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FUN Skills



Jane Boylan

FUNskills



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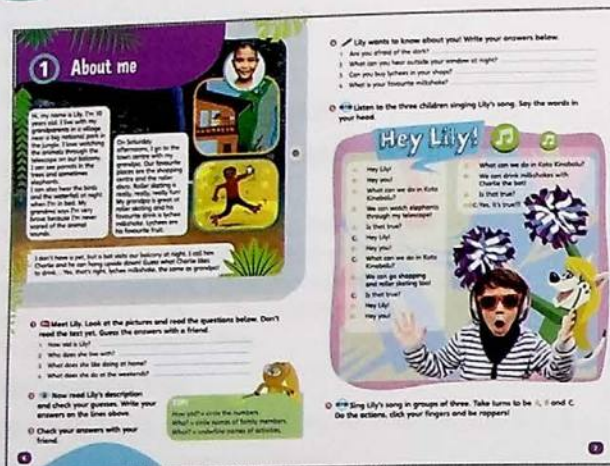
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1 About me



EXAM PRACTICE MATERIALS

Reading and Writing Part 1
A photo of a child connected to you;
a map of the world / South-East Asia
or a globe; dictionaries; learners'
photos with family and / or friends
(optional); recorded music

Unit objectives

LISTENING	Listen and do actions to a song / rap; interview classmates and record their answers.
SPEAKING	Describe pictures with a partner; ask and answer questions about personal information.
READING	Identify and understand the main points from simple descriptions; read and match names to simple descriptions of pictures.
WRITING	Write short answers to questions about yourself; write short simple descriptions of other children; record short answers to simple requests for personal information.
VOCABULARY	<i>balcony, bat, jungle, milkshake, parrot, waterfall</i>
NON-YLE VOCABULARY	<i>lychee, national park, roller disco, telescope</i>

SPEAKING Task 1

- Show learners a photo of a child of about 9–11 years old who is connected to you in some way, e.g. you as a child, your own or a friend's child. Ask learners to guess the child's connection to you, their age, where they live, their hobbies and weekend activities. Depending on time, this could become a mini-quiz with points given for correct guesses.
- If possible, have learners cover the texts in task 1 first before focusing them on the pictures. Introduce 'Lily' and ask learners what they can see in the images. Use this stage to pre-teach any unknown words, that will be useful in the next stage, e.g. *national park, balcony, lychees* (see Unit objectives, Vocabulary).

- Read questions 1–4 with the class. Put learners into pairs and ask them to guess the answers to the questions. This is an opportunity to build deductive and critical thinking skills.
- Allow learners to note down their guesses in a notebook but remind them that the focus for this task is speaking.
- Ask learners to share their guesses about Lily.

Extension: During feedback, if learners make guesses that are not immediately obvious from the pictures, ask them to give reasons for their predictions.

Extra support: During the pairwork stage, input useful phrases for making guesses which learners can draw from according to their language ability, e.g. *I think she ... (basic); She might like ... / She probably likes ... (more advanced).*

Answers

Learners' own answers

READING Task 2

- Ask learners to work individually to read Lily's profile and check their guesses. Before reading, explain the following strategy on how to focus their reading to find the required information, e.g. *How old?* Circle the numbers; *Who?* Circle names of family members; *What?* Underline names of activities.
- Tell them to follow these stages to help find the information. Learners write their answers on the lines in task 1.

SPEAKING Task 3

- Have learners compare their answers with the person sitting next to them and check if they agree.
- Nominate learners to give answers; record answers on the board.

Answers

- 1 Ten / 10 years old
- 2 Her grandparents
- 3 She likes watching animals through the telescope on her balcony.
- 4 She goes to the shopping centre and roller disco with her grandpa.

WRITING Task 4

- Focus learners on the questions (1–4).
- Ask the questions to the whole class, making a note of learners' answers on the board, to help with the next stage.
- Explain that learners must write their answers. Hand out dictionaries for them to check spellings (or let learners know where dictionaries can be accessed).

Remind learners that there are notes on the board (from the class discussion in the first stage) to help them when writing their answers.

- Give learners a time limit to write their answers, then allow them to check and compare with a partner.

Feedback: Monitor and circulate as learners are writing. If you spot errors in learners' written responses, encourage self- or peer-correction where possible.

Choose several learners to read their responses to the class.

Answers

Learners' own answers

02 LISTENING Task 5

- Before listening to the audio, ask learners to remember what Lily likes doing at home and what she can see from her balcony. Ask them where they think she lives and show them where Kota Kinabalu is on a map or globe.
- Tell learners that they are now going to listen to Lily's song. Focus them on the lyrics on page 7 and ask them to say the words silently to themselves as they listen to the rap.

03 Task 6

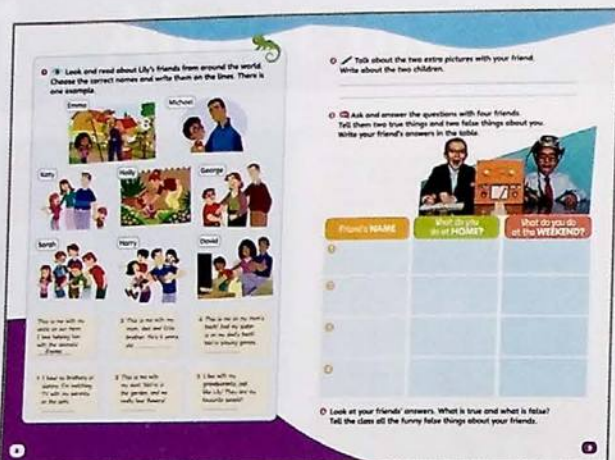
- Put learners into groups of three, and give each a role, A, B or C. Show them the three parts (A, B, C) in the lyrics in task 5 and explain that they are going to 'rap' Lily's song by taking turns.
- Play the audio, pausing after each line and indicating to learners playing each role to say the corresponding line. Encourage them to do actions and click their fingers in 'rapper' style as they say the lines. Suggested actions: 1 *Hey Lily!* A or C points to B; 2 *Hey you!* B points to A or C; 3 *What can we do in Kota Kinabalu?* A or C holds both hands up as if asking a question; 4 *We can watch elephants through my telescope!* B mimes looking through a telescope; 5 *Is that true?* A holds hands up with quizzical expression; 6 *We can go shopping and roller skating too!* B mimes roller skating actions; 7 *We can drink milkshakes with Charlie the bat!* B mimes drinking a milkshake and flapping arms like a bat.
- Once learners have practised their moves and lines, repeat the song to allow learners to put in a complete performance.

Feedback: Invite one or two groups to perform their raps in front of the class.

Extension: Ask learners if they like rap music. Who are their favourite rappers? (This activity could be used to introduce or wrap up task 6.)

Add any new vocabulary to the Word hub if available (see p.52).

See page 60 for audioscript.



READING Task 1

Part
Movers **1**

- Draw learners' attention to the fact that this is an exam-style task. Focus them on the pictures and read through the corresponding names. Explain that these are Lily's friends from around the world.
- Ask learners to cover the texts at the bottom of task 1. Then give them time to study each picture. Ask them to identify the friend in each picture and ask *Who is he or she with? Which family members, do you think? How many? Where are they? What can you see?* Ask them to look and make a mental note of these features. Answer any vocabulary queries during this stage. Give a time limit.
- Have learners uncover the texts under the pictures. Read the example sentence together and have them match to a picture and say the child's name. Then ask them to work individually to do the same with the other texts (1-5), choosing the correct names and writing them on the lines. Give a time limit. Point out that there are two extra pictures.
- Ask learners to compare their answers with a partner. Then have them swap books so they can check and correct each other's work while you elicit the correct answers from the class.
- This task helps learners with accurate copying and identifying while reading. This is early in the book, so start giving learners time limits to help them manage their time and improve concentration. You could give 7-10 minutes for this task.

Answers

1 David 2 Katy 3 Holly 4 Harry 5 George

WRITING Task 2

- Focus learners on the two extra pictures in task 1. Explain that they are going to talk and write about the two children and ask what words and phrases would be useful. Write the following phrases on the board as examples. Point out that they are in the third person and draw learners' attention to the use of the preposition, *with*, in the second sentence:
She / He has two brothers.
She / He is with his / her sister.

Elicit more vocabulary for family members and write it on the board.

- Put learners into pairs and ask them to describe the pictures. To emphasise the use of the third person, elicit the first line of the description of Michael's picture: *This is Michael. He is with ...*
- After talking in pairs, ask learners to use the phrases they have practised to write short descriptions of the two children.
- As learners are talking and writing, monitor and circulate, offering support where needed. If you hear or spot any errors, encourage self- or peer-correction.

Extra support: Drill the phrases to describe the extra pictures and names for family members before having learners talk in pairs (see *Choral drilling*, p.52).

Extension: Ask learners to describe and write about their own photo with members of their family or friends. This could be an opportunity to practise other structures used in the texts in task 1, e.g. present continuous, prepositions of place, etc.

Suggested answers

This is Michael. He is with his father.

This is Sarah. She is with her five brothers and sisters.

SPEAKING Task 3

- Model this task by telling learners two true and two false facts about yourself. Write these down in a list so that the class can see. Use the themes of activities you do at home and at the weekend and write the sentences on the board. Put learners into small groups and have them first discuss the sentences, then offer guesses as to which are true and which are false. (You could give points to the first group with all the correct answers.)
- Tell learners that they are now going to think of two true and two false sentences about themselves to tell their friends. Read the two questions in the table, (*What do you do at home? What do you do at the weekend?*) and elicit some themes to help generate ideas, e.g. free time activities, sports, jobs in the house, etc.
- Give learners time to generate four sentences about themselves. During this stage, monitor and circulate to help if learners need support with vocabulary, forming sentences and pronunciation.
- Set up the next stage as a 'mingle' activity. Explain to learners that you are going to play music and they are going to stand up and walk around the classroom. When the music stops, they must turn to the nearest classmate; the new pair then write each other's names in the first space in the 'Friend's name' column; ask each other the first question (*What do you do at home?*) and write each other's answers in the correct space. The music will play again and learners repeat this process until they have four names and answers for the first question. The process is then repeated for the second question (*What do you do at the weekend?*).

- Do a practice run first, so learners get used to the procedure. Remind learners to use all four of their sentences in their answers so that everyone finishes the task with a mixture of true and false statements about each other.

Feedback: At the end of the task, check to see that learners have all or most of their spaces filled in preparation for the next task. Be sure to praise the class if this task has been completed well and a lot of speaking and interesting sentences and vocabulary have been generated.

Answers

Learners' own answers

Task 4

- Have learners sit back down at their desks. Ask them to read and study their answers and take a few minutes to mark which information, given by their classmates, is true and which is false.
- Ask learners to compare their answers in pairs and share their thoughts on which information in each other's tables is true or false.
- Nominate several learners, or invite volunteers to tell the class some funny or interesting information about their classmates. The rest of the class must decide whether the statements are true or false.

Feedback: Use the pairwork stage to monitor, looking closely at the information learners have collected during task 3, and hearing learners sharing with their partner. Give support where appropriate. If you hear or spot errors, encourage self- or peer-correction but make fluency the emphasis of this task, rather than accuracy, to encourage learners to express themselves and take risks with the language.

Answers

Learners' own answers

2 Routines

2 Routines

Read the sentences below and choose which is correct. Work with a friend. There is one example.

Read what the children say to check your guess.

Check your answers with your friend. Did you guess right?

EXAM PRACTICE MATERIALS

Reading and Writing Part 2
Whiteboard, board pens, an image of one of the animals in task 1 on page 12

Unit objectives

LISTENING SPEAKING	Understanding and responding to questions. Giving opinions; making deductions (matching pets to children); asking and answering questions about routines and animals.
READING	Reading short exchanges and selecting the appropriate response to questions and statements
WRITING	Making short notes in response to questions; writing a chant and short description about animals, using writing frames.
VOCABULARY	Animals: dolphin, donkey, kangaroo, lizard, parrot, penguin, rabbit, shark, snail, whale; activities: dancing, ice skating, playing in a band, playing the piano, roller skating, skateboarding, texting friends, water skiing; places: farm, funfair, sports centre, swimming pool, supermarket; time expressions: always, before school, every day / weekend, sometimes

SPEAKING Task 1

- Focus learners on the pictures and ask *What animals can you see? What are they doing?* Write key vocabulary for animals and actions on the board.
- Put learners into pairs to discuss the question *Which pet would you like to take home? Why?* First, model the task with a confident learner: use the demonstration to elicit useful language, e.g. *I think it would be great to have a parrot.*
Why?
Because it can talk!
For more guidance on useful language for this stage, see *Extra support* below.

- Ask learners to cover the texts from task 2 so they are not tempted to look. Focus them on the photos of the children and introduce them as four new friends from different parts of the world. Read the children's names aloud together. You could ask learners which countries or regions they think the children come from.
- Look again at the pets in task 1. Read their names aloud together and explain that these animals belong to the children in the photos. Ask *Which pet belongs to who?*, then put learners into pairs and ask them to guess which pet belongs to which child. Tell them to think about where in the world you see the different kinds of animals, to help them guess.
- Circulate and monitor the learners as they discuss the questions in pairs.

Extension: Ask learners what other pets they would like to take home and why, e.g. a dog that can talk.

Extra support: Give learners other options for useful language according to their level, e.g. *(I think) I'd like to have a ... , I like the ... , because it is / can / has ...*

Have learners repeat the sentences using choral drilling (see p.52) to build their confidence and fluency for the pairwork task.

Answers

Learners' own answers

READING Task 2

- Now ask learners to read the four texts quickly to find out each child's pet. Emphasise that they should just focus on finding out this information and not worry if they don't understand all the details. Tell them to keep their predictions from the previous stage in mind as they read. At this stage they work on their own. Give a time limit.

SPEAKING Task 3

- When learners have finished reading, ask them to compare their answers in pairs.
- Elicit the answers, then ask learners to raise their hands for each text if they predicted correctly.
- Use this stage to address any pronunciation issues that arise (see *Choral drilling*, p.52).

Answers

Julia - Bruno the parrot
Chi - Hong the lizard
Emma - Ramona the rabbit
Asim - Azzizi the donkey

READING Task 4

- Focus learners on the example first (Bruno) and read the two statements. Then point out the answer (A) and ask learners to find the words in the text to show that (A) is the correct answer (*... he's a brilliant dancer*).
- Put learners into pairs and ask them to work through questions 1-6 together. They should look at the name of the pet and the photo first, read the two statements, then read the text about that animal in task 2 to find out which statement is correct. They should underline the sentence in the text that supports their answer.
- Learners can choose to either work through all the questions together, or take half each, e.g. Learner 1 reads the texts about Bruno and Hong; Learner 2, the texts about Azzizi and Ramona. If they choose the second option, they should check each other's answers.
- Elicit the answers from the class and ask learners to read out the sentence in the text that supports their answer.

Answers

1B (... he visits me every Friday afternoon. We sometimes go water skiing ...)
2B (We go to a big dance competition once a year)
3A (Every morning for breakfast Ramona eats strawberry pancakes ...)
4B (Hong is the best diver ...)
5A (Every morning before school, Bruno and I practise our samba moves.)
6A (... we watch comedies on TV ...)

SPEAKING Task 5

- Read the six questions in the left-hand column of the table to the class and tell learners that they are now going to use these questions to carry out a class survey.
- First, give learners time to think about their own answers to the questions. Then move learners into groups of five for the survey task.
- Before learners begin asking and answering the questions, have them practise each question using choral drilling (see p.52).
- Explain that they are now going to ask and answer the questions and must make short notes of their classmates' answers in the table. Model this task with a confident learner by asking the first question, *What do you do before school?*, eliciting an answer, e.g. *I have my breakfast*, then writing down the answer in short note form, e.g. *have breakfast*.
- Tell learners that each person in the group must ask at least one question, then everyone listens to their classmates' answers and records them in the table in short note form.
- As learners do the task, monitor and circulate to help if learners need support with vocabulary, pronunciation and making notes.

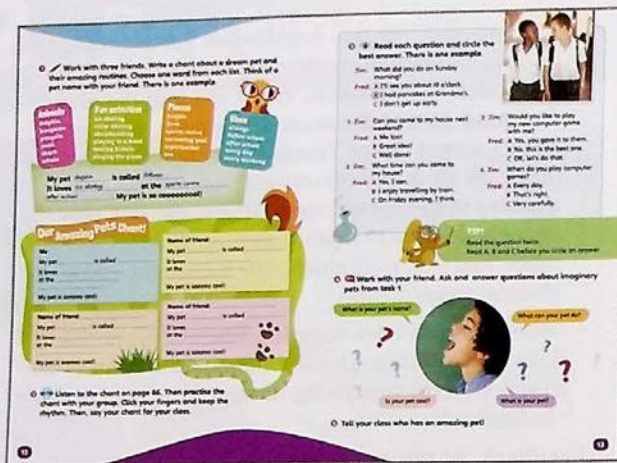
- Alternatively, this task could be set up as a 'mingle' task where learners do the survey walking around their classroom to music. When you stop the music, they must turn to the nearest classmate, write each other's names under 'Friend 1' on the table, ask each other the six questions and note down each other's answers in the correct space. The music will play again and learners repeat this process with three more 'buddies' until their table is complete with short answers.
- When learners have completed their surveys, ask them to read through their answers and identify the funniest, most interesting or most surprising to share in feedback.

Feedback: At the end of the task, check to see that learners have all or most of their spaces filled. Nominate learners or ask volunteers to share funny, interesting or surprising answers they noted down. Be sure to praise the class if this task has been completed well and a lot of speaking and interesting answers have been generated.

Extra support: For the survey stage, arrange the groups of five with learners of mixed ability, so they can help and learn from each other.

Answers

Learners' own answers



WRITING Task 1

- Begin the task by playing a guessing game. Hold up a picture of one of the animals from the list in the pink box, with the image hidden and have learners guess what it is.
- When they have guessed the animal, explain that this animal is special and different and that we are going to find out more. Write the first line of the framework for the chant, e.g. *My pet kangaroo is called ...* then build up the writing frame in task 1, eliciting a name for the animal, an activity and place to do it, and how often. At this stage, elicit learners' own ideas (i.e. the vocabulary doesn't have to come from the boxes in task 1).
- Now explain to learners that they are going to work in groups of four and, in the same way, write another chant about an imaginary pet and its amazing routine. Explain that 'imaginary' means 'not real'.
- Put learners into groups of four. Focus them on the boxes and explain that they should choose one word from each box for their chant. Read the words aloud together, using choral drilling (see p.52) to practise the pronunciation of any problematic sounds. Give them two minutes to check the meaning of the words in their groups.
- Learners work together to complete the four writing frames under *Our Amazing Pets Chant!* Give a time limit.

Feedback: As learners are working on their chants, monitor and circulate, giving help where needed with vocabulary. Encourage learners to take risks with the language and use interesting or above-level vocabulary (see Extension).

Extension: Expand the guessing game activity in the first stage by having learners guess the animal by asking '20 questions'. The 'yes/no' questions can't directly ask what the animal in the picture is, e.g. *Can it swim? Does it live in the sea? Can it run fast?* but not *Is it a shark?* Learners could work in small groups first to prepare four questions, then ask to guess the animal, scoring points for interesting or above-level questions, as well as for guessing the correct answer.

Allow learners to use their own ideas instead of the words in the boxes, if they wish (as long as the words show progression from the vocabulary in task 1, e.g. above-level thinking).

Answers

Learners' own answers

04 LISTENING Task 2

- Play the audio, singing along as an example of how to perform one of the chants that learners wrote for task 1. Have learners regroup in their original groups of four and practise their own chants using the techniques just practised. Prepare for this stage to be noisy and fun as learners click their fingers and work out a rhythm to move together performing their chant. They then work together to create a complete performance of their chant, in preparation for performing it for the class in the next stage.

Feedback: Monitor the groups as they are practising their chants, praising them for the effort they make with the performances. Then invite several groups to perform their chants in front of the class (or as many as time allows).

Extra support: Less confident learners can chant all the verses together; more confident learners can take and perform their own parts of the chant in turn.

Answers

Learners' own answers

See page 60 for audioscript.

READING Task 3

Part
Movers **2**

- Let learners know that this is an exam-style task.
- Read through the example question and show learners the choice of answers A, B and C. Ask different learners to read the answers to the class. Who thinks their answer is the correct one? Does the class agree?
- Now draw learners' attention to the Tip box. It says to read the question twice and then read the answers. Show where the grammar and content does not match in the example sentence.
- Let learners read through the questions and choose the answers.

Feedback: Share answers as a class when everyone has finished.

Answers

1 B 2 C 3 C 4 A

SPEAKING Task 4

- Focus learners on the speech bubbles. Read the questions together. Explain that they are going to use the questions to talk about their ideal pet. Be sure to mention that their pet can be real or imaginary.
- Use the chant you created with the whole class as an example in task 1 to model this task. Have learners work with you to convert the example chant into full sentence answers under the heading *My pet*.
- Now have learners work individually to write full sentence answers to the questions for their own pet. Circulate and monitor as learners are writing. Give a time limit.

Feedback: First, read the questions and have learners repeat. Use fun choral-drilling techniques (see p.52) to build learners' confidence in saying the questions. Then carry out an open-pairs feedback activity (see p.52) across the class to allow learners to share their *My pet* sentences with each other.

Answers

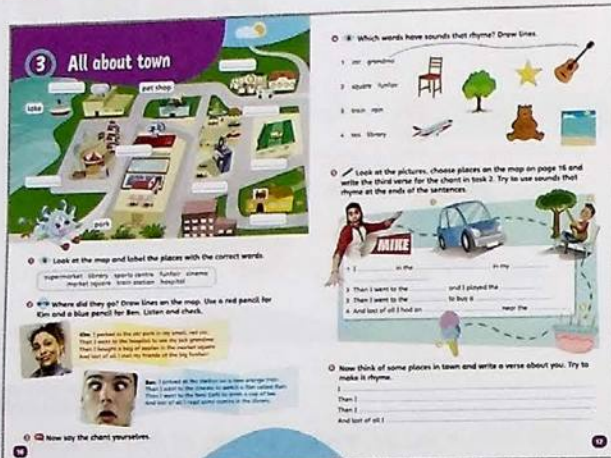
Learners' own answers

Task 5

- Ask volunteers to tell the class about their partner's amazing pet from memory. Treat this task as a fluency exercise, focusing on learners' ability to produce longer turns of language (rather than any grammatical errors they might make).

Answers

Learners' own answers



EXAM PRACTICE MATERIALS

Listening Part 3
Street map of learners' town or city centre (to project); coloured pens or pencils; small pieces of paper or notebooks

Unit objectives

LISTENING	Understanding simple spoken descriptions; listening for words, names and detailed information; matching words and pictures; identifying rhyming vowel sounds.
SPEAKING	Giving information about what you did at a specific time in the past.
READING	Understanding specific information in a short text.
WRITING	Writing a verse for a chant, following a model structure.
VOCABULARY	Places: cinema, funfair, hospital, lake, library, market square, park, pet shop, river, sports centre, supermarket, train station
NON-VLE VOCABULARY	birthday cake, guitar, ice skates, puppy, seal, star

WRITING Task 1

- Write the words for places from task 1 on the board. Then, if possible, show learners a projected street map of their town or city centre. Read the place words together, then ask if they know where the places are in their town centre. Learners can give street or district names or say where the place is near (e.g. *by the police station*).
- Erase, or partially erase the place words from the board, in preparation for task 1.
- Now ask learners if they can remember the words for places. Focus on the words in the word box in task 1. Read the words, and have learners repeat, using choral drilling (see p.52). Pay attention to pronunciation and syllable stress.
- Focus learners on the map. Then put them in pairs and have them work together to label the places with the correct words.
- Check answers together.

Answers



09 LISTENING Task 2

- Read aloud the list of place names again with learners. Then introduce 'Kim' (see photo on page 16) and tell them that they are going to hear where Kim went on the map.
- Have learners close books or cover page 16. Play Kim's verse from the chant and ask learners to shout *Stop!* when they hear one of the place words. When they call out, stop the audio and elicit the place word just heard (*hospital, market square, funfair*).
- Tell learners to look at page 16 again and point to the places that Kim visited. Then introduce them to Ben (see photo) and focus them on his chant. Explain that they are now going to look at where Ben went on the map.
- Have them read and listen to Ben's chant, telling them to pay attention to the place words. Pause at the end of Ben's chant and ask them to point to the places on the map.
- Make sure learners have blue and red coloured pens or pencils at hand. Tell them to pick red. Play Kim's chant and this time have learners read, listen and then draw lines on the map to show where Kim went.
- Then tell them to pick a blue colour. Play Ben's chant again and this time have learners read, listen and then draw lines on the map to show where Ben went.
- To check answers, have learners compare the lines on their maps with a partner. Elicit the places visited by Kim and Ben and write them on the board in the correct order.
- Learners listen to the chants again and identify the words with sounds that rhyme. Ask *Where are the rhyming sounds in the chant? (At the end of each line).*

Extra support: The chants show verbs in the past simple. If you feel your learners need to review past simple forms before embarking on task 2, have them play Word tennis in pairs first (see p.52) using the verbs from task 2 (*park / parked; go / went; buy / bought; meet / met; arrive / arrived; read / read*).

Start the task by having learners read through the chants and find all the verbs in the past tense. Write them on the board in two columns: regular / irregular; then elicit the base form of each verb. Read and have learners repeat each base form / past simple verb using choral drilling (see p.52). Then put them in pairs and play Word tennis (see p.52).

Answers



See page 60 for audioscript.

SPEAKING Task 3

- To see how much learners can remember, say or read the chant from task 2 out loud, but stopping at the place names, e.g. *Then I went to the ... to see my sick grandma.*
- Ask learners if they can remember the chant themselves. Can they say it by themselves in groups?

READING Task 4

- Write *car grandma* (from question 1) on the board. Have learners say the words, encouraging them to exaggerate the vowel sounds, and ask them why the words are special. Explain that they contain the same sounds, so they *rhyme*. Underline the rhyming sounds in the written words on the board.
- Elicit the words for the pictures alongside task 4 (*chair, star, guitar, tree, bear, plane, sea*). Have learners pronounce the words, having some fun by exaggerating the vowel sounds; then elicit which words and sounds rhyme with *car* and *grandma* (*star, guitar*), drawing learners' attention to the example line to the guitar. Hold up your copy of the book and model drawing a line from the first rhyming pair to the other word that rhymes with it (or demonstrate on a projected visual of page 17).
- Put learners into pairs and have them sit facing each other. They work through questions 2–4, pronouncing the rhyming pairs, then naming the objects in the pictures alongside. As they pronounce the words, they notice and mirror the shapes produced by their mouths as they say the vowel sounds in the words. They then work together to identify the rhyming words in the names of the pictures and draw lines.
- Nominate learners to come up and show the lines on a projected visual (if this isn't available, nominate learners to read out the rhyming words for each question (2–4)).

Extra support: For learners who are less confident with pronunciation, this task could be done together as a class.

Extension: Put learners into small groups and ask them to think of more words that rhyme. If you have created a Word hub in your classroom (see p.52), remind them to look at the vocabulary collected there for ideas.

Answers

- car grandma – star / guitar
- square funfair – chair / bear
- train rain – plane
- tea library – tree / sea

WRITING Task 5

- Put learners into small groups and introduce them to 'Mike' (see photo). Explain that they are now going to write a chant for Mike, using sounds that rhyme at the end of the sentences.
- Focus learners on the pictures 1–4 and tell them that each picture number gives them clues for the missing words in the sentence with the same number. Ask *What can you see in picture 1?* Elicit *a big blue car*. Then focus them on sentence 1 and give them time in their groups to discuss where the words from the picture clue might fit into sentence 1 and what other words might go in that sentence (this is quite difficult, so you could ask learners to read the first line of Kim's chant on page 16 for a very big clue!).
- Encourage learners to raise their hands when they think their group has worked out sentence 1. Nominate one member of the group to stand up and read out the sentence. Ask other groups to say if they agree with the sentence. Write the sentence on the board.
- Learners then work together to complete sentences 2–4. Remind them to use the picture clues and places on the map to work out the missing words. Monitor and circulate as groups are working, giving support with vocabulary and pronunciation to help learners work out the rhyming patterns. Give a time limit.
- Learners can also draw lines on the map in green for Mike if there is time.

Feedback: If the alternative sentence makes sense, praise the effort made, even if it doesn't rhyme.

Suggested answers

- I parked in the car park in my big, blue car,
- Then I went to the park and I played the guitar.
- Then I went to the supermarket to buy a birthday/chocolate cake.
- And last of all I had an ice cream near the lake.

Task 6

- Put learners into pairs to create their own verses. Remind them to use the structure of the verse in task 4 to help them and to try and make their verse rhyme.

- First, have them brainstorm places in town, how to get there and activities you can do there. They can use the places from the map on page 16 or think of their own places.
- To help learners structure their verse, write these questions on the board: *How did you get to town? What three places did you go to? Which one did you go to last of all?* Tell learners to think of answers, then write their verses.

Feedback: Ask some pairs to read out their verses to the class. If you feel it is appropriate, you could take a vote on the funniest verse.

Extension: Learners could perform their chants, using the rhythm in the chants heard in task 2 as a guide.

Add any new vocabulary from pages 16 and 17 to the Word hub if available (see p.52).

Answers

Learners' own answers



10 LISTENING Task 1

- Ask learners to share which places they like to go to in their town or city. Brainstorm places to go in town and be sure to elicit the following words, in preparation for the listening task to follow: *town centre, market, bookshop, shopping centre, sports centre, pet shop, supermarket, park*. Read the places and have learners repeat, using choral drilling. Learners need to be familiar with the sounds of the words to help them recognise them in the audio. Also use this stage to reinforce the use of the past simple: *Where did you go last weekend? What did you do?*
- Focus learners on the pictures of the six children in task 1 and read their names aloud together. Again, make sure learners are familiar with the pronunciation, to help them recognise the names in the audio.
- Explain that they are going to listen to some conversations about the children. They must listen to find out which places each child went to in town yesterday. Point out that they won't hear about the children in the order that they see their pictures on page 18, so they must listen carefully for their names.

- Play section 1 and pause at the end. Ask learners to identify the child (Vicky) and which places she went to (the town centre and the market).
- Play each section, pausing at the end. Have learners discuss briefly in pairs before writing down the name of the child and where they went.
- Check answers with the whole class after each section, to help learners gain confidence as the listening task progresses.

Answers

- Vicky - town centre, market
- Zoe - bookshop
- Peter - shopping centre
- Eva - sports centre
- Dan - pet shop
- Tom - supermarket

See page 60 for audioscript.

11 Task 2

- Do a quick round-up of all the places the children in task 1 visited in town yesterday. Ask learners if anyone in the class went to the town centre yesterday: *Where did you go? Why?*
- Tell learners that they are going to listen again to the last section. Ask, *Where did Vicky and her friends go after shopping?* Play the audio. Have learners listen and then check with a partner. Elicit *to the park (to have a picnic)*. Check learners understand what a picnic is (food that you take to an outside place to eat with your friends or family when you are relaxing and having fun).
- Play the audio again. This time learners must listen to find out what Vicky and her friends ate for their picnic.
- Play the audio twice more, then tell learners to check their answers with a partner and draw the food eaten by the children in the box on page 18.

Feedback: Elicit where Vicky and her friends went after shopping. Then ask for a volunteer to come up to the board and draw what the children ate on their picnic. Ask the others to check they agree with the answer.

Answers

After shopping, Vicky and her friends went to the park to have a picnic.
The drawing should show cheese sandwiches, chocolate and apples.

See page 61 for audioscript.

SPEAKING Task 3

- Put learners into pairs and focus them on the pictures in task 4. Ask them to name each object in the pictures. Give a time limit, then have the pair with the most answers stand up and read out their list. Ask other pairs to check the list against their own and add any missing answers.

- Now ask the pairs to join with another pair to look at the pictures again and identify where you can buy each object in the pictures (A-F). Make this stage into a competition to see which group can identify the usual places in the shortest time (there may be different suggestions for each item).
- When answers are elicited in the two stages above, note the words on the board to help learners with the next task. Use this stage to check pronunciation of the target vocabulary.

Suggested answers

- A Skateboard - a sports shop or a shop in a sports centre
- B Camera - shopping centre
- C Cheese - the supermarket
- D A puppy - the pet shop
- E A book (about dogs) - the bookshop
- F Bananas - the market

12 LISTENING Task 4

Part
Movers 3

- Highlight that this is an exam-style task. Explain to learners that they are going to listen to the audio again. Focus learners on the pictures of the six children on page 18 and the objects (A-F), in task 4. They must listen to the audio to find out what the friends bought in the town centre. Draw their attention to the boxes in the bottom right hand corner of each child's picture; explain that, after they listen, they must match an item in task 4 with a child in task 1 by writing the item's letter in the box on the child's picture.
- Play section 1 of the audio, pausing after the narrator says, *Can you see the letter F? Now listen and write a letter in each box.* Point to the letter F and have all learners do the same, so they are clear about what to do.
- Tell learners that you will play the rest of the audio twice, so they know what to expect: first time for them to listen and write the letters and a second time to check their answers.
- Make sure learners have pens or pencils to hand and play the audio as described.
- Make sure learners realise they will not hear the information about the pictures in the order in which they appear on the page.

Feedback: Once the audio task is completed, have learners swap books for peer-correction. Write the names of the six children on the board and invite learners to come up and write the corresponding letters next to each name. Ask the others to check the answers as they are written on the board.

Extra support: If there are common errors made in task 4 (i.e. common misunderstandings), play the sections again, line by line, pausing after the correct answer is revealed.

Answers

Zoe: E Dan: D Tom: C Vicky: F Peter: B Eva: A

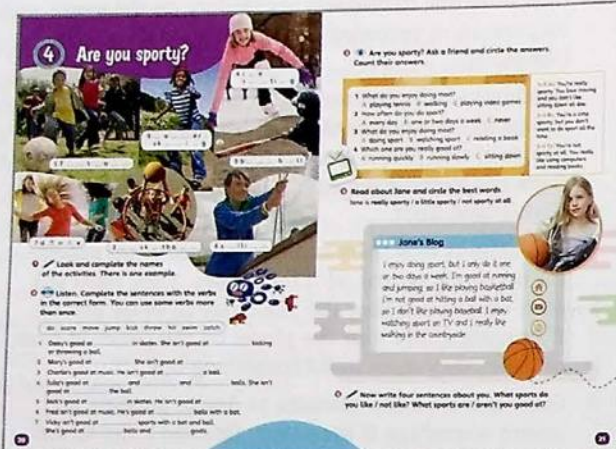
See page 61 for audioscript.

SPEAKING Task 5

- Remind learners of the class conversations they have had about places in their town or city centre. Draw their attention to relevant vocabulary on the map on page 16 or recorded on the board or Word hub (see p.52).
- Hand out small pieces of paper, or have learners use a page in their notebooks. Tell learners to write the names of two places in their town or city centre. Tell them not to show the names to anyone sitting nearby. Give a time limit.
- Put learners into pairs and ask them to swap papers (or notebook pages) with the names. They must tell each other what they did yesterday in those places. If learners didn't visit the places on the paper in front of them, they must make something up!
- Give learners a few minutes to devise answers and invent something if necessary. Remind them to use verbs in the past simple because the sentences are about 'yesterday'. Monitor and circulate during this stage, to be on hand if learners need help with vocabulary, verb forms or forming sentences.
- Then have them tell each other what they did in those places yesterday. They must listen to each other and decide whether their partner is telling the truth or not!

Feedback: Have learners share some of the places visited by their partners. The rest of the class must decide if the information is true or false.

4 Are you sporty?



EXAM PRACTICE

MATERIALS

Reading and Writing Part 4 and Speaking Part 2

A set of dice; separate sheets of paper; coloured pens or pencils

Unit objectives

LISTENING	Understanding simple spoken descriptions; listening for detailed information; listening and writing specific words to complete sentences.
SPEAKING	Describing what is happening in pictures; answering questions about a specific topic.
READING	Understanding specific information in a questionnaire; understanding the main idea in a short text.
WRITING	Spelling words for sports activities; writing information about yourself, including special skills, likes and dislikes.
VOCABULARY	Sport words: <i>baseball, basketball, dance, football, ice skating, roller skating, sailing; day trip; bring, drop, hungry, lake, laugh, racing, riding, surprised</i>

WRITING Task 1

- Focus learners on the photos and elicit the names of the sports. Use this task to pre-teach any words the learners are unsure about, using the photos. Drill the words using choral drilling (see p.52) but don't write the words on the board at this stage.
- Put learners into pairs and have them work together to complete the sports word photo labels. Point out that each dash represents a letter. Draw their attention to the example (*d a n c e*). Give a time limit.
- Nominate learners to come to the board and write the activity names. As they write, ask the others to check the spelling.

Extension: Ask learners to comment on the sports presented: *Which sports do you do? How often? Which sports do you watch on TV? Which sports would you like to try?*

Answers

- 1 football 2 basketball 3 baseball 4 ice skating
5 roller skating 6 sailing

LISTENING Task 2

- Write the verbs in the word box on the board. Have learners stand up and, if possible, move them to a part of the classroom that is free of furniture. Tell them that you are going to call out one of the verbs and they must do an action to show what the verb means. Start with a verb that is easy to demonstrate, e.g. *jump, kick*.
 - When learners are clear about the meaning of all the verbs, have them sit down again and focus on the sentences in task 2. Explain that they must now listen to complete the sentences with a verb from the box. Ask them to work first with a partner to read the sentences and try to work out the correct verb to complete the line. They shouldn't write anything at this stage, only make predictions. Point out that some verbs can be used more than once. Tell them to pay attention to the form of the verb too.
 - Play the audio, pausing after each sentence to allow learners time to write. Have them check with a partner. Play a second time to check again.
 - Check answers by playing each sentence again, pausing at the end for learners to answer. Elicit the missing verbs and draw learners' attention to the form of the verb (-ing form). Explain that a verb after a preposition (*at*) always ends with -ing.
- Extra support:** Instead of having the whole class do the verb actions in the first stage, choose a group of confident learners (e.g. five or six) to come to the front of the class to mime and demonstrate the verbs. Alternatively, choose individuals (confident learners and/or learners with a higher language level) to come to the front to demonstrate the verbs. Show them the verb on a piece of paper, then have them demonstrate the verb action. The others should choose which verb is being demonstrated from the list on the board.

Answers

- 1 moving, hitting
2 swimming, jumping
3 kicking
4 jumping, throwing, catching, kicking
5 moving, swimming
6 hitting
7 doing, kicking, scoring

See page 61 for audioscript.

READING Task 3

- Before starting task 3, ask learners as a class *Which sport do you enjoy doing most?* Elicit answers and use this short lead-in to check understanding of *most* in a question like this (i.e. your favourite sport, 'the best sport for you').
- Focus learners on the questions 1–4 and explain that they are going to interview their partner and circle the answers their partner gives. Point out that there is a choice of three answers for each question. Model the task with a confident learner, asking and answering, showing clearly that you are recording your partner's answers and not your own. Tell learners that they will need to count their partner's answers at the end.
- Before the pairwork activity, have learners practise the questions together using choral drilling (see p.52).
- After practising, have learners sit facing their partner in the style of an interview. You could set this up as a TV interview to add a bit of fun.
- As learners are asking and answering, monitor and circulate to make sure learners are on track and recording their partner's answers (not their own).
- When learners have finished their interviews, have them count their partner's answers. How many As, Bs and Cs are there? Then focus them on the conclusions to the right of the quiz and have them find the one to describe their partner, according to the answers they have given. Ask them to read the answers aloud to their partner: does it describe them?

Feedback: Ask learners to share their thoughts about the conclusions. Do they agree with the descriptions of themselves / their friends? Then draw a vertical line on the board with three points marked 1–3 (1 at the top, 3 at the bottom). Have learners match the expressions, *really sporty, a little sporty, not sporty at all*, to a point on the line (1 *really sporty*; 2 *a little sporty*; 3 *not sporty at all*).

Answers

Learners' own answers

READING Task 4

- Introduce Jane by focusing learners on the photo and ask which sport they think she plays (basketball).
- Tell learners that they are now going to read about Jane. They must decide if she is *really sporty, a little sporty* or *not sporty at all*.
- Have learners read the text, then discuss it with a partner. Together they decide which phrase describes Jane the best.

- Ask learners as a class which phrase learners think best describes Jane. Ask them which phrases in the text helped them to choose. Spend a little time helping learners understand how specific phrases helped them reach a conclusion, to build deductive and critical thinking skills.

Extension: Have learners go through the text about Jane and highlight all the examples of *verb + -ing*. Then ask them to circle the words before the examples of *verb + -ing*. Which words did they circle? (*at, enjoy, like*) Use this exercise to teach them that verbs that come after prepositions, and the verbs *like* and *enjoy*, are always *verb + -ing*.

Suggested answer

Jane is a little sporty.

WRITING Task 5

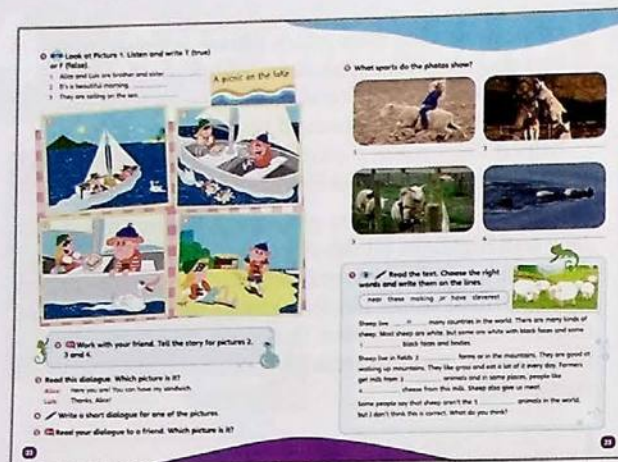
- Using Jane's text as a model, learners write four sentences about themselves and sport, answering the questions *What sports do / don't you like? What sports are / aren't you good at?* Remind them to use the sports vocabulary from tasks 1–3 to form their sentences.
- Highlight the use of the first person (*I enjoy ... I only do ... I'm good at ...*, etc.) in Jane's text and tell learners to do the same. Hand out separate sheets of paper to each learner. Tell them to write their names in very small letters at the bottom of their paper and write on the other side. When they have finished, another learner will peer-correct their work and then guess who the sentences are about.
- Learners work individually to write their sentences. Monitor and circulate to help them with vocabulary and sentence structure, if needed. Give a time limit.

Feedback: Collect the papers and hand them out to other learners to check. Stress that they must not look at the name on the other side. Have learners read and check the sentences, looking out for spelling and correct verb forms. Then they should write under the sentences who they think they are about.

Hand back the sentences to the original writers.

Did anyone manage to guess correctly?

Add any new vocabulary to the Word hub if available (see p.52).



14 LISTENING Task 1

- Focus learners on the pictures, 1–4, and give them a few minutes to take in the details of each. Allow them to work in pairs.
- Focus learners on picture 1 and tell them that the pictures show a story. Introduce the two children, Alice and Luis, and read statements 1–3 aloud together. They are now going to listen to the first part of the story and then decide if the sentences are true or false.
- Before listening, ask learners to read statements 1–3 again in pairs and then highlight what they think are the key words. Explain that this technique will help them to decide if the statements are true or false and to identify the key words in the audio.

Key words in the statements that learners should highlight are: 1 *brother, sister*; 2 *beautiful, morning*; 3 *sailing, sea*.

- Play the audio once, then pause and have learners discuss the statements with a partner. Then play again for them to write the answers, T or F. Play a third time to check.

Extra support: Focus learners on pictures 2–4 and write the following words on the board: *bring, hungry, give, laugh, sit, drop, chocolate, surprised, eat*. Use this stage to check that learners understand the meaning of all the words (the verbs, *laugh* and *drop*, can be explained by miming the actions; adjectives, *hungry* and *surprised*, with gestures and facial expressions). Explain that these words help to tell the rest of the story.

Put learners into pairs again and have them look for illustrations of the words in the images, then match the words to each picture. Give a time limit to help focus learners on the task.

Nominate learners to give answers. If possible, show a projected image of page 22 and have learners come up and point to details in the pictures that show the words. (Picture 2: *laugh, drop, hungry, surprised, eat*; Picture 3: *give*; Picture 4: *bring, chocolate, sit*.)

See page 61 for audioscript.

Extension: Ask learners to correct the false statements.

Answers

1 T 2 F 3 F

SPEAKING Task 2

Part
Movers 2

- If you haven't yet done the *Extra support* task in task 1, go through the steps of that task now. List the relevant words on the board, clearly labelled with each picture number (2–4). This will give learners the vocabulary support needed to tell the story from the pictures 2, 3 and 4.
- Read sentences 1–3 from task 1 (with sentences 2 and 3 corrected, *It's a beautiful afternoon. They are sailing on the lake*) with the class, pointing to picture 1.
- Give learners a minute to think of a sentence to describe pictures 2–4. Have them discuss their ideas with a partner and then elicit sentences from the class, writing useful phrases on the board. Learners can use these as sentence prompts in the next stage.
- Learners work in pairs to tell the story for pictures 2, 3 and 4. Learners are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative. Learners should also try to describe simple feelings, e.g. *The boy is / isn't happy*. Circulate and monitor as the pairs are speaking, giving support with sentence formation and vocabulary, where needed.

Suggested answers

Picture 2 Alice and Luis are eating sandwiches. They are hungry. Luis drops his sandwich in the lake. He starts to cry. They see a duck. It is eating the sandwich.

Picture 3 Alice gives her sandwich to Luis. He is very happy. The duck is happy too!

Picture 4 Alice is sitting on the beach. Luis brings two chocolate ice creams. He wants to say thank you to Alice.

READING Task 3

- Read the dialogue together with the class. Then ask learners to identify which picture matches the dialogue.
- When the correct answer has been given, ask learners to identify which words and phrases helped them to match (e.g. *Here you are!*, *sandwich*). Ask learners to match the words with illustrations in the picture.

Answer

Picture 3

WRITING Task 4

- Read the dialogue in task 3 again as a class. Drill the dialogue and have learners repeat with emphasis on the intonation and actions where appropriate, e.g. *Here you are!*
- Put learners into small groups and give each group a picture to work on. They work together to think of phrases to make a dialogue for their picture. Stress to learners that they should think about what the characters might be saying, (as opposed to sentences describing the pictures as in task 3).
- Bring the class back together and elicit useful phrases for each picture from each group. Write phrases on the board, clearly labelled with each picture number. Note that, at this stage, learners should only think of useful phrases, not create a dialogue yet.
- Ask learners to work individually now, to write Alice and Luis's dialogue for one of the pictures. Tell them to choose either pictures 1, 2 or 4 and to use the phrases on the board to help them. Monitor and circulate as learners are writing, to help with phrasing where needed.

Suggested answers

Picture 1 Alice: *I like sailing! The lake is very beautiful.*
Luis: *Yes, look at the duck!*

Picture 2 Alice: *I'm hungry! Let's have our sandwiches.*
Luis: *OK. Oh no! I dropped my sandwich in the lake. The duck is eating it!*

Picture 4 Luis: *I've got two chocolate ice creams. Here you are!*
Alice: *Thanks, Luis!*

SPEAKING Task 5

- Put learners into pairs and ask them to read their dialogues to each other. They should listen and guess which picture their partner's dialogue matches.

Answers

Learners' own answers (see task 4 suggested answers for guidelines)

WRITING Task 6

- Ask learners if they know any sports where animals and humans take part together (e.g. horse riding, horse racing, camel racing, falconry). Ask *What words can we use to describe animal sports?* Elicit *riding, running, racing, jumping*. Write key vocabulary on the board. Then focus learners on the photos in task 6 and elicit the name of the animals seen here (*sheep*). Have learners ever seen a sheep take part in sports?
- Ask *What sports do the photos show?* Then put learners into pairs to identify the sports and write the name into the lines, 1–4 under the photos. If they need help with the vocabulary, point them to the vocabulary generated in the first stage of this task, as well as the classroom Word hub if available (see p.52).

Feedback: Elicit suitable answers for each photo. Use this stage to clarify the difference between *racing* and *running* (*racing* is specifically running or moving fast to win a competition).

Answers

1 sheep riding 2 high jump / jumping
3 racing / running 4 swimming

READING Task 7

Part
Movers 4

- Put learners into small groups and have them create a 'sheep mind map' (see p.52) with information about *what sheep look like, what they eat, where we see sheep and products from sheep*. Learners can create the mind maps on separate paper or in their notebooks.
- Learners use their mind maps to help them understand the reading text in task 7 and complete the missing words from the word pool. Ask learners to work individually on this task. Tell them to read through the whole text first, ignoring the gaps. They then read the words in the word pool, read the text again and decide where to put the words.
- To help learners select the correct word to put in a gap, tell them to look at the words immediately before and after the space. This will help them decide whether the missing word is a preposition, adjective, determiner or verb.
- When learners have chosen the words for each gap, tell them to check with their group. Then conduct feedback as a class. If possible, show an enlarged version of the text and have learners come up and write or point to the missing word for each gap.
- The key skills for this task are reading and understanding a factual text, and copying words. Although this task does not have the three options that the live task includes, learners focus here on the fact that they do not need to think of a word for each gap themselves and the need to be careful when copying.

Answers

1 have 2 near 3 these 4 making 5 cleverest

5 My dream school

5 My dream school

Look at the map. The children have chosen a dream school. Write A, B, C or D in the boxes.

Andres: I like the jungle. I want to go to a school where I can learn about animals and plants. I want to go to a school where I can learn about the jungle. I want to go to a school where I can learn about the jungle.

Kanya: I like the cinema. I want to go to a school where I can learn about movies and TV. I want to go to a school where I can learn about the cinema. I want to go to a school where I can learn about the cinema.

Asya: I like space. I want to go to a school where I can learn about the universe and planets. I want to go to a school where I can learn about space. I want to go to a school where I can learn about space.

Filip: I like pirates. I want to go to a school where I can learn about pirates and ships. I want to go to a school where I can learn about the sea. I want to go to a school where I can learn about the sea.

Our dream school!

Where is the classroom? Who are the teachers? What do the children wear?

1. What's in your classroom? 2. What do you like about school? 3. What don't you like about school? 4. What do you want to change about your school?

Now, open your eyes! Tell your friend about your ideas.

EXAM PRACTICE MATERIALS

Reading and Writing Part 6
A map of the world or a globe (optional), whiteboard, board pens, music for moving around to

Unit objectives

LISTENING:	Recognising words to complete a song.
SPEAKING:	Giving opinions; asking and answering questions; describing a dream school.
READING:	Reading and understanding some simple short stories about familiar topics with the help of pictures; matching a description to a child.
WRITING:	Completing sentences, responding to questions and writing sentences.
VOCABULARY:	alien, circus, clown, computer, dream, funfair, jungle, library, milkshake, monster, pirate, playground, robot, space, superhero, tree house, window

SPEAKING Task 1

- Do a guided visualisation at the start of the lesson to lead in and personalise the context to 'my dream school' as follows: set the 'my school' context by asking learners to close their eyes and take deep breaths. They keep their eyes closed (when they listen, they only *think*, they don't speak). Then give these instructions:
Think about your school:
1 What's in your classroom?
2 What do you like about school?
3 What don't you like about school?
4 What do you want to change about your school?
Now, open your eyes! Tell your friend about your ideas.
- Focus learners on the photos and introduce the four children. Read their names together and have learners repeat them, so they can recognise the names in the tasks to follow.
- Do a quick reading race (see p.52) with the whole class to familiarise learners with the children's

comments about their schools. Ask 1 *Who has new computers in their school?* (Kanya) 2 *How many?* (10) 3 *Which place does Asya love?* (The library) 4 *Who has big windows in his classroom?* (Andres) 5 *What does Filip have in his school?* (A swimming pool).

- Next, put learners into pairs to discuss the question, *Which school would you like to visit? Why?* Before they start, have learners repeat the question and language they will need for the answers using choral drilling (see p.52). Encourage learners to answer *I'd like to visit (name)'s school because it has / there is / I like ...*. Draw their attention to the possessive *s* at the end of the children's names, e.g. *Asya's school*.

Feedback: After discussing their schools in pairs, have learners ask and answer across the class in open pairs (see p.52). Finish by asking *Which things are the same in your school? Which things are different?*

Extension: Look at a map or globe to see where the children in task 1 live. Do learners know anything about schools in other countries?

Answers

Learners' own answers

WRITING Task 2

Part
Movers **6**

- Point out to learners that this is an exam-style task. Tell them that they are now going to look at pictures of the children's dream schools. Concept-check *dream school* by asking if these are the children's real schools (no, they are schools in their imagination).
- Give learners time to look at the four pictures first in pairs. Ask them to notice unusual details (*What is different to a normal school?*), which will give them clues for the missing words in sentences 1–6 in the next stage.
- Put learners into small groups to work on the next stage so they can help each other with any unknown words. First focus them on the examples and check that they understand *superhero* (ask them to think of examples of superheroes they like). Then ask them to work together to finish the sentences and answer the questions.
- Elicit learners' answers and write them on the board. Then, if possible, have volunteers come up to the front and point to the answers on a projected visual of the task with the four pictures (e.g. point to a *jungle, tree house, milkshake, circus*, etc.).
- This task focuses on the skills needed for Part 6, which are completing sentences like items 1, 3 and 5 and responding to questions like items 2, 4 and 6. A further skill is also needed, which is writing complete sentences. You can extend this task by asking learners to write two sentences about the picture. They may find it useful to copy words and phrases from the previous questions about the picture. However, identical or very similar sentences will mean they get 1 point rather than 2.

Answers

- jungle
- a tree house / in the trees / on a tree
- café
- purple milkshakes
- circus
- comic books / comics / magazines

READING Task 3

- Have learners work individually for this task. Explain that they are going to find out more about the children's dream schools. They must match the children to a speech bubble describing their dream school, using the letters A, B, C or D.
- Explain to learners that they can understand the general meaning of a text by reading quickly first, then reading more slowly a second time to find details. Here, they should read the texts quickly and circle the names of the places. Then they can look back at the completed sentences and answers in task 2 to match a child to a speech bubble.
- Have learners carry out the task as above, writing the letters A–D on the lines in each bubble. Give a time limit.

Extra support: Instead of having learners work individually on all four texts, put them in groups of four and have each learner take just one text each to read and match to a child. They then compare their answers as a group.

Feedback: When learners have an answer for each speech bubble, let them compare with a partner. Elicit the answers from the class and ask learners which words they circled in the texts.

Extension: Put learners into pairs and give each pair one speech bubble to work on. Ask them to find two more ideas in the speech bubble about their child's dream school that they didn't know before (i.e. not revealed in task 2).

Answers

- 1 C 2 D 3 A 4 B

READING Task 4

- Keep learners in the same pairs and have everyone read the questions at the top of the table together.
- Explain to learners that they should read the text more slowly this time to find the answers to these questions. When they have found the answers, they should underline them. Have them first underline key words in the questions, so they can focus their reading, e.g. *Where is the classroom? Who are the teachers? What do the children wear?*
- Learners work in their pairs to find the answers to the questions in the speech bubbles in task 3.

Feedback: Have each pair swap their textbooks with another pair for peer-correction. Nominate learners to give the answers while the others listen and check their classmates' work.

Answers

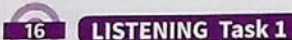
Name	Where is the classroom?	Who are the teachers?	What do the children wear?
Andres	1 in a café	2 older children	3 baseball caps
Kanya	4 in a circus	5 clowns	6 circus clothes
Asya	7 in a cinema	8 superheroes	9 superhero clothes

SPEAKING Task 5

- Ask the question *Which dream school do you like best?* Drill the question and elicit some basic responses. Then model the task by giving a response yourself which expands the answer, e.g. *I like Filip's dream school best because it's great fun! I love playing pirates!*
- Use this question to help learners build their ability to think critically and form opinions.
- Elicit some more responses from learners, showing how the model answer can be varied, e.g. *... because it's very exciting / interesting. I like / love climbing / drinking milkshakes / superheroes*. Remind learners to use the verb + *-ing* after *like / love* and the possessive *s* with the children's names. Write example responses on the board.
- To follow, have learners ask and answer in an open-pairs activity around the class (see p.52).
- Add any new vocabulary to the Word hub if available (see p.52).

Suggested answer

I like Filip's dream school best because it's great fun! I love playing pirates!



LISTENING Task 1

- Feedback:** Monitor and circulate, using prompts such as the pictures on page 26 to help learners think of suitable words.

Extra support: Ask learners to choose the missing words from a word pool (write the missing words in mixed up order on the board).

17 LISTENING Task 2

LISTENING Task 2

- Play the audio for learners to check their answers to task 1.
- Play the song again, pausing after each line with a gap to elicit the missing word.

Extension: Depending on the confidence level of your learners (i.e. if they like singing solo) have them sing the song in groups of four, taking turns to be Asya, Filip, Andres and Kanya.

Play the song to demonstrate that they should click their fingers and keep the rhythm of the song as they sing.

Before singing, have them repeat the lines with exclamation marks with emphasis and exaggeration, encouraging them to have some fun with the lyrics and use their voices to really show feelings.

Answers

- 1 jungle 2 pirates 3 treasure 4 café 5 milkshake
6 baseball caps 7 fun 8 English 9 school

See page 61 for audioscript.

WRITING Task 3

- Tell learners that they are now going to write about their own dream schools. Draw their attention to the three-part writing frame in task 4 and read lines 1–3. Then show them the three headings: *1 Classrooms, 2 Teachers, 3 Clothes* with the word banks for learners to choose from to complete the writing frames.
- Read the words in the word banks together and make sure learners know the meanings of the words. Use pictures and gestures / miming to help them understand the meaning of any unknown words.
- Learners work individually to complete the writing frame for *My Dream School!* Tell them that they are going to answer questions about their dream school from their classmates in the next task.
- Monitor learners as they are putting together their writing frames, supporting with the lexis where needed.

Extension: Learners with a higher language ability could add two words of their own to the three categories and work with all the words to write about their dream schools.

Suggested answers

- 1 My dream school is in a playground.
- 2 The teachers in my dream school are robots.
- 3 We wear space clothes in my dream school.

SPEAKING Task 4

- Tell learners that they are now going to ask questions to find out about each other's dream schools. First, read the questions in task 4 and have learners repeat each one, using choral-drilling activities (see p.52). Aim for learners to have some fun with this drilling stage, to build their confidence and to work on sentence stress and intonation.
- When learners are ready, have them stand up and prepare to walk around the classroom asking questions. Explain that their aim is to find classmates with the same dream school. Tell them that you are going to play music and when you stop the music, they must turn to the nearest classmate and ask each other the questions. They repeat this process until they find a classmate with the same answers, then they can sit down together.
- Play the music and set a time limit for learners to ask questions to as many classmates as possible. When the time is up, ask any learners with the same answers to sit together, and put the others into groups of similar size (no more than four learners per group).
- When learners have completed their surveys, ask them to read through their answers and identify the funniest, most interesting or most surprising to share as feedback.

Answers

Learners' own answers

SPEAKING Task 5

- Learners should by now be sitting in small groups of no more than four. Ask the ones who have the same dream school to share their 'school' with the class.

Feedback: Ask if any other learners have a similar school. Then ask several other learners to share their Dream Schools to compare.

Answers

Learners' own answers

THINK BIG

- At this point in the class you may have one or two groups with the same 'Dream School' and other groups with different schools. The groups with the same school are going to use questions 1–3 to expand their ideas; groups with different ideas are going to think of three different answers for each question.
- Read through the questions together, then give one question to each group. Each group has a minute to brainstorm possible answers, then have them share their ideas with the class. Note down interesting ideas on the board.
- Now have the groups work through all the questions together. They must read the questions again, discuss possible ideas, then write the answers in their notebooks. Monitor and circulate while they are working, helping with vocabulary. Give a time limit.

Feedback: Ask each group to stand up in turn and invite other learners to choose two questions to ask them. At the end, ask everyone to share which ideas they thought were the most fun, most interesting etc.

Suggested answers

- 1 We have calls online with schools in other countries.
- 2 There are robots in every classroom to help with lessons.
- 3 We play basketball on hoverboards!

6 Food around the world

6 Food around the world

Listen and colour the food.

Read and match the countries with the foods.

Listen and point to the food.

EXAM PRACTICE MATERIALS

Listening Part 5, Speaking Part 3
Whiteboard, board pens, a map of the world (optional, visual images of target food vocabulary (e.g. flashcards or from the internet), recorded music

Unit objectives

LISTENING SPEAKING	Understanding details in a dialogue. Giving and justifying opinions; giving simple descriptions of objects, people and actions; suggesting a picture that is different and explaining why; asking and answering questions.
READING	Reading and matching words to short descriptions; matching words to pictures; matching words to make word combinations and collocations.
WRITING VOCABULARY	Completing questions. Food: <i>burger, cake, cheese, chips, fish, fries, fruit juice, ice cream, mangoes, noodles, onions, pasta, pie, pizza, potatoes, sandwich, sauce, sausages, tea, tomatoes</i> ; food adjectives: <i>cooked, delicious, fantastic, favourite, fresh, great, typical</i> ; ordinal numbers: <i>first, second, third, fourth</i>

READING Task 1

- Focus learners on the photos and introduce the children as six new friends from different countries. Read the children's names and countries together, draw attention to the speech bubbles and explain that the children are talking about their favourite food or food that is popular in their country. Read the speech bubbles together.
- Give learners a minute to find all the words for types of food in the speech bubbles. Then elicit onto the board. Use this stage to explain any food mentioned that learners don't know. Have images available to explain unknown vocabulary if possible (e.g. flashcards or from the internet).

- Draw learners' attention to the verbs and phrases used to describe food, e.g. *We have ... , We love ... , My favourite food is ... , We cook / don't cook ...*. Then have learners find all the adjectives used to describe food: *delicious, fresh, great, fantastic, favourite, typical*.
- Read the countries together and ask learners to work in pairs. They read the speech bubbles again and match the countries to the foods. Point out that when fresh fish is eaten without cooking (as in Japanese cooking), it is called *sushi*.

Feedback: Elicit answers for the last stage from around the class.

Extension: Ask learners to imagine that their photo is going to appear in a textbook like *Fun Skills*, in a unit with the same title. Have them work in pairs to write a short speech bubble comment to describe their favourite food and / or food that is popular in their country.

If time, show the countries where the children in the photos come from on a large map of the world.

Answers

- 1 Japan – fresh fish 2 Mexico – fresh fruit
3 Thailand – noodles 4 Italy – pizza
5 USA – burgers 6 Peru – fish in fruit juice

18 LISTENING Task 2

Movers **5**

- Before starting the exam-style task, elicit the names of colours from around the class, e.g. *red, white, orange, yellow, green, blue, purple*. Ask learners what colours can be found in fresh food.
- Have learners pronounce the colours in a choral drill (see p.52), to help them recognise the words in the listening task to follow.
- Make sure learners have the necessary coloured pens ready. Remind them that this is an exam-style task and read the instruction together: *Listen and colour the food*. Ask them to tell you which two types of words they should listen for: elicit *colour* and *food* words.
- First have them work in pairs to study the drawing first and identify the food and drink illustrated. Write on the board: *cake, sauce, pasta, sausages, cheese, ice cream, tea, potatoes*. During feedback, draw their attention to features such as the two sections of the cake, the bowl of sauce and the plate of potatoes, that will help them in the following task.
- Learners need to know that in the Movers colouring task, they also have to write something. It will not be a difficult word and will be from the Starters / Movers wordlist. The focus of this task is listening for words, colours and specific information. See Movers Mini Trainer for full Part 5 listening tasks.

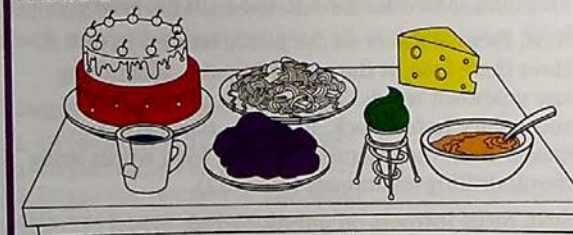
See page 62 for audioscript.

- Tell learners how many times you are going to play the audio. Do the first 'listen and colour' section as an example with a whole class. Pause the audio frequently and give learners time to colour.

Feedback: Play each section of the audio again, pausing after each line that reveals the correct answer so learners are clear about which parts needed to be coloured and why.

Extra support: During the stage where the first 'listen and colour' section is played, if possible, use an enlarged version of the pictures on the board to provide learners with additional scaffolding if necessary.

Answers



SPEAKING Task 3

- Introduce the task by writing a line as follows, on the board:
- | | | | | | |
|--------------------|---|---|---|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| My least favourite | | | | | My favourite |
- Draw a very happy face next to 1 and a very grumpy face next to 6. Then read the food words aloud with learners and ask, *Which is your favourite?*. Model the task by putting your own choices for 1 and 6. *My favourite is ...; my least favourite is ...*
 - Ask learners to do the same in their notebooks, working individually. Tell them to complete 1 and 6 first, then 2–5. Tell them to start thinking about why they have numbered the foods in the way they have. Give a time limit.
 - Have them transfer the lists to the Student's Book, writing the relevant numbers next to the list of food in task 3.

Feedback: As learners are putting the food in order, circulate and monitor, asking individuals why they have chosen their favourites and least favourites. Use this stage to start inputting useful phrasing to help them explain, in preparation for the next task.

Answers

Learners' own answers

Task 4

- In this task, learners talk to their partner, saying why they chose numbers 1 and 6. Model the activity with your own examples, e.g. *My favourite is fresh fruit because it is delicious and healthy. My least favourite is sushi because I don't like fish.*

- Give learners time to think of reasons for their favourite and then ask the class. Use learners' responses to input useful language for reasons why. Record possible answers on the board. As before, make the choral drilling fun by having learners exaggerate and emphasise specific sounds (see p.52).
- Next, put learners into pairs to tell each other why they chose numbers 1 and 6. Monitor and circulate, helping learners with vocabulary and phrasing where necessary.

Feedback: Choose several learners to share their responses with the class.

Answers

Learners' own answers

READING Task 5

- Remind learners what a *picnic* is. Ask them if they ever go on picnics. Where do they go? Who with? What food do they eat? Write suggestions for picnic food on the board.
- Now focus learners on the picture. Explain that it is a picnic in the countryside. Give them a few minutes to first identify any food that is the same as the food mentioned in the previous stage, then identify all the other food in the picture. Use this stage to pre-teach any unknown words, e.g. *sandwich, pie*.
- Put learners into pairs to match the words in lists 1–5 with A–E.

Answers

1 C 2 D 3 A 4 E 5 B

19 LISTENING Task 6

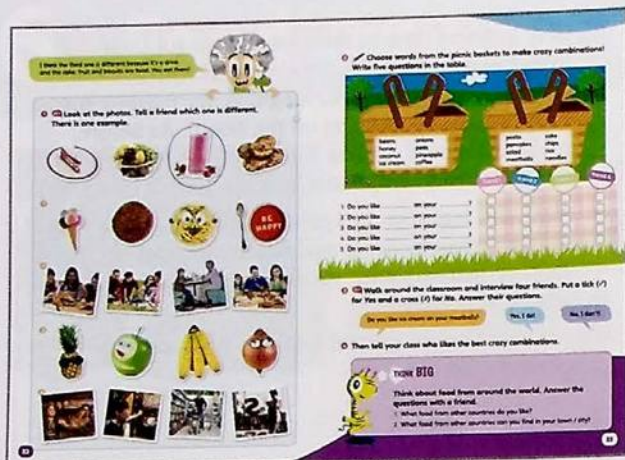
- Play the audio and have learners check their answers.
- Feedback:** After playing the audio, write the words from the list, 1–5, and have learners tell you from memory the matching words. Drill the word combinations with the class, using fun choral-drilling techniques (see p.52).

Extension: Have learners practise pronunciation and syllable stress by repeating the word combinations in the style of the rap in the audio. Have them recite with rhythm and click their fingers.

20 LISTENING Task 7

- Play the audio. This time, learners listen carefully for the food they like most from each list. Tell them that they must dance when they hear their favourite food.
- Extension:** Try to notice which food some learners dance for. Encourage them to talk about their choices, giving reasons, e.g. *I like ice cream and orange juice best because we have them in our picnics too*. Remind them to use responses practised in tasks 1 and 6, too.

See page 62 for audioscript.



SPEAKING Task 1

Part 3 Movers

- Highlight that this is an exam-style task. Then focus learners on the photos in the example line. Explain that one photo is different to the others. Learners need to suggest a picture that is different and explain why. They do not need to use ordinal numbers, but if they know them, it is useful. Learners are only expected to give simple reasons for choosing a photo, e.g. *These are food, this isn't. This family is outside, but this isn't. These are food shops, this isn't a food shop, it's a bookshop.* Learners might also find an alternative difference to the one intended, so accept any plausible answers.
- Elicit the answer (photo 3, because it's a drink and the others are food), drawing learners' attention to the example answer in the green speech bubble. Highlight the use of the ordinal number, *third*. Explain to learners that they are going to answer questions 1–4 in the same way. Drill the pronunciation of the sentence and the ordinal numbers, *I think the first / second / third / fourth one is different because it's ... and the others are ...*. Highlight the use of the third person singular, *it's (a ...) ...*, and third person plural, *... the others are ...*.
- Give learners a couple of minutes to study the photos on their own and work out why one of them is different. Then put them in A/B pairs. Learner A will answer questions 1 and 3 (*I think the ... one is different because it's ... and the others are ...*), then Learner B, 2 and 4. Monitor and circulate as learners are talking so you can address any areas of difficulty in feedback (e.g. expressing the differences).

Feedback: Elicit answers from the class and write the correct answers, as full sentences, on the board. If there have been problems with producing the intended answers using the structure given, have learners repeat the correct responses using choral drilling (see p.52) and record in their notebooks (for future reference).

Extra support: When learners are studying the photos before answering in pairs, encourage them to look for opposites: food / drink; hot / cold; inside / outside; fruit / vegetable; sweet / savoury, etc.

Answers

- The first one is different because it's not round.
- The second one is different because it's outside and the others are inside.
- The fourth one is different because it's a vegetable and the others are fruit.
- The fourth one is different because you can't buy food there.

WRITING Task 2

- Start this task by asking learners if they like any crazy combinations of food. Use your own example to start, then encourage learners to share their own examples. Allow learners to use L1 if necessary.
- Next, focus learners on the picnic baskets in task 2. Have them look at the words in pairs, identifying any unknown words. Then clarify any unfamiliar vocabulary in feedback, using L1, flashcards or images from the internet. Drill the food words using choral-drilling techniques (see p.52).
- Next, focus learners on questions 1–5. Model the first question by completing it yourself, e.g. *Do you like honey on your chips?* Drill the question, using choral-drilling techniques to build learners' confidence and prepare them for task 3. Explain to learners that they will soon be asking these questions to their classmates.
- Tell learners to work individually to complete questions 1–5 in the table, using their own combinations. Encourage them to make them as crazy as possible!

Feedback: Monitor and circulate as learners are working, to ensure they are on task.

Extra support: As you monitor and circulate in the feedback stage, use this opportunity to give extra pronunciation practice to any learners who may lack confidence in the speaking task coming up.

Answers

Learners' own answers

SPEAKING Task 3

- Tell learners that they are now going to ask their friends the questions from task 2.
- First, give learners time to practise their questions to themselves, using a whispering drill (see p.52).
- Before learners ask and answer the questions, model the task with a confident learner by asking your example question from task 2, *Do you like honey on your chips?* (or use the example in the Student's Book), eliciting the short answers, *Yes, I do* or *No, I don't*. Drill these answers with the whole class. Tell learners to put a tick on their tables for Yes and a cross for No.

- Set the task up as a 'mingle' task where learners ask the questions walking around their classroom to music. When you stop the music, they must turn to the nearest classmate, write each other's names under 'Friend 1' on the table, ask each other the five questions and put a tick or a cross in the 'Friend 1' column next to the questions in the correct space. The music will play again and learners repeat this process with three more friends until their table is complete with short answers.
- When learners have completed their questions, ask them to read through their answers and identify who has answered Yes to the craziest combination.

Feedback: As learners do the task, monitor and circulate to ensure learners are on task. At the end, check to see that learners have all of their spaces filled.

Suggested answers

- Do you like coffee on your noodles?
- Do you like peas on your pancakes?
- Do you like ice cream on your salad?
- Do you like pineapple on your chips?
- Do you like honey on your rice?

SPEAKING Task 4

- For this task, put learners into small groups to compare their questions and answers. Have them discuss together to decide on the two craziest combinations from all their surveys to share with the rest of the class in feedback.

Feedback: Learners share the two craziest combination questions from their group's tables. Who answered Yes to these questions?

Answers

Learners' own answers

THINK BIG

- Put learners into pairs and read through the questions together. Ask the class and elicit some responses and note them on the board, to give all learners some prompts for the next stage.
- Now have the pairs work through the questions together. They must read the questions again, discuss their answers and note them down in their notebooks. Monitor and circulate while they are working, helping with vocabulary. Give a time limit.

Feedback: Nominate several pairs to share their answers with the class. You could be selective and have them share one or two answers that they found particularly interesting or surprising, rather than all the answers to both questions; or invite other learners to choose one question to ask different pairs when they stand up. At the end, ask everyone to share which ideas they thought were the most fun, most interesting, surprising, etc.

Extra support: Give just one question to each pair to answer. Each pair has a minute to brainstorm possible answers, then have them share their ideas with the class. Note down interesting ideas on the board.

Suggested answers

- I like sushi and fajitas.
- We have Mexican, Italian and Chinese food.

7 Sunny or cloudy?



EXAM PRACTICE MATERIALS

Listening Part 4
Coloured pens and pencils, A3 or A4 paper, internet images of clouds (optional)

Unit objectives

LISTENING	Listening for specific information and ticking the correct box; listening and recording answers.
SPEAKING	Discussing which picture is different; asking and answering questions about weather.
READING	Reading weather diaries and identifying types of weather; choosing correct nouns or adjectives to complete sentences; reading for information.
WRITING	Writing a weather diary.
VOCABULARY	Weather nouns: <i>cloud, ice, rain, rainbow, snow, sun, wind</i> ; weather adjectives: <i>cloudy, icy, rainy, snowy, sunny, windy, drops</i>
NON-YLE VOCABULARY	

READING Task 1

- Introduce learners to Sasha from Russia and Karim from Egypt. Ask them to cover the diary texts and focus on the photos of the two children. Ask *What are they wearing? What type of weather will they write about, do you think?*
- Look at the diary texts and the weather icons. Ask learners to read the texts, underline all the weather words, then tick the icons that match. Have them work individually, then check with their partners. Give a time limit.
- To check answers, show an enlarged visual of task 1 (if possible) and have learners come up and write the number in the tick box next to the correct picture.

Extension: Ask learners if they have ever written a weather diary (maybe for another subject class). What type of weather did they write about?

Answers

Sasha Petrov: COLD / snowflake / cloud
Karim Masry: HOT / sun / wind.

WRITING Task 2

- Start by giving practice in using the adjectives. Ask learners questions about themselves using each weather adjective, e.g. *What do you like doing when it's sunny / windy / snowy? What do you wear when it's snowy / icy /? When is it rainy?* (i.e. which months) etc.
- Put learners into small groups and ask them to read the list of adjectives and remember the ones you used in the questions. Then ask them if they can remember the other adjectives you used. Give them a minute or so, then elicit ideas onto the board.
- Draw learners' attention to the list of nouns in task 2. Ask them to work together to complete the lists.
- To check answers, have learners come to the board to write the missing words. Ask the others to check spelling. Then have learners repeat all the adjectives in a choral drill (see p.52).

Extension: If appropriate for your class, learners could 'act out' the adjectives. Give them some time to think of suitable mimes and gestures for each adjective in small groups. Then call out the adjectives in random order and have them stand up and act out each one. Praise learners for their acting, especially creative and interesting miming!

Answers

Nouns: sun, wind, ice
Adjectives: rainy, snowy, cloudy

Task 3

- Read the words with learners and have them repeat. Use choral-drilling techniques (see p.52) to practise pronunciation, focusing on contrasts between the vowel sounds in the different words.
- Focus learners on the pictures in task 4. They work in pairs to find examples of the weather words in the pictures, writing the question number and letter of each picture. Do the example together, ask learners to point to the correct picture, then model writing 2A on the line.

- In pairs, learners work together to find examples of the weather words in the pictures. Tell them there may be more than one picture for each word.
- To check answers, show an enlarged visual (if possible) of the pictures in task 4 and have learners come up and write the number and letter.

Answers

1 cloud 2A 2 rainbow 1A / 1C 3 snow 3A / 3B
4 ice 4A / 4B 5 wind 2B / 2C 6 sun 1B.

22 LISTENING Task 4

Part 4
Movers

- Remind learners that this is an exam-style task. Read questions 1–4 with the class. Learners listen to the audio to find out the answers and decide which picture shows the right answer, putting a tick in the box in the bottom right hand corner of the picture.
- Give learners a few minutes to read each question again and look at the pictures. Ask them to notice the items in the pictures that link to key words in the questions, e.g. 1 *Which T-shirt is Tom's?* Learners look at the T-shirts in the three pictures and notice different colours and features.
- Tell learners how many times you are going to play the audio. Point out that the first line they will hear for each section is the question in the book. Do section 1 as an example, pausing the audio frequently to allow learners to take in the information and tick the box.
- Play sections 2–4, pausing at the end. Then play the whole audio again, for them to check their work.
- To check answers, play each section of the audio again, pausing so learners are clear about which parts reveal which picture is correct.
- Often quite a range of vocabulary is covered in this part of the test. Learners need to be familiar with all the words on the Starters and Movers vocabulary lists to get good marks.

Extra support: During the stage where section 1 is played, use an enlarged version of the pictures on the board if possible to provide learners with additional scaffolding if necessary.

Answers

1 C 2 B 3 B 4 B

See page 62 for audioscript.

READING Task 5

- Put learners into pairs and read the sentences together. They look at the missing words and choose an adjective or noun from task 2 to complete the sentences. Tell them to read the sentences first and underline the key words, to help them decide the meaning of the missing word. Point out that they should pay attention to the words just before and after the gap, to help them decide whether a noun or an adjective is needed.

Feedback: Read the completed sentences to the class and ask learners to tell you if they are correct or incorrect. Make two sentences incorrect, e.g. *It was grey and cloud all morning, but it didn't rain.* Make a note of the correct answers on the board.

Answers

1 snow 2 cloudy 3 windy 4 sun

WRITING Task 6

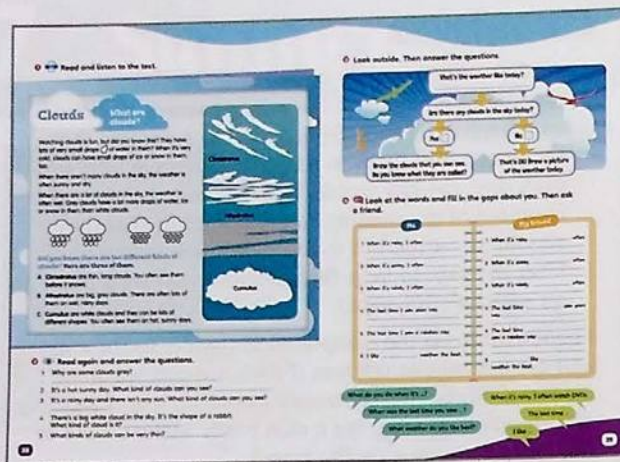
- In this task, learners each make and write a diary for seven days, on a piece of A3 or A4 paper. The diaries should match the diary style in task 1. They then write a short entry every day describing the weather using nouns and adjectives.
- Please note that the task does not have to be done on seven consecutive days, but entries could be written over a number of consecutive English classes (e.g. four or five).
- First have learners read the diary entries in task 1 again. Point out the use of the past simple (*Today the weather was very cold.*) and how time expressions are used at the beginning or end of some sentences (*There were clouds in the morning.*).
- When the diaries are finished, display them in the classroom and have learners walk around and read each other's entries.
- Alternatively, the task could be done in a single lesson by having learners find out the weather from the previous week and write about each day.

Feedback: Read the diary entries making a note of common errors for a collective feedback session. Don't name individual learners who have made the errors. Be sure to focus on positive outcomes of the task first, e.g. correct use of nouns and adjectives, past simple tense, time expressions and other factors, such as accurate information and good efforts made with artwork and visuals.

Add any new vocabulary to the Word hub if available (see p.52).

Answers

Learners' own answers



23 LISTENING Task 1

- If possible, have an enlarged image of the clouds in task 1 or other interesting images from the internet for the class to focus on. Start the task by activating learners' prior knowledge of clouds (from other subject areas maybe). Ask *When do we see clouds in the sky?* (e.g. before rain) *What colour are clouds?* *What comes out of clouds?* (rain / snow / water) *Do you like seeing clouds in the sky? Why? / Why not?* Record learners' ideas on the board.
- Focus learners on the text and have them read and listen once. Ask them to look for any of their ideas from the first stage.
- Ask *What is in clouds?*, then have learners work in pairs to answer the question.

Feedback: Use this stage to check learners' understanding of *drops* (draw several simple drop shapes on the board). Also use the text to revise *wet* and *dry* (give weather examples and have learners match to the adjectives).

See page 62 for audioscript.

READING Task 2

- Tell learners that they are going to read the text again to answer the questions. Read the questions first, so learners know the information they need to look for. Explain that they should focus only on finding this information. Tell them to look for the places in the text where the same words from the questions appear (e.g. *grey clouds*; *hot*, *sunny days*, etc.).
- Have learners read the text again and work in pairs to answer the questions. Give a time limit. Monitor and circulate while they are working to make sure they are focusing on the information needed for the questions.
- Elicit answers from the class, asking learners to identify where in the text they found the answers.

Extra support: Work in small groups of mixed ability so learners can learn from and help each other.

Extension: Ask learners to identify two new things they have learned about clouds from the text.

Answers

- Because they have lots of drops of water, ice or snow in them
- C Cumulus clouds
- B Altostratus
- C Cumulus
- A Cirrostratus

READING Task 3

- For this task, take learners outside. Read through the questions in the flowchart together. Then have them describe the weather today, using the target vocabulary, and look for any clouds in the sky. They complete the flow chart.
- Learners draw their pictures on a separate piece of paper. They can either draw outside or inside depending on practicalities. If they are drawing clouds, have them label the drawings with the cloud type too. Remind them that the colour and shape of the clouds and the overall weather conditions will tell them which type of cloud it is.

Feedback: If learners have drawn clouds, drill the pronunciation of the cloud types first (see *Choral drilling*, p.52). Then have volunteers stand up and describe their pictures to the class. They should use phrases such as *This cloud is called a ... cloud. You can see it today because the weather is ...*

Answers

Learners' own answers

SPEAKING Task 4

- Give learners time to look through sentences 1–6 in the 'Me' column and think about their responses. Highlight sentences 4 and 5 in the past simple, pointing out the time expression, *The last time ...*
- Go through the sentences and elicit some example responses, writing learners' ideas on the board. Then give learners a few minutes to complete the sentences about themselves. Remind them that their responses will be in the *first person*, in the left-hand section (*Me*). Monitor and circulate, helping with vocabulary or phrasing. Remind learners to use the ideas on the board to help them formulate their own responses.
- In the next stage, learners use the prompts in the speech bubbles to ask and answer questions to find out each other's responses.

- Use choral drilling to practise the questions and answers (see p.52) to build learners' confidence for the pairwork task coming up.
- Put learners into pairs to ask and answer. Point out that they must record their partner's answers in the right-hand section of the table (*My friend*); remind them to use the third person and the correct form of the verb.
- Monitor and circulate as learners are asking and answering. If you hear particularly interesting or well-phrased responses, have these learners share with the class in feedback.

Answers

Learners' own answers

8 Last week



EXAM PRACTICE MATERIALS

Speaking Part 4
Coloured pens or pencils (red, green, orange, purple, blue), paper for writing and artwork

Unit objectives

LISTENING	Listening for specific information; identifying intonation patterns.
SPEAKING	Understanding and responding to personal questions; giving opinions and reasons.
READING	Matching short phrases to pictures; understanding and responding to a multiple-choice quiz; understanding a short story; reading comprehension.
WRITING	Planning and writing a short story from a model text.
VOCABULARY	Activities: <i>make pancakes, plant a tree, ride a horse</i> ; past-simple forms: <i>eat / ate, buy / bought, do / did, go / went, have / had, learn / learned, make / made, plant / planted, read / read, ride / rode, watch / watched</i>
NON-YLE VOCABULARY	<i>alien, brilliant, dangerous, drive / drove</i>

SPEAKING Task 1

- Introduce Zoe (see photo). Focus learners on the photos and ask *What did Zoe do last week?*
- Give learners time, in pairs, to look at the photos and think of verb + noun phrases, e.g. *plant a tree, go to the cinema*, etc. Then ask *What activities can you see?* Elicit the actions by pointing at them in the photos: (A) *plant a tree*; (B) *go to the cinema / watch a film*; (C) *have pasta and orange juice*; (D) *ride a horse*; (E) *go to bed*; (F) *get a smartphone*; (G) *make pancakes*. Use this stage to pre-teach any unknown vocabulary. Write the verb phrases on the board.
- Write *What did Zoe do last week?* on the board. Ask learners how we know that the question is in the past (use of *last week* and *did*). Drill the question and then ask a confident learner, pointing to photo A. Elicit the answer (*She planted a tree.*).

- Give learners a minute to think of the past-simple forms of the verb-noun phrases, e.g. *go / went*; *have / had*, etc. Then put learners into A/B pairs to take turns to ask and answer the question for the photos.

Feedback: Have learners ask and answer the question around the class (see *Open pairs*, p.52).

Extension: Ask volunteers to come to the front and act out the verb-noun phrases for the rest of the class to guess. Learners must give the past simple form when they guess, e.g. *Luis made pancakes*.

Suggested answers

She planted a tree.
She went to the cinema / watched a film.
She had pasta and orange juice.
She rode a horse.
She went to bed.
She bought a smartphone.
She made pancakes.

24 LISTENING Task 2

- Learners listen to find out when Zoe did the activities in task 1 and write the day of the week under the corresponding photo. Show them the example, *Monday*, under photo C. Read the days of the week in the word box and have learners repeat.
- Play the first few lines of the audio (up to *Yes, I did.*), and show learners that the answer has been given. Pause the audio frequently to show how the section links to photo C. Ask *What did Zoe do on Monday?* (*She had pasta for breakfast!*)
- Prepare learners by telling them how many times you are going to play the rest of the audio (this will depend on the confidence level and ability of your class). Then play the audio, pausing after each section for learners to write the days.
- At the end of the listening task, have learners check their answers with a partner.

Answers

- A Friday
B Tuesday
D Thursday
E Sunday
F Saturday
G Wednesday

See page 62 for audioscript.

25 **LISTENING Task 3**

- Read the sentences with learners, pointing out that some are true and some false. Before learners listen, ask them to read through the sentences and, with a partner, try to remember the information from the listening task. Point out the example in 1. They

discuss whether they think the sentences are true or false. Tell them not to write anything at this stage.

- Play the audio, pausing it at intervals for learners to write their answers; then play once more for learners to check.
- Play again, pausing to elicit the answers. Have learners correct the false sentences.

Extra support: Divide up the sentences so that less confident learners just focus on three sentences, e.g. 2, 4 and 6 or 3, 5 and 7.

Answers

- 1 F
2 T
3 T
4 T
5 F (Zoe planted a tree in her garden.)
6 F (Zoe always goes shopping on Saturdays.)
7 T

26 LISTENING Task 4

- Write the sentences from the audio on the board. Play each sentence and ask learners to notice what happens to the speakers' voices as they ask and answer the questions.
- Play a second time and have learners come up to add arrows to show the differing intonation on the questions and the replies.
- Play a third time and have learners repeat, emphasising the intonation patterns. Then drill again and have some fun with the intonation using choral drilling (see p.52).

Answers

See lines on audioscript 26, page 63.

See page 63 for audioscript.

READING Task 5

- Give learners a minute to look at the objects in the pictures and think about what activities they might represent. Then introduce Fred and explain that the objects give us clues to find out what Fred did last weekend.
- Read through activities 1–9, emphasising the past simple form of the verbs. Then put learners into pairs and have them work together to match a phrase to one of the objects on the picture.
- Focus learners on the ticks and crosses next to the phrases. Explain that the ticks show what Fred did last weekend and the crosses show what he didn't do.
- Make sure learners have red and green coloured pens or pencils at hand. Ask them to match the phrases to the pictures again, then look to see if Fred did the activity or not. If he did the activity, they should colour the object green, if not, colour it red.
- Ideally, show an enlarged visual of page 41 to the class to check answers; point to the objects, elicit the matching phrase and if the object is red or green.

Answers

**WRITING Task 6**

- Give learners time to think of four activities that they did last weekend.
- Have them write the four activities in the 'Me' column of the calendar. They write two activities for each day. They should write their answers in the same form as the phrases in task 5, using partial sentences in the past simple, e.g. *had bread for breakfast* (the first part of the phrase is given in the first column, *On Saturday, I ...*). Give a time limit.

Answers

Learners' own answers

SPEAKING Task 7

Movers

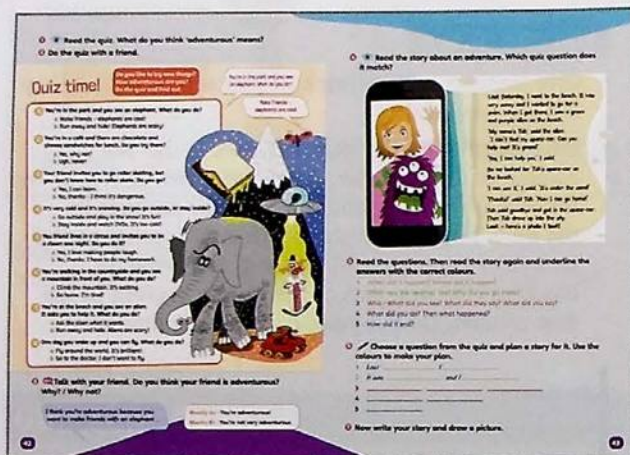
- Remind learners that this is an exam-style task. Focus them on the examples in the speech bubbles and read the rubric together.
- Write the example question and answer from the speech bubbles on the board. Ask learners if the question is in the present or past tense (past). How do they know? (It has the words, *did*, and a time expression in the past, *last weekend*). Underline *Did* and *do* and point out that *do* is used in the question form.
- Focus learners on the answer and ask how we know the reply is in the past tense (use of verbs, *went* and *made*). Ask which verbs *went* and *made* come from (*go* and *make*).
- Practise the question *What did you do last weekend?* with choral drilling, to build learners' confidence.
- Model the task for the class by forming a group of three with two confident learners. Practise asking and answering as per the speech bubble example. Show learners how to record the answers in the table by writing the names of their two partners and recording their answers as partial sentences, e.g. ... *went to the cinema*; ... *made pancakes*.
- Learners need to feel confident answering questions about themselves, their free time activities and their likes and dislikes. Only simple answers of between one to four words are expected, but ask learners these questions regularly to help them feel confident when answering.

- Put learners into groups of three to carry out the task in the same way. Monitor and circulate as learners are talking and writing, giving support as necessary.

Feedback: After learners have completed the task, practise the dialogue around the class in open pairs (see p.52). Add any new vocabulary to the Word hub if available (see p.52).

Answers

Learners' own answers



READING Task 1

- Spell out the word *a-d-v-e-n-t-u-r-o-u-s*, and have learners write it down. Then ask *What do you think 'adventurous' means? What things do adventurous people do?* Give them a minute to discuss in pairs. Elicit learners' ideas and write on the board. If they don't have many ideas at this point, don't worry.
- Refer learners to the quiz. Tell them to read it quickly (give a time limit) to find out what *adventurous* means. If learners already have a good idea of the meaning, ask them to look for two examples of adventurous actions in the quiz. Make it clear that they shouldn't start doing the quiz, only reading it to find out the meaning of 'adventurous'.
- Take feedback, writing good definitions and examples on the board.

Suggested answer

If you are *adventurous*, you like trying new / exciting things.

READING Task 2

- Put learners into pairs to do the quiz. Read the introduction in the red box with the class first and pre-teach *dangerous* (the opposite of *safe*), *an alien* (a creature from another planet), *brilliant* (fantastic, very good). Point out that each question has two choices, a/b; learners should circle the answer that is true for them. Do question 1 together as an example.

- Learners work together to do the quiz. Walk around and monitor, helping with comprehension and making sure learners are on task. Give a time limit.
- When learners have finished the quiz, read through the score box at the bottom of the page together. Tell them to count the number of a and b answers they have and read the description.

Extra support: Before learners start the quiz, have them read the questions first and match to the pictures (see quiz illustrations).

Answers

Learners' own answers

SPEAKING Task 3

- Start the task by asking the class if they agree with their quiz results. Why? / Why not? Write any interesting or well-phrased responses on the board as examples for the following stages.
- Explain to learners that they are going to compare their results in pairs and answer the question *Do you think your friend is adventurous? Why? / Why not?* Write the following example answer (or similar) on the board:

I agree with your quiz results. I think you're adventurous because you want to make friends with an elephant, but you don't want to fly around the world.

- Highlight the different parts of the text: agreeing and disagreeing (*I agree ...* show learners how to change it to *I don't agree ...*); giving an opinion and a reason (*I think you're adventurous / not adventurous because ...*).
- Put learners into pairs to discuss the two questions in the rubric. When they discuss the second question, they should try to formulate a response along the lines of the example. Monitor and circulate while learners are talking, helping with phrasing where needed.

Extra support: Less confident learners can just add one reason for their opinion; more confident learners, two or three.

Answers

Learners' own answers

READING Task 4

- Ask learners which adventure stories they like and why. Then read the task 4 rubric and focus them on the picture. What do they think this adventure story will be about?
- Refer learners to the story text. Tell them to read it quickly (give a time limit) and then work in pairs to match it to one of the questions in the quiz on page 42.

Answers

Quiz question 7

READING Task 5

- Learners read the story again to find the answers to questions 1–5. Read the questions together and tell learners to look out for the answers in the story.
- Read the story aloud to the class and have them follow in their books. Put expression into the narrative to make the story come alive; use different voices for the alien's voice and emphasise any lines with an exclamation mark. Use mime to express the meaning of any words that may be unknown (e.g. *drove*).
- Ask learners to read the questions again and find the answers in the story. Elicit the colours of the questions and explain that learners should use the same colours to underline the answers. Make sure they have coloured pens or pencils to hand (see *Materials*). Do question 1 together as an example. Learners find the answer in the text and underline it in orange.
- Learners work through the rest of the questions and then check with their partner.

Feedback: If possible, show an enlarged visual of the story and questions on page 43 to the class. Read out each question and ask learners to come up and underline the answer in the text in the correct colour.

Answers

Lines should be underlined in the following colours:
 Last Saturday, I went to the beach. It was very sunny and I wanted to go for a swim. When I got there, I saw a green and purple alien on the beach.
 'My name's Tub,' said the alien. 'I can't find my space-car. Can you help me? It's green!'
 'Yes, I can help you,' I said.
 So we looked for Tub's space-car on the beach.
 'I can see it,' I said. 'It's under the sand!'
 'Thanks,' said Tub. 'Now I can go home!'
 Tub said goodbye and got in the space-car. Then Tub drove up into the sky. Look – here's a photo I took!

WRITING Task 6

- Ask learners to read the quiz on page 42 again and choose their favourite question. Which question was the funniest, the most interesting or the most exciting idea?
- Explain that they are going to plan a story around their question. They should write sentences to answer the questions in task 5 first, then plan their story by putting their sentences into the writing frame in task 6.

- Model the task with the first question. Choose a quiz question (e.g. 2) and answer question 1 with that in mind, e.g. *When did it happen? On Sunday. Where did you go? I went to the café with my friend.* Then show learners how to adapt the sentences slightly to put in the plan: *Last Sunday, I went to the café with my friend.* Underline the sentence in orange to show that it corresponds to question 1 on the plan; tell learners to do the same. They will need their coloured pens or pencils to make the plan.
- Give learners time to think about their plans before writing. Then monitor and circulate as learners are writing to offer support where needed. Look for opportunities where learners can expand on the details in preparation for writing up the stories in the next task.

WRITING Task 7

- Note that task 7 is a substantial task and extra lesson time may be needed to go through all the necessary stages.
- Using their plans, learners write their stories in full. Have them write a rough draft first, check it for grammar and spelling mistakes, then write it up on a separate piece of paper (so the stories can be displayed in the classroom). Note: Learners may have included dialogue in their stories and there might be punctuation errors. Ignore these errors in this task because the emphasis is on content and ideas.
- Have learners draw a picture with their story and decorate it for display.

Extension: Display the finished stories around the classroom and have learners walk around and read each other's work. Give them some questions to guide their reading, e.g. *Which story is the funniest? Which is the scariest? Which is your favourite story? Why? Write four new words you have learned, etc.*

Feedback: While learners are reading the stories, walk around and note down interesting ideas, good use of vocabulary and phrasing and good artwork for a 'positive feedback' session. Highlight in feedback to the class and praise all learners for a good effort made. Ask learners to share their own feedback from their guiding questions and nominate their favourite story for a class vote.

Answers

Learners' own answers

9 Jobs



EXAM PRACTICE MATERIALS

Listening Part 1
Stopwatch

Unit objectives

LISTENING	Listening to a dialogue and making deductions about the jobs of people in a picture.
SPEAKING	Giving opinions and reasons about job preferences; asking and answering questions.
READING	Reading about someone's opinions and preferences about jobs; matching short texts to pictures; matching verbs to nouns to make short phrases.
WRITING	Expressing opinions and preferences by writing a post about your favourite job.
VOCABULARY	Jobs: clown, cook, dentist, doctor, farmer, film star, nurse, pirate, pop star, teacher; classroom jobs: carry the story books, clean the board, close the windows, give out the paper, put the books in the cupboard, water the plants; conjunctions: because

SPEAKING Task 1

- To generate words for jobs and activate prior knowledge, put learners into small groups and set them the challenge to think of nine words for jobs. Give a time limit of one or two minutes, then elicit ideas from the class. Elicit nine jobs on the board (e.g. *doctor, dentist, nurse, cook, teacher, farmer, footballer, actor, pop star*). Elicit words that learners will need for the follow-on activities but also note down other correct suggestions for jobs.
- Ask learners to each draw a nine square grid in their notebooks. Then ask them to copy one of the words for jobs in each square, working individually.
- When everyone has completed their grid, set the class up for a game of 'Bingo'. Call the job words out in a

random order and have learners mark them off with a cross on their grids. The first one to get three in a row (vertically, horizontally or diagonally) is the winner. Continue playing for second and third place.

- Focus learners on the picture in task 1 and ask what they can see. Encourage them to notice the vehicles, shops and what people are wearing.
 - Put learners into pairs. Ask them to look at the picture together, focus on the people and guess their jobs. Remind them again to look at what people are wearing. Give them a time limit and tell them to aim to guess seven jobs in the time allowed. Use a stopwatch to keep learners focused and add a competitive element.
 - When time is up, nominate several learners to come and write the jobs on the board. Ask the rest of the class to check answers and spelling.
 - When the correct jobs have been listed on the board, use choral drilling to practise pronunciation and syllable stress (see p.52), in preparation for the next activities.
 - Note: conventional jobs such as *farmer, cook, doctor, nurse* are depicted clearly in the picture. Learners will also notice people dressed as a *pirate* and a *clown*. Have them name these characters and speculate what their jobs might be (e.g. the pirate could be an actor). Point out that *clown* can be a job (e.g. in a circus). Learners will need to remember the words *clown* and *pirate* for the next activity, as well as the other job words.
- Extra support:** If you feel your learners might struggle to think of nine jobs for the lead-in activity, do a 'letter dictation'. Dictate five jobs as follows: *n-u-r-s-e, t-e-a-c-h-e-r, d-o-c-t-o-r, c-o-o-k, f-a-r-m-e-r*. Learners listen and copy down the letters in a continuous line, then work in pairs to find and circle five words for jobs in the line of letters (*nurse / teacher / doctor / cook / farmer*).
- Extension:** Ask learners if they know anyone who does any of the jobs in the picture. Where can they see people doing these jobs in their town or city?

Answers

farmer doctor cook nurse pirate clown

28 LISTENING Task 2

Movers **1**

- Point out to learners that this is an exam-style task. In this task, learners hear Grandma and Mary talking about the picture in task 1 and giving information about who does what job. Learners listen and match a name to a person by drawing a line (see example, *Peter*).
- Before learners listen to the audio, read through the names in task 1 and have them repeat (so they can recognise the names in the audio coming up).
- After explaining the task, ask learners what words they should listen for and elicit, *names* and *jobs*.

- Tell learners they will hear the conversations twice and remind them that they should listen to the entire conversation before they match. Then play the audio, pausing after each conversation for learners to match the names to a job.
- After the final listening, ask learners to check their answers with their partner.
- Play the audio again, section by section and elicit the answers. Ensure learners know that, in the exam, there is one extra name on the page. Learners should know all the names on the vocabulary list and which are male and which are female. Alex, Kim, Pat and Sam may be used to refer to either.

Answers



See page 63 for audioscript.

WRITING Task 3

- Read the list of jobs (A-F) and check learners understand *dentist* ('a doctor for teeth'), *film star* and *pop star* (give examples learners will know).
- Read the rubric and point out the boxes next to the jobs in the list. Ask learners if they can spot any of their favourite jobs on the list and elicit opinions (at this stage this is just to generate interest). Then model the task by putting your own choices for 1 and 6. *My favourite is ...* (draw a very happy face); *I don't want to do this job* (draw a grumpy face).
- Ask learners to do the same in their notebooks, working individually. Tell them to complete 1 and 6 first, then 2-5. Tell them to start thinking about why they have numbered the jobs in the way they have. Give a time limit.
- When they are sure about the numbering, have them transfer the lists to the Student's Book, writing the relevant numbers next to the list of jobs in task 3.
- As learners are ordering the jobs, circulate and monitor, asking individuals why they have chosen their number 1s and number 6s. Use this stage to start inputting useful phrasing to help them explain their choices, in preparation for the next task.

Answers

Learners' own answers

SPEAKING Task 4

- In this task, learners talk to their partner, saying why they chose numbers 1 and 6. Model the task by asking a confident learner to come to the front of the class and give their examples. Ask them why they have chosen their numbers 1 and 6, eliciting a response along the lines of, e.g. *My favourite job is doctor because I want to help people / I like helping people. I don't want to be a pop star because I can't sing very well!*
- Give learners time to think of reasons for their favourite and then ask the class. Use learners' responses to input useful language for reasons why. Record possible answers on the board and have learners repeat in choral drilling (see p.52). As before, make the choral drilling fun by having learners exaggerate and emphasise specific sounds.
- Next, put learners into pairs to tell each other why they chose numbers 1 and 6. Monitor and circulate, helping learners with vocabulary and phrasing where necessary.
- Choose several learners to share their responses with the class.

Answers

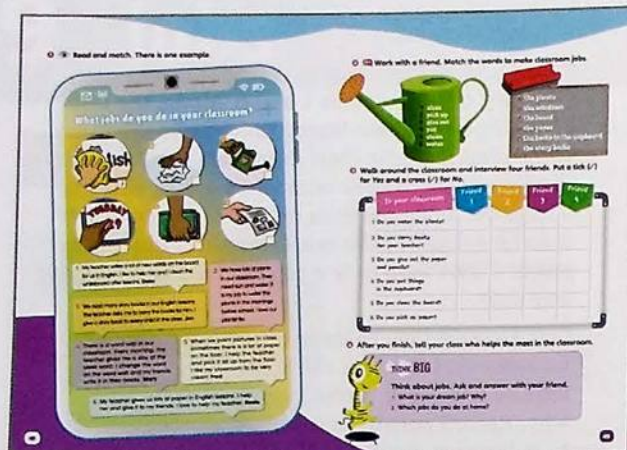
Learners' own answers

WRITING Task 5

- Introduce Annie (see photo) and read her post together. Ask learners if anyone else agrees with Annie and put *cook* as their favourite job. What reasons did they have? Were they the same as Annie's?
 - Ask learners to find the word in the post that gives a reason (*because*). Show them how *because* links the two parts of the sentence (opinion and reason).
 - Explain to learners that they are now going to write their own post using the framework on page 47. Remind them of the conversations with their partner in the previous task, where they gave reasons for their favourite job and point them towards the notes of useful vocabulary and phrasing on the board from task 4.
 - Learners complete their posts individually, then swap with their partner to compare and check each other's work. Use the Tip as a checklist.
- Feedback:** Ask learners to share the most interesting or surprising things they found out about their partner from reading their post. Remind them that their answers need to be in the third person, e.g. *Eva wants to be a dentist because she is good at ... and likes ...*
- Add any new vocabulary to the Word hub if available (see p.52).

Answers

Learners' own answers



READING Task 1

- Put learners into groups of three and ask *What jobs do you do in your classroom?* Elicit some examples from the class, encouraging learners to think of verb + noun phrases, e.g. *tidy up the books*, *clean the board*, etc. Write their suggestions on the board. Then give them time in their groups to come up with three jobs that they, the learners, do in their classroom and for you, their teacher. Give a time limit.
- Elicit learners' ideas onto the board, in the form of verb + noun phrases (this will prepare them later for task 2).
- Focus learners on the pictures (A-F) in task 1. Give them time to match their ideas from the previous stage to the activities in the pictures. If any of the pictures don't match the ideas already given, ask them to think of other words.
- Read text 1 aloud and have learners follow in their books. Then point out the example that shows that text 1 matches picture A. Ask learners which words in text 1 specifically match picture A (*clean the whiteboard*).
- Learners read the other texts and match to a picture. Give a time limit. When they have finished, have them check their answers with their partner. Then elicit the answers from the class. Ask learners which words in each text helped them match to the pictures.

Answers

B 5 C 2 D 4 E 3 F 6

SPEAKING Task 2

- Read through the verbs, 1-6, and the nouns, A-F, with learners. Then ask them to work in pairs to match the verbs to the nouns. Give a time limit.
- When you elicit the answers from learners, write the full verb + noun phrase on the board, e.g. 1B: *Close the windows*. Drill the phrases using choral drilling (see p.52).

- Point out to learners that learning and recording vocabulary in 'chunks' of words like this, rather than as isolated single words, is often a more useful way of remembering vocabulary. It takes as much effort to learn a 'chunk' as a word on its own; a 'chunk' is more useful than a single word on its own and helps to develop fluency and makes word-building more efficient.

Extension: Ask learners to add the verb + noun phrases to the Word hub, if available (see p.52), along with any of their own ideas for phrases on the same theme.

Answers

1 B 2 F 3 D 4 E 5 C 6 A

Task 3

- Tell learners that they are now going to ask their friends questions using the verb/noun phrases from task 2.
- Have learners practise the questions, 1-6, using choral drilling (see p.52).
- After practising together as a class, give learners time to practise their questions on their own, using a whispering drill (see p.52).
- Before learners ask and answer the questions, model the task with a confident learner with question 1, *Do you water the plants?*, eliciting the short answers, *Yes, I do* or *No, I don't*. Drill these answers with the whole class. Tell learners to put a tick on their tables for *Yes* and a cross for *No*.
- Set the task up as a 'mingle' activity where learners ask the questions walking around their classroom to music. When you stop the music, they must turn to the nearest classmate, write each other's names under 'Friend 1' on the table, ask each other the six questions and put a tick or a cross in the 'Friend 1' column next to the questions. The music will play again and learners repeat this process with three more friends until their table is complete with ticks and crosses.

Feedback: As learners do the task, monitor and circulate to ensure learners are on task. At the end, check to see that learners have all of their spaces filled.

Answers

Learners' own answers

Task 4

- When learners have completed their survey, ask them to read through their answers and identify who helps the most in the classroom. Then have them share their thoughts with the rest of the class in feedback.

Answers

Learners' own answers

Think Big

- Put learners into pairs and read through the questions together. Ask the class and elicit some responses and note them on the board, to give all learners some prompts for the next stage.
- Now have the pairs work through the questions together. They must read the questions again, discuss their answers and write them in their notebooks. Monitor and circulate while they are working, helping with vocabulary. Give a time limit.

Feedback: Nominate several pairs to share their answers with the class. Encourage learners to share answers for question 1 that they found particularly interesting or surprising.

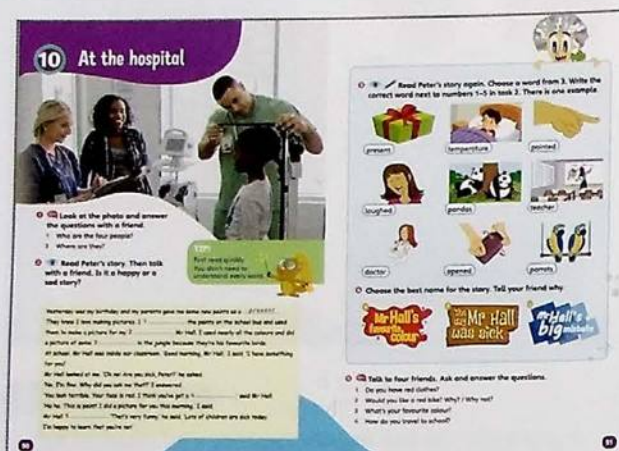
Extra support: Give just one question to each pair to answer. Each pair has a minute to brainstorm possible answers, then have them share their ideas with the class. Note down interesting ideas (e.g. for question 1) and useful verb/noun phrases on the board.

Extension: Put learners into small groups and give out as many of the tasks in task 2 as feasible in your classroom (and any other jobs that are suitable) for learners to do before the end of the lesson.

Suggested answers

- I want to be a clown because I like the circus and love to laugh!
- I water the plants.
I clean my bedroom sometimes, but I really don't like it!
I clean the windows.

10 At the hospital



**EXAM PRACTICE
MATERIALS**

Reading and Writing Part 3
Whiteboard, board pens

Unit objectives

LISTENING	Listening for specific information and writing notes in a table.
SPEAKING	Talking about a picture; asking and answering personal questions; performing a short role play.
READING	Reading for specific information and gist; choosing and copying missing words.
WRITING	Writing a short role play using word banks.
VOCABULARY	Health and illness: <i>a cold, a cough, an earache, a headache, a toothache, doctor, healthy, hospital, nurse, sick, temperature</i>
NON-YLE VOCABULARY	<i>check-up, height, hold a hot / cold towel, illness, measure, sweet tea</i>

SPEAKING Task 1

- To introduce the topic, *At the hospital*, and activate learners' knowledge of associated vocabulary, play Hot seat (see p.52). Ask for a volunteer to take the 'hot seat', write *hospital* on the board and have learners describe the word for the learner in the hot seat to guess. Then repeat the activity for the words *doctor*, *nurse*, *healthy*, *sick* with new volunteers taking the hot seat. Leave the vocabulary on the board for reference.
- Focus learners on the photo in task 1 and give them a minute to work in pairs and answer questions 1 and 2. Then elicit the answers from the class. If possible, show an enlarged image of page 50 and have learners come to the front to point out and name the four people.

Extension: Ask learners *What do you think is happening in the picture?* Input the words, *measure* (verb), *height* and *check up* to help learners form sentences such as *The nurse is measuring the girl's height / the girl is having a check-up*, as well as sentences such as, *the doctor is talking to the girl and her mum*.

Answers

- Answers**
- 1 A girl, her mother, a doctor (the woman) and a nurse (the man)
 - 2 At the hospital

READING Task 2

- Find an image of a boy to make into the make-believe 'Peter' in this task. Say that this is Peter and this is his story. They should read the story quickly first and not worry if they don't understand every word. Explain that this technique helps them to understand the general sense or idea of a story (then they can find out the details by reading more slowly later). Ask *Is it a happy or sad story? Why?*
- Point out the gaps in the text and tell learners to ignore these for now. There is still enough information in the story to give them the answer to the question.
- Give a time limit for the first reading of the story. Then ask learners to discuss their first thoughts with their partner. At this stage they can read the text again to check their ideas.
- Take learners' answers to the gist question. Encourage them to explain their reasons.

Suggested answer

It's a happy story because Peter wasn't sick.

READING/Writing Task 3

Part
Movers

- Remind learners that this is an exam-style task. Ask learners to look at the pictures and words and then tell you how many gaps there are in the story in task 2 (*five*). Explain that they should choose five words from task 3 to complete the story in task 2. Show them how this works with the example answer at the beginning of the text (*present*).
- Before learners begin the task, read the words aloud and have learners repeat. Ask which words are verbs (*pointed, laughed, opened*). Point out that these words will follow words such as *I, he, she* (pronouns) and names, e.g. *Mr Hall*. Also check learners' understanding of *temperature* (by explaining that you have a temperature when your body becomes too hot because you are ill).
- Learners should also look at the main words in the clause or sentences immediately before and after the spaces, to help them decide which other words are needed to fill in a gap.
- Practice in guessing which word could complete each gap without looking at the options is also useful.
- Learners work individually to choose words to complete the gaps in the story. Give them a time limit and have them check their answers by reading the completed story again to check it makes sense.

Extra support: When giving learners tips about how to complete the gaps, show an enlarged version of the story text to demonstrate highlighting sentences that start with *I* and *Mr Hall*, (so they know immediately where to write the verbs) and the main words before and after the gaps (to give clues for the other missing words).

Answers

- 1 opened 2 teacher 3 parrots
4 temperature 5 laughed

Task 4

- Ask learners to think about how they would summarise the main points of the story in one or two sentences. Then have them think-pair-share their ideas in L1 (see p.52).
- Read each title (A, B, C) aloud with the class. Ask learners to work in pairs to choose the best title for the story. They should decide which title is closest to the ideas for summarising the story discussed in the first stage. They should explain why the other titles are not correct.

Feedback: Take a class vote on which title is the best one for the story. Discuss the reasons why one title describes the main point of the story and the other titles are not suitable.

Answers

- A** is wrong because Peter mentions Mr Hall's favourite birds, but not his favourite colour.
B is wrong because Mr Hall was not sick.
C is the correct answer because it tells us about the main idea of the story.

SPEAKING Task 5

- Ask learners which colour was important in the story (red) and why (*Mr Hall thought Peter had a temperature because his face was red*). Then explain that they are going to answer some questions on the theme of the colour, red.
- Practise questions 1–4 with the class by choral drilling (see p.52). Then put them in groups of four to ask and answer the questions.
- Give each learner a question to ask their group (you can do this by giving learners in each group a number: 1, 2, 3 or 4; they ask the question that corresponds to their number).

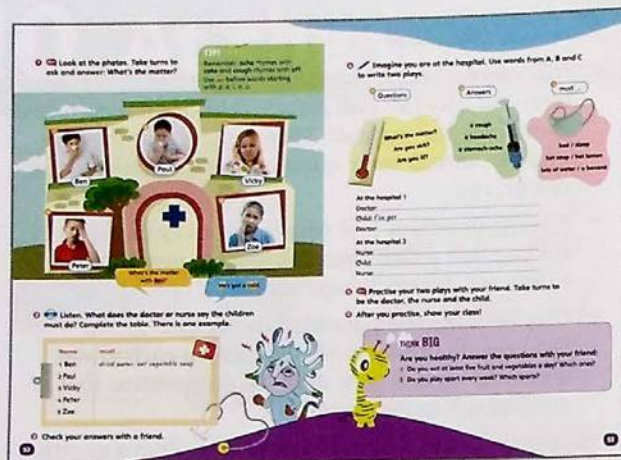
Feedback: Select four groups and give them a question each. One person in the group stands up and asks the class the question (or have the whole group ask the question together). The other learners volunteer answers with interesting answers recorded on the board.

Extension: Each group writes another colour themed question to ask the class.

Add any new vocabulary to the Word hub if available (see p.52).

Suggested answers

- 1 Yes, I have a red swimsuit.
- 2 Yes, because it's a really cool colour!
- 3 I love orange.
- 4 I walk.



SPEAKING Task 1

- Write the following words on the board: *a cough / a toothache / a cold / a headache / an earache*. Read the words aloud and ask learners what they have in common (they are all words for illnesses).
- Ask learners to look at the photos and think-pair-share (see p.52) to match them to the words on the board. Then point to the pictures in task 1; learners say the word they think it is.
- Drill the words using the choral-drilling techniques (see p.52), paying special attention to the problematic pronunciation of *cough* and *ache*. Draw learners' attention to the Tip: *ache* rhymes with *cake* and *cough* rhymes with *off*.
- Ask a confident learner to come to the front of the class. Whisper one of the ailments (e.g. *a cough*) or show the word on a piece of paper and have him/her act it out. Ask the class *What's the matter with [learner's name]*? Elicit *He/She's got a cough*. Write the question and response on the board and practise with choral drilling. Pay attention to the contractions *What's ... ? He's / She's got ...*
- Repeat, asking for other volunteers to act out the other words for ailments. Have learners ask and answer in open pairs (see p.52).
- Focus learners on the photos and read the children's names aloud together. Give learners a few moments to match an ailment to each photo. Then ask learners *What's the matter with Ben?* Elicit *He's got a cold*.
- Put learners into pairs and ask them to take turns to ask and answer in the same way, for the other children.

Answers

- A: What's the matter with Paul?
B: He's got a cough.
- A: What's the matter with Vicky?
B: She's got an earache.
- A: What's the matter with Peter?
B: He's got a headache.
- A: What's the matter with Zoe?
B: She's got a toothache.

29 LISTENING Task 2

- Put learners into small groups and give each group an ailment to focus on. Ask *What does the doctor say when you've got a ...?* Ask them to think-pair-share (see p.52) ideas for how to treat the ailments.
- Elicit ideas from each group and write on the board. Encourage learners to give verb-noun phrases where possible, e.g. *drink water, take medicine, eat oranges*. Use this vocabulary building stage to pre-teach the more unfamiliar phrases that learners will need to complete the table in the listening task, e.g. *drink sweet tea, hold a hot / cold towel*.
- Learners listen to the audio. Explain that the children are at the hospital. Say: *What does the doctor or nurse say the children must do?* Show learners the table to complete and point out the example for Ben, highlighting the advice (*drink water, eat vegetable soup*). When learners listen for the first time, pause after section 1 when the doctor gives the advice shown in the example.
- Learners listen to the rest of the audio. Tell them to listen for the first time without writing anything, then play again, pausing after each section to give them time to write the answers in the table. Play the audio as many times as you feel is necessary for your class, with a final time for checking.

Extra support: If your learners need a lot of support with the listening task and completing the table, write the phrases that they will need on the board in mixed order and drill. When learners listen, they only need to identify the phrase from the board as they listen and copy it onto the table.

See page 63 for audioscript.

SPEAKING Task 3

- After the final listening stage, ask learners to check their answers with their partner.

Feedback: Play each section again, pausing after the relevant sentences to elicit the answers. Write them on the board.

Extension: After checking the answers to the listening task, you could personalise this task by asking learners to share what advice they got from the doctor or nurse when they were sick. However, this will depend on the group and whether any learners have had serious illnesses in the past, in which case it may not be appropriate.

Answers

- Paul: drink sweet tea, don't speak a lot
- Vicky: hold a hot towel on her ear, go to bed
- Peter: put a cold towel on head, sleep
- Zoe: go to the dentist

WRITING Task 4

- Tell learners that they are going to imagine that they are at a hospital. Make sure they understand *imagine* by drawing a thought cloud on the board with *imagine* written inside. In pairs they are going to write a play showing a child and a doctor or nurse.

- Show them the two dialogue frames with the lines, pointing out that one is doctor and child and the other, nurse and child. Then draw their attention to the three-word banks. Read the titles and the questions and phrases aloud together.
- Create an example dialogue by eliciting the lines from the class and writing them on the board, demonstrating how to build up the conversations from the word bank, e.g.
Doctor: *What's the matter?*
Child: *I've got a cough.*
Doctor: *Eat hot soup and drink hot lemon.*
- Learners should write two or more dialogues. Point out the use of the imperative in the last line (*Eat hot soup ...*). Tell learners that they can make the doctor's or nurse's advice funny or silly if they want to, e.g.
Nurse: *What's the matter?*
Child: *I've got a cough!*
Nurse: *Put a hot towel on your nose and eat three bananas!*
- Learners work in pairs to write the two dialogues. Monitor and circulate while they are writing, checking vocabulary and sentence structure. If you spot errors, encourage self- or peer-correction.

Suggested answers

At the hospital 1

Doctor: Are you sick?
Child: I've got a headache.
Doctor: Go to bed and sleep.

At the hospital 2

Nurse: Are you ill?
Child: I've got a stomach-ache.
Nurse: Drink lots of water and eat a banana.

SPEAKING Task 5

- Focus learners on the model dialogue you wrote on the board in task 4 and practise using choral-drilling techniques (see p.52). Make the drilling fun by exaggerating the intonation on the part of the child feeling sick (very emotional) and the doctor or nurse (showing sympathy). Have learners act out the part of the child together, showing why he or she is feeling sick.
- Learners practise their plays in pairs, taking turns to play the doctor, nurse and child. As they practise, monitor and circulate, encouraging them to have fun with exaggerated intonation and by acting out the parts in the same way as the demonstration.

Extension: Build fluency and confidence further by practising the dialogue again with a disappearing drill (see p.52).

Answers

Learners' own answers

Task 6

- Ask for volunteer pairs to perform their plays for the class (only confident learners should be asked to perform their plays in front of the class). Alternatively, if you want to give more pairs of learners the opportunity to perform, put three pairs together and have them act out their plays in small groups.

Feedback: Praise all learners for a good effort made with writing and performing the plays. Pick out some examples to comment on, e.g. good acting, intonation and expression, the funniest play and efforts to take risks with language, e.g. using above-level vocabulary.

Think Big

- This task presents a good opportunity to focus learners on the important issue of personal health and engage them in evaluating how they practise healthy habits around eating, exercise and sleep.
- Put learners into pairs and read through the questions together. Ask the class, elicit some responses and note them on the board, to give all learners some prompts for the next stage.
- Now have the pairs work through the questions together. They must read the questions again, discuss their answers and write them in their notebooks. Monitor and circulate while they are working, helping with vocabulary if necessary. Give a time limit.
- Check answers by nominating several pairs to share their answers with the class.

Extra support: Give just one question to each pair to answer. Each pair has a minute to brainstorm possible answers, then have them share their ideas with the class. Note down useful vocabulary from their responses.

Suggested answers

- Yes, I do! I eat an apple, a banana, some grapes, some tomatoes and a pear.
- No, I don't. I don't like sports.

11 Life in the countryside



EXAM PRACTICE

MATERIALS

Speaking Part 1, Reading and Writing Part 5
Coloured pens or pencils (grey, blue, yellow, brown, pink, green), sheets of A4 paper

Unit objectives

LISTENING	Listening to a description and following instructions to colour items; listening to check written statements.
SPEAKING	Describing two pictures, using short responses and identifying four differences; giving personal information.
READING	Reading a text with pictures, choosing missing words; matching descriptions to pictures.
WRITING	Describing a picture.
VOCABULARY	The countryside: <i>countryside, flower, forest, house, kitten, leaves, lizard, mountain, mouse, plant, puppy, river, roof, trees</i>
NON-YLE VOCABULARY	<i>island</i>

30 LISTENING Task 1

- Focus learners on picture 1. Ask *Is this picture in the countryside or the city?* Elicit that it is a countryside scene. Put learners into groups of three and ask them to name eight things in the picture. Tell them to look at the parts of the house and the area around the house. Give a time limit.
- Elicit learners' ideas and write them on the board. Make sure that the following lexis is included to prepare learners for the listening task to follow (input and teach any words that learners don't suggest): *countryside, house, roof, river, trees, leaves, kitten, plant, flowers, forest*.
- Explain that they are going to listen to a description. They listen to the instructions in the audio and colour picture 1. Make sure that they have coloured pens or pencils to hand (see *Materials* for colours).
- Play the track once. Tell learners to listen for the first time and not colour or write anything yet. Then play

again, pausing after each section to allow learners time to colour.

- Play the track as many times as you feel is necessary for your class, including a final time for learners to check.
- Check learners' work by asking *What colour is the roof? What colour is the river?* etc and elicit the answers, *The roof is grey*, etc.

Answers



See page 64 for audioscript.

SPEAKING Task 2

- After completing task 1, learners play a game. Ask them to look at picture 1 for a minute and try to memorise what's in it. Then they close their books and try to draw the picture from memory in their notebooks. Give a time limit.
- Put learners into pairs and ask them to tell each other what is in their pictures. First, elicit and drill some useful phrases, e.g. *In my picture, there is a ... with a grey ... Here is a / are some ...* Point out the useful vocabulary on the board from task 1.

Answers

Learners' own answers

SPEAKING Task 3

- Remind learners that this is an exam-style task. In this part, learners focus on finding the differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, e.g. *This leaf is purple, but this one is yellow. It's sunny in this picture, but it's cloudy in this picture.* The first part of this task practises looking for colour differences.
- Model the task with a confident learner using the example sentences. Then drill the example sentences to build learners' confidence for the speaking task.
- Give learners a moment's silent thinking time to look for the differences in the colours in the two pictures. Then put them in pairs to describe the differences.
- To check answers, if possible, show enlarged versions of the two pictures and have learners come up, point to the difference and make a sentence, e.g. Learner 1: *Here the roof is grey*; Learner 2: *Here the roof is brown*, etc.

Answers

- 1 grey roof / 2 brown roof
- 1 blue river / 2 green river
- 1 pink flowers / 2 orange flowers
- 1 yellow leaves / 2 purple leaves

Task 4

- In this part, learners focus on finding and describing more differences in pictures 1 and 2.
- Give learners a moment's silent thinking time to look for other differences in the two pictures. Tell them to look at the people, animals, weather and the natural things around the house for clues.
- Ask the class what they noticed. Elicit and write key words from their responses to act as prompts to help them in the next stage (e.g. *car, train, forest, mountain, mouse, puppy, lizard*). Show them the example and point out that the present continuous tense is used, e.g. *... are reading ...* Use choral drilling (see p.52) to practise the example sentence and to build learners' confidence.
- Put learners into pairs to describe the differences.
- To check answers, if possible, show enlarged versions of the two pictures and have pairs come up, point to the difference and make a sentence, e.g. Learner 1: *Here the woman and parrot are reading a book*; Learner 2: *Here they are sleeping*, etc.
- Much simpler responses are also possible, e.g. *Here purple, here yellow. This is dog and this is cat.*

Answers

Woman and parrot are reading book (1) / are sleeping (2).
Boy is playing with a car (1) / train (2).
There's a forest (1) / mountain (2).
There is no sun (1) / There is sun (2).
There's a cat trying to catch a mouse (1) / puppy trying to catch a lizard (2).
Three leaves (1) / Four leaves (2)

READING Task 5

- Focus learners on the two photos, A and B, and give them a minute to think of five words associated with each one.
- Ask them to read the description and match it to one of the photos. They should read the description quickly (give a time limit), looking for the same or similar words to the ones they thought of at the beginning of the task.

Feedback: Elicit the answer and ask learners to find five words that helped them to match the description to the correct photo. Write them on the board. Which words were the same as their five words from the beginning of the task?

Extension: Look at the photos again; ask *Which island would you like to visit? Why? Have you ever been to a place like this?*

Answer

B

READING Task 6

- Explain to learners that the text is a description of the other island in task 5. Point out the number of gaps (seven). Learners can use the descriptions above to help them.
- Choose a word together for gap 1 as an example, then read the complete sentence *The sea around the island is green*.
- Put learners into pairs. Tell them to read the whole text first before trying to fill in the gaps. Learners should look at the main words in the clause or sentences immediately before and after the gaps, to help them decide which other words are needed to fill in a gap.
- Pairs work together to choose words to complete the gaps in the description. Give a time limit and have them check their answers by reading the completed text again to check it makes sense. Then check answers as a class.

Extension: Learners can use their own choice of words to fill in the gaps. As long as the answers make sense, they are correct.

Suggested answers

- 1 around/in front of 2 cloudy 3 On 4 big/tall
- 5 island 6 beautiful/pretty/quiet 7 beautiful/pretty/quiet

WRITING Task 7

- In this task, learners write their own description of photo C. Ask them to write words to answer the following questions: *What can you see?* (nouns, e.g. *mountains, snow, a village*, etc.) *Why do you like the picture?* (adjectives, e.g. *beautiful, sunny, green*) *What would you like to do there?* (verbs / verb-noun phrases, e.g. *climb the mountain*). Give a time limit.
- Elicit learners' ideas onto the board. Then ask them to look back at the completed text in task 6, circle all the adjectives and highlight all the prepositions or prepositional phrases. They use this description, and the text in task 5 as a model for their own description. Draw their attention to useful phrases, e.g.

This is a picture of a ...

The ... is ...

There are some ...

I like this picture because the ... looks ...

I would like to ... there.

- Learners write their descriptions in their notebooks first, then transfer to a separate piece of paper when they have checked and corrected their text.
- When learners have completed their first draft, put them in pairs and have them compare descriptions. Ask *What different words did you use?* Learners identify three different ideas in their partner's description (e.g. different choices of adjectives, a different reason to like the picture, different activities they want to do in the place, etc.).

- Make a poster display of learners' descriptions by placing the image in the middle and sticking all the different descriptions around it.
- Add new vocabulary from this spread to the *Word hub* if available (see p.52).

Suggested answer

This is a picture of a small town near some tall mountains. There is snow on the biggest mountain behind the town. The mountains around the town are green. You can see a river next to the town, too. The sky is cloudy. I like this picture because it's a very beautiful and quiet place. I would like to walk up one of the green mountains and visit the town there.

Charlie's new home

Charlie had to move to a new home. He was sad to leave his old home, but he was excited to move to his new home. He had heard that his new home was in a beautiful place, and he was right. His new home was in a small town near some tall mountains. There was a river next to the town, and the mountains were green. Charlie was happy to move to his new home.

1. Charlie had to move to a new home. He was sad to leave his old home, but he was excited to move to his new home. He had heard that his new home was in a beautiful place, and he was right. His new home was in a small town near some tall mountains. There was a river next to the town, and the mountains were green. Charlie was happy to move to his new home.

2. Charlie had to move to a new home. He was sad to leave his old home, but he was excited to move to his new home. He had heard that his new home was in a beautiful place, and he was right. His new home was in a small town near some tall mountains. There was a river next to the town, and the mountains were green. Charlie was happy to move to his new home.

3. Charlie had to move to a new home. He was sad to leave his old home, but he was excited to move to his new home. He had heard that his new home was in a beautiful place, and he was right. His new home was in a small town near some tall mountains. There was a river next to the town, and the mountains were green. Charlie was happy to move to his new home.

READING Task 1

Part
Movers **5**

- Remind learners that this is an exam-style task. Explain that they are going to read a story about Charlie. Read the title together: *Charlie's new home*.
- Put learners into groups of three, ask them to cover the story text and look at each picture. They work together to predict what the story might be based on the pictures. Remind learners that the pictures are there to support the story, but they do not provide the answers to the questions.
- Elicit learners' predictions and write them on the board. Explain that they are going to read the story to see if their predictions are correct.
- Read the story aloud, with expression, and have learners follow in their Student's Books. After reading, look at their predictions on the board and ask them to chat to a partner to identify the ones that were correct. Take feedback.
- Show learners questions 1–7. They read the story again and think of words to complete the sentences. Show them the examples and explain that they can use one, two or three words to complete the sentences.
- Tell learners to read the story once more without writing anything, then read again and complete the sentences. They should work on their own, then compare their answers with a partner.
- Learners do not have to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentences are grammatically correct.

Feedback: Read out the completed sentences. Complete four sentences with the correct word(s) and three sentences with incorrect word(s). Tell learners to stand up if they think the sentence is not correct and say the correct sentence.

Answers

- 1 in the city 2 train station 3 tired
4 a good idea / an idea 5 to the park
6 some roller skates 7 another day

31 LISTENING Task 2

- Use this task to link back to the theme of healthy habits discussed in unit 10. The following stages encourage learners to evaluate their own sleeping habits by comparing them to Charlie's experiences described in the story.
- Ask *Why couldn't Charlie sleep in his new home?* (Because it was too noisy). *What helped him?* (He went roller skating with Lily). *Why do you think roller skating helped Charlie to sleep well?* (Because exercise makes you tired).
- Put learners into groups of three and give them one minute to think of other good sleep habits. Then elicit ideas onto the board (one from each group).
- Ask learners to listen to the advice. The first time they listen, they should listen for their ideas; the second time they listen, they should tick the good advice.
- After placing their ticks, ask learners to compare with their group. Ask them which advice is the same as the one that worked for Charlie (4A).
- Play the audio again for learners to check their answers. They should listen once for general sense and meaning, then again to check their answers. Play the audio as many times as necessary for your class, pausing at the points after the answers have been revealed.

Extension: Ask *Which good sleep habits do you have now? Which advice are you going to try?* Encourage learners to choose two or three good sleep habits that they don't have already to try.

Answers

Tick the following advice: 2 B 3 B 4 A

See page 64 for audioscript.

SPEAKING Task 3

- Read the question in the speech bubble as a class and practise with choral drilling (see p.52). Ask the question to the class, eliciting responses and noting them on the board, to give all learners some prompts for the next stage.
- Give learners time to come up with one or two more questions to ask each other about sleep patterns, e.g. 1 *Do you go to bed at the same time every night?* 2 *What do you do before bedtime?* 3 *What helps you to sleep well?* Write the questions on the board and drill, so learners have several questions to ask each other in the next stage. Elicit responses and note useful phrasing on the board, e.g. 1 *I go to bed later at weekends;* 2 *I brush my teeth; I watch TV;* 3 *I don't use my computer before bedtime; I eat my dinner early; I have a hot bath/shower before bedtime, etc.*
- Put learners into pairs to ask each other the questions and discuss their answers. Monitor and circulate while they are working, helping with vocabulary if necessary. Give a time limit.

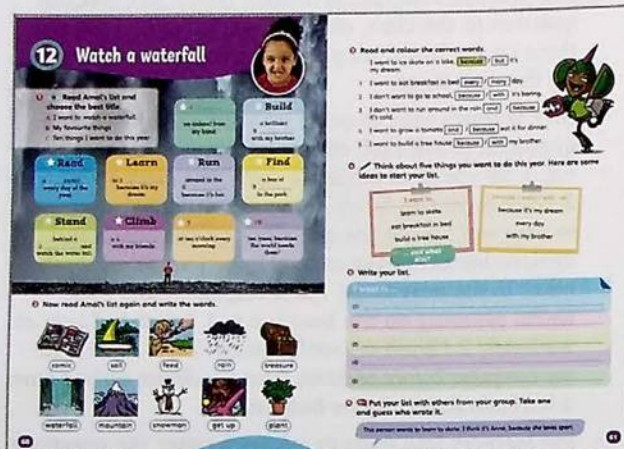
Feedback: Nominate several pairs to share their answers with the class.

Extra support: Give just one question to each pair to answer at first. Each pair has a minute to brainstorm possible answers, then have them share their ideas with the class. Note down useful vocabulary from their responses. Then ask pairs to answer the remaining questions, with lots of prompts on the board to help them.

Answers

Learners' own answers

12



EXAM PRACTICE MATERIALS

Listening Part 2
Whiteboard, board pens, scissors,
stopwatch (optional), separate pieces
of A4 paper, magazine pictures of
animals

Unit objectives

LISTENING	Listening for specific information and writing missing words; listening for specific words.
SPEAKING	Acting out actions described in statements; giving opinions and reasons.
READING	Matching a title to a text; choosing and copying missing words; choosing the correct words to complete sentences; understanding specific information to guess riddles.
WRITING	Writing a list of personal plans for the year; writing animal riddles.
VOCABULARY	Personal plans: <i>comic, get up, feed, mountain, plant, rain, sail, snowman, treasure, waterfall</i> ; animals: <i>bat, dolphin, shark, snail</i>
NON-YLE VOCABULARY	<i>shell, tree house</i>

READING Task 1

- Start the task by asking learners to look quickly at the text and the rubric and ask *What kind of text is it?* (a list).
- Ask *When do people make lists?* (shopping, going on holiday, things to do, favourite things), *Do you make lists?* Elicit learners' responses. Point out that lists are a good way to keep important information.
- Introduce Amal and read the titles (A–C) with the class. Ask learners to read the list again, ignoring the gaps, and talk to their partner; together they decide on the best title.
- Elicit the correct title and ask learners why this title is best (because there are ten things listed; the structure of the statements implies that they are intentions, not things that have been done already).

Answer

Answer
C. Ten things I want to do this year

Task 2

- Learners read Amal's list again and complete the gaps with the words (1–10). Do the example with learners first. Ask them to find the 'action word' (*verb*) in the first sentence (*read*); then look at the words and think about which one of the things you read (*a comic*).
- Tell learners they can match action words to nouns (*things*) like this, to find all the answers.
- Learners work individually to choose words to complete the gaps in the list. Give a time limit and have them check their answers with a partner. Tell them to read the completed sentence again to check it makes sense.
- Check answers together as a class.

Extension: Make true and false statements about Amal: learners stand up for *true* or stay seated for *false*, e.g. *Amal doesn't want to build a snowman* (false), *Amal wants to climb a mountain* (true), *Amal wants to plant twenty trees* (false). Use this stage to drill all the true sentences using choral-drilling techniques (see p.52), in preparation for the next activity.

Answers

2 waterfall 3 sail 4 mountain 5 Feed
6 rain 7 Get up 8 snowman 9 treasure 10 Plant

READING Task 3

- Before starting the task, write two sentences on each half of the board, each with a gap:
1 *I want to buy comics _____ I love reading.*
2 *I want to buy comics _____ day.*
- Have learners decide which word fills each gap (1 *because*; 2 *every*). Explain that *because* tells us the reason for doing something; *every* is often part of a time phrase, e.g. *every day, every year*.
- Look at the example in task 3 and point out that there are two choices to complete the sentence and *because* has been coloured in. Read the sentence. Ask *Why is 'because' correct here and not 'but'?* (It shows the reason; *but* is wrong because it shows a contrast.)
- Put learners into pairs to work through the sentences together.
- To check the answers, show an enlarged version of the activity and have learners come up and colour in or point to the correct word in each sentence.

Answers

1 every 2 because 3 because
4 and 5 with

WRITING Task 4

- Give learners a few minutes to think-pair-share (see p. 52) their ideas for five things they want to do this year. Then have them share their ideas with the class, noting down useful phrases and lexis on the board. Use this stage to help learners with phrasing such as verb-noun phrases (e.g. *build a tree house*) and prepositional phrases (e.g. *in bed, with my brother*). Also show useful 'chunks' of words (*learn to skate*).
- Have learners plan their list in a notebook, to help them structure the sentences. Monitor and circulate to help with lexis and phrasing.
- When learners have five things on their list, ask them to check the following: *Is the spelling right? Are the verbs right? Is there any more information you would like to add?*
- Be available to check learners' work too at this stage. When they are happy with it, they write the full list in task 5.

Answers

Learners' own answers

Task 5

- Learners use their plans in task 4 to write their full lists, using the writing frame in task 5 and the sentences in task 4: *I want to ...* (or *I don't want to ...*).
- Continue to monitor and circulate. If you spot any errors at this stage (e.g. with lexis or sentence structure), encourage learners to self- or peer-correct.

Answers

Learners' own answers

SPEAKING Task 6

- In small groups, learners look at each other's lists and guess whose it is by considering what they already know about each other. Books can be placed together on a table with names of the writers covered so that learners don't get too many clues.
- Read the example in the speech bubble with the class and practise with choral drilling (see p.52). Point out the change from *I want to learn to skate* (first person) to *This person wants to ...* (third person).

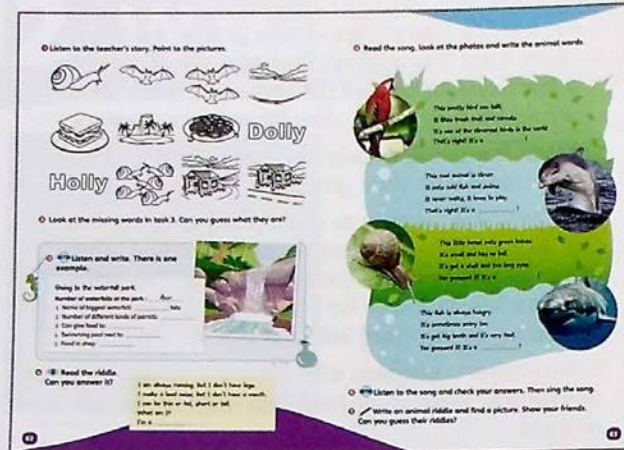
- Put learners into groups of four or five. Ask them to put their lists together then take one. Give them a few moments to read the sentences, think about whose list it might be, then formulate a sentence.
- When learners are ready, they take turns to share their ideas with their group.

Feedback: Ask learners to share plans with the class that they thought were interesting or unusual. Their replies should be in the third person, e.g. *Eva wants to fly in a helicopter with her best friend.* Add any new vocabulary to the Word hub if available (see p.52).

Extra support: Learners who are less confident can read one list and guess; more confident learners can take two or three.

Answers

Learners' own answers



LISTENING Task 1

- Give learners time to look through the pictures in task 1 in pairs and check they know all the words. Then go through the vocabulary in feedback as a class, drilling the words.
- Do a categorisation activity with the pictures by asking learners to divide them into the following groups on the board: **animals** – snail(s), bat(s); **places** – island, café by lake, café by road; **food** – noodles; **names** – Dolly, Holly. Ask learners to spell out loud all the words in English. Write the groups and the spellings on the board.
- For the listening task, tell learners you are going to tell them a story. Say *Last week, I went to an island. It was called Holly Island – that's H-O-double L-Y. On the island, I saw five snails and one bat. I had lunch in a café next to a road.*
- Learners listen and point to the correct pictures for your story.
- Learners then tell each other the story in pairs.
- Follow this stage by making up another story with a different combination of words and / or having learners make up their own stories. Monitor and circulate to give support where needed while learners are working on their own stories

Extra support: Put learners into small groups of mixed ability to recreate your (the teacher's) story and / or to make up their own. This will enable them to learn from and help each other.

After telling the first story, elicit it from the whole class and write it on the board. Highlight the use of the past tense, time expressions (*last week*) and prepositional phrases (*next to the café*). Then have learners practise with choral drilling and a disappearing drill (see p.52), to reinforce the language structure and build confidence for the speaking activity.

Answers

Pictures to point to: an island, Holly, five snails, one bat, café next to a road

SPEAKING Task 2

- Ask the class if anyone has ever been to a waterfall park. Ask *Where was it? Which animals and birds did you see? How did you get there?*
- Focus learners on the missing words in the text in task 3. In that task, they will listen and complete the information but first they are going to predict the missing words. In pairs they look at the prompts in the text and note down suggested answers; this will get them thinking about what they mean before listening. Make it clear at this stage that these suggestions are just guesses.
- Elicit some ideas from the whole class.

Answers

Learners' own answers

32 LISTENING Task 3

Part
Movers 2

- Learners often find this part of the Movers test challenging. They listen for the missing words in the audio. Play the first section (the introduction), pausing just after the narrator says *Can you see the answer? Now you listen and write.* Show learners the example answer: *four*.
- Play the audio as many times as necessary, pausing at the end of each section for learners to check their guesses from task 2. Play another time for learners to check their answers.
- Encourage learners to spell as accurately as possible by learning the words on the vocabulary lists for Starters and Movers. Practise spelling words and make sure learners know numbers up to 100.

Feedback: As an alternative feedback activity, have learners mark their answers themselves. Make one copy of the audioscript (see p.64) per pair. Pairs then read the script aloud together and highlight where the answers are. They then mark each other's work. Afterwards do an overall check.

Answers

1 Giant 2 three 3 rabbits 4 car park 5 noodles

See page 64 for audioscript.

READING Task 4

- Put learners into pairs to read and solve the riddle. Have them read alternating lines and discuss the images on pages 62–63 which might be the answer.
- You could add a competitive element by starting a timer and seeing which pair solves the riddle first.

Answer

Waterfall

READING Task 5

- Give learners time to study the photos of the animals. Then elicit ideas for the animal names as a class onto the board and drill.
- Have learners work in the same pairs for this activity as the previous activity. Before starting, ask them to read the verses first and look for key words as clues, e.g. *bird* in verse 1; *play* in verse 2; *small*, *shell* in verse 3; *scary*, *teeth* in verse 4.
- They read the song and work together to write the animal names, using the vocabulary on the board to help identify the animal.

Feedback: Elicit possible answers and ask learners to highlight which words gave them the clues needed.

Extra support: Establish in the first stages what the animals in the photos are. Then brainstorm what learners know about each animal first and make mini mind maps (see p.52), showing five key words for each, e.g. parrot: *bird*, *sing*, *talk*, *blue*, *green*. Learners can then look for the key words in the descriptions. Use this stage to teach vocabulary in the song that learners may not know, e.g. *shell*.

33 LISTENING Task 6

- Play the song for learners to listen and check their answers.
- Play the first verse again, line by line and have learners repeat and sing to pick up the rhythm and tune. Then play the whole song and have them sing along. Play as many times as you feel is suitable for your class.
- Depending on the character of your class, you could have the learners do actions as they sing each verse. Put them in small groups and give each group one of the verses. They read it again and think of actions. They practise the actions and perform their verse, group by group, when the song is played again.
- At the end of the song, ask *Have you ever seen any of these animals? Where? When? Which one is your favourite?*

Answers

parrot dolphin snail shark

See page 64 for audioscript.

WRITING Task 7

- In this task, learners write their own animal riddle, using the examples in the task 5 song as a model. First, put them in groups of four or five to brainstorm lists of animals. Remind them that they will need to know some facts about the animals so they can write about them in the next stages.
- Put learners into pairs and ask them to choose one animal for their riddle. Then have them brainstorm what they know about the animal by making mini mind maps (see p.52). They should think about: what the animal eats, where it lives, its habits, what it looks like and adjectives to describe it.

- Highlight the content, structure and repeated sentences of the verses in the song as a model for learners. Point out the use of the verbs *have*, *have got*, *be*, *can* and linking words *but*, *and*, e.g.

This animal / bird / fish is ... and ...

It has / can ... but / and ...

It's got ...

That's right / You've guessed it, it's a ...!

- Learners write their riddles in pairs, following the structure and style of the song verses. Point out that their riddles don't need to rhyme and that they should leave a space to write on at the end for another learner to guess the animal in the next stage (as in the verses in task 5).
- Monitor and circulate to help with vocabulary and sentence structure, as learners work on their draft riddles in their notebooks. When they are happy with their drafts, have them copy their riddle onto a separate piece of paper. If they have time or resources, they could cut out a part of an animal photo to support their riddle.
- At this stage, pairs can present their riddles to the class and have the rest of the class listen and guess the animal.

Extension: As an alternative to the last stage, collect the riddles together (learners write their names on the back) and put learners into groups of six. Redistribute the riddles in equal numbers to the groups, and have learners read and guess the animals, writing their guess in pencil on the empty line. Then give the riddles back to the writers. If the guess is incorrect, learners can erase and correct it. Then the riddles can be put on the classroom wall in a class display.

Answers

Learners' own answers

Glossary of teaching strategies

CHORAL DRILLING

Choral drilling is often necessary as part of speaking practice, to help learners develop pronunciation and intonation skills and build confidence. Here are some tips to ensure that choral drilling is effective and keeps learners engaged.

Backchaining: This method is especially effective when drilling questions. Start by getting learners to repeat the last word only, then build the question from there, adding another word each time. Therefore, the question *How do you go to school?* would be drilled like this: *School?* (Learners repeat) *To school?* *Go to school?* *You go to school?* *How do you go to school?* Learners enjoy the novel approach of creating the question 'backwards', and the technique really helps them to get their mouths around different structures.

Loud and soft: Have learners repeat the target language in whispers and low voices, then change to louder voices. Whispering really helps less confident learners, and young learners generally respond well to the play with different sound levels.

Group drilling: Have learners drill in groups rather than always as a whole class. This could be by table, or, in mixed classes, 'girls', then 'boys', or more randomly, 'Everyone wearing trousers!', 'Everyone with short hair!' This helps keep the class pace brisk and keeps learners on their toes, as they don't know when their group will be called on.

Using fingers: Drill target language by indicating each word by using your fingers, and have learners do the same as they repeat. This technique can help them build sentences as they say the words, and they enjoy the tactile approach too. It is also a useful technique to highlight contractions in sentences (i.e. by pushing your fingers together to highlight *I've* instead of *I have*).

Mood drills: Have learners repeat the target language in the style of different moods and emotions, e.g. with 'happy' / 'sad' / 'angry' intonation and / or facial expressions and gestures. This is especially effective in helping learners associate meaning with words, e.g. drilling 'emotional' adjectives such as *happy*, *sad*, *angry*, *excited* in the style of the emotion makes the word more memorable for young learners.

OTHER STRATEGIES

Hot seat: This game is sometimes called 'Back-to-the-board' and is very effective in getting learners to generate vocabulary and think of word associations. One learner sits at the front of the class (or at the front of their group) with their back to the board (in the 'hot seat'); the teacher writes the target word on the board behind the learner in the 'hot seat' and the other learners have to say words associated with the target word to help the learner to guess it. They can also use gestures and mime to help express the word but must not use L1 or say the target word itself.

Disappearing drill: Write a short dialogue on a whiteboard and have learners practise the sentences using some of the choral drilling techniques described above. Then erase a small part and have learners practise the sentences, but this time they must try and remember the erased dialogue from memory. Keep erasing more and more of the dialogue until it has mostly 'disappeared', and have learners keep repeating the dialogue, with the challenge of trying to remember more and more of the sentences from memory. This activity, (which should be approached as a fun activity and not a strict memory test), promotes fluency and builds confidence, as learners enjoy the challenge of trying to remember the erased parts. It prepares learners well for practising the dialogue in follow-on pairwork.

Mind maps (also called a spider diagram or spidergram): A diagram for organising information and / or vocabulary. Learners write the topic heading in the centre of the page and add information with lines and circles. Many learners respond well to organising information in this way rather than in a linear order. They can also add colour and simple drawings to make their mind maps visually appealing. In turn, the visual element makes recording information more engaging and memorable for many young learners.

Open pairs: Learners practise asking and answering questions as a class. The teacher asks a question to one learner, who answers then turns and asks the same question to another learner across the class, and so on. This approach keeps learners focused because they don't know when they might be called upon to ask and answer. It also gives the teacher an instant picture of learners' ability and levels of confidence with practising specific language and provides a model before extending the activity into closed pairs.

Reading race: This activity type encourages learners to develop faster reading skills because they are looking specifically for key information in a text (rather than trying to understand the whole text). The teacher asks a question and learners have to read specifically to look for that answer in the text in a set time. The activity adds a brisk pace and a fun competitive element to reading tasks.

Think-pair-share: Learners first take time to think about their ideas, then talk through with a partner, before sharing these ideas with the rest of the class.

Word hub: A place where key vocabulary can be displayed in the classroom, so learners can instantly refer to it during tasks. As the Word hub builds up with new vocabulary, it also provides a record of progress.

Word tennis: A fun word association game that can be used to revise language such as base verb/past simple pairs, opposite adjectives, synonyms, or just vocabulary of the same theme. Learners stand in pairs facing each other, taking turns to say a word (e.g. *see*, *saw*; *run*, *ran*, *take*, *took*, etc.). As they say the words in turn, they can make a motion with their hands as if 'hitting' the words back and forth to each other.

For suggestions on how to exploit the Skills checklists and Word lists in the Student's Book, go to www.cambridge.org/funskillsresources.

Review answer keys and audioscripts

Unit 1

SPEAKING Task 1

1 B 2 A 3 I 4 C 5 G 6 E 7 H 8 D 9 F

Total marks: 10 (1 mark per answer plus 1 bonus mark if they get them all correct)

05 LISTENING Task 2

1 Lily's grandpa 2 Charlie the bat

Total marks: 2

06 LISTENING Task 3

1 A 2 A 3 C 4 B

Total marks: 4

Total marks for Unit 1 Review: 16

Tracks 05 / 06

1 Grandpa

I bought Lily a telescope for her tenth birthday. She loves it and watches animals from our balcony. I think Lily is a very brave girl because she's never afraid of the animals in the jungle. Also, she isn't afraid of the bat. It comes to our balcony at night. She calls it Charlie! Lily and I go to the town centre every Saturday and we love roller skating! After skating, we go to the shopping centre and have milkshakes. Lychee milkshake is my favourite and lychee is also my favourite fruit! Mmm!!!

2 Charlie

I like to visit Lily and her grandparents at night. I'm not afraid of the dark! I really love it because the light is not good for my eyes. When I go to Lily's house the best thing is I can hang upside down on the balcony. It's really great fun! Lily is a good friend and she gives me milkshakes to drink. Lychee is my favourite milkshake. It's Mmmm-mmm!!!

Unit 2

07 LISTENING Task 1

A Asim

Total marks: 1

08 LISTENING Task 2

2 go water skiing 3 watch TV
4 go to the pool 5 go to the cinema 6 have a picnic

Total marks: 5

Tracks 07 / 08

I really LOVE weekends! On Friday mornings, I go to the bus station in Alexandria with my aunt and uncle and we take the bus to Cairo to see Azzizi. We have great fun every weekend. On Friday afternoons, we go water skiing on the River Nile and at 7 o'clock in the evening, we watch TV. On Saturday mornings, at 8 o'clock, Azzizi and I go to the pool at the sports centre. He's a brilliant swimmer! In the afternoons at 2 o'clock, we go to the cinema with the family. After that, we have a big picnic at 6 o'clock in the evening next to the River Nile. We eat lots of pancakes and drink milkshakes, they are our favourites! Weekends are THE BEST!

WRITING Task 3

Suggested answers

My weekend

	Saturday	Sunday
mornings	1 sleep	2 go sailing with sister
afternoons	3 go to the cinema	4 sleep
evenings	5 bake banana bread with brother	6 watch TV

Total marks: 6

WRITING Task 4

Suggested answers

My friend's weekend

	Saturday	Sunday
mornings	1 go to the park with friends	2 watch football games
afternoons	3 have dinner with family	4 go for a walk with family
evenings	5 have dance classes	6 go to see grandma

Total marks: 6

WRITING Task 5

Learners' own answers

Total marks: 2 (1 mark for saying a name, 1 mark for giving a reason why)

Total marks for Unit 2 Review: 20

Review Unit 7 ★★★★★

Skills: Writing and Speaking

1. Look and write what the weather was like last weekend. Use these words to help you. There is one example.

Example: cloudy, played, windy, cold, sunny

2. Write a story about what you did last weekend. Use the words in the box to help you.

3. Write a story about what you did last weekend. Use the words in the box to help you.

4. Write a story about what you did last weekend. Use the words in the box to help you.

5. Write a story about what you did last weekend. Use the words in the box to help you.

6. Write a story about what you did last weekend. Use the words in the box to help you.

7. Write a story about what you did last weekend. Use the words in the box to help you.

8. Write a story about what you did last weekend. Use the words in the box to help you.

9. Write a story about what you did last weekend. Use the words in the box to help you.

10. Write a story about what you did last weekend. Use the words in the box to help you.

Unit 7

WRITING Task 1

- On Saturday afternoon it was sunny and there was a rainbow.
- On Sunday morning it snowed.
- On Sunday afternoon it was windy.

Total marks: 6 (2 marks for each sentence: 1 mark for content and 1 mark for accuracy)

WRITING Task 2

- On Saturday afternoon it was sunny and there was a rainbow. Anna played football.
- On Sunday morning it snowed and Anna made a snowman.
- On Sunday afternoon it was windy and Anna stayed inside.

Total marks: 6 (2 marks for each sentence: 1 mark for content and 1 mark for accuracy)

SPEAKING Task 3

Learners' own answers

Total marks: 2 (1 mark per correct sentence, up to a maximum of 2)

Total marks for Unit 7 Review: 14

Unit 8

READING Task 1

- Amy
- Sam
- Reem
- Alex

Total marks: 4

LISTENING Task 2

- Amy – roller skating, not sailing
- Alex – making pancakes, not a milkshake – he isn't very good
- Sam – helping an alien, not reading
- Reem – riding an elephant

Total marks: 8 (2 marks for the detail of each picture)

Track 27

Ben: Hi, I'm Ben. I got a new camera for my birthday and last weekend I went out and took photos of some of my friends. I went to see Amy on Saturday morning. She likes exciting sports and we went roller skating. I didn't really enjoy it because I fell and hurt my arm!

I went to see my friend Alex in the afternoon. In this photo, he's making pancakes for us. He made dinner, too. Ugh! He's not very good at cooking.

My friend Sam likes doing dangerous things. Last Sunday he helped an alien! I saw him in the morning and I took this photo of him with the alien.

Look – here's a photo of Reem. She's learning to ride an elephant. I went to the circus last Sunday afternoon to watch her. She's really funny!

What did you and your friends do last weekend?

Total marks for Unit 8 Review: 12

Review Unit 9 ★★★★★

Skills: Reading and Speaking

1. Look and write what the weather was like last weekend. Use these words to help you. There is one example.

Example: cloudy, played, windy, cold, sunny

2. Write a story about what you did last weekend. Use the words in the box to help you.

3. Write a story about what you did last weekend. Use the words in the box to help you.

4. Write a story about what you did last weekend. Use the words in the box to help you.

5. Write a story about what you did last weekend. Use the words in the box to help you.

6. Write a story about what you did last weekend. Use the words in the box to help you.

7. Write a story about what you did last weekend. Use the words in the box to help you.

8. Write a story about what you did last weekend. Use the words in the box to help you.

9. Write a story about what you did last weekend. Use the words in the box to help you.

10. Write a story about what you did last weekend. Use the words in the box to help you.

Unit 9

SPEAKING Task 1

Learners' own answers

Total marks: 4 (1 mark for each job correctly guessed)

READING Task 2

- a driver
- a nurse
- a dentist

Total marks: 3

WRITING Task 3

Learners' own answers

Total marks: 6 (1 mark for each correct sentence)

Total marks for Unit 9 Review: 13

Unit 10

SPEAKING Task 1

Learners' own answers

Total marks: 3

READING Task 2

- Peter got paints for his birthday.
- He painted a picture for his teacher.
- He opened the paint on the school bus.
- Peter went to school by bus.
- Mr Hall is Peter's teacher.
- Peter had paint on his face.
- Peter wasn't sick.
- It was very funny.

Total marks: 8

SPEAKING Task 3

Suggested answers

- What's the matter?
I know! You've got a cold!
Drink lots of water and eat vegetable soup.
- What's the matter?
I know! You've got a cough!
Drink sweet tea and don't speak a lot.
- What's the matter?
I know! You've got a headache!
Put a cold towel on your head and sleep.
- What's the matter?
I know! You've got a stomach-ache!
Eat brown rice and a banana.
- What's the matter?
I know! You've got a temperature!
Drink a lot of water.
- What's the matter?
I know! You've got toothache!
Go to the dentist.
- What's the matter?
I know! You're tired.
Go to bed and sleep.

Total marks: 3 (1 mark for each answer: learners choose three)

Total marks for Unit 10 Review: 14

Review Unit 11 ★★★★★

Skills: Writing and Speaking

Draw and colour a picture of your favourite place. Choose a place that's outside and inside. Write down the things that you can see in that place.

the weather, plants, building, animals, sea / lake / river

Now make notes in the column in the table about your favourite place. When there isn't an answer - you can write 'There isn't any'.

Remember	My favourite place	My favourite place
1. What's it called?		
2. What's the weather like in the picture?		
3. Are there any plants?		
4. Are there any animals?		
5. Is there a sea / lake / river?		
6. Why do you like it?		

Ask and answer with your friend. Fill in the table with their answers.

What's your favourite place? It's my grandma's house. Total: 1/6

Skills: Listening and Reading

Listen to the audio and choose the things that you want to do and number the pictures in order. There is one example.

Mark: 1/5

Listen to the audio again and check your answers.

What's wrong? Read and think. Can you correct the text phrases so that they are correct?

This week, Aria wants to do six new things. First, she wants to climb the tree in the park and have a picnic. Next, she wants to build a house for the ducks because she thinks they have cold feet at night. Then, she wants to learn to make ice cream for her friends. After that, she wants to look for the treasure. Her sister says that it's in the forest. Last, she wants to swim with dolphins because they like to play games and jump in the sea. I think they're fantastic!

Next, she wants to go outside when it's raining and get really wet. Then I want to have a hot shower. Wait, I can do that now! Bye-bye!

Mark: 1/5

Unit 11

WRITING Task 1

Learners' own answers

Total marks: 8 (1 mark for each correctly completed row in the *My favourite place* column)

SPEAKING Task 2

Learners' own answers

Total marks: 8 (1 mark for each correctly completed row in the column for their friend's favourite place)

Total marks for Unit 11 Review: 16

Unit 12

34 LISTENING Task 1

- picture of small house for ducks
- picture of ice-cream making elements
- picture of box of treasure
- picture of dolphin
- picture of downpour

Total marks: 5

35 LISTENING Task 2

See task 1.

Tracks 34 / 35

Aria: Hi, I'm Aria. It's raining today, so I'm making a list of six new things I want to do this year. Do you want to hear it?

Number 1. Do you know that really big, old tree in the park? The one with purple leaves? I want to climb it and have a picnic lunch up there.

Number 2. There are some ducks that live in my garden and I think they have cold feet at night! I want to build a small house for them. They can sleep in it.

Number 3. I want to learn to make ice cream. It's my favourite food! Then I can make chocolate ice cream for my friends.

Number 4. My sister says there's a box of old treasure near here. The box is in the forest. I want to go there with her, and find it!

Number 5. I want to swim with dolphins because they like to play games and jump in the sea. I think they're fantastic!

Number 6. I want to go outside when it's raining and get really wet. Then I want to have a hot shower. Wait, I can do that now! Bye-bye!

READING Task 3

- cold feet
- chocolate ice cream
- the forest
- the sea
- a hot shower

Total marks: 5

Total marks for Unit 12 Review: 10

Grammar fun! answer keys

Unit 1

- 1 D 2 A 3 C 4 B
- 1 When he got home, he had his lunch.
- 2 I jumped when she shouted.
- 3 When they see funny clowns, they laugh.
- 4 We go to bed when we're tired.

Unit 2

- 1 1 at 2 before 3 on 4 Before 5 before 6 after
- 1 after 2 After 3 at 4 before 5 after 6 on

Unit 3

- 1 1 went riding 2 goes roller skating 3 goes skateboarding
- 4 went fishing 5 went ice skating
- 1 B 2 C 3 A 4 D
- 1 to buy 2 to go 3 to invite 4 to score

Unit 4

- 1 2 sometimes 3 often 4 always
- 1 Zoe never eats meat.
- 2 Vicky often rides a bike. / Vicky rides a bike often. / Often, Vicky rides a bike.
- 3 Peter's dog is always hungry.
- 4 Julio's horse is sometimes naughty. / Julio's horse is naughty sometimes. / Sometimes, Julio's horse is naughty.

Unit 5

- 1 1 Are you good at drawing?
- 2 My mum's good at fishing.
- 3 What's Fred good at?
- 4 He's not good at roller skating.
- 2 1 Peter's good at music.
- 2 Mary isn't good at tennis.
- 3 Zoe and Julia are good at football.
- 4 Jack and Jim aren't good at ice skating.

Unit 6

- 1 1 thinks 2 don't/didn't know
- 3 knows 4 thought 5 thought

Unit 7

- 1 2 to get up 3 to send 4 to ride 5 to play 6 to hurt
- 2 1 a pancake 2 this DVD 3 a parrot
- 3 1 cooking 2 going 3 buying

Unit 8

- 1 1 D 2 A 3 B 4 C
- 1 Where did you go shopping?
- 2 How did Daisy hurt her foot?
- 3 When do you play football?
- 4 Why is Jack wearing a silly hat?

Unit 9

- 1 1 the most quickly 2 the most loudly 3 the best
- 4 the worst 5 the most slowly 6 the best

Unit 10

- 1 1 Julia sleeps a lot at weekends.
- 2 The sky is very grey today.
- 3 Did you dance a lot at the party?
- 4 Dan was very tired yesterday.
- 2 1 My mother talks a lot.
- 2 She's very good at tennis.
- 3 My drink wasn't very cold.
- 4 His baby sister grew a lot last year.

Unit 11

- 1 1 D 2 B 3 A 4 C
- 1 must clean 2 must drive 3 must wear
- 4 must dress up 5 must bounce 6 must be

Unit 12

- 1 1 Lily gave her drawing to me.
- 2 Jack gave the teddy to Molly.
- 3 Jim gave his rollers skates to her.
- 4 Clare gave her milkshake to Ben.
- 2 1 Oksi sent an email to Bolt.
- 2 Milo gave a sweater to Skippy.
- 3 Pixy gave an apple to Woody.

Audioscripts

Unit 1, tracks 02 / 03

A: Hey, Lily!
B: Hey, you!
A: What can we do in Kota Kinabalu?
B: We can watch elephants through my telescope!
A: Is that true?
C: Hey, Lily!
B: Hey, you!
C: What can we do in Kota Kinabalu?
B: We can go shopping and roller skating, too!
C: Is that true?
A: Hey, Lily!
B: Hey, you!
A: What can we do in Kota Kinabalu?
B: We can drink milkshakes with Charlie the bat!
A: Is that true?
ABC: Yes, it's true!!!

Unit 2, track 04

Claire: My pet rabbit's called Daisy. It likes pancakes and picnics!
Jim: My pet puppy's called Zoe. It loves swimming in our garden pool!
Jane: My pet parrot's called Paul. He goes skating on the big lake!
Ali: My pet kitten's called Ahmad. It dresses up in funny ties!

Unit 3, track 09

Kim: I parked in the car park in my small, red car. Then I went to the hospital to see my sick grandma. Then I bought a bag of apples in the market square. And last of all I met my friends at the big funfair!
Ben: I arrived at the station on a new orange train. Then I went to the cinema to watch a film called *Rain*. Then I went to the New Café to drink a cup of tea. And last of all I read some comics in the library.

Unit 3, track 10

1
Mr Green: Hello, Vicky. How are you?
Vicky: Hello, Mr Green. I'm tired today. I went to the town centre yesterday with all my friends. We went shopping.
Mr Green: Oh? What did you buy?
Vicky: Well, I went to the market to buy some bread. And I also bought some bananas. I made a banana cake today! Would you like some?
Mr Green: Mmm. Thanks!

2
Mr Green: Did your friend Zoe go shopping with you?
Vicky: Yes, she did. Zoe loves reading, she went to the bookshop and bought a book. I think she got one about a dog ... yes, she bought a book about a dog.

3
Mr Green: And what about Peter. Did he go shopping?
Vicky: Yes, he did. Peter wanted to buy a new swimsuit for his holiday. He went to the shopping centre, He couldn't find one. But he bought a nice new camera.

4
Vicky: Eva was in the town centre with us yesterday, too.
Mr Green: Oh, was she? But Eva doesn't like shopping.
Vicky: No, she doesn't. She went to the sports centre to go ice skating. She's really good at it.
Mr Green: Cool! She's good at skateboarding, too.
Vicky: Yes, she is - and it's funny because yesterday she bought a new skateboard in the shop in the sports centre.

5
Mr Green: Did you see Dan in the town centre?
Vicky: Yes, Dan was there with his brother, Tom. Dan went to the pet shop to buy a puppy!
Mr Green: Wow! That's exciting. Did he get one?
Vicky: Yes! He got a little, white puppy called Bobbit. It's really clever.

6
Mr Green: Then where did you and your friends go?
Vicky: Well, we were hungry. Tom went to the supermarket to buy some cheese. Then we all went to the park to have a picnic.
Mr Green: That sounds nice, but did you only have cheese to eat?
Vicky: No, we made some cheese sandwiches with the bread from the market. And we also had some chocolate and apples. Then we played with Dan's new puppy. It was fun!

Unit 3, track 11

Mr Green: Then where did you and your friends go?
Vicky: Well, we were hungry. Tom went to the supermarket to buy some cheese. Then we all went to the park to have a picnic.
Mr Green: That sounds nice, but did you only have cheese to eat?
Vicky: No, we made some cheese sandwiches with the bread from the market. And we also had some chocolate and apples. Then we played with Dan's new puppy. It was fun!

Unit 3, track 12

1
Mr Green: Hello, Vicky. How are you?
Vicky: Hello, Mr Green. I'm tired today. I went to the town centre yesterday with all my friends. We went shopping.
Mr Green: Oh? What did you buy?
Vicky: Well, I went to the market to buy some bread. And I also bought some bananas. I made a banana cake today! Would you like some?
Mr Green: Mmm. Thanks!

Can you see the letter F? Now you listen and write a letter in each box.

2
Mr Green: Did your friend Zoe go shopping with you?
Vicky: Yes. She did. Zoe loves reading, so she went to the bookshop to buy a book. I think she got one about a dog... yes, she bought a book about a dog.

3
Mr Green: And what about Peter. Did he go shopping?
Vicky: Yes, he did. Peter wanted to buy a new swimsuit for his holiday. He went to the shopping centre, but he couldn't find one that he liked. But he bought a nice new camera.

4
Vicky: Eva was in the town centre with us yesterday, too.
Mr Green: Oh, was she? But Eva doesn't like shopping.
Vicky: No, she doesn't. She went to the sports centre to go ice-skating. She's really good at it.
Mr Green: Cool! She's good at skateboarding too.
Vicky: Yes, she is - and it's funny because yesterday she bought a new skateboard in the shop in the sports centre.

5
Mr Green: Did you see Dan in the town centre?
Vicky: Yes, Dan was there with his brother, Tom. Dan went to the pet shop to buy a puppy!
Mr Green: Wow! That's exciting. Did he get one?
Vicky: Yes! He got a little, white puppy called Bobbit. It's really clever.

6

Mr Green: Then where did you and your friends go?
Vicky: Well, we were hungry. So Tom went to the supermarket to buy some cheese. Then we all went to the park to have a picnic.
Mr Green: That sounds nice, but did you only have cheese to eat?
Vicky: No, we made some cheese sandwiches with the bread from the market. And we also had some chocolate and apples. Then we played with Dan's new puppy. It was fun!

Unit 4, track 13

1 Daisy's good at moving in skates. She isn't good at hitting, kicking or throwing a ball.
2 Mary's good at swimming. She isn't good at jumping.
3 Charlie's good at music. He isn't good at kicking a ball.
4 Julia's good at jumping and throwing and catching balls. She isn't good at kicking the ball.
5 Jack's good at moving in skates. He isn't good at swimming.
6 Fred isn't good at music. He's good at hitting balls with a bat.
7 Vicky isn't good at doing sports with a bat and ball. She's good at kicking balls and scoring goals.

Unit 4, track 14

These pictures show a story. It's called 'A picnic on the lake.' Luis and Alice are brother and sister. It's a beautiful afternoon. They are sailing on a lake.

Unit 5, tracks 16 / 17

1 My dream school is really brilliant!
 Our classroom is in a cinema.
 We use e-books to learn English.
 It's like you are on Mars!!
2 My dream school is in the jungle.
 There's always lots to see and do.
 We are pirates who look for treasure.
 Our classroom really is the best.
3 My dream school is so fantastic!
 Our classroom is in a cool café.
 We drink milkshakes and wear baseball caps.
 Visit my dream school today.
4 My dream school is like a wonderland.
 Our teachers are all great fun.
 We read comics and we sing English songs.
 Come inside and have a look around.

Unit 6, track 18

- 1**
Man: Emma, what's your favourite food?
Emma: I like eating cakes! My favourite one is a chocolate cake, but it's different from other cakes. It has two parts and it is red on the bottom and white on the top! Many people in my country like it. It's very pretty and really nice!
- 2**
Woman: Paul, what sauce do you like to eat?
Paul: In my country there is a lot of fruit and I love mangoes. My dad cooks some fish and then he makes a sauce with mangoes, onions and tomatoes. It's orange and it's my favourite. Mmmmm!
- 3**
Woman: Charlie, what does your family like to eat?
Charlie: In my country, we eat a lot of pasta. When I go to my aunt's house, she makes pasta with sausages. We can choose the things for the top of it. I always choose yellow cheese!
- 4**
Man: Lily, what do you like to eat at parties?
Lily: I really like ice-cream. There are lots of different ones in my country, but my favourite is a green one. It's very sweet. I can't eat a lot of it, but my friend can!
- 5**
Woman: Jack, what do you like to drink after school?
Jack: My school finishes at 3 o'clock. When I go home I like to drink tea. In my country there is a famous flower and people make tea with it. The flower is a blue colour. When we make the drink, it's that colour too.
- 6**
Man: Clare, what do you like to eat at weekends?
Clare: At the weekend I go to my grandparents' house. They live on a farm and they grow lots of different kinds of potatoes. Every Sunday, my grandma cooks a big dinner for everyone and in the centre of the table there is a big plate of purple potatoes.

Unit 6, tracks 19 / 20

Apple pie, apple pie.
Burger and chips, burger and chips.
Cheese sandwich, cheese sandwich.
Chocolate ice cream, chocolate ice cream.
Orange juice! orange juice!

Unit 7, track 22

- Narrator:** One. Which T-shirt is Tom's?
Woman: Those are nice T-shirts, Tom. Are they all yours?
Tom: No, Aunt Mary. Two of them are my sister's T-shirts. My T-shirt has a rainbow on it.
Woman: Is it the yellow one?
Tom: No, it's the pink one.
Narrator: Two. What was the weather like on Tuesday?
Man: Did you have a nice picnic on Tuesday, Sam?
Sam: Not really, Mr Brown. The weather was bad.

- Man:** Was there a lot of rain?
Sam: No, but it was very cold and windy.
Narrator: Three. What is the weather like now?
Woman: Is it sunny today, Ben?
Ben: No, there are lots of clouds in the sky. And look, now it's snowing!
Woman: Wow! It's beautiful.
Ben: Let's go for a walk.
Narrator: Four. What would Sarah like to do today?
Man: What do you want to do today, Sarah?
Sarah: I think I'd like to do some sport.
Man: OK, how about going roller skating?
Sarah: Can we go ice-skating? Look at all the ice on the lake.
Man: Good idea! Let's go ice-skating at the lake.

Unit 7, track 23

Clouds
What are clouds?
Watching clouds is fun, but did you know this? They have lots of very small drops of water in them. When it's very cold, clouds can have small drops of ice or snow in them, too.
When there aren't many clouds in the sky, the weather is often sunny and dry.
When there are a lot of clouds in the sky, the weather is often wet. Grey clouds have a lot more drops of water, ice or snow in them than white clouds.
Did you know there are ten different kinds of clouds? Here are three of them.
Cirrostratus are thin, long clouds. You often see them before it snows.
Altostratus are big, grey clouds. There are often lots of them on wet, rainy days.
Cumulus are white clouds and they can be lots of different shapes. You often see them on hot, sunny days.

Unit 8, tracks 24 / 25

- Fred:** Hi, Zoe, did you do your homework last week?
Zoe: Yes, I did. My homework last week was to try seven new things. It was fun!
Fred: Cool! So what did you do last Monday?
Zoe: Well, I always have bread and fruit for breakfast, but last Monday I had pasta for breakfast.
Fred: Wow! Pasta for breakfast! Did you like it?
Zoe: Yes, I did!
Fred: And what did you do last Tuesday?
Zoe: I went to the cinema with my sister Lily after school.
Fred: What did you watch?
Zoe: A new film called 'Lizard'.
Fred: Did you enjoy it?
Zoe: No, I didn't. It wasn't funny and it was very long.
Fred: Oh dear!
Zoe: Then, last Wednesday I made pancakes with my grandma!
Fred: Mm. I love pancakes!
Zoe: And then last Thursday afternoon I rode my uncle's horse.

- Fred:** You rode a horse! I really want to do that!
Zoe: Oh! Well, you can ride my uncle's horse.
Fred: Brilliant, thanks!
Zoe: Then, last Friday my brother and I planted a tree in my garden.
Fred: That's cool!
Zoe: And last Saturday, I went shopping with my Mum.
Fred: Shopping? But you always go shopping on Saturdays.
Zoe: Yes, but this time Mum bought me a new phone. Look, it's got a camera!
Fred: Wow, that's a brilliant phone! Did you take any photos?
Zoe: Yes, I did! Look, this is the tree that I planted.
Fred: But Zoe, that's only one ... two ... three ... four ... five ... six new things. Did you do something new on Sunday, too?
Zoe: Yes, I did, but it wasn't very exciting. The last new thing I did I went to bed at 7 o'clock on Sunday. I was very tired! What did you do last week, Fred? Anything fun?
Fred: Not really, no.

Unit 8, track 26

Did you do your homework last week?
Yes, I did.
Did you enjoy it? No, I didn't.
Did you take any photos? Yes, I did.
Did you do something on Sunday, too? Yes, I did.

Unit 9, track 28

- Grandma:** That's a nice picture, Mary.
Mary: Thanks, Grandma. I went shopping with Mum on Saturday. I saw lots of people that I know and I took this photo. Can you see Uncle Peter?
Grandma: Is he sitting in the blue tractor?
Mary: Yes. He went to the market with his vegetables.
Grandma: He's a very good farmer. He grows lots of great things.
Narrator: Can you see the line? This is an example. Now you listen and draw lines.
1
Grandma: Who's that? The boy who's standing in front of the café?
Mary: That's my friend, Ben.
Grandma: Why is he wearing pirate clothes?
Mary: Oh! He's going to a party and he likes to dress up.
Grandma: He looks fantastic!
2
Mary: Can you see that woman, she's sitting at the bus stop?
Grandma: Is she wearing a long white coat?
Mary: Yes. That's my best friend's aunt. She's a doctor and she works at the hospital in the town centre.

- Grandma:** What's her name?
Mary: She's called Daisy. She's really nice.
3
Grandma: That girl is buying a ticket for the cinema.
Mary: Yes. That's Zoe. She's in my maths class. She loves going to the cinema with her mum.
Grandma: What film did they see?
Mary: I don't know, but I think it was about a circus because she's wearing clown clothes.
4
Grandma: Is Zoe with her mum?
Mary: Yes. That's her mum. She's a nurse. She also works at the hospital in the town centre. Like Daisy. They're friends.
Grandma: Do you know her name?
Mary: Yes. It's Emma. I know because she is friends with my mum.
5
Mary: We went into the café and had some food.
Grandma: Did you see your cousin, Paul? He works there at the weekends cooking in the kitchen.
Mary: Yes. He's in the picture. Can you see him? He's got a big white hat on.
Grandma: Why is he washing the café window?
Mary: It was really dirty.
Grandma: Oh dear.

Unit 10, track 29

- 1**
Doctor: What's the matter, Ben? Have you got a cold?
Ben: Yes, doctor. I've got a temperature and I'm thirsty.
Doctor: Drink lots of water and eat vegetable soup.
2
Nurse: You look terrible, Paul! Are you sick?
Paul: Yes, nurse, I've got a cough and I'm very tired.
Nurse: Drink sweet tea and don't talk too much!
3
Doctor: What's wrong, Vicky? Are you ill?
Vicky: Yes, doctor. I've got an earache.
Doctor: Hold a hot towel on your ear and go to bed.
4
Nurse: How are you Peter? Are you OK?
Peter: No, nurse, I'm very weak. I've got a headache.
Nurse: Put a cold towel on your head and sleep.
5
Doctor: What's the matter, Zoe? You look sick.
Zoe: I am, Doctor. I've got a very bad toothache.
Doctor: Go to the dentist now!!

Unit 11, track 30

- 1 Here's a picture of a pretty house in the countryside. It's got a roof. Can you colour the roof grey?
- 2 Next to the house is a river. The river is blue.
- 3 Can you see the trees near the house? One of the trees has got three leaves. Colour the three leaves yellow, please.
- 4 There's a kitten on the road. The kitten is brown.
- 5 Here's a nice plant! It's in front of the house and it's got some flowers on it. Can you colour the flowers pink, please?
- 6 Can you see the forest behind the house? It's green and there are lots of trees. Can you write the word 'forest' below it, please?

Unit 11, track 31

When you can't sleep. You're always tired and doing things is really difficult. But there are some things that you can do to sleep better. It's not a good idea to look at your computer and watch lots of TV in the evening. They can stop you sleeping! And it's a bad idea to eat just before you go to bed. Your body needs some time after eating.

It's good to sleep in a room that you like. Put things that you love near your bed, like a plant or your favourite toy. And your room mustn't be too hot or too cold. When you really can't sleep, it's a good idea to do more sport in the day. Sport makes you tired!

Unit 12, track 32

- Mrs Black:** It's time to leave everyone. The bus is waiting to take us to the waterfall park.
- Boy:** Brilliant! Mrs Black, How many waterfalls are there at the park?
- Mrs Black:** There are four. There's one big waterfall and three smaller waterfalls.
- Narrator:** Can you see the answer? Now you listen and write.

1

- Boy:** What's the name of the biggest waterfall??"
- Mrs Black:** It's called Giant Falls.
- Boy:** Sorry, what Falls?
- Mrs Black:** Giant. That's G-i-a-n-t.
- Boy:** OK.

2

- Boy:** Are there any beautiful birds at the waterfall park?
- Mrs Black:** Yes, there are. You can see three different kinds of parrots at the park.
- Boy:** Three kinds of parrots? Cool!
- Mrs Black:** Yes. And they're very clever.

3

- Boy:** Are there bats at the park?
- Mrs Black:** Yes.
- Boy:** Can we give food to them?
- Mrs Black:** No, we can't. But we can give food to the rabbits.
- Boy:** Great. I love rabbits. They're sweet.

4

- Boy:** I've got my swimsuit with me. Can we swim in the waterfalls?
- Mrs Black:** You can't swim in the waterfall. But there's a swimming pool next to the car park, so you can swim there.
- Boy:** Great!
- 5
- Mrs Black:** Did you bring any food?
- Boy:** Yes, my dad gave me some sandwiches.
- Mrs Black:** That's good. You can eat those on the bus.
- Boy:** OK. Can we eat in the park too?
- Mrs Black:** Yes, there's a noodle shop. We can go there for lunch.
- Boy:** Oh great.

Unit 12, track 33

This pretty bird can talk.
It likes fresh fruit and carrots.
It's one of the cleverest birds in the world.
That's right. It's a parrot.

This cool animal is clever.
It eats cold fish and swims.
It never walks. It loves to play.
That's right. It's a dolphin.

This little beast eats green leaves.
It's small and brown and has no tail.
It's got a shell and two long eyes.
You guessed it! It's a snail.

This fish is always hungry.
It's sometimes scary too.
It's got big teeth and it's very fast.
You guessed it! It's a shark.