student Book and guess which countries they will be learning about (Japan and Denmark). If there is a map in the classroom, ask students to find the two countries.

- Ask students to think about what the learning objective might be. Then ask them to find it on page 26. *Let's learn about hobbies in Japan and Denmark.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which hobbies they think people have in Japan and Denmark. Nominate students to tell you which hobbies they came up with.

Student Book page 26

1 Listen, point and repeat. 048

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

2 Listen and say the number. 049

- Focus on the photo of Kumi. Ask *Which country is Kumi from?* (Japan)
- Tell students that they are going to hear Kumi talking about a hobby in her country. They must listen and when they hear a beep, say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hello! My name is Kumi and I live in Tokyo, Japan. People in Japan love making things out of paper. This is called "origami." Children do origami at school and at home. Origami means "folding paper." You fold the origami paper many times. When you fold paper, one part goes over another part.
- It's fun to make origami animals. My favourite is the crane. A crane is a beautiful bird with black and white feathers. Can you see the wings, the tail and the beak of an origami crane?
- This puzzle has big pieces. It is easy to do. Origami can be easy to do, too. To make a heart or a flower, you fold the paper a few times.
- This puzzle has many small pieces. It is difficult to do. Some origami can be difficult to do, too. To make an origami crane, you fold the paper many times.

ANSWERS
2, 1, 3, 4

3 Listen and answer. 050

- Tell the class that they are now going to hear an adult talking about Kumi's cousin Yuma. They must listen and complete the sentences.
- Ask students to read the sentences before they listen.
- Play the recording, pausing for students to write the missing words.
- Play the recording again for students to complete or check their answers.

Audio transcript

Kumi's cousin Yuma lives in Osaka, Japan. Yuma often plays video games at home, but today he is making fifty origami cranes for his grandmother. She is in the hospital. The cranes are going to make his grandmother happy. Yuma is making fifty paper cranes, but some people in Japan make 1,000 cranes!
To make a paper crane, Yuma folds one piece of paper many times. There are sixteen steps. A crane is difficult to make, but Yuma makes each crane more quickly than before. He makes the cranes in many colours. Then, he puts them together on a string. They look beautiful!
Yuma can make ten cranes in one hour. In five hours, he is going to have fifty paper cranes. These cranes are going to help his grandmother feel stronger and happier.

ANSWERS
1 crane 2 fifty 3 difficult 4 ten

4 Watch the video. What origami animals can you see?

- Ask the gist question in the rubric.
- Play the video for students to watch and find the animals.
- Ask the question again and elicit the answer.

Video transcript, see page 159.

ANSWER
fox, crane, frog, dogs, elephant, deer

5 Listen and read. 051 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss their favourite hobbies. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Encourage students to think about hobbies in their country. Ask *What hobbies are popular in your country? How are your hobbies different to your grandparents'? Are there any traditional art hobbies, like origami, in your country?*
- Walk around the class, helping where necessary.

Workbook page 24

1 Read. How is kirigami different from origami?

- Explain that the students are going to read a text written by another child from Japan. Point to the photo of Haru.
- Ask students to look at the photos and tell you what they see. Ask the gist question in the rubric.
- Allow students time to read the letter and find the answer.
- Ask a student at random to answer the question.

ANSWER
You fold and cut the paper for kirigami.

2 Read again. Complete.

- Ask students to read the text again and complete the gaps with words from the box.

ANSWERS
1 cut, fold 2 difficult 3 easy 4 crane, butterfly

3 Think about hobbies in Japan and your country. Write.

- Go through each of the prompts to guide the students in their writing.
- Read out the first sentence starter and elicit some adjectives (interesting, fun, difficult, easy, boring, beautiful).
- Ask students to suggest other animals and things they could make (flowers, fish, cats, stars, diamonds).
- Ask students what paper arts they have in their country, for example, paper-making, decoupage, paper-cutting, papier-mâché.
- Students complete the sentences and then work in pairs and compare answers.

Student Book page 27

6 Look at the photos. What can you see?

- Focus on the photo of Ella. Ask *Which country is Ella from?* (Denmark)
- Ask students to look at the photos and ask the question in the rubric. Elicit the answer.

ANSWER
paper hearts

7 Listen and read. 052 Who is making paper hearts?

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

ANSWER
Ella and her friends are making paper hearts.

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

- Read through the sentences for the class to follow.
- Ask students to read the sentences again and write *T* or *F*.
- Students read the blog again quietly to themselves to check their answers.

ANSWERS
1 T 2 F 3 F 4 T

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share what interesting things they'd like to make. Have a vote for the most popular one.

Team Up! 5 DOWNLOAD

- Students use the worksheet to make a Danish paper heart.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write a letter.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Word circles* game (see *Ideas bank* page 155) to review the vocabulary from lesson 5.

Lead-in

- Ask students to look at page 28 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write a letter.*
- Ask the class *Who do you write letters to? Who do you get letters from? Why do people usually write letters?*

Student Book page 28

1 Look at the picture. Who do you think Katy is staying with?

- Read the question in the rubric with the class.
- Ask different students, at random, for their ideas.

ANSWER
Katy is staying with her grandparents.

2 Read and listen. 053 Why is Katy doing new things this week?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the gist question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses were correct in exercise 1.
- Then ask a few more questions to check understanding *Who is Katy writing to?* (her mum and dad) *Where do her mum and dad live?* (the USA) *What's the date?* (24 July)

ANSWER
She is doing new things because she is with her grandparents, and they do not have a computer or a TV.

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

- Allow time for students to read the letter again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS
1 She is writing letters to them.
2 Katy's mum buys lemonade. Katy's grandma makes lemonade.

4 Read. Then write the labels in 2.

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

- Ask a few follow-up questions to check understanding *How does Katy greet her parents?* (Dear Mum and Dad) *How does she close the letter?* (Love, Katy)

ANSWERS
Address, Date, Greeting, Body, Closing, Signature

5 Write a letter about the activities you do at home. Go to your Workbook page 25.

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

Workbook page 25

Global skills: communication and collaboration
This lesson teaches students how to organize and write a letter and communicate their ideas through the medium of letter writing. The first two exercises encourage students to plan and prepare their writing.

1 Match the parts of a letter.

- Tell students to look back at page 28 of the Student Book if they need help matching the parts and the examples.

ANSWERS
1 d 2 a 3 e 4 b 5 c

2 Think about the activities you do at home. Answer the questions.

- Explain to students that their answers to the questions will become the body or main content of the letter.
- Divide students into pairs to answer the questions together.
- Go around checking and helping with vocabulary and grammar as they answer the questions.

ANSWERS
Students' own answers

Assessment for learning
To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The letter from Haru on page 24 of the Workbook is an additional model of a letter that students can refer to. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.

3 Write a letter to a friend about the activities you do at home. Use your notes.

- Show students the *Let's Write!* poster. Go through steps 1–3 to help them plan their own writing.
- Refer students to Katy's letter in their Student Book. Remind students that this is what a good letter looks like, and that they should use this model to help them with their own writing.
- Tell students to use their notes to write the letter. Monitor as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their letter.

Assessment for learning

- Ask students to exchange their letter with a partner. Tell them to check that the layout of the letter is correct. Then write on the board: *Has your partner included some vocabulary about TV programmes and activities at home? Has your partner included present simple and present continuous?* Students read and answer the questions about their partner's letter. Students return the letters, check their spelling and punctuation and make any changes.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective
Students will make their own TV programme.

Language
Grammar and vocabulary from the unit

Materials
One copy of the *Team Up! 6* (Project) worksheet per group, poster paper, pens and pencils

Warm up

- Play *Find the answer* (see *Ideas bank* page 156).

Lead-in

- Write this unit's project on the board: *Make your own TV programme.* Ask students to tell you all the different types of TV programmes that they know.

Student Book page 29

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to make and present their TV programme.

1 Listen and complete. 054

- Ask students to see if they can complete the sentences first before playing the recording for them to check.

Audio transcript
1 Choose the kind of TV programme you want to make.
2 Think of a title and a sentence that tells people about it.
3 Make a poster for your programme.
4 Present the programme to your class.

ANSWERS
1 programme 2 title 3 poster 4 class

2 Watch the video. What is their TV programme about?

- Ask the gist question in the rubric.
- Play the video for students to watch and answer.
- Ask students to discuss in pairs what the TV programme is about. Then nominate pairs to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 160.

ANSWER

It's a documentary about a family who travels around the world by bicycle.

3 Listen and read. 055 Then present your programme.

- Play the dialogue for the students to follow.
- Ask students to work in groups of three to four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to plan and present their TV programme.

Assessment for learning

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 2, 3, 5 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Global skills: communication and collaboration

Working together to complete the review allows students to share their knowledge, help and support each other.

Workbook pages 26–27

1 Write the name of the TV programme.

- Tell students to work with a partner to identify and write the TV programmes.

ANSWERS

1 sports programme 2 documentary
3 cooking programme 4 nature programme
5 drama 6 cartoon

2 Write. What's the mystery sentence?

- Focus students' attention on the pictures and ask what the activities are.
- Students write the words in the crossword.
- Ask students what the mystery sentence is.

ANSWERS

1 puzzle 2 lemonade 3 party 4 model
5 messages 6 bracelet
Mystery sentence: fun at home

3 Write *who*, *where* or *which*.

- Ask students to read the text quickly and tell you what activities are mentioned (go for a walk, make cards, do puzzles, watch TV).
- Students complete the sentences with *who, where* or *which*.

ANSWERS

1 who 2 which 3 where 4 which 5 who
6 where 7 where

4 Circle the correct words.

- Students read the dialogue and circle the correct tense
- Ask two students to read the dialogue as class check.

ANSWERS

1 watching 2 making 3 help 4 answering 5 send

5 Complete. Use the present simple and the present continuous.

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

ANSWERS

1 drink, are making 2 watches, isn't watching
3 works, is talking 4 don't go out, are having
5 am studying, plays

Assessment for learning

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

Unit 2 My progress and effort

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

Unit test

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

Wild and domestic animals

Learning objectives

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

Students will be able to read and understand a historical text about helpful horses.

Language

closer, lifeguard, machines, stagecoaches, suddenly, thousand, took, towards

Warm up

- Play a game of *Can you remember?* (see *Ideas bank* page 153) with the animal vocabulary from Unit 1.
- Ask students if they like animal stories. Elicit a few animals that they know from stories.
- Ask them to think about their favourite animal story.
- On the board write *Who are the characters? Where are they? What's the animal? What happens?* Ask students to work in pairs. Students take turns to ask and answer the questions about an animal story.
- Ask some students to share their stories with the class.
- Ask the class *What are we reading about today?* Invite ideas from different students. Accept all their suggestions, but do not confirm whether or not they are right.

Student Book pages 30–31

1 Listen and read. 056 Why did Pascal swim to his mother?

- Ask the class to look at the pictures and read the title of the story. Ask *What happens in the story?* Invite predictions from different students.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow the text in their books.
- Ask the question again and elicit the answer.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

He swam to his mother because there was a shark in the water.

2 Read again and match.

- Ask students to read the text again and match the sentences to the people.

ANSWERS

1 d 2 c 3 b 4 a

3 Ask and answer.

- Students discuss the questions in pairs.
- Ask students to share their answers with the class.

ANSWERS

Students' own answers

Optional activity

Ask students to write a sentence to describe a favourite moment from the story. Ask students to work in small groups to share their moments and say why they like it.

4 Listen and read. 057 How did horses help people in the past?

- Tell students that they are going to read an information leaflet. Ask them to look at the photos. Ask *What can you see?*
- Ask students to read the title of the leaflet. Ask students to suggest ways horses are helpful.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Ask the question again and elicit the answer.
- Ask students to work in pairs and discuss the question.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording again for students to listen and follow.

ANSWER

People rode horses, which were the fastest way to travel in the past. Horses did work on farms, and they pulled stagecoaches.

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

- Ask students to read the leaflet again and write *T* or *F*.
- Ask students to work in pairs and compare answers before class feedback.

ANSWERS

1 T 2 T 3 F 10 miles 4 F trains were faster

Mixed ability

- Ask weaker students to work in pairs to help and support each other doing the true / false questions.
- Ask fast finishers to correct the false sentences.

6 Ask and answer.

- Students discuss the questions in pairs.
- Ask students to share their answers with the class.

3 My week at school

Lesson 1: Words

Learning objective

Students will be able to talk about school subjects.

Language

School subjects: *art, English, geography, health, history, ICT, maths, music, PE, science*

Functional language: *Which subject do you like more, … or … ?*

Warm up

Play a game of *Race the bear!* (see *Ideas bank* page 156) using places in school vocabulary that students have learned in Level 3 (*canteen, corridor, music room, field, gym, art room, IT room, staff room*).

Lead-in

- Ask students to think about the game they played in the warm up. Ask *What is the topic today?* (school)
- Ask students to look at page 32 of the Student Book and find the learning objective: *Let's talk about school subjects.*

Student Book pages 32–33

1 Look, share, learn.

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

ANSWERS

a clock, cupboard, desk, table, chair, computer, teacher, student, classroom, as well as the list of "Words we know" on the board

2 Listen, point and repeat. 058

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

3 Listen and say. 059

- Play the recording, pausing after each description, for students to say the correct school subject.

Audio transcript

1 We learn about numbers.
2 We learn about plants and animals.
3 We learn about maps, countries and seas.
4 We learn to read and write in this language.
5 We learn about computers and how to use them.
6 We learn about things that happened in the past.

ANSWERS

1 maths 2 science 3 geography 4 English 5 ICT 6 history

4 Write.

- Read out the text, saying *beep* for the missing words.
- Students read the text again and write the missing subjects. Ask students to check their answers with their partner.

ANSWERS

1 maths 2 geography, English 3 English, geography 4 science 5 history 6 ICT

5 Listen, point and repeat. 060

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

6 Read and write the words. Listen and check. 061

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

ANSWERS

health, art, music, PE

7 Complete.

- Students complete the sentences with the subjects from the text above.

ANSWERS

1 health 2 art 3 music 4 PE

8 Listen and repeat. 062 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we use *more* or *the most* in the question and answer.
- Demonstrate another dialogue for the class. Write two other subjects on the board, *music* and *PE*, and encourage a student to ask you *Which subject do you like more, music or PE?* Respond with your preference and encourage the student to ask you the follow-up question *Which subject do you like the most?*
- Ask students to work in pairs. They take turns to ask about their favourite subjects, using the dialogue in their Student Book as a model.
- Walk around the class and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students do a survey about favourite subjects and record the results in a bar chart.

Workbook pages 28–29

1 Read and match.

- Focus students' attention on the pictures and ask *What's the subject?*
- They read and match the sentences and pictures.

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

2 Look and complete.

- Focus students' attention on the picture. Ask *What subjects can you see in the picture?* (maths, geography, science, English, ICT, history, PE, art)
- Ask students to find the days of the week and times (*Monday 8–9 a.m.* on the piece of paper, *Monday 9 a.m.* on the sticky note, *Monday 2–3 p.m.* on the tablet, *Wednesday* on the helmet), a heart (on the map on the wall) and question marks (on the dictionary). They use these notes as clues to complete the text.
- Students read the text and write the correct subject.

ANSWERS
1 maths 2 ICT 3 geography 4 English 5 history 6 science

3 Look and answer the questions.

- Ask students to look at the timetable and tell you what subjects they see.
- Read out the first question and ask *What time is the first class on Monday?* (8–9 a.m.) *What's the subject?* (maths)

ANSWERS
1 maths 2 music 3 health 4 art 5 PE, ICT

4 Write.

- Go through the example with the class. Point out that the cross = negative (*haven't got*) and the tick = positive (*have got*).
- Students write a positive and negative sentence using the example as a model.

ANSWERS
1 We haven't got music. We've got maths.
2 We haven't got health. We've got geography.
3 We haven't got English. We've got PE.
4 We haven't got science. We've got art.

5 Tick ✓ for you. Complete the dialogues.

- Students read the pairs of subjects in questions 1 and 2 and tick the subject they like more.
- Students then complete the dialogues with the subjects and their answers.
- Choose two students to act out the dialogues for the class for feedback.

ANSWERS
1 Which subject do you like more, maths or English? I like English / maths more.
2 Which subject do you like more, geography or history? I like geography / history more.
3 Which subject do you like the most? I like maths / English / geography / history the most.

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

Lesson 2: Grammar

Learning objective
Students will be able to talk about things they did and didn't do at school.

Language
Past simple affirmative statements: *I painted a picture in art today.*
Past simple negative statements: *We didn't play football in the field.*

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 155) with the words from lesson 1.
- Point to the *Vocabulary* posters and go through the words for students to check their answers.

Lead-in

- Tell students that in today's lesson, they are going to talk more about school.
- Hold up a flashcard (for example, *art*) and choose a student to tell what they do in art, for example, *We draw pictures.*
- Ask students to look at page 34 of the Student Book and find the learning objective: *Let's talk about things we did and didn't do at school.*

Student Book pages 34–35

1 Listen and read. 063 What happened to Hector?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Elicit the answer to the gist question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What's on Hector's trousers?* (paint) *Where was PE?* (in the field) *What was Hector's homework?* (maths and English)

ANSWER
All Hector's clothes got dirty at school.

2 Listen and read. 064

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students.

Grammar
Point out to students that there are many irregular past simple verbs in English. Suggest they start an irregular verb list in their notebooks.

3 Circle the correct words. Then listen and check. 065

- Read the sentences, saying both options, for students to follow.
- Tell students to read the sentences again and circle the correct words.
- Ask students to work in pairs and compare answers.
- Play the recording for students to check.
- Ask *Which verbs are irregular?* (sang, read, ate, drank, ran, drew, did) Tell students to add the verbs to their irregular verb list in their notebooks.

Audio transcript
It was a busy day at school today. First, we sang songs in music. Next, we learned new words in English. We then read about old castles in our history books. We ate lunch, and then we played table tennis in PE. After that, we drew pictures in art.

ANSWERS
1 sang 2 learned 3 read 4 ate 5 played 6 drew

4 Talk about your classes.

- Focus on the conversation. Choose two confident students to act out the conversation for the class.
- Put the subject flashcards on the board to remind students of the subjects in the unit.
- Ask students to work in pairs. They take turns to tell each other about the things they did in their classes.

Assessment for learning
Monitor the students while they are speaking and make a note of any errors. At the end of the activity, ask the class to correct the errors.

5 Listen and read. 066 Which two subjects does Sunita write about?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Choose a volunteer to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Where was PE?* (in the gym) *Where was lunch?* (in the canteen) *What was the documentary about?* (forest plants and animals)

ANSWER
PE and science

6 Listen and read. 067

- Play the recording for students to follow.
- Ask students to work in pairs and take turns to read out the example sentences.
- Write *ate meatballs for lunch. She wore black shoes. They made a model. You watched a cartoon* on the board. Invite students to the board to write the negative sentences. (I didn't eat meatballs for lunch. She didn't wear black shoes. They didn't make a model. You didn't watch a cartoon.)

Grammar
To help students with exercises 7 and 8, remind them that past simple negative statements use the auxiliary verb *didn't* followed by the infinitive without *to*, but affirmative statements use the past simple form of the verb.

7 Complete.

- Ask students to read the sentences and complete them with the pairs of verbs in the box. For class feedback, ask different students to say a sentence.

ANSWERS
1 wear, wore 2 eat, ate 3 go, went 4 dance, danced

8 Look at the pictures. Then write the answers.

- Focus students' attention on the pictures. Ask what they can see and what subjects the children did yesterday.
- Students read the questions and write the answers according to the information shown in the pictures. To write their answers (two sentences each time), they use the main verb in the question with the word prompts in brackets at the end of each question.

ANSWERS
1 She didn't paint an elephant. She painted a whale.
2 He didn't drink lemonade. He drank water.
3 She didn't have geography. She had ICT.
4 He didn't watch a sports programme. He watched a nature programme.

Team Up! 2 DOWNLOAD

- Students complete an activity log. They listen to their partner to find and write about things they both did.

Workbook pages 30–31

1 Circle the correct words.

- Write *last week*, *every day*, *yesterday* and *often* on the board. Ask students which phrases refer to the past (last week, yesterday) and present (every day, often).
- Students check the time phrases and then choose and circle the correct form of the verb.

ANSWERS
1 made 2 do 3 skipped 4 talked 5 have
6 watched

2 Underline the present simple verb. Write a past simple verb.

- Tell students to find and underline the present simple verb in the first sentence in each pair.
- Students then write the past simple verb in the second sentences.

ANSWERS
1 takes, took 2 meet, met 3 drinks, drank
4 listens, listened 5 goes, went 6 paints, painted

3 Complete. Use the past simple affirmative and a school subject from the box.

- Go through the prompts in brackets after each sentence. Elicit the verbs (help, draw, learn, play, write and read).
- Students use the prompts and the subjects in the box to complete the past simple affirmative sentences.

ANSWERS
1 Pedro helped me water seeds in science.
2 I drew Roman coins in history.
3 Pieter learned about volcanoes in geography.
4 Ewa played basketball in PE.
5 I wrote an email in ICT.
6 My teacher read a story in English.

4 Complete. Use the past simple negative. What subject was it?

- Students use the verbs in the box to complete the past simple negative sentences.
- Ask the gist question in the rubric. Ask a student at random to answer.

ANSWERS
1 didn't wear 2 didn't speak 3 didn't look
4 didn't sing 5 didn't go 6 didn't learn
7 didn't draw 8 didn't use 9 science

5 Look and write the past simple affirmative and negative.

- Ask students to look at the pictures. Ask what they can see and what subject they think the students are doing.
- They work individually to complete the sentences with the past simple affirmative and negative form of the verbs in the lozenges. They work in pairs and compare answers.

ANSWERS
1 didn't go, went 2 caught, didn't catch
3 saw, didn't see 4 didn't take, took
5 drew, didn't draw 6 didn't eat, ate

6 Complete the sentences so they are true for you.

- Complete the sentences for you as an example for the students. Then ask students to complete the sentences with their own ideas.

ANSWERS
Students' own answers

Assessment for learning
Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 126 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective
Students will be able to ask about the things they did in school.

Language
School activities: *ask a question, correct a mistake, do a project, do an experiment, have break time, play an instrument, practise spelling, write a story*
Past simple questions and answers: *Did you do an experiment in science? Yes, I did. No, I didn't. What instrument did you play in music? I played a guitar.*

Warm up

- Ask students to stand at their desks.
- Hold up a school subject flashcard and say a word. If the word is the same as the one on the flashcard, the students jump. If it doesn't match, they stand still.
- Alternatively, ask students to put their hands up if the word you say and the flashcard match.

Lead-in

- Write the learning objective for the lesson on the board: *Let's ask about the things we did in school.*
- Ask students what they did in their different subjects today. Allow them, if necessary, to use their own language. Then translate what they said.
- Explain that students will learn about different school activities.

Student Book pages 36–37

1 Listen and read. 068 **Why is it good to talk about school?**

- Focus students' attention on the photo. Ask what they can see and who the people are.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text.
- Play the recording again for students to follow. Then ask *What can you talk about at dinner?* (subjects and things you did at school) *What feelings do you know in English?* (sad, happy, excited, worried)
- Ask a few students *Which class did you like the most today? What funny things happened today?*

ANSWER
Talking about things which you learned helps you to remember them.

2 Listen, point and repeat. 069

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

Assessment for learning
Divide students into pairs. Tell them to discuss the meaning of any words they are unsure of with their partner. After their discussion, tell them that they can check vocabulary in a dictionary if they are unsure. Check understanding of the language during feedback.

3 Listen and write sentences with the past simple. 070

- Tell students that they are going to hear a girl called Ann talking to her parents about activities she did at school.
- They must listen and write the activity she did each day, using the past simple form of the verb.
- Play the recording, pausing after the second sentence, and show the example.
- Continue the recording, pausing after each section for students to write the activity for that day.
- Ask students *Which school activities in exercise 2 weren't mentioned?* (practise spelling, ask a question, correct a mistake)

Audio transcript

Mum and Dad, I had an interesting week at school.
On Monday, our class did an experiment outside on the sports field.
On Tuesday, I played an instrument with my friends in the canteen. The teachers liked it.
On Wednesday, we did a project with clay in art. It was interesting.
On Thursday, we had break time in the gym. It was too hot outside.
On Friday, I wrote a story in English. I wrote about a girl who lives in a palace in France.

ANSWERS
1 did an experiment 2 played an instrument
3 did a project 4 had break time 5 wrote a story

4 Ask and answer.

- Ask two confident students to model the dialogue.
- Put the school subjects flashcards on the board as prompts. Students work in pairs to ask and answer what they do in each subject.

5 Listen and read. 071

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to follow the example sentences in their Student Book.
- Ask students to work in pairs and take turns to read out the example sentences. Invite a few confident students to give additional examples of past simple questions.

6 Complete.

- Students complete the questions with the correct verbs from the box.

ANSWERS
1 practise 2 do 3 ask 4 have

7 Write the questions. Then match.

- Focus students' attention on the pictures. Ask what activities the children did for each subject.
- Ask students to work in pairs. They look at the pictures and labels and write the questions. Remind them to use *he*, *she* and *they*. They match the questions to the answers.
- Ask pairs to read out the questions and answers for a class check.

ANSWERS
1 What did you do in maths? b
2 What did he do in English? c
3 What did she do in music? d
4 What did they do in science? a

8 Listen and read. Then sing. 072–073

- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has two verses and three choruses, but that only one verse and chorus appear in the book. Let students identify which parts of the song these are. The other verse is the same as the one in the book, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- Ask students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students use the worksheet to make and play the *School timetable* board game.

Workbook pages 32–33

1 Tick ✓ the correct sentence.

- Students look at pictures 1–4 and tick the correct sentence below each one.

ANSWERS
1 We're doing a project. ✓
2 I'm writing a story. ✓
3 He's correcting a mistake. ✓
4 She plays an instrument at 4 o'clock. ✓

2 Complete using the past simple. Then number the pictures in order.

- Ask students to look at the pictures and tell you what the children did yesterday.
- Go through the activities in the box and elicit the past simple form of the verbs.
- Students read the text and complete the gaps with the phrases in the box in the past simple.
- Then they number the pictures in the order they happened in the text.

ANSWERS
1 wrote a story 2 corrected my mistakes
3 practised spelling 4 did an experiment
5 asked questions 6 had break time
7 do a project 8 played an instrument
a 4 b 3 c 1 d 2

3 Order the words. Then write the answers.

- Explain to students that the ticks mean *yes* and the crosses mean *no*.
- Students write the words in the correct order to make questions and write the short answers.

ANSWERS
1 Did they do an experiment? Yes, they did.
2 Did they ask questions? No, they didn't.
3 Did she correct a mistake? No, she didn't.
4 Did she practise spelling? Yes, she did.
5 Did he play an instrument? Yes, he did.
6 Did he write a story? No, he didn't.

4 Complete the dialogue.

- Students read the answers and then write the questions, using the underlined verbs in the answers.

ANSWERS
1 What subjects did you have
2 What (project) did you do
3 Did you eat
4 What did you have
5 Did you play

5 Write the questions using the past simple. Answer for you.

- Tell students to complete the questions and then answer them about themselves.
- Divide students into pairs to ask and answer the questions.

ANSWERS
1 What subjects did you study yesterday?
2 When did you study geography?
3 Where did you go after school last Tuesday?

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 126 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about a teacher and his students.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 153) but change the question to *What did he or she do?* with the school activities vocabulary, for example, *He / She did an experiment.*

Lead-in

- Ask students to look at page 38 of the Student Book and find the learning objective: *Let's read about a teacher and his students.*
- Ask students what they think today's story might be about. Invite suggestions from different students.

Student Book pages 38–39

1 Look at the pictures. Where did the students go on their trip?

- Ask students to look at the story pictures. Ask *Where did the students go on their trip?* and elicit the answer.

ANSWER
They went to a science museum.

2 Listen and read. 074 Which four students were first on the team?

- Tell students that they are going to listen to and read the story. Focus on the pictures and ask the gist question in the rubric. Invite different students to make predictions.
- Play the recording while students follow the story in their books. Choose a student and ask the gist question again. Elicit the answer.
- Play the recording again for students to follow.

ANSWER
Emily, Julia, Alexander and Max

3 Complete for you.

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

ANSWERS
Students' own answers

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

- Ask students to read the story again silently.
- When they have finished, ask students to read the sentences and decide if they are true or false.
- Check that students understand the meaning of *together*.
- Let students read the sentences and write *T* or *F*.

ANSWERS
1 T 2 F ten 3 F Leon said he could do this himself.
4 F Alexander knows a lot about geography. 5 T 6 T

5 Number the sentences in order.

- Students number the sentences in the order the events happen in the story.
- During class feedback, choose students at random to say the sentences in order.

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

6 Write the name.

- Elicit the names of the students in the story (Leon, Sophie, Olivia, Emily, Julia, Alexander, Max) and write them on the board.
- Ask students to read the sentences, write the name and then check their answers with the story.

ANSWERS
1 Leon 2 Sophie 3 Emily 4 Alexander

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Give students time to think about the answers.
- Choose a student to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *Were the team working quickly? Did they all have different abilities?*
- Look at the third question. Ask students to tell their partner what they think before getting feedback from the whole class. Ask *Do you think it's important to work together? When do you work together at school?*

SUGGESTED ANSWERS
1 She knew that the students on the team were good at different things.
2 They couldn't do all ten things easily, and the team was doing well.
3 It is better to work together and share strengths than work alone.

Global skills: emotional self-regulation and well-being

- Discuss the message of the story with the class. Ask *What does the story tell us?* (Students who work together often get better results, as they help each other and work with each other's strengths.) Invite different students to make suggestions about how they can work together in the classroom.
- Display the *Emotions* poster as prompt for students when talking about their feelings and experiences.

Team Up! 4 DOWNLOAD

- Students use the worksheet to create a mind map to plan a group activity.

7 Home-school Read the story at home.

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

Workbook pages 34–35

1 Look at the pictures. What are the students making?

- Tell students that they are going to read a different story. Ask them to look at the pictures. Ask *What are the students making?*
- Allow time for students to discuss the question with their partner and find the answer to the question.

ANSWER
a lantern

2 Read the story.

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

3 Correct the words in **bold**.

- Explain to students that the words in bold are incorrect.
- Ask students to see if they can correct the words before they read the story again to check their answers.

ANSWERS
1 art 2 a lantern 3 moon 4 stars 5 folded
6 faster

4 Tick ✓ the correct answer.

- Tell students to read the questions and think about their answers before they look at the options.
- Tell them to check back with the story to help them.
- They work in pairs as prompt and compare answers before class feedback.

ANSWERS
1 b✓ 2 a✓ 3 b✓ 4 a✓ 5 a✓

5 Complete for you.

- Read the tasks and check that students understand what they have to do.
- Ask students to work in pairs to compare answers and opinions. Encourage them to give reasons where possible. Invite students to share with the class.

ANSWERS
Students' own answers

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

Lesson 5: Skills and Culture

Learning objective
Students will learn about writing in China and Tunisia.

Language
Writing and calligraphy: *brush, character, ink, tip*

Warm up

- Play a game of *Who did it?* with the class (see *Ideas bank* page 154) using the school activities flashcards.

Culture note
The earliest forms of Chinese calligraphy can be traced back to pictures carved on animal bones and bronze pots around 1500 BC. There are five basic styles of calligraphy and eight different types of strokes.

Lead-in

- Ask students to look at the photos on pages 40 and 41 of the Student Book and try to guess about which countries they will be learning (China and Tunisia). If there is a map in the classroom, ask students to find the two countries.
- Ask students to find the learning objective on page 40 of the Student Book. Write it on the board: *Let's learn about writing in China and Tunisia.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which languages they think people speak in the two countries and what the writing looks like.

Student Book page 40

1 Listen, point and repeat. 075

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

2 Listen and say the number. 076

- Focus on the photo of Yong. Ask *Which country is Yong from?* (China)
- Point to the photo under the photo of Yong. Explain that writing Chinese characters as a form of art is called calligraphy. Write the word on the board. Tell students that they are going to hear Yong talking about writing in China. They must listen for the words in exercise 1. When they hear a beep, they say the number of the word.
- Play the recording, pausing after each beep for students to say the number.

Audio transcript
I'm Yong, and I live in China. I want to tell you about the art of Chinese calligraphy. Calligraphy means "beautiful writing."

- Chinese calligraphy uses Chinese characters. A character is a kind of picture that we make with lines. We read and write with these characters every day. However, when we do calligraphy, we write them in a beautiful way.
- To do calligraphy, we need a good brush. There are many kinds of brushes. People who make calligraphy brushes use animal hair. This hair can be soft or hard. We hold the brush with our fingers.
- The very end of the brush is the tip. The tip of the brush touches the ink, and then the paper. We move the tip across the paper to write.
- We can't do calligraphy without ink. Calligraphy ink is usually black. You can buy ink in a bottle, or you can make ink with an ink stick and an ink stone.

ANSWERS
4, 1, 2, 3

3 Listen and complete. 077

- Ask students to read the sentences before they listen.
- Tell students they are going to hear Yong talking more about calligraphy.
- Play the recording, pausing for students to write the missing words. Play the recording again for students to complete or check their answers.
- For class feedback, play the recording, pausing before the missing word, and ask students to call out the word.

Audio transcript

Hi again! It's Yong. I want to tell you more about Chinese characters. In China, we use these characters to read and write. In primary school, we learn about 3,000 characters. We have to practise writing the characters. Some characters have a few lines, and some characters have many lines.
Chinese characters started in China more than 3,000 years ago. People in other countries, such as Japan, also use Chinese characters in their reading and writing.
Some students study the art of calligraphy. They write these Chinese characters in a beautiful way, with ink and a brush. When I do calligraphy, I like to write the Chinese character for "spring". The bottom of the character is like the sun, and the top of the character is like a plant that is growing. It makes me think of the beautiful spring season when I write it.

ANSWERS
1 write 2 3,000 (three thousand) 3 beautiful
4 character

4 Watch the video. What kinds of animal hair do people use to make the brush?

- Ask the gist question in the rubric. Ask students to suggest some animals.
- Play the video for students to watch and answer the question. Ask the question again and elicit an answer.

Video transcript, see page 160.

ANSWER
The hair can come from goats, rabbits or other animals.

5 Listen and read. 078 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If the class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video again for students to listen to the conversation.
- Ask students to work in pairs and discuss calligraphy. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation.
- Walk around the class, helping where necessary.
- Encourage students to think about writing in their country, too. Ask *Do you use letters or symbols in writing in your country? How many letters are in your alphabet? Do you write left to right or right to left?*

Workbook page 36

1 Read. Which type of art does the writer like more, calligraphy or guohua?

- Explain that students are going to read a text written by another child from China. Point to the photo of Mei-Ling.
- Ask students to look at the photo and tell you what they see.
- Ask the gist question in the rubric.
- Allow students time to read the blog and find the answer.

ANSWER
guohua

2 Read again. Complete the table.

- Go through the table with students. Explain that in the *Similarities* column they write the things that are the same for calligraphy and guohua.
- Ask students to read the report again and complete the table with the words and phrases from the box.

ANSWERS
Similarities: Chinese, use ink, use the tip of a brush
Guohua: draw pictures, more colourful
Calligraphy: copy characters, less colourful

3 Think about different types of writing and calligraphy. Complete.

- Read out each of the sentence starters and give an example of possible ways to complete each sentence (1 draw characters, 2 you use coloured ink, 3 use capital letters, 4 in old books).
- Students complete the sentences, using the ideas in the box or their own ideas.
- Ask students to work in pairs and compare answers. Ask *Are your answers the same or different? Where can you see beautiful writing in your country?*

SUGGESTED ANSWERS
1 In Chinese calligraphy, you write characters with the tip of a brush and ink.
2 In Chinese guohua, you draw colourful pictures with a brush and ink.
3 Students' own answers
4 Students' own answers

Student Book page 41

6 Look at the photos. What colour ink can you see?

- Focus on the photo of Hamza. Ask *Which country is Hamza from?* (Tunisia)
- Ask students to look at the photo of the writing. Ask *What colour ink can you see?*
- Elicit the answer from a chosen student.

ANSWER
black ink

7 Listen and read. 079 What language do people speak in Tunisia?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Then ask the question again. Allow students to discuss the question with their partner before you elicit the answer.
- Ask students if they know any other countries where people speak Arabic (Egypt, Lebanon, Morocco)

ANSWER
People speak Arabic in Tunisia.

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

- Ask students to see how many true or false statements they can answer before they read the text again to check.
- Ask students to correct the false sentences.

ANSWERS
1 F in the north of Africa 2 T
3 F They don't use capital letters. 4 T

9 Answer the questions for you.

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

Global skills: intercultural competence and citizenship

Ask students to think about the different types of writing in Tunisia and China. Ask *What did you learn about the two countries? What similarities or differences are there between the two countries / your country?* Ask students to discuss the questions in pairs. Then ask some pairs to share their ideas with the class. Discuss in students' own language why we learn different languages and why it's important to be interested in and learn about other cultures (to understand each other; to live in diverse, global communities; to learn new ways of doing things).

Team Up! 5 DOWNLOAD

- Students use the worksheet to make their own calligraphy.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write about their opinions.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Secret message* game (see *Ideas bank* page 155) using the sentence *The best subject is English.*

Lead-in

- Ask students to look at page 42 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write about our opinions.*
- Ask the class to look at the picture and the title of the report. Ask *What is the report about?* (Aimee's best subject)

Student Book page 42

1 Look at the picture. What subject does Aimee like the most?

- Focus students on the picture and ask *What subject does Aimee like the most?*
- Accept all students' answers to the question. Don't give the correct answer yet.

ANSWER
history

2 Read and listen. 080 What project did Aimee's class do?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the opinion report in their books.
- Ask the question again and allow students to discuss the question in pairs before you elicit the answer. Also confirm if their guesses in exercise 1 were correct.
- Say *Aimee likes history. How many reasons does she give?* (three) *What does she think about in history class?* (the people who lived before us) *What do you think about history?*

ANSWER
They did a drama project about a boy and a girl who lived in their city 100 years ago.

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

- Allow time for students to read the report again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS
1 Aimee asks her grandma and grandpa about history.
2 History can teach us many things about the past.

4 Read. Then write the labels in 2.

- Read the box about how to write an opinion report.
- Students work individually to label the paragraphs in the report with the words in bold.
- Ask them to point to the introduction. Ask *What is Mei-Ling's opinion?* (Her favourite type of art is guohua.) *How many reasons does she give?* (three) *What do her friends think?* (Calligraphy helps their handwriting.) *What's her conclusion?* (She loves to paint animals and plants.)

ANSWERS
My opinion, Reasons, Different opinion, Solution, Conclusion

5 Write an opinion report about a school subject. Go to your Workbook page 37.

- Ask students to turn to page 37 of their Workbook and complete exercises 1 and 2 before writing their report.

Workbook page 37

Global skills: emotional self-regulation and well-being

This lesson teaches students how to communicate and feel confident about expressing their opinions. It also encourages them to consider other people's opinions and learn to accept that not everyone thinks the same.

1 Circle and write the subjects you do at school. What's your favourite subject?

- Tell students to circle the subjects they do at school. If they do any subjects that aren't in the box, help them with the vocabulary in English so that they can write them here.
- Students choose and write the name of their favourite subject.

2 Complete the table about your favourite subject.

- Give an example for yourself for each column and write the notes on the board. (*My favourite subject is art. I like it because I love painting. My best friend says art is boring. I don't agree because we draw, paint and make things.*)
- Tell students to make notes in the table – remind them that at this stage they don't write full sentences.
- Go around checking and helping with vocabulary as students complete their tables.

Assessment for learning

To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The *Are pictures better than words?* text on Workbook page 36 is an additional model of an opinion report students can refer to for support. Ensure students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.

3 Write an opinion report about a school subject. Use your notes.

- Refer students back to Aimee's report in the Student Book. Remind students that this is what a good opinion report looks like, and that they should use this model to help them with their own writing.
- Tell students to organize their ideas from the table into five paragraphs: my opinion, reasons, different opinion, solution and conclusion, and to use their notes to write the report.
- Monitor students and help where necessary.

Assessment for learning

- Ask students to exchange their report with their partner to read. Tell students to use the questions in step 4 on the *Let's Write!* poster to check their partner's report. Ask students to draw three stars next to something their partner did well in the report.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective

Students will plan the best day at school.

Language

Grammar and vocabulary from the unit

Materials

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

Warm up

- Play the *What were you doing on Sunday?* game (see *Ideas bank* page 156) to review the grammar and vocabulary from the unit, but focusing on a school day instead.

Lead-in

- Write this unit's project on the board: *Plan the best day at school.*
- Ask *What are the best things you do at school?*

Student Book page 43

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to plan the best day at school with their group.

1 Listen and correct the sentences. Change one word. 081

- Read the sentences one by one to the students. Ask them to predict which word is wrong.
- Play the recording for students to listen and cross out the wrong word.
- Put students in pairs and write the correct word.
- Play the recording again for them to check.

Audio transcript

1 Choose the subjects that you want to study.
2 Plan an activity for each subject.
3 Plan other activities for the day.
4 Present your timetable to the class.

ANSWERS

1 ~~teach~~ study 2 ~~student~~ subject 3 ~~classes~~ activities
4 ~~poster~~ timetable

2 Watch the video. What three subjects do the students talk about?

- Ask *What three subjects do the students talk about?* Play the video for the students to watch and find the answer.
- Ask students which subjects they talked about. Allow time for students to discuss their answers with a partner. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 160.

ANSWER
They talk about music, science and art.

3 Listen and read. 082 Present your plan for the school day.

- Play the dialogue for the students to follow.
- Ask students to work in groups of four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to plan the best day at school with their group and then present their plan to the class.

Global skills: communication and collaboration
Students must work as a team to plan and present their best school day ever. Talk to students about how to work well together. Remind students that good communication is about listening as well as speaking. They should listen to everyone's ideas and consider other people's opinions, even if they are different from their own.

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 3, 4 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks.
- Walk around the class and help where necessary.

Workbook pages 38–39

1 Look and write the school subjects.

- Focus students' attention on the school bags and ask what they can see in each one.
- Read out the example and ask *What can you see in Natalie's bag for health?* (a notebook with an apple and banana on).
- Students look at the bags and complete the sentences with the subjects.

ANSWERS
1 health, music, geography
2 art, maths, PE
3 history, ICT, English

2 Write.

- Read out the definitions one by one and ask *What's the school activity?*
- Students read the sentences again and write the activity.

ANSWERS
1 correct a mistake 2 practise spelling
3 have break time 4 do a project
5 do an experiment 6 ask a question
7 play an instrument 8 write a story

3 Complete. Use the past simple affirmative of the verbs. Then match.

- Go through the verbs in the box and elicit the past simple form.
- The students use the verbs in the box to complete the sentences. Then they match the sentences to the subjects.

ANSWERS
1 learned c 2 drew f 3 did a 4 watered e
5 watched d 6 sang b

4 Complete. Use the past simple affirmative and negative.

- Point out the ticks and crosses to students. Explain that when there's a cross, they complete the sentence with the past simple negative and when there's a tick, they write the past simple affirmative.
- Ask students to check their answers with a partner.
- Ask students to tell you which of their answers were different and go through these on the board.

ANSWERS
1 didn't dance, skipped 2 hopped, didn't jump
3 wore, didn't wear 4 drew, didn't write
5 didn't use, painted 6 made, didn't make
7 didn't write, practised

5 Write the questions and the answers.

- Go through the example with the class.
- Students use the prompts in the first pair of brackets to write the past simple question, and they use the prompts in the second pair of brackets to write the answer.

ANSWERS
1 Did Ahmed meet friends after school? No, he didn't. He ran in the park.
2 Did Grace read a book in English? No, she didn't. She wrote a story.
3 Did Julia have break time in the playground? No, she didn't. She had break time in the canteen.
4 When did Alfie do an experiment? He did an experiment this afternoon.

Assessment for learning
Ask students to look back through Unit 3 and choose their favourite lesson. Divide them into small groups to discuss their favourite lessons. Ask a few students to tell you about their favourite lesson and why they liked it.

Unit 3 My progress and effort

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

Unit test

- Students are now ready to do the Unit 3 test, downloadable from Oxford English Hub.

4 Attractions

Lesson 1: Words

Learning objective

Students will be able to talk about places to visit.

Language

Attractions: *aquarium, art gallery, artist, concert, dinosaur, jellyfish, natural history museum, roller coaster, stadium, theme park*

Functional language: *I'd like . . ., please.*

Warm up

- Play a game of *Draw* (see *Ideas bank* page 155) using places to visit vocabulary that students have learned in previous levels (*museum, cinema, sports centre, waterfall, wildlife park, castle, playground*).

Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the lesson topic. Remind them that they shouldn't name what they see, as they will learn the words later. Ask the class *What are we learning about today?*
- Students work in pairs. They try to think of all the places to visit that they know in English. Make a list on the board.
- Ask students to look at page 44 of the Student Book and find the learning objective: *Let's talk about places to visit.*

Student Book pages 44–45

1 Look, share, learn.

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

ANSWERS

a cinema, skateboard, café, hotel, guitar, bus, taxi, castle, balloons, bridge, dogs, fountain eagle

2 Listen, point and repeat. 083

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

3 Listen and say. 084

- Tell students that they are going to hear people talking about the attractions in exercise 2. Play the recording for students to listen and think about what is being described. Allow them to share ideas with a partner.
- Play the recording again, pausing at the end of each description for students to say the word.

Audio transcript

1 Wow! This animal was really big!
2 I love this place! There are big and small fish everywhere!
3 It's so much fun to ride this! We go up and down so quickly!
4 That animal looks beautiful in the water, but it can be dangerous.
5 We can see so many kinds of animals, birds and insects in this place.
6 Look at all the fast and exciting things we can ride on!

ANSWERS

1 dinosaur 2 aquarium 3 roller coaster 4 jellyfish 5 natural history museum 6 theme park

4 Write.

- Read out the first sentence, pausing at the gaps to elicit the missing words.
- Students read the sentences again and write the missing attractions.
- Ask students to check their answers with a partner.

ANSWERS

1 aquarium, jellyfish 2 roller coaster, theme park
3 dinosaur, natural history museum

5 Listen, point and repeat. 085

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

6 Read and write the words. Listen and check. 086

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

ANSWERS

art gallery, artist, stadium, concert

Assessment for learning

Using one of the diagnostic methods in the introduction, check how confident students are with the new words. If more practice is needed, ask them to turn to pages 40–41 of their Workbooks and complete exercises 1 and 3.

7 Complete.

- Check understanding of *paintings*.
- Students use the information in the guide to complete the sentences with the attractions from the box.

ANSWERS

1 concert 2 artist 3 art gallery 4 stadium

8 Listen and repeat. 087 **Then make a new dialogue and practise.**

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we use *I'd like* instead of *want* to be polite, and say *please* and *thank you*.
- Explain to students that they substitute the coloured words in the dialogue with attractions from the table and the prices.
- Demonstrate another dialogue for the class using a different attraction from the table. Pair yourself up with a student and say what you'd like. Encourage the student to respond with the price.
- Ask students to work in pairs and practise using the dialogue in their Student Book as a model.
- Walk around the class as students talk and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students make and play a card game and make sentences about what they can see.

Workbook pages 40–41

1 Read and match.

- Focus students' attention on the pictures and ask *What are the attractions?* Students read the sentences and write the picture number.

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

2 Complete. Use the words from activity 1.

- Students read the postcard and write the correct attractions vocabulary.

ANSWERS
1 natural history museum 2 dinosaurs 3 aquarium
4 jellyfish 5 theme park 6 roller coaster

3 Look and complete.

- Focus students' attention on the picture and ask *What attractions can you see?*
- Review the prepositions *next to*, *opposite*, *in front of* and *behind*. Write the words on the board and use classroom objects to demonstrate the positions. Elicit sentences from students, for example, *The ruler is next to the pen.*
- The students complete the sentences using the picture and the attractions in the box.

ANSWERS
1 aquarium 2 art gallery 3 stadium 4 artist
5 theme park 6 concert 7 roller coaster
8 natural history museum

Assessment for learning
Divide students into pairs to ask and answer the questions. Then discuss the answers as a class.

4 Complete the dialogue.

- Students complete the dialogue using the words in the box.
- Tell students to refer to page 45 of their Student Book.
- Choose two students to act out the dialogues for the class.

ANSWERS
1 two children's 2 one adult 3 twenty
4 Here you are

5 Choose an attraction. Write a new dialogue.

- Focus students' attention on the pictures and ask what the attractions are.
- Tell students to choose one of the attractions and use the ticket information to write a new dialogue.
- Tell students to practise their dialogues with their partner.

SUGGESTED ANSWERS
1 one adult and one child's ticket, please 2 £25, please
3 Here you are.

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

Lesson 2: Grammar

Learning objective
Students will be able to talk about why they went somewhere.

Language
Infinitive of purpose: *We went to the aquarium to see the beautiful jellyfish.*
Infinitive of purpose: questions and answers: *Why did you go to the aquarium? We went to see the jellyfish.*

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 155) with the words from lesson 1.
- Point to the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Tell the class *Last weekend, I visited some attractions. I went to interesting places and saw interesting things.* Hold up the flashcards, one at a time, and choose different students to name the places you went and the things you saw.
- Ask students to think about what the topic of today's lesson might be. Then ask them to look at page 46 of the Student Book and find the learning objective: *Let's talk about why we went somewhere.*

Student Book pages 46–47

1 Listen and read. 088 **Where did Emma and May go?**

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening.

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Elicit the answer to the gist question.
- Ask questions to check understanding, for example, *What did they see at the aquarium?* (beautiful jellyfish) *What did they do at the theme park?* (They rode a roller coaster.) *What did they do at home?* (They went to bed.)
- Play the recording again for students to follow.
- Ask students to work in groups of three and choose which character they'd like to play.
- Students act out the story in their groups. Walk around the class and help with pronunciation where necessary.
- Ask some of the groups to act out the story for the class.

ANSWER
They went to the aquarium, the wildlife park, the theme park, the cinema, and home.

2 Listen and read. 089

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Draw attention to the parts of the sentences in blue. Point out that we use the verb with *to*.
- Ask students to work in pairs and take turns to read out the example sentences.

3 Read and match. The listen and check. 090

- Read through the sentence halves for the students to follow.
- Tell students to read the sentences again and match the first part of each sentence with the second part.
- Ask students to work in pairs and compare answers.
- Play the recording for students to check.

Audio transcript
1 She went to the aquarium to see the fish.
2 They went to the stadium to watch the football match.
3 He went to the art gallery to meet the artist.
4 I went to the natural history museum to see the dinosaurs.
5 We went to the theme park to ride on the roller coaster.
6 The students went to the cafe to eat lunch.

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

4 Ask and answer.

- Focus on the conversation. Choose two confident students to act out the conversation with you.
- Give students time to plan and share their ideas in pairs before starting the speaking task. In their pairs, students name the places they went on Saturday and say what they saw.
- Put the flashcards on the board to remind the students of the attractions in the unit.
- Ask students to work in pairs to practise asking and answering questions about the places they went.

5 Listen and read. 091 What did Kate buy today?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Choose a student to tell the answer to the class.
- Play the recording again for students to follow. Ask *Did she go to the aquarium?* (yes) *Why?* (to see the jellyfish) *Why did she buy new shoes?* (because she walked a lot in the city)

ANSWER
She bought new shoes.

6 Listen and read. 092

- Play the recording for students to listen to the sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Write on the board *Kate went to the shopping centre to buy new shoes. I went to the cinema to see a film.*
- Invite different students to the board to write the questions (*Why did Kate go to the shopping centre? Why did you go to the cinema?*).

7 Complete.

- Ask students to complete the questions and answers with the attractions and verbs in the box.
- For class feedback, ask different students to ask and answer.

ANSWERS
1 stadium, to see 2 natural history museum, to look

8 Write questions and answers.

- Focus students' attention on the picture and ask what they can see.
- Go through the example with the class.
- Tell students to use the prompts to write the questions and answers.
- During class feedback, explain to students that *to see* or *to look* at the colourful fish are both correct. *To play* or *to watch* football are also both correct.

ANSWERS
1 Why did Sam go to the art gallery? He went to see / to look at the paintings.
2 Why did Maria go to the aquarium? She went to see / to look at the colourful fish.
3 Why did Ken go to the park? He went to play football with his dad.

Assessment for learning
Using one of the diagnostic methods in the introduction, ask students how confident they feel about the grammar from the lesson. If further practice is needed, ask them to turn to page 43 of their Workbooks and complete exercises 4 and 5.

Team Up! 2 DOWNLOAD

- Students work in pairs to ask and answer about a busy day.

Workbook pages 42–43

1 Circle the infinitive of purpose.

- Students read the sentences and circle the infinitive of purpose. Refer them to the grammar box on page 46 of the Student Book to remind them what an infinitive is.

ANSWERS
1 to watch 2 to learn 3 to say 4 to have
5 to give 6 to see

2 Write the infinitives of purpose. Then match.

- Tell students to match the verbs to the sentences and then write the infinitives of purpose.
- Students then match the pictures to the sentences.

ANSWERS
1 to correct, 2 2 to see, 5 3 to draw, 3 4 to go, 1
5 to cook, 4

3 Rewrite the sentences using an infinitive of purpose.

- Go through the example with the class. Point out that they must join the two sentences with the infinitive of purpose to make one sentence.

ANSWERS
1 He went to the shop to buy a comic.
2 She went to the stadium to play basketball.
3 The bird dived into the sea to catch a fish.
4 I wrote the new words to practise my spelling.
5 They wore pyjamas to go to bed.
6 They went to the cinema to watch a comedy.

4 Complete the questions. Then match.

- Students complete the questions with the missing words. Tell them to look back at the example question to help them identify the missing word.
- The students match the questions with the answers.

ANSWERS
1 Why, d 2 did, c 3 go, e 4 Why, f 5 go, a 6 did, b

5 Write the questions and the answers.

- Ask students to look at the pictures. Ask what they can see and where the people are.
- Students work individually to write the questions and answers, using the attractions in the box and the prompts in brackets.

ANSWERS
1 Why did they go to the stadium? They went to see a football game.
2 Why did she go to the shopping centre? She went to buy a jacket.
3 Why did he go to the art gallery? He went to look at paintings.
4 Why did they go to the park? They went to play frisbee.

6 Answer the questions for you.

- Complete the sentences for you as an example for the students.

ANSWERS
Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 127 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about souvenir shopping.

Language

Souvenir shopping: *badge, bookshop, gift shop, guidebook, key ring, mug, postcard, post office*

Indirect objects: *Jill bought her a father a snake key ring.*

Warm up

- Play a game of *Snap!* (see *Ideas bank* page 153) with the attractions flashcards.

Lead-in

- Put the flashcards on the board. Ask students to look at the pictures and try to work out the topic of the lesson. Choose two or three students and ask *What are we learning about today?* Accept all the suggestions, but don't confirm whether or not they are correct.
- Ask students to look on page 48 of their Student Book and find the learning objective: *Let's talk about souvenir shopping.*
- Check students' understanding of the word *souvenir*. Explain, or translate into students' own language, if necessary. Ask students to work in pairs. They name different souvenirs that people might buy.
- Ask some students to share their ideas. Compile a list on the board.

Student Book pages 48–49

1 Listen and read. 093 **What did Jill buy?**

- Focus students' attention on the photo and ask what they can see.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Ask the gist question again and choose a student to answer.
- Play the recording again for students to follow. Ask *Look at the Jill's shopping list. Did she buy everything?* (yes) *Why did she buy her mum a mug?* (because she likes hot drinks) *Why did she buy her brother a badge?* (to put on his backpack)

ANSWER
She bought a key ring, a mug, and a badge.

2 Listen, point and repeat. 094

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

3 Complete.

- Tell students to complete the dialogues with the words in the box.
- Ask students to work in pairs to practise the dialogues.

ANSWERS
1 gift shop, mug 2 post office, postcard
3 bookshop, guidebook

4 Ask and answer.

- Ask two students to model the dialogue for the class.
- Put the souvenirs flashcards on the board to remind the students of the vocabulary. Students work in pairs to ask and answer where they can buy things.

5 Listen and read. 095

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

6 Circle the people who receive something. Underline what it is.

- Read the first sentence for the students to follow. Ask *Did Lucas make a mug?* (yes) *Did he make the mug for his mother?* (yes) Explain that *the mug* is *what it is* and *his mother* is the person who receives it.

ANSWERS

1 his mother, a clay mug 2 me, a guidebook
3 you, this beautiful postcard 4 us, a tasty dinner

7 Rewrite the sentences with an indirect object.

- Ask students to work in pairs and do the exercise.
- Go through the example with the students and point out the position of *his grandma* in the answer.
- Students rewrite the sentences using the indirect object.

ANSWERS

1 Chris painted his grandma a picture.
2 Samir bought me an interesting guidebook.
3 Lin baked her best friend a cake.
4 Aziz gave his older brother a key ring.

Assessment for learning

Using one of the diagnostic methods in the introduction, ask students how confident they feel about the grammar from the lesson. If further practice is needed, ask them to turn to page 45 of their Workbooks and complete exercises 3–5.

8 Listen and read. Then sing. 096–097

- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has three verses and three choruses, but only one verse and chorus appear in the book. The other two verses are the same as the one in the book, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students use the worksheet to make and play a card game where they make sentences about the pictures.

Workbook pages 44–45

1 Read. Then find the correct picture and match.

- Explain to the students that the pictures are in pairs: a and b, c and d, e and f, g and h, i and j, and k and l.
- Students read the sentences and look at the pairs of pictures. They choose the picture that matches the sentence and write the picture letter.
- Make sure that students can justify their answers by explaining why the other picture is incorrect.

ANSWERS

1 e 2 i 3 k 4 g 5 d 6 b

2 Complete the dialogues.

- Tell students to read the dialogues and then think about the missing words.
- Check understanding of *stamp*.
- Then students read the dialogues again and complete the gaps with the words in the box.

ANSWERS

1 gift shop, badge 2 bookshop, guidebook
3 key ring 4 postcard, post office 5 mug

3 Replace the words in **bold** with *her*, *him*, *them* or *us*.

- Go through the example with the students.
- Students find the words in bold and then write the indirect pronoun.

ANSWERS

1 her 2 him 3 them 4 us 5 her 6 him

4 Order the words.

- Students order the words and write the sentences.

ANSWERS

1 Jack made her a key ring.
2 She cooked them a meal.
3 They played us a song at the concert.
4 We saw them at the theme park.
5 My mum gave me a badge.

5 Look and complete.

- Students look at the pictures and write the sentences using the labels in the pictures.
- Ask them to use the sentence structure for indirect objects that they learned in the lesson.

ANSWERS

1 She bought Dad a key ring.
2 He sent him a postcard.
3 We made them badges.
4 My mum baked us / them a cake.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 127 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about a boy who loses a camera.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play *Sing the next line* (see *Ideas bank* page 154) with the class.

Lead-in

- Ask students to look at page 50 of their Student Book and find the learning objective: *Let's read about a boy who loses a camera.*
- Ask students to think about a time when they lost something. Invite some of the students to share their stories, using their own language.

Student Book pages 50–51

1 Look at the pictures. Where does the boy take photos?

- Ask students to read the title, look at the pictures and make predictions about what they think happens in the story. Allow them to use their own language. You can then translate their ideas into English.
- Ask students to look at the story pictures. Ask the question *Where does the boy take photos?*
- Ask students to tell their partner their answer. Then a student at random to tell the class.

ANSWER

He takes photos at the aquarium.

2 Listen and read. 098 Whose camera does Zach lose?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Choose a student and repeat the question. Elicit the answer.
- Play the recording again for students to follow.
- Ask how similar their predictions of the story in exercise 1 were to the story.

ANSWER

Zach loses his sister's camera.

3 Complete for you.

- Explain to students that it's time to assess the story for themselves.
- Give students time to scan the story again, if necessary, and circle the words and complete the sentences.
- Ask students to work in pairs and compare answers. Encourage them to give reasons for their answers.

ANSWERS

Students' own answers

4 Read again and circle the correct words.

- Ask the students to read the story again silently.
- When they have finished, explain to students that they have to read the sentences, choose the correct word and circle it.
- Walk around the class and help students where necessary.

ANSWERS

1 jellyfish 2 take photos of sharks 3 to get his camera 4 strong

5 Read and match.

- Read out the sentences for the students to follow.
- Read the first sentence again and ask *Who is she?* (Ashley). Ask students to draw a line from the sentence to d.
- Tell students to match the sentences to the people and animals.
- During class feedback, choose students at random to say the sentences with the correct person, for example, *Ashley gives Zach the camera.*

ANSWERS

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

6 Complete.

- Ask students to read the text quietly, ignoring the gaps.
- Ask students to read the text again and complete the gaps with a word or phrase from the box.

ANSWERS

1 see the fish 2 take photos 3 eat lunch 4 look for the camera 5 tell her 6 buy

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Give students time to think about the answers.
- Choose a student to answer the first question and establish that Ashley is kind.
- Ask the second question and prompt with further questions if necessary. *Does Zach know he wasn't careful?* (yes) *Why did he feel stronger?* (because he knew it was important to tell Ashley and say sorry)
- Look at the third question. Invite different students to share their opinions with the class. Encourage students to use English where possible, but allow them to use their own language if they can't express their ideas in English. Ask students to tell their partner what they think before getting feedback from the whole class. Ask *Do you think it's important to work together? When do you work together at school?*

SUGGESTED ANSWERS

1 She wants him to take photos of the jellyfish. 2 Zack wasn't careful with the camera. 3 She works together with Zack because she wanted to give him the camera to take to the aquarium. Also, Zack is her brother and she wants to help him.

Global skills: emotional self-regulation and wellbeing

- In order to grow emotionally, students need to learn how to take responsibility for their actions to build trust and learn from mistakes. Discuss the message of the story with the class in students' own language.

- Ask *What does the story tell us?* (to take responsibility for our actions, be strong enough to tell the truth and apologise if we do something wrong). Discuss with students how Ashley reacted and if they would be as understanding in her situation.
- Display the *Emotions* poster on the wall and use it to help prompt students when they are talking about their feelings and experiences.

Team Up! 4 DOWNLOAD

- Students use the worksheet to make cards and complete a wordsearch.

7 Home-school Read the story at home.

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

Workbook pages 46–47

1 Look at the pictures. What does Tim make?

- Tell students that they are going to read a different story. Ask them to look at the pictures. Allow time for them to discuss the question with their partner and find the answer to the question.

ANSWER
a model dinosaur

2 Read the story.

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

3 Read the story again. Write *T* (true) or *F* (false). Correct the false sentences.

- Students read the sentences and write *T* or *F*.
- Then they look again at the false sentences and write the correct versions.

ANSWERS
1 F He went to the Natural History Museum. 2 T 3 T
4 F Penny broke the model. 5 T 6 T

4 Complete.

- Tell students to read the summary of the story and think about which words are missing.
- Students look at the words in the box and complete the summary.
- They work in pairs and compare answers before class feedback.

ANSWERS
1 natural history 2 dinosaur 3 carefully 4 his sister
5 football 6 angry

5 Complete for you.

- Read through the tasks and check students understand what they have to do.
- Ask students to work in pairs to compare answers and opinions. Encourage them to give reasons where possible. Invite students to share their evaluations with the class.

ANSWERS
Students' own answers

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

Lesson 5: Skills and Culture

Learning objective
Students will learn about festivals in the USA and Vietnam.

Language
Festivals: *Ferris wheel, festival, ride, tractor*

Warm up

- Draw an imaginary line down the middle of the class and ask students to stand on the line.
- Tell them one side is *True* and one side is *False*.
- Tell them you are going to say some sentences about the story *The camera*. If the sentence is true, they jump to the true side and if it's false, they jump to the false side.
- Suggested sentences: *Zach went to the aquarium with his sister.* (F) *Ashley gave him her camera.* (T) *They had lunch in the park.* (F) *The sharks looked dangerous.* (T) *The camera was in the café.* (F) *Ashley was angry with Zach.* (F)

Lead-in

- Ask students to look at the photos on pages 52 and 53 of the Student Book and try to guess which countries they will be learning about (the USA and Vietnam). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 52: *Let's learn about festivals in the USA and Vietnam.*

Student Book page 52

1 Listen, point and repeat. 099

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

2 Listen and say the number. 100

- Focus on the photo of Jessica. Ask *Which country is Jessica from?* (the USA)
- Tell students that they are going to hear Jessica talking about a festival in her country. They must listen and when they hear a beep, they say the number of the word.
- Play the recording, pausing after the beeps for students to say the number of the photo.

Audio transcript
I'm Jessica, and I live on a farm in the USA. It's the middle of August, and the weather is warm and sunny.
- Tomorrow we're going to a summer festival. We call it a "county fair." Many people come to this festival. There are animals to see, foods to eat and fun things to do.

- My dad wants to look at the new tractors at the fair. Farmers use tractors to do work in the fields and pull heavy things. Tractors at the fair can be green, red or even blue. They can be big or small.
- Our county fair also has fun rides. There are small roller coaster rides and train rides for children. There are fast rides, too.
- My favourite ride is the Ferris wheel. It's a big wheel that goes around. It moves more slowly than a roller coaster, but it's really fun. When you get to the top, you can see the whole fair!

ANSWERS
1, 3, 4, 2

3 Listen and answer. 101

- Tell students they are going to hear Jessica's cousin Jake talking more about the fair.
- Ask students to read the questions before they listen.
- Ask students to predict some answers to the questions. This helps them to prepare for the listening by encouraging them to think about the vocabulary they might hear. Take all suggestions but don't give the answers.
- Play the recording, pausing for students to write the answers.
- Play the recording again for students to complete or check their answers.
- For class feedback, ask two students to ask and answer the questions.

Audio transcript

I'm Jessica's cousin, Jake. The county fair starts today. It's a wonderful festival! People bring things from their farms or gardens to show people. My friends and I brought farm animals, fruit, vegetables and things that we made.
My friends brought their best farm animals. Mina brought a chicken which has beautiful feathers. Tom's horse is easy to ride. Anne's sheep has beautiful white wool.
My friends also brought fruit and vegetables from their gardens. You can see red apples, green cucumbers, white potatoes, orange carrots and yellow peppers. My friend Harry brought the biggest watermelon. He might get a blue ribbon!
You can see things that my friends made. Jasmine baked an apple cake. Helen made a necklace with shells and David painted a picture of his farm. I made a model car.
This afternoon, my friends and I are going to look at the new tractors. Then we're going to go on some rides like the Ferris wheel!

ANSWERS
1 They bring things to show people.
2 They brought a chicken, a horse and a sheep.
3 He made a model car.
4 He wants to go on the Ferris wheel.

4 Watch the video. What can you see and do at a county fair?

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

Video transcript, see page 160.

ANSWER
You can see many different animals. You can see tractors and the rodeo. You can go on many rides, play games and eat different foods.

5 Listen and read. 102 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss what they like doing at festivals. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and tell their new partner what their first partner liked doing.
- Ask some of the pairs to act out their conversation.
- Encourage students to think about festivals in their country. Ask *Which are your favourite festivals? When is it? What food do you eat? What activities are there? What animals are there?*

Workbook page 48

1 Read. Where does Robert want the reader to go?

- Explain that the students are going to read a text written by a another child from the USA. Point to the photo of Robert.
- Ask students to look at the photos and tell you what they see. Ask the gist question in the rubric.
- Allow students time to read the blog and find the answer.

ANSWER
the pumpkin festival (PumpkinFest)

2 Read again. Complete. Then circle the correct words.

- Students read the blog again.
- Tell them to complete the gaps in the sentences with the words in the box and then choose the correct option.

ANSWERS
1 pumpkin, October 2 boring, cold
3 Ferris wheel, can, tractor 4 is, festival

3 Think about festivals in your country. Write.

- Read out each of the sentence starters and give an example of possible ways to complete each one (1 summer 2 Harvest Festival because there's a lot of good food 3 dance, listen to music, buy things and eat).
- Ask students to work in pairs and compare answers. Ask *Are they the same or different? Which festivals are the best for all the family?*

Student Book page 53

6 Look at the photo. What animal do you think this is?

- Focus on the photo of Trang. Ask *Which country is Trang from?* (Vietnam)
- Ask the question in the rubric. Tell students to look at the photo next to Trang. Elicit the answer.

ANSWER
a lion

Culture note

Tet Trung Thu is also known as the Moon Festival. The date varies because it depends on the lunar calendar, but it's usually in September. People eat mooncakes, which are pastries filled with a sweet or savoury filling like purple sweet potato paste, pumpkin and black sesame paste, or mixed nuts and dried fruit. The pastries have a round shape to reflect the shape of the moon, and have beautiful patterns decorating the face.

7 Listen and read. 103 **What special cakes do people eat during this festival?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Then ask the question again. Allow students to discuss the question with their partner before you elicit the answer.
- Ask students if they know any other countries where they celebrate a moon festival (China, Thailand).

ANSWER
mooncakes

8 Read again and match.

- Ask students to match the questions and answers before they read the text again to check.

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

9 Answer the questions for you.

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

Global skills: intercultural competence and citizenship

Ask students to think about the different types of festivals in the USA and Vietnam. Ask *What did you learn about the two countries? What similarities or differences are there between the two countries / your country?* Ask students to discuss the questions in pairs. Then ask some of them to share their ideas with the class. Discuss in students' own language why it's interesting to learn about other cultures and the festivals they celebrate.

Team Up! 5 DOWNLOAD

- Students use the worksheet to make a festival fact file.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a persuasive report.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Look at this!* game (see *Ideas bank* page 156).

Lead-in

- Ask students to look at page 54 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write a persuasive report.*
- Ask the class to look at the picture and the title. Ask *What is the report about?* (a natural history museum)

Student Book page 54

Assessment for learning

To encourage learner autonomy, it is important to make use of classroom time to prepare students for the writing task. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus.

1 Look at the picture. What can you see at the natural history museum?

- Read out the question *What can you see at the natural history museum?*
- Tell students to look at the picture and nominate a student to answer.

ANSWER
You can see dinosaurs.

2 Read and listen. 104 **What does Ken want the reader to do?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss it with their partner before you elicit the answer. Also ask if their guesses were correct in exercise 1.
- Play the recording again for students to follow.
- Ask *Why does Ken think the natural history museum is interesting?* (because there's so much to see there) *Does everyone agree with him?* (No, they don't.) *What do you think about natural history museums?*

ANSWER
Ken wants the reader to visit the natural history museum in his city.

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

- Allow time for students to read the report again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS

1 Some people think that natural history museums are not interesting. Also, some people think they are not exciting.
2 Ken saw insects and dinosaurs.

4 Read. Then write the labels in 2.

- Read the box about how to write a persuasive report.
- Students work individually to label the paragraphs with the words in bold.

ANSWERS

Introduction, What people think, What I think, Conclusion

5 Write a persuasive report about an attraction in your country. Go to your Workbook page 49.

- Ask students to turn to page 49 of their Workbook and complete exercises 1 and 2 before writing their report.

Workbook page 49

1 Which attractions are there where you live? Circle.

- Tell students to circle the attractions they have where they live. Encourage them to add attractions that are not in the box, and help them with the vocabulary in English.

2 Choose an attraction. Make a mind map. Then write notes.

- Go through the example mind map with the class. Elicit other adjectives for the *I think* and *Some people think* sections.
- Tell the students to choose one attraction from exercise 1.
- Ask students to copy the mind map into their notebooks and complete it for their attraction.
- Students use their mind map to write notes about what they think of their attraction and what other people think.
- Go around checking and helping with vocabulary as they complete their information.

Assessment for learning

A good model text shows students what successful writing looks like and how to use language in context. For an additional model report, ask students to look at the *Come and see the pumpkins!* text on page 48 in the Workbook. Ask *What do some people think about PumpkinFest?* (Pumpkins are boring. It's cold and quiet in October and better to stay at home.) *What does Robert think about the PumpkinFest?* (It's a lot of fun.) *What's his conclusion?* (This festival is really good if you want to have fun and learn something new.)

3 Write a persuasive report about an attraction in your country. Use your notes.

- Show students the *Let's Write!* poster to remind them how to plan their own writing.
- Refer students back to Ken's report in their Student Book. Remind students that this is what a good persuasive report looks like, and they should use this model to help them in their own writing.
- Tell students to organize their ideas from the table into four paragraphs: introduction, what people think, what I think and conclusion.
- Tell students to use their notes to write the report.
- Monitor the class as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their report.

Assessment for learning

- Creating a checklist for writing will help students to add ideas, organize their written work and develop vocabulary fluency. As a class, create a checklist on the board of what's essential to include in their reports in order to get a good mark (spelling, paragraphs, correct use of infinitive of purpose, use of unit vocabulary). Students use the checklist to check their report and make any changes.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective

Students will make a poster about an attraction where they live.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet per group, coloured pencils, poster paper

Warm up

- Play the *Find the answer* game (see *Ideas bank* page 156) to review the grammar and vocabulary from the unit.

Lead-in

- Write this unit's project on the board: *Make a poster about an attraction where you live.*
- Ask different students for suggestions about what they might put on their poster (pictures, place name, prices, opening times, things to see).

Student Book page 55

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to make and present their poster.

1 Listen and match. 105

- Read out the sentence starters to the students, one by one, and ask them to suggest ways to finish the sentences.
- Play the recording for students to listen and match the sentence halves.
- Play the recording again for them to check.

Audio transcript

1 Choose one attraction in your city.
2 Use the mind map to write about the attraction.
3 Make a tourist poster with a scene and information.
4 Present your poster to the class.

ANSWERS

1 a 2 d 3 b 4 c

2 Watch the video. What two things can people do at this attraction?

- Ask *What two things can people do at this attraction?* Play the video for the students to watch and find the answer.
- Ask the students which two things the video mentions. Let them discuss their answers with a partner. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 161.

ANSWER

People can watch football games and see concerts at this attraction.

3 Listen and read. 106 Then present your poster to the class.

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

Assessment for learning

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students if they would like to work alone to do the review or work in a group.
- If they choose to work in groups, ask students to put up their hands if they chose activities 1, 3 or 4. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Workbook pages 50–51

1 Complete.

- Students read the email and complete the gaps with the attractions in the box. Do the first one with the class.

ANSWERS

1 aquarium 2 jellyfish 3 natural history museum
4 dinosaurs 5 concert 6 stadium 7 theme park
8 roller coasters

2 Look. Find and circle the mistake. Write the correct word.

- Focus students' attention on the three pictures in question 1 and elicit what they are. Read out the words. Ask *Is there a picture of a guidebook?* (no) *Which item is missing?* (key ring) Point out *guidebook* circled and *key ring* written.
- Students then circle the wrong word and write the correct one.

ANSWERS

1 guidebook, key ring 2 key ring, post office
3 post office, postcard 4 badge, gift shop
5 ride, bookshop

3 Write the main verb and the infinitive of purpose.

- Tell students to use the verbs in the brackets to complete the sentences with the past simple of the first verb and the infinitive of purpose with the second verb.

ANSWERS

1 went, to try 2 went, to see 3 bought, to show
4 watched, to learn 5 waited, to meet
6 visited, to choose

4 Write the questions and the answers.

- Students use the prompts to write questions and answers.

ANSWERS

1 Why did the students go to the stadium? They went to play football.
2 Why did the boys go to the theme park? They went to ride a roller coaster.
3 Why did Raffy go to the gift shop? He went to buy a mug.
4 Why did Liu go to the aquarium? She went to watch the dolphins.

5 Rewrite the sentences. Replace the words in **bold** with a noun or a pronoun.

- Explain the example. Students find the words in bold, choose the pronoun and then rewrite the sentences.

ANSWERS

1 Jim bought her a keyring.
2 I played them a song.
3 He gave him a shark badge.
4 She made us soup.
5 My brother sent her a postcard.
6 I bought him a guidebook.

Assessment for learning

After students have completed the evaluation, ask them to vote on their favourite lessons. If you ask students why they prefer certain lessons, this will give them a chance to think critically about the ways they feel they learn best.

Unit 4 My progress and effort

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

Tests

- Students are now ready to do the Unit 4 test or the End-of-term test 1, downloadable from Oxford English Hub.

Attractions past and present

Learning objective

Students will be able to read and understand a historical fiction text about the Ferris wheel.

Students will be able to read an information text about theme park rides.

Language

building, hot dog, mammoth, racing, ships, sparkled, special, story

Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 153) with the places to visit vocabulary from Unit 4.
- Tell students to imagine that they were at a fair or theme park yesterday. Ask them to close their eyes and think about all the things that they saw and did.
- Ask students to work in pairs. They take turns to tell each other what they saw and did, for example, *There was a roller coaster. I went on a fast ride. I saw horses.*
- Ask some students to share their ideas with the class.
- Ask the class *What are we reading about today?* Invite ideas from different students. Accept all their suggestions, but do not confirm whether or not they are correct.

Student Book pages 56–57

1 Listen and read. 107 What did Millie see at the fair?

- Ask the class to look at the pictures and read the title of the text *The first Ferris wheel*. Ask *What do you think the text is about?* Invite predictions from different students.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow the text in their books. Ask the gist question again.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

Millie saw ships, statues, a mammoth and a giant octopus.

2 Read again and match.

- Ask students to read the text again and match the questions with the answers.
- Ask students to work in pairs and compare answers before class feedback.

ANSWERS

1 b 2 d 3 a 4 c

3 Ask and answer.

- Ask students to work in pairs.
- To guide the students, ask a few questions one at a time, pausing after each one to give students time to discuss it with their partner. Suggested questions: *Why were Millie's eyes opened wide at the fair?* (because she saw a lot of different things) *When did Millie learn about a Ferris wheel?* (at the fair) *What did she see below her?* (thousands of people) *What did she feel like?* (a bird)
- Finally ask *Why was the Ferris wheel ride so exciting to Millie?*

ANSWER

It was Millie's first time on a Ferris wheel. Also, it was the first time for her to go up so high in the air.

4 Listen and read. 108 Which ride would you like to go on?

- Tell students that they are going to read an information text. Ask them to look at the photos. Ask *What can you see?* Choose a student at random to answer.
- Read the title of the leaflet *Monster rides*. Ask students what they think *Monster rides* are. Invite different students to share their ideas. Explain that *monster* in this context means *huge*, *very big* or *frightening*.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Ask the question again: *Which ride would you like to go on?*
- Ask students to work in pairs and discuss the question.
- Ask pairs to share their answers with the class and have a class vote on the most popular ride.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording again for students to listen and follow.

ANSWERS

Students' own answers

5 Read again and complete.

- Focus students' attention on the chart. Ask *What kind of words are you looking for to complete the text?* (numbers)
- Tell students to scan the text and circle all the numbers first.
- Students read the text again, stopping at the numbers to check if and where they should write them in the table.
- Ask students to work in pairs to compare answers before a class check.

ANSWERS

1 First roller coaster: 64 kph; 183 metres
2 Formula Rossa: 240 kph; 2.3 kilometres
3 Kingda Ka: 140 metres
4 Steel Dragon: 2.47 kilometres.

6 Ask and answer.

- Ask students to work in pairs.
- To guide the students, ask a few questions one at a time, pausing after each one to give students time to discuss it with their partner. Suggested questions: *Do you think rides will be faster, higher and more frightening? Do you think rides will be like video games? Why / Why not? What kind of ride would you like to go on in the future?*
- Finally ask *How do you think rides will change in the future?*

ANSWERS

Students' own answers

5 Our community

Lesson 1: Words

Learning objective

Students will be able to talk about jobs in our community.

Language

Jobs: *architect, baker, barber, firefighter, journalist, librarian, mayor, nurse, photographer, waiter*

Functional language: *You will need …*

Warm up

- Play a game of *He brings food!* (see *Ideas bank* page 153) with the jobs from level 3 (ambulance driver, chef, doctor, pilot, scientist, shop assistant, sports coach, vet) and the question *What does he / she do?*

Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?* Invite suggestions from the class.
- Write the jobs mentioned in the warm up on the board.
- Ask students *Which jobs do people do in your community?*
- Ask students to look on page 58 of the Student Book and find the learning objective: *Let's talk about jobs in our community.*

Student Book pages 58–59

1 Look, share, learn.

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

ANSWERS

library, window, restaurant, books, computer, chair, table, plant, camera, notebook, pencil, bread, mirror, scissors

2 Listen, point and repeat. 109

- Ask students to look at the picture on page 58.
- Play the recording for students to listen and point to the jobs.
- Play the recording again for students to repeat the words.

3 Who is speaking? Listen and say. 110

- Tell students that they are going to hear people speaking at work. They need to listen and say the job.
- Play the recording, pausing after each person. Ask *Who's speaking?* Students say the job. Don't make any corrections at this point.
- Play the recording again for class feedback.

Audio transcript

1 "How short do you want your hair today?"
2 "Here are your three books. Please come back in two weeks. Thanks!"
3 "Can I ask you some questions for our news programme?"
4 "I made this bread. It is very good with cheese."
5 "Here are your drinks and your food. Enjoy!"
6 "Please look at the camera and smile!"

ANSWERS

1 barber 2 librarian 3 journalist 4 baker
5 waiter 6 photographer

4 Write.

- Check understanding of the vocabulary *serves*.
- Students complete the sentences with the jobs.
- Ask students to check their answers with their partner.
- Ask a few students *What job would you like to do?* Have a class vote on the most popular job.

ANSWERS

1 baker 2 waiter 3 journalist 4 photographer
5 librarian 6 barber

5 Listen, point and repeat. 111

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

6 Read and write the words. Listen and check. 112

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

ANSWERS

mayor, firefighter, architect, nurse

7 Read and match.

- Ask students to find the names of the people in the text. Ask *What does (Ben Stevens) do? He's / She's a (journalist).*
- Students work individually to match the people, the jobs and the activities.

ANSWERS

1 Ben Stevens, journalist, wrote about the lunch
2 Sheila Johnson, architect, made the city library
3 Fred Smith, mayor, makes the city a good place
4 Brad Regan, nurse, works at the hospital

8 Listen and repeat. 113 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure *You will need …* and show the different ways to respond in the orange box.

- Demonstrate another dialogue for the class. Choose a job from the box and ask a student *Do you want to be a great (baker)?* After their response, respond with an appropriate phrase from the orange box: *You will need (a big kitchen)*.
- Ask students to work in pairs. They take turns to ask and answer about different jobs, using the dialogue in the Student Book as a model.
- Walk around the class and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students make and play a guessing game about jobs.

Workbook pages 52–53

1 Match. Then number the pictures.

- Students match the activities with the jobs.
- Then they look at the pictures and write the number.

ANSWERS
1 d 2 f 3 b 4 e 5 c 6 a
(top row, left to right) 4, 6, 1
(bottom row, left to right) 3, 5, 2

2 Complete. Use the words from activity 1.

- Focus students' attention on the picture and ask what jobs they think the people do.
- Students read the paragraph, then choose and write the correct job from exercise 1.

ANSWERS
1 photographer 2 baker 3 librarian 4 barber
5 journalist 6 waiter

3 Read and write.

- Ask students to look at the pictures. Explain that each person is talking about their job.
- Students read the speech bubbles, choose a job from the box and write full sentences.

ANSWERS
1 They're waiters. 2 She's the mayor.
3 She's an architect. 4 They're nurses.
5 She's a journalist. 6 She's a firefighter.

4 Complete the dialogues.

- Students look at the pictures and complete the dialogues with the phrases in the box.

ANSWERS
1 Do you want to be a firefighter?, need strong arms
2 Do you want to be a nurse?, need a uniform and comfortable shoes
3 Do you want to be a journalist?, You will need a computer and a notebook
4 Do you want to be the mayor?, You will need an office in the town hall

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

Lesson 2: Grammar

Learning objective
Students will be able to talk about what people in their community were doing.

Language
Past continuous statements: *I was doing my homework in the garden. She wasn't playing her guitar. They were eating dinner.*
Past continuous questions and answers: *Was he buying bread? Yes, he was. No, he wasn't. Where were the students standing? They were standing in the kitchen.*

Warm up

- Play a game of *Draw* (see *Ideas bank* page 155) with the flashcards to review the vocabulary from lesson 1.

Lead-in

- Put the job flashcards on the board.
- Point to a flashcard and ask *What do you think the (baker) is doing now?* (He's baking cakes.)
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 60 of the Student Book and find the learning objective: *Let's talk about what people in our community were doing.*

Student Book pages 60–61

1 Listen and read. 114 When did Omar come to Hector's house?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Ask the question again and elicit the answer.
- Play the recording again for students to follow. Ask *Where was Hector when Omar came to his house?* (in the garden) *Where was Hector's sister?* (in her bedroom) *When did Hector's sister do karate?* (last week)

ANSWER
He came to his house after school yesterday.

2 Listen and read. 115

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.

3 Listen and write. 116

- Tell students to read the sentences and see if they can match the verbs in the box to the sentences. Tell them not to write anything at this stage.
- Play the recording, pausing after each sentence to give students time to complete the sentences. Remind students that we use *was* for *he* and *she*, and *were* for *they*.
- Ask students to work in pairs and compare answers.
- Choose students at random for different answers.

Audio transcript

1 At 9.00 a.m., the mayor was talking to firefighters.
2 At 11.00 a.m., she was meeting an architect.
3 At 1.00 p.m., journalists were asking her questions.
4 At 3.00 p.m., she was listening to school nurses.
5 At 5.00 p.m., she and a photographer were taking photos.
6 At 11.00 p.m., she wasn't sleeping.

ANSWERS
1 was talking 2 was meeting 3 were asking
4 was listening 5 were taking 6 wasn't sleeping

4 Talk about yesterday.

- Choose two confident students to act out the conversation for the class. Brainstorm a few activities with the class and write them on the board, for example, *sleep*, *eat*, *listen*, *play*, *watch*, *make*, *do*, *write*, *read*.
- Ask students to work in pairs and tell them to find a time when they were both doing the same thing.

Mixed ability
Help weaker students to prepare for exercise 4 by asking them to choose three times and an activity for each time. They write past continuous sentences. After the speaking activity, stronger students write three sentences about what their partner was doing yesterday.

5 Listen and read. 117 Where did Joseph go today?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the messages. Ask the question again and elicit the answer.
- Play the recording again for students to follow. Ask *Who is Hilda?* (the baker) *Who was in the kitchen?* (the baker and the photographer) *Why was the photographer in the kitchen?* (to take photos of the class)

ANSWER
He went to the bakery with his class.

6 Listen and read. 118

- Play the recording for students to follow the example questions and answers.
- Ask students to work in pairs and take turns to read out the example questions.
- Make sure that students identify the two types of questions that require different types of responses (*yes / no* questions and *wh-* questions).

7 Look at 5. Write the words. Then answer.

- Ask students to choose and write the verbs from the box to complete the questions.
- Then students read the messages again in exercise 5 and answer the questions.
- For class feedback, ask different pairs of students to ask and answer the questions.

ANSWERS
1 visiting, they weren't 2 baking, she was
3 buying, he wasn't 4 taking, he was

8 Write the questions.

- Ask students to work in pairs and write the questions, using the prompts in brackets.
- Ask the pairs to ask and answer the questions. Then conduct whole-class feedback.

ANSWERS
1 What were the students doing?
2 What was Hilda baking?
3 What was Mr Kwan doing?
4 Who were the children watching?

Assessment for learning
Using one of the diagnostic methods in the introduction, check how confident students are with new the grammar. If further practice is needed, ask them to go to page 55 of their Workbooks and complete exercises 3 and 4.

Team Up! 2 DOWNLOAD

- Students make a picture card game and ask and answer questions about the cards.

Workbook pages 54–55

1 Look and circle the correct words. Then write *T* (true) or *F* (false).

- Students read the sentences and circle the correct words.
- They look at the picture and decide if the sentences are true or false.

ANSWERS
1 were, T 2 wasn't, T 3 was, F 4 was, T 5 were, F

2 Look and complete. Use the past continuous affirmative or negative. Write the room.

- Focus on the picture and ask what each person is doing.
- The students use the verbs in brackets to complete the sentences. They use the affirmative or negative of the past continuous based on the picture.
- The students write the number of the room where the people are.

ANSWERS
1 weren't working, 6 2 was drawing, 2
3 wasn't visiting, 3 4 was speaking, 1
5 wasn't reading, 4 6 were baking, 5

3 Look and complete.

- Students write the questions, using the prompts in brackets.
- Then they look at the picture and write the short answers.
- Ask students to work in pairs. They ask and answer the questions to check their answers.

ANSWERS
1 Were, playing / No, they weren't.
2 Was, taking / Yes, she was.
3 Were, talking / No, they weren't.
4 Was, painting / Yes, he was.
5 Was, eating / No, he wasn't.
6 Was, making / Yes, it was.

4 Write the questions and the answers.

- Students write the questions and answers using the prompts in brackets. Make sure they use the past continuous.

ANSWERS

1 Where was the photographer taking photos? The photographer was taking photos in the stadium.
2 What were Janis and Marie doing? Janis and Marie were doing an experiment.
3 Who was the mayor talking to? The mayor was talking to a journalist.
4 Where were the students reading? The students were reading in the library.
5 What were you writing? I was writing a story.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 128 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about what people do in their jobs.

Language

Job responsibilities: *bring food, cut hair, design houses, interview people, put away books, put out fires, take care of people, use ovens*

Past continuous with past simple: *When we met an architect, she was designing houses.*

Warm up

- Play a game of *What's she doing?* (see *Ideas bank* page 153). but use *What were you doing?* instead.

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three students to share their ideas.
- Ask students to look on page 62 of the Student Book and find the learning objective: *Let's talk about what people do in their jobs.*
- Ask students to work in pairs. They name, in English, as many things as they can that people do in their jobs, for example, read, write, take photos, speak, bake.
- Ask students to share ideas. Compile a list on the board.

Student Book pages 62–63

1 Listen and read. 119 What were the firefighters doing?

- Focus students' attention on the picture and ask *Who is it?* (the mayor) *What's she doing?* (making a speech)
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text. Then ask the question again.
- Play the recording again. Ask *What was the documentary about?* (jobs in the city) *Who did she see?* (an architect, people in the library, a journalist and a firefighter)

ANSWER

They were putting out a fire at the bakery.

2 Listen, point and repeat. 120

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

3 Write the words from 2. Then write the job.

- Ask students to work in pairs. They choose and write the activities in the sentences. Then they write the jobs from the unit to match.
- Ask students, at random, to say different sentences for class feedback. When the students say a sentence, ask the rest of the class to call out the job.

ANSWERS

1 put out fires, firefighters 2 use ovens, bakers
3 design houses, architects 4 put away books, librarians
5 take care of people, nurses 6 bring food, waiters

4 Ask and answer.

- Ask two confident students to model the dialogue.
- Do another example with the class with a different job.
- Students work in pairs and describe their job for their partner to guess.

5 Listen and read. 121

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Point out to students that we use a comma after the first clause if a sentence starts with *When*.
- Read through the *Look!* box with students.
- Ask students to work in pairs and take turns to read out the example sentences. Invite confident students to give additional example sentences using the past continuous with past simple.

Grammar

We can use *when* with the past simple or the past continuous but in this unit, the focus is on *when* with the past simple.

6 Match. Circle the past continuous. Underline the past simple.

- Ask students to match the sentence halves and then circle the past continuous part of the sentences and underline the past simple part of the sentence.
- Ask students to compare answers before checking as a class.

ANSWERS

1 d, went, (was baking) 2 c, (was interviewing) took
3 a, (were playing) started 4 b, came, (was putting away)

7 Complete.

- Ask students to complete the sentences with the past continuous. They use the prompts in brackets.
- Let different students read their answers for class feedback.

ANSWERS

1 barber was cutting hair
2 architect was designing a library
3 firefighters were eating lunch
4 nurse was taking care of a child

> **Assessment for learning**
> Using your usual feedback routine, check how confident students are with new the grammar. If further practice is needed, ask them to go to page 57 of their Workbooks and complete exercises 3–5.

8 Listen and read. Then sing. 122–123

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

Team Up! 3 DOWNLOAD

- Students use the worksheet to write a new verse for the song.

Workbook pages 56–57

1 Correct the words in **bold**. Then match.

- Read out the example sentence and ask *Do firefighters cut hair?* (no) *Who cuts hair?* (a barber)
- Students read the sentences and write the correct job.
- Focus students' attention on the pictures and ask what they can see.
- Students match the corrected sentences to the pictures.

ANSWERS

1 barber, e 2 librarian, c 3 baker, d 4 firefighter, g
5 nurse, h 6 journalist, b 7 architect, f 8 waiter, a

2 Complete.

- The students read the text and complete the sentences with the phrases in the box.

ANSWERS

1 takes care of people 2 uses an oven 3 brings food
4 puts out fires 5 cuts hair 6 puts away books
7 designs houses 8 interviews people

3 Circle the action in progress. Underline the action that happened in the middle.

- Read out the sentences and tell the students to raise their hand when they hear the past continuous and lower their hand if they hear the past simple.
- Students read the sentences and circle the past continuous and underline the past simple.

ANSWERS

1 was putting away, ran 2 arrived, was taking care of
3 came, was taking 4 was using, started
5 was clearing, arrived 6 phoned, was watching

4 Complete. Use the past continuous or the past simple.

- The students complete the sentences with the verbs in the box, in the past continuous or past simple form.

ANSWERS

1 was listening 2 started 3 was cutting
4 were doing 5 met 6 heard

5 Write. Use the past continuous and past simple.

- The students look at the pictures and write sentences using the prompts in brackets.

ANSWERS

1 The architect was designing a house when his pencil broke.
2 When the librarian was putting away books, she found a key ring.
3 The boy was sleeping when the nurse came in.
4 When the rain started, the photographer was working in the park.

> **Assessment for learning**
> Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 128 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective
Students will be able to read about a waiter.

Language
Vocabulary and grammar from lessons 1–3

Warm up 122–123

- Play *Act out the song* (see *Ideas bank* page 154) using the song from lesson 3. Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 64 of the Student Book and find the learning objective: *Let's read about a waiter.*
- Ask *What does a waiter do? Where does a waiter work?* Elicit responses from different students around the class.

Student Book pages 64–65

1 Look at the pictures. Where does the waiter go in the story?

- Ask students to say which jobs they see.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters were doing, for example, *The waiter was having breakfast.*

- Read the question in the rubric with the class. Ask a student at random to answer the question.

ANSWER
He goes to the restaurant and then to the dentist.

2 Listen and read. 124 What happened to the waiter on Tuesday morning?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Invite different students to make predictions. Allow them to use their own language.
- Play the recording while students follow the story in their books. Repeat the question and elicit the answer.
- Play the recording again for students to follow.

ANSWER
On Tuesday morning, one of the waiter's teeth didn't feel good.

3 Complete for you.

- Read out the sentences and make sure the students understand the meaning of the adjectives.
- Give students time to scan the story again, if necessary, and complete the sentences.

ANSWERS
Students' own answers

4 Read again and number the sentences in order.

- Ask the students to read the story again silently.
- When they have finished, explain to students that they have to number the sentences in the order they happened in the story.

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

5 Complete.

- Ask students to complete the sentences with the jobs in the box. Tell them they can re-read the story if necessary.

ANSWERS
1 barber 2 photographer 3 mayor 4 dentist

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

- Students work in pairs and discuss the sentences and decide if they are true or false. During class feedback, ask students to correct the false sentences.

ANSWERS
1 T 2 T 3 F The waiter and the mayor arrived at the same time. 4 F The dentist helped the mayor on Wednesday. 5 T

Think, feel, grow

- Focus students' attention on the task and read the first question aloud. Prompt students by asking *How did he feel in the morning?* (His teeth didn't feel good.) *What did he do differently to other mornings?* (He ate breakfast slowly and called the dentist.)
- Look at the second question. Invite different students to share their opinions with the class. Prompt with further questions if necessary. *Who was the first unhappy person?* (the barber) *Who was the second unhappy person? (the photographer) Who was the last unhappy person?* (the mayor)
- Look at the third question. Ask *Did the waiter understand why everyone was late? Did he say sorry to the mayor? Was the mayor happy that the waiter understood?*
- Divide students into small groups to discuss the lesson of the story before getting feedback from the whole class. Ask *Can our actions have good and bad results for other people? Can you give me some examples?*

SUGGESTED ANSWERS
1 The waiter was late for work because one of his teeth didn't feel good. He had to eat his breakfast slowly, and he had to call the dentist.
2 The barber, photographer, mayor and dentist were all unhappy because the waiter was late.
3 She told the waiter to see the dentist first because he was honest.

Global skills: emotional self-regulation and well-being

Students become aware that actions have consequences (sometimes unintended). The story helps them explore and recognize the impact of our lives on other people's lives, and to be honest about that. Have a classroom discussion and encourage students to think about how our actions may affect other people, even when something happens to us that is out of our control, like illness. Ask them to think about any situations they have been in where they or someone else had a problem that affected other people, and what they did to take responsibility for it.

Team Up! 4 DOWNLOAD

- Students use the worksheet to make and play a board game.

7 Home-school Read the story at home.

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

Workbook pages 58–59

1 Look at the pictures. What do you think the problem is in the story?

- Tell students that they are going to read another story. Ask them to look at the pictures.
- Read the question in the rubric with the class.
- Ask the students to work in pairs and discuss the question. Then ask the question again for a class discussion.

ANSWER
The students didn't put away the books in the library.

2 Read the story.

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

3 Read the story again. Answer the questions.

- Tell students to read the questions and see how many they can answer. They then read the story again to check.

ANSWERS
1 Yes, she was. 2 No, she wasn't. 3 No, they didn't. 4 No, he isn't. 5 Yes, he did. 6 the librarian

4 Find and circle mistakes in four of the sentences. Write the correct sentences.

- Explain to students that there are mistakes in four of the sentences, and they must find and circle them.
- Then students write the correct sentences.
- Tell them to refer to the story to help them.

ANSWERS

1 coat, Kimberley couldn't find her jacket.
2 music room, Kimberley and her friends went to the library to do a project.
3 cleared, When they left the library, they didn't clear the table.
4 lunch, was, When Kimberley was having dinner, her dad told her that the librarian wasn't happy.

5 Complete for you.

- Go through the tasks with the students to make sure they know what they are doing.
- Ask students to work in small groups and compare answers and opinions. Encourage them to give reasons where possible.
- Invite students to share with the class.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about architecture in the UAE and Singapore.

Language

New and old architecture: *flat, floor, neighbourhood, skyscraper*

Warm up

- Review the story *The honest waiter* from the previous lesson.
- Stick the *waiter, barber, mayor* and *photographer* flashcards around the room.
- Ask questions about the story and ask students to point to the correct flashcard. Suggested questions: *Who ran to work?* (the waiter) *Who ate quickly?* (the barber) *Who was sitting in the barbershop?* (the photographer) *Who went to the mayor's house?* (the photographer) *Who went to the dentist?* (the mayor and the waiter) *Who said "You are a good and honest man"?* (the mayor)

Culture note

Dubai is in the UAE. It is the capital of the Emirate of Dubai. The other Emirates of the UAE are Abu Dhabi, Sharjah, Fujairah, Ajman, Ras Al Khaimah and Umm Al Quwain. Dubai has the world's tallest building and one of the biggest shopping malls, The Dubai Mall, which has over 1,200 shops, an ice-skating rink, a luxury hotel and 120 restaurants.

Lead-in

- Ask students to look at the photos on pages 66 and 67 of the Student Book and try to guess which countries they will be learning about today (the UAE and Singapore). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students what the learning objective might be. Then ask them to find it on page 66 of the Student Book: *Let's learn about architecture in the UAE and Singapore.*
- Ask students to work in pairs or small groups. They discuss, in their own language, what buildings with interesting architecture they have in their country.
- Nominate students to tell you which buildings they came up with. If they have trouble, prompt them by showing photos of famous buildings from their country and eliciting or explaining the names and some basic information about each one.

Student Book page 66

1 Listen, point and repeat. 125

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

2 Listen and say the number. 126

- Focus on the photo of Hassan. Ask *Which country is Hassan from?* (the United Arab Emirates)
- Tell students that they are going to hear Hassan talking about architecture in his country. They must listen for the words in exercise 1. When they hear a beep, they say the number of the word.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hello, I'm Hassan! Welcome to my city, Dubai, in the United Arab Emirates. It is a big community. Many people come to Dubai to work. We have firefighters, nurses, bakers, waiters and, of course, architects who design new buildings! Dubai has many interesting skyscrapers. We have the tallest skyscraper in the world, and one of the tallest hotels. Architects are designing new skyscrapers every day.
- Dubai's skyscrapers have many floors. Each floor has a number, such as the 10th floor or the 32nd floor. People work or live on these floors.
- Many of Dubai's skyscrapers have flats. People live in these flats. Flats can be big or small. Some flats are very high up in a skyscraper, so you can see a long way.
- Dubai also has neighbourhoods where people live. There are some old neighbourhoods in Dubai, but there are many new ones. Many neighbourhoods have places to play, shop and eat.

ANSWERS

3, 4, 2, 1

3 Listen and write. 127

- Tell the class that they are now going to hear Hassan talking about three places he visited in Dubai. They must listen and complete the table.
- Focus students' attention on the table and ask them to suggest what kind of places Burj Al Arab and Palm Jumeirah might be, and what shapes they have.

- Play the recording, pausing after each place is mentioned, for students to complete the table.
- Play the recording again for students to complete or check their answers. For class feedback, ask different students to describe a place, for example, *Burj Khalifa is a skyscraper. It has the shape of the letter Y.*
- Choose different students and ask *Which place would you like to visit? Why?*

Audio transcript

Hello again! This is Hassan. Long ago, Dubai was a small fishing town. Today it is a big city with many new places. Last Saturday, my parents and I visited three places that tell us about Dubai's culture. First, we went to the Burj Khalifa, which is the tallest skyscraper in the world. It is almost 830 metres tall. It has 163 floors that are shaped like the letter Y. The Burj Khalifa shows that we can do great things in Dubai. Next, we went to the Burj Al Arab hotel. It has the shape of a big sail that you can see on our old boats. This hotel shows that the sea is a big part of Dubai's history and culture. Finally, we went to a neighbourhood called Palm Jumeirah. The architects designed this neighbourhood in the shape of a palm tree. The palm tree gives us a fruit called dates, which are popular in Dubai.

ANSWERS
1 skyscraper 2 the letter Y 3 hotel 4 a big sail
5 neighbourhood 6 a palm tree

4 Watch the video. What do you think the weather is like in Dubai?

- Ask the gist question in the rubric. Invite all suggestions.
- Play the video to the class for students to watch and find out what the weather is like.

Video transcript, see page 161.

ANSWER
The weather in Dubai is hot and sunny.

5 Listen and read. 128 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss their ideas.
- Encourage students to think about architecture in their country. Ask *Are there any unusually shaped buildings? What do they look like? How are the buildings in Dubai different to ones in your country?*
- Monitor students as they talk, helping where necessary.

Workbook page 60

1 Read. Where does Maryam's grandma live?

- Explain that the students are going to read a text written by another child from the UAE. Point to the photo of Maryam.
- Ask students to tell you what they see. Ask the gist question in the rubric. Allow students time to read the interview and find the answer.

ANSWER
Dubai

2 Read again. Write the correct word.

- Read the first sentence to the students. Ask *Was Grandma a journalist?* (No, she was a baker.)
- Students read the sentences first and then read the interview again.
- Students write the correct word from the box to replace the bold word in the sentences.

ANSWERS
1 baker 2 bread 3 neighbourhood
4 skyscrapers 5 second

3 Think about architecture in the UAE and your country. Write.

- Read out the first sentence starter and elicit the names of the buildings students learned about (Burj Khalifa, Burj Al Arab, Palm Jumeirah).
- Brainstorm different buildings and make a list on the board (for example, town hall, stadium, cinema, library, art gallery).
- Students complete the sentences. They then work in pairs and compare answers.

Student Book page 67

Culture note
Singapore is an island country in Southeast Asia. Singapore is made up of over 63 islands which are dotted around the Singapore coastline. There aren't any people living on most of the islands. Singapore is also called 'Garden City' or a 'City in a Garden' because there are plants everywhere, which make it look like a garden.

6 Look at the photos. How many colours can you see?

- Focus on the photo of Ryan. Ask *Which country is Ryan from?* (Singapore)
- Ask students to look at the photos and tell you what they see. Ask the question in the rubric. Choose a student to answer.

ANSWER
many colours: red, blue, green, yellow and many others

7 Listen and read. 129 Who lives in Singapore?

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

ANSWER
Chinese, Indian, Malay and Singaporean people live in Singapore.

8 Read again and complete.

- Read through the sentences for the class to follow.
- Ask students to read the text again and complete the sentences with the words from the box.
- Students read the text quietly to check their answers.

ANSWERS
1 skyscrapers 2 flats 3 neighbourhood 4 floors

Optional activity
Ask students to think about everything they have learned about architecture in Dubai and Singapore from the Student Book page, the audio and the video. Ask students to work in pairs. They take turns to tell each other facts about the places, for example, *Singapore has a lot of old architecture.*

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups, at random, to share which architecture they'd like to see, and have a vote on the most popular one.

Team Up! 5 DOWNLOAD

- Students use the worksheet to create a *Famous buildings* fact file.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write an interview.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Whispers* game (see *Ideas bank* page 156) to review the vocabulary from lesson 5.

Lead-in

- Ask students to look at page 68 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write an interview.*
- Ask the class *What is an interview?* (Someone answers questions about themselves for a newspaper or TV show, etc.) *What types of questions do they ask?* (personal information, education, hobbies, job, etc.)

Student Book page 68

1 Look at the picture. What is her job?

- Tell students to look at the photo and say what they see.
- Ask the question in the rubric. Nominate a student to answer.

ANSWER
She is a photographer.

2 Read and listen. 130 What does Nadia take photos of?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the gist question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses in exercise 1 were correct.
- Play the recording again for students to follow.
- Ask *How many questions does Hannah ask?* (two) *How old was Nadia when she met the photographer?* (nine) *What does Hannah think of Nadia's photos?* (They're beautiful.)

ANSWER
She takes photos of birds and animals which people don't often see.

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

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

ANSWERS
1 Nadia was walking through the forest with her mother.
2 The photographer was taking photos of animals.

4 Read. Then write the labels in 2.

- Read through the box about how to write an interview.
- Students work individually to label the paragraphs with the words in bold.

ANSWERS
Introduction, Question, Answer, Conclusion

5 Write an interview about a job in your community. Go to your Workbook page 61.

- Ask students to turn to page 61 of their Workbook and complete exercises 1 and 2 before writing their interview.

Workbook page 61

Mixed ability
Put the students into small groups to plan and prepare their writing. This allows the students to build on their linguistic skills, share their different strengths, exchange ideas and support and help each other.

1 Match the parts of an interview.

- Tell students to look back at page 68 in the Student Book if they need help matching the parts and the examples.

ANSWERS
1 d 2 a 3 c 4 b

2 Choose a person to interview. Plan your questions. Write.

- Explain to students that the questions and answers will be the main part of the interview.
- Review questions with the class. On the board, write *What*, *When*, *Why*, *Where* and select an example question for each. Write the questions on the board to support the students' own writing.
- Go around checking and helping with vocabulary and grammar as they prepare the questions and answers.

Assessment for learning

To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The *An interview with my grandma* text on Workbook page 60 is an additional model of an interview students can refer to for support. Ensure students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.

3 Write an interview about a job in your community. Use your notes.

- Show students the *Let's Write!* poster and go through the steps 1–3 to help them plan their own writing.
- Refer students to Hannah's interview in their Student Book. Remind students that this is what a good interview looks like, and they should use this model to help them with their own writing.
- Point out the *Don't forget!* box in their Workbooks and remind students to add a title and the speakers' names.
- Tell students to use their notes in the graphic organizer to write the interview.
- Monitor the class and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their interview.

Assessment for learning

- Students can exchange interviews and peer-correct them. Create a simple correction code for the students to use. On the board, write *Sp = spelling*, *P = punctuation*, *WT = wrong tense*, *WWO = wrong word order*, *I really like your interview because* . . . Go through the key with the students and explain they use this key to show any mistakes in their partner's interview and then write why they liked it. Students return the interviews to the writer to correct. Make a note of the most common mistakes and go over them as a class or set aside time in another class to review the language the students are struggling with.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective

Students will talk about jobs they would like to have.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet per student, flashcards

Warm up

- Stick the ten flashcards from the unit on the board.
- Play *Bingo*. Draw a three-by-three grid on the board for students to copy.
- Tell them to look at the flashcards and write a different word in each square.
- Call out the words, one by one, and tell students to cross off the words if they have them in their grid.
- The first student to get a row of three shouts *Bingo!*

Lead-in

- Write this unit's project on the board: *Talk about jobs you would like to have*. Ask students to tell you all the different jobs they know.

Student Book page 69

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to complete the chart and discuss.

1 Listen and number the project steps in order. 131

- Ask students to see if they can number the sentences first before playing the recording for them to check.

Audio transcript

1 Think about jobs in your community.
2 Choose a job you would like.
3 Answer questions in the job chart.
4 Talk about and compare your jobs.

ANSWERS

a 4 b 2 c 1 d 3

2 Watch the video. What four jobs do the students have?

- Ask the gist question in the rubric. Play the video.
- Ask students to discuss the four jobs in pairs. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 161.

ANSWER

They are a nurse, a dentist, a baker and a nature photographer.

3 Listen and read. 132 Ask and answer about your jobs.

- Play the dialogue for the students to follow.
- Let students work in groups of four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to prepare and talk about jobs in the community.

Assessment for learning

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 4 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Workbook pages 62–63

Global skills: creativity and critical thinking

Puzzles like the crossword in exercise 1 help students to develop problem-solving skills. Asking students what they need to do to solve the puzzle, rather than simply giving them instructions, encourages them to think laterally and engage better with the task.

1 Write.

- Ask students to tell you what they have to do to complete the crossword.
- Students read the definitions and write the answers in the correct place in the crossword. Remind students that spelling is very important, and they should check words if they aren't sure of the spelling.

ANSWERS

Down: 1 firefighter 2 barber 4 nurse 5 waiter
Across: 3 librarian 6 baker 7 architect 8 journalist

2 What's wrong with the pictures? Write.

- Focus students' attention on the pictures and ask what jobs they can see.
- Students look at the pictures and write sentences to say what the people don't do and what their responsibilities really are.

ANSWERS

1 Mayors don't put away books. They make the city better.
2 Bakers don't design houses. They use ovens.
3 Photographers don't bring food. They take photos.
4 Nurses don't cut hair. They take care of people.

3 Write. Use the past continuous.

- Point out the ticks and the crosses in the sentences.
- Explain to students where there's a tick, they write an affirmative past continuous sentence and where there's a cross, they write a negative one.

ANSWERS

1 The librarian was talking to the children.
2 You weren't reading a magazine.
3 I was eating lunch.
4 Ann and Fred weren't taking photos.
5 The mayor was meeting the firefighters.

4 Write the questions.

- For the first three items, students read the answers, look at the underlined phrase and write the past continuous question.
- For the last two items, students read the answers, look at the prompts in brackets and write the past continuous question.
- Ask two students to ask and answer the questions for a class check.

ANSWERS

1 Where were you taking photos?
2 What was Emma doing / playing?
3 Who were the students listening to?
4 Were they living in a flat?
5 Was she sending messages to her mum?

5 Complete. Use the past continuous and the past simple.

- Students write the past simple or past continuous form of the verbs in brackets.

ANSWERS

1 arrived, was making 2 finished, were watching
3 was playing, called 4 saw, was sleeping
5 was washing, broke 6 was doing, opened

Unit 5 My progress and effort

- Students read the sentences and tick them to show how well they have achieved each of the learning objectives and to assess their overall effort in this unit.
- Divide the class into pairs. They compare their assessment and discuss their ranking. Allow them to do this in lesson 1 to encourage them to talk about how they feel about their achievements.

Unit test

- Students are now ready to do the Unit 5 test, downloadable from Oxford English Hub.

6 Future travel

Lesson 1: Words

Learning objective

Students will be able to talk about transport in the future.

Language

Transport: *electric, flying, high-speed train, hoverboard, jetpack, magnetic, monorail, spaceship, self-driving, supersonic jet*

Functional language: *How would you like to travel to . . . ? I'd like to travel by . . .*

Warm up

- Play a game of *Categories* with the topics *transport*, *jobs* and *places to visit* (see *Ideas bank* page 155).

Lead-in

- Put the flashcards on the board. Ask *What are we learning about today?* Invite suggestions from around the class.
- Ask students to open the Student Book on page 70 and find the learning objective*: Let's talk about transport in the future.*
- Ask a few students at random *How did you travel to school today?*

Student Book pages 70–71

1 Look, share, learn.

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

ANSWERS

skyscraper, car, truck, street, cloud(y), sun, stars, people, snow, trees, mountain, cows, sheep, baker, barber

2 Listen, point and repeat. 133

- Play the recording for students to listen and point to the different types of transport in the picture.
- Play the recording again for students to repeat the words.

3 Listen and say. 134

- Tell students that they are going to hear children describing the different types of transport from exercise 2.
- Play the recording for students to listen and find the forms of transport in the picture. Ask them to check with a partner.
- Play the recording again, pausing after each child has spoken for students to say the type of transport.

Audio transcript

1 This is like a skateboard, but it doesn't have wheels.
2 This is one of the fastest planes in the world.
3 This is very long, and it travels quickly from city to city.
4 When you put this on your back, you can fly in the air.
5 This goes much higher than a plane.
6 This is also long, but it usually travels inside a city.

ANSWERS

1 hoverboard 2 supersonic jet 3 high-speed train
4 jetpack 5 spaceship 6 monorail

Assessment for learning

- Use the *Vocabulary* poster to review the words with the class. Then ask *Do you know the new words?* Using your usual feedback method, ask students to show you how confident they feel.
- If further practice is needed, ask students to play a game in pairs. They take turns to describe a type of transport from the picture for their partner to point to it and say the word.

4 Write.

- Students read the sentences and write the type of transport. Explain to students that they write two types of transport for each sentence.
- Ask students to check their answers with their partner.

ANSWERS

1 jetpack, hoverboard 2 supersonic jet, spaceship
3 monorail, high-speed train

5 Listen, point and repeat. 135

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

6 Read and write the words. Listen and check. 136

- Read the blog aloud for students to follow.
- Students read the text and fill in the missing transport words, using the labels on the photos.
- Play the recording for students to check.

ANSWERS

magnetic, electric, Self-driving, flying

7 Complete.

- Students work in pairs and read the sentences again and write the transport words from exercise 5.

ANSWERS

1 magnetic 2 electric 3 self-driving 4 flying

8 Listen and repeat. 137 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.

- Draw attention to the new structure and show how we use *by* before the transport word.
- Demonstrate another dialogue for the class. Ask a student *How would you like to travel to another country?* Encourage the student to reply and ask you the same question.
- Ask students to work in pairs. They take turns to ask and answer, using the phrases in the boxes. They can use the dialogue in the Student Book as a model.
- Walk around the class as students talk and help or correct where necessary.

Global skills: creativity and critical thinking
Making a new dialogue allows students to think critically about which form of transport would be best for the destinations. Students are more likely to remember new words when they have used them in an activity which is meaningful to them.

Team Up! 1 DOWNLOAD

- Students discuss which forms of transport are the slowest and fastest, and rank them in a list.

Workbook pages 64–65

1 Order the letters. Then number the picture.

- Ask students to look at the picture and tell you what they see.
- Students read the sentences, unscramble the words in brackets and write them in the gaps.
- Students write the sentence number next to the correct form of transport in the picture.

ANSWERS
1 monorail 2 jetpack 3 supersonic 4 high-speed
5 spaceship 6 hoverboard
(from the top, clockwise) 5, 2, 3, 1, 6, 4

2 Complete.

- Students complete the sentences with the words from the box.

ANSWERS
1 spaceship 2 hoverboard 3 jetpacks
4 high-speed train 5 monorail 6 supersonic jet

3 Complete.

- Ask students to look at the picture and tell you what they see.
- Students complete the text with the words from the box.

ANSWERS
1 hoverboards 2 electric 3 flying car 4 self-driving
5 magnetic

4 Complete the dialogues.

- Ask students to look at the pictures and complete the dialogues.

ANSWERS
1 How would you like to travel to the park? I'd like to travel by self-driving bike.
2 How would you like to travel to the moon? I'd like to travel by spaceship.
3 How would you like to travel to school? I'd like to travel by flying bus.

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

Lesson 2: Grammar

Learning objective
Students will be able to talk about travelling in the future.

Language
***Will* statements:** *A big spaceship will take us to Mars. There won't be any restaurants.*
***Will* questions and answers:** *Will more people drive electric cars? Yes, they will. No, they won't. How will students go to school?*

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 155) with vocabulary from lesson 1.

Lead-in

- Put the flashcards from lesson 1 on the board. Ask *Where would you like to travel in the future? How would you like to travel there?*
- Ask *What are we learning about today?* Invite ideas from different students around the class.
- Ask students to find the learning objective on the page: *Let's talk about travelling in the future.*

Student Book pages 72–73

1 Listen and read. 138 Where do Tang and Nina want to go?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon. Ask a student to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What does Nina want to do on Mars?* (take photos) *Does Hector think there are restaurants and supermarkets on Mars?* (no) *What does Nina say they can take?* (their lunch boxes)

ANSWER
Tang and Nina want to go to Mars.

2 Listen and read. 139

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students.

Grammar

On the board write *I will*, *He will*, *You will*, *They will* and elicit the contractions *I'll*, *He'll*, *You'll*, *They'll* and the negative *I won't*, *He won't*, *You won't*, *They won't*. Point out *A big spaceship will* and explain when we use the noun, we don't use the contraction: *The train will* **not** *The train'll* . . .

3 Listen and circle the correct words. 140

- Tell students to listen and follow the sentences and circle the words they hear.
- Play the recording all the way through.
- Students work in pairs and compare their answers.

Audio transcript

1 Supersonic jets are fast. They'll travel far in a short time.
2 Children won't use jetpacks. Only older people will use them.
3 My family will have an electric car in the future.
4 Spaceships won't take us to the sun. It's too hot there.
5 Future travel will be very exciting.
6 I'll take the monorail to school every day.

ANSWERS

1 They'll 2 won't 3 will 4 won't 5 will 6 I'll

Optional activity

- On the board, write the headings *In the future students will . . . . In the future students won't . . . .*
- Say different topics and ask students to use the models on the board to make future sentences about different topics. Suggested topics: Food (Students will eat more vegetables.). Travel (Students won't walk to school.); School (Students will study with robots.); Clothes (Students won't wear a uniform.).
- Divide students into pairs to take turns to discuss what they think will be different using the suggestions on the board and their own ideas.

Mixed ability

To prepare weaker students for speaking in exercise 4, ask pairs to choose and write sentences to compare four forms of transport in the future and now. The students use their sentences to support them in the speaking task.

4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Put the transport flashcards on the board to remind the students of the vocabulary in the unit.
- Ask students to work in pairs. They take turns to ask about and compare types of transport.

5 Listen and read. 141 What future transport does Professor Endo talk about?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Then ask the question again and choose a student at random to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Do people travel in fast trains now?* (yes) *And in the future?* (faster magnetic trains and supersonic jets) *Do students go to school by hoverboard now?* (no) *And in the future?* (yes)

ANSWER

She talks about magnetic trains, supersonic jets, electric cars, monorail, self-driving cars and hoverboards.

6 Listen and read. 142

- Play the recording for students to follow the example questions and answers.
- Ask students to work in pairs and take turns to read out the example sentences.
- Point to the transport flashcards and ask questions, for example, *Will high-speed trains be faster than trains?* (Yes, they will.) *Will monorails take us to the moon?* (No, they won't.) *How will people travel to work?*

Grammar

To help students with the word order of questions, on the board write *People will travel by electric cars to work. Will people travel to work by electric car? How will people travel to work?* Point out *Will* + *people* + verb and *How* + *will* + *people* + verb in the question forms.

7 Look at 5. Answer the questions.

- Students use the interview in exercise 5 to answer the questions.
- For class feedback, ask different students to ask a question for another student to answer.

ANSWERS

1 Yes, they will. 2 No, they won't. 3 No, they won't.
4 Yes, they will.

Assessment for learning

- Before exercise 8, review question words to check students' understanding.
- Elicit question words from the students and write them on the board. Ask *When do we use each question word?* Allow students to explain in their own language if necessary. (How – to ask about a method or means. Who – to ask about a person. When – to ask about a time. Where – to ask about a place.)

8 Write the question words.

- Let students write the question words from the box to complete the questions. Point out that they must look at the answers to find out what kind of question was asked.
- Ask students to work in pairs and check their answers.

ANSWERS

1 When 2 How 3 Where 4 Who

Team Up! 2 DOWNLOAD

- Students make and play a game using cards to make funny sentences.

Workbook pages 66–67

1 Read and circle the correct words.

- Students read the list. They then read the sentences and circle *will* or *won't*.

ANSWERS

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

2 What do you think? Tick ✓ or cross ✗. Write *will* or *won't*.

- Tell students to read the gapped sentences and decide if they think the things will or won't happen.
- They tick or cross and then complete the sentences with *will* or *won't*.

ANSWERS
Students' own answers using *will* or *won't*

3 Write. Use *will* or *won't*.

- Students use the prompts in brackets to write full sentences with *will* or *won't*.

ANSWERS
1 Children won't go to school by car.
2 There will be hoverboards for students.
3 More people will travel by high-speed train.
4 A spaceship won't go to the sun.
5 I will design a magnetic car.
6 My family will have an electric car next year.

4 Look and answer the questions.

- Ask students to look at the pictures and elicit some sentences about Diu's ideas for a future city.
- Students read and answer the questions based on the pictures.

ANSWERS
1 Yes, she will. 2 No, they won't. 3 No, she won't.
4 Yes, they will. 5 No, he won't. 6 Yes, there will.

5 Write the questions.

- Students read the answers and write the questions for the underlined phrases.
- Students compare their answers with a partner before class feedback.

ANSWERS
1 Where will you go on holiday?
2 Who will you go with?
3 How will you travel?
4 Who will take photos?
5 How often will you have a holiday?
6 What will you take?

Assessment for learning
Check to see if students have understood *will* for future. If there are students who you feel need more support, ask them to turn to the *Grammar check* on page 129. The students who are ready can move on to do exercise 6.

6 Answer the questions for you.

- The students answer the questions about their own future.
- Ask pairs to ask and answer the questions to compare their answers.

ANSWERS
Students' own answers

Assessment for learning
Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 129 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective
Students will be able to talk about directions.

Language
Directions: *down, into, left, over, right, straight ahead, through, up*
Direction words: *She went over roads and houses. Sophia turned right and flew down to the playground.*

Warm up

- Play a game of *Secret message* (see *Ideas bank* page 155) with *will* or *won't* from lesson 2.

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 74 of the Student Book and find the learning objective: *Let's talk about directions.*
- Check the students' understanding and translate *directions* into their own language if necessary.
- Ask students why we use directions (to say how to get somewhere).
- Explain that in this lesson, students will learn the different ways we give directions.

Student Book pages 74–75

1 Listen and read. 143 Was Sophia late for school?

- Focus students' attention on the picture and ask what they can see and how Sophia will travel (by jetpack).
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Choose a student at random to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *How long did Sophia have to get to class?* (five minutes) *What did she see from the sky?* (roads and houses) *Where did she arrive at school?* (in the playground)

ANSWER
No, Sophia wasn't late for school.

2 Listen, point and repeat. 144

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

Assessment for learning
- Check students' understanding of the new vocabulary before moving on to exercise 3.
- Ask students to think of actions for each direction. Say a direction for the students to do the action.

3 Match. Underline the words from 2.

- Read the sentences for the students to follow.
- Check students' understanding and translate *tunnel* into their own language if necessary.

- Ask students to work in pairs and match the sentences.
- Then tell them to find the directions in the sentences and underline them.

ANSWERS
1 c, left, straight ahead 2 d, up, down
3 b, through, over 4 a, into, into

4 Ask and answer.
- Ask two students to model the dialogue for the class.
- Students work in pairs and ask their partner for directions around the school.

Global skills: communication and collaboration
- There will be many times in students' lives when they will need to find their way around a new building. Being able to ask for and give help in navigating an unfamiliar place is an important skill.
- Some students will pick up the directions easily and put them into practice without any problems; others will need more practice and some will not instinctively know left from right even in their own language. Provide plenty of practice with this so that students feel confident. Remind students that it's OK to make mistakes.

5 Listen and read. 145
- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Ask students to work in pairs and take turns to read out the example sentences.
- Invite a couple of more confident students to give you additional example sentences using the direction words.

6 Complete.
- Ask students to complete the sentences with the direction words in the box.

ANSWERS
1 fly down 2 turn left 3 flew up
4 went straight ahead

7 Look at the pictures. Complete.
- Focus the students' attention on the pictures.
- Point out the ticks and crosses and explain that the ticks are affirmative and the crosses are negative sentences.
- Elicit the direction words for each picture.
- Ask students to work in pairs and complete the text with the direction words in the box.

ANSWERS
1 fly up 2 fly over 3 go through 4 turn left

8 Listen and read. Then sing. 146–147
- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has two verses and three choruses, but only one verse and chorus appear in the book. The second verse is the same as the one in the book, but the coloured words are replaced by those of the same colour on the right.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD
- Students work in pairs. They use the worksheet to complete a map, and ask and give directions.

Workbook pages 68–69

1 Look and circle the correct words.
- Focus students' attention on the picture and ask what places they can see.
- Students read the sentences and circle the correct direction words.

ANSWERS
1 into 2 straight ahead 3 left 4 over
5 through 6 up

2 Complete the dialogues.
- Ask students to look at the icons and elicit the directions.
- Students read the sentences, look at the icons and complete the dialogues with the words from the box.

ANSWERS
1 left, through 2 straight ahead, right, into
3 up, over, down

3 Look and write.
- Ask students to look at the adventure playground and say the directions from the start to finish.
- Students look at the map and complete the sentences with the direction words in the box.

ANSWERS
1 Go straight ahead 2 turn right 3 climb up, jump down 4 crawl through 5 walk over 6 go into

4 Look and complete.
- Focus students' attention on the pictures and ask what they can see.
- Students read the news story and complete the sentences with a verb and a direction verb from the boxes.
- Remind the students to use the past simple form of the verbs in the box.

ANSWERS
1 flew up 2 turned right 3 flew over 4 flew down
5 crawled through 6 ran up 7 went into

Assessment for learning
Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 129 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about a race in the future.

Language

Vocabulary and grammar from lessons 1–3

Warm up 146–147

- Sing the song from the previous lesson with the class.
- Ask students to think about other places they could use in place of the coloured words (for example, *museum*, *theme park*, *airport*). As a class, decide where to put each new phrase to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 76 of the Student Book and find the learning objective: *Let's read about a race in the future.*
- Explain the word *race* or translate it into the students' own language. Ask *What races do you do? How do you feel when you win / lose?* Elicit responses from different students.

Student Book pages 76–77

1 Look at the pictures. What are the children riding?

- Ask students to look at the story pictures and ask the question in the rubric: *What are the children riding?*
- Choose a student at random to answer the question.
- Ask students to work in pairs and take turns to make sentences about what's happening in each frame of the story.

ANSWER

The children are riding hoverboards.

2 Listen and read. 148 When does the story take place?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question.
- Play the recording while students follow the story in their books. Choose a student to answer the gist question.
- Play the recording again for students to follow.

ANSWER

The story takes place in the future, in the year 2157.

3 Complete for you.

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

ANSWERS

Students' own answers

4 Read again. Who said it? Circle the correct answer.

- Ask students to read the story again silently for themselves.
- When they have finished, explain to students that they have to find sentences 1 to 4 in the story and then choose who said each one.
- Allow time for students to read the sentences and circle *a* or *b*.
- Ask different students to read out the quotes for another student to say the person.

ANSWERS

1 b 2 a 3 a 4 b

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

- Ask students to work in pairs. They read the sentences and write *T* or *F*.

ANSWERS

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

6 Correct the directions from the story. Change one word.

- Tell students to compare the directions with the story, find the wrong word in the sentences and write the correct one.

ANSWERS

1 ~~right~~, left 2 ~~into~~, over 3 ~~over~~, through 4 ~~left~~, right

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Give students time to think about the answers.
- Choose two or three students to give their thoughts on the first question. Establish that Ada does as she is asked to and follows directions.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *Why Does the boy want to hurry? Does Ada know it's important to read the directions first? Why?*
- Look at the third question. Ask students to tell their partner what they think before getting feedback from the whole class. Ask *Are you good at following instructions? Why is it important to listen and follow instructions?*

SUGGESTED ANSWERS

1 She listens to her mother, and she listens to directions.
2 Ada keeps reading because the mayor told the children to read all the directions first.
3 The mayor is trying to teach the children to listen carefully, follow directions and not rush.

Global skills: emotional self-regulation and well-being

This lesson teaches students the importance of taking time to listen and follow directions. Explain to students that directions are everywhere: at school and at home, written or spoken. Discuss with students why they need to listen to follow a teacher's instructions. Explore the fact that directions can also help them keep safe, for example, road signs, "don't swim" signs, etc. So they need to look, listen and follow!

Team Up! 4 DOWNLOAD

- Students use the worksheet to make and play a game of *Simon says*.

7 Home-school Read the story at home.

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

Workbook pages 70–71

1 Look at the pictures. What housework does Ronnie do?

- Tell students that they are going to read a different story. Ask them to look at the pictures. Allow time for them to discuss the question with their partner and find the answer to the question.

ANSWER
He cooks lunch.

2 Read the story.

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

3 Read the story again. Number the sentences in order.

- Tell students to number the sentences in the order the actions happen in the story.
- Students read the story again to check their answers.

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

4 Answer the questions.

- Students read the questions and write full answers.
- Tell them to check back with the story to help them.
- They compare their answers with a partner before class feedback.

ANSWERS
1 Tomo thinks he will play with him and help around the house.
2 Because he was cooking quickly.
3 First, turn right, then turn left and go straight ahead.
4 Because he didn't listen to Tomo.
5 Because he followed the directions slowly.

5 Complete for you.

- Ask students to tell you what they have to do for the evaluation. Check that they understand.
- Students complete the three tasks, looking back at the story to support them.
- When students have completed the evaluation task, they can compare their opinions in pairs. They can discuss the story together using the information to help them, for example, *My favourite part of the story is when . . . because . . . . I think Ronnie is a . . . .*
  I give this story . . . stars because . . . .

ANSWERS
Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about transport in Thailand and Morocco.

Language

Ways to travel: *bamboo raft, motorcycle taxi, tuk-tuk, water taxi*

Warm up

- Play a game of *Simon says* (see *Ideas bank* page 154) to see how well the students listen and follow directions.

Culture note

Bangkok is the capital of Thailand in Southeast Asia. The Chao Phraya River runs through the city, with canals called "klongs" running off from it. The city of Bangkok offers lots of different ways to travel around it. The fastest way to travel is on the mass transit rail, which travels over the roads.

Lead-in

- Ask students to look at the photos on pages 78 and 79 of the Student Book and try to guess which countries they will be learning about today (Thailand and Morocco). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 78 of the Student Book. *Let's learn about transport in Thailand and Morocco.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which transport they think people use in the two countries.
- Nominate students to tell you which transport they came up with.

Student Book page 78

1 Listen, point and repeat. 149

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

2 Listen and say the number. 150

- Focus on the photo of Malee. Ask *Which country is Malee from?* (Thailand)
- Tell students that they are going to hear Malee talking about travelling around her city, Bangkok. When they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- My name is Malee, and I live in Bangkok, Thailand. Many people live in Bangkok, and we have many visitors. People who come here will find many ways to travel around the city. Many visitors take the train or the metro. But some visitors want to travel in a colourful tuk-tuk. It has three wheels, and it can carry three people. It's a fun way to see the city!

- My father goes to work by motorcycle taxi when it isn't raining. He sits behind the driver, and always wears a helmet to be safe.
- My mother goes to work by water taxi. Bangkok has many small rivers called "canals", so these boats can take you to many places. Many people can travel on one water taxi.
- Some visitors want to travel on bamboo rafts. They are long and flat, and you can see them on rivers in the countryside. They are too slow for a busy city like Bangkok!

ANSWERS
4, 3, 1, 2

3 Listen and write the transport. 151

- Tell the class that they are now going to hear Malee's friend, Richard, talking about his day out with Malee and her father in Bangkok. They must listen and complete the sentences.
- Ask students to read the sentences before they listen.
- Play the recording, pausing for students to write the missing words.
- Play the recording again for students to complete or check their answers.
- For class feedback, play the recording, pausing before the missing word. Ask students to call out the missing word.
- Ask *Can you remember the places Richard went to?* (a market, a museum, a restaurant, a palace).

Audio transcript

My name is Richard. I travelled around Bangkok today with Malee and her father. First, we got on a train and went over the river. Then we travelled on the river in a water taxi. The water taxi stopped at the Pak Khlong Talat flower market. There were so many colourful flowers. We drank some delicious juice there! We got back in the water taxi and went to the National Museum. The Thai Khon dance masks were very interesting! Next, we got into a tuk-tuk and drove to a small restaurant. We had a green curry there. After lunch, we walked to the Grand Palace. We saw a lot of motorcycle taxis, but we didn't travel on them. Then, we got on the metro and went to the Chatuchak Weekend Market. It was huge. Finally, we got on the train and went back to Malee's house. Tomorrow we are going to ride on a bamboo raft on a small river!

ANSWERS
1 train 2 water taxi 3 tuk-tuk 4 bamboo raft

4 Watch the video. What kind of transport goes on water?

- Ask the gist question in the rubric.
- Play the video to the class for students to watch and find the two types of transport that go on water.

Video transcript, see page 162.

ANSWER
Water taxis and bamboo rafts go on water.

5 Listen and read. 152 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video again for students to listen to the conversation.
- Ask students to work in pairs and discuss the transport. Encourage students to think about transport in their country. Ask *What transport goes on water in your country? Which is the fastest way to travel in your city? Are there any unusual forms of transport in your city, for example, scooters?*
- Walk around the class, helping where necessary.
- Ask some of the pairs to act out their conversation.

Workbook page 72

1 Read. What is Pom's job?

- Explain that students are going to read a text written by a different child from Thailand. Point to the photo of Pom.
- Ask students to look at the photos and tell you what they see. Ask the gist question in the rubric.
- Allow students time to read the interview and find the answer.

ANSWER
Pom is a tuk-tuk driver.

2 Read again. Complete. There is one word you do not need.

- Explain to students that there are five words in the box but only four sentences, so one word is extra.
- Students complete the sentences. Ask *Which is the extra word?* (water taxis)

ANSWERS
1 tuk-tuk 2 bamboo raft 3 motorcycle taxis
4 electric

3 Think about ways people travel in Thailand and in your country. Write.

- Tell students to scan the text in exercise 1 and think back to the video about Thailand to help them complete the sentences.
- Write your own examples on the board: *In Thailand, I'd like to travel by bamboo raft because it's a slow way to travel. In my country, people travel by train and car.* Leave the examples on the board as a model for the students' own writing.
- Ask students to compare their answers with a partner. Ask *Are your answers the same or different? How do most people travel in your country?*

Student Book page 79

Culture note

Morocco is in North Africa but it's only a few miles from Europe. It is bordered by the Atlantic Ocean and the Mediterranean Sea and is separated from Europe by the Strait of Gibraltar. The capital city is Rabat. Tangier is the first city you reach when you cross the Strait of Gibraltar from Europe by boat.

6 Look at the photos. What can you see?

- Focus on the photo of Samira. Ask *Which country is Samira from?* (Morocco)
- Ask students to work in pairs. They look at the photos in the email and say what they can see.

SUGGESTED ANSWER
I can see a high-speed train and a colourful neighbourhood.

7 Listen and read. 153 **Which two cities will Lucia visit?**

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

ANSWER
Lucia will visit Tangier and Casablanca.

Global skills: communication and collaboration

- The readings in this lesson expose students to different text types.
- The example email helps to develop students' own digital skills. It provides a good model of the layout and how to communicate effectively and appropriately in an email. Ask *Who is the email to?* (Lucia) *Is she a friend of Samira's?* (yes) *What's the subject?* (Your trip to Morocco!) *How many paragraphs are there?* (four) Ask students if they write emails, and if so, to whom.

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

- Ask students to see how many of the true and false sentences they can answer before they read the email again to check.
- They correct the false sentences during class feedback.

ANSWERS
1 T 2 F She will ride a camel on the beach. 3 T
4 F They will travel around Casablanca by tram.

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Have a class vote on the most popular form of transport.

Team Up! 5 DOWNLOAD

- Students use the worksheet to compare different types of transport and complete a chart.

Assessment for learning

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

Lesson 6: Writing focus

Learning objective

Students will learn how to write a speech.

Language

Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Descriptions* game (see *Ideas bank* page 154) to review the vocabulary from lesson 5.

Lead-in

- Ask students to find the learning objective on page 80 of the Student Book. Write it on the board: *Let's learn how to write a speech.*
- Ask students to look at the picture and the title and tell you what the speech is about. Ask *What do you think cars will be like in the future?*

Student Book page 80

1 Look at the picture. What kind of car is this?

- Ask the question from the rubric: *What kind of car is this?*
- Take all students' answers to the question and ask *How do you know?* (The driver is reading.)

ANSWER
It's a self-driving car.

2 Read and listen. 154 **Will these cars make driving safer?**

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

ANSWER
Yes, they will because computers will drive our cars for us.

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

- Allow time for students to read the speech again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.
- Ask *Would you like to travel in a self-driving car? Why / Why not?*

ANSWERS
1 Computers will drive our self-driving cars.
2 People can read or study in self-driving cars.

4 Read. Then write the labels in 2.

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

ANSWERS
Greeting, Introduction, Main Points, Conclusion

5 Write a speech about one kind of future travel. Go to your Workbook page 73.

- Ask students to turn to page 73 of their Workbook and complete exercises 1–3 before writing their speech.

Workbook page 73

1 What do you think about travel in the future? Complete the mind map.

- Ask *What do you think travel will be like in 100 years' time?*
- Ask students to work in pairs and brainstorm what they think and complete the mind map.

2 Choose one way to travel. Write.

- Do an example as a class to support the students.
- On the board write *One kind of future travel is …* Ask students to suggest examples.
- Check students' understanding of *predictions* and translate into their own language if necessary.
- Ask students to make predictions for the kind of transport, for example, *It will be faster.*
- Students choose a form of transport and write their own predictions, using their mind map in exercise 1.
- Go around checking and helping with vocabulary as they complete their predictions.

Assessment for learning

To encourage learner autonomy, it is important to make use of classroom time to prepare students for the writing task. The *Let me take you around my city* text on page 72 of the Workbook is an additional model for the students to refer to for support. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus.

3 Circle the phrases you want to include in your speech.

- Tell students to circle one phrase for each section that they'd like to use in their speech.

Mixed ability

Ask students to work together to plan their speech so they can support each other and share ideas.

4 Write a speech about one kind of future travel. Use your notes.

- Refer students to the report, *Travelling in the future*, in their Student Book. Remind students that this is what a good speech looks like, and they should use this model to help them with their own writing.
- Tell students to organize their ideas into four paragraphs: a greeting, introduction, main points and a conclusion.
- Tell students to use their notes to write the speech.
- Monitor the class as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their speech.
- Ask students to exchange their speech with their partner to read.

Assessment for learning

- If you introduced students to the correction code in Unit 5, ask them to check each other's speech using the code.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective

Students will design a new kind of transport.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet per group, poster paper, coloured pencils

Warm up

- Play a game to review the vocabulary from the unit.
- Ask students to form a circle. Give a student one of the flashcards from the unit vocabulary. Ask them to say the word and pass it to the next student, who says the word.
- Introduce all the flashcards in this way so that they are all circulating around the circle and students are saying the words.
- Say *Stop!* at different points and ask the students holding each of the cards to hold them up and say the words.

Lead-in

- Write this unit's project on the board: *Design a new kind of transport.*
- As a class, brainstorm ideas for new kinds of transport (an underwater taxi, a flying train, a self-driving motorcycle).
- If your class enjoys drawing, ask a couple of students to draw an example of a new kind of transport on the board.

Student Book page 81

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to create their design.

1 Listen and complete. 155

- Read out the steps and ask students which word they think is missing.
- Play the recording, pausing after each step, for students to write the missing words.

Audio transcript

1 Think of a new kind of transport for the future.
2 Answer the questions about this kind of transport.
3 Draw a picture of your new kind of transport and name it.
4 Present your new kind of transport to the class.

ANSWERS

1 future 2 questions 3 picture 4 transport

2 Watch the video. What kind of transport is it?

- Ask *What kind of transport is it?* Play the video for the students to watch and find the answer.
- Allow time for students to discuss which transport they remember from the video. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 162.

ANSWER
a self-driving skateboard

3 Listen and read. 156 Present your transport to the class.

- Play the dialogue for the students to follow.
- Ask students to work in pairs. Give out the *Team Up!* worksheet (see separate teaching notes) for students to follow the steps and design a new form of transport.

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 2, 3 or 4. Make sure that each of these students are sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Assessment for learning
Divide the students into groups, making sure in each group all the activities have been done by the students. The students compare their answers. For the activities which students didn't do, they make notes of the answers, so all students have answers for all the activities.

Workbook pages 74–75

1 Complete the table.

- Students work in pairs. They write the transport from the box in the correct category in the table.

ANSWERS
Air: hoverboard, spaceship, jetpack, supersonic jet
Road: motorcycle taxi, tuk-tuk
Track: high-speed train, monorail
Water: bamboo raft, water taxi

2 Order the letters to find the verbs. Then look and complete the directions.

- Students order the letters in brackets to write the verbs. Then they look at the numbered images and write the correct preposition to complete the directions.

ANSWERS
1 fly over 2 go up 3 turn right 4 fly down
5 run through 6 jump up

3 Complete. Use *will* or *won't* and a verb.

- The students read the sentences, decide if they need to use *will* or *won't* and then complete the sentences with a verb from the box.

ANSWERS
1 will drive 2 won't be 3 will go 4 will live
5 won't visit 6 will fly

4 Write questions with *will*. Match.

- Students write the *Wh-* questions using the prompts in brackets.
- Students match the questions with the answers a–f.

ANSWERS
1 Where will you go on holiday in 2070? d
2 How will you travel? e
3 Who will you go to the moon with? b
4 What will you take? a
5 Why will you go to the moon? c

5 Look. Read and tick ✓ or cross ✗. Write.

- Go through the example with the class. If the direction words in the text are correct, students tick the box and write the direction. If the direction word is wrong, they mark a cross in the box and write the correct direction.

ANSWERS
1 ✗ flew up 2 ✗ looked down 3 ✗ jumping into
4 ✓ going into 5 ✗ going straight ahead
6 ✓ walking through

Unit 6 My progress and effort

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

Assessment for learning
While the students are completing the self-evaluation activities, go around asking questions about their answers. *Why aren't you happy with your progress and effort? Why is it your favourite lesson? Can you give me an example sentence about travelling in the future?*

Unit test

- Students are now ready to do the Unit 6 test, downloadable from Oxford English Hub.

Doing your best

Learning objective

Students will be able to read and understand a biography of a photographer.

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

Language

amazing, envelope, hanging, Labor, miss, suburb, sweets, university

Warm up

- Play a game of *Missing letters* (see *Ideas bank* page 155) with the jobs vocabulary from lesson 1 in Unit 5.
- Ask students what they remember about Nadia Novac, the photographer from Unit 5, lesson 6. Choose different students to respond. If necessary, prompt with questions such as *What does she take photos of?* (birds and animals) *When did she want to become a photographer?* (when she was nine)
- Ask students *What are we reading about today?* Invite ideas from different students. Accept all their suggestions, but do not confirm whether or not they are correct.

Student Book pages 82–83

1 Listen and read. 157 Who did Lewis Hine take photos of?

- Ask students to look at the photos. Choose different students to tell you what they can see in each one.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Ask students to work in pairs and discuss the question.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

Lewis Hine took photos of his students, people that came to the USA, child workers and workers on a skyscraper.

2 Read again and number the sentences in order.

- Explain to students they must number the sentences in the order the events happened in Lewis's life.
- Ask students to read the text again and number the sentences, then check their answers with a partner.

ANSWERS

a 3 b 1 c 4 d 2

3 Ask and answer.

- Ask students to work in pairs.
- Ask a few questions, pausing after each one to give pairs time to discuss it. Suggested questions: *What did Lewis tell his students about photography?* (It can teach us about real life.) *What did people do when they saw Lewis's photos of children working?* (They tried to stop child workers.) *How did he take photos of workers in the skyscraper?* (from a basket 305 metres above the ground) *What do you think of his photos? Do they tell a story?*
- Finally ask *What would you like to take photos of?*

ANSWERS

Students' own answers

Optional activity

Use the *Vocabulary* poster to review the words. Then play a game of *What's missing?* using the flashcards (see *Ideas bank* page 153).

4 Listen and read. 158 What was Mariem's dream?

- Tell students that they are going to read a story. Ask them to look at the pictures and the title and think about what might happen. Invite students to share their ideas.
- Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Ask the question again: *What was Mariem's dream?*
- Ask students to work in pairs and discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording again for students to listen and follow.

ANSWER

Mariem's dream was to travel around the world and help people.

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

- Ask students to read the story again and mark the sentences true or false.
- Ask students to compare their answers with a partner and correct the false sentences.
- Check answers as a class.

ANSWERS

1 F Her sweets and cakes were better than her father's.
2 F She was happy and kind. 3 T 4 T

6 Ask and answer.

- Ask students to work in pairs.
- Ask a few questions, pausing after each one to give pairs time to discuss it. with their partner. Suggested questions: *What did Karim want his daughter to do?* (to be a baker) *Did she work hard?* (yes) *Did she think about her dream?* (yes) *Did she help people in her community?* (yes) *Why did the mayor give her a plane ticket?* (The community knew her dream was to travel.) *How do you think Mariem felt?*
- Finally ask *What does Mariem's story tell you about doing your best?*

SUGGESTED ANSWER

When you do your best, you can do great things and dreams can come true.

7 Making music

Lesson 1: Words

Learning objective

Students will be able to talk about musical instruments.

Language

Musical instruments: *clarinet, drum, flute, piano, recorder, saxophone, tambourine, trombone, trumpet, violin*

Functional language: *How about … ? Good idea!*

Warm up

- Play a game of *Draw* (see *Ideas bank* page 155) with the class with the transport words from Unit 6.

Lead-in

- Put the flashcards on the board. Tell students that they shouldn't try to name what they see (they will learn the words later) but use the pictures to work out the topic of the lesson. Ask the class *What are we learning about today?* Choose a student to answer.
- Ask students to look at page 84 of the Student Book and find the learning objective: *Let's talk about musical instruments.*
- Ask different students *Do you like music? What music do you like? How often do you listen to music?*

Student Book pages 84–85

1 Look, share, learn.

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

ANSWERS

a skirt, jacket, trousers, necklace, flower, socks, cap, shoes, dress, tie, shirt, trainers and chairs

2 Listen, point and repeat. 159

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

3 Listen and say. 160

- Tell students that they are going to hear people describing different instruments and the sound of the instrument from exercise 2.
- Play the recording, pausing after each description and sound, for students to say the correct phrase.

Audio transcript

1 This instrument has four strings.
2 This is a small, long instrument with a soft and beautiful sound.
3 You play this small, loud instrument with three fingers.
4 This instrument is long and usually black.
5 You use all of your fingers to play this instrument.
6 You can make part of this instrument longer or shorter.

ANSWERS

1 violin 2 flute 3 trumpet 4 clarinet 5 saxophone 6 trombone

Optional activity

Use the *Vocabulary* poster to review the words. Then play a game of *What's missing?* using the flashcards (see *Ideas bank* page 153).

4 Write.

- Explain the meaning of *high* and *powerful* in terms of music. Translate them into the students' own language if necessary.
- Students read the text and write the musical instruments.
- Ask students to check their answers with their partner.

ANSWERS

1 flute 2 violin 3 trombone 4 trumpet 5 saxophone 6 clarinet

5 Listen, point and repeat. 161

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

6 Read and write the words. Listen and check. 162

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

ANSWERS

drum, tambourine, recorder, piano

7 Complete. Use the words from 5.

- Ask students to work in pairs. Tell them to read the sentences and tell their partner what they think the missing instrument is.
- Students complete the sentences with the missing instruments.

ANSWERS

1 recorder 2 tambourine 3 piano 4 drum

8 Listen and repeat. 163 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure.
- Put the musical instruments flashcards on the board to remind students of the lesson vocabulary.

- Demonstrate another dialogue for the class. Choose a musical instrument and say *I'd like to learn to play an instrument*. Encourage a student to suggest an instrument and then respond.
- Ask students to work in pairs and practise the dialogue.
- Walk around the class as students talk and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students use the worksheet to make their own band and create a poster for a show.

Workbook pages 76–77

1 Read and match.

- Focus students' attention on the picture and ask what instruments they can see.
- Students read the sentences, look at the picture and write the letter of the musical instrument.

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

2 Look and complete.

- Focus students' attention on the picture and ask *Which class is on Friday?* (trumpet) *Which class is on Monday?* (flute)
- Students read the sentences, find the day and complete the sentences with the instruments from the box.

ANSWERS
1 saxophone 2 trombone 3 violin 4 clarinet
5 trumpet 6 flute

3 Look and complete.

- Ask students to look at the picture and tell you what instrument each child is playing.
- Read out the article for students to follow.
- Students read the article again and complete it with the correct musical instrument.

ANSWERS
1 saxophone 2 piano 3 drums 4 tambourine
5 trumpet 6 clarinet 7 violin 8 recorder 9 flute
10 trombone

4. Complete the dialogues with *How about … ?* and *Good idea! I like the sound of … .*

- Students complete the dialogues with the phrases in the rubric.

ANSWERS
1 How about the piano? Good idea! I like the sound of a piano.
2 How about the drum? Good idea! I like the sound of a drum.
3 How about the recorder? Good idea! I like the sound of a recorder.

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

Lesson 2: Grammar

Learning objective
Students will be able to talk about the people and things around us.

Language
Indefinite pronouns for people: *anybody, everybody, nobody, somebody*
Indefinite pronouns for things: *anything, everything, nothing, something*

Warm up

- Play a game of *Fast talk* (see *Ideas bank* page 153) with the flashcards to review the vocabulary from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Write the learning objective for the lesson on the board: *Let's talk about the people and things around us.*
- Ask students *Who plays an instrument? Put up your hands. Do all the students in this class play an instrument? Who plays the (piano)? Who in the class can sing?*

Student Book pages 86–87

1 Listen and read. 164 Who is playing the piano?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Does Omar know who is playing the piano?* (no) *What do people say about Emma?* (She's the best piano player in the class.) *Does another student play the piano better than Emma?* (no) *Do all the students at school like playing the tambourine?* (yes)

ANSWER
Emma is playing the piano.

2 Listen and read. 165

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students. Explain to them that the meaning of the two options is the same and they can choose which ones to use.
- Ask students to give you one more example sentence for each of the pronouns for people.

Grammar
Although *anybody* is presented in a question, point out to students it's also used in negative sentences. On the board, write *There isn't anybody playing the piano.*

3 Listen and complete. 166

- Tell students to read the text quickly. Ask *Which instruments are mentioned?* (drums, guitar, clarinet, trombone, trumpet, piano)
- Students read the text again and talk with their partner about which pronouns they think go in the gaps.
- Play the audio for students to complete the text with the pronouns.
- Choose students at random for different answers.

ANSWERS
1 someone 2 No one 3 somebody 4 everybody
5 anyone 6 somebody

4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- Put the instrument flashcards on the board to remind the students of the vocabulary in the unit.
- Ask students to work in pairs.

Assessment for learning

Using one of the feedback methods in the introduction, check how confident students are with new the grammar. If further practice is needed before they move on, ask them to go to page 78 of their Workbooks and complete exercises 1–3.

5 Listen and read. 167 What do you do when you leave the stadium?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text. Ask the question again and choose a student at random to answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *Can you eat or drink in the stadium?* (no) *Do you leave your things on the floor or chair?* (no)

ANSWER
You take everything with you when you leave the stadium.

6 Listen and read. 168

- Play the recording for students to follow the example questions. Ask students to work in pairs and take turns to read out the example questions.

Grammar

Anything is presented here in negative sentences so remind students that we use *any* in questions and negatives. On the board, write *Can you see something / anything unusual? Can you hear somebody / anybody? I can't see anything unusual. I can't hear anybody.* Circle the pronouns and ask students what they notice. (We can use somebody / something and anybody / anything in questions. We use anybody / anything in negative sentences.)

7 Complete.

- Students complete the sentence using the words in the box.
- For class feedback, ask different students to say a sentence.

ANSWERS
1 Something 2 anything 3 everything 4 nothing

8 Write the correct indefinite pronoun.

- Ask students to work in pairs and complete the sentences with the correct indefinite pronoun.

ANSWERS
1 everything 2 anything 3 something 4 nothing

Optional activity

Tell the class you are thinking of someone or something in the classroom. Say *It's someone wearing black shoes. It isn't anybody with short hair.* The students listen to the sentences and guess the person. Repeat the activity with an object in the classroom. *It's something you write with. Everybody has one.* Repeat with different people and things. If you have a strong class, divide them into small groups to play the guessing game together.

Team Up! 2 DOWNLOAD

- Students create a musical instrument survey and ask their classmates.

Workbook pages 78–79

1 Circle the correct words.

- Students circle the correct indefinite pronoun in the sentences.

ANSWERS
1 Somebody 2 Nobody 3 somebody 4 Everybody
5 anybody 6 anybody

2 Complete.

- Focus students' attention on the story and ask *Where are the children?* (in the music room) *What instruments can you see?* (recorder, guitar, drums, tambourine)
- Students read the story and complete the speech bubbles with the words in the box.

ANSWERS
1 anyone 2 someone 3 no one 4 anyone
5 Everyone 6 everyone

3 Write *anybody*, *somebody*, *everybody* or *nobody*.

- Students complete the sentences with the correct indefinite pronoun.

ANSWERS
1 Nobody 2 anybody / somebody 3 anybody / somebody 4 someone 5 Nobody 6 Everybody

4 Look, read and match.

- Ask students to look at the pictures and describe what they see.
- Students look at the pictures and match them to the sentences, writing the picture number next to the sentence.

ANSWERS
a 2 b 1 c 4 d 3

5 Write *anything*, *something*, *everything* or *nothing*.

- Students complete the sentences with the correct indefinite pronoun.

ANSWERS
1 something 2 everything 3 anything / something
4 nothing 5 something 6 anything

6 Complete the dialogue.

- Students complete the dialogue with the correct indefinite pronouns for things.
- Ask two students to read out the dialogue for a class check.

ANSWERS
1 anything 2 something 3 everything 4 nothing
5 something 6 anything

Assessment for learning
- Check to see if students have understood indefinite pronouns. If there are students who need more support, ask them to turn to the *Grammar check* on page 130 of the Workbook and complete exercises 1 and 2.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 3: Words and Grammar

Learning objective
Students will be able to talk about the materials people use to make instruments.

Language
Materials: *brass, cardboard, glass, gold, metal, rubber, plastic, silver*
Be made of: *Many flutes are made of gold or silver. A trumpet is made of brass.*

Warm up
- Play a game of *What's she doing?* (see *Ideas bank* page 153) with students miming playing the different instruments, for example, *You're playing the flute.*
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in
- Put the flashcards on the board. Ask *What are we learning about today?* Accept all the suggestions, but don't confirm whether or not they are correct.
- Ask students to look on page 88 of the Student Book and find the learning objective: *Let's talk about the materials people use to make instruments.*
- Check students' understanding of *materials*. Translate the word into their own language if necessary.

Assessment for learning
- Ask the class to look around the classroom and tell you what materials they already know in English. Make a list on the board (*wood*, *clay*, *stone* and *wool* were presented in Level 3).
- This will get students thinking about the topic and give you an idea of how much they know about materials.

Student Book pages 88–89

1 Listen and read. 169 Where do people find wood, silver and gold?
- Focus students' attention on the photo and ask what the man is doing (making a guitar).
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text.
- Then ask the question again and choose a student at random to answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What instruments are mentioned?* (violins, guitars, flutes, trumpets, trombones)

ANSWER
People find wood, silver and gold in nature.

Culture note
Although the text says flutes are made of gold or silver, they can be made of a variety of different materials like platinum, wood and plastic. The different materials produce different sounds. Silver flutes are usually played by students and have a sweet sound. Gold ones produce a warm, sweet sound.

2 Listen, point and repeat. 170
- Play the recording for students to listen and point to the materials in the picture.
- Play the recording again for students to repeat the words.

3 Match
- Say the things in *a* to *f* and ask students to point to the photos.
- Ask students to work in pairs and match the materials and the things.

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

4 Play a guessing game.
- Ask two confident students to model the dialogue.
- Ask students to work in pairs and take turns to choose something and describe it for their partner to guess.
- Ask students if they managed to guess everything correctly.

Mixed ability
To support weaker students, ask them to work in pairs and give them time to think of three things and how to describe them. Join two pairs together to play the game.

5 Listen and read. 171
- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Ask students to work in pairs and take turns to read out the example sentences. Invite a couple of more confident students to give you additional example sentences using *be made of.*

Grammar
The language presented is the passive structure. Don't focus on the grammar structure, as the students learn it as a phrase *is / are made of* and they won't be replacing *made* with any other verbs.

6 Complete.

- Ask students to look at the picture and ask *What's she doing?* (She's playing a drum.) *What's the drum made of?* (a bin)
- Ask students to read the text and then complete the gaps with the materials in the box.

ANSWERS
1 plastic 2 metal 3 cardboard 4 glass

7 Write a sentence.

- Read out the example sentence and ask *Why do we use are made of?* (because *trombones* is plural)
- Ask students to work in pairs and make full sentences using the prompts in brackets.

ANSWERS
1 Trombones are made of brass.
2 Ben's flute is made of silver.
3 Rain boots are made of rubber.
4 Grandma's bracelet is made of gold.

8 Listen and read. Then sing. 172–173

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

Team Up! 3 DOWNLOAD

- Students use the worksheet to complete a chart with things made of the different materials.

Workbook pages 80–81

1 Read and number the pictures. Then match.

- Students read sentences 1–8 and match them to the pictures of the things and write the number.
- Then students read the sentences *a* to *f* and match them to sentences 1–8.

ANSWERS
(left to right) 4, 1, 5, 8, 3, 6, 7, 2
1 c 2 a 3 g 4 e 5 h 6 b 7 f 8 d

2 Complete.

- Ask students to look at the picture and tell you what they can see.
- The students read the text then choose and write the correct material from the box.

ANSWERS
1 rubber 2 cardboard 3 metal 4 plastic 5 gold
6 silver 7 brass 8 glass

3 Write *is made* or *are made*.

- Students read the sentences and write *is made* if the thing is singular and *are made* if they're plural.

ANSWERS
1 is made 2 are made 3 are made 4 is made
5 are made 6 is made

4 Look and write.

- Focus the students' attention on the pictures and ask what the things are.
- The students write sentences using the things from the top box and the materials from the bottom box.

ANSWERS
1 The boxes are made of cardboard.
2 The bowl is made of glass.
3 The drum is made of plastic.
4 The coins are made of gold.
5 The ball is made of rubber.
6 The tambourine is made of metal.

5 Answer the questions.

- Direct students' attention to the picture and have a volunteer read out the text in the speech bubble.
- Ask students to read the prompts. They then write answers in complete sentences based on their own ideas.
- Ask students to work in pairs and compare their answers. Ask *Did you name the same things?*

ANSWERS
Students' own answers

Assessment for learning
Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 130 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective
Students will be able to read about a man who plays the violin.

Language
Vocabulary and grammar from lessons 1–3

Warm up 172–173

- Sing the song from the end of the previous lesson with the class.
- Play *Sing the next line* (see *Ideas bank* page 154).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 90 of the Student Book and find the learning objective: *Let's read about a man who plays the violin.*
- Ask *Do you have street musicians in your city? What instruments do they play? Do you like listening to them?*

Student Book pages 90–91

1 Look at the pictures. Where is the violinist first playing?

- Ask students to look at the pictures in the story and read the question in the rubric with the class.
- Ask different students to answer the question, but don't give the correct answer yet.

ANSWER
The violinist is first playing in the market square.

Assessment for learning
Ask questions to encourage students to think about the story before they read it. *Who do you think the two other men are in picture 1? What is the blond man saying to the violinist? Who is playing the violin in picture 3? What are the violinist and the blond man talking about in picture 4?*

2 Listen and read. 174 Who does the violinist play with later?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow the story in their books. Repeat the question and elicit the answer.
- Ask students if their answer to the question in activity 1 was correct. Play the recording again for students to follow.

ANSWER
The violinist plays with an orchestra. Louis and Hugo are in the orchestra.

3 Complete for you.

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

ANSWERS
Students' own answers

4 Read again and match.

- Ask students to read the story again silently.
- When they have finished, explain to students that they have to match the underlined words in the sentences to the people and things.

ANSWERS
1 c 2 a 3 d 4 b

5 Write *L* (Louis), *H* (Hugo) or *V* (the violinist).

- Read the sentences with the class.
- Let students work in pairs. They read the sentences again and write who did the actions.
- Tell students to read the story again to check their answers.

ANSWERS
1 H 2 V 3 H 4 L 5 V 6 L

6 Complete.

- Ask students to complete the gaps with words from the story.

ANSWERS
1 music school 2 market square 3 violin 4 Louis

Mixed ability
- To support weaker students, write the missing words, in random order, on the board.
- Stronger students can use the sentences to retell the story with their partner.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask students to think about the answers.
- Choose a student to answer the first question. Establish that Hugo wasn't interested in the violinist because he thought he was just a street musician. He didn't think he was a real / professional musician.
- Look at the second question. If necessary, prompt with questions such as *What did Louis say to the violinist?* (You're really good.) *Did he want the violinist to stop playing?* (No, he said "Don't give up.")
- Divide students into small groups to discuss the third question and the message of the story before getting feedback from the whole class. Ask *How do you feel when people tell you that you are good at something? How often do you tell your friends that they are doing well?*

SUGGESTED ANSWERS
1 Hugo thought that the violinist was just a street musician.
2 Louis told the violinist to work hard and not give up.
3 We shouldn't judge people. When we say nice things to people who work hard, we help them to be stronger.

Optional activity
Ask students to work in small groups and write one thing each person in their group does well. Write a model sentence on the board *You (sing) very well. Don't give up.* Tell students to take turns to tell you each what they do well. Ask students how they felt at the end of the activity and if the nice things made them feel positive and good.

Global skills: emotional self-regulation and well-being
This lesson teaches students the importance of giving praise and encouraging people. Discuss with the class why it's important to value each other's abilities and support each other. Ask students what they can do and say to their classmates to make sure they feel positive about their work. Encourage them to speak in English as much as possible, but allow them to use their own language if necessary. As an example, during the rest of the class, praise students for their work.

Team Up! 4 DOWNLOAD

- Students practise giving compliments and create a certificate for their partner.

7 Home-school Read the story at home.

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

Workbook pages 82–83

1 Look at the pictures. What instruments can you see?

- Tell students that they are going to read another story. Ask them to look at the pictures.
- Read the question in the rubric with the class.
- Ask students to work in pairs and list the instruments before class feedback.

ANSWER
a violin, a flute, a piano, drums, a tambourine, maracas

2 Read the story.

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

3 Correct the words in bold.

- Tell students to read the sentences. Point out that the words in bold are incorrect.
- Students read the story again and write the correct words.

ANSWERS
1 flute 2 Anya 3 hear 4 doesn't want 5 drums
6 Everybody 7 will

4 Complete. Use one or two words.

- Read through the partial sentences with the class.
- Tell them to check back with the story to help them.
- Divide the class into pairs to compare their answers.

ANSWERS
1 flute 2 music 3 violin 4 well 5 good idea
6 school concert

5 Complete for you.

- Go through the tasks with the students to make sure they understand what they have to do.
- Ask students to compare their answers and opinions in small groups. Encourage them to give reasons where possible. Invite students to share with the class.

ANSWERS
Students' own answers

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

Lesson 5: Skills and Culture

Learning objective
Students will learn about making instruments in Italy and Peru.

Language
Making instruments: *carve, glue, saw, touch*

Warm up

- Play a game of *Race the bear!* (see *Ideas bank* page 156) with the instruments vocabulary.

Culture note
Cremona is the capital city of the Cremona province in northern Italy. It has a strong musical tradition, and it attracts lots of people to its musical performances and festivals. Many of the famous violin makers like Stradivari, Amati, Guarneri and Bergonzi were from Cremona.

Lead-in

- Ask students to look at the photos on pages 92 and 93 of the Student Book and try to guess which countries they will be learning about today (Italy and Peru). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 92 of the Student Book: *Let's learn about making instruments in Italy and Peru.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which instruments they think are made in Italy and Peru.
- Nominate students to tell you which instruments they came up with.

Student Book page 92

1 Listen, point and repeat. 175

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

Assessment for learning
Remind students before exercise 2 that they are only listening for the key vocabulary from exercise 1. Encourage them to focus their attention only on these words in the recording and not to worry if they don't understand everything. This will help them develop the skill of listening for specific information.

2 Listen and say the number. 176

- Focus on the photo of Leonardo. Ask *Which country is Leonardo from?* (Italy)
- Tell students that they are going to hear Leonardo talking about an instrument that is made in his country. They must listen and when they hear a beep, say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.
- Ask *What are the violins made of?* (wood) *What does Leonardo's grandfather do first?* (saw the wood) *What does he use metal tools for?* (to cut small pieces) *What does he glue?* (the small pieces) *Why does he touch the violin?* (to see how it feels)

Audio transcript
My name is Leonardo. My grandfather is a violin maker here in Cremona, Italy. Many people think that the best violins in the world are made in Cremona. Violins are made of wood. My grandfather's job is to turn the best wood into a beautiful violin. How does he do it?

- First, he saws the wood. He can cut the shape he needs with a good saw. It isn't easy to saw wood by hand, but violin makers in Cremona can do this.

- Next, he carves the wood. He uses metal tools to cut out small pieces of the wood until the wood has the correct shape of the violin.
- Then, he glues the wood together. He glues the pieces together carefully to make the violin very strong.
- He always touches the wood with his hands to see how it feels and to see if the shape is correct. Touching the violin helps him create a beautiful instrument.

ANSWERS
2, 4, 1, 3

3 Listen and write *T* (true) or *F* (false). 177

- Tell the class that they are now going to hear Martina, Leonardo's cousin, talking about her city. They must listen and write *T* or *F*.
- Ask students to read the sentences before they listen.
- Play the recording, pausing for students to write their answers.

Audio transcript

I'm Martina, Leonardo's cousin, from Cremona, Italy. Let me tell you about my city.
A long time ago, people started making violins and other instruments here in Cremona. Today, everyone plays music – in their homes, in their shops, and even in the streets!
There are many old places to see in Cremona. It is not a big city, so you can walk everywhere. You will meet many students who are studying at the violin-making schools here.
My grandfather is a violin maker here in Cremona. His violins are made of very good wood. He saws and carves the wood with his own hands. He glues the pieces. He touches each part of the violin. It takes a long time to make a good violin with your hands. My grandfather makes only six or seven violins in one year. Please come and visit us in Cremona. It is a beautiful and musical Italian city!

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

Assessment for learning

Tell students you are going to read out the sentences and if they think they are true, they repeat the sentence. If it's false, they stay quiet and put their fingers on their lips. If you feel a majority of the students haven't got the correct answers, play the recording again and ask students to check their answers.

4 Watch the video. What is the violin made of?

- Ask the gist question in the rubric. Play the video for students to watch and find out what the violin is made of.
- Ask the question again and elicit the answer.

Video transcript, see page 162.

ANSWER
The violin is made of wood.

5 Listen and read. 178 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss which instrument is the hardest to make. Weaker students use the conversation on the page to guide them. Stronger students can change pairs and repeat the conversation. Encourage students to think about instruments in their country. Ask *Are there any traditional instruments in your country? What instruments are made in your country? Where are they made?*
- Walk around the class as students talk, helping where necessary.

Workbook page 84

1 Read. How does Lucia describe the sound of the zampogna?

- Explain that the students are going to read a text written by another child from Italy. Point to the photo of Lucia.
- Ask students to look at the photos and tell you what they see. Ask the gist question in the rubric.
- Allow students time to read the web page and find the answer.

ANSWER
It's a happy sound.

2 Read again. Correct the words in **bold**. Then number the sentences in order.

- Students read the sentences and write the correct word. Then they number the sentences in order of how to make a zampogna.

ANSWERS
a Play 4 b Saw 1 c Glue 2 d Touch 3

3 Think about instruments made in Italy and your country. Write.

- Go through each of the tasks to guide the students in their writing.
- Read out the first sentence. Elicit the two instruments (violin and zampogna).
- As a class, brainstorm instruments that can be made of wood (guitars, recorders, flute, clarinet).
- Students write one wooden instrument from their country.
- Students complete the sentences and then compare their answers with a partner.

Student Book page 93

Culture note

Peru is the third-largest country in South America. It borders Ecuador, Colombia, Brazil, Bolivia and Chile. The capital city is Lima. Peruvian music has Andean, Spanish and African influences. The national instrument is the charango. It's a small instrument made of wood and has ten strings.

6 Look at the photos. What do you think the instrument is?

- Focus on the photo of Lalo. Ask *Which country is Lalo from?* (Peru)
- Ask students to look at the photos and tell you what they see. Ask the question in the rubric.
- Nominate a student to answer the question.

ANSWER
It's a kind of flute.

7 Listen and read. 179 What is the pan flute made of?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the text in their books.
- Then ask the question again. Allow students to discuss the question with their partner before you elicit the answer.
- If possible, show the students a picture of a bamboo plant and ask if they can name any other things that are made of bamboo (tables, chairs, bowls, baskets).

ANSWER
The pan flute is made of bamboo, which is a plant.

8 Read again. Number the steps in order.

- Read through the sentences for the class to follow.
- Check students' understanding of *string*. Translate into their own language if necessary.
- Ask students to read the report again quietly and then number the sentences to show the order in which Mr Ramos makes the pan flute.

ANSWERS
a 4 b 3 c 1 d 5 e 2

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups at random to share what instrument they'd like to play and have a vote on the most popular one.

Team Up! 5 DOWNLOAD

- Students use the worksheet to make a musical instrument.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write a report that explains something.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Word circles* game (see *Ideas bank* page 155) to review the vocabulary from lesson 5.

Lead-in

- Ask students to look at page 94 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write a report that explains something.*
- Ask the class *What do you think the topic of the report is?*

Student Book page 94

1 Look at the picture. What is the instrument?

- Ask students to look at the picture and tell you what they can see. Make sure students are respectful when talking about the girl in the wheelchair. It's important that they know to accept each other's differences and to understand that we all have our own unique abilities and skills as well as challenges.

ANSWER
The instrument is a trumpet.

2 Read and listen. 180 What three instruments does the writer like?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow the report in their books.
- Ask the gist question again and allow students to discuss the question with their partner before you elicit the answer. Ask *Which instrument does the writer like best?* (the trumpet) *How many reasons does she give?* (three)

ANSWER
She likes the trombone, the trumpet and the saxophone.

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

- Allow time for students to read the report again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS
1 She will use her uncle's trumpet.
2 She can play the trumpet in a band or in an orchestra.

4 Read. Then write the labels in 2.

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

ANSWERS
Title, Introduction, Reasons, Conclusion

5 Write an explanatory report about a musical instrument. Go to your Workbook page 85.

- Ask students to turn to page 85 of their Workbook and complete exercises 1–3 before writing their report.

Workbook page 85

1 Write.

- Put the instruments flashcards on the board or show the *Vocabulary* poster to remind students of the vocabulary from the unit.
- Students complete the table with the instruments they know and like.
- Ask students to compare the instruments they like with a partner and give reasons.

ANSWERS
Students' own answers

2 Circle.

- Explain to students that they need to choose what they are going to write about in their report.
- Have them consider each of the three options and talk about them with a partner if they are not sure which one they want to write about.
- Students circle the one they want to talk about.

3 Answer the questions about the instrument.

- Give your own example with the class. Say *I'm going to talk about my favourite instrument. It's a saxophone. I don't have one and I can't play it. I'd like to learn to play it. I think the saxophone is an interesting shape. It's usually made of brass. I don't know how to make it because it's very difficult! You blow and touch your fingers on the holes to play it.* Write your answers on the board as a model for the students.

Assessment for learning

To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The text *The sound of Italy* text on page 84 of the Workbook is an additional model of a report that explains something that students can refer to for support. Ensure that students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.

4 Write an explanatory report about a musical instrument. Use your notes.

- Show students the *Let's Write!* poster and go through steps 1–3 to help them plan their own writing.
- Refer students to the report *The best instrument for me* in their Student Book. Remind students that this is what a good report looks like, and they should use this model to help them with their own writing.
- Tell students to use their notes to write the report.
- Monitor the class as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their report.

Assessment for learning

- Ask students to exchange their report with a partner. Tell them to check the layout of the report is correct. Then on the board write: *Has your partner written a title? Has your partner explained what the report is about? Has your partner included three reasons? Has your partner finished with a conclusion?* Students read the report and answer the questions for their partner's report. Students return their reports, check their spelling and punctuation and make any changes.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Project and Review

Learning objective

Students will make a musical instrument quiz.

Language

Grammar and vocabulary from the unit

Materials

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

Warm up

- Play *Find the answer* (see *Ideas bank* page 156).

Lead-in

- Write this unit's project on the board: *Make a musical instrument quiz.* Ask students what types of questions they see in quizzes (True / False, multiple choice, *Yes / No* and *Wh-* questions)

Student Book page 95

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to make a musical quiz.

1 Listen and correct the sentences. Change one word. 181

- Ask students to see if they can spot the wrong words in the sentences and think about which word from the box replaces it.
- Play the recording for students to check and complete the answers.

Audio transcript

1 Choose eight musical instruments to write about.
2 Write a true or false sentence about each instrument.
3 Switch quizzes with another team. Take their quiz.
4 Check the answers. Which team is the winner?

ANSWERS

1 ~~four~~ eight 2 ~~wrong~~ false 3 ~~chairs~~ quizzes
4 ~~questions~~ answers

2 Watch the video. What are many flutes made of?

- Ask *What are many flutes made of?*
- Play the video for students to answer the question.
- Ask students to work in pairs and discuss what flutes are made of. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 163.

ANSWER

Many flutes are made of silver or gold.

3 Listen and read. 182 Complete the quiz.

- Play the dialogue for the students to follow.
- Ask students to work in groups of three to four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to write their quiz.

Assessment for learning

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activity 1, 2 or 4. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Workbook pages 86–87

1 Find five instruments and four materials. Go from *Start* to *Finish*. Move , , , or ⌀.

- Explain to students that they move around the puzzle in the direction shown by the arrows and find the five instruments and four materials.
- Tell students the letters in bold are the first letters of the words.
- Students find and write the words.

ANSWERS

1 brass 2 gold 3 trumpet 4 violin 5 drum
6 glass 7 flute 8 piano 9 rubber

2 Complete the table. Write the number.

- Students categorise the instruments and materials by writing the words from the box in the correct place in the table.
- Students match the pictures to the instruments and materials and write the picture number.

ANSWERS

Instruments: clarinet 2, recorder 6, saxophone 3, tambourine 5, trombone 8
Materials: cardboard 4, metal 7, plastic 1, silver 9

3 Write *anybody*, *everybody*, *nobody* or *somebody*.

- Ask students to read the message and tell you what the instruments are made of (vegetables).
- Students fill in the gaps with *anybody*, *everybody*, *nobody* or *somebody*.

ANSWERS

1 Somebody 2 somebody 3 anybody 4 nobody
5 everybody 6 anybody

4 Write *anything*, *everything*, *nothing* or *something*.

- Students look at the boxes and write the correct indefinite pronoun to complete the sentences.

ANSWERS

1 nothing 2 Everything 3 Everything 4 nothing
5 something 6 anything 7 anything 8 anything

5 Match and write.

- Students match the things with the materials they are made of and then write sentences.

ANSWERS

1 metal, Those keys are made of metal.
2 rubber, A balloon is made of rubber.
3 plastic, A lot of toys are made of plastic.
4 cardboard, Many boxes are made of cardboard.
5 gold, These bracelets are made of gold.
6 glass, This bottle is made of glass.

Assessment for learning

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

Unit 7 My progress and effort

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

Unit test

- Students are now ready to do the Unit 7 test, downloadable from Oxford English Hub.

8 The world of games

Lesson 1: Words

Learning objective

Students will be able to talk about things they use to play video games.

Language

Computer devices: *avatar, button, computer, controller, keyboard, laptop, monitor, mouse, speaker, tablet*

Functional language: *What is this … for? You use it to …*

Warm up

- Review instruments from the previous unit. Write these letters on the board: *fomrcltarbinetupedo*. Point to the letters for *piano* and write *piano* on the board.
- Ask students to find more instruments in the letters. If students find it difficult, mime words or give clues (clarinet, trumpet, drum, flute, trombone).

Lead-in

- Put the flashcards on the board. Ask *What are we learning about today*? Invite suggestions from around the class.
- Ask students to look on page 96 of the Student Book and find the learning objective: *Let's talk about things we use to play video games.*
- Ask *Which of these things have you got at home?* Students say the word if they know it in English or point to the flashcard.

Student Book pages 96–97

1 Look, share, learn.

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

ANSWERS

a desk, chair, armchair, rug, board game, key ring, drum, tambourine, trumpet, recorder, lamp, book, mug, newspaper

2 Listen, point and repeat. 183

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

3 Listen and say. 184

- Tell students that they are going hear children describing the objects from exercise 2.
- Play the recording, pausing after each description, for students to say the correct object.

Audio transcript

1 This has letters and numbers on it.
2 You can hear a video game with this.
3 You can see a video game with this.
4 This is smaller than a laptop.
5 You can hold this in your hand to play the game.
6 This is larger than a tablet.

ANSWERS

1 keyboard 2 speaker 3 monitor 4 tablet
5 mouse 6 laptop

4 Write.

- Check students' understanding of the vocabulary.
- Students read the words and write the computer device.
- Ask students to check their answers with their partner.

ANSWERS

1 monitor 2 speaker 3 keyboard 4 mouse
5 laptop 6 tablet

5 Listen, point and repeat. 185

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

6 Read and write the words. Listen and check. 186

- Read the letter aloud for students to follow, saying *beep* to indicate where the gaps are.
- Students read the letter again and write the missing computer devices in the gaps, using the labels on the photos below.
- Play the recording for students to check.

ANSWERS

computer, controller, button, avatar

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

- Ask students work in pairs and read the sentences and discuss if they are true or false.
- Tell students to read the letter again as necessary and write *T* or *F*.
- During class feedback, ask students to correct the false sentences.

ANSWERS

1 T 2 F The button was on the controller. 3 T
4 F Tami's avatar looked like her.

Global skills: creativity and critical thinking

To develop students' digital literacy, they need to have the vocabulary necessary to talk about digital technologies. In exercise 8, students think how we use the computer devices, which enables them to relate the vocabulary to their own digital experiences. Ask students what else they use their devices for (doing homework, using the internet, communicating with friends).

8 Listen and repeat. 187 **Then make a new dialogue and practise.**

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and show how we add *this* before and *for* after the computer device in the question. Point out the infinitive of purpose after *use it*.
- Demonstrate another dialogue for the class. Choose *speaker* from the box and encourage a student to ask you *What is this speaker for?* Respond with the correct description, using the prompts in the orange box.
- Students work in pairs and take turns to ask about the computer devices, using the dialogue in their Student Book as a model. Walk around the class and help or correct where necessary.

Team Up! 1 DOWNLOAD

- Students interview each other about video games.

Workbook pages 88–89

1 Read and match. Then number the pictures.

- Students read the sentence halves and draw lines to match them. They look at the pictures and match them to the sentences.

ANSWERS
1 c 2 f 3 e 4 a 5 b 6 d
(from left to right) 4, 3, 6, 5, 2, 1

2 Complete.

- Students read the text, choose a computer device from the box and complete the sentences.

ANSWERS
1 monitor 2 mouse 3 laptop 4 keyboard 5 tablet 6 speaker

3 Order the letters and complete.

- Tell students to read the web page first and think about the words that are missing. Point out that the first letter is given to help them.
- Students unjumble the words and write them in the correct place.

ANSWERS
1 laptop 2 computer 3 controller 4 buttons 5 avatar 6 mouse 7 keyboard 8 monitor

Mixed ability

Some students may find anagrams difficult. Write the anagrams on the board and unjumble the words as a class. To give more guidance, point to the first letter and then consecutive letters until they guess the word.

4 Complete the dialogues.

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

ANSWERS
1 mouse, choose pictures
2 avatar for, it to play a character in a game
3 buttons for, use them to go up and down
4 What is this keyboard for, You use it to type words

Assessment for learning

- Encourage students to check their answers against the dialogue on page 97 of the Student Book, exercise 8.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 2: Grammar

Learning objective

Students will be able to talk about actions people have done.

Language

Present perfect affirmative statements: *I've done my homework. We've made our avatars. Mum has baked some cupcakes.*

Present perfect negative statements: *Kumar hasn't had time to play with his friends. We haven't played this game. I haven't read the game instructions.*

Warm up

- Play a game of *Descriptions* with the class (see *Ideas bank* page 154). On the board, write *You use this to . . . . It's made of . . . .*

Lead-in

- Ask a few students *What did you do before school today?*
- Ask students to discuss the questions in pairs and then choose some of them to report back to the class. Choose some of their answers and repeat the actions they've done, for example, *(Tom) has eaten his snack and (Emma) has finished her homework.*
- Ask *What are we learning about today?* Ask two or three students for their suggestions and then tell the class to look at page 98 of the Student Book and find the learning objective: *Let's talk about actions people have done.*

Student Book pages 98–99

1 Listen and read. 188 **What did Nina do before the game?**

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Then ask the gist question again and choose a student at random to answer the question.
- Play the recording again for students to follow. Ask *Can Nina join the game?* (no) *Why not?* (because Hector and Emma are already playing the game) *Does Nina want to watch the game?* (no) *Why not?* (She wants to eat the cupcakes.)

ANSWER
She did her homework and cleaned her room.

2 Listen and read. 189

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Read through the *Look!* box with the students.

Assessment for learning

Write the verbs *done*, *made* and *baked* on the board. Ask students what the infinitive of each verb is (*do*, *make*, *bake*) and the past simple (*did*, *made*, *baked*). Explain that *done*, *made* and *baked* are the past participles. Explain that some past participles are regular and take *-ed* and some are irregular, like *done*. If students started an irregular verb list in Unit 3, tell them to add a column for the irregular past participles.

3 Match. Then listen and check. 190

- Tell students to read the sentence halves and draw a line to match the beginning and the end.
- Ask students to compare their answers in pairs.
- Play the recording, pausing after each sentence for students to correct and check their answers.

Audio transcript

1 Amy has read so many books at the library.
2 My father has bought a new monitor for his computer.
3 He's put the laptop into his backpack.
4 Paul has baked a cake for his grandmother.
5 I've done all of my homework.

ANSWERS

1 d 2 e 3 b 4 c 5 a

Optional activity

Write a list of 12 verbs the students know on the board (make, do, put, read, buy, play, clean, use, try, tell, say, write). Play a game of *Line-of-three* (see *Ideas bank* page 155) with the verbs. Then say the past participles of the verbs in random order for students to mark the infinitive form on their grids.

4 Talk about things you have done today.

- Focus on the conversation. Choose two confident students to act out the conversation for the class.
- Ask students to tell you activities they do every day and make a list on the board, for example, *play games*, *watch TV*, *use a computer*, *play an instrument*.

5 Listen and read. 191 What are they going to play on Saturday?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Then ask the question again and choose a student at random to answer the question.
- Play the recording again for students to follow. Ask *Did Kumar play with his friends this week?* (no) *Does Kumar know how to play the maths game?* (no) *What's he going to do today?* (read the game instructions)

ANSWER

They are going to play a new video game. It's a maths game.

6 Listen and read. 192

- Play the recording for students to listen to the grammar explanation and follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Ask students to give more examples of negative present perfect sentences. Write the correct sentences on the board for students to repeat.

Grammar

Remind students that the word order in negative statements is the same as in the affirmative statements.

7 Look and write the present perfect form of the words.

- Focus students' attention on the pictures. Ask what the ticks and crosses mean (ticks are affirmative sentences and crosses are negative).
- Say the verbs in the box and elicit the past participles.
- Students complete the sentences with the affirmative or negative form of the present perfect.

ANSWERS

1 have played, haven't played 2 has read, hasn't bought
3 has baked, haven't eaten

8 Write *have*, *has*, *haven't*, or *hasn't*.

- Tell students to read the sentences carefully first, ignoring the gaps to get the gist of the sentences and then think about whether to use the affirmative or negative form.

ANSWERS

1 haven't 2 has 3 hasn't 4 have

Team Up! 2 DOWNLOAD

- Students complete a chart about activities they have and haven't done this week and compare it with a partner.

Workbook pages 90–91

1 Circle the correct answer.

- Students read the sentences and circle the correct option.

ANSWERS

1 b 2 a 3 a 4 b 5 b

2 Write the present perfect affirmative.

- Students write the present perfect affirmative sentences, using the prompts in brackets.

ANSWERS

1 They've played 2 We've eaten 3 She's made
4 I've done 5 he's had lunch 6 You have written the story

3 Look and write.

- Read out the verbs in the box and elicit the past participles.
- Ask students to look at the pictures and tell you what the people have done.
- Students look at the pictures and use the verbs in the box to complete the present perfect affirmative sentences.

ANSWERS

1 He's baked, She's drawn 2 She's done, He's read
3 She's bought, She's opened 4 He's put, He's written

4 Find and circle the mistake in each sentence. Write the correct word.

- Students read the sentences, find the incorrect word and circle it. They write the correct word.

ANSWERS
1 hasn't haven't 2 haven't hasn't 3 hasn't haven't
4 make made 5 hasn't haven't 6 finish finished

5 Follow and find the person. Then write the present perfect affirmative and negative.

- Ask students to follow the wiggly lines with their fingers and write the children's names.
- Then students look at the ticks and crosses and write negative or affirmative sentences about the children.

ANSWERS
1 Suki has read a book, but she hasn't played a video game.
2 Leo has bought a speaker, but he hasn't listened to music.
3 Richard and Leya have made a model, but they haven't done their project.
4 Sam has cleared the table, but he hasn't washed the dishes.

6 Choose and write about what you have and haven't done this week.

- Write a few examples about yourself on the board. *I have done some exercise, but I haven't watched TV.*

ANSWERS
Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 131 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to ask about actions people have done.

Language

Action verbs: *collect, guess, hide, keep, move, pick, race, score*

Present perfect *Yes / No* questions: *Have you picked a card? Yes, I have. No, I haven't. Has John moved his piece? Yes, he has. No, he hasn't.*

Warm up

- Tell students you are thinking of a computer device, and they can ask you *Yes / No* questions to guess what it is used for, for example, *Do you use it to write letters? Do you use it to look at pictures?*
- The students play the game in pairs.

Assessment for learning

- Ask students what actions characters in video games do and write them on the board (jump, run, walk, play, climb).
- Ask students what actions they use when they play board games to see if they know any of the verbs from the lesson. If they say any of the verbs in their own language, translate them and write them on the board.

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look on page 100 of the Student Book and find the learning objective: *Let's ask about actions people have done.*
- Explain that in this lesson, students will learn different actions we do when we play games.

Student Book pages 100–101

1 Listen and read. 193 What do board games teach us?

- Focus students' attention on the photo and ask what they can see and if they know the board game.
- Read the question in the rubric with the class.
- Play the recording for students to listen and follow the text. Choose a student to answer the question.
- Play the recording again for students to follow.

ANSWER
Board games teach us to listen to each other and work together.

Global skills: communication and collaboration

In exercise 1, students are asked to think about why collaboration is a valuable skill. Working together can help them achieve better results and foster a sense of team spirit. Have a discussion with students about why listening to each other and working together are important. Ask them how they work together in the class. Make sure they know they must listen to everyone, be respectful and polite and think about all the different ideas students say.

2 Listen, point and repeat. 194

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

3 Listen and complete. 195

- Ask students to work in pairs, read the text and discuss which verbs are missing. Tell them not to write anything.
- Tell students to listen and write the verbs from exercise 2. Play the recording, pausing after each sentence.
- Ask students to read their sentences out for a class check.

Audio transcript

This board game is fun to play. First, you pick your colour. Then, you move through the rainforest and collect bananas. When you get three bananas, you score one point. Keep your bananas in a bag and hide them from the monkeys!

ANSWERS
1 pick 2 move 3 collect 4 score 5 Keep 6 hide

4 Mime a games verb.

- Ask two confident students to model the dialogue for the class. Work with them to figure out how to mime *guess*.
- Students work in pairs and mime one of the actions from exercise 2 for their partner to guess.

Assessment for learning

Monitor the students as they play the game and make a note of any of the vocabulary the students are using incorrectly to go over again at the end of the activity.

Optional activity

Play a game of *Snap* (see *Ideas bank* page 153) with the action verbs.

5 Listen and read. 196

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to follow the example sentences in their books.
- Ask students to work in pairs and take turns to read out the example sentences. Invite some confident students to give you additional example sentences using adverbs.

Grammar

Refer students to the example questions in the grammar box. Remind them of the word order for *Yes / No* questions. Ask *Which word comes first in every question?* (Has / Have) Focusing on the examples, show how the subject comes next, before the past participle.

6 Circle the correct words.

- Students read the sentences and circle the correct action verb.

ANSWERS

1 collected 2 kept 3 moved 4 guessed
5 hidden 6 raced

7 Complete.

- Ask students to work in pairs and complete the questions with the auxiliary *have / has* or the past participle of the action verbs.
- Ask pairs of students to read out the dialogues for class feedback.

ANSWERS

1 scored, has 2 Have, raced 3 picked, haven't
4 Has, hidden

8 Listen and read. Then sing. 197–198

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

Team Up! 3 DOWNLOAD

- Students tick a list of things they do before school and then ask and answer with a partner about what they've done.

Workbook pages 92–93

1 Read and match.

- Students read the sentences, match them to the pictures and write the sentence number next to the picture.

ANSWERS

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

2 Complete.

- Students read the post and complete it with the action verbs from the box.

ANSWERS

1 collect 2 keep 3 hide 4 race 5 pick 6 move
7 guess 8 score

3 Order the words. Circle the correct answer.

- Ask students to look at the pictures and tell you what they can see.
- Students write the questions in the correct order. Then they look at the pictures and circle the correct answer.

ANSWERS

1 Has he hidden the controller? Yes, he has. / No, he hasn't.
2 Has she picked an avatar? Yes, she has. / No, she hasn't.
3 Have they scored a point? Yes, they have. / No, they haven't.
4 Have we guessed correctly? Yes, we have. / No, we haven't.
5 Have you raced the white cars? Yes, I have. / No, I haven't.

4 Write the questions and the answers.

- Students use the prompts to write the questions.
- Then they write a negative answer if there's a cross or an affirmative answer if there's a tick.

ANSWERS

1 Have they raced the motorbikes? No, they haven't.
2 Has she moved her speaker? No, she hasn't.
3 Have you collected a lot of baseball cards? Yes, I have.
4 Has he kept his key on a key ring? Yes, he has.
5 Have they seen the new computer? Yes, they have.

5 Complete the questions. Answer for you.

- Ask the class to suggest things to play (a board game, video game, football) and things to make (a bracelet, a model, a cake, a mistake).
- Students complete the questions and answer truthfully for themselves.

ANSWERS

Students' own answers

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 131 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about two people who play a board game.

Language

Vocabulary and grammar from lessons 1–3

Warm up 197–198

- Sing the song from the end of the previous lesson with the class.
- Ask students to think about other phrases they could use in place of the coloured words (raced the cars, scored a point, hidden the cards, collected the pieces). As a class, decide where to put each new phrase to create a new verse.
- Play the karaoke version of the song for students to sing their own verse with the new words.

Lead-in

- Ask students to look at page 102 of the Student Book and find the learning objective: *Let's read about two people who play a board game.*
- Ask *Which board games do you like? Who do you play with? How do you feel if you lose / win?*

Student Book pages 102–103

1 Look at the pictures. How do the girls play without a board?

- Ask students to look at the pictures. Ask *Is the story from today?* Invite responses from different students from around the class. Tell the students that the setting is ancient Egypt.
- Ask the question in the rubric. Ask *Who do you think the people are? How many people play the game?* (two)

ANSWER

They draw the game on the ground with a stick.

Assessment for learning

Asking students to make predictions about what they are going to hear focuses their mind on the task and provides motivation for listening. Ask *What do you think happens in the story? Why are the family watching the children play? Who do you think is the best player?*

2 Listen and read. 199 How many games does Seshin win?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Point out Seshin (with the dark hair) in the picture on the right in frame 1.
- Play the recording while students follow the story in their books. Choose different students and repeat the gist question. Elicit the answer.
- Play the recording again for students to follow.

ANSWER

She wins three games.

3 Complete for you.

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

ANSWERS

Students' own answers

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

- Ask the students to read the story again silently.
- Ask students to work with a partner to answer the true or false questions.
- Allow time for students to read the sentences and do the activity. Monitor and help students where necessary.
- During class feedback, ask students to correct the false sentences.

ANSWERS

1 F Nekhti played senet on a board made of clay. 2 T
3 F Nekhti asked Seshin to play with him. 4 T 5 T
6 F Many people watched Nekhti and Seshin play.

5 Match.

- Ask students to see if they can match the sentences to the names and then read the story again to check their answers.

ANSWERS

1 b 2 d 3 c 4 a

6 Who said it? Circle the correct answer.

- Tell students the sentences are from the story, and they have to circle the child who said each one.

ANSWERS

1 Nekhti 2 Seshin 3 Nekhti 4 Seshin 5 Seshin
6 Nekhti

Mixed ability

- Provide weaker students with the numbers of the frames where they can find the answers to the questions (question 1: frame 3; question 2: frame 3; question 3: frame 2; question 4: frame 3; question 5: frame 3; question 6: frame 3). Allow them to work in pairs to write the answers.
- Stronger students can close their books and retell the story together.

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask them to think about the answers.
- Choose a student to answer the first question and establish that Ankhtifi thinks Nekhti plays well but that Seshin is better than him.

- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as *Does Seshin know Nekhti plays well? Does she like playing senet? Does she want to learn how to play well?*
- Look at the third question. Ask students to discuss the question in small groups. Allow them to use their own language to encourage all students to share their ideas. During class feedback, reformulate their answers in English. Ask *Do you think it's always important to win? Why / Why not? Will Nekhti play games differently in the future? How?*

SUGGESTED ANSWERS

1 Ankhtifi thinks that Seshin is the best senet player.
2 She learned things by watching him play.
3 You can learn by watching others. You can also learn from your mistakes. Sometimes you have to lose so that you can win later.

Global skills: emotional self-regulation and well-being

The story deals with the importance of learning from others. Remind students of the discussion about listening to each other and working together. Explain that we are always learning from other people: our family, friends, teachers and classmates. We all have different skills and abilities, so everybody has something valuable that we can learn. Ask students to tell you something they have recently learned from someone. Ask if they have also taught somebody something.

Team Up! 4 DOWNLOAD

- Students use the worksheet to list their strengths and then interview a partner about their strengths.

7 Home-school Read the story at home.

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

Workbook pages 94–95

1 Look at the pictures. Where are the children?

- Tell students that they are going to read another story. Ask them to look at the pictures.
- Allow students time to discuss the question with their partner and find the answer.

ANSWER

The children are at school.

2 Read the story.

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

3 Read the story again. Write the correct name.

- Tell students to read the sentences and write the name of the person who did the things.
- Students read the story again to check their answers.

ANSWERS

1 Alfie 2 Grandma 3 Ella 4 Sally 5 Ralph 6 Alfie

4 Answer the questions.

- Explain to students that they don't have to write full sentences.
- Do question 1 as an example with the class. Ask *What did Grandma tell Alfie to do?* (watch and learn)
- Ask students to ask a question for another student to answer for class feedback.

ANSWERS

1 Watch and learn. 2 avatars 3 three 4 300
5 Yes, they did. 6 Use notes. Speak loudly and clearly.

5 Complete for you.

- Ask students to discuss and compare their answers in small groups. Ask groups what similar answers they have.

ANSWERS

Students' own answers

Assessment for learning

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

Lesson 5: Skills and Culture

Learning objective

Students will learn about games in India and the UK.

Language

Traditional games: *drop, partner, player, winner*

Warm up

- Ask students what they can remember about the game in the story in the previous lesson. Ask *What's the name of the game?* (senet) *What does Seshin use to play the game?* (sticks and stones) *Do they play the game in teams?* (no) *Who won the first game?* (Nekhti)

Culture note

Kokla chapaki is a traditional Punjabi game that is very popular in India. There can be any number of players. Everyone sings a song which, translated into English, goes *Kokla Chapaki, it is Thursday. Whoever looks here and there shall be punished. Lagori* is over 5,000 years old and originated in the southern part of India.

Lead-in

- Ask students to look at the photos on pages 104 and 105 and try to guess which countries they will be learning about today (India and the UK). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 104 of the Student Book: *Let's learn about games in India and the UK.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which games they think children play in the two countries.
- Ask students which games they came up with.

Student Book page 104

1 Listen, point and repeat. 200

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

2 Listen and say the number. 201

- Focus on the photo of Nisha. Ask *Which country is Nisha from?* (India)
- Tell students that they are going to hear Nisha talking about games in her country. They must listen and when they hear the beep, say the number of the word.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- Hello, my name is Nisha. Here in India, we like playing many kinds of games. The people who play the games are called the players. Some video games need one player. Chess needs two players. A cricket team has eleven players!
- Sometimes a player needs a partner. When two people are partners in a game, they work together to score and win. Here in India, we have clapping games that need partners. We clap together faster and faster as we sing.
- Have you scored the highest in a game? Are you in front when you race? Then you are the winner! Congratulations! And sometimes you are not the winner. That's OK. Having fun with friends is more important than winning.
- When you drop something, you let it fall to the ground. When we play kokla chapaki, one player drops a scarf behind another player. When we play a game called Gutte, we try NOT to drop a stone.

ANSWERS
3, 2, 4, 1

Assessment for learning

- To support the students in the next listening task, explain that the answers are in the same order as in the sentences so if they can't answer one, they continue listening for the next.
- Ask students to read the sentences before they listen. Check their understanding of *scarf*. Ask students to work in pairs and predict which words go in the gaps.

3 Listen and write the words from 1. 202

- Tell the class that they are now going to hear Nisha talking about two games she played when she visited her cousin Sana's village.
- Play the recording, pausing for students to write the missing words.
- Play the recording again for students to complete or check their answers.
- For class feedback, play the recording. Pause before each missing word and ask students to call out the word.
- Ask *Which game sounds the most fun? Do you play any games similar to kokla chapaki or lagori?*

Audio transcript

Hi, it's me, Nisha, again. Last week I visited my cousin Sana. Sana lives in a village here in India. We played many games outside!
First, we played a game called kokla chapaki with the other children in the village. We sat in a circle. Sana walked around the circle with her scarf. When she dropped it behind me, I tried to catch her. Everyone shouted, "Run faster!"
Next, we played a game called lagori. Many people play this game in India. We made two teams with three players. Sana brought seven big stones and a ball for the game. We put the stones on top of each other. One player threw the ball at the stones. Other players ran quickly to put the stones back before they were caught.
After playing outside, we went to Sana's house. We played board games with a partner. Later, we played one of Sana's video games. I was the winner of the game!

ANSWERS
1 drop 2 player 3 partner 4 winner

4 Watch the video. Do the children play most of the games inside or outside?

- Play the video for students to watch and find out where the children play most of the games.

Video transcript, see page 163.

ANSWER
The children play most of the games outside.

5 Listen and read. 203 Then talk with a partner.

- Write the headings *Indoor games* and *Outdoor games* on the board. Ask students to tell you games they play indoors and outdoors and make a list on the board.
- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss the games they like to play.
- Walk around the class, helping where necessary.

Workbook page 96

1 Read. What do you need to play Gutte?

- Explain that students are going to read a text written by a different child from Indian.
- Ask students to look at the photos and tell you what they see and if they know the game. Ask the gist question in the rubric.
- Let students read the instructions and find the answer.

ANSWER
You need five stones (and a small area to sit and play).

2 Read again. Complete.

- Ask students to read the text again and complete the gaps with words from the box.

ANSWERS
1 player 2 partner 3 throw 4 drop 5 winner

3 Think about traditional games in India and your country. Write.

- Tell students to scan the text in exercise 1 and think back to the information they have learned about games in India to help answer the questions.
- Write the names of the three games on the board to remind the students *Gutte*, *lagori* and *kokla chapaki*.
- Ask more confident students a question each and write their answers on the board, for example, *I have played Gutte but I haven't played lagori. I'd like to try kokla chapaki because it looks fun. My favourite game in my country is hopscotch.*
- Students work with a partner and ask and answer the questions after they have written their answers.

ANSWERS
Students' own answers

Student Book page 105

6 Look at the photos. What do you need to play these games?

- Focus on the photo of Jane. Ask *Which country is Jane from?* (the UK)
- Read the question in the rubric with the class.
- Ask students to work with a partner. They look at the photos and say what you need to play the games.
- Ask the question again and choose a student to answer.

ANSWER
In one photo, you need string and chestnuts. In the other photo, you need something to draw the game on the ground.

7 Listen and read. 204 **Which game is like baseball?**

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

ANSWER
The game called rounders is like baseball.

8 Write *P* (Poohsticks), *H* (Hopscotch), *R* (Rounders), or *C* (Conkers).

- Go through the instructions for the games with the class.
- Ask students which game they think each instruction is for. Make a note of all their suggestions on the board. Don't give the correct answers at this stage.
- Students read the game descriptions again quietly and write the letter of the game for each instruction.

ANSWERS
1 C 2 R 3 P 4 H

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups to share what games they'd like to play and have a vote on the most popular one.
- Ask students to tell the class about traditional games from their country and give a simple explanation of what you need, where you play and how you play.
- Suggest to students that they try playing some of the games they learned about from the UK and India at break time or at home.

Team Up! 5 DOWNLOAD

- Students complete mind maps to categorize games played in different seasons, and complete a chart.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write game instructions.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *What's she doing* game (see *Ideas bank* page 153) using the Indian and British games from lesson 5.

Lead-in

- Ask students to explain to you how to play *Hopscotch* (or another game they are familiar with) and write short instructions on the board.
- Ask students what they think they are going to learn to write in this lesson. Tell them to look at page 106 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write game instructions.*

Student Book page 106

1 Look at the picture. What are the girls doing?

- Ask students to look at the picture. Ask *What are the girls doing? Who knows how to play basketball? Who watches basketball on TV or plays a basketball video game?*

ANSWER
The girls are playing basketball.

2 Read and listen. 205 **Where can you play this game?**

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses in exercise 1 were correct.
- Play the recording again for students to follow. Ask *What do you need to play basketball?* (a ball and a basket) *How many instructions are there?* (four) *Who is the winner?* (the team with the most points)

ANSWER
You can play basketball inside or outside.

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

- Allow time for students to read the instructions again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS

1 There are five players on each team.
2 Players can throw, catch and bounce the ball.

4 Read. Then write the labels in 2.

- Read through the box about how to write game instructions.
- Students work individually to label the paragraphs with the words in bold.
- Ask them to point to the *title*, *introduction*, *the instructions* and *conclusion*.

ANSWERS

Title, Introduction, Instructions, Conclusion

5 Write instructions for a game you play in your country. Go to your Workbook page 97.

- Ask students to turn to page 97 of their Workbook and complete exercises 1 and 2 before writing their instructions.

Workbook page 97

1 Choose a game. Complete the information.

- As a class, brainstorm different indoor and outdoor games and make a list on the board.
- Go through the information they need to write and elicit suggestions for an interesting thing to mention (You wear special clothes. You sing a song.).
- Students choose a game from the board or their own idea and complete the information.

Mixed ability

Allow the weaker students to work in pairs or small groups to do exercise 1 and 2 to support each other in their planning. Remind them about learning from and helping each other. Stronger students can tell their partner about the game they chose before they go on to exercise 2.

2 How do you play the game? Write.

- Write verbs that the students may need on the board (move, touch, throw, catch, bounce, hop, jump, drop).
- Explain to students that they need to write one sentence for each instruction. They don't need to complete all six boxes. Check and help with vocabulary as they complete their instructions.

3 Write instructions for a game you play in your country. Use your notes.

- Tell students to remember to write a title and organize their ideas into three paragraphs: an introduction, instructions and a conclusion.
- Tell students to use their notes to write the instructions.
- Monitor the class as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their instructions.
- Ask students to exchange their instructions with their partner to read. Ask *Would you like to play the game?*

Assessment for learning

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

Project and Review

Learning objective

Students will make and play a board game.

Language

Grammar and vocabulary from the unit

Materials

One copy of both *Team Up! 6* (Project) worksheets per group, scissors, game pieces

Warm up

- Play the *One thing about me* game (see *Ideas bank* page 154) using sentences about what students have and haven't done today, for example, *I've played a game today. I haven't written a story.*

Lead-in

- Write this unit's project on the board: *Make and play a board game.*
- Ask students to suggest what kind of board games they could make (for example, card games, picture games, matching games, dice games).

Student Book page 107

Project

Team Up! 6 DOWNLOAD

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

1 Listen and match. 206

- Ask students to work with a partner to see if they can match the sentences before they listen.
- Play the recording for students to listen and match the sentence halves.
- Ask students if they have more ideas now about what the game might involve.

Audio transcript

1 Read the eight action cards. Each player writes two more.

2 Cut out and mix the cards. Put them face down on the board.
3 Take turns picking the top card and moving your game piece.
4 The first player to reach the end of the board is the winner.

ANSWERS
1 d 2 c 3 a 4 b

2 Watch the video. What has the robot hidden?

- Ask *What has the robot hidden?* Play the video for the students to watch and find the answer.
- Ask the gist question again and elicit the answer.
- Play the video again for students to check their answers.

Video transcript, see page 163.

ANSWER
the whale

3 Listen and read. 207 Play the game.

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

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

Review

4 Choose and do three activities. Use your notebook.

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

Workbook pages 98–99

1 Look and complete.

- Students look at the photos and complete the sentences with the correct computer device.

ANSWERS
1 mouse 2 button / controller 3 speaker 4 monitor
5 keyboard 6 laptop

2 Read and match.

- Students read the questions and draw a line to match them to the answers.

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

3 Write. Use the present perfect affirmative.

- Students read the list of things Dad has done or "Me" has done and write present perfect affirmative sentences.

ANSWERS
1 Dad has moved the computer.
2 He's cleaned the monitor.
3 He's bought a new mouse.
4 I've made an avatar.
5 I've read the tablet instructions.
6 I've had lunch.

4 Write. Use the present perfect affirmative and negative.

- Students use the prompts to write affirmative and negative sentences.

ANSWERS
1 Basma has scored 50 points. Basma hasn't raced all the cars.
2 I've done my homework. I haven't put away my laptop.
3 We've kept the cards. We haven't finished the game.
4 Marco has guessed the right answer. He hasn't collected all the badges.
5 The players have picked a game. They haven't moved the pieces.

5 Complete the dialogue.

- Students use the prompts in brackets to complete the present perfect questions and then answer in the dialogue.

ANSWERS
1 Have you picked 2 I have 3 Has Mum moved
4 she has 5 Has your brother read 6 he hasn't
7 have you hidden 8 I haven't

Assessment for learning
While the students are completing the self-evaluation activities, go around asking questions about their answers, for example, *Why aren't you happy with your progress and effort? Why is it your favourite lesson? Can you talk about things we use to play video games?*

Unit 8 My progress and effort

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

Tests

- Students are now ready to do the Unit 8 test or the End-of-term test 2, downloadable from Oxford English Hub.

Music makers

Learning objective

Students will be able to read and understand a play about musicians.

Students will be able to read and understand a TV report about folk music.

Language

bagpipe, famous, gongs, harpsichord, mariachi, married, similar, talent

Warm up

- Play a game of *The first letter* (see *Ideas bank* page 154) with the musical instruments from Unit 7.
- Ask students if they like watching or acting in plays and which one is their favourite.
- Ask students to work in pairs and tell each other about their favourite play. Prompt with questions such as *Who were the characters? What was it about? Why did you like it?*
- Ask students *What are we reading about today?* Invite ideas from different students. Accept all their suggestions, but do not confirm whether or not they are correct.

Student Book pages 108–109

1 Listen and read. 208 When did Maria Anna stop travelling with her brother?

- Ask students to look at the photos. Choose different students to tell you what they can see in each one.
- Ask the gist question in the rubric. Point to Maria Anna and her brother Wolfgang in the photo.
- Play the recording for students and listen and follow the text in their books. Ask the question again: *When did Maria Anna stop travelling with her brother?*
- Ask students to work in pairs and discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to work on their dictionary skills by looking up their definitions.
- Play the recording again for students to listen and follow.

ANSWER

when she became 18 years old

2 Read again and circle the correct answer.

- Explain that *Both* means Wolfgang **and** Maria Anna.
- Ask students to read the sentences and see if they know which person matches each one before.
- Ask students to check their answers with a partner.

ANSWERS

1 Both 2 Wolfgang 3 Maria Anna 4 Maria Anna

3 Ask and answer.

- Ask students to work in pairs. Show the *Emotions* poster to help students with the discussion.
- Ask a few questions, pausing after each one to give student time to discuss it with their partner. Suggested questions: *Where did Maria Anna travel?* (all over Europe) *Was Leopold happy about his daughter's music?* (yes) *Do you think Maria Anna wanted to stop travelling?* (students' own answers) *Who became famous?* (her brother)
- Finally ask *How do you think Maria Anna felt when she stopped travelling with her brother?*

ANSWERS

Students' own answers

4 Listen and read. 209 Where can you hear this folk music?

- Tell students that they are going to read a TV report.
- Read out the title *Folk music around the world* and ask if students know what folk music is. Explain or translate into students' own language.
- Ask students to look at the photos and think about which countries the people are from. Ask the gist question in the rubric.
- Play the recording for students to listen and follow.
- Ask students to work in pairs and discuss the question and then share their answers with the class.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording again for students to listen and follow.

ANSWER

South Korea, Scotland, Lebanon, Mexico.

5 Read again and match.

- Ask students to read the sentences and see if they can match the sentences to the instruments or music before they read again to check.
- Ask students to compare their answers with a partner and correct the false sentences. Check answers as a class.

ANSWERS

1 a 2 d 3 b 4 c

6 Ask and answer.

- Ask students to work in pairs.
- To guide the students, ask a few questions one at a time, pausing after each one to give students time to discuss it with their partner. Suggested questions: *What are some traditional instruments in your country? What traditional dances and costumes are there in your country? Can you see traditional dance and music in your town? Where? When?*
- Finally ask *What folk music and instruments are played in your country?*

ANSWERS

Students' own answers

9 Aches and pains

Lesson 1: Words

Learning objective

Students will be able to talk about feeling ill.

Language

Aches and pains: *backache, cold, cough, earache, fever, flu, headache, sore throat, stomach ache, toothache*

Functional language: *What's the matter? I've got . . . . That's a shame.*

Warm up

- Play a game of *Race the bear!* (see *Ideas bank* page 156) using body and face parts that students have learned previously (face, eyes, mouth, hands, body, arms, legs, feet, ears, nose, head).

Lead-in

- Put the flashcards on the board. Ask *What are we learning about today? Invite* suggestions from around the class.
- Ask students to look at page 110 of the Student Book and find the learning objective: *Let's talk about feeling ill*. Explain the meaning of *ill* and translate into students' own language if necessary.
- Ask a few students *How are you feeling today?* If any students say any of the aches or pains from the lesson in their own language, explain and write the English words on the board.

Student Book pages 110–111

1 Look, share, learn.

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

ANSWERS

nurse, librarian, trumpet, tablet, basketball, backpack, student, window, books, vegetables

2 Listen, point and repeat. 210

- Play the recording for students to listen and point to the people with the aches and pains in the picture.
- Play the recording again for students to repeat the words.

3 Listen and say. 211

- Tell students that they are going hear someone explaining why different people have the aches and pains from exercise 2.
- Play the recording, pausing after each description, for students to say the correct ache or pain.
- Play the recording again for students to listen and say the phrases.

Audio transcript

1 Meg's got this because she ate too much pizza this afternoon.
2 Daisy's father's got this because he worked in the garden all day.
3 Rachel's got this because she played outside in the rain yesterday.
4 Michael's got this because he hit the football with his head.
5 Harry's got this because he listened to loud music for two hours.
6 Peter's little sister's got this because she often eats food with sugar.

ANSWERS

1 stomach ache 2 backache 3 cold 4 headache 5 earache 6 toothache

4 Write.

- Focus students' attention on the table and elicit an ache or pain for each heading.
- Ask students to check their answers with their partner.

ANSWERS

I feel this in my head: earache, toothache, headache, cold
I don't feel this in my head: stomach ache, backache

5 Listen, point and repeat. 212

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

6 Read and write the words. Listen and check. 213

- Read the email aloud for students to follow.
- Point out to students that we use *the* with *flu* not *a*.
- Students read the text again and write the missing illnesses in the gaps, using the labels on the photos to the right.
- Play the recording for students to check.

ANSWERS

flu, sore throat, cough, fever

7 Complete. Use the words from 5.

- Ask students to read the sentences and write the correct illness from exercise 5.

ANSWERS

1 fever 2 cough 3 flu 4 sore throat

8 Listen and repeat. 214 Then make a new dialogue and practise.

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure *What's the matter?* Explain that we ask this question when we see or think

someone is ill. Explain that *That's a shame* is a phrase to show sympathy.

- Demonstrate another dialogue for the class. Encourage a student to ask you *What's the matter?* Rub your head and respond *I've got a headache.*
- Put the aches and pains flashcards on the board to support the students.
- Ask students to work in pairs. They take turns to ask and answer about how they feel, using the dialogue in their Student Book as a model. Encourage them to use the different aches and pains vocabulary from the lesson and mime if they can.
- Walk around the class and help where necessary.

Global skills: emotional self-regulation and well-being

- In exercise 8 the students explore empathy by noticing someone doesn't look well, asking what's wrong and responding appropriately.
- Discuss with students why it's good to notice if someone doesn't look happy and check how they are. Discuss why it's important to respond sympathetically. You could ask students to suggest other ways to respond, for example, *I'm sorry. Can I do anything?*

Team Up! 1 DOWNLOAD

- Students complete a health check survey in groups.

Workbook pages 100–101

1 Tick ✓ the correct sentence.

- Students look at the pictures, read the sentences and tick the sentence *a* or *b* that matches the picture.

ANSWERS
1 a 2 b 3 a 4 b 5 b

2 Complete.

- Students read the text, choose the correct ache or pain from the box and complete the sentences.

ANSWERS
1 toothache 2 stomach ache 3 headache 4 cold
5 backache 6 earache

3 Complete.

- Students look at the pictures and complete the sentences with the correct ache or pain from the box.

ANSWERS
1 stomach ache 2 flu 3 fever 4 sore throat
5 cough 6 toothache

4 Complete the dialogues.

- Ask students to complete the dialogues using the example as a model.

ANSWERS
1 What's, the flu, That's
2 the matter, a cough, a shame
3 What's the matter, I've got a fever
4 What's the matter?, I've got a sore throat., a shame

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to talk about things we can do to feel better.

Language

***Should* and *shouldn't* statements:** *You should sleep. You shouldn't watch TV.*

***Should* and *shouldn't* questions and answers:** *Should I drink lots of water? Yes, you should. No, you shouldn't. What should I eat? You should eat rice.*

Warm up

- Play a game of *The first letter* (see *Ideas bank* page 154) with the words from lesson 1.
- Hold up the *Vocabulary* poster and go through the words for students to check their answers.

Lead-in

- Ask a few students *What aches or pains do you often have?* Ask students to discuss the questions in pairs and then choose some of them to report back to the class. Make sure they know that they don't have to share anything if they are not comfortable doing so.
- Ask *What are we learning about today?* Invite ideas from different students.
- Ask students to look at page 112 of the Student Book and find the learning objective: *Let's talk about things we can do to feel better.*
- Ask students to think about what they do to feel better. Choose some students to share their ideas, for example, *I sleep. I don't go to school.*

Student Book pages 112–113

1 Listen and read. 215 Who is acting like a doctor?

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening in the story.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon.
- Then ask the gist question again and choose a student at random to answer the question.
- Play the recording again for students to follow.

ANSWER
Hector's sister Nina is acting like a doctor.

Assessment for learning

Asking students follow-up questions that focus on the structure helps to focus them on the meaning of the new language. Ask *Why can't Hector go to school?* (He's got an earache and a stomach ache.) *Does Nina want to help Hector feel better?* (yes) *Why does Hector say it's not fun when Nina is the doctor?* (because she tells him not to do or eat all the things he likes)

2 Listen and read. 216

- Pre-teach *advice*. Translate if necessary.
- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Put the aches and pains flashcards on the board. Point to *fever* and say *He should stay in bed. He shouldn't play outside.*
- Point to different flashcards and nominate students to give an affirmative and negative sentence with *should*.

Grammar

Point out to students that *should* has the same form for all subjects (I, he, she, it, you, we, they) and the following verb is always in the base form without *to*.

3 Match. Listen and check. 217

- Tell students to read the sentences and draw a line to match the ones on the right with those on the left.
- Ask students to work in pairs and compare their answers.
- Play the recording, pausing after each sentence for students to correct and check their answers.

Audio transcript

1 Carlos has got a sore throat. He shouldn't sing.
2 Nadia's got a backache. She should put ice on her back.
3 Emma's got a stomach ache. She shouldn't eat a big lunch.
4 Ahmed's got a toothache. He should go to the dentist.

ANSWERS

1 d 2 c 3 b 4 a

4 Talk about things you should and shouldn't do.

- Focus on the conversation. Choose two confident students to act out the conversation for the class.
- Ask students to tell you things they should and shouldn't do if they feel ill. Make a list on the board (sleep a lot, eat cake, drink water; listen to loud music, play outside).
- Ask students to work in pairs. They take turns to say how they feel for their partner to offer advice.

5 Listen and read. 218 What should you drink when you have a cold?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Then ask the question again and elicit the answer.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What can you eat if you have a stomach ache?* (rice)

ANSWER

You should drink lots of water.

6 Listen and read. 219

- Play the recording for students to follow the example questions and answers.
- Ask students to work in pairs and take turns to read out the example questions and answers.
- Ask students to give more examples of questions with *should*. Write the correct sentences on the board.

Grammar

Point out to students that there is no auxiliary verb in questions with *should*. (*Should* functions as the auxiliary.)

7 Write *should* or *shouldn't*.

- Ask students to complete the questions with *should* and then write the short answer using *should* or *shouldn't*.

ANSWERS

1 Should, should 2 Should, shouldn't 3 Should, shouldn't 4 Should, should

8 Complete.

- Ask students to read the text and think about which question words are missing.
- Tell students to complete the text with the question words in the box.
- Ask students to compare their answers with a partner. .

ANSWERS

1 Where 2 When 3 Who 4 What

Team Up! 2 DOWNLOAD

- Students do a role play in pairs where one student is the school nurse and the other is the student.

Workbook pages 102–103

1 What's the best advice? Circle the correct words.

- Students read the sentences and circle *should* or *shouldn't* in the advice.

ANSWERS

1 shouldn't 2 should 3 should 4 shouldn't
5 shouldn't 6 should

2 Read, match and write.

- Ask students to look at the people in pictures 1–6 and tell you what the matter is.
- Students draw a line to match the pictures of the people to the best advice below.
- Students complete the sentences with the ache or pain. Then students look at the advice they matched to the person, check if there's a cross or a tick next to the verb and then complete the advice with *should* or *shouldn't*.

ANSWERS

1 Lin, drink 2 Adam, listen 3 Laura, eat 4 Keni, stay
5 Marta, do 6 Duc, talk
1 cold, should drink 2 earache, shouldn't listen
3 stomach ache, shouldn't eat 4 fever, should stay
5 backache, shouldn't do 6 sore throat, should talk

3 Read and choose *Yes* ✓ or *No* ✗. Write the answers.

- Students read the sentences and decide if the people should or shouldn't do the action. They tick or cross each sentence. Then students write the short answer.

ANSWERS

1 ✗ No, she shouldn't.
2 ✓ Yes, you should.
3 ✓ Yes, he should.
4 ✗ No, she shouldn't.
5 ✗ No, they shouldn't.
6 ✗ No, you shouldn't.

4 Write the questions and the answers.

- Students use the prompts to write the *Wh-* or *Yes / No* questions. They answer the questions with full answers or short answers.

ANSWERS

1 Should she go to the doctor? Yes, she should.
2 What should he do? He should stay in bed.
3 Should they go to school? No, they shouldn't.
4 Who should we see? You should see the dentist.
5 When should I eat vegetables? You should eat vegetables every day.

5 What should you do? Write the questions and the answers.

- Students use the prompts to write the *Wh-* questions and then write their own advice with *should / shouldn't*.

SUGGESTED ANSWERS

1 Where should you go? I should go to the school nurse.
2 What should you eat? I shouldn't eat sweets.
3 Where should you sit? I should sit on a chair.
4 What should you do? I shouldn't listen to music.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask students to turn to the *Grammar check* on page 132 of the Workbook and complete exercises 1 and 2.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about ways to stay safe.

Language

Action verbs and parts of the body: *break, bruise, burn, fall, finger, hurt, knee, toe*

Might: *You might hurt your head. They might burn their fingers.*

Warm up

- Play a game of *Correct me!* (see *Ideas bank* page 156) with sentences about school. Use the examples below or make up your own:
  I've got a cough. I should cover my mouth.
  He's got a toothache. He should see a doctor.
  The students have got stomach aches. They shouldn't drink water.
  She's got the flu. She shouldn't stay in bed.
  I've got a sore throat. I should eat biscuits.
  I've got a backache. I shouldn't climb the tree.

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three students to share their ideas.
- Ask students to look on page 114 of the Student Book and find the learning objective: *Let's talk about ways to stay safe.*
- Check that students understand the words *safe* and *safety* and translate into their own language if necessary.
- Ask the class *How do you stay safe when you cross the road?* (Stop, look, listen, check for cars, wait for the green light and then cross.)

Student Book pages 114–115

1 Listen and read. 220 What should you wear when you ride a bike?

- Focus students' attention on the photo and ask what they can see and what the people are doing.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the text. Choose a student to answer the question.
- Play the recording again for students to follow.

ANSWER

You should wear a helmet when you ride a bike.

Global skills: emotional self- regulation and well-being

In this lesson, students are exploring how to stay safe. Have a discussion with students about why it's important to stay safe when they are playing to avoid accidents and hurting themselves. They should make sure that their friends are safe, too. Explore the idea that just because their friends may not be playing safe, they shouldn't join in and take a risk but should make good choices.

2 Listen, point and repeat. 221

- Play the recording for students to listen and point to the parts of the body and action verbs in the photos.
- Play the recording again for students to repeat the words.

3 Match. Listen and check. 222

- Ask students to see if they can match the sentence halves before they listen.
- Tell students to draw a line to match the sentence halves.
- Play the recording, pausing after each sentence for students to check their answers.
- Ask students to read different sentences for a class check.

Audio transcript

1 Don't bruise your knee when you skateboard.
2 Don't fall off your bike and hurt yourself.
3 Don't break your toe on that rock.
4 Don't burn your finger on the hot oven.

ANSWERS

1 b 2 a 3 d 4 c

4 Play the child and parent game.

- Ask two students to model the dialogue for the class.
- Write the headings *Activities* and *Problems* on the board. Under *Activities*, write *skateboarding quickly*. Under *Problems*, write *fall and hurt your knee*.
- Ask students to suggest other ideas for each heading (climbing a tree, fall and break your arm; do karate, break a toe; bounce high on the trampoline, bruise your knee; use an oven, burn your fingers).
- Students work in pairs and take turns to play child and parent, using the ideas on the board and their own ideas.

5 Listen and read. 223

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

Grammar

Point out to students that like *should*, *might* doesn't change form with the subject and is followed by the base form without *to*.

6 Circle the correct words.

- Students read the sentences and circle the correct words.

ANSWERS

1 stomach ache 2 backache 3 fall 4 sore throat

7 Write sentences with *might*.

- Read out the sentences one by one and elicit what might happen.
- Ask students to work in pairs. They write sentences with *might*, using the phrases in the box.
- Ask pairs to read out the sentences for class feedback.

ANSWERS

1 He might hurt his head.
2 She might break her toe.
3 She might bruise her knee.
4 He might burn his finger.

8 Listen and read. Then sing. 224–225

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

Team Up! 3 DOWNLOAD

- Students use the worksheet to make and play a card game about what might happen.

Workbook pages 104–105

1 Order the letters. Then match.

- Students read the sentences, think about which word is missing, then unjumble the word and write it.
- Then they match the sentences to the pictures.

ANSWERS

1 break, b 2 fall, d 3 burn, e 4 hurt, c 5 bruise, a
6 fingers, g 7 toes, f 8 knee, h

2 Complete the dialogues.

- Students look at the pictures, read the dialogues and complete the gaps with a word from the box.

ANSWERS

1 burn, fingers 2 bruise, knees 3 hurt, fall
4 toes 5 break

3 Look and complete.

- Ask students to look at the pictures and tell you what they can see and what might happen to each person.
- Students complete the sentences with the names of the people from the picture and *might*.

ANSWERS

1 Helen might 2 Jack might 3 Wes might
4 Jena might 5 Ben might 6 Fiona might

4 Look and write.

- Students look at the pictures and write sentences with *might* and the phrases in the box.

ANSWERS

1 She might fall.
2 She might burn her hand.
3 They might hurt their fingers.
4 He might break his toe.
5 He might have got a toothache.
6 She might bruise her knee.

5 What might happen? Write.

- Students answer the questions with their own ideas about what might happen.

SUGGESTED ANSWERS

1 You might fall and hurt your head.
2 You might fall and break your arm.
3 You might get a stomach ache.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 132 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read about a good friend.

Language

Vocabulary and grammar from lessons 1–3

Warm up 224–225

- Sing the song from the end of the previous lesson with the class.
- Play *Act out the song* (see *Ideas bank* page 154).
- Play the karaoke version of the song for students to sing their own verse with the new phrases.

Lead-in

- Ask students to look at page 116 of the Student Book and find the learning objective: *Let's read about a good friend.*
- On the board, write the questions *Who is your best friend? What does he / she look like? What three adjectives describe him / her? What do you like doing together? Why do you like him / her?*
- Ask students to work in pairs and discuss the questions. Encourage students to use English as much as possible.
- Ask some of the students to report back to the class.

Student Book pages 116–117

1 Look at the pictures. How did Lucas break his arm?

- Ask students to look at the story pictures. Ask the question in the rubric. Nominate a student to answer.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *There's a boy. He's fallen off his bike. The boy is with the doctor.*

ANSWER

Lucas fell off his bike.

2 Listen and read. 226 What did Jose bring Lucas?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric. Invite students to make predictions.
- Play the recording while students follow the story in their books. Choose different students and repeat the gist question again to elicit the answer.
- Play the recording again for students to follow.

ANSWER

He brought biscuits and his video games.

3 Complete for you.

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

ANSWERS

Students' own answers

4 Read again and circle the correct answer.

- Ask the students to read the story again silently for themselves.
- Ask students to read the questions and think about the answers before they look at the options.
- Tell students to circle the correct option *a*, *b* or *c*.
- Students check their answers with a partner before whole-class feedback.

ANSWERS

1 c 2 b 3 a 4 c

5 Circle the correct words.

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

ANSWERS

1 Lucas's parents 2 doctor 3 friend 4 Lucas
5 video games 6 homework

6 Who said it? Match.

- Tell students the sentences are from the story, and they have to draw a line to the person who said each sentence.

ANSWERS

1 b 2 d 3 c 4 a

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask them to think about the answers.
- Choose a student to answer the first question.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as, *Who called Lucas on Saturday afternoon?* (his friends) *Did Jose call?* (no) *How did Lucas feel?* (sad) *Do you think Lucas wanted Jose to call?* (yes) *Why?* (to show he cared)
- Look at the third question. Ask students to discuss the question in small groups. Allow them to use their own language to encourage all students to participate and share their ideas. During class feedback, reformulate their answers in English.

SUGGESTED ANSWERS

1 He was riding his bike quickly. He hit a big stone and fell on his arm.
2 Lucas felt happy after Jose came.
3 Students' own answers

Global skills: emotional self-regulation and well-being

The story deals with the importance of friendship. Explain that friends are essential, and making and keeping real friends is a skill we have to develop. Ask *How do you know if someone is a real friend?* Discuss how real friends don't expect anything in return for your friendship. They like you for who you are, and they expect the same in return. We can ask our friends for advice and they're always happy to help.

Team Up! 4 DOWNLOAD

- Students discuss things they can do to be real friends and complete a chart.

7 Home-school Read the story at home.

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

Workbook pages 106–107

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

- Tell students that they are going to read another story. Ask them to look at the pictures. Ask *What are the girls doing?*
- Allow time for students to discuss the question with their partner and find the answer to the question.

ANSWER
The girls are playing a video game.

2 Read the story.

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

3 Who said it? Write *P* (Pari), *L* (Lizzie) or *GN* (Game Narrator).

- Tell students to read the sentences, find them in the story and write which character said them.

ANSWERS
1 L 2 P 3 GN 4 L 5 GN 6 L

4 Write *T* (true) or *F* (false). Correct the false sentences.

- Students read the sentences and find the true sentences first.
- They check their answers with their partner and then correct the false sentences together.

ANSWERS
1 F Lizzie has got a toothache. 2 T 3 T
4 F Lizzie thinks it might be friendly. 5 F It's fire.
6 F Lizzie feels much better.

5 Complete for you.

- Ask students to discuss and compare their answers in small groups. Ask groups what similar answers they have.

ANSWERS
Students' own answers

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

Lesson 5: Skills and Culture

Learning objective
Students will learn about helping animals in Indonesia and Costa Rica.

Language
Helping animals: *ill, injury, medicine, pain*

Warm up

- Play a game of *Categories* (see *Ideas bank* page 155) with the headings *Reptiles* and *Mammals* to review animals for the lesson.

Culture note
Borneo is the third-largest island in the world and is in Southeast Asia. It is part of three different countries: Indonesia, Malaysia and Brunei. Borneo has a rainforest that is in danger because the trees and land are valuable. Borneo is home to a vast array of wildlife, including the endangered orangutan, as well as other animals such as monkeys, elephants, snakes, parrots, clouded leopards, hornbills, tarsiers and deer.

Lead-in

- Ask students to look at the photos on pages 118 and 119 and try to guess which countries they will be learning about today (Indonesia and Costa Rica). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 118 of the Student Book: *Let's learn about helping animals in Indonesia and Costa Rica.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which animals they think live in the two countries.
- Nominate students to tell you which animals they came up with.

Student Book page 118

1 Listen, point and repeat. 227

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

2 Listen and say the number. 228

- Focus on the photo of Budi. Ask *Which country is Budi from? (Indonesia)*
- Tell students that they are going to hear Budi talking about one of the animals from his country. They must listen for the words in exercise 1. When they hear the beep, they say the number of the word.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- My name is Budi, and I live in Indonesia. I want to tell you about a very interesting animal called an orangutan. Eighty per cent of all orangutans live here in Indonesia. Orangutans become ill just like us! They can catch a cold or get the flu! Orangutans which are ill don't feel healthy. Animal doctors, or vets, help these orangutans in Indonesia.
- Vets give medicine to orangutans which are ill. Medicine makes these orangutans feel better. Orangutans have their own natural medicine, too. They eat special plants when they've got a stomach ache or headache.
- Sometimes orangutans have got an injury. A young orangutan might fall out of a tree and bruise its knee. It might even break its arm. When orangutans have got an injury, vets try to help them.

- When an orangutan breaks an arm, it feels pain in that arm. When it's got a headache, it feels pain in its head. Vets give medicine to orangutans to take away the pain.

ANSWERS
2, 3, 1, 4

Assessment for learning
To support and prepare students for the listening task in the next activity, explain that they are listening for specific information and key words. Ask them to read the sentences and tell you which key words they are listening for in the recording (1 animal centre / baby / father; 2 baby orangutans / healthy / ill; 3 don't have parents / injuries; 4 the rainforest / larger / smaller).

3 Listen and circle the correct words. 229

- Tell the class that they are now going to hear Budi's friend Annisa talking about an animal centre in Borneo which looks after orangutans.
- Ask students to work in pairs and predict which option they think is correct.
- Play the recording, pausing for students to circle the correct option.
- Play the recording again for students to complete or check their answers.
- Ask *Why do you think the rainforest is getting smaller? Why is that a problem for the orangutans? Why should we help the animals?*

Audio transcript
Hello, I'm Budi's friend, Annisa. I live on the Indonesian side of the island of Borneo. Borneo's rainforest has many orangutans. These animals have red fur and long arms. They eat fruit, and they live in trees almost all of the time. Yesterday my school took us to an animal centre for baby orangutans. These babies don't have parents, so the people at the centre take care of them. They teach the orangutans how to climb trees, get food and live in the forest again. After many years, the orangutans go back into the forest. Many of the baby orangutans are ill when they come to the centre. Some of the babies have injuries from living alone in the rainforest. They don't feel well, and they have a lot of pain. The vets at the centre give them medicine to help them feel better. The rainforest is getting smaller and smaller in Borneo. We should do everything we can to help the orangutans.

ANSWERS
1 baby 2 ill 3 parents 4 smaller

4 Watch the video. Why is the rainforest getting smaller?

- Play the video for students to watch and find out why the rainforest is getting smaller.

Video transcript, see page 163.

ANSWER
People are cutting down the trees to build farms and grow plants.

5 Listen and read. 230 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss the jobs they would like to do.
- Ask different students *What animal would you like to help?* Encourage the class to think about the animals in their country that need help.

Workbook page 108

1 Read. What animal does Diah help?

- Explain that students are going to read a text written by a different child from Indonesia. Point to the photo of Diah.
- Ask students to look at the photos and tell you what they can see.
- Ask the gist question in the rubric.
- Allow students time to read the personal narrative web page and find the answer.

ANSWER
Diah helps a monkey.

2 Read again. Match.

- Ask students to read the personal narrative web page again and match the final words to the beginnings of the sentences.

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

3 Answer the questions. Write.

- Tell students to scan the text in exercise 1 and think back to the information they have learned about animals in Indonesia.
- Students write their answer to question 1. Ask which students have orangutans and macaques in their country. Ask *Do you have any other kinds of monkeys? What are they?*
- Ask more confident students question 2 and write their answers on the board. Reformulate their answers if necessary so they are correct, for example, *I wouldn't like to be a vet because I don't like to see animals in pain. I would like to be a vet because I love animals.*

ANSWERS
Students' own answers

Student Book page 119

Culture note
Costa Rica is in Central America. It is bordered by Nicaragua to the north, Panama to the southeast, the Pacific Ocean to the west and the Caribbean Sea to the east. Almost 25% of Costa Rica's land area is in national parks and protected areas. This means that it has one of the largest percentages of protected areas in the world.

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

- Focus on the photo of Diego. Ask *Which country is Diego from?* (Costa Rica)
- Read the question in the rubric with the class.

- Ask students to work with a partner, look at the photo and say what they think the animal is.
- Ask the question again and choose a student at random to answer.

ANSWER
a sloth

7 Listen and read. 231 What kind of animals do vets take care of in Costa Rica?

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

ANSWER
Vets take care of farm animals, city animals and rainforest animals.

8 Read again. Complete the chart.

- Focus students' attention on the chart and ask them to name one farm, one city and one rainforest animal.
- Students read the text to themselves and write the names of the animals in the correct column in the chart.

ANSWERS
Farm animals: cows, sheep
City animals: dogs, cats
Rainforest animals: monkeys, sloths, snakes, crocodiles, frogs, birds

9 Answer the questions for you.

- Tell students to read the questions individually and think about their answers.
- Divide the class into small groups to share their answers.
- Ask different groups at random to share their answers.
- Ask students to tell the class about any animal centres in their country and what animals you can see there. Ask if they know what injuries the animals have and why they're at the centre.

Team Up! 5 DOWNLOAD

Students complete a chart with the different kinds of animals they want to help in their country.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write a personal narrative.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play a game of *Draw* (see *Ideas bank* page 155) with the animals from the previous lesson.

Lead-in

- Ask students *When was the last time you were ill? How did you feel? What happened first? Then what happened?*
- Ask students what they think they are going to learn to write in this lesson.
- Tell students to look at page 120 of the Student Book and find the learning objective. Write it on the board: *Let's learn how to write a personal narrative.*
- Explain to students that a *personal narrative* is a real story about something that happened to somebody.

Student Book page 120

1 Look at the picture. Why do you think the boy is in bed?

- Ask the class to look at the picture. Ask *Why do you think the boy is in bed?*
- Ask students to discuss the question with their partner. Ask the question again and nominate a student to answer.

ANSWER
He might have a cold or the flu.

2 Read and listen. 232 Who wrote this text?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses in exercise 1 were correct.
- Play the recording again for students to follow. Ask *What did the boy's mum do?* (drove him to the doctor) *How does he describe his body?* (It was as hot as the sun.) *How did he feel at the end?* (He felt better.)

ANSWER
William, the boy who is sick, wrote this text.

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

- Allow time for students to read the narrative again and discuss the questions in pairs.
- For class feedback, ask pairs at random to answer a different question.

ANSWERS
1 William had a fever, so his face was hot.
2 William stayed in bed for five days.

4 Read. Then write the labels in 2.

- Read through the box about how to write a personal narrative.
- Students work individually to label the paragraphs with the words in bold.
- Point out to students that *as hot as the sun* is a simile and we use the structure *as … as* to compare two things in an interesting and poetic way.
- Ask them to find and call out some detail words Diah used that help the reader feel the same (beautiful, exciting, carefully, happy) and a simile (as tall as skyscrapers).

ANSWERS
Introduction, Transition words, Detail words, Conclusion

5 Write a personal narrative about a time you were ill. Go to your Workbook page 109.

- Ask students to turn to page 109 of their Workbook and complete exercises 1–3 before writing their personal narrative.

Workbook page 109

1 Number the sentences in order. Match the adverbs and adjectives.

- Explain to students that the sentences are from a personal narrative, but the sentences are in the wrong order and the interesting adverbs and adjectives are missing.
- Ask students to work in pairs and number the narrative in the correct order. They write the letter of the adjective or adverb in the gap.
- Ask a confident student to read out the narrative for a class check.

ANSWERS

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

2 Write a conclusion for the narrative in activity 1.

- Ask a few students to say what they think might happen at the end of the story.
- Explain to students that they need to complete the sentence to write a conclusion for the story.
- Ask a few students to share their conclusions.

SUGGESTED ANSWER

The doctor at the hospital was very kind. He checked my arm. He said I didn't break it. Finally, we went home. I was very tired but happy.

3 Think about the last time you were ill or had an injury. What happened? Write notes.

- Tell students to complete the sentences. Explain they are only writing notes at this stage which will help them to write their final narrative.
- Monitor the class as students work and help where necessary.

Assessment for learning

- To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The *A big leap* text on page 108 of the Workbook is an additional model of a personal narrative students can refer to for support. Ensure students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.
- Tell students they will be reading each other's narratives and they'll be voting on the most interesting story.
- This gives the students an audience to write for and will increase their motivation to write an exciting narrative. In this way their fluency in writing rather than accuracy is being assessed, and less confident writers will feel less worried about making mistakes.

4 Write a personal narrative about a time you were ill. Use your notes.

- Tell students to work individually to write their narrative. Remind them to look back at the model texts in the Student Book and Workbook to support them.
- Write *Introduction, Transition words, Detail words* and *Conclusion* on the board, and remind students to include these sections.
- Write *Which personal narrative is the most interesting?* on the board. Ask students to work in groups and exchange their narratives so everybody reads each other's.
- Each group votes on the most interesting story and gives reasons.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their narrative.

Assessment for learning

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

Project and Review

Learning objective

Students will make and a health and safety poster.

Language

Grammar and vocabulary from the unit

Materials

One copy of the *Team Up! 6* (Project) worksheet per group, coloured pencils, poster paper, glue, magazines

Warm up

- Play the game *Can you remember?* (see *Ideas bank* page 153) using all the flashcards from the unit.

Lead-in

- Write this unit's project on the board: *Make a health and safety poster.*
- Ask students to suggest what they might include on a health and safety poster (healthy food, types of exercises, things you should and shouldn't do when you're ill).

Student Book page 121

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to make and present their poster.

1 Listen and number the project steps in order. 233

- Ask students to work in pairs to see if they can order the steps before they listen.
- Play the recording for students to listen and number the steps.
- Ask students if they have more ideas now about what making the poster might involve.

Audio transcript

1 Think of a title for your poster.
2 List things you should and shouldn't do.
3 Make a list of safety rules.
4 Make your poster.

ANSWERS

a 3 b 1 c 4 d 2

2 Watch the video. What should you wear when you run?

- Ask *What should you wear when you run?* Play the video for the students to watch and find the answer.
- Play the video again for students to check their answers.

Video transcript, see page 164.

ANSWER

You should wear good trainers / running shoes when you run.

3 Listen and read. 234 Then present your health and safety poster.

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

Assessment for learning

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Workbook pages 110–111

1 What's the matter? Write.

- Students look at the pictures and write what illnesses the children have got.

ANSWERS

1 He's got a backache.
2 She's got an earache.
3 She's got a toothache.
4 He's got a headache.
5 She's got a cough.
6 He's got a fever.

2 Complete the table.

- Students look at the phrases in the box and decide if they are illnesses or injuries and write them in the correct place in the table.

ANSWERS

Feel ill: have a fever, have a cold, have the flu
Get an injury: break a finger, bruise your knee, burn your hand, hurt your toe

3 Write *should* or *shouldn't* and a verb.

- Students complete the dialogues with *should* or *shouldn't* and a verb from the box .

ANSWERS

1 should eat 2 shouldn't do 3 shouldn't go
4 should take 5 should see 6 shouldn't kick

4 Look and read. Then write the questions and the answers.

- Students look at the pictures of the children, and their illnesses and injuries.
- They write One *Yes / No* question with *should* and one *Wh-* question for each child using the prompts.
- Then they use the prompts to write the answers.

ANSWERS

1 Should she eat chillies? No, she shouldn't.
2 Where should she go? She should go home to bed.
3 Should he play sports? No, he shouldn't.
4 Who should he see? He should see a doctor.

5 Read and match.

- Students read the sentences and draw a line to match them.

ANSWERS

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

Assessment for learning

Ask students to look back through the lessons in Unit 9 and choose their favourite lesson. Divide them into small groups to discuss their favourite lessons. Ask a few students to tell you about their favourite lesson and why they liked it.

Unit 9 My progress and effort

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

Unit test

- Students are now ready to do the Unit 9 test, downloadable from Oxford English Hub.

10 Exciting adventures

Lesson 1: Words

Learning objective

Students will be able to talk about exciting things to see and do around the world.

Language

Things to see and do: *cycle, journey, mountain, Northern Lights, pyramid, safari, sail, tour, turtle, whale*

Functional language: *You know what? I'd like to . . . . That sounds fun! Where would you do that? I'm not sure. Maybe in . . . .*

Warm up

- Do an activity to review places to visit in a city. Ask students to work in pairs. Set a time limit of two minutes and ask them to think of as many places to visit in city on holiday as they can (aquarium, museum, theme park).
- Ask some of the pairs to share their ideas with the class. Compile a list on the board.

Lead-in

- Put the flashcards on the board. Ask students to use the pictures to work out the topic of the lesson. Ask *What are we learning about today?*
- Ask students to look at page 122 of the Student Book and find the learning objective*: Let's talk about exciting things to see and do around the world.*
- Ask students *What exciting places do you know around the world?* Elicit suggestions from different students.
- Ask students to work in pairs. They take turns to tell their partner what places they'd like to visit.

Student Book pages 122–123

1 Look, share, learn.

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

ANSWERS

a geography book, science poster, notebook, pencil, pencil case, giraffe, elephant, zebra, plant, backpack, desks

2 Listen, point and repeat. 235

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

3 Listen and say. 236

- Tell students that they are going to hear descriptions of the things to see and do from exercise 2. Play the recording, pausing after each description for students to say the correct word.

Audio transcript

1 It's made of such big stones! It's really huge!
2 Please follow me as we walk to the next pyramid.
3 They are so beautiful in the sky! They're pink, green, yellow and blue!
4 You can climb up it in January, but there might be snow at the top.
5 Look! I can see giraffes, elephants and zebras! I'm going to take a photo.
6 You have to take a plane and walk many days to see the Northern Lights.

ANSWERS

1 pyramid 2 tour 3 Northern Lights 4 mountain 5 safari 6 journey

4 Write.

- Explain that the lists of words are associated with four of the things to see and do from exercise 2.
- Students read the words and write the vocabulary term.
- Ask students to check their answers with a partner.
- Ask students to give you three words to describe the *Northern Lights* (beautiful, green, blue) and a *journey* (long, interesting, path).

ANSWERS

1 mountain 2 safari 3 tour 4 pyramid

5 Listen, point and repeat. 237

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

6 Read and write the words. Listen and check. 238

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

ANSWERS

sail, whale, turtle, cycle

7 Circle the correct answer.

- Read through the sentences with the class.
- Students read the sentences again and circle the correct option that the sentences describe.

ANSWERS

1 safari 2 turtle 3 cycle 4 Northern Lights

8 Listen and repeat. 239 **Then make a new dialogue and practise.**

- Focus on the example dialogue. Play the recording, pausing after each line for students to repeat.
- Draw attention to the new structure and explain that *You know what?* is a question to get the listener's attention and doesn't need an answer.
- Demonstrate another dialogue for the class. Change *watch whales in the sea* for *climb a tall mountain* from the box and encourage a student to respond. Reply with *Peru*.
- Ask students to suggest other adjectives they could use instead of *fun* (interesting, exciting, great, cool).
- Ask students to work in pairs. They take turns to ask and answer about what they'd like to do, using the prompts.
- Monitor students as they talk and help where necessary.

Mixed ability

Pair weaker students together to write and practise three dialogues using the prompts. Stronger students extend the activity using their own ideas.

Team Up! 1 DOWNLOAD

- Students use the worksheet to plan five adventures with exciting things to do.

Workbook pages 112–113

1 Circle the correct words. Match.

- Students read the sentences and circle the correct thing to see or do.
- Then they look at the photos and match the photos to the sentences.

ANSWERS

1 safari, b 2 journey, d 3 pyramids, a
4 Northern Lights, e 5 tour, c 6 mountain, f

Assessment for learning

In the type of gap-fill in exercise 2, it's useful to help the students look for clues in the sentences to help them. Tell students to look at the words either side of the gaps to help them work out what the missing word is (for example, 1 sky, colourful; 2 around the markets; 3 4,000-year-old, huge; 4 Botswana, cheetahs; 5 skiing, Austria; 6 10 hours, drive, long).

2 Complete the dialogue.

- Students complete the gaps with the words from the box.

ANSWERS

1 Northern Lights 2 tour 3 pyramids 4 safari
5 mountains 6 journey

3 Complete.

- Students read the postcard and complete the sentences with the words from the box.
- Remind students to look at the words around the gaps for clues.

ANSWERS

1 journey 2 sailed 3 turtle 4 whale 5 cycled
6 mountain

4 Order the words to complete the dialogues.

- Students write the words in the correct order.

ANSWERS

1 You know what? I'd like to swim with turtles. That sounds fun!
2 You know what? I'd like to learn to sail. That sounds exciting!
3 You know what? I'd like to cycle down a mountain. That sounds great!
4 You know what? I'd like to see the Northern Lights. That sounds interesting!

Assessment for learning

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

Lesson 2: Grammar

Learning objective

Students will be able to ask about the exciting things they've done.

Language

Present perfect questions with *ever*: *Have you ever cycled down a mountain?*

Present perfect statements with *never*: *I've never visited the pyramids in Egypt.*

Warm up

- Play a game of *Word cloud* with the class with the things to see and do flashcards (see *Ideas bank* page 153).

Lead-in

- Ask *What exciting things did you do on your last holiday?*
- Ask students to discuss the questions in pairs and then choose some of them to report back to the class.
- Ask *What are we learning about today?* Ask the class to look at page 124 of the Student Book and find the learning objective: *Let's talk about the exciting things we've done.*

Student Book pages 124–125

1 Listen and read. 240 **What activities has Hector done with his little sister?**

- Focus on the team characters in the cartoon. Ask students what they can see, and what might be happening.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow the grammar cartoon. Then ask the question again and choose a student to answer the question at random.
- Play the recording again for students to follow. Ask *When did Hector do these activities?* (We don't know.) *What does May think about the activities Hector has done?* (They're not very exciting.)

ANSWER

He has cycled with her in the park, and he has swum with her in a swimming pool.

2 Listen and read. 241

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Remind students that we use the past participle for the present perfect and point out that *ever* comes before the past participle.
- Ask students to work in pairs and take turns to read out the example sentences.
- Ask students to say other example questions using different verbs and activities. *Have you ever been to Africa? Have you ever sailed on a lake?*

Grammar

To further illustrate *been* versus *gone*, write *I have been to Thailand* on the board. Ask *Am I in Thailand now?* (no) *Did I go to Thailand?* (yes) *When?* (don't know) Write *My friend has gone to Thailand.* Ask *Is my friend in Thailand now?* (yes) *Did she some back?* (no) *When did she go?* (don't know)

3 Circle the correct words.

- Ask students to work in pairs. They read the questions and circle the correct verb form.

ANSWERS

1 watched 2 played 3 been 4 sailed 5 taken 6 eaten

Optional activity

Put the things to do and see flashcards on the board. On the board write *Have you ever… ?* Ask different students to make a question using one of the words from the flashcards (Have you ever seen a whale?) to ask another student across the class.

4 Ask and answer.

- Focus on the conversation. Choose a confident student to act out the conversation with you for the class.
- As a class, brainstorm countries and write them on the board. Elicit activities to do there (Botswana, safari; Switzerland, cycle; Greece, sail; Australia, see turtles; USA, see whales; Norway, see Northern Lights).
- Put the things to see and do flashcards on the board to remind students of the vocabulary in the unit.
- Ask students to work in pairs and ask and answer questions.

5 Listen and read. 242 What two things will Katy do next?

- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Then ask the question again and choose a student at random to answer the question.
- Play the recording again for students to follow. Then ask questions to check understanding, for example, *What exciting things has Katy done?* (She's cycled through Australia, skied down mountains and swum with turtles.) *Has she ever visited the pyramids?* (No, she hasn't.) *Has she ever been on a safari?* (No, she hasn't.)

ANSWER

She will visit the pyramids of Egypt and she will go on a safari in Kenya.

6 Listen and read. 243

- Play the recording for students to listen to the grammar explanation and to follow the example sentences.
- Ask students to work in pairs and take turns to read out the example sentences.
- Point to the things to see and do flashcards and say *I've never seen the Northern Lights.* Invite different students to say what they've never done.

Grammar

Read out the *Look!* box with the students and explain that like *ever* in the question, *never* goes before the past participle. Point to *never* in the example sentences.

7 Write *ever* or *never*.

- Ask students *Do we use* ever *or* never *in questions? Do we use* ever *or* never *in statements?*
- Students read the sentences and write *ever* or *never*.

ANSWERS

1 ever 2 never 3 never 4 ever 5 never 6 ever

8 Complete.

- Students read the text and complete the gaps with the words from the box. They compare answers with a partner.

ANSWERS

1 journey 2 sailed 3 whale 4 tour

Team Up! 2 DOWNLOAD

- Students play a card game and ask and answer questions about what they have and haven't done.

Workbook pages 114–115

1 Write the questions. Answer *Yes* ✓ or *No* ✗.

- Students complete the questions with *Have / Has* and the past participle of one of the verbs in the box.

ANSWERS

1 Have, swum 2 Have, been 3 Has, taken 4 Have, visited

2 Find and circle one mistake and rewrite the questions. Then write the answer.

- Explain that there is a grammatical mistake in each question.
- Ask students to work in pairs and find and circle the mistake. Then they write the question correctly.
- Students answer the questions with the negative or affirmative short answer.

ANSWERS

1 ever Has Nora ever climbed a mountain? No, she hasn't.
2 saw Has Nora ever seen a whale? Yes, she has.
3 gone Have Nora and Tommy ever been on a safari? Yes, they have.
4 been ever Have Nora's parents ever been on a cycle tour? Yes, they have.
5 went Has Nora's mum ever been to the pyramids? No, she hasn't.

3 Write the questions with *ever*. Then answer *yes* or *no* for you.

- Students use the prompts to write the questions.
- They answer them so they are true for them.

ANSWERS
1 Have you ever had the flu?
2 Has your family ever been to the USA?
3 Have you ever travelled by jetpack?

4 Complete. Use the present perfect with *never*.

- Students complete the sentences with *never* and the past participle of the verb in brackets.

ANSWERS
1 never sailed 2 never camped 3 never been
4 never played 5 never travelled

5 Answer the questions with *never*.

- Students complete the answers with *never*.

ANSWERS
1 I've never seen a whale.
2 he's never been on a safari.
3 they've never baked a cake.
4 she's never cycled in a city.
5 my mum has never worked in a museum.
6 my friends have never met someone famous.

6 Write questions or statements with *ever* or *never*.

- Students look at the pictures and find the cross or the question mark. If there's a question mark, they write a question. If there's a cross, they write a sentence with *never*.
- Students use the phrases in the box and the prompts to write the questions and statements.

ANSWERS
1 You have never swum with a turtle.
2 We have never been to the pyramids in Mexico.
3 Has she ever broken a leg?
4 They have never touched a snake.
5 Have you ever sailed in a boat?
6 Has he ever eaten pizza?

Assessment for learning

- Check to see if students have understood the difference between *ever* and *never*. If there are students who you feel need more support, ask them to go to the *Grammar check* on page 133 of the Workbook and complete exercises 1 and 2.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 3: Words and Grammar

Learning objective

Students will be able to talk about things they've done outside.

Language

Outdoor activities: *go horse riding, go kayaking, go rock climbing, go scuba diving, go skydiving, go snowboarding, go surfing, go white-water rafting*

Present perfect and past simple: *Has she ever been kayaking? Yes, she has. She went kayaking in June with her parents.*

Warm up

- Play a game of *Draw* with the class with the things to see and do vocabulary (see *Ideas bank* page 155).

Lead-in

- Put this lesson's flashcards on the board. Ask *What are we learning about today?* Choose two or three different students to share their ideas.
- Ask students to look at page 126 of the Student Book and find the learning objective: *Let's talk about things we've done outside.*
- Ask students to work in pairs. They think of all the outdoor activities they know in English.
- Ask students to share their activities with the class.

Student Book pages 126–127

1 Listen and read. 244 When did Maya go kayaking?

- Focus students' attention on the photo. Ask what they can see and if they have done the activity or would like to.
- Read the gist question in the rubric with the class.
- Play the recording for students to listen and follow.
- Choose a student at random to answer the question.
- Play the recording again for students to follow. Ask *Who did Maya go kayaking with?* (her parents) *Can Maya go with Anne and her dad?* (yes)

ANSWER
Maya went kayaking in June.

2 Listen, point and repeat. 245

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

3 Complete. Then listen and check. 246

- Ask students to read the text and think about which outdoor activities are missing.
- Tell students that they are going to hear the text. They must listen and complete the sentences with the outdoor activities from exercise 2.
- Play the recording, pausing after each sentence for students to write the missing words.

Audio transcript

Do you like watching colourful fish? Then you should go scuba diving. Do you like going down a river in a raft? Then you should go white-water rafting. Do you like being on a quiet lake? Then go kayaking. Do you like riding on big waves? Then go surfing!

ANSWERS
1 go scuba diving 2 go white-water rafting
3 go kayaking 4 go surfing

4 Ask and answer.

- Ask two students to model the dialogue for the class.
- Ask students to suggest things you need to do the different outdoor activities and write them on the board (sea, mask, boots, ski jacket, plane, boat, chairlift, rocks, river, cliff, helmet, swimsuit, backpack, sun cream, horse, path).

- Students work in pairs and ask and answer questions about the need to do the outdoor activities in exercise 2.

5 Listen and read. 247

- If you are using the Classroom Presentation Tool, ask students to close their books. Show them the grammar cartoon. Students then open their books again and focus on exercise 6.
- Alternatively, play the recording for students to listen to the grammar explanation and follow the example sentences in their books.
- Ask students to work in pairs and take turns to read out the example sentences.
- Ask a few questions to nominated students, for example, *Have you ever eaten a pizza? Have you ever written a story?* Encourage them to answer with *Yes, I have.* and then say when they did the action.

Grammar

Go through the *Look!* box with students and tell them we don't use these phrases with the present perfect because they are used to talk about actions that happened at a specific time in the past.

6 Circle the correct words. Then listen and check. 248

- Ask students to work in pairs. They read the text and circle the correct form, present perfect or past simple.

Audio transcript

Our family likes outside activities. Last winter we went snowboarding. I fell, but I didn't hurt myself. What other activities have we done? Well, we have been kayaking and horse riding. Two weeks ago, my parents went skydiving! I didn't go with them. I stayed at home and played board games with my friends.

ANSWERS

1 went 2 have been 3 went 4 played

7 Complete.

- Ask students to read the questions and short answers and then complete the sentences with the past simple form of the verb in the question.

ANSWERS

1 went surfing 2 cycled 3 went rock climbing 4 sailed

8 Listen and read. Then sing. 249–250

- Ask students to look at the song. Draw attention to the coloured words. Explain that the song has two verses and two choruses, but only one verse and chorus appear in the book. The other verse is the same as the one in the book, but *horse riding* is replaced by *scuba diving*.
- Play the song for students to listen and follow the words.
- Play the song again for students to sing along.
- If you wish, ask the students to close their books. Play the karaoke version of the song for students to sing the words from memory.

Team Up! 3 DOWNLOAD

- Students use the worksheet to interview a partner about a trip and then write a short report.

Workbook pages 116–117

1 Look and complete.

- Students read the sentences, look at the corresponding numbered picture and complete the sentences with the words from the box.

ANSWERS

1 surfing 2 scuba diving 3 white-water
4 horse riding 5 kayaking 6 snowboarding
7 skydiving 8 rock climbing

2 Rewrite the sentences with the correct activity.

- Explain to students that the activity in bold in each sentence is incorrect.
- Students write the sentence correctly.

ANSWERS

1 I've never been snowboarding. I don't like the snow.
2 We always go surfing. I like the big waves.
3 You should go scuba diving. You love ocean animals.
4 They didn't go white-water rafting on the river. It was too dangerous for the raft.
5 Asim went skydiving last year. He jumped out of a plane.

3 Write *PS* (past simple) or *PP* (present perfect). Underline the time phrases.

- Ask students to work in pairs. Tell them to read the pairs of sentences and discuss if they are past simple or present perfect.
- Then students individually write *PS* or *PP*.

ANSWERS

1 PP, PS, last summer 2 PS, PP, yesterday
3 PP, PS, when I was eight 4 PS, PP, two months ago

4 Write statements or questions. Use the present perfect or the past simple.

- Students read the prompts and decide if they should use the present perfect or past simple. Encourage them to note whether there is a specific time given as a clue.
- Students write the questions or sentences with the present perfect or past simple form.

ANSWERS

1 Have you ever seen a turtle?
2 Did you eat good food last year on holiday?
3 She sailed around the world three years ago.
4 Did he go snowboarding last winter?
5 They have never gone skydiving.
6 They've gone to Mexico.

5 Answer the questions for you. Use the past simple to say when.

- Students answer the questions so they are true for them.
- Students ask and answer the questions with a partner. Check and make sure they are using the present perfect and past simple correctly with *ever* and *never*.

Assessment for learning

Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson. If further practice is needed, ask them to turn to the *Grammar check* on page 133 of the Workbook and complete exercise 3.

Lesson 4: Story

Learning objective

Students will be able to read and understand a story about two friends who live in Vietnam.

Language

Vocabulary and grammar from lessons 1–3

Warm up

- Play the *Yes, I have* game. Ask students to write one question with *Have you ever . . . ?*
- Choose a student to ask you their question. Answer *Yes, I have* (even if it's not true). Encourage the rest of the class to ask you past simple follow-up questions. Ask *Am I lying or telling the truth?*
- Ask students to work in small groups. They take turns to ask their question. Tell students that they must answer *Yes, I have.* The group asks follow-up questions and then they decide if the student is lying or not.

Lead-in

- Ask students to look at page 128 of their Student Book and find the learning objective: *Let's read about two friends who live in Vietnam.*
- Ask students if they can tell you where Vietnam is (in Southeast Asia, next to Thailand). If there is a map in the classroom, ask students to find Vietnam on it.
- Ask students to think about a time when they did something exciting with a friend.
- Ask students to work in pairs and tell each other what happened.
- Ask some of the students to report back to the class.

Student Book pages 128–129

1 Look at the pictures. Where did the girl hurt her leg?

- Ask students to look at the story pictures. Ask the question in the rubrik.
- Ask students to work in pairs. They look at the pictures without reading the story and take turns to make sentences about what the characters are doing, for example, *There are three people in a cave. The girl is crying. Two girls are walking on a path in a forest.*

ANSWER

She hurt her leg inside a cave.

2 Listen and read. 251 Why was Mai frightened of caves?

- Tell students that they are going to listen and read the story. Focus on the pictures and ask the gist question in the rubric.
- Play the recording while students follow in their books. Repeat the question and elicit the answer.
- Play the recording again for students to follow.

ANSWER

Mai was frightened of caves because when she was ten, she went into a cave with her parents. She stopped to look at a stone. When she looked up, her parents were not there.

3 Complete for you.

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

ANSWERS

Students' own answers

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

- Ask students to read the story again silently.
- Students read the sentences and discuss with a partner if they are true or false, justify their answers and correct the false sentences.
- Ask different pairs to share an answer. If the sentence is false, ask them to correct it.

ANSWERS

1 T 2 F They are 15 years old. 3 F She went rock climbing last summer. 4 T 5 F Tam hurts her leg. 6 T

5 Number the sentences in order.

- Ask students to work with a partner to order the sentences. To guide them, suggest they find the first and last sentences first.
- Ask students to read the sentences for a class check.

ANSWERS

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

6 Circle the correct name.

- Give students time to read the sentences and think about their answers.
- Students circle the person described by the sentences.
- Divide them into pairs to compare their answers. Ask *Are your answers the same or different?* If there are any different answers, discuss why they answered differently.

ANSWERS

1 Tam 2 Mai 3 Mai 4 Tam

Think, feel, grow

- Focus students' attention on the task and read the questions aloud. Ask them to think about the answers.
- Choose a student to answer the first question and establish that five years ago, Mai had a bad experience in a cave.
- Look at the second question. Invite different students to share their opinions with the class. If necessary, prompt with questions such as, *Was anyone else there to help Tam? Are Tam and Mai good friends? Was Mai more worried about Tam than being frightened?*
- Look at the third question. Ask students to discuss the question in small groups. Allow them to use their own language to encourage all students to participate and share their ideas. During class feedback, reformulate their answers in English. Ask *Do you think Mai was brave? Why?*

SUGGESTED ANSWERS

1 Mai was frightened of caves because she had a bad experience in a cave when she was ten.
2 Mai wanted to help Tam, and she didn't let her fear stop her.
3 Mai found out that she could be brave. She was stronger than her fear.

Global skills: emotional self-regulation and well-being

- Discuss with students why people may be frightened to do things. Allow students to use their own language if they can't express all their thoughts in English. Establish that there are many reasons that people may feel this way: fear of the unknown, a past bad experience, worried about getting hurt or having an accident.
- Explain to the class that it is important to challenge these thoughts so they don't miss out on interesting experiences. Often if we face the fear and are brave, the experience is not as bad as we thought. Ask students to tell you things they were frightened of when they were five years old and if they are still frightened now. Ask how they overcame their fear.

Team Up! 4 DOWNLOAD

- Students do a quiz about what they're frightened of and compare answers in a group.

7 Home-school Read the story at home.

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

Workbook pages 118–119

1 Look at the pictures. What activities can you see?

- Tell students that they are going to read another story. Ask the question in the rubric.
- Ask students to look at the pictures. Allow time for students to discuss the question with their partner and find the answer to the question.
- Ask the question again and nominate a student to answer.

ANSWER

kayaking, surfing, swimming, sailing, snorkelling

2 Read the story.

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

3 Read the story again. Write.

- Tell students to see how many of the sentences they can complete before they read the story again to check.

ANSWERS

1 beach 2 fish 3 frightened 4 turtle 5 brave
6 horse riding

4 Answer the questions.

- Tell students that they will write answers to the questions based on the story on page 118.
- Tell them to check back with the story to help them.
- They compare their answers with a partner before class feedback.

ANSWERS

1 He watched people going kayaking, surfing and snorkelling.
2 He had a bad experience last year when a sailfish frightened him.
3 Yes, she has.
4 He saw colourful fish and a turtle.
5 Because Monti faced his fear of the ocean and went snorkelling and had a good time.
6 Dad is frightened of horses.

5 Complete for you.

- Ask students to discuss and compare their answers in small groups. Ask groups what similar answers they have.

ANSWERS

Students' own answers

Assessment for learning

- The students have now completed the self-evaluation feature for ten stories. On the board, write the questions *Which was your favourite story? Which story character is most like you and why? Which story message is the best?* Ask students to look back through their Workbook and answer the questions. Ask them to compare their answers in a group. Have a class vote on the best story and message.
- Students discuss the learning objective in pairs and then complete the record sheet to assess their learning for the lesson.

Lesson 5: Skills and Culture

Learning objective

Students will learn about outdoor activities in Norway and the USA.

Language

Outdoor activities: *competition, skis, speed, track*

Warm up

- Do a quiz to review the story from the previous lesson. Divide the class into two teams. Ask questions. The first team to answer correctly wins a point. Suggested questions: *Where are Mai and Tam from?* (Vietnam) *What did Mai stop to look at in the cave?* (a stone) *How old were Tam and Mai when they went hiking?* (15) *How long did Mai wait for Tam outside the cave?* (10 minutes) *How did Mai get into the cave?* (She crawled on her hands and knees.)

Culture note

Norway is in northern Europe and part of Scandinavia. It borders Finland, Sweden and Russia. Norway's coastline is famous for its fjords, which are sea inlets between steep cliffs. It has many mountains and some of them are so steep that no one has ever tried to climb them. You can see the Northern Lights in Norway. The Norwegians love the outdoor life and do lots of activities like hiking, cycling, kayaking, rafting, horse riding and rock climbing.

Lead-in

- Ask students to look at the photos on pages 130 and 131 of the Student Book and try to guess which countries they will be learning about today (Norway and the USA). If there is a map in the classroom, ask students to find the two countries on it.
- Ask students to think about what the learning objective might be. Then ask them to find it on page 130 of the Student Book: *Let's learn about outdoor activities in Norway and the USA.*
- Ask students to work in pairs or small groups. They discuss, in their own language, which activities they think people do in the two countries.
- Nominate students to tell you which activities they came up with.

Student Book page 130

1 Listen, point and repeat. 252

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

2 Listen and say the number. 253

- Focus on the photo of Lilly. Ask *Which country is Lilly from?* (Norway)
- Tell students that they are going to hear Lily talking about an outdoor activity in her country. They must listen and when they hear a beep, they say the number of the photo.
- Play the recording, pausing after the beeps for students to call out the number.

Audio transcript

- I'm Lilly. I come from Norway, a beautiful country in northern Europe. There is a lot of snow in Norway in the winter. So, what is our favourite sport? Cross-country skiing! The skis we use for cross-country skiing are long and narrow. We use these skis to move across the snow through beautiful forests and fields. It's a great way to exercise!
- We often cross-country ski on a track. This track looks like two lines in the snow. We put our skis in these lines, and we move forward with our legs. We also use two sticks called "poles" to help us move.
- "Speed" measures how fast something moves. What is the speed of a cross-country skier? Good skiers can ski around 40 kilometres per hour on flat land.
- Some cross-country skiers are in competitions. In these competitions, they try to ski faster than everyone else. Norwegian skiers have won many competitions around the world. We love to ski!

ANSWERS
4, 2, 3, 1

3 Listen and complete. 254

- Tell the class that they are now going to hear Lily again, talking more about cross-country skiing in Norway. They must listen and complete the sentences.
- Ask students to read the sentences before they listen. Explain that only two of the words are from exercise 2.
- Play the recording, pausing for students to write the missing words.
- Play the recording again for students to complete or check their answers.
- For class feedback, play the recording, pausing before the missing word, and ask students to call out the missing word.

Audio transcript

It's me, Lilly again. I want to tell you more about cross-country skiing in Norway. Have you ever been cross-country skiing? From November to April, you can ski here in Norway. We get lots of snow, so there are many places to ski. There are so many tracks to go on, and people sell food and warm drinks along the way. Most of my friends started skiing when they were very young. So did I! Some people say that Norwegian babies are born with skis on their feet. Many students are in skiing competitions every year. My friends and I like to race each other. We try to ski at a high speed. There is a very big race in Norway called the Birkebeinerrennet. The race is 54 kilometres long! I want to be in that race one day. But my big dream is to ski in the Olympics. Many skiers in Norway have won competitions in the Olympics. One day, I will too!

ANSWERS
1 April 2 food 3 competitions 4 speed

4 Watch the video. Which way to ski is faster?

- Play the video for students to watch and find out which way to ski is faster.

Video transcript, see page 164.

ANSWER
The new way to ski is faster than the old way.

5 Listen and read. 255 Then talk with a partner.

- Play the conversation for students to listen and follow.
- If your class has watched the video in exercise 4, point out that the exchange in the Student Book comes from the conversation at the end of the video. Play the video for students to listen to the conversation again.
- Ask students to work in pairs and discuss their favourite seasonal activities. Encourage students to think about summer and winter activities they do in their country. Ask *What outdoor activities do people do in your country? Are there any important competitions in your country? What are they?*
- Monitor students as they talk, helping where necessary.

Workbook page 120

1 Read. Who was frightened?

- Explain that the students are going to read a text written by another child from Norway. Point to the photo of Hanne.
- Ask students to look at the photos and tell you what they see. Ask the gist question in the rubric.
- Let students read the interview and find the answer.
- Choose a student at random to answer the question.

ANSWER
Diego was frightened.

2 Read again. Correct the words in **bold**.

- Students read the sentences, then read the text again and write the correct words.

ANSWERS
1 sledging competitions 2 high speed 3 tracks 4 a ski

3 Think about winter activities in Norway and your country. Write.

- Tell students to scan the text in exercise 1 and think back to the video about Norway to help them answer the questions.
- To support the students in their writing, write the sentence starters for number 1 and 3 on the board: *In winter in Norway / my country, people …*
- Ask students to compare their answers with a partner. Ask *Are they the same or different? Which outdoor winter activities are different / the same in your country?*

ANSWERS
1 In winter people in Norway go cross-country skiing, skiing and dog sledging.
2 Students' own answers
3 Students' own answers

Student Book page 131

Culture note
Hawaii is a US state and is made up of 132 islands. Only seven islands are inhabited. People love Hawaii because of its beautiful beaches. The sand on the beaches is different colours like green, red, pink or black. The most popular outdoor activities on Hawaii are hiking, cycling, kayaking, sailing, swimming and surfing.

6 Look at the photos. What can you see?

- Focus on the photo of Leilani. Ask *Which country is Leilani from?* (the USA)
- Ask students to work in pairs and look at the photos and discuss what they can see.
- Nominate a pair to answer the question.

ANSWER
a beautiful beach and colourful surfboards

7 Listen and read. 256 When is the big surfing competition on Maui?

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

ANSWER
The surfing competition called "Jaws" is in December every year.

8 Read again and match.

- Ask students to read the sentences.
- Students read the letter again quietly to themselves and think about the statements and words.
- Tell students to match the sentences and the words.

ANSWERS
1 c 2 d 3 b 4 a

9 Answer the questions for you.

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

Team Up! 5 DOWNLOAD

- Students complete a Venn diagram comparing skiing and surfing.

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

Lesson 6: Writing focus

Learning objective
Students will learn how to write a story.

Language
Vocabulary and grammar from lessons 1–5

Warm up

- Play the *Missing letters* game (see *Ideas bank* page 155) to review the vocabulary from lesson 5.

Lead-in

- Ask students what they think they are going to learn to write in this lesson.
- Tell students to look at page 132 of the Student Book and find the learning objective: *Let's learn how to write a story.*
- Ask the class *What kind of stories do you like?*

Student Book page 132

1 Look at the picture. What is happening?

- Ask students to look at the picture. Read the question in the rubric with the class.
- Ask students to discuss the question with their partner. Ask the question again and nominate a student to answer.

ANSWER
An elephant is running after two men on bicycles.

2 Read and listen. 257 How will the friends travel next time?

- Read the gist question in the rubric with the class.
- Play the recording for students to follow in their books.
- Ask the question again and allow students to discuss the question with their partner before you elicit the answer. Also ask if their guesses were correct in exercise 1.
- Play the recording again for students to follow. Ask *Where were Dan and Carlos?* (on a cycling safari in Kenya) *How did the friends escape?* (They cycled very fast and the elephant stopped.) *How did the friends feel?* (frightened) *Do you think the friends were brave? Why / Why not?*

ANSWER
They will travel by jeep.

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

- Allow time for students to read the story again and discuss the questions in pairs.
- For class feedback, ask different pairs at random to answer a different question.

ANSWERS

1 Dan wanted to ride close to the animals to take photos of them.
2 The mother elephant was taking care of her baby, so she was not happy when the two men came close to them.

4 Read. Then write the labels in 2.

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

ANSWERS

Beginning, Conflict, Resolution, Ending

5 Write a story about an adventure. Go to your Workbook page 121.

- Ask students to turn to page 121 of their Workbook and complete exercises 1 and 2 before writing their story.

Workbook page 121

Global skills: creativity and critical thinking

For the writing task, students use their imagination to create their own adventure story. During the lesson, encourage the students not to be afraid to be creative and express their ideas to make their stories interesting and vivid. Remind them about using interesting words (adjectives and adverbs) that they learned about in the Unit 9 writing lesson.

1 Look, read and match.

- Ask students to look at the pictures and say what happened in the story.
- Explain to students that the sentences *a* to *d* are from the story and they have to match them to labels 1 to 4.
- Tell students to look back at page 132, exercise 4 of the Student Book if they need help with the labels.

ANSWERS

1 c 2 d 3 a 4 b

2 Plan your story. Write.

- Ask the students to work in groups to brainstorm and share different story ideas.
- Students then work individually to complete the table with their notes for their chosen story.
- Go around checking and helping with vocabulary as they complete their table.

Assessment for learning

To encourage learner autonomy, it's important to make use of classroom time to prepare students for the writing task. The *Lost in the snow* text on Workbook page 120 is an additional model of an adventure story students can refer to for support. Ensure students have the opportunity to share ideas and that they fully understand the writing focus of this lesson.

3 Write a story about an adventure. Use your notes.

- Refer students to the story *Too dangerous!* in their Student Book. Remind students that this is what a good adventure story looks like, and they should use this model to help them with their own writing.
- Tell students to organize their ideas from the table into four paragraphs: *beginning, conflict, resolution* and *ending*.
- Tell students to use their notes to write the adventure story.
- Monitor as students work and help where necessary.
- Tell students to use the questions in step 4 on the *Let's Write!* poster to check and revise their story.

Project and Review

Learning objective

Students will plan an adventure tour.

Language

Grammar and vocabulary from the unit

Materials

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

Warm up

- Play a game of *Categories* with the class (see *Ideas bank* page 155). Use the headings *Winter activities*, *Water activities* and *Things to see and do*.

Lead-in

- Write this unit's project on the board: *Plan an adventure tour.*
- Ask students what kind of adventure tour they'd like to go on (for example, a safari, to see the Northern Lights, ride a horse in the desert, climb a pyramid).

Student Book page 133

Project

Team Up! 6 DOWNLOAD

- If you are not using the project video in your class, complete exercises 1 and 3 in the Student Book, then hand out the worksheet for students to plan an adventure tour.

1 Listen and complete. 258

- Ask students to work in pairs and see if they can complete the sentences before they listen, using the words in the box.
- Play the recording for students to listen and complete and check the sentences.

Audio transcript

1 Choose an outdoor activity that your group would like to do.
2 Choose the country where you will do this activity.
3 Decide how you will get there, and what other things you will do.
4 Present your tour ideas to the class. Answer their questions.

ANSWERS

1 outdoor 2 country 3 other 4 questions

2 Watch the video. How will they go to France?

- Ask *How will they go to France?* Play the video for the students to watch and find the answer.
- Ask the students *How will they go to France?* Allow thinking time for students to discuss the question. Then nominate students to share their ideas with the class.
- Play the video again for students to check their answers.

Video transcript, see page 164.

ANSWER
They will go to France by train.

3 Listen and read. 259 Then present your tour ideas.

- Play the dialogue for the students to follow.
- Ask students to work in groups of three to four. Give out the *Team Up!* worksheet (see separate teaching notes) for students to plan an adventure tour.

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

Review

4 Choose and do three activities. Use your notebook.

- Allow time for students to read all the activities and choose three that they want to do.
- Ask students to put up their hands if they chose activities 1, 2, 3 or 6. Make sure that each of these students is sitting next to someone who also chose the activity. Move students if necessary.
- Ask the students to complete the tasks. Walk around the class as they work and help where necessary.

Workbook pages 122–123

1 Write a place or an outside activity.

- Tell students to work with a partner to read the sentences, discuss what they are describing and write the correct place or outdoor activity.

ANSWERS
1 pyramids 2 mountain 3 (go on) safari
4 (go on a) tour 5 go skydiving 6 go scuba diving
7 go white-water rafting / go kayaking / go sailing

2 Complete the words.

- Students look at the pictures, read the sentences and complete the words.

ANSWERS
1 journey 2 tracks 3 snowboarding
4 cycled 5 speed 6 skis 7 kayaking

3 Write questions with *ever*.

- The students use the prompts to write questions with *ever*.

ANSWERS
1 Have you ever seen a sloth?
2 Has he ever sailed on a boat?
3 Have you ever won a competition?
4 Has she ever swum with a turtle?
5 Have they ever gone on a safari?

4 Write the things Sophie and her parents have *never* done.

- Students look at the list of things Sophie and her parents have never done and write sentences.

ANSWERS
1 Sophie has never gone skydiving.
2 She's never seen a high-speed train.
3 Mum and Dad have never travelled by helicopter.
4 They've never watched a whale jump.

5 Complete the dialogues. Use the present perfect or the past simple.

- Students read the dialogues and complete them with the present perfect or past simple form of the verb in brackets.

ANSWERS
1 Have you ever been, I went
2 Have you ever seen, I saw
3 Has she gone, She's gone
4 Have they ever eaten, they ate
5 Have you ever made, made
6 Has he ever broken, he broke

Unit 10 My progress and effort

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

Assessment for learning
Ask students to look back at their *My progress and effort* in the other nine units for comparison. Ask them which unit they felt their progress and effort was best / worst and why that might be.

Tests

- The students are now ready to do the Unit 10 test, the End-of-term test 3 or the End-of-year test, downloadable from Oxford English Hub.

Extensive reading 5

Brave adventurers

Learning objective

Students will be able to read and understand a biography about adventurers.

Students will be able to read and understand a poem about a brave man.

Language

bottom, deepest, explore, lad, missing, oxygen, vehicle, waves

Warm up

- Play a game of *Snap!* (see *Ideas bank* page 153) with the things to see and do vocabulary from Unit 10.
- Ask a few students *Do you like going on adventures? Why / Why not? What can you learn about when you go on adventures?* (places, animals, people)
- On the board write *Have you ever climbed a mountain / been snorkelling / gone scuba diving? Where? When?*
- Ask students to work in pairs and ask and answer the questions and find out about each other's experiences.

Student Book pages 134–135

1 Listen and read. 260 What did these adventurers do for the first time?

- Ask students to look at the photos. Choose different students to tell you what they can see.
- Ask the gist question in the rubric. Play the recording for students to listen and follow in their books. Ask students to work in pairs and discuss the question.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context, or to use their dictionary skills and look up the definitions.

ANSWER

Gerlinde was the first woman to climb every 8,000-metre mountain without extra oxygen. Victor was the first person to reach the deepest parts of the world's five oceans.

2 Correct the sentences. Change one word.

- Explain that one word in each sentence is incorrect.
- Ask students to read the sentences and cross the word they think is wrong. Then they read the text again to check, find and write the correct word.

ANSWERS

1 ~~Australia~~ Austria 2 ~~17~~ 14 3 ~~jetpacks~~ helicopters 4 ~~six~~ five

3 Ask and answer.

- Ask students to work in pairs.
- Ask a few questions one at a time, pausing after each one to give students time to discuss it with their partner. Suggested questions: *Do you like walking? Why / Why not? Do you like swimming? Why / Why not?*

ANSWERS

Students' own answers

4 Listen and read. 261 Look at the picture of Robbie. How would you describe him?

- Tell students that they are going to read a poem. Ask them to look at the pictures and the title and think about what the poem is about. Ask students to share their ideas.
- Ask the question in the rubric.
- Show students the *Emotions* poster and give them time to think about how to describe Robbie.
- Ask students to work in pairs and discuss the question.
- Ask students to read the poem by themselves and circle the different animals (spiders, lizards, bees, whales, dolphins, jellyfish, turtles, monkeys, snakes, sharks) he saw and the different outdoor activities (climbed trees, swam, sailed, skied, surfed, rafted, hiked) he did.
- Write *animals in the sea*, *animals on land*, *outdoor activities* on the board. Invite students to the board to write the words from the poem under the correct heading.
- Point out the words highlighted in pink. Allow students to try to work out the meaning of the words from context or to look up their definitions in a dictionary.
- Play the recording for students to listen and follow.

SUGGESTED ANSWER

He looks happy. He has a lot of energy. He looks brave. He isn't afraid. He loves nature. He can swim well.

5 Read again and match.

- Explain to students that they should read the text again, then read the sentences about what Robbie does and match them to the descriptions of Robbie.
- Ask students to compare their answers with a partner.

ANSWERS

1 c 2 d 3 a 4 b

6 Ask and answer.

- Ask students to work in pairs.
- To guide the students, ask a few questions one at a time, pausing after each one to give students time to discuss it with their partner. Suggested questions: *What did Robbie love doing when he was four?* (exploring) *What did he learn about?* (animals and places) *What did he think about the world?* (It was wonderful.) *What does he think he can teach children?* (what he's learned about the world)

SUGGESTED ANSWER

Robbie became a teacher because he wanted to teach children to care for the world.

Grammar check answer key

Unit 1

Workbook page 124

1 Write the comparative.

- Students complete the sentences using the comparative form of the adjective in brackets.

ANSWERS
1 longer than 2 noisier than 3 better than
4 more beautiful than

2 Order the words.

- Students write the words in the correct order to form sentences with superlative adjectives.

ANSWERS
1 The cheetah is the fastest cat.
2 Monkeys are the happiest animals.
3 Sharks are the most interesting animals.
4 The giraffe is the tallest animal.

3 Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS
1 more slowly 2 the best 3 more easily
4 the highest

Unit 2

Workbook page 125

1 Match.

- Students read the sentence starter on the left and match it with a relative pronoun in the middle and the sentence ending on the right.

ANSWERS
1 The town where I live is called Chesterfield.
2 These are the animals which have got the longest fur.
3 That's the boy who plays football really well.
4 This is the drama which I always watch.

2 Write *who*, *which* or *where*.

- Students complete the sentences with *who*, *which* or *where*.

ANSWERS
1 where 2 who 3 which 4 who 5 where

3 Complete.

- Students complete the sentences with the present simple and present continuous form of the verb in brackets.

ANSWERS
1 makes, is making 2 are doing, watch
3 bake, are baking 4 have, 'm having
5 send, 're talking 6 makes, 'm making

Unit 3

Workbook page 126

1 Complete.

- Students complete the sentences with the correct past simple form of the verbs in the box.

ANSWERS
1 played 2 ate 3 read 4 sang 5 wrote
6 dived 7 had 8 made

2 Rewrite the sentences with the negative.

- Students rewrite the sentences with the negative past simple form of the verbs.

ANSWERS
1 We didn't dance at the party.
2 They didn't go to the supermarket.
3 She didn't wear her new dress.
4 He didn't watch a documentary.
5 I didn't drink orange juice.
6 You didn't draw a picture.

3 Complete the questions and answers.

- Students complete the questions and answers using the past simple form of the verb in brackets.

ANSWERS
1 Did, finish, didn't 2 Did, do, did 3 did, make, made
4 did, play, played 5 did, meet, met

Unit 4

Workbook page 127

1 Rewrite the sentences using an infinitive of purpose.

- Students rewrite the two sentences to make one sentence with an infinitive of purpose.

ANSWERS
1 I went to the theme park to ride on a roller coaster.
2 We went to the natural history museum to see the fossils.
3 He went to the stadium to watch his favourite team.

2 Write.

- Students use the word prompts to write questions and full answers with an infinitive of purpose.

ANSWERS
1 Why did you go to the stadium?
I went to see a concert.
2 Why did they go to the supermarket?
They went to buy vegetables.

3 Order the words.

- Students write the words in the correct order to form sentences using an infinitive of purpose.

ANSWERS
1 She gave her brother a mug.
2 They bought me a key ring.
3 I made my younger sister a kite.

Unit 5

Workbook page 128

1 Write.

- Students use the word prompts to write sentences in the past continuous.

ANSWERS
1 The baker was selling bread.
2 The journalists were working in the office.
3 I was having breakfast.
4 We weren't watching TV.

2 Match.

- Students match the past continuous questions on the left with the short answers on the right.

ANSWERS
1 b 2 c 3 d 4 a

3 Complete.

- Students complete the sentences with the past continuous and past simple forms of the verbs in brackets.

ANSWERS
1 was baking, walked
2 took, were talking
3 was putting away, arrived
4 were visiting, sent

Unit 6

Workbook page 129

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

- Students look at the ticks and crosses and complete the sentences with *will* or *won't*.

ANSWERS
1 won't 2 will 3 won't 4 will 5 will 6 won't

2 Complete.

- Students first read the question and answer. Then they complete the question and answer with the correct form of *will* and a subject in items 1–4. They complete the question only with the correct question word and form of *will* in items 5 and 6.

ANSWERS
1 Will you, will 2 Will they, won't 3 Will she, will
4 Will we, won't 5 Where will 6 When will

3 Circle the correct words.

- Students circle the correct words to complete the sentences.

ANSWERS
1 up 2 left 3 into 4 over 5 through

Unit 7

Workbook page 130

1 Write *anybody*, *everybody*, *nobody* or *somebody*.

- Students complete the conversation with the correct indefinite pronouns for people.

ANSWERS
1 somebody 2 anybody 3 nobody 4 Everybody
5 anybody

2 Write *anything*, *everything*, *nothing* or *something*.

- Students complete the sentences with the correct indefinite pronouns for things.

ANSWERS
1 everything 2 anything 3 something 4 nothing

3 Write.

- Students use the word prompts to write sentences with *be made of*.

ANSWERS
1 My bracelet is made of silver.
2 The model plane is made of cardboard.
3 My mum's boots are made of rubber.
4 These chairs are made of plastic.

Unit 8

Workbook page 131

1 Write the present perfect affirmative.

- Students complete the sentences with the present perfect affirmative form of the verbs in brackets.

ANSWERS
1 has done 2 have made 3 has taken 4 have used
5 has played

2 Rewrite the sentences with the present perfect negative.

- Students rewrite the sentences with the negative present perfect form of the verbs.

ANSWERS
1 Jan hasn't interviewed the mayor.
2 I haven't cleaned my room.
3 You haven't eaten lunch.
4 We haven't drunk our juice.
5 Mary hasn't written an email.

3 Write the questions and the answers.

- Students complete the questions using the subject in brackets and the correct present perfect form of the verb in the brackets. Then they complete the short answer.

ANSWERS
1 Has he had, he has
2 Have they scored, they have
3 Have you moved, I haven't
4 Have we guessed, we haven't
5 Has she picked, she has
6 Has he won, he hasn't

Unit 9

Workbook page 132

1 Write *should* or *shouldn't*.

- Students complete the advice with *should* or *shouldn't*.

ANSWERS

1 shouldn't 2 shouldn't 3 should 4 shouldn't

2 Order the words.

- Students write the words in the correct order to form questions and answers with *should*.

ANSWERS

1 Should I go to the doctor?
2 What should he eat?
3 Where should they go?
4 Should she stay at home?

3 Write.

- Students read the sentences. Then they use the word prompts to write sentences with *might*.

ANSWERS

1 She might have got the flu.
2 He might burn his hand.
3 They might be under the bed.
4 You might hurt yourself.
5 We might fall.

Unit 10

Workbook page 133

1 Write.

- Students use the word prompts to write present perfect questions with *ever*. Then they complete the short answers.

ANSWERS

1 Have you ever seen a sloth walk? I haven't.
2 Has he ever climbed a mountain? he hasn't.
3 Has she ever fallen off her bike? she has.
4 Have you ever been on a tour? I have.

2 Write the present perfect with *never*.

- Students use the word prompts to write present perfect sentences with *never*.

ANSWERS

1 He's never seen the Northern Lights.
2 I've never climbed a mountain.
3 You've never sailed around an island.
4 She has never used a computer.

3 Complete.

- Students complete the sentences and questions with the present perfect and past simple forms of the verb in brackets.

ANSWERS

1 has seen, saw 2 've been, went
3 have cycled, cycled 4 Have, been, were

Ideas bank

The *Ideas bank* contains ideas for warmer activities. These activities practise and reinforce the target language of the unit in a fun and engaging way. Warmer activities are a great way to start the lesson, or you can also use them for extra practice where you choose.

Flashcard games

What's missing?

- Display the flashcards on the board. Point to each one in turn for students to say the words. Give the class a few seconds to look at the cards and try to remember them.
- Tell students to cover their eyes or turn their backs to the board. Remove a card and ask *What's missing?*
- The student who identifies the missing card correctly takes your place at the board and the game continues.

Can you remember?

- Display the flashcards on the board in a row.
- Students say each word in chorus.
- Turn the last card in the row over so that the picture or word cannot be seen.
- Students say each word again, including the last one from memory.
- Repeat the procedure, so that finally students are saying each word from memory.

Fast talk

- Put the flashcards from the unit in a pile face down on your table.
- Pick up the first card, show it briefly and put it down again. Repeat with the rest of the cards, becoming faster with each one. Students must try to keep up with you by saying the words as quickly as they can.

Word cloud

- Show a flashcard to the class, then put it on the board, with the picture facing towards the board so that students can't see what is on the card.
- Repeat with the rest of the cards, making a cloud formation on the board.
- Once all the cards are on the board, invite a student to come to the front, name a vocabulary item and turn over the correct card. If he / she gets the answer right, keep the card with its picture displayed and give the student another go. If he / she is wrong, turn the card over again and invite another student to the front of the class.
- Continue until all the cards have been identified.

What's wrong?

- This game can be played using flashcards or words. If you are using flashcards, you will need sets for at least three vocabulary groups.
- Put three flashcards, or write three words, on the board. Two should have an obvious connection (for example, two places to visit), the other should not fit the pattern.
- Ask students to tell you which card / word is wrong and why, for example, *The violin is wrong. You can visit a theme park and an aquarium. You can't visit a violin!*

Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Turn the flashcards over one by one. When the flashcard matches their word, the team calls out *Snap!* and they get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word, and continue the game in the same way until all the flashcards have been turned over.
- The team with the most points at the end wins.

Miming games

What's she doing?

- Ask a student to mime an activity. Ask the class *What's he / she doing?* The students respond, *He's / She's sleeping / stretching / chewing*, etc.
- Continue with other students.

What might happen?

- Invite a student to the front of the class and ask him / her to mime doing an activity. Ask the class *What might happen next?*
- Students respond using the correct grammar, for example, *He might get a stomach ache.*
- Repeat with other students.

What's he like?

- Ask six students to think of an adjective they want to mime (or give them an adjective flashcard).
- Invite students to the front of the class to mime the adjective. The class makes guesses, for example, *He's funny.*

He brings food!

- Brainstorm a list of jobs and activities that the students know and write them on the board, for example, *baker, journalist, waiter, use ovens, interview people, bring food.*
- Ask students to choose one job and a matching activity from the list.
- Invite a student to the front of the class to mime one of the activities. Ask *What can he / she do?* The students respond, for example, *He / She can bring food!* Ask *What's his job?* The students respond with the corresponding job, for example, *He's a waiter!*

What did you do yesterday?

- Invite a student to the front of the class. Ask him / her to mime something that he / she did yesterday. This could be true or imaginary.
- The class guesses what he / she did using a past simple sentence.

Who did it?

- Ask three students to come to the front of the class and give each one a flashcard or whisper an activity. Tell students that this is what they did yesterday. Students mime the actions simultaneously.
- Ask the class, for example, *Who played an instrument?* Students call out the name of the child.
- Ask about other students in the group, for example, *What did Daisy do?*
- Invite three more students to come to the front of the class and play the game again.

What were you doing?

- This is a variation on the games above using the past continuous. Tell students they each have a job, for example, a librarian, a mayor or a firefighter.
- Invite a student to come to the front of the class and mime something he / she was doing yesterday.
- Ask the class *What was he / she doing?*
- Students respond using a sentence with the past continuous, for example, *She was putting out fires.*

How are they doing it?

- Ask three students to come to the front of the class.
- Whisper an instruction for them to mime an action in a certain way, for example, *walk slowly, sing quietly, run quickly, laugh happily, play the guitar badly*.
- The students mime the action together. Choose a student and ask the class what he / she is doing. If students reply with the verb only, ask for the adverb. For example:
  Teacher What's (Dylan) doing?
  Student He's walking.
  Teacher How is he doing it?
  Student He's walking slowly.
- Repeat the activity asking about the other students at the front of the class. If you like, you can encourage the class to make sentences with comparative adverbs, for example, *Dylan is walking more slowly than Emir.*
- Ask three more students to come to the front and mime.

Simon says

- Ask the students to stand up.
- Give an instruction to the class. If the sentence begins with *Simon says*, for example, *Simon says turn left,* the students must do the action. If the sentence does not begin with *Simon says*, for example, *Turn left*, the students mustn't move.
- Students who don't mime when they should be miming, or mime when they should be standing still, are out of the game and have to sit down.
- Continue the game until only one student is standing.

Song games

Stop and say

- Give the vocabulary flashcards to individual students in the class.
- Play the song from the unit. The students pass the flashcards around the class.
- Stop the music suddenly. The students who are holding the flashcards stand up.
- Each student names their card.
- Repeat the procedure.

Mime the action

- This game can be played with flashcards representing actions or activities.
- The students sit or stand in a circle. Play the song as students pass around the flashcards, face down.
- Stop the music. Everyone with a card takes turns to mime their action or activity. The rest of the class calls out the activity.

Act out the song

- Divide the class into two groups. Assign a different verse of the song to each group. Students read the words of the song and decide on some actions.
- Students take turns to stand up with their groups, sing and do the actions as you play the song.

Sing the next line

- Ask students to read the words of the song and then close their books. Play a few lines of the song and stop the recording. Ask students to sing the next line.
- Repeat, pausing more frequently until the song is finished.

Other classroom games

One thing about me

- Tell the class some simple facts about yourself, for example, *My favourite colour is red. I've got two brothers. I like watching films.*
- Ask the students to think of one interesting thing about themselves that they can share with the class.
- Invite individual students to stand up and tell the class their facts.
- At the end of the activity, check how much the students remember about each other by asking questions, for example, *Who likes playing football? What's Hannah's favourite animal?*

The first letter

- Write the first letter of each word from the vocabulary set, or sets, you want to revise on the board.
- Ask the students to look at the letters and say the words.
- If the students get stuck on any of the words, add a second letter.

Descriptions

- Describe a word to the class to guess. For example:
  – You use this to read books. It's smaller than a laptop.
  – A tablet!

- Invite students to take turns to describe other words for the class.
- This game can also be played with descriptions of people.

Draw

- Invite a student to the front of the class. He / She chooses an item of vocabulary from the topic you are focusing on and draws it on the board. The rest of the class guesses what the word is. Repeat with other students.
- This can also be played as a team game. Divide the class into two teams. Invite students from each team alternately to draw pictures. The first student to guess the word each time scores a point for his / her team.

Word circles

- Divide the class into four. Write the letters of a word from the vocabulary set you are focusing on jumbled up in a circle. The first team to guess the word wins a point.
- Continue with other words from the set. The team with the most points at the end of the game is the winner.

Missing letters

- Write a word from the vocabulary set on the board, replacing some of the letters with dashes.
- Ask the class if anyone can remember the word. If so, invite one of them to complete the word on the board. If not, add another letter and ask again.
- Repeat with other words from the vocabulary set.

Match

- This game practises verb and noun collocations.
- Write the verbs from the phrases you want to practise in a column on one side of the board. Write the nouns on the other, in a jumbled order.
- Invite students to the front of the class, one at a time, to draw a line to link the verbs to the correct nouns.

Categories

- Divide the class into groups. Write the headings for three categories on the board, for example, *transport, jobs* and *places to visit* .
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words for each category as they can.

Choose and describe

- This activity is based on the traditional game *Animal, vegetable or mineral*.
- Write three categories on the board. These categories should relate to topics that students have covered in the unit or should be revision for topics that students are going to look at again.
- Choose one of the topics yourself and tell the class which it is. Describe a vocabulary item from that category for the class to guess. For example,
  Teacher Animal: It lives in the rainforest. It's got a colourful beak and beautiful feathers.
  Class Toucan.
- Continue the game by asking students to choose a category and describe a word in the same way.

Line-of-three

- Brainstorm a list of nine words (for example, verbs) that you want to practise with the class and write them on the board.
- Ask students to draw a grid of three rows by three columns in their notebook. Students write a different word (from the group you are practising) in each square.
- Read out words in a random order, one at a time, keeping a record as you go. Students cross out the words in their grid as they hear them.
- The first student to cross out all the words in a line (horizontally, vertically or diagonally) is the winner.

Pictures in a line

- This is a variation of the game above, using pictures for vocabulary items rather than words.
- Ask students to draw a different picture in each square.
- Call out vocabulary items for students to cross out the corresponding pictures until someone has a line of three.

Secret message

- Divide students into four groups.
- Write a message on the board using a simple code, for example, replace letters a–z with numbers 1–26.
- Ask students to find the secret message. The first group to do so gives the answer.
- Ask students to work in their groups to write a short message for the other groups, using the same code.
- Groups take turns to come and write their secret message on the board for the other groups to decode.

The chain game

- Start the game with a sentence relevant to the language you want to practise. For example, *I went to the gift shop to buy a key ring* … Ask a student to repeat your sentence and add to it using the same vocabulary set, for example, *I went to the gift shop to buy a key ring and a guidebook* …
- Continue in this way until all the items have been added to the sentence or the students can no longer remember the sentence.

Rhyme time

- Before you begin the game, choose some familiar words that rhyme with several others, for example, *day* (play, grey, may); *share* (care, hair, where); *you* (true, new blue); *me* (tree, bee, three); *boat* (goat, coat, note); *bin* (thin, twin, win).
- Divide the class into several teams. Read the first word aloud. Teams have 20 seconds to write down as many words as they can that rhyme with it.
- Continue in the same way with the rest of the words.
- Ask students to add up their words.
- Ask each team to give their score and read their words.
- Declare the winner.

Find the answer

- This is an activity to review the language and content of the unit.
- Ask questions about anything from the unit (this could be related to vocabulary, grammar, the story or culture lessons, or details from pictures).
- The students search the pages of their Student Book to find the answers as quickly as possible.

Race the bear!

- Choose a word from the vocabulary set and draw the corresponding number of dashes on the board.
- Invite a student to suggest a letter. Write the letter on the board.
- If the letter is in the word, write it above the correct dash.
- If their letter does not belong in the word, cross it out and then draw the simple outline of a bear's head.
- Continue with other students, adding the letters that they guess correctly to the word. For each incorrect guess, draw another part of the face until it has eyes, ears, a nose and a mouth.
- Continue in this way until the word has been guessed or the bear picture is complete.
- To make the game less challenging, allow the students more guesses by adding a body and arms and legs to the bear.

Everything I know about …

- Choose a topic from the unit or in general and write it on the board. Ask a child to stand up. Tell the child that he / she must talk about the topic for as long as possible without pausing. Keep an eye on your watch and write down the total amount of time that the child talked for.
- Ask the class if they think they can talk for longer. Invite a challenger do the next talk and write down his / her time.
- Repeat with several more children and then ask the class to look at the times on the board to see who is the winner.

Correct me!

- Make a sentence with a mistake in it. Invite students to correct you. For example,
  Teacher He's got a toothache. He should see a doctor.
  Student No, he should see a dentist.

Time machine

- Tell students that you have a time machine and they are about to go travelling with you. Put a date and destination on the board, for example, *London, 1900*. Ask students *What can you see?* Encourage a variety of answers from around the class.
- Change the date and time on the board and play again.

Look at this!

- Ask students to imagine that they are in a museum. Elicit a list of things you might see, for example, a dinosaur, old clothes, old toys, old coins, an old car. Write the words on the board.
- Pretend to see an interesting object from the list. Point and say *Look at this!* Encourage students to ask questions to find out what you are looking at. For example:
  Teacher Look at this!
  Student A Can you play with it?
  Teacher No, you can't.
  Student B Can you wear it?
  Teacher No, you can't.
  Student C Can you buy things with it?
  Teacher Yes, you can.
  Student D Is it an old coin?
  Teacher Yes, it is.
- Invite a student to the front of the class to 'see' an object for the class to guess.

What were you doing on Sunday?

- This is a variation on the game above. Tell the class that you were doing something interesting at the weekend. Students must ask you questions to find out what you were doing.
- Once the class has guessed, invite a student to the front of the class to take your role. Repeat the game.

Why is it better?

- Write two animals or other nouns on the board, for example, *octopus* and *dolphin*.
- Invite students to give an argument for why the first is better than the second, for example, *An octopus swims more quickly than a dolphin.*
- Repeat with other pairs of nouns.

Why is it the best?

- This is a variation of the game above, using three animals or other nouns instead of two.
- Write three animals or nouns on the board.
- Invite students to explain why the first is the best, for example, *The dolphin swims the quickest*.

Whispers

- Organize the class into teams. Each of the teams form a line.
- In secret, show the first student in each team a flashcard.
- Say *Go!* The first student in each team whispers the word to the student behind him / her.
- The students continue whispering the word to the student next to them until the word reaches the last student in the line.
- The last student says the word aloud, and the first student holds up the flashcard so the team can check whether the word and the card are the same.

Emotions posters

There are three *Emotions* posters that accompany ***Beehive***. These can be found in the Classroom Resources Pack of Levels 1, 3 and 5, and also on Oxford English Hub, to download or project onto your interactive whiteboard. The posters provide an opportunity to explore and promote students' emotional well-being. It is important to nurture strong social and emotional well-being in the classroom, as this is likely to lead to many positive outcomes, both in education and also in the children's future relationships.

How do you feel today?

- Before the students arrive for class, display the *Emotions* poster at a height they can reach. Ask the students to line up to come into the classroom and give each of them a small sticky note. Encourage them to stick their sticky note on the photo which matches how they are feeling today. Then look at the poster and the sticky notes with the students and talk about how everyone is feeling. If possible, try to respond to common feelings, for example, if a lot of students are tired, play a lively game or sing a song with actions to energize them.

Guess the feeling

- Ask a student to come to the front of the class and stand with their back to the *Emotions* poster. Choose a feeling from the poster and point to it so that the rest of the class can see, but the child standing at the front of the class can't see it. Encourage the rest of the class to mime the feeling for the child to guess. Repeat with different feelings and different children.

The colour of feelings

- Explain to the children that we can think of feelings as colours, and we might have different ideas about which colour different feelings are. Use the *Emotions* poster with the colour flashcards from ***Beehive 1*** Unit 1, encouraging the children to share their ideas about what colour suits each feeling. As a follow-up activity, ask the children to draw simple emoji-style faces for the feelings from the poster and then colour them using a suitable colour.

What's your weather like today?

- Explain to the children that we can think of our feelings as weather, and we might have different ideas about which weather different feelings are like. Use the *Emotions* poster with the weather flashcards from ***Beehive 2*** Unit 10, encouraging the children to share their ideas about which kind of weather suits each feeling. You might like to point out that, like the weather, our feelings sometimes change very quickly! Ask the children how they feel in different kinds of weather, for example *When it's sunny, I feel happy.*, etc.

Noticing the feelings of others

- After reading the grammar presentations and the stories in the ***Beehive*** Student Book, take the opportunity to ask the students how the different characters feel at different points in the story. You can refer to the *Emotions* poster when you do this. Encourage the children to share their ideas about why characters have these feelings, and why their feelings change. You can also link the character's behaviour to their feelings, challenging the students to notice the way that characters act as a result of the feelings they are experiencing. If you like, invite the children to imagine how they would feel in the situations the characters find themselves in.

Feelings in my body

- Explain to the children that we often have sensations in our bodies when we have strong feelings. Choose and point to some of the feelings on the *Emotions* poster and ask the children to think about where in their body they feel this feeling. Ask *Where can you feel this feeling?* Encourage them to respond with the body words they know in English, for example, *My hands!* or *My head!* Alternatively, they can touch or point to the parts of their bodies and say *Here!* Encourage them to try and tell you what the feeling is like, for example, *Is the feeling good or bad? Is it hot or cold?* If you like, explain to the children that noticing how our bodies feel when we have strong feelings can be useful, because it shows us when a feeling is just beginning, before it overwhelms us. If this is a feeling like anger, stress or worry, we can take some deep breaths to help us feel calmer.

How does it make you feel?

- Prepare a mixed set of flashcards from ***Beehive***, which show things people would naturally have feelings about, for example, animals, activities, sports and games. Explain to the children that you are going to show them a flashcard and then ask them to tell you how they feel about what they see in the photo. Hold up a flashcard and then point to relevant photos on the *Emotions* poster. Say, for example, *What's this?* (A roller coaster.) Then ask *Do roller coasters make you feel happy? Do they make you feel scared?*, etc. Repeat with different flashcards. If you like, count the students who put up their hands for each feeling. Then lead a discussion about how our feelings about the same thing can be similar to other people's feelings, but they can also be different.

Small things

- Point to the photo for *happy* on the *Emotions* poster and encourage the children to think about things that make them feel happy. Tell them that these can be small things, because often small things can make you happy. Give the children some examples, for example, a season, a special place or a natural feature like the sea or mountains, a favourite food or drink, a kind of music, an activity, a person who is important to you, etc. Make a class *Happy Poster*, by asking each of the children to choose one thing and then either write it down or draw a picture of it. Stick the words and pictures onto a large piece of card to make the *Happy Poster*. Focus the children on the *Happy Poster* whenever the opportunity arises, encouraging them to remember the things that make them feel happy. Alternatively, you can make a classroom *Happy Box* with the pictures or words inside. Whenever a student feels happy about something, they can write it down or draw a picture of it and put it in the box.

Catch a smile

- Point to the smile on the face of the team character, Emma, on the *Emotions* poster. Tell the children that a smile is a powerful thing! Explain that you are going to play a game, in which they have to catch a smile and then pass it on to another student. Smile broadly at the class. Then pretend to take the smile off your mouth and throw it to a student in the class. Say, for example, *Catch, Ana!* This student pretends to catch the smile and put it on their own mouth. Then they choose another student to throw a smile to. Continue so that smiles are passed all around the classroom.

Seasons and Time poster

The *Seasons and Time* poster is available in the Level 3 Classroom Resources Pack or can be accessed from the Oxford English Hub, to download or project onto your interactive whiteboard.

Seasons

- You can use the *Seasons and Time* poster to review the seasons at any time during the year. Point to the seasons on the poster and say the words, then point to the seasons again and model the words for students to repeat, first chorally and then individually.

Time

- You can use the *Seasons and Time* poster to review time at any time during the year. Point to the times on the clock on the poster and say the words, then point to the times again and model the words for students to repeat, first chorally and then individually. Point to the clock in the classroom and ask *What time is it?*
- Point to *morning*, *afternoon*, *evening*, *night* at the bottom of the poster. Say the words, then point again and model the words for students to repeat, first chorally and then individually.
- You might choose to review time when students are talking about TV programmes in Unit 2. Ask, for example, *What time is* Cooking with Marta *on TV?*

Let's Write! poster

In Levels 4–6 of ***Beehive*** there is a lesson in every unit dedicated to developing writing skills. Structured activities in the Student Book and Workbook guide students through the process of writing to complete their own short texts in a range of genres. You can use the *Let's Write!* poster to support students in the process of writing. Look at the poster together to present or review the stages as students complete the activities in class.

1. **Brainstorm** Coming up with good ideas is the first step for successful writing, and it is often the most difficult for young learners. Encourage students to brainstorm ideas together as a class and also in small groups before they start to write their individual work. Suggest a variety of methods for students to gather and note down their ideas, for example, mind maps, lists, sticky notes.
2. **Plan** Planning is the next essential stage in the process of successful writing. Elicit suitable paragraph topics and get students to work in groups to arrange the topics into a logical order to create a paragraph plan before they start writing. Refer to the questions on the poster *What information do I need to include for this text type? What language do I need to use?* Write useful language on the board for students to refer to.
3. **Write** Encourage students to choose the format for completing their writing. Some students may like to produce their writing in a digital format, while others may prefer to write their texts by hand. By allowing students this choice, you will encourage them to become autonomous learners and will increase their motivation. As writing is often a time-consuming activity, you might choose to use classroom time to thoroughly prepare students for their writing and then set the task of individual writing as homework.
4. **Check and revise** Make sure that students are aware of the importance of reviewing their work. Refer them to the checklist on the poster and encourage students to write their own checklists. Peer review can be very useful, as often it is easier to spot others' mistakes rather than your own, and students can share their knowledge. When you are marking students' work, underline mistakes but do not supply the correct answers. Ask students to review and correct their own mistakes.

Vocabulary posters

You can use the *Vocabulary* posters to practise and review the lesson 1 vocabulary at any point. Point to known items on the poster and ask *What's this?* Encourage students to say the words. Alternatively, you can use the poster to play one of the vocabulary games below. If you wish, increase the level of challenge by covering up the words with pieces of paper.

You could also create more vocabulary posters for the lesson 3 and lesson 5 vocabulary by using drawings made by the students.

Find the word

- Divide the class into two teams and invite one student from each team to come to the poster. Say *Find a (stadium)*. The first student to point to the correct picture on the poster wins a point for their team. You can make this game more challenging by giving clues for students to point to the correct picture, for example, *It's a place where you can see a concert.* (stadium)

True or false

- Point to a picture on the poster and say to students around the class, for example, *It's a (dinosaur)*. Encourage students to say *True* or *False*, then say the correct word if necessary. You can also play this game in teams.

Close your eyes

- Divide the class into two teams. Invite students from each team to come to the poster in turn, close their eyes and point to a picture on the poster. Their team has to give clues for them to guess the word. Award one point for each correct answer.

Five questions

- Divide the class into two teams. Invite students from each team in turn to secretly choose a picture on the poster. Their team can ask five questions to guess the picture, for example, *Is it a (toucan)?* Award one point for each correct guess.

Video transcripts

Unit 1

Lesson 5

Juju Let's watch the video! What's it about?
Max It's about the rainforest in Belize in Central America. There are lots of animals in the forest!
Juju That sounds great! I love rainforests. I wonder what kinds of animals live there.
Max There are mammals, birds and reptiles.
Juju I think birds are the most interesting animals. How about you?
Max I like mammals the best. Let's look and see!

Adult Belize is a small country in Central America. Seventy five percent of Belize is covered in rainforest. Many animals live in these rainforests.
Jaguars are big cats that live in the Americas. They are very beautiful animals, with yellow, brown and black fur.
They are bigger than cheetahs but smaller than lions. Belize was one of the first places to keep jaguars safe.
The Belize rainforest is also a safe place for howler monkeys. These are the largest monkeys in Belize, and they can make a lot of noise!
Howler monkeys stay in the trees all day and eat leaves, fruit, nuts and flowers.
Many years ago, there were only a few howler monkeys here. Now there are many more.
Jaguars and howler monkeys are mammals. Belize also has many reptiles.
The Morelet's crocodile lives in rivers and lakes in Belize. Can you see this one?
There are 56 kinds of snakes in Belize! This is a parrot snake. And this is a boa constrictor. Can you see its head?
There are many insects in Belize, too.
Some are very big, like this rhinoceros beetle.
And some are very beautiful, like this blue morpho butterfly.
The Belize barrier reef is the second largest reef in the world. Many fish and turtles live here.
Some of the fish are very colourful.
There are three different kinds of turtles in Belize.
Thanks to the people of Belize, these animals can stay safe and healthy in our changing world.

Juju That was very interesting!
Max Yes, it was. Belize is a beautiful country.
Juju And it has some of the most colourful animals in the world.
Max What is your favourite animal?
Juju I like eagles the best. They are so strong and beautiful. How about you?
Max I like rabbits the best. They're quiet and cute!

Project

Sophia This game looks fun!
Juju Yes, let's play it!
Max OK, here are the cards. Let's finish drawing the animals.
Sophia That looks great!
Sophia Here are the adjective cards.
Juju Let's play *Which animal wins?* You start.
Sophia The adjective card says 'big'.
Max I'm putting down an elephant card.
Juju I'm putting down a whale card.
Sophia Hmm. I think a whale is bigger than an elephant. The whale wins! You get the cards.
Juju My turn.
Juju The adjective card says 'tall'.
Sophia I'm putting down a giraffe card.
Max I'm putting down a horse card.
Juju Hmm. I think a giraffe is taller than a horse. The giraffe wins! You get the cards.
Juju I have the most cards. I win!

Unit 2

Lesson 5

Henry Let's watch the video!
Sophia Great! What's it about?
Henry It's about origami. People in Japan like to do origami. It is an art that's hundreds of years old.
Sophia Oh, yes. People can make flowers, animals and many other things with paper.
Henry Some of the objects are very difficult to make. And they do it by folding just one piece of paper!

Adult The Japanese art of folding paper started hundreds of years ago.
People can make many different things by folding a square piece of origami paper.
Japanese parents often teach their children how to do origami at home.
Children can make toys from just one square piece of paper.
They don't need scissors or glue.
They can fold it flat and take it anywhere.
To learn origami, start with an easy object, like a paper plane, car or boat.
Then, try making more difficult objects.
You can make a ball, a top or a Ninja star.
This is my favourite toy. It moves!
Would you like to make this jumping frog?
There are so many things to make.
You could make a beautiful flower to put in a vase.
Look at all these different animals.
Do you know what they are? Which one do you want to make?
In Japan, a crane is a special bird.
Lots of people like to make origami cranes. They are very popular, and people believe they bring success.
You can see strings with 1,000 cranes on in many places in Japan.
People hope that these cranes will bring happiness and peace.
So, what would you like to make?
Get some paper and make your origami today!

Sophia People in Japan make so many different things with paper!
Henry That's right. They make flowers, animals and toys!
Sophia Origami is a fun hobby. What hobbies do you like to do?

Henry I like to make models of planes and trains. How about you?
Sophia I like to make colourful bracelets.

Project

Juju We need choose a TV programme and make a poster for it.
Max Oh, that's interesting!
Juju What kind of TV programme do you want to make?
Henry I don't know. I like nature programmes
Max I like cooking shows.
Henry What about a documentary? We can learn about nature and food in different countries.
Juju Yes, that's a great idea! OK, we need a title.
Max And we need something to make it different and exciting.

Juju The TV programme which we chose is a documentary.
Henry The title of our programme is 'Wheels Around the World'.
Max It's about a family who travels around the world by bicycle.
Henry On our poster, you can see the family. They are riding their bicycles through the countryside in Spain.
Juju It's a very hot day! This is the person who gives them some water to drink.
Henry In the documentary, they travel to lots of exciting places. They learn about how people cook around the world, and they study the animals and plants which they see.
Max It's fun and interesting, and you can learn about different countries. We hope you like our programme!

Unit 3

Lesson 5

Max Let's watch the video! What's it about?
Juju It's about the art of Chinese calligraphy.
Max That's a beautiful way to write Chinese characters.
Juju Yes, it's very beautiful. It looks very difficult, too. People use ink and a special brush.
Max I think it takes a long time to learn how to do it. Let's have a look.

Adult The art of Chinese calligraphy is over 3,000 years old.
It is a very special and traditional form of art in China.
Chinese calligraphy is an important part of Chinese history and culture.
It is still very popular today. People use it in many different ways.
You can see calligraphy in many places in China.
These messages are to bring good luck for the new year.
People study the art of calligraphy for many years.
It takes a long time to be good at calligraphy.
You need a good brush to make beautiful calligraphy.
These brushes are often long and have a wooden handle.
Brush makers use animal hair to make the tip of the brush.
This hair can come from goats, rabbits or other animals.
People can make their own ink.
You need an ink stick, an ink stone and a little water.
You put a little bit of water on the ink stone, then press the ink stick onto the stone.
You move it around in circles to make the ink.
You need to practise a lot to know when the ink is ready.
When the ink is ready, you put the tip of the brush in the ink.
Then you move the brush across the paper.
People often use special rice paper for calligraphy. This comes in different sizes.
Some children in China still learn calligraphy in school.
Some children take calligraphy classes after school.
Or they can learn at home, too.
At any age, calligraphy can be a very beautiful way to write.

Max The black ink looked so beautiful on the white paper.
Juju And the people who were doing it must really like it.
Max I want to do calligraphy. Let's try!
Juju OK. What do we need?
Max We need paper. What else do we need?

Project

Sophia We're going to plan a day at school.
Juju Let's make it the best day!
Sophia OK, we need to choose our favourite subjects.
Max I love music!
Sophia OK, let's put music as the first subject. We can study it in the morning.
Juju I like science, too!
Sophia Great, let's put science next. And what about art?
Henry Yes, art is really good fun.
Sophia OK, that's the subjects for the morning. And what activities do we want to do in these subjects?
Henry We can sing a song in music. Or play an instrument.
Sophia Yes, that sounds fun! OK.
Max What about the afternoon? We can choose interesting activities in the afternoon.

Sophia For our morning schedule, we chose our three favourite subjects: music, science and art.
Max In music, we're going to write a song.
Sophia Yes, and we're going to choose the instruments to play when we sing the song.
Juju Then we have science. In science, we're going to make paper planes.
Henry Then we're going to fly the paper planes and see how long they stay in the air.
Max Then we have art. We're going to paint pictures.
Henry For lunch, we're going to have a barbecue outside!
Sophia It's going to be great! We're going to make lemonade to drink, too.
Max Then in the afternoon, we're going to go hiking in the forest.
Sophia This is the best school day ever!

Unit 4

Lesson 5

Sophia Let's watch the video!
Henry Great! What's it about?
Sophia Today, it's about county fairs in the USA.
Henry County fairs? I wonder what people do there.
Sophia I think there are some animals to see and lots of things to do.
Henry I think there's nice food to eat. Let's watch and find out!

Adult In the USA, there are many county fairs in the summer, in July and August.
Let's go to one of these exciting festivals. There are many things to see and fun things to do.
The fairs can last for a week or more, so lots of people can visit. Some fairs have thousands of visitors.

That's a lot of people!
You can see many different farm animals at the county fairs. There are cows, goats and sheep.
Students work with the farm animals. Students take care of the animals. They brush their fur and give them food.
People bring their best animals to show. Which cow is the most beautiful?
Which sheep is the best?
People like to see tractors at the fair, too. There are new tractors and old tractors. It's interesting to watch them.
Tractors can pull very heavy things. Look! Which tractor is the strongest?
The rodeo is starting. At a rodeo, we watch people riding their horses.
They sometimes ride them very fast. It looks exciting, but it can be dangerous!
People come to the fair to ride on the roller coaster, the Ferris wheel and the other rides. They have lots of fun.
We can play games at the fair, too.
What do you want to play?
Are you hungry? There are so many different foods to try.
There's pizza and chicken, ice cream and sweets!
It's getting late. It's time to go home. Everyone is tired.
What a great time we had at the county fair!

Sophia That was great! I had a lot of fun watching the video.
Henry Me too. What do you like doing at festivals?
Sophia I like eating good food.
Henry I like riding on the Ferris wheel!

Project

Max We're making a poster about an attraction in our city.
Sophia What attraction can we choose?
Max We could do the aquarium.
Sophia It is interesting, but I don't know if everyone would be interested. What about Wembley Stadium? Lots of different things happen there.
Max Yes, Wembley Stadium is a great idea!
Sophia OK, what do we know about it? What time does it open?

Sophia Our attraction is Wembley Stadium. It's very big. It has chairs for 90,000 people! It is the largest sports stadium in the UK.
Max Please visit our stadium.
Sophia People go there to watch football games. They also go there to see concerts.
Max Football games often start at 2.00 p.m. and end at 5.00 p.m. Concerts usually start at 7.00 p.m. and end at 10.00 p.m.
Sophia Tickets for the football games can change. They can be £50 for adults and £20 for children. Sometimes they can be more expensive! Tickets for the concerts can be £40 for adults and £30 for children.
Max There are lots of things to eat and drink at Wembley Stadium. You can buy hot and cold food to eat when you watch a game or concert.
Sophia Visit our stadium.
Max It's fantastic!

Unit 5

Lesson 5

Juju Let's watch the video! What's it about?
Max It's about new architecture in Dubai.
Juju Dubai is a really exciting place in the UAE. There are some amazing buildings.
Max Yes, there are lots of skyscrapers and some beautiful hotels. Let's watch!

Adult Long ago, Dubai was a small fishing town.
Now it is a big, modern city.
Let's take a walk in Dubai.
Now look up. What do you see? Lots of skyscrapers!
Architects designed many different skyscrapers here in Dubai.
They are designing new ones all the time, too.
Look at all of the skyscrapers at the Dubai Marina.
It is beautiful.
People live in these flats. There are many fun things to do in this neighbourhood.
You can find many different restaurants and shops, or you can go on a boat ride on the water.
Architects designed the Burj Al Arab hotel to look like a sail of a boat.
This hotel is 321 metres tall. It is one of the tallest hotels in the world.
Families can enjoy swimming in the sea near the hotel.
The sea is warm, and the beach is lovely!
This is the island of Palm Jumeirah. It wasn't always here.
Architects designed it, and they made it look like a palm tree.
This hotel is called Atlantis. It's very popular. People from over 200 countries visit this hotel.
Inside, you can see the largest aquarium in Dubai.
It's amazing. There are lots of colourful fish, as well as sharks!
Dubai is also home to the tallest skyscraper in the world.
It's called the Burj Khalifa.
It opened in 2009.
It is almost 830 meters tall, and it has 163 floors.
When you come to Dubai, you can see many things.
Just look up.

Juju Wow! Dubai has so many tall skyscrapers.
Max I know. And they have so many different shapes.
Juju Let's be architects and design skyscrapers! What shape is your skyscraper?
Max My skyscraper is in the shape of a shell. What shape is your skyscraper?
Juju My skyscraper is in the shape of a guitar. I like music.

Project

Max Let's talk about jobs we would like to have.
Juju Here's a chart to help us.
Henry Hmm, what job do I want?
Sophia And what do I do in my job? Hmm, I do lots of different things.
Max Do I work alone or with other people? That's easy – always with other people.

Sophia There are lots of different jobs in our community. All of us have interesting jobs. So, who starts work first?
Max Well, I'm a nurse, so I sometimes work all night.
Juju That's true. I'm a dentist. I don't work at night. I work in the morning and the afternoon.
Sophia Well, I'm a baker. I start work very early in the morning, and I finish in the afternoon. OK, who works with other people?
Juju I work with other people. I don't often work alone.
Max I work with other people, too. Who works outside?

Henry I do. I'm a nature photographer, so I often work outside. And I work alone!
Max Who would you come to see most in a year?
Juju Many people come to see me two times a year.
Max People come to see me when they are not well.
Sophia People come to my bakery to buy bread every day!
Henry OK, last question. This is interesting. Who do you think is most tired at the end of the day?
Sophia It's me!
Max No, it's definitely me!
Juju I think we're all tired at the end of the day!

Unit 6

Lesson 5

Henry Let's watch the video!
Sophia Great! What's it about?
Henry Today it's about old and new ways travel in Bangkok, in Thailand.
Sophia This will be very interesting. I think there are lots of different ways to travel around a big city.
Henry Let's watch and find out.

Adult Bangkok, in Thailand, is a very big and exciting city.
Did you know that Bangkok is one of the most popular cities to visit in the world?
It has over 20 million visitors a year!
And over 8 million people live in Bangkok.
This means that there are a lot of people moving from one place to another, all day and all night.
Bangkok is a city of the old and the new. There are lots of amazing skyscrapers.
Like many cities, Bangkok has very good public transport.
The BTS Skytrain started in 1999. It takes people to more than 40 stations in Bangkok.
The MRT subway in Bangkok is also a good way to travel.
It stops at almost 20 stations around the city.
On the street, buses and taxis are popular.
Bangkok also has transport that you do not see in other cities. People can travel by water taxi on the river and on many canals.
Lots of people use motorbikes to travel around the city.
Some people use motorcycle taxis to get to a place quickly.
If you are visiting Bangkok, take a ride in a tuk-tuk!
They are small and quite fast, so they're a very useful way to move around the city.
When you go into the countryside in Thailand, you can take a ride on a bamboo raft. It's a beautiful way to travel.

Henry There are so many interesting ways to travel in Bangkok.
Sophia That's true. I want to try them all.
Henry Which do you think is faster, a tuk-tuk or a motorcycle taxi?
Sophia I think a motorcycle taxi is faster. What do you think?
Henry I think a motorcycle taxi is faster, too. But a tuk-tuk is more fun.

Project

Max We're designing a new kind of transport today. It's for the future!
Juju Oh, cool!
Max Let's think about it. Where will it travel?
Juju I think it's a good idea to travel on land.
Max Yes, but it will be fun to travel on the water.
Juju It is fun, but you won't be able to get to many places. We can't get from here to the park, or to the cinema, by travelling on water.
Max OK, you're right. Let's travel on land, then.

Max This is a self-driving skateboard. It can carry one person.
Juju It will travel on land. It will go up to 20 kilometres per hour.
Max You tell the skateboard where you want to go. Then it will take you there.
Juju It has four wheels, and it will be a great way to travel around the city. It will be very safe, and you won't be late!
Max You can listen to music or radio shows when you are travelling, too!
Juju Do you have any questions?
Henry Do you have to push the skateboard with your feet?
Max No, you don't have to do that. The skateboard is electric.
Henry I want to get one. It looks fantastic!

Unit 7

Lesson 5

Max Today we're going to watch a video about violin making in Cremona, Italy.
Juju I love Italy! It's famous for food, music and history.
Max Yes, it's a very beautiful place. I didn't know that it is famous for violins.
Juju Yes, they make very special violins there. Let's watch the video and find out more about it!

Adult Italy is a very beautiful country. It has lots of interesting history.
Italian music is famous all around the world, too.
Cremona is an old city in the north of Italy.
Andrea Amati made the first modern violin in Cremona 500 years ago.
Today, violin makers make violins in almost the same way.
First, violin makers cut a piece of wood into two pieces.
They glue them together. Then they use a tool to make the wood flat.
Next, they saw and carve the wood into the shape of the violin.
They do this for the front and the back.
After that, they make the sides. The sides go around the violin.
Then, they glue the front and back to the sides. This is the body of the violin.
The neck and head of the violin are next. The violin makers saw and carve them from a piece of wood, then glue them to the body.
After they put all the parts together, they paint the violin with something called varnish. They do this four or five times.
Many people in Cremona work as violin makers. It takes a long time to learn how to do it well, but it is a very special skill. They learn how to make beautiful instruments.
The violin is now ready to play.
People can use it to play beautiful music for many years to come.

Max When I hear beautiful violin music, I think of Cremona.
Juju Me too. I'd like to see a violin that was made there.
Max What do you think is the hardest instrument to make?
Juju I think a piano is the hardest. What do you think?
Max I think a saxophone is the hardest.

Project

Max We need to make a true or false quiz about musical instruments for another team.
Sophia Oh, fun! Let's make a good one!
Max So, we need to think of eight musical instruments.
Juju Let's see – a guitar, a clarinet …
Max Let's write them all down.
Sophia OK, I'll do that.
Henry Now we have to think of a sentence about each one. So, how about: A guitar is made of bamboo.
Juju That's a good one! That's false. A guitar is made of wood.
Max Great, so that's one false sentence. Let's think of more true sentences and false sentences.

Sophia OK, here's the quiz from the other team. Number one: True or false? A violin is made of brass.
Max That's false. A violin is made of wood.
Juju You're right! We read about that in lesson 5.
Sophia OK, number two: True or false? A flute can be made of silver or gold.
Henry That's true! Flutes can be made of other materials, but many flutes are made of silver or gold.
Max This quiz is fun! I hope we answer all of these correctly.

Unit 8

Lesson 5

Sophia Do you like playing games with your friends?
Henry Yes, I do. It's fun!
Sophia Children in India play many kinds of games. They play with their friends and at school.
Henry That's right. Let's watch a video that talks about some of them.

Avik Hi! I'm Avik, and I'm from India. Would you like to learn some of our games?
We play lots of games at schools with our friends.
In this game, we sing a song that our grandparents taught us.
We clap our hands with a partner.
Sometimes we do clapping games with a group of four.
We try clapping our hands faster and faster. It's difficult!
I like the game of *kho kho*. There are nine players on each team.
Teams take turns to run and catch players on the other team.
You have to be fast!
This game is called *gilli danda*. You tap the short stick with the long stick.
Then you hit the short stick as far as you can.
This game is called *gutte*. You throw one stone into the air, and then pick up the other stones, one at a time.
Don't drop the stones!
We play many board games, too. This game, called snakes and ladders, came from India in the 16th century.
And chess came from India in the 6th century. Now people all over the world play it.
It's a difficult game to play. You have to think and watch the other player carefully.
It can take a long time to find out who the winner is!
These are all traditional games, but video games are popular, too. We like to have fun in India!

Sophia Those games are fun to watch.
Henry And they are even more fun to play.
Sophia The clapping games are not easy.
Henry That's true. You have to try very hard.
Sophia What kind of games do you like to play?
Henry I like to play games with skipping ropes. How about you?
Sophia I like running games.

Project

Max Look! We're going to make a board game.
Sophia Oh, I think it will be fun!
Juju So, here are the game cards. Let's read them.
Sophia 'You've picked the correct dinosaur. Go ahead one space.' So, for a good thing, we go ahead. For a bad thing, we go back.
Juju Yes, I think that's right.

Juju Here are more cards. We all need to write two more sentences.
Max Now, let's cut them all out and put them together.

Sophia My card says, 'You've guessed the correct answer. Go ahead one space.'
Max I'm next. 'You've scored ten points. Go ahead two spaces.'
Juju Well done! My turn. My card says, 'The robot has hidden your shoes. Go back three spaces.'
Max Oh, no! You were in front of me, and now you're on number 5!
Juju This game is funny!
Max Yes, it is! I really like it!
Sophia OK, it's my turn again!

Unit 9

Lesson 5

Juju Today we're going to watch a video about orangutans, an animal that lives in the rainforest.
Max I love orangutans! They are amazing animals.
Juju Yes, they are!
Max They have many problems, but people are helping them. Let's find out more about them.

Adult Orangutans live in the rainforests on the islands of Borneo and Sumatra.
They spend most of their time in trees.
They travel across the forests in trees, and they sleep in them, too.
Orangutans like to eat fruit, but they can also eat insects, flowers and plants.
The mother orangutan takes care of her baby for many years.
She shows her baby what food to eat and where to find it.
Orangutans are very clever animals. They can make shelters and use tools.
Orangutans live in the rainforest, but people are cutting down the trees to build farms and grow plants.
The rainforest is getting smaller and smaller.
There are fewer places for the orangutans to live. There is less food to eat.
Sometimes, hungry orangutans try to find food on farms, but people catch them.
Some orangutans become very ill.
Vets can help orangutans which are ill or in danger.
They give the orangutans medicine to help them feel better.
The vets take care of them every day.
The vets help the orangutans to go back into the rainforest.
Because of these good people, many orangutans can be healthy and happy again.

People are learning more about orangutans now.
Lots of people want to protect their homes and keep these special animals safe.

Juju The orangutans are so interesting!
Max And the vets are helping them. That's good!
Juju Yes. We want the orangutans to be happy and healthy.
Max Would you like to be a vet and help animals?
Juju Yes, I think it would be an interesting job. How about you?
Max I would like to be a school nurse.

Project

Sophia So, we need to make a health and safety poster.
Max What do you want to do? There are lots of important ways to stay safe and healthy.
Juju What about how to stay safe when you're exercising?
Henry That's a good idea, but what kind of exercise? There are different things to think about for different activities.
Max Yes, you need a helmet for riding your bike, special clothes for ice skating …
Juju How about running? It's easy to do, and you can go anywhere.
Sophia That's sounds great! Lots of people like running. So, how do you stay safe when you run?
Henry I think you have to wear good trainers.
Juju Yes, you're right. What else?

Sophia Our poster is about how to stay safe when you run.
Max First, you should wear good running shoes. Don't wear sandals. You might hurt your feet. You might also fall over.
Juju You can get a headache when the sun is hot. When you run, you should drink lots of water.
Henry That's right. And you shouldn't eat too much food before you run.
Max You might get a stomach ache or feel sick.
Juju Finally, you shouldn't listen to music. It's important for you to hear people and cars around you.
Sophia And the other important thing is – enjoy it! Running is great exercise, and it makes you feel happy. You can go with a friend and have fun together!

Unit 10

Lesson 5

Henry Let's watch the video! Today it's about cross-country skiing in Norway.
Sophia Is cross-country skiing different to other skiing?
Henry Yes, it is. Let's learn more about this exciting winter activity.
Sophia That sounds great. I love winter sports.
Henry So do I!

Adult Cross-country skiing is a very popular sport in Norway.
Cross-country skiing is different to downhill skiing. In cross-country skiing, you can go up as well as down.
You can travel to different places in the mountains.
You see forests and rivers. You don't have to go fast, and you can enjoy the journey.
Cross-country skis are not the same as downhill skis. They are longer, narrower and lighter.
There are two ways to cross-country ski. In the old way, the skis are on a track.
This skier is going quickly down a hill.
On flat land, skiers push back on the skis with a swinging movement.
They also use poles to push themselves forward.
In the newer and faster way, skiers push their skis out and back, like ice skates.
These skiers use shorter skis and higher boots.
Cross-country skiing is very popular in Norway. There are many tours and events for children.
Children learn to ski when they are very young.
There are many cross-country skiing competitions in Norway.
In the Birkebeinerrennet, thousands of skiers race across two mountains.
You need to wear warm clothes, goggles and a helmet.
And it's important to wear the right boots and gloves. You have to be safe.
Cross-country skiing is a very good way to exercise. And it is a wonderful way to enjoy nature.

Henry There is a lot of snow in Norway!
Sophia That's true. And cross-country skiing is a good way to enjoy the snow.
Henry It was interesting to see the two ways to cross-country ski.
Sophia Which do you prefer, winter activities or summer activities?
Henry I prefer summer activities, like kayaking. How about you?
Sophia I prefer winter activities, like skiing!

Project

Henry Let's plan an adventure tour! This sounds fun. What adventure can we do? Let's think of some ideas.
Sophia I like horse riding. You can see lots of things when you're horse riding.
Max Yes, I like horse riding, too.
Henry What about cycling? You can see lots of things, but you can travel faster. You can go a long way on a bicycle.
Max Yes, you're right. Cycling is really good fun.
Sophia Yes, let's go cycling.
Henry OK, go cycling… Now, where shall we go?
Sophia Germany? Italy? France?
Max Oh, let's go to France. I went there last year with my family. It was a great place to cycle.
Sophia And it's easy to get to. We can go by train.
Henry Brilliant! This sounds like a great adventure! What other things can we see and do in France?
Sophia France is famous for its food, isn't it? We can eat lots of nice French food!

Sophia We all like riding bicycles, so our group is going to go cycling.
Max We'll do this activity in southern France. France has many good roads for cycling and lots of beautiful countryside.
Henry It's easy to get to France. We will go there by train.
Sophia There are lots of other things to see and do in France. For example, we will eat some lovely French food there.

Juju Will you bring your own bicycles?
Sophia No, we won't. We will rent bicycles in France.
Max But we will bring our own cycling clothes, and shoes and helmets.
Juju How long are you going to stay for?
Sophia We're going to stay for two weeks. We're going to visit lots of different places.
Henry It's going to be a great adventure tour!

Key vocabulary

All the key vocabulary items have accompanying flashcards.

Unit 1

Lesson 1

beaver
butterfly
cheetah
eagle
giant tortoise
lion
octopus
sailfish
sloth
toucan

Lesson 3

chew
crawl
dive
roar
leap
make a nest
sleep
stretch

Lesson 5

fur
mammal
rainforest
reptile

Unit 2

Lesson 1

cartoon
chat show
comedy
cooking programme
documentary
drama
game show
nature programme
news
sports programme

Lesson 3

do a puzzle
go for a walk
have a party
make a bracelet
make a card
make a model
make lemonade
send messages

Lesson 5

crane
difficult
easy
fold

Unit 3

Lesson 1

art
English
geography
health
history
ICT
maths
music
PE
science

Lesson 3

ask a question
correct a mistake
do a project
do an experiment
have break time
play an instrument
practise spelling
write a story

Lesson 5

brush
character
ink
tip

Unit 4

Lesson 1

aquarium
art gallery
artist
concert
dinosaur
jellyfish
natural history museum
roller coaster
stadium
theme park

Lesson 3

badge
bookshop
gift shop
guidebook
key ring
mug
postcard
post office

Lesson 5

Ferris wheel
festival
ride
tractor

Unit 5

Lesson 1

architect
baker
barber
firefighter
journalist
librarian
mayor
nurse
photographer
waiter

Lesson 3

bring food
cut hair
design houses
interview people
put away books
put out fires
take care of people
use ovens

Lesson 5

flat
floor
neighbourhood
skyscraper

Unit 6

Lesson 1

electric
flying
high-speed train
hoverboard
jetpack
magnetic
monorail
self-driving
spaceship
supersonic jet

Lesson 3

down
into
left
over
right
straight ahead
through
up

Lesson 5

bamboo raft
motorcycle taxi
tuk-tuk
water taxi

Unit 7

Lesson 1

clarinet
drum
flute
piano
recorder
saxophone
tambourine
trombone
trumpet
violin

Lesson 3

brass
cardboard
glass
gold
metal
plastic
rubber
silver

Lesson 5

carve
glue
saw
touch

Unit 8

Lesson 1

avatar
button
computer
controller
keyboard
laptop
monitor
mouse
speaker
tablet

Lesson 3

collect
guess
hide
keep
move
pick
race
score

Lesson 5

drop
partner
player
winner

Unit 9

Lesson 1

backache
cold
cough
earache
fever
flu
headache
sore throat
stomach ache
toothache

Lesson 3

break
bruise
burn
fall
finger
hurt
knee
toe

Lesson 5

ill
injury
medicine
pain

Unit 10

Lesson 1

cycle
journey
mountain
Northern Lights
pyramid
safari
sail
tour
turtle
whale

Lesson 3

go horse riding
go kayaking
go rock climbing
go scuba diving
go skydiving
go snowboarding
go surfing
go white-water rafting

Lesson 5

competition
skis
speed
track

Letter to parents

Dear parents,

This year, your child will be learning English using ***Beehive*** Level 4. ***Beehive*** provides a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

Beehive recognizes that your support and encouragement are important to your child's success and the course provides plenty of ways for you to join in actively with the ***Beehive*** community of learners, even if you don't speak English.

Interactive games, exciting stories, videos and entertaining songs will enrich your child's learning of English, and improve their understanding of a variety of topics. Make time to read the stories with your child, and encourage them to sing you the songs they learn in class. Ask them to tell you about the texts they have read, and invite them to tell you what topics they have learned about in ***Beehive***. Try to look at their work regularly and ask them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

The stories in ***Beehive*** teach important values which promote good citizenship. They provide an opportunity to talk about emotions and social skills, which will promote your child's emotional well-being. ***Beehive*** also has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading the stories and texts together, and encourage your child to read you his / her own pieces of writing.

Each unit of ***Beehive*** presents aspects of life in other countries for students to read about and compare to their own lives. The lively and motivating videos in ***Beehive*** introduce students to many different cultures and provide a fascinating window onto the world around them. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of ***Beehive***, students carry out a project, which enables them to take the language they have learned and use it to talk about something they have created. Ask your child to describe their projects to you and tell you what they said about their projects in English, so that they can demonstrate how much they have learned.

Beehive provides individual digital learning, too. Your child will have access to Oxford Online Practice which supports students' learning outside the classroom with varied and engaging practice activities.

In addition to the material they will encounter in the ***Beehive*** course, you can help to expose your child to the English language by finding English films or online videos to watch, and English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit, and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely

Class teacher

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Vocabulary Poster

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Beehive Level 4 Flashcards

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