



CAMBRIDGE

Official
Cambridge
Exam
Preparation

FUN Skills



WITH AUDIO
DOWNLOAD

Katherine Bilsborough

FUNskills



Teacher's Book

5

Katherine Bilsborough

Cambridge University Press
www.cambridge.org/elt

Cambridge Assessment English
www.cambridgeenglish.org

Information on this title:
www.cambridge.org/9781108563512

© Cambridge University Press and Cambridge
Assessment 2020

This publication is in copyright. Subject to statutory
exception and to the provisions of relevant collective
licensing agreements, no reproduction of any part may
take place without the written permission of Cambridge
University Press.

First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the
British Library

ISBN 978-1-108-56351-2 Teacher's Book 5 with Audio
download

The publishers have no responsibility for the persistence
or accuracy of URLs for external or third-party internet
websites referred to in this publication, and do not
guarantee that any content on such websites is, or will
remain, accurate or appropriate. Information regarding
prices, travel timetables, and other factual information
given in this work is correct at the time of first printing
but the publishers do not guarantee the accuracy of such
information thereafter.

For more fresh ideas, tips and materials to help you
prepare learners for the Pre A1 Starters, A1 Movers or
A2 Flyers exams, visit <https://worldoffun.cambridge.org>.

Author acknowledgements

Katherine Bilsborough would like to thank Lucy Frino.

Acknowledgements

The authors and publishers acknowledge the following
sources of copyright material and are grateful for
the permissions granted. While every effort has been
made, it has not always been possible to identify
the sources of all the material used, or to trace all
copyright holders. If any omissions are brought to our
notice, we will be happy to include the appropriate
acknowledgements on reprinting & in the next update
to the digital edition, as applicable.

Photography

Snapshots from *Fun Skills Student's Book 5* pages 6–63.

Design

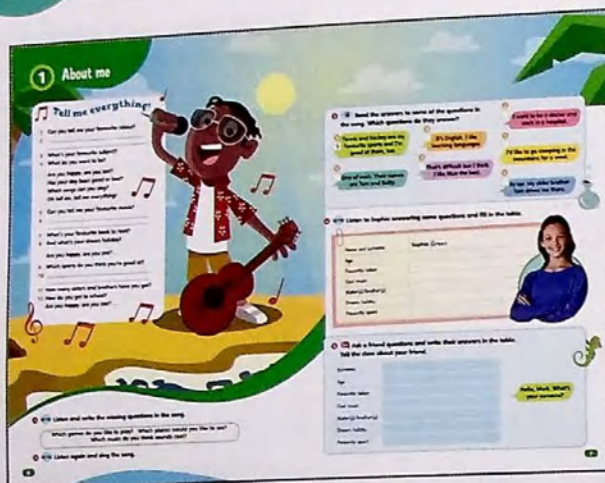
Design and typeset by Q2A Media Services Pvt. Ltd.

Cover design by Collaborate agency.

Contents

1 About me	4
2 At school	8
3 Special days, special times!	12
4 Earth-friendly, planet-clever	16
5 Animals at home	20
6 Winter sports, summer sports!	24
7 Guessing, tasting, smelling, helping	28
8 Dangerous and interesting	32
9 Around town	36
10 Wonderful world	40
11 Going places	44
12 Discovering space	48
Glossary of teaching strategies	52
Review answer keys and audioscripts	53
Grammar fun! answer keys	59
Audioscripts	60

1 About me



EXAM PRACTICE

Reading and Writing Part 2, Speaking Part 1 (Introduction)
Small pieces of paper (one per learner), a bag or box

MATERIALS

Unit objectives

LISTENING	Listen and complete a song; listen to a dialogue to complete a table with personal information; listen to people talking about themselves for specific information.
SPEAKING	Ask and respond to questions about personal information, likes, dislikes and hobbies.
READING	Read and match personal questions and answers; read internet profiles for gist and detail.
WRITING	Write a simple personal profile.
VOCABULARY	Adjectives: <i>bad, boring, cool, difficult, friendly, funny, good, happy, interesting, kind, lazy, popular, rich, sad, tidy, tired, unfriendly, untidy</i> ; personal information: <i>favourite, name, surname</i>
NON-YLE VOCABULARY	<i>dream (adj), profile</i>

02 LISTENING Task 1

- Write these pairs of rhyming words on the board in random order: *cat, hat, day, say, boy, toy, cheese, trees, park, shark, bread, red, pear, chair, peach, beach, cow, now, street, meat*.
- Read the words and have learners repeat. Then tell them that there are ten pairs of rhyming words. Elicit an example pair. Then get learners to find the remaining pairs as quickly as possible. Check answers with the whole class.
- Focus learners on the three questions in the box. Then have them read the song to predict where they go. Point out that they can use rhyme to help.
- Play the song, pausing for learners to check their ideas and write the questions in each verse. Play the song again if necessary.

Extra support: Practise pronouncing the questions, focusing on question words individually and then the inflection of whole questions.

Feedback: Have learners compare their answers in pairs. Then elicit the answers by calling out each line number (2, 6, 10).

Answers

- 2 Which places would you like to see?
6 Which games do you like to play?
10 Which music do you think sounds cool?

See page 60 for audioscript.

02 Task 2

- Play the song for learners to sing along. Tell them to follow the words on the page.
- Write the chorus on the board. Then ask learners to close their eyes. Erase a few words. Learners open their eyes and see if they remember the complete lines.

Extra support: Put learners into three groups and give each group one verse to sing. Encourage them to invent simple actions for each line. They can all join in for the chorus.

Feedback: Encourage learners to applaud their classmates' singing and to give praise at the end, e.g. *Well done!* or *Great singing!*

READING AND WRITING Task 3

Towards
Flyers

Part
2

- Write the following answers on the board: 1 *I'm happy today, thanks.* 2 (the names of some songs that learners sing at school together) 3 *It's been great.*
- Focus learners on the chorus of the song and ask them which questions go with the answers on the board. Then nominate individual learners to answer these three questions for themselves.
- Point to speech bubble A and say *Look! This is the answer to question nine*, pointing to line 9 in the song. Point to speech bubble B and elicit the corresponding question from the song. Have learners complete the rest of the matching task in pairs.
- Remind learners to read all of the alternatives before choosing the correct one. Spend time establishing which words in the response refer back to the first speaker's words.

Feedback: Ask volunteers to supply the answers orally. Praise learners for working well in pairs to find the answers.

Answers

B 3 C 4 D 11 E 1 F 8 G 12

03 LISTENING Task 4

- Write your full name on the board. Circle your surname, point and say *My surname is (surname)*.
- Ask three or four learners *What's your surname?* Then ask another three or four learners *How do you spell your surname?* Learners spell their surnames aloud, letter by letter.
- Focus learners on the table. Point to the first heading in the left column (*Name and surname*) and the example. Point to the second heading and ask *What's the question?* (*How old are you?*) Repeat the process with each heading in the table, eliciting learners' ideas and accepting any reasonable answers.
- Tell learners that they are going to hear a boy asking Sophia the questions. They will hear the audio twice: once to check which questions there are, and the second time with pauses to write the information.
- Play the audio for learners to listen and check their ideas. Play the audio again, pausing it after each answer. Learners listen and complete the table.

Feedback: Copy the empty table on the board. Then have learners come up to the board and write the missing information. If necessary, play the audio again, pausing after each answer.

Extra support: Practise saying the alphabet together as a class, first in order, then pronouncing individual letters which can cause difficulty. Ask the class to spell words they know well aloud together.

Extension: Use the audioscript to ask additional questions about Sophia, e.g. *What does Sophia think about Pink Violin?* (*She thinks they're great.*) *What's Sophia's sister's name?* (*Lucy*)

Answers

Age: 10
Favourite colour: orange
Cool music: a band called Pink Violin
Sister(s) / brother(s): one sister, Lucy
Dream holiday: the beach for a week
Favourite sport: football

See page 60 for audioscript.

SPEAKING Task 5

Towards
Flyers

Part
1

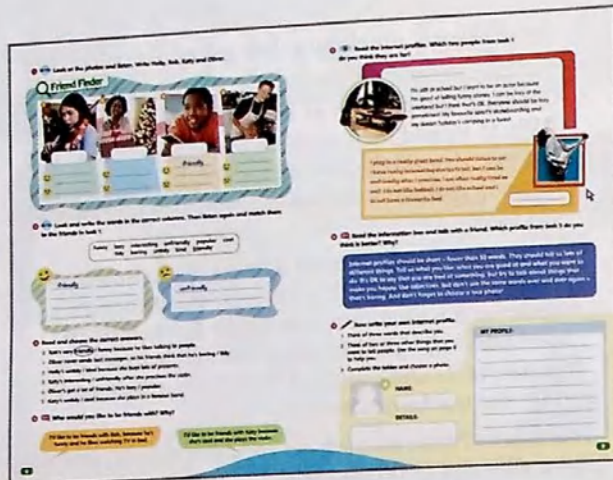
- Do some drilling to practise the questions (see *Choral drilling*, p.52).
- Write learners' names on separate pieces of paper and put them inside a bag or a box. Have learners take one piece of paper each and read the name. This will be their friend for task 5, ensuring that no one is left out.
- Focus learners on the table. Remind them of the questions the boy asked in task 4 and, if necessary, tell them to look at the song in task 1 to find some of the questions. Then put learners into pairs with the friend they chose earlier, to ask and answer

the questions. Make sure they record their friend's answers in the table.

- Circulate and monitor as learners speak, encouraging them to extend their answers where appropriate and not just give single-word responses. Model extended answers and show enthusiasm when a learner does the same.
- In the test, the examiner's language is scripted to ensure fairness. Part 1 starts with the examiner greeting the candidate and asking for their name, surname and age. It is important that learners are comfortable and confident with these questions, so that the test begins well.

Feedback: Praise learners for speaking clearly, and ask them why clarity is important.

Extension: Give each learner a piece of paper. Ask them to write a short text about their friend, using the information in the table. Tell them to leave out the name and surname of the friend, but to write the name on the back of the paper. Then collect the papers in, number them and display them on a classroom wall or board. Learners read the texts and guess who is being described, writing down the number of the description and the name of the person they think it is about. At the end of the task, read out each number and the name of the person being described for learners to check. See who had the most correct guesses.



04 LISTENING Task 1

- Focus learners on the four photos of people. Make sure learners understand that they should listen only for the names.
- Play the audio for learners to listen and write the names.
- Play the audio again, pausing at the names. Have volunteers spell the names for the rest of the class to check their spelling.

Feedback: Call out each name and elicit the corresponding number.

Extension: Ask learners which British names they know and if they know any which have short forms (e.g. Robert – Rob, David – Dave, Alexander or Alexandra – Alex). Practise saying and spelling the names.

Answers

1 Katy 2 Holly 3 Rob 4 Oliver

See page 60 for audioscript.

VOCABULARY Task 2

- Have learners close or cover their books. Dictate the words in the box for learners to listen and write. Then ask them to open their books and check their spelling. Explain that these are words we use to describe people's personality or character.
- Focus learners on the example in the first box. Check they understand that positive words belong in the left box and negative words in the right box.
- Put learners into pairs to complete the task. Then check answers by saying each word aloud and getting learners to smile for a positive word or frown for a negative word. Ask questions to check comprehension, e.g. *What does a tidy person usually do?*
- Play the audio again, pausing after each description to give learners time to copy the words from the box under each of the names in task 1.

Feedback: Draw a simple version of the table in task 1 on the board and invite different learners to write the

adjectives under each name. Praise learners for correct spelling. If they spell a word incorrectly, encourage them to try again by giving clues, e.g. *You need another letter.*

Extension: Have a discussion about the adjectives in the word box. Encourage learners to give examples of behaviour that reflects each quality, e.g. *Friendly people always say 'Hello!'* Ask learners if they can add any other personality adjectives to the table. Encourage them to think of members of their family and people they know outside school.

Answers

Positive adjectives: funny, interesting, popular, cool, tidy, kind

Negative adjectives: lazy, boring, untidy

Katy: interesting, cool, unfriendly

Holly: kind, untidy

Rob: funny, lazy

Oliver: popular, boring, tidy

Task 3

- Make sure learners realise that the sentences in this task refer back to the audio in task 1.
- Focus learners on the example (0). Then put learners into pairs to complete the task.

Feedback: Nominate different learners to read aloud the complete sentences. Praise good pronunciation at every opportunity.

Answers

1 boring 2 kind 3 unfriendly 4 popular 5 cool

SPEAKING Task 4

- Focus learners on the two speech bubbles. Then put them into pairs to talk about who they would like to be friends with from the four people in task 1.

Feedback: Circulate and monitor as learners speak, encouraging them to give reasons for their choices and asking *Why?* Extending answers is a useful skill to develop for the speaking exam. Invite volunteers to stand up and say who they'd like to be friends with, and why.

Extra support: Write some more speech bubbles on the board with examples, e.g. *I'd like to be friends with Katy because she is interesting and because I like playing the violin, too.*

Extension: Have learners repeat the task with a new partner. This repetition is useful for confidence-building, as learners will have already practised what they want to say. Alternatively, they can choose to talk about famous people they'd like to be friends with.

READING Task 5

- Focus learners on the internet profiles and check they know what a profile is. Explain that they are about two of the four people from the 'Friend Finder' in task 1.

- Ask learners to speculate about the 'Friend Finder': to say what they think it is and whether it's a good idea. Encourage them to give reasons.
- Have learners read the two profiles and write the correct names in the spaces.

Answers

Top profile: Rob

Bottom profile: Katy

Task 6

- Ask how the internet profiles in task 5 could be better. Learners share their thoughts.
- Point out that the text in task 6 explains how to write a good internet profile. First have learners read the text, then decide in pairs which profile in task 5 follows the guidelines best.

Feedback: Ask *Why is Rob's profile better?* Write learners' ideas on the board in a list.

Answers

Rob's profile is fewer than 50 words long, it includes things about himself, it focuses on positive things and it doesn't repeat words.

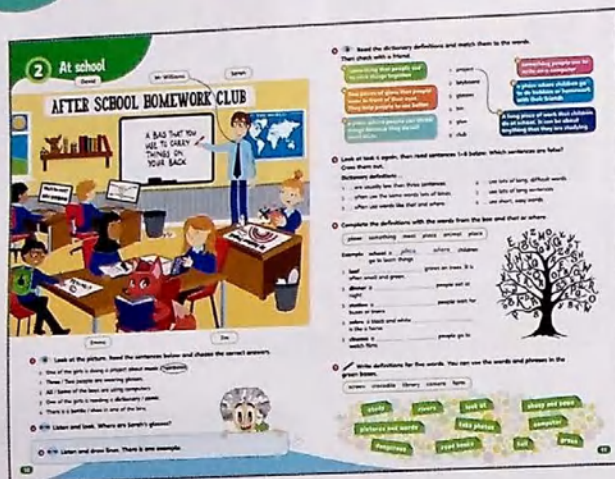
WRITING Task 7

- Explain that learners are going to write their own internet profiles. Give them a few minutes thinking time to decide what they are going to include.
- Focus learners on the steps they need to follow to write their profiles. First they think of three adjectives to describe themselves. Then they refer back to the song on page 6 for ideas.
- Hand out sheets of paper. Monitor learners as they work. Learners can copy their final version into the book. Alternatively, collect the papers, read out each profile and ask learners to guess who wrote it.

Feedback: Give learners some general feedback about their writing. Focus on the good things they have done. Collect any general errors and address them on the board with the whole class, without saying who made each error. Play a game of *Noughts and Crosses* using nine sentences with learners' common errors in the grid (see p.52).

Extension: Use learners' internet profiles to create a simple *Find someone who* game for the following lesson. Choose key information from the profiles and write 8–12 sentences starting *Find someone who ...*, e.g. *Find someone who plays two musical instruments. Find someone who likes making cakes.* Draw a line next to each sentence for learners to write the answer (a name). Make copies of the sentences and hand them out to each learner. Then get learners to mingle, asking and answering questions until they find all of the people from the sentences and write their names on the paper.

2 At school



EXAM PRACTICE MATERIALS

Listening Part 1, Speaking Part 2
Small pieces of card (optional)

Unit objectives

LISTENING	Listen to a dialogue about a picture, identify people and match them to their names.
SPEAKING	Ask and answer questions about a school timetable; describe pictures and express opinions.
READING	Read and match definitions to words; read a timetable and extract specific information; read descriptions of pictures.
WRITING	Write definitions for key words.
VOCABULARY	School subjects: art, geography, history, languages, maths, music, science; at school: bin, (lunch) break, club, computer, dictionary, glasses, glue, homework, keyboard, library, project, screen, timetable
NON-YLE VOCABULARY	computer scientist, cube, mosaic

READING Task 1

- Focus learners on the picture, then put them into pairs. Ask learners to think of as many words as they can for what's in the picture. Set a time limit.
- Elicit and write all the words on the board. Help with any new words and see which pair had the most items.
- Refer to the list on the board and ask *Can you see the same things in our classroom?* Help learners add things in their classroom that aren't in the picture to the list. Alternatively, play a game to elicit the words (see *Alphabet games 1 and 2*, p.52).
- Read the example sentence aloud. Then show them the example circle and ask learners to point to the rainbow in the picture.
- Put learners into pairs to complete the task.

Feedback: Elicit the complete sentences from volunteers. Help with pronunciation and give lots of praise. Invite learners to show which parts of the picture helped them find the answers.

Answers

- 1 Two 2 Some 3 dictionary 4 bottle

05 LISTENING Task 2

- Say *Look! The teacher is wearing glasses.* Then ask *Can you find another pair of glasses in the picture?* Point out that they are not looking for the boy's glasses, but another pair. Encourage learners to help each other. Then play the audio (just the first two sections, telling learners to ignore the instructions) so they can check.

Feedback: Learners point to the glasses in the picture. Say *Great! It's important to be observant!*

Extension: Play an observation game (see *Observation game*, p.52), using a different picture.

Answer

The glasses are on the shelf.

See page 60 for audioscript.

05 Task 3

Towards
Flyers
Part
1

- Draw learners' attention to the names in the boxes around the picture. Say them aloud so that learners recognise them later. Write *Mr* and *Mrs* on the board and practise pronunciation.
- Ask *Where is Mr Williams?* Then play the audio, pausing after the example. Point to the line linking Mr Williams' name to his picture and make sure learners understand what they have to do.
- Play the audio once for learners to just listen. Then play it again, pausing after each section for learners to think and draw lines.
- Learners need to spend time looking at the picture before listening and think about how each of the characters might be described.

Feedback: After each dialogue, check that learners have drawn the lines correctly. Ask learners to point to and explain the clues on the audio which led to their answer (e.g. *Emma is the girl using scissors. She's good at art.*).

Extra support: Play the audio again or provide learners with the script afterwards, so they can check for words or phrases they haven't understood.

Extension: Focus the learners on the picture and ask them to find some puzzles or questions they can answer. Put learners into pairs to do the anagram on the computer screen (*scissors*), the sum on the table (*831*) and find the word from the definition on the board (*rucksack*). They also need to work out the missing colour in the rainbow (*yellow*). The pair who finish first write the answers on the board for learners to check spelling.

Answers

Lines drawn between:

- Sarah – the girl with the dictionary
- Emma – the girl with the rainbow poster
- Jim – the boy with jumbled letters on his screen
- David – the boy wearing a rucksack

See page 60 for audioscript.

READING Task 4

- Have learners close or cover their books. Read aloud the definition for *project* (F). Ask *What's the word?* Learners guess.
- Ask learners to open their books, check the answer and then focus on the words (1–6) and the definitions (A–F).
- Put learners into pairs to complete the task. Explain that if they aren't sure of an answer, they should leave it until later (when they have fewer options).

Feedback: Ask volunteers to read each definition aloud. Have the rest of the class say the word in chorus. Praise learners' efforts, both for correct answers and for guessing. Show learners how to underline or highlight key words in a definition so that they can focus on clues that will help them choose the correct word, e.g. *write*, *computer* (keyboard).

Answers

- 2 D 3 B 4 C 5 A 6 E

Task 5

- Focus learners on the six descriptions of dictionary definitions and give them a time limit to think about which ones are false.
- Have them cross out the false rules, then compare answers with a partner.

Feedback: Monitor learners while they complete the task, encouraging them to look at the examples in task 4.

Extra support: Tell learners that three of the tips are false, before they choose.

Extension: Dictate a list of 12 key words (four nouns, four verbs and four adjectives) and have learners rewrite them in alphabetical order. Ask which are nouns, verbs and adjectives.

Answers

Crossed out: 2, 4, 5

READING Task 6

- Focus learners on the word box and the words in bold. Explain that they have to complete each sentence with one of the words and *that* or *where* (remind them that we use *that* with things and *where* with places). Point to each word in bold and ask *'That' or 'where'?*

- Learners work individually, then check their answers in pairs.

Feedback: Give learners feedback about neatness, e.g. *Nice writing! That's neat! Nice and tidy!* Suggest that when learners do task 7, they use their best writing.

Answers

- 1 something that 2 meal that 3 place where
4 animal that 5 place where

WRITING Task 7

- Focus learners on the words in the box and the green boxes below. Explain that they are going to write definitions. They can use the words and phrases in the green boxes if they want to, but they don't have to.
- Learners write their definitions individually.

Feedback: Circulate and monitor as learners write. If you notice an error, underline it in pencil and give learners time to work out why it isn't correct. Then, if necessary, offer further help. Invite a few learners to copy their definitions onto the board for the rest of the class to read.

Extra support: Practise writing definitions on the board with the whole class. Elicit a word, then start writing a definition, pausing for learners to share their ideas. Repeat the task with two or three words of different types (adjectives, verbs and nouns).

Extension: Have learners make a matching game. Give each pair or small group 16–20 small pieces of card. Learners write words on half the cards and definitions on the other half. To play the game they shuffle the cards, then arrange them all face down on a table. Learners take turns to turn two cards face up. If the cards match (word + definition), they keep the pair and have another turn. If they don't match, they turn the cards over again. The player with most pairs wins. Learners can also swap cards with another pair, with the cards mixed up, for that pair to read and match. For less confident learners, provide the words to write definitions for.

Suggested answers

screen:	a part of a computer where you look at pictures and words
crocodile:	a big green animal that lives in rivers, has a long tail and is dangerous
library:	a place where you can go to read books and study
camera:	something that you use to take photos
farm:	a place where there are sheep and cows

SPEAKING Task 3

- Focus learners on the task. Give them a minute to read the instructions, then put them into A / B pairs.
- Have learners write the four school subjects in the column for their allocated day (A: Tuesday, B: Thursday).
- For this part of the speaking test, it is important for learners to have practice in asking as well as answering questions. They should be able to ask about time, place, age, appearance, etc.

Feedback: Check learners' completed timetables, in particular their spelling. They can correct their own errors by looking back at the school subjects on the page.

Task 4

- Focus learners on the speech bubble and encourage them to use this model when they ask their questions. Model a few examples of the question, showing learners the falling intonation. Then elicit some complete questions about the timetable around the class.
- Learners ask and answer, then complete the timetable in their A / B pairs.

Feedback: Monitor learners as they speak, helping with pronunciation where necessary.

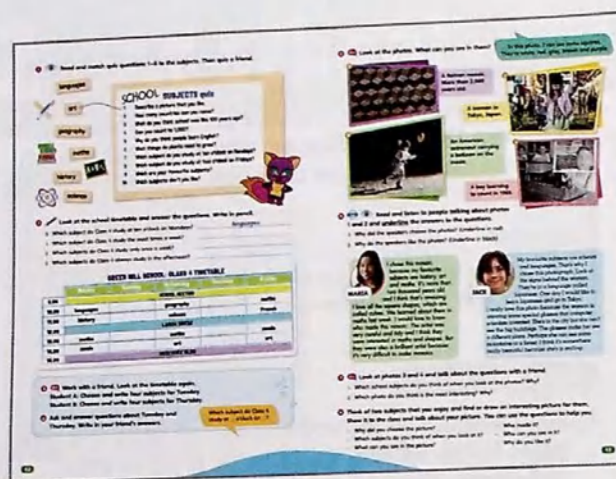
Extra support: Have learners copy a column of the table into their notebooks, complete it with school subjects and repeat the task with a new partner. Working with different partners helps to develop collaboration and communication skills, and encourages more confident learners to help those who are less confident.

Task 5

- Pre-teach *astronaut*, *abacus* and any other new words. Draw the learners' attention to the photos. Ask what they can see in the first one. Encourage them to use the speech bubble as a model.
- Put them into small groups to talk about what they can see in the rest of the photos.
- Monitor learners as they speak, encouraging them to extend their answers to talk about more details. Ask questions to prompt them, e.g. *What colour is it? Is it big or small?*

Feedback: Praise those learners who don't just say the minimum. Make it clear that it's better to give as much detail as possible.

Extra support: Do a drawing dictation before the task. Hand a piece of paper to each learner and tell them to listen to your instructions and draw. Give instructions to draw and colour a simple picture, bit by bit, e.g. *There are two clouds in the sky. They are grey. Use a photo to base your instructions on, e.g. a picture of a house on a mountain with a tree and a man. Use expressions like *In the background* and *On the right*. Learners listen and draw. When they have finished, they compare their pictures with the original.*



READING Task 1

- Ask learners to make a mind map of school subjects and associated words (see p.52). Then have learners scan page 12 for school subjects and add any they have forgotten to their maps.
- Focus learners on the quiz. Read the first question aloud and point out the example line. Then read the second question aloud and elicit the subject (*geography*). Have learners draw a line connecting the question to the subject. Then ask them to complete the task (up to question 6) in the same way.
- Use choral-drilling techniques (see p.52) to address any pronunciation errors with school subjects.

Feedback: After checking answers, ask learners which words in each of questions 1–6 gave them the clues for the answers. Learners ask and answer questions 7–10 in pairs. Ask volunteers to tell the class about their friend's favourite and least favourite subjects.

Answers

2 geography 3 history 4 maths 5 languages
6 science 7–10 Learners' own answers

Task 2

- Quickly revise how to tell the time by drawing a simple clock face on the board, changing the position of the hands and asking *What's the time?* Elicit responses around the classroom.
- Draw learners' attention to the timetable and read the example aloud. Make sure they understand how to find the answer by looking at the columns of days and the rows of times.
- Put learners into pairs to complete the task.

Feedback: Check answers by asking each question and nominating a learner to answer. Then ask learners which of the three days they like best.

Extension: Ask a few more questions about the timetable, e.g. *What time is the lunch break? (12 o'clock)* *What do the students do at three o'clock? (homework)*

Answers

1 maths 2 history, geography, science, languages, French
3 music and art

06 READING AND LISTENING Task 6

- Make sure everyone has a red pencil and a black pencil. Then focus learners on the texts and the questions. Give them a minute to read the questions and check they understand what to do.
- Play the audio. Learners follow the texts as they listen, underlining the correct sections in red or black. Have learners compare answers with a partner before checking as a whole class.

Feedback: Elicit the answers orally from different learners. Praise each attempt. If the answer is incorrect, encourage the learner to try again.

Extension: Play a team game based on the two texts. Put learners into two teams and appoint a speaker in each team. Say a sentence about one of the texts. Teams decide which text you are referring to and tell their speaker. The first speaker to raise a hand answers with *Jack* or *Maria*. If the answer is correct, they get a point. If it is incorrect, they lose a point. Teams start the game with five points. Suggested sentences: *This person has three favourite subjects. (Maria)* *This person mentions another country. (Jack)* *This person would like to go to Japan. (Jack)* *This person likes maths. (Maria)*

Answers

MARIA: Red: ... my favourite subjects are history, art and maths.

Black: It's more than two thousand years old and I think that's amazing. I love all the square shapes, which are called cubes.

JACK: Red: My favourite subjects are science and languages.

Black: I really love this photo because the woman is wearing some special glasses that computer scientists invented.

See page 61 for audioscript.

SPEAKING Task 7

- Focus the learners on photos 3 and 4 in task 5 and give them a minute to read the two questions. Explain that while they are doing this task, you are going to be observing their performance to make sure everyone engages in the conversation, taking turns to share their ideas and opinions. Put learners into pairs.
- Monitor learners while they speak, offering help where necessary. Remind them to answer 'why' in each case.

Extra support: Tell learners how much time they have for this task, e.g. three minutes. Then tell them when half the time has passed. That way they learn how to decide how long to spend on each part of a task.

Feedback: Make a note of any words or phrases that learners mispronounce. Then give general feedback on pronunciation.

Task 8

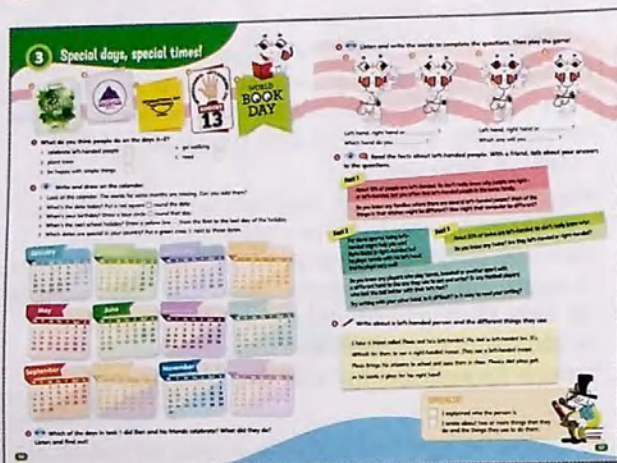
- Explain to learners that they are going to do another speaking task, but this time they are going to work alone. Give them time to read the instructions and then to find or draw a picture.

- Monitor as learners prepare what they want to say, giving help as necessary.
- Learners take turns to speak about their picture in front of the class.

Extra support: Model this task by choosing a picture and talking about it before learners start preparing. Refer to the questions for support, and demonstrate how answering the questions enables you to talk at length about the topic.

Feedback: Organise peer feedback. Write these words and phrases on the board in a bullet list: *interesting, clear, task completed*. Use your own speaking model as an example. Ask *Was I interesting? Was I clear? Did I complete the task?* Elicit answers and add a tick or a cross next to each word or phrase. Have learners complete the process for each speaker after they have listened.

3 Special days, special times!



EXAM PRACTICE

Reading and Writing Part 3, Listening Part 4

MATERIALS

Screw-top jars or bottles, balls, scissors (optional)

Unit objectives

LISTENING	Listen to a dialogue for specific information; listen and complete a rhyme; listen for specific information and choose the correct picture from three options.
SPEAKING	Describe what's happening in pictures; plan a special day and present information to the class.
READING	Read a calendar and answer questions about dates; read an article for gist and specific information and compare to personal experience.
WRITING	Write about a friend or family member.
VOCABULARY	Months and special days: <i>calendar, date, January, February, March, April, May, June, July, August, September, October, November, December</i> ; sports and hobbies: <i>baseball, hop, race, score, soccer, tennis</i>
NON-YLE VOCABULARY	<i>celebrate, finish line, left-handed, noon, right-handed, twins</i>

READING Task 1

- Ask learners when they last celebrated a special day. Then focus them on the pictures and encourage them to guess which special days they show. Accept any reasonable answers.
- Learners match the days to the pictures by writing the letters in the boxes.

Extension: Learners work in pairs to find out the dates of the special days (three of them are shown in the pictures).

Answers

1 D 2 A 3 C 4 B 5 E

READING AND WRITING Task 2

- Say or chant the months of the year. Encourage learners to join in. Have learners say the months in order at different speeds. Then ask them to try saying the months backwards, starting from *December*.
- Focus learners on the calendar and teach *calendar*. Ask *What's the first month in the year?* Have learners point to *January*. Focus on the line in the second box and ask *What's the second month?* Ask learners to spell *February* aloud, then have them write it on the line. Learners then write the rest of the missing months on the calendar.
- Check answers by asking different learners to say and spell the missing months.
- Read instructions 2–5 and make sure learners have coloured pens or pencils ready. They mark the calendar and compare in pairs. Circulate and monitor to make sure they are using correct colours and shapes.

Feedback: Before feedback, practise saying dates in English. Write dates in number form on the board for learners to say as a class (e.g. 03 / 05 – *May the third*). Learners then practise saying the dates in pairs. Review ordinal numbers (*first, second, third, fourth*, etc.) if necessary. Then check answers to questions 2–5. Put learners into pairs to ask and answer the same questions (e.g. *When's your birthday? It's on March the nineteenth*). Check learners are pronouncing dates correctly.

Extra support: Write all the names of the months on the board and practise spelling before learners complete the calendar. Ask questions to help learners notice spellings, e.g. *Which month has the most / fewest letters? (September / May) How many letters are in 'September'?* (nine)

Extension: Ask learners how many days there are in February on this calendar, and how many days there usually are in February. Check learners understand that this calendar shows a leap year, and that a leap year happens every four years. Ask *Do you know anyone who has their birthday on February 29th? Is this year a leap year? When is the next leap year?* Write a list of special days in your country on the board. Ask learners if they know the dates for each special day and add any information they give you.

Answers

1 February March April July August
October December
2–5 Learners' own answers

08 LISTENING Task 3

- Focus learners on the instruction and make sure they understand that the speaker is talking about one of the days in task 1. Play the audio once all the way through. Then play it again, pausing halfway to elicit the answer to the first question. Play the rest of the audio for learners to focus on the things the boys did.

Feedback: Check learners' understanding by first asking them to point to the picture of the correct day in task 1. Then elicit the things Dan and his friends did and write them on the board.

Answers

International Left-handers Day
The boys' friends tried using some of his left-handed things (scissors, a computer mouse and a guitar).

See page 61 for audioscript.

09 LISTENING Task 4

- Ask *How many people here are left-handed?* Learners guess. Have learners put up their left hand if they are left-handed. Count and write the number on the board. Repeat for the right hand. Find out if any learners use both hands. Leave this information on the board for task 5.
- Focus learners on the questions with missing words. Explain that they need to listen and complete them. Play the whole audio the first time, then play it again, pausing after each question for learners to write. Check their answers orally before continuing.
- Have the whole class say the rhyme, doing the actions together (copying the pictures), so they are ready to do so in the game.
- Explain the game. Someone says an action or sport. Everyone says the rhyme and does the actions (*Left hand, right hand or both ...*). When they say *Which hand will you choose?*, everyone shows which hand they use for the action or sport.
- Play the game. Say *Play tennis!* Learners say *Left hand, right hand or both ...* and show which hand they use. Repeat with other sports and actions, for example *write / draw / cook / cut things / use scissors / open a bottle / carry your suitcase / wash your hair*.

Feedback: Encourage everybody to join in and praise them when they do the actions. Ask learners to count how many people choose each option for different sports and activities (left / right / both).

Extension: Have learners try to do some things with the hand they don't normally use. Bring in bottles with screw lids, balls for learners to practise throwing and catching, scissors, etc.

Answers

both use both choose

See page 61 for audioscript.

READING Task 5

- Before doing task 5, ask *How many people are in this class? How many people in this class are left-handed?* Use the numbers to calculate which percentage of the class is left-handed and write it on the board (the number of left-handed people divided by the number of people in the class multiplied by 100).

- Learners read the first fact in task 5 to see if the percentage in their class is the same.
- Pre-teach or revise *twin*, if necessary. Then learners read the other two facts about left-handed people and talk about their answers in pairs.

Feedback: Respond positively to what learners are saying, e.g. *That's interesting! Good idea!*

Extension: Ask more confident learners to find out which percentage of people in the class have a pet / play a musical instrument / have more than one brother or sister. Put learners into groups and have them choose something to find out. In turn, they appoint a questioner to stand up and ask their question to the class. Then they count the raised hands and work out the percentage (with calculators and your help).

WRITING Task 6

- Ask learners to look for the three items mentioned in the text (*mouse, scissors, glove*). Elicit the items and ask learners to think about other special objects left-handed people might need to use. Put them into pairs to tell each other what they are going to write about.
- Learners write about a left-handed person they know and the different things they use or could use.

Feedback: Draw learners' attention to the checklist and use it to give feedback. Encourage them to think about the work they have done and to tick the boxes.

Extra support: Refer learners back to task 3 on page 16 to remind them of things that left-handed people might use. Elicit and write a list on the board (e.g. tin openers, measuring jugs (with the handle on the left and numbers on the other side), rulers (with numbers starting on the right)).

3



- Focus on the photos in turn and have learners read the questions. They answer the questions for each photo. Encourage them to say what they can about the photos with words they already know, even if they don't know the name of the race or hobby. Ask *How many people do you need? What do you have to do before the race starts? Have you ever raced like this?* etc.

Answers

Learner's own answers

- Draw learners' attention to the word box in task 2. Point to *busy* and ask *Is 'busy' a thing, an action or does it tell us what something or someone is like?* Then draw their attention to the example written in the table.
- Talk about the other words in the box in the same way, to make sure that learners think about word types, then tell them to write the words in the correct columns of the table.

Extension: Put learners into pairs to add more example words to each column of the table. Set a time limit and see which pair finds the most extra words (make sure they have categorised the words correctly and check their spelling). Learners can copy the words out onto pieces of card and display them in different categories in a Word hub (see p.52).

things (nouns): flags, minutes, walls, afternoon
actions (verbs): won, made, scored, clapped
what / like (adjectives): foggy

Extension: Play Memory game (see p.52) with the following questions: 1 Where do they put flags and balloons? (at the school gate and around the playground) 2 What two types of food did they make? (pies and cakes) 3 Where did they have lunch? (outside) 4 What do they do if it's raining? (They use the Sports Hall or the Theatre.) 5 Who took part in the races? (students, parents and teachers) 6 How long was the hopping race? (about 50 metres)

1 flags **2** walls **3** made **4** afternoon **5** won

- Feedback:** Elicit or explain that *Our fun school festival* is the best name because the whole text is about the day of the school festival, the special day. They did have delicious things to eat, and Mark and Eleanor's team did jump with a beach ball between their knees, but this is only part of the story.

Our fun school festival

Towards
Flyers **Part 4**

- Put learners into pairs to read the questions and look at the pictures. Instruct them to think about what they can see in each picture. Make sure they know what *AM* and *PM* stand for and what *noon* means in item 2, and how to describe the three types of weather in item 3. Have learners talk about each picture in pairs, focusing on how to say each thing, before listening.

- Feedback:** Play the audio again for learners to check their answers. Encourage learners to explain why they chose their answers and why the other two options weren't correct.

1 C 2 B 3 B 4 A 5 C

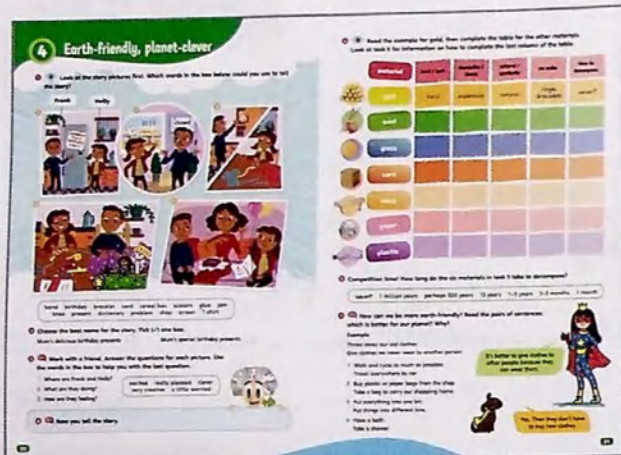
SPEAKING Task 5

- Ask *Does your school celebrate a special day like Eleanor and Mark's?* If yes, ask different learners to say what they do on this day.
- Remind learners about the options in the previous task. Then have them work in groups to prepare their own special day using the questions as prompts.
- In their groups, learners practise talking about their special day, dividing the information, so that everyone has an opportunity to speak.
- Invite each group to share their information in turn. Ask learners to listen carefully to their classmates' ideas.

Extra support: Write some useful phrases on the board which learners can use in their groups to make suggestions, e.g. *Shall we ...? We could ... How about ...?*

Feedback: Encourage learners to have confidence in their speaking. Have them give a round of applause to each group after their presentation. Ask different learners to say what they liked about each group's plans for their special day.

4 Earth-friendly, planet-clever



EXAM PRACTICE MATERIALS

Speaking Part 1, Speaking Part 3
Objects and items of clothing made from different materials (gold, plastic, paper, wood, card, glass, wool), glass bottles and cardboard boxes of different sizes (optional), materials for making sock puppets (learners each bring an old sock) (optional)

Unit objectives

LISTENING	Listen to a description of a picture for specific information.
SPEAKING	Tell a simple story using picture prompts and key words; make suggestions for being environmentally friendly; respond to statements about a picture and describe differences between pictures.
READING	Read suggestions from a project.
WRITING	Write sentences about objects, including what they are made of.
VOCABULARY	Clothes: belt, bracelet, crown, dress, gloves, necklace, ring, T-shirt; materials: box, card, glass, gold, paper, plastic, shell, wood, wool; adjectives: cheap, clever, delicious, excited, expensive, great, hard, horrible, pleased, soft, ugly, worried
NON-YLE VOCABULARY	creative, decompose, natural, synthetic

VOCABULARY Task 1

- Ask learners when their next birthday is and which presents they would like. Brainstorm cool presents and write them on the board.
- Focus learners on the word box and the pictures. Explain that the pictures tell a story. Then learners look at the words in the box and decide which ones they could use to tell the story.

Feedback: Read each word aloud and have learners shout Yes or No. Ask individual learners for their reasons.

Extra support: Ask questions to help learners focus on the pictures. Encourage them to speculate about the relationship between Frank and Holly and what they are doing in picture 3.

Suggested answers

birthday bracelet card cereal box glue
present problem scissors shop T-shirt

READING Task 2

- Draw learners' attention to the two possible titles for the story. Give them a minute to think about which is better.

Feedback: Ask learners to raise their hands to vote for the best title. Elicit the fact that the story is not about food, so *delicious* is not an accurate description.

Extension: Have learners think of other titles for the story. Accept any reasonable ideas. Then ask them to imagine the story is a book. They share ideas about a picture for the front cover.

SPEAKING Task 3

- Focus learners on the first picture and ask the three questions aloud, eliciting answers. For the third question, encourage learners to use the words in the box in their answer.
- Put learners into pairs to ask and answer the same questions about the other four pictures. Monitor, making sure they are taking turns to ask and answer and encouraging them to use the words in the box for question 3.

Feedback: Nominate learners to ask and answer the questions in *Open pairs* (see p.52), changing pairs for each picture. Write words and phrases learners suggest on the board to give extra support for task 4.

Suggested answers

- Picture 1** 1 in the kitchen 2 reading a message
3 Frank is really pleased, Holly is a little worried.
Picture 2 1 outside a shop 2 reading a sign
3 a little worried
Picture 3 1 at home 2 getting a cereal box, cutting up a T-shirt 3 very creative / clever
Picture 4 1 at home 2 making a card and a bracelet
3 very creative / clever
Picture 5 1 in the living room 2 giving the present (bracelet) to their mum 3 really pleased

Task 4

Towards
Flyers **3**

- Advise learners to always look at each picture in turn to get a general idea of the story. It is perfectly acceptable to say just a few words about each picture. The examiner can prompt and ask questions to help.
- Put learners into pairs to tell the story. Explain that they should try to give three pieces of information for each picture, using their answers to task 4.
- Circulate and monitor. Make sure they are taking turns and giving sufficient information about each picture.

Extra support: Give learners time to plan what they are going to say. Refer them to the phrases on the board from the previous task to help tell the story.

Feedback: Ask a few volunteer pairs to tell the story to the rest of the class. Praise their efforts and story-telling skills (e.g. keeping the audience interested, having a continuous flow, speaking clearly).

Extension: Have learners work in pairs to write a simple version of the story. First they decide which tense to use (present or past). Then they write an introduction, a couple of sentences for each picture and a final line as an ending.

Suggested story

Frank and Holly are in the kitchen. They are reading a message on the fridge. It says 'Remember! Mum's birthday today!'. They're at the shop now, but it's closed today. They're feeling a little worried.

Now Frank and Holly are at home. They've got some ideas. Holly is cutting an old T-shirt. Frank is going to make something from an old cereal box.

Frank is making a card from the box. Holly is making a bracelet from the T-shirt. They're feeling clever and very creative.

They are giving the bracelet and the card to Mum. She loves her present and card. Everyone is really pleased.

VOCABULARY Task 5

- Display objects and items of clothing made from different materials where everyone can see them. Invite learners to look at and handle them. Then ask them to guess what each object or item of clothing is made of. Where possible, invite learners to check the labels of the clothes to see whether their ideas were correct.
- Focus learners on the chart and ask them to find the materials that the objects you have brought are made of.
- Have learners read the chart and answer any vocabulary questions. Then demonstrate the meaning of *hard*, *soft*, *expensive*, *cheap*, *natural* and *synthetic* using the objects on display and other classroom objects. Hold up two objects at a time and ask, e.g. *Which one is hard and which one is soft?* Learners respond by pointing.
- Put learners into pairs to complete the chart, leaving the last column empty for the moment.

Extension: Encourage learners to say *I think the (magazine) is made of (paper)*.

Feedback: Invite volunteers to help you write the answers as lists on the board. Elicit answers one by one around the class.

Suggested answers

- wool:** soft; cheap; natural; sweaters, gloves, scarves, socks
glass: hard; expensive; natural and synthetic; bottles, glasses, windows, table tops
card: hard; cheap; synthetic; cards, boxes, tickets
wood: hard; cheap; natural; chairs, tables, floors, boxes, doors
paper: hard and soft; cheap; synthetic; books, envelopes, letters, magazines, newspapers
plastic: hard and soft; cheap; synthetic; spoons, plates, toothbrushes, combs, chairs

SPEAKING Task 6

- Before starting the task, make sure the learners understand the meaning of *decompose*, e.g. use pictures to show the decomposition of a banana or another food.
- Focus learners on the time ranges in the box and explain that these are times that different materials take to decompose. Then put learners into pairs to complete the last column of the chart. Explain that they can guess the answers they don't know.

Feedback: Elicit answers around the class and write lists for each part of the chart on the board. Praise correct pronunciation as learners call out answers. Explain that the answers are estimated times, because many of these materials haven't been around long enough to know.

Extra support: Write prompts on the board for learners to use as they speculate, e.g. *I think ... decomposes in (13 years). I agree / disagree. I think so, too.*

Extension: Ask learners to think about the recycling of each item in their area and to say whether it is *easy* or *difficult*.

Answers

wool: 1-5 years **glass:** 1 million years
card: 2-3 months **wood:** 13 years
paper: 1 month **plastic:** perhaps 500 years

SPEAKING Task 7

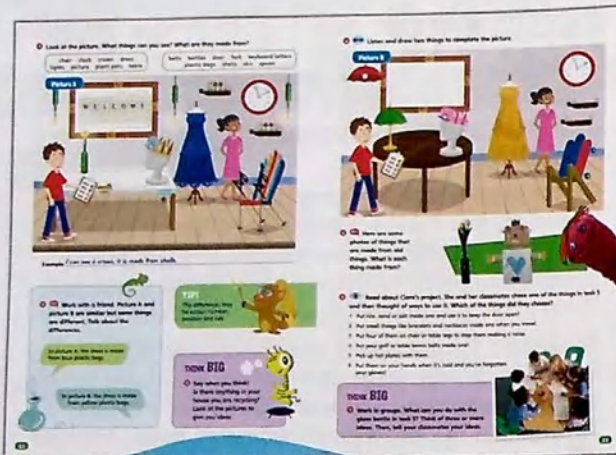
- Focus learners on the instructions and the sentences. Explain that the speech bubbles are examples of what they can say. Give further examples so learners get plenty of support.
- Put learners into pairs to discuss the sentences, decide which option is more earth-friendly and give reasons for their choice.

Feedback: Talk about the best options with the whole class. Ask learners which of the things they / their parents do at home or try to do. Praise good ideas as well as accurate language.

Extension: Learners work in groups to make posters based on the information in the chart in task 5 and their ideas for being more earth-friendly in task 7.

Suggested answers

- It's better to walk and cycle as much as possible. It's better for our bodies and it's better for the planet.
- It's better to take a bag to carry our shopping home because plastic bags are bad for the planet.
- It's better to put things into different bins because then we can recycle the different materials.
- It's better to take a (quick) shower because we use less water.



WRITING Task 1

- Remind learners of the story from page 20. Ask them what Holly and Frank used to make a present and a card for their mother. Talk about what else you can make using old things.
- Focus the learners on the picture and the word boxes. Hold up the picture, point to the crown and then the example answer.
- Put learners into pairs to point at each object and say what it is made from. Then have them write sentences about each object.

Feedback: Ask volunteers to write their sentences on the board. Then invite the rest of the class to check the spelling and accuracy. Praise their efforts.

Suggested answers

I can see a picture. It's made from belts and keyboard letters.
I can see lights. They're made from bottles.
I can see a table. It's made from a door.
I can see a chair. It's made from skis.
I can see a clock. It's made from a spoon and a fork.
I can see plant pots. They're made from bottles.
I can see a dress. It's made from plastic bags.

SPEAKING Task 2

Towards
Flyers **1**

- Ask learners to look at the picture on page 23 (task 4). Tell them the picture is similar to the one in task 1, but not exactly the same. There are eight differences.
- Put learners into pairs to talk about the differences they spot. They should use the speech bubbles as models (e.g. *In picture A, ...*). Monitor and make some notes about learners' use of present tenses and *There is / are*.
- Give learners time to say a sentence about a difference quietly to practise, then ask different learners to say the differences.
- Differences in the pictures in the test will relate to things like number, colour, position, appearance, activity, shape and relative size, etc. For example: *In my picture, there are two / three drinks on the table.*

Extra support: Before the learners talk about the picture, write these questions on the board:

- What colour is the dress?
- What shape and colour is the table?
- What word can you see in the picture?
- What colour are the shells on the crown?
- What is the clock made from?
- What is the chair made from?
- Are there any plants in the bottles, and where are they?
- What are the lights made from, and how many are there?

Give learners a limited time to read the questions, look at the picture and think about the answers.

Suggested answers

In picture A, the table is white and rectangular. In picture B, it is brown and round.
In picture A, the picture has got the word 'welcome' in it. In picture B, it hasn't got a word in it.
In picture A, the shells on the crown are blue and brown. In picture B, they are pink.
In picture A, the clock is made from a fork and a spoon. In picture B, it's made from a knife and a spoon.
In picture A, the chair is made from skis. In picture B, it's made from skateboards.
In picture A, there are plants in the two plastic bottles on the wall. In picture B, there are no plants and the bottles are both under the clock.
In picture A, the lights are made from glass bottles and there are four of them. In picture B, they are made from umbrellas and there are only three.

THINK BIG

SPEAKING Task 3

- Focus learners on the question. Give them a minute to read. Then put them into pairs to discuss their ideas. Model a few sentences first so they can see what is expected, e.g. *In my house, there is an old (object). I think it would be good as a (new object)!*

Feedback: Monitor learners as they speak, praising good ideas and reasons, as well as accuracy.

11 LISTENING Task 4

- Ask learners to look at picture B. Explain that two things are missing from this picture.
- Play the audio. In pairs, have learners talk about which things are missing. Play the audio again for learners to complete the picture.
- Monitor learners, gently guiding them if you see them doing something wrong, but encouraging them when they are doing it right.

Feedback: Praise the learners' drawings, focusing on neatness, imagination and effort.

Answers

The word 'DESIGN' is missing from the picture.
There is one umbrella light missing.

See page 61 for audioscript.

SPEAKING Task 5

- Focus learners on the three photos. Explain that they show objects that are made from old things. Talk about the first photo as a whole class. Then ask learners if they have ever made anything from old items. Encourage them to share their experiences. Help with any unknown vocabulary. Ask why it's a good idea to make new objects from old ones. Then put learners into pairs to share their ideas about the other photos.

Feedback: Listen to learners as they speak, making a note of any general errors in pronunciation. When they have finished the task, address the errors with the whole class without saying who made them. Group drilling (see p.52) is a good way of addressing pronunciation errors.

Extension: Have the learners bring in a sock and other objects (buttons, ribbons, string, etc.) to make their own sock puppets. Then have them act out simple puppet dialogues in pairs.

Answers

The vase is made from a glass bottle.
The robot is made from cardboard boxes.
The puppet is made from a sock, buttons and wool.

READING Task 6

- Before starting the task, write these words on the board with the letters jumbled up: *sand, bracelet, table, golf, plates, gloves*. Put learners into pairs to unjumble the letters and write the words as quickly as possible. Then explain that the words appear in items 1 to 6 in the task in the same order. Learners check their answers and spelling.
- Give learners a couple of minutes to read the instructions and the six sentences. Then ask them which item in task 5 the project refers to. Explain the meaning of any new words.

Feedback: Go through each of the sentences again, asking which words helped learners decide on their answers. Praise them for their problem-solving skills.

Extension: Ask learners which of Clare's ideas they like best.

Answer

They chose the sock.

THINK BIG

SPEAKING Task 7

- Learners work in small groups and think of three more ways to reuse glass bottles. Begin by brainstorming a few ideas. Write them on the board in a list. Encourage learners to use their imagination and explain that this is a competition.

Feedback: Check which group has the most ideas. Then elicit them one by one. Continue by asking each group to share a few of their ideas. Comment on the most original.

Extra support: Display glass bottles of different sizes so that learners can have a closer look and handle them. This will help to inspire their ideas.

Extension: Ask learners to make something from recycled materials at home, bring it to the next lesson and describe what it's made of and what to do with it. Organise a Show and tell (see p.52).

Suggested answers

Glass bottle

Put water in to drink.
Make a lamp.
Use it as a paperweight.
Put a message inside.
Put money inside for your next holiday / project.
Put different-coloured sand or salt inside and make a beautiful decoration.

5 Animals at home



EXAM PRACTICE

MATERIALS

Reading and Writing Part 4,
Listening Part 5
Small pieces of blank card (optional),
large sheets of paper for making
posters, examples of information
posters (optional)

Unit objectives

LISTENING	Listen to definitions and match to pictures; understand instructions to locate and colour items in a picture.
SPEAKING	Describe the appearance and features of animals in detail; talk about an animal and its environment.
READING	Complete a text by choosing the correct words from three options; read a factual text and recall information.
WRITING	Make an information poster about an endangered animal.
VOCABULARY	Animals: beetle, butterfly, cat, fish, frog, insect, lion, monkey, snake, tiger, tortoise, whale, zebra; the world around us: air, flower, forest, hurt, ice, land, leaf, look after, nest, snow, water; features: fur, spot, spotted, stripe, striped, wing
NON-VOCABULARY	Arctic, camouflage, coral, endangered, extinct, rainforest, poison, polar bear, seal, throw away

13 LISTENING Task 1

- Play a word game. Write *environment* in the middle of the board with some letters replaced with lines, e.g. *e_v_r_n_e_t*. Put learners into teams. Teams take turns to suggest a letter. If they guess correctly, write the letter on the line (if they guess a letter which is missing more than once, e.g. *n*, write it on each of the relevant lines) and award a point. The team with most points at the end wins.
- Draw a circle around the word *environment* and use it as the centre of a mind map (see p.52). Elicit words from the learners to build up the diagram on the board.

- Focus the learners on the three pictures and the word box and get them to think about what they can see. Then play the audio for them to listen and think of the answers. Play the audio again for learners to write their answers.

Feedback: Check learners know the difference between *extinct* and *endangered*. Make sure they understand *land*, *air* and *water* as habitats. Then ask learners to share what they know about tigers and dodos. This will get them thinking about animals and their environment.

Answers

- 1 endangered animal 2 extinct animal 3 environment

See page 62 for audioscript.

READING Task 2

Towards
Flyers **Part 4**

- Focus learners on the photo of the frog and ask them to think of words to describe it. Pre-teach or revise *South America*, *rainforest*, *spot* and *poison*. Then invite learners to guess why this animal might be endangered, before they read.
- Read the instruction aloud and use the example to make sure learners understand they have to choose one of the words for each gap and why the other two options don't work.
- Learners read and write the words on the lines. Have them compare their answers in pairs before checking as a whole class.
- In the test, learners should read the whole text to get a general idea of what it is about.

Extra support: Talk about the options that weren't correct, to help learners gain a deeper understanding of the language.

Extension: Ask learners to choose one of the words given as options in the gapfill task. Explain that they have to write three sentences that contain their chosen word, with a gap where the word should be, e.g. *___ of my friends like football. I've got ___ of Ariana Grande's albums. ___ cats hate water. (all)* Circulate and monitor as learners write. Put learners into pairs to exchange sentences, read and complete the gaps. Learners correct each other's answers. Afterwards, you can turn this task into a card game. Have learners write their sentences on small pieces of card with the answers (the missing words) on the back. Collect the cards in. Place them all on a table with the gapped sentences facing up. Learners take turns to choose a card and say the complete sentence. Then they turn the card over to check the answer. The game can be played by small groups of fast finishers or larger teams.

Answers

- 1 Some 2 smaller 3 like 4 other 5 where 6 after

Task 3

- Ask learners to put up their hands if they think they have a good memory. Ask a few learners which kind of things are easy to remember and which are difficult. Then read the instruction aloud and give the class two minutes to look at the poster. Tell them to look at the pictures, read the text and try to remember as much information as possible. Make sure they understand key words, e.g. *ice*, *seal*, *whale*, *fur*, *hurt*, *throw away*.
- Ask learners to close their books. Put them into small groups to share as much information as they can. This task can also be carried out as a memory game (see p.52).
- Monitor learners as they speak, prompting them where necessary and asking questions to jog their memory, e.g. *Where do polar bears live? What do they eat? How many teeth do they have? What colour is their fur? How many polar bears live in the Arctic? Is the Arctic getting colder or hotter? What's happening to the Arctic ice? Why is the plastic in the Arctic dangerous? What might happen by 2050? What can we do with plastic bags and bottles?*

Extra support: Allow less confident learners to make notes to help them remember. Tell them they can write just ten words or numbers. This offers support while training learners to make short, concise notes. Limiting the number of the words encourages learners to read carefully and identify key information. If necessary, write a couple of example notes on the board, e.g. *Arctic*, *seals* and *whales*.

Feedback: Ask learners to close their books and tell you everything they can remember about the text.

Extension: Explain that having a good memory is a very useful skill for a language learner. Then brainstorm ideas about how to improve your memory.

Task 4

- Read the questions and check comprehension. Ask learners which section of the poster they need to read to find each answer (remind them to look at the headings and pictures). Learners work individually to answer the questions, then compare answers in pairs.
- Check answers as a class. Encourage learners to show you where they found their answers.

Extension: Analyse the polar-bear poster with the learners. Ask why it is effective and which parts attract attention first. Encourage learners to think about headings, text size, layout, the kind of pictures and where they are. Explain that information in a poster needs to be very clear, with headings that attract attention and short sections of text.

Put learners into pairs or groups of four. Explain that they are going to make a similar poster about the poison dart frog. Ask them what they remember about the frogs from task 2.

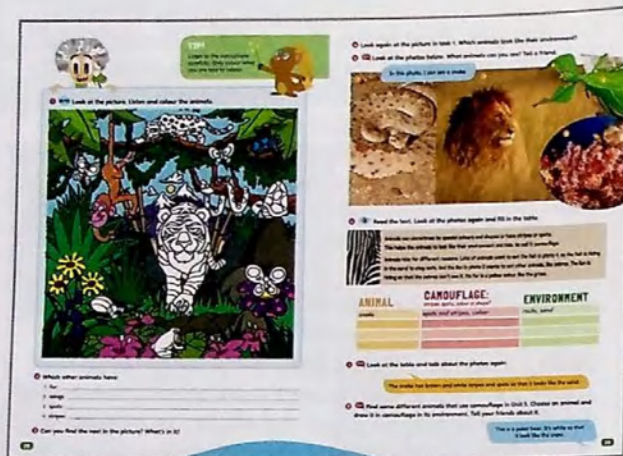
Learners plan their poster first, deciding on the layout, headings and content for each section. They look again at the text in task 2 and find out information for the first subheading (*Poison dart frog facts*) and the second (*Poison dart frogs and the environment*). Then they discuss their ideas for the third subheading. They could also do some further research about the frogs on the internet. They should think carefully about how to illustrate their poster.

If there isn't enough time to finish in class, have learners complete the poster for homework.

Make a classroom display with the posters. Invite learners to look at each other's work and say what they like best. If appropriate, put the display in a common area such as a corridor so that other classes can see the learners' efforts.

Answers

- They have white fur so seals can't see them in the snow.
- Big ships are dangerous because they can hurt the environment the bears live in. Plastic is dangerous because it can hurt polar bears.
- Don't throw away plastic. Walk or cycle when you can. Tell your friends about polar bears.



14 LISTENING Task 1

Towards
Flyers

Part
5

- Focus learners on the picture and have them point and say all the animals and insects they can see. Make sure they have all the colours they need to do the task (orange, black, green, red, and yellow). Revise colours. Hold up a crayon or coloured pencil and ask *What colour is this?* Elicit the answers orally from the whole class.
- Draw simple pictures on the board to revise *spots*, *spotted*, *stripes* and *striped* or point to patterns on objects and clothes in the classroom and say, e.g. *It's a striped T-shirt. This pencil case is black with pink spots.*
- Focus on the picture again and say, e.g. *Point to an animal with spots. Where's the beetle?* Then have learners point and say in the same way with a partner, focusing on features like colours or patterns as well as animal names.
- Tell learners they are going to listen first to find the animals. Then play the audio once all the way through for learners to listen without colouring.
- Play the audio again, pausing after each instruction for learners to colour.
- Learners simply have to show that they have understood instructions correctly; they will not be expected to colour particularly well. They will also have to write two words (which is not practised in this taster task).

Feedback: Learners compare their pictures in pairs. Circulate and check colours. Praise learners who have made an effort to colour neatly. Note that some of the animals are two colours (e.g. the snake), while in the exam just one colour is used per item.

Answers

- 1 black beetle 2 red frog 3 orange and black snake
4 yellow and black jaguar

See page 62 for audioscript.

WRITING Task 2

- Before starting the task, focus learners on the picture in task 1 again and ask *Which animal has fur?* Elicit an answer and write *fur* on the board. Then repeat for *wings*, *spots* and *stripes*.

- Read aloud the instruction and explain that you are going to play a game. Draw four columns or boxes on the board, using the headings *fur*, *wings*, *spots* and *stripes*. Divide the class into groups. Ask them to copy the headings and brainstorm all the animals they know in English for each category. Give them a time limit and explain that the group with the most correct animals wins.
- Circulate and check that groups are putting animals in the correct category and are spelling them correctly. Ask questions to prompt groups who have run out of ideas.

Feedback: Invite a learner from the winning group to copy their lists of animals under the correct headings on the board. Then elicit any animals from the other groups that the winning group missed.

Extension: Have learners organise the vocabulary in a diagram in their notebook. They use the four headings (*fur*, *wings*, *spots*, *stripes*) and any others they know and make small drawings of some of the animals with each feature below the appropriate heading. More confident learners can add a fact about each one, e.g. *Penguins have wings*.

Suggested answers

- Fur:** bear, cat, dog, monkey, mouse, tiger, bat, kangaroo, lion, panda, rabbit
Wings: eagle, bee, chicken, duck, fly, parrot, penguin, beetle, butterfly, some dinosaurs, swan
Spots: cat, cow, frog, fish, lizard, snail, beetle, butterfly, tortoise, octopus, snake
Stripes: bee, tiger, fish, frog, jellyfish, lizard, snake, snail, cat, beetle, butterfly

SPEAKING Task 3

- Draw a nest on the board and elicit the word.
- Focus the learners on the picture again and ask if they can find the nest. Tell them to put their hand up when they find it, but not to say anything. Allow time for most of the class to find the nest and then ask a volunteer to tell you what's in it.

Feedback: Explain that being able to find details in a picture is a good skill to develop. Ask learners to locate more things in the picture. Give instructions for learners to listen, find and point, e.g. *Point to a pink flower.*

Answers

The nest is in the top right corner. There are blue birds' eggs in it.

Task 4

- Focus the learners on the picture in task 1. Ask which animals look like their environment. Give learners a minute to look, think and share their ideas before eliciting answers from four different learners.

Extra support: Tell learners that three of the animals look like their environment.

Suggested answers

The snake, the jaguar and the tiger have spots and stripes so it is hard to see them in the forest. (The butterfly and the tortoise could also be described as looking like their environment.)

Task 5

- Before starting the task, ask if learners know any other animals that look like their environment. This is a good opportunity for learners who know about nature but are less confident in English to excel. Help with new words.
- Put learners into pairs. Focus them on the four photos and have them share ideas. Monitor while learners do the task, encouraging them to use full sentences like the one in the example. More confident learners can say more about the animals in the photos as well (where they are, colours, spots, etc.).

Feedback: Invite four volunteer learners to provide the answers orally.

Answers

- 1 a snake 2 a lion 3 an insect 4 a fish

READING Task 6

- Draw learners' attention to the table. Read each heading aloud and elicit the example answers. Then explain that learners are going to read a text about camouflage. They then use this information to complete the table about the four animals in task 5. They have to write the animals' names in the first column of the table and any information they find in the next two columns (*camouflage* and *environment*).
- Give learners a few minutes to read the text and refer back to the photos. Then put them into pairs to complete the table with the information about the lion, the insect and the fish.

Extra support: Complete the information about the fish as a whole class. First read aloud the section about the fish, pointing to the photo at the same time. Then ask questions to elicit the information, e.g. *What animal is it? What camouflage does it have? What environment does it live in?*

Feedback: Copy the table onto the board and fill in each part by eliciting the missing information. Have different learners call out each answer and correct pronunciation as necessary.

Suggested answers

- lion / colour / grass
insect / colour, shape / leaves
fish / colour, stripes / coral

SPEAKING Task 7

- Draw learners' attention to the speech bubble. Have a volunteer read it aloud. Explain that they need to talk about all the animals from the photos in complete sentences, using the notes in the table as prompts.

- Monitor as learners speak, writing down positive things you notice, e.g. accuracy, range of vocabulary, good pronunciation, interesting phrases.

Extra support: Elicit more examples of complete sentences before beginning the pairwork, e.g. *The lion is the same colour as the grass so that it can hide from other animals.*

Feedback: Give learners positive feedback on the speaking task, using the notes you made while monitoring.

Task 8

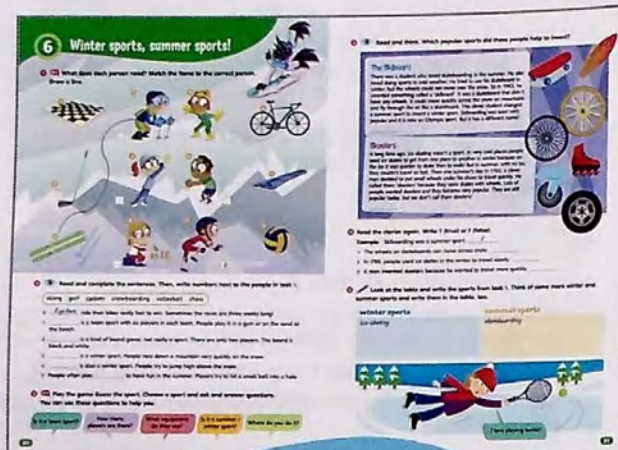
- Go through the unit with the learners and list other animals that might use camouflage. Look at the photos in the unit and revise the names of the animals. Point out that the poison dart frog doesn't use camouflage. It uses colour to frighten other animals.
- Focus the learners on the instructions. Give them a limited time to choose their animal, then enough time to draw it camouflaged in its environment.
- Invite learners to show their pictures and talk about their animals in turn. For large classes, put learners into groups to talk about their animals.

Extra support: Remind less confident learners that they can use the speech bubbles in tasks 7 and 8 to help them.

Suggested answers

Tigers, polar bears, beetles, tortoises and butterflies use camouflage.

6 Winter sports, summer sports!



EXAM PRACTICE

Listening Part 2, Reading and Writing Part 7
Red and green pencils, a storybook (optional)

MATERIALS

Unit objectives

LISTENING	Listen to a dialogue for specific information and take notes; listen to a simple story and complete sentences
SPEAKING	Ask and answer questions about sports and hobbies; practise differing pronunciation of the letter 'g'
READING	Read an article for gist and in order to recognise if sentences are true or false.
WRITING	Write notes about pictures; write a short, simple story using picture prompts.
VOCABULARY	Sports and hobbies: <i>board game, chess, cycling, golf, gym, hit, ice skating, player, race, skateboarding, skiing, sledging, snowboarding, team, volleyball</i> ; equipment: <i>ball, bike, board, skateboard, (ice/roller) skates, skis, sledge snowboard, wheel (golf) club, cyclist</i>
NON-YLE VOCABULARY	

SPEAKING Task 1

- Start the lesson by focusing learners on the pictures of people in the centre. Ask them to guess the sports. Write the sports on the board and have learners mime each one in turn. If necessary, revise or pre-teach the sports and equipment.
- Put learners into pairs and ask them to look at the pictures again and decide what equipment each person needs to do the sport. Point out the example line. Learners match the other people with the five remaining pictures of equipment by drawing lines.
- Elicit the answers by calling out each letter and having learners call out the corresponding number in chorus.

Feedback: Ask a few volunteer learners to tell you what clues in the pictures helped them choose the correct answer.

Extension: Write on the board *Which of these sports do you do? Which of these sports would you like to do?* Learners mingle and ask about the sports in the pictures. Encourage them to find out as much as they can about sports they haven't tried, from those learners who have. Have a whole-class round-up to find out who has tried each sport and which sport(s) learners would like to try.

Answers

Lines drawn between:
B-5 C-2 D-6 E-1 F-4

READING Task 2

- Focus learners on the words in the box and make sure they know the meanings. Read the first part of the instructions and the example answer.
- Have learners complete the task individually. Elicit the answers orally.
- Read the second part of the instructions. Point out the example number '0' in the box next to the picture of the cyclist in task 1. Have learners work in pairs to write numbers 1 to 5 in the boxes next to the other pictures.

Extra support: Ask less confident learners to underline any new words. Then put the class into mixed-ability pairs to help each other with the words or guess what they mean from context.

Feedback: Invite learners to read each completed sentence aloud. Listen carefully to how they pronounce the letters *g* and *j* in *golf*, *gym* and *jump* in preparation for task 3 on page 32.

Extension: Ask learners to read the completed sentences and try to remember them. Then put them into pairs: A (with book open) and B (with book closed). Learner A reads one half of a description (the first or second sentence), Learner B tries to remember the other half of the description. Make sure they swap roles halfway through.

Answers

1 Volleyball, D 2 Chess, E 3 Skiing, A
4 Snowboarding, B 5 golf, C

SPEAKING Task 3

- Tell learners that they are going to play a game called *Guess the sport!*. Focus them on the prompt questions and model the game so that everyone understands how to play. Think of a sport all the learners know and make sure they see you write it on a piece of paper without showing them or saying the name.
- Start the game by saying *Guess the sport!*. Learners put their hands up to ask a question. Answer each question and give the speaker an opportunity to

guess the sport. When someone guesses, show them (and the class) the word you wrote on the paper.

- Put learners into groups to play the game. Monitor as they play, encouraging more confident learners to ask other questions.

Feedback: Observe how the learners are respecting each other, taking turns and being polite. Praise good actions to encourage all the learners to do the same.

READING Task 4

- Brainstorm sports and write them on the board in a list. Then ask learners to classify the sports into two groups: those that are usually played in winter and those that are played in summer. Accept any reasonable ideas, as some sports are played all year round.
- Pre-teach or revise *wheels* by drawing a bicycle on the board. Then focus learners on the two texts and the question in the instructions. Explain that they should read the texts to find out the answer. Tell learners how much time they have to complete the task.
- When everyone has finished, elicit the answers orally from two volunteers. Help with new words if necessary.

Extension: Have learners close their books. Start to read the first text aloud, pausing before a key word (e.g. *summer*) for the class to shout out the next word in chorus. Continue in the same way to the end of the text. This will help learners see how much they have remembered.

Answers

Snowboarding, rollerskating / rollerblading

Task 5

- Tell learners to read the texts again. Then read the instruction and the example aloud. Ask learners to think about why the sentence is false.
- Have learners complete the task, writing *T* or *F* after each sentence.

Feedback: Elicit the answers orally from different learners and, each time, ask them to tell you the part of the text where they found the information they needed.

Extension: Learners write sentences to correct the false sentences (1 and 2).

Answers

1 F 2 F 3 T

WRITING Task 6

- Copy the table onto the board and add the two examples. Then have learners look back at the sports mentioned in task 1 and suggest more winter and summer sports for you to write in the table. Check pronunciation and make any corrections where necessary.

- Have learners copy the information from the board into their books. Remind them to copy the sports carefully to avoid spelling mistakes. Then put them into pairs or small groups to add more sports to each column. When they have finished, invite learners to the board to add more sports. They can also add the words to the Word hub if appropriate (see p.52).

Extra support: Allow learners to use a bilingual dictionary to look up the words for sports they don't know in English.

Feedback: Give feedback on pronunciation. When learners add a sport to the board, have them say it aloud as they write. Then correct if necessary. Get the whole class to repeat each sport in chorus.

Extension: Write the words *skiboarding* and *tennise* on the board. Point out that these are invented names for sports and ask learners to think about which words were put together to make them (*skiing* + *skateboarding* = *skiboarding*; *tennis* + *ice* = *tennise*). Put learners into pairs to invent another sport in this way. Tell them to think of a name, draw a picture and talk about how to play their new sport. Walk around asking questions, encouraging learners to be creative. The class can then vote for the three best or funniest new sports.

Suggested answers

Winter sports: snowboarding, skiing, ice hockey, chess, sledging

Summer sports: tennis, badminton, table tennis, baseball, swimming, hockey, sailing, volleyball



VOCABULARY Task 1

- Focus learners on the rows of pictures. Point to the first one and ask *What's this?* Elicit the answer and point to the example. Then put learners into pairs to repeat the process with the other pictures and letters.
- Ask learners if they have tried sledging. If they have, ask if it was fun. If they haven't, ask if it looks fun. Repeat the questions for ice hockey.

Feedback: Elicit the letters from around the class one by one and write the word on the board for everyone to check. Then have learners look at the two photos and tick the box that shows sledging.

Answer

snow + lemon + egg + duck + golf + ice + net + glue = sledging (photo A)

15 LISTENING Task 2

Towards
Flyers **2**

- Give learners a minute to look at the notes and the example answer and explain that they are going to listen to someone talking about a school trip. They will listen once without writing. Play the audio for them to listen only. Then play the audio a second time for them to listen and write the words.
- Learners sometimes find this note-taking task difficult. Even at Flyers level, some learners seem uncertain about the names of some letters of the alphabet.

Extra support: Before listening, point to each gapped line and ask learners to think about the kind of information they need to write (2 a place, 3 a number, 4 something to wear, 5 something to eat, 6 an adjective).

Answers

2 Leaf 3 ten 4 coat 5 chocolate 6 safe

See page 62 for audioscript.

16 Task 3

- Draw learners' attention to the two sentences and the red and green letters. Say the words *Jane* and *glass* aloud and ask draw learners' attention to the two initial sounds. Point out that red is used for letters that make the sound /dz/ and green for letters

that make the sound /g/. Tell them they need to be careful, as the letter g is sometimes pronounced /g/ and sometimes /dz/. Then make sure all learners have red and green crayons or pencils for the colouring task.

- Read the instruction aloud and play the audio for learners to listen and colour. Play the audio twice if necessary.
- Elicit the answers by saying each word with a coloured letter aloud and having learners respond *Red!* or *Green!*. If learners ask about the final g in *sledging*, you can explain that in spoken English, it is not pronounced as /g/ but as a special sound /i/ that occurs when n and g (or n and k) occur together.

Extension: Put learners into pairs to look back through the book and find examples of more letters which can be pronounced in two different ways. Give less confident learners a specific letter to look for, such as 'c' pronounced as /s/ or /k/ (pages 30 / 31: *ice* and *race* with 'c' pronounced as /s/, and *clever* and *biscuit* with 'c' pronounced as /k/.) Give learners a limited time to find examples, then have each pair share their words with the rest of the class.

Answers

- Jane went sledging and then she had a glass of grape juice.
- George played golf and then he had a glass of orange juice.

See page 62 for audioscript.

READING Task 4

- Before starting the task, ask learners to focus on the Tip box. Then have them cover the third picture. Focus them on the first picture and ask questions, e.g. *How many people are there? What are they doing?* Point to the second picture and ask the class what is different (*A crocodile is eating the golf ball.*). Ask *What do you think happens next?* Encourage learners to predict, accepting any ideas, right or wrong. Respond by saying, e.g. *That's a good idea! You've got a great imagination!*
- Explain that the three pictures tell a story. Have learners reveal the third picture and focus them on the four sentences below the story. Read aloud the example sentence (1) and explain that this is the beginning of the story and describes the scene in the first picture. Then give learners time to complete the task, reading the sentences and putting them in the correct order by writing numbers. Explain that they should ignore the gaps at this stage.

Feedback: Elicit the answers by inviting four learners to read the sentences in order, from 1 to 4, for the rest of the class to check. Ask learners to tell you which words in the sentences helped them work out the order. Then focus learners on the tense used each time. Ask *How many tenses are there? What are they?* If necessary, ask for other example sentences of each tense. Explain that when we write a story, we often use the past continuous and the past simple.

Answers

Learners number the sentences 3, 1, 4, 2.

17 LISTENING Task 5

- Focus learners on the four sentences in task 4 again. Put them into pairs and ask them to guess what the missing words might be or what kind of words they might be (nouns, adjectives, verbs or adverbs) (*They are adjectives.*).
- Play the audio for learners to listen and complete the sentences. Play the audio again, if necessary.

Feedback: Ask whether any learners guessed the answers correctly. Praise their deduction skills and explain that we can look for clues about the type of word needed by looking at the words that come before and after a gap.

Extension: Have learners change the story into the present tense.

Answers

(numbers indicate correct order from task 4)

- sunny 2 big 3 delicious 4 quickly

See page 62 for audioscript.

WRITING Task 6

- Focus learners on picture A and ask them what they can see. Encourage them to focus on the details and to use adjectives in their suggestions, e.g. *It's a nice, sunny day.* As learners are sharing their ideas, write short notes on the board. These will be a model for the kind of notes the learners need to make for the other two pictures.
- Have learners read the example notes for picture A and complete them by copying some of the notes from the board. Then give them time to do the same for the remaining two pictures. Encourage them to think of some adjectives for each picture.
- Circulate and check learners' notes, making sure they haven't missed out any key information. Correct any incorrect spelling.

Feedback: Praise learners for writing concise notes and for including adjectives. Make sure they cover what happens in each picture, in order to get the story across.

Suggested answers

Picture A: children playing volleyball, park, sunny day, picnic, birds

Picture B: parrots, net, flew away, children angry, shouting

Picture C: good idea, used picnic blanket as net, playing volleyball again

Task 7

Towards
Flyers **7**

- Tell learners how much time they have to complete the task. Then focus them on the Tip box again and explain that they are going to write a story using the pictures and their notes to help. They have to decide whether to write the story in the present or the past. Make sure they stick to their choice of tense throughout.

- Tell learners that you will be checking for accuracy, and when they have finished writing, they should check three things. Write these things as questions on the board: *Have you included all the pictures? Have you used the same verb tense from beginning to end? Are all of your words spelled correctly?*
- Monitor as learners write, to check that they are completing the task correctly. Answer any questions, but encourage them to stay focused and to work quietly. Learners should write more than 20 words, but not too much. Focus on quality rather than quantity and praise accuracy.

Extra support: Put learners into mixed-ability pairs to check each other's stories for grammar and spelling.

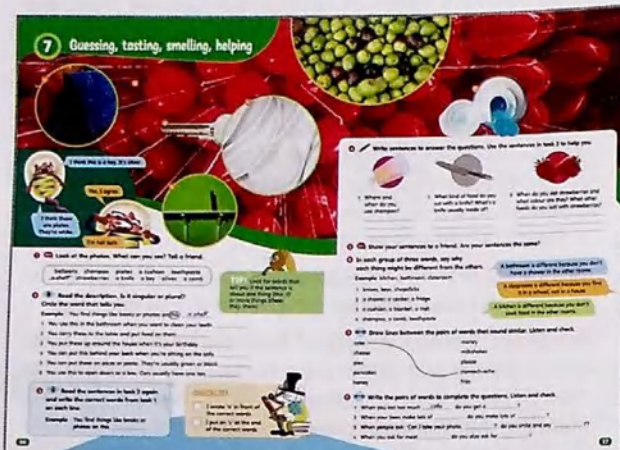
Feedback: Invite a couple of learners to read out their stories for the rest of the class to listen. Encourage the class to listen with attention, to show that they are enjoying the story and to praise their peers.

Extension: Have learners plan, illustrate and write their own story about an animal that disrupts a sport. They should try and keep to the same amount of words and only three pictures.

Suggested answer

One sunny day, some children were playing volleyball in the park. Then some parrots took the volleyball net. A girl and a boy gave the volleyball players their picnic blanket. Then the children could play volleyball again.

7 Guessing, tasting, smelling, helping



EXAM PRACTICE

MATERIALS

Reading and Writing Part 1, Speaking Part 4
Food items, clothes, small toys and other objects (optional), a selection of objects from the word box in task 1 on page 36 (optional)

Unit objectives

LISTENING

Listen to a dialogue for specific information; understand questions about likes, dislikes and daily life.

SPEAKING

Guess objects from picture clues and talk about their uses; exchange information from a fact file; talk about home life.

READING

Read and match definitions with key words.

WRITING

Write definitions; complete a fact file.

VOCABULARY

Food: *apple, cake, cheese, fries, honey, milkshake, olives, pancake, pasta, pie, pizza, sauce, smell, snack, strawberries, taste*; home: *bathroom, blanket, chopsticks, comb, cooker, cushion, fork, fridge, key, kitchen, knife (knives), mat, meal, plate, shampoo, shelf, shower, sofa, toothpaste*; daily routine: *clean your teeth, have breakfast / lunch / dinner, make your bed, tidy (your room)*

NON-YLE VOCABULARY

dragon fruit, flesh, seed, skin

SPEAKING Task 1

- Choose an object in the classroom (e.g. a crayon) and say *I can see something beginning with 'c'. What can it be?* Different learners guess, e.g. *Is it a computer?* (*No, it isn't.*) *Is it a crayon?* (*Yes, it is!*). Write their guesses on the board.
- Learners play the same game in small groups, taking turns to choose something, for five minutes.
- Ask learners to cover the word box in task 1. Put them into pairs to guess what is in each photo. Encourage them to use the language in the speech bubbles. Allow them time to discuss, then ask different pairs to share their guesses. Encourage

them to give reasons, e.g. *We think this is a key. It's made of metal.*

- Have learners uncover the word box and see whether their ideas are included. Then check answers by calling out each number and eliciting a response from the class.

Extra support: Play *Kim's game* with some of the items from the task (see p.52).

Feedback: Comment on learners' observation and speculation skills. Praise correct guesses, but also say, e.g. *Yes, I understand why you thought they were (grapes).*

Answers

- 1 cushions 2 balloons 3 a key 4 plates
5 a shelf 6 olives 7 toothpaste

READING Task 2

- Focus learners on the Tip box and the example. Put them into pairs to find and circle *this* or *these* in sentences 1–6. Circulate and monitor.

Feedback: Call out the sentence numbers and have learners respond by holding up one finger for one thing (singular) or waving their hands for more than one thing (plural).

Answers

- 1 singular (*this*) 2 plural (*these*) 3 plural (*these*)
4 singular (*this*) 5 plural (*these*) 6 singular (*this*)

Task 3

Towards
Flyers **1**

- Focus learners on the instruction and the example.
- Learners work individually to write the words. Remind them to use words from task 1. Then focus them on the checklist and give them a few minutes to make any changes. After that, they read the checklist again, ticking the appropriate boxes.
- Elicit answers from the whole class. Write them on the board for learners to check spelling.
- Remind learners to be careful when copying their answers; many learners lose marks by leaving out articles or adding unnecessary articles.

Feedback: Explain that a checklist is a good idea for all kinds of tasks. It helps you focus and stops you missing out a key part of a task. Praise learners for being able to tick both boxes.

Extension: Have learners write more definitions, following the pattern of the sentences in task 2. Give each learner a word or words to write about. Then invite them to read out their definitions so the class can guess the words. Learners can also work in groups to write definitions and compile a crossword.

Answers

- 1 toothpaste 2 plates 3 balloons 4 a cushion
5 olives 6 a key

WRITING Task 4

- Focus learners on the three photos. Read the instructions and ask the first question. Write a model answer on the board with *You use ... in the ... when you want to ...* Learners write their answers to all the questions.
- Monitor, making sure learners are answering all the questions and using appropriate structures. Help with vocabulary where necessary.

Extra support: Have learners draw lines to separate each of the questions into three sections, e.g. *Where / and when / do you use shampoo?* This will help them make sure they write all of the answers.

Suggested answers

- You use shampoo when you wash your hair in the shower. You use it in the morning.
- You cut meat and vegetables with a knife. A knife is usually made of metal.
- You eat strawberries in the summer / for dessert. Strawberries are red. You eat strawberries with cream or ice cream.

SPEAKING Task 5

- Put learners into pairs to compare their answers from task 4. Write sentences on the board that they can use, e.g. *I have the same answer. I use shampoo in the shower, too. or My answer is different.*

Feedback: Monitor as learners compare. When you come across any interesting answers, ask learners to read them aloud. Praise originality and full answers.

Extension: Ask different learners *Which person in your family carries the most keys? Do you have shelves in your bedroom / house? What's on your shelves? Do you have cushions on your bed / sofa? Do you like strawberry yoghurt? What's the best fruit ice cream? What colour are the plates in your house? Can you make animals from balloons?*

Task 6

- On the board, write *skiing cycling sledging*. Ask *Which one is different? Why?* Elicit an answer (e.g. *Cycling – because the other two are winter sports*). Then erase *cycling* and write *ice-skating*. Ask the question again and accept any reasonable answers (e.g. *Sledging – because you do the other two standing up.*).
- Focus learners on the instruction and the example speech bubbles. Have volunteers read the sentences aloud so they understand that they have to say *A ... is different because ...* In pairs, learners read the groups of words 1–4 and say which is different and why.

Feedback: Focus on learners' imagination and creativity. Any reasonable answer is acceptable. The idea is to use language in a fun way and think critically about the items.

Extension: Do the task again, but this time use real objects (e.g. fruit or other food, items of clothing, small toys, classroom objects). Display three things and ask learners which one is different and why.

Suggested answers

- Chopsticks are different because we use them in pairs. / Keys are different because we don't use them to eat with.
- A shower is different because it isn't in the kitchen.
- A mat is different because we stand on it. / A cushion is different because it isn't flat.
- A comb is different because it isn't a liquid. / Toothpaste is different because you don't use it on your hair.

19 LISTENING Task 7

- Focus learners on the columns of words and make sure they know what they mean. Then read the two example words aloud. Drill the two words so learners notice the rhyme.
- Put learners into pairs to do the matching. Encourage them to say the words aloud. They draw lines to match the words that sound similar.
- Play the audio for learners to listen and check their answers.

Extra support: Drill each word before starting so the pronunciation is clear.

Answers

Lines drawn between:
cheese – please pies – fries pancakes – milkshakes
honey – money

See page 62 for audioscript.

20 WRITING Task 8

- Explain that learners need to use the rhyming words from task 7. Read out the first half of the first sentence *When you eat too much cake*, and ask learners to complete it: *do you get a stomach-ache?*
- Learners complete the other sentences with the pairs of words. Play the audio so they can check their answers.

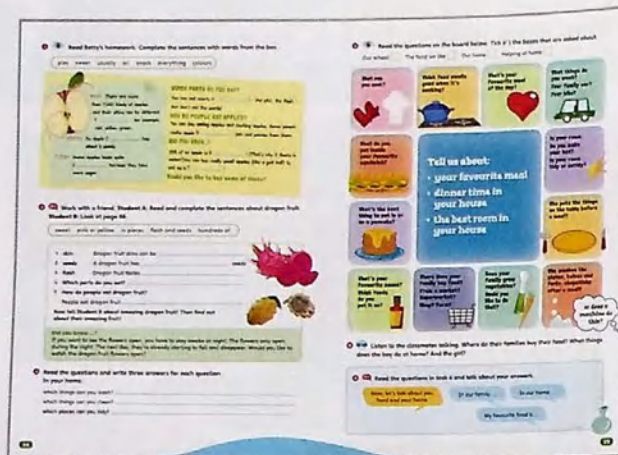
Feedback: Say the first half of each sentence, e.g. *When your bees make lots of honey* and have learners say the second half together, e.g. *do you make lots of money?* Then put learners into pairs to do the same. They should take turns.

Extension: Practise saying the sentences all together, then have a pair of learners say one sentence, the next pair a different one, the next a different one. Go round the class until every pair has said one of the sentences. Learners can also whisper, shout or sing the sentences.

Answers

- 1 stomach-ache 2 honey, money 3 please, cheese
4 pies, fries

See page 62 for audioscript.



READING Task 1

- Ask learners to close their books. Draw a simple picture of an apple cut in half with the stalk and seeds visible on the board. Draw the apple slowly, building up the picture bit by bit and asking *What is it?* each time you add a line. Encourage learners to make guesses until someone answers correctly.
- Label the parts of the apple with the words *skin*, *seeds*, *flesh*. Ask learners to put their hands up if they like apples. Have a class vote and elicit / explain that apples are a very healthy food. Then ask learners what they know about apples. Help by asking, e.g. *Are apples big or small? What colour are they? Are they a fruit or a vegetable? Where do they grow? What do apples taste like?*
- Ask learners to open their books. Check they understand the words in the box. Then have them complete the information about apples.

Feedback: Learners compare their answers in pairs. Elicit answers orally around the class.

Extra support: Go through the text line by line, pausing before each gap and asking learners to think about the kind of word that belongs there (a noun, an adjective, etc.). Encourage them to guess the missing words before doing the task.

Answers

- 1 colours 2 usually 3 sweet 4 everything 5 pies
6 air 7 snack

SPEAKING Task 2

- Tell learners that in this task they are going to exchange information about two fruits. Explain that they are going to work in pairs, and they will each have information about a different fruit. Before they exchange information, they have to complete their own fact file by reading a text.
- Divide the class into two groups: A and B. Learners in group A look at page 38 and complete the sentences about dragon fruit. Learners in group B look at page 66 and complete the sentences about strawberries.

Circulate and check that learners have written the correct answers. Note that learners may disagree with the claim that you eat all parts of the strawberry, as you don't usually eat the stalk!

- Put learners into A / B pairs from the two groups. In each pair, learner A tells learner B about dragon fruit. Then learner B tells learner A about strawberries.

Feedback: Circulate and monitor, encouraging learners to use full sentences and making sure they are not just showing each other the information. Praise clear explanations and help where necessary.

Extension: Learners find out about other fruits (or vegetables) on the internet and make a poster or fact file about them.

Answers

Dragon fruit

- 1 pink or yellow
2 hundreds of
3 sweet
4 flesh and seeds
5 in pieces

Strawberries

- 1 red
2 about 200
3 sweet
4 everything
5 in jam and fruit salads

VOCABULARY Task 3

- Ask learners what they usually do at home or at school, especially ways that they help. Then focus learners on the instruction. Make sure they understand that they have to write three answers each time. Put learners into pairs to do the task.
- Turn the task into a game by setting up a points system. Write the following on the board: *One correct answer = 1 point, one original answer = 2 points.* Explain that an original answer is one that nobody else has. This will encourage learners to make an effort to think of interesting answers.

Feedback: Write the answers on the board for pairs to check spelling and award themselves points. Remind the class of all the original answers and praise the learners who thought of them. Explain that it is usually easy to think of answers, but with a bit of effort we can often think of better ones.

Extension: Put learners into pairs. Have them ask each other questions with some of the phrases using the past, e.g. *What did you wash yesterday? Did you clean anything at the weekend? What was it?*

Suggested answers

You can wash: a car, your face, your hands, clothes, dishes, a dog, the floor

You can clean: your bedroom, windows, the classroom, your teeth, your shoes, your desk

You can tidy: the classroom, your bedroom, the house, the living room, the kitchen

READING Task 4

- Focus learners on the board game and the four categories at the top. Point to the first question (*What can you cook?*) and ask which category it belongs to. Elicit an answer from the whole class and tick the box next to *The food we like*.
- Put learners into pairs to continue around the board, reading each question and deciding together which categories are mentioned. Monitor as they do the task, helping with any unfamiliar words and asking questions to prompt learners who might not be sure which category to choose. When they have finished, ask which category doesn't have any questions (*Our school*).

Extra support: Before starting the task, read each question aloud and elicit the key word that will help learners to decide which category to choose. Less confident learners can underline these words and use them as support.

Answers

The following boxes should be ticked:
The food we like, Our home, Helping at home

21 LISTENING Task 5

- Ask learners whether they help at home and if so, what kind of things they do. Explain that it is important to help at home with domestic chores. Refer learners to the list of jobs they thought of in task 3 and for each one, ask *Where do we have to do this – at home or at school? In your home, how often do you (wash the car)? Who (cleans the windows)? How do you feel when you (tidy your room)?*
- Explain that learners are going to listen to two classmates talking. Read the two questions aloud and tell learners to listen and make a note of the answers as they hear them. Then play the audio once or twice as necessary.
- Elicit the answers by asking each question again and nominating learners to answer.

Answers

Boy: Family buys food at the supermarket. He washes the plates, knives and forks, and makes his bed.

Girl: Family buys food at a farm. She puts the things on the table and makes her bed.

See page 62 for audioscript.

SPEAKING Task 6

Towards
Flyers

Part
4

- Put learners into pairs or small groups of three or four. Then focus them on the instructions and the example sentences in speech bubbles. Make sure they understand they have to ask and answer the questions in the board game in task 4. First they ask the questions around the outside of the board, then they ask the questions in the middle. Explain that you are going to listen and that you want them to take turns, use complete sentences and make an

effort to have an interesting conversation about the topic, using appropriate words and structures.

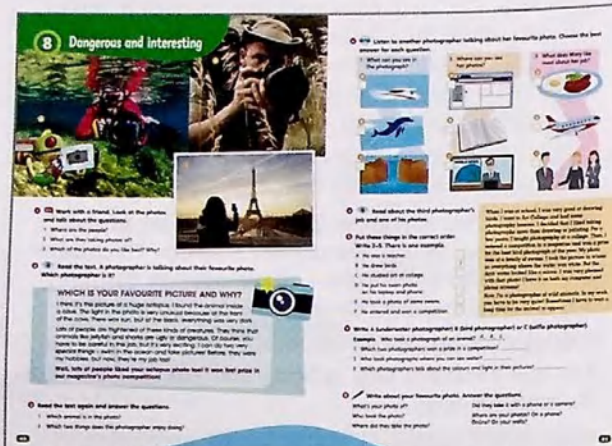
- Tell learners how much time they have to complete the task. They will need up to ten minutes to talk about everything. Monitor learners as they complete the task, making a note of the most interesting information and helping where necessary.
- Make sure learners feel confident answering questions about themselves, their families and friends, their homes, their school and their free time activities.

Feedback: Praise learners for understanding the questions and giving clear correct answers. Then ask a few learners to share a piece of information that they found interesting from their partner or group.

Extension: Learners can conduct a class survey to see how many learners help at home and which chores are the most common.

Note: In unit 8 page 41 task 8, learners are going to write about their favourite photo. If possible, remind learners before the lesson to bring a copy of the photo to class.

8 Dangerous and interesting



EXAM PRACTICE

Reading and Writing Part 6, Speaking Part 2, Speaking Part 4

MATERIALS

A few of your own photos (optional), learners' favourite photos (one per learner, brought from home)

Unit objectives

LISTENING	Listen for specific information and choose the correct picture from three options.
SPEAKING	Tell a story using picture prompts; exchange information about someone's job.
READING	Read a text for specific information and order a summary; read and complete a gapped text.
WRITING	Write a description of a favourite photo.
VOCABULARY	Work: artist, engineer, journalist, photographer, (helicopter) pilot, teacher, adjectives: careful, dangerous, dark, exciting, friendly, frightened, funny, huge, important, quiet, special, ugly, unusual, photography, selfie
NON-YLE VOCABULARY	

SPEAKING Task 1

- Before starting the lesson, show learners a few photos that you have taken. Have learners describe the photos, allow them to ask questions, then say *Who took these photos? Who was the photographer?* Ask them if they ever take photos and what kind of photos they like taking.
- Put learners into pairs and focus them on the three photos and questions in task 1. Monitor as they do the speaking task.

Extra support: Write prompts on the board that learners can use as support, e.g. *Maybe he is (in a forest). This looks like (a reef). I like this one best because it makes me feel (relaxed).*

Suggested answers

- (picture A) This person is under the water, in the sea.
(picture B) This person is outside in the countryside.
(picture C) This person is in Paris, France.
- (picture A) a fish
(picture B) an animal or a bird
(picture C) a view
- Learners' own answers

READING Task 2

- Have learners look at the photos in task 1 again and ask them how they think the photographers felt when they took each one. If necessary, give some example adjectives, e.g. *scared, excited, happy*. Explain that learners are going to read an interview with one of the photographers.

- Give learners time to read the conversation, pointing out that the words in black are the photographer speaking and the words in purple are the interviewer.

Feedback: Elicit which photographer from task 1 is speaking. Ask learners which words helped them to get this answer (*How do you know that it's the photographer who's in the water? Which words told you that?*).

Extra support: Talk about the language in the interview. Have learners underline adjectives (*huge, unusual, dark, frightened, ugly, dangerous, careful, exciting, special*). Write the adjectives on the board and practise pronunciation. Then explain that adjectives help to make a text more interesting.

Extension: Have learners close their eyes. Describe a different setting, such as a rainforest, an island or a desert. Use your voice to create interest. Ask learners to imagine the scene you are describing. Finish with *Then I saw a strange animal. It was a ...* Ask learners to open their eyes and tell a partner the kind of creature they imagined. If you have time, learners can draw their creature and show it to the rest of the class. They can also invent a name for the creature.

Answer

Photographer A

READING Task 3

- Focus learners on the two questions. Then give them time to read the conversation again and write their answers. Have them compare answers in pairs before eliciting answers orally from a volunteer.

Extension: Ask learners to raise their hands if they have ever swum in the ocean. If they say 'yes', ask what it was like. Then ask if they would like to do this job / swim in caves / swim underwater with animals.

Answers

- an octopus
- swimming in the ocean and taking pictures

22 LISTENING Task 4

- Explain that the learners are going to listen to the photographer from photo C in task 1 talking about her favourite photo. Tell them that her name is Mary. Focus learners on the questions. Then put them into pairs to look at the nine small pictures and say what they can see in each one. This helps activate vocabulary and gets learners thinking about the topic before listening.
- Play the audio for learners to listen and choose the best answer. Have them tick A, B or C.

Feedback: Ask learners which words and phrases in the audio helped them choose the picture for each question.

See page 63 for audioscript.

Answers

1 B 2 A 3 C

READING Task 5

- Tell learners they are going to read about the third photographer from task 1. Pre-teach *swan, mirror* and *wild animals* before they read.

Extension: Have learners close their books. Write four incomplete sentences from the text on the board: *I ... very good at drawing. I ... photography. I ... a competition and ... a prize. I ... the picture in winter.* Explain that these sentences are all in the past and have learners work in pairs to copy the sentences and complete them with the missing verbs. When they have finished, learners check their answers in the text (*was, taught, entered, won, took*).

Task 6

- Focus learners on the six sentences and explain that they are going to put them in order. Read each of the sentences aloud and focus on the sentence numbered 1. Ask learners to identify the part of the text from task 5 that includes this information.
- Put learners into pairs to complete the task. They should order the sentences and underline the sections of text where they find the relevant information.

Extra support: Before starting the task, go through the text section by section, inviting learners to help you divide it into key points. These points should be aligned to the information in the sentences and will help less confident learners complete the task successfully.

Answers

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

Task 7

- Focus learners on the instruction and example, and ask a few questions to check they understand what they have to do, e.g. *How many photographers are there? (three) How many questions do you need to*

answer? (three) Where can you find the information? (in the texts in tasks 2 and 5 and audio track 22) Can you have more than one answer? (yes)

- Have learners read the three questions before reading the text again. Play the audio for task 4 again to help them find the answers if necessary. Have learners compare their answers in pairs. Then write the answers on the board for learners to check.

Answers

- A, B
- A, B, C
- A, B

WRITING Task 8

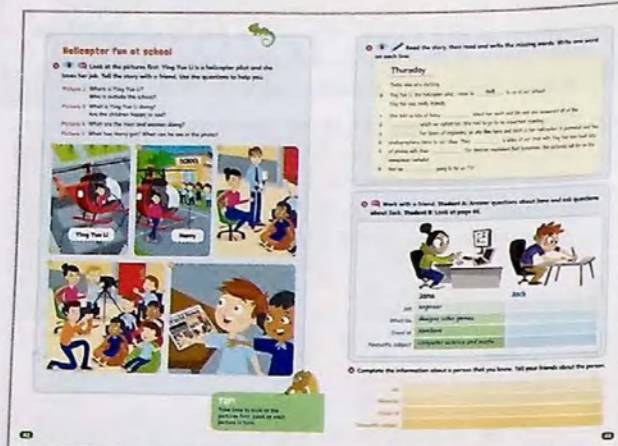
- Have learners bring their favourite photo to class for this task if possible. Explain that they are going to write a description of the photo. Focus learners on the five questions and give them time to read and think. They can use these questions as a guide for their writing.
- Put learners into pairs and have them discuss each question, sharing answers about their own photos. This speaking stage will help learners clarify their ideas and identify unknown words or phrases. Monitor so that you can help where necessary.
- Tell learners how much time they have to complete the writing task. Then monitor while learners write their descriptions.

Extra support: Go through the questions one by one with the learners and write a model answer on the board, building up the text with each answer (see *Suggested answer* below).

Extension: Make a display of the learners' photos with the descriptions and encourage learners to read their classmates' texts. Alternatively, set up a Show and tell (see p.52) for learners to read their descriptions and answer questions about their photos.

Suggested answer

My favourite photo is of my mother sitting outside. I took it in our garden last summer. I took the photo with my sister's mobile phone. I have photos on the walls of my house. My family has lots of photos online, too.



SPEAKING Task 1

Towards
Flyers **4**

- Write headings on the board: *Dangerous jobs, Interesting jobs, Jobs in a factory, Jobs with lots of travel*. Put learners into small groups to write three jobs for each heading. Then have each group share their ideas with the rest of the class. Continue with a class discussion on the most interesting job in the world. (Suggestions: **dangerous jobs**: firefighter, police officer, astronaut; **interesting jobs**: (this will be different for each student); **jobs in a factory**: designer, engineer, manager, mechanic; **jobs with lots of travel**: pilot, astronaut, (ambulance / bus / racing / taxi / train) driver, pop star, actor). Learners can add jobs to the Word hub if appropriate (see p.52).
- Play a movement game. Ask learners to stand in the middle of the room. Say a job and tell learners to move to one side of the classroom if they'd like to do that job, and to the other side if they wouldn't. After learners move, choose volunteers from each side of the classroom to explain their choice. Repeat with different jobs.
- Focus learners on the five pictures in task 1 and explain that they tell a story. Ask them to guess what it's about. Elicit ideas and make sure learners know that Ying Yue Li is a name. Have them read the Tip box.
- Tell learners to look at the pictures again and to think about the different people they can see: where they are, what they are doing and what they are saying or thinking. Write questions on the board to help.
- Learners are only expected to say a few words about each picture; they don't have to produce a lengthy narrative. Encourage them to describe simple feelings, e.g. *Harry's happy*.

Extension: Ask learners which tenses are normally used to narrate a story. Then have learners tell the story in pairs, using the pictures for information, using the appropriate tenses and taking turns to speak about each picture in detail.

Extra support: Use the board to pre-teach or revise any unfamiliar items in the pictures. Ask learners which different jobs they can see in the pictures (*pilot, journalist, photographer, camera operator*).

Suggested answer

Ying Yue Li is a helicopter pilot. One day, she visited Harry's school. The children met her outside the school. They were very excited. Ying Yue told the children stories. They were happy because they liked the stories. Some journalists filmed the conversation. The next day, Harry looked at the newspaper. There was a photo of his class on the front!

READING Task 2

Towards
Flyers **6**

- Tell learners that they are going to read the story for the pictures in task 1. Ask *What kind of story is it?* Give them a minute to quickly scan the text to find out (a *blog*). Ask learners if they ever read blogs.
- Have learners read the story once without completing the gaps, but thinking about what kind of words are needed. They can share their ideas with a partner.
- Draw learners' attention to the example answer, then monitor as they read the story again, writing one word on each line. Write the answers on the board for learners to check.

Extra support: Tell learners that three of the missing words are nouns and two are verbs, or provide the first letter of each missing word. (The other word is a preposition.)

Feedback: Talk about collocations. Say *Ying Yue Li told stories and answered questions. What did the photographers do?* Explain that words go together like this (*tell stories, answer questions, make videos, take photos with a camera or with your phone*) and that is why *stories, questions, cameras* were the words that were missing.

Extension: Have learners close their books. Read the story aloud, changing one word in each line. Learners listen and write the words you have changed. Then they compare their words with a partner and write the correct words before reading the story again to check their answers. Alternatively, write questions on the board for learners to discuss in groups: *Have you ever met a famous person? Which famous person would you most like to meet? A pop star? A film star? A sports star? Which questions would you ask them?*

Answers

- 1 stories 2 questions 3 with 4 made / filmed
5 cameras 6 are

SPEAKING Task 3

Towards
Flyers **2**

- Ask questions about the story in task 2, e.g. *What is Ying Yue's job?* (She's a helicopter pilot.) *What does she do in her job?* (She flies helicopters.) *What is she good at, do you think?* (Using machines, flying, talking to people.) *What was her favourite subject at school, do you think?* (Learners say what they think.)
- Point to the pictures of the people in task 3 and explain that they are called Jane and Jack. Put learners into A / B pairs. 'A' learners use the table on page 43, with information about Jane. 'B' learners use the table on page 66, with information about Jack.

- Explain that learners need to ask questions to find out their partner's information and complete the empty column of their table. Have the 'B' learners ask questions about Jane. The 'A' learners answer the questions using the information in their table. 'B' learners listen carefully and write notes in the 'Jane' column. Then pairs swap roles, with 'A' learners asking questions about Jack.

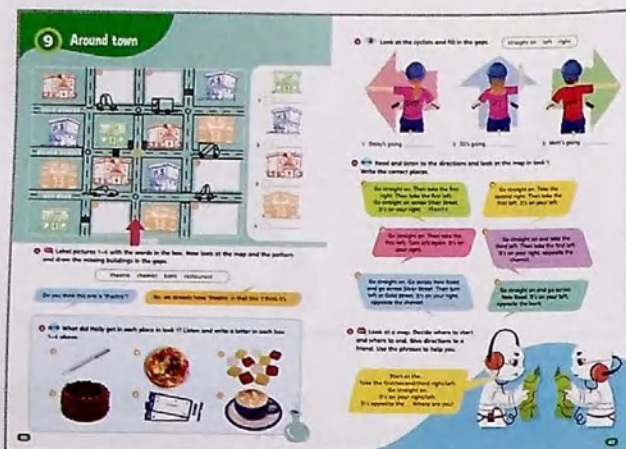
Feedback: Circulate and monitor, encouraging learners to ask questions and making sure they are not just showing each other the information. When learners have finished, have them compare their tables to check their answers and spelling.

Extra support: Before the pairwork, copy the table onto the board, but replace the information about Jane and Jack with a new name and new information, e.g. *Pablo; teacher; teaches PE; sport; PE and English*. Point to the text in blue and explain that these are prompts to help learners make questions. Go through each of the prompts, eliciting a complete question, e.g. *What's Pablo's job? What does Pablo do? What is he good at? What was his favourite subject at school?* Write the questions on the board.

Task 4

- Ask learners to think of a person they know who does an interesting job. It can be a family member, someone from the community or a famous person. Go around the class asking learners one by one who the person is and what job they do. If you have time, play a game of *Growing sentence* with jobs (see p.52).
- Focus learners on the table. Elicit the four questions for the prompts (*What's his / her job? What does he / she do? What is he / she good at? What was his / her favourite subject at school?*). Then give learners a few minutes to complete the information about a person they know. Allow them to use the same person that they spoke about in the lead-in or choose a different person. Monitor to make sure learners are writing information in every row of the table.
- Learners take turns to tell their classmates about the people they have written about. For large classes, put learners into groups to do the speaking task.

9 Around town



EXAM PRACTICE

MATERIALS

Listening Part 3, Reading and Writing Part 5
Simple street plans of your town (one per pair), pictures of buildings in the learners' home town (optional), examples of leaflets (optional), a map of the world (optional)

Unit objectives

LISTENING	Listen to a dialogue for detail and match items to places; understand simple directions following a map.
SPEAKING	Make suggestions about a puzzle; give simple directions, using a map.
READING	Read and follow simple directions, using a map; read a story and complete gapped sentences; read short texts and make notes.
WRITING	Write a leaflet about a building.
VOCABULARY	Places in a town: bank, bridge, building, chemist, floor, lift, museum, post office, restaurant, skyscraper, theatre; directions: across, along, left, on your right/left, on (the river), opposite, right, straight on
NON-YLE VOCABULARY	architect, architecture

SPEAKING Task 1

- Mime doing some shopping at a supermarket and ask *Where am I?* Learners respond, e.g. *You're in a supermarket.* Then put learners into pairs to play the same game. They take turns to think of a place in town, mime and guess.
- Draw learners' attention to the town map. Explain that they are going to do a puzzle and fill in the blank spaces on the map. Ask how many different types of building there are (*four*). Draw learners' attention to the numbered column to the right of the map and elicit the word for each of the buildings (*chemist, bank, restaurant, theatre*).

- Explain that in this town, you can only have one type of each building in each street (horizontal and vertical). Reinforce this by asking learners to name each of the buildings in the first column from top to bottom (*restaurant, bank, theatre, chemist*) and in the bottom row (*bank, chemist, restaurant, theatre*). Using this information, learners have to work out which buildings go in the blank spaces.
- Do the first one together: ask learners to look at the third column and name the buildings that are there (*restaurant, bank, theatre*). Ask which one is missing (*chemist*). Learners draw (or write) in the blank space at the top of the third column.
- Draw their attention to the speech bubbles, then ask them to work together in mixed-ability pairs to look, talk and draw (or write) the correct buildings in the blank spaces. Make sure they use pencils in case of mistakes.
- Monitor, making a note of learners who are collaborating well and taking turns.

Feedback: Copy the grid onto the board and invite learners to draw one building at a time in the grid (or write the words) so that everyone can check answers. Give the class feedback about collaboration.

Answers

1 chemist 2 bank 3 restaurant 4 theatre
A theatre B chemist C chemist D bank
E restaurant

24 LISTENING Task 2

Towards
Flyers **3**

- Focus learners on the places in task 1. Point to the theatre and say *I went to the theatre to watch a concert.* Elicit similar sentences for the other places. Try to give all learners a turn and make sure they use the past tense. Places can be repeated, as long as sentences aren't exactly the same (e.g. *I went to the restaurant to have a meal. I went to the restaurant to meet my friends.*).
- Focus learners on the pictures of the objects in task 2 and say the words aloud. Read the instructions and focus learners on the boxes next to pictures 1-4 in task 1. Explain that they have to write the letter of an object in task 2 in each box. Then ask learners to predict which object (*pen, pizza, etc.*) goes with each place in task 1.
- Play the audio for learners to listen to check. Then play it again so they can write answers.
- Learners should remember that speakers will talk about pictures which are not correct as well as those which are correct.

Extra support: Write these definitions on the board. As you elicit an answer for each one, have learners point to the object it matches.

- These are small, hard and made of sugar. You eat them when you have a sore throat.* (C – cough sweets)
- This is a hot drink that people have with their breakfast. It can be black or brown.* (F – coffee)
- This is a kind of round bread with hot cheese on it.* (B – pizza)
- You need to buy these to go to the cinema.* (E – tickets)
- You use this to write with. It's not a pencil.* (A – pen)
- You usually eat this on someone's birthday.* (D – cake)

Extension: Ask some comprehension questions about the listening, e.g. *Which shop did Holly go to first? (chemist) How much was the pen? (It was free.) What did Hannah have at the restaurant? (a cup of coffee) Which food does Frank like at the restaurant? (cake) When is the show at the theatre? (on Saturday night) How many tickets did Holly buy? (two) Who is Frank's favourite actor? (Ian Thomas) Have learners answer in pairs and award points for each correct answer.*

Answers

1 C 2 A 3 B 4 E

See page 63 for audioscript.

READING Task 3

- Draw a picture of a bike on the board. Ask *Can you ride a bike? Is it easy or difficult? Is it dangerous?*
- Make sure learners all understand *left, right* and *straight on*. Then focus them on the pictures and explain that when cyclists are on a road, they have to use signals before they change direction. Learners look at the pictures and complete the sentences with the words in the box.

Extension: Play a game to practise the cycle signals. Ask a volunteer to stand at the front of class with their back to the class and do one of the signals. The class calls out, e.g. *You're going straight on.* Continue with different volunteers. Learners repeat the game in pairs.

Answers

1 left 2 straight on 3 right

25 LISTENING Task 4

- Focus learners on the map in task 1. Explain that they are going to listen to and read some directions. They have to follow on the map and see where the directions lead them. Make sure learners know they have to start from the arrow.
- First, give learners time to read the directions in the speech bubbles. Help with new words. Then play the first item on the audio while learners follow in their books. Pause to give them time to find the spot on the map and check that everyone finished at the theatre. Then play the audio to the end, pausing after each item. Play the audio again for learners to double-check.

Feedback: In this task, learners are required to read, listen and look at a map at the same time. Ask them to think about what strategies they used to help them. This can be done in L1 if necessary. It encourages learners to think about their own learning.

Answers

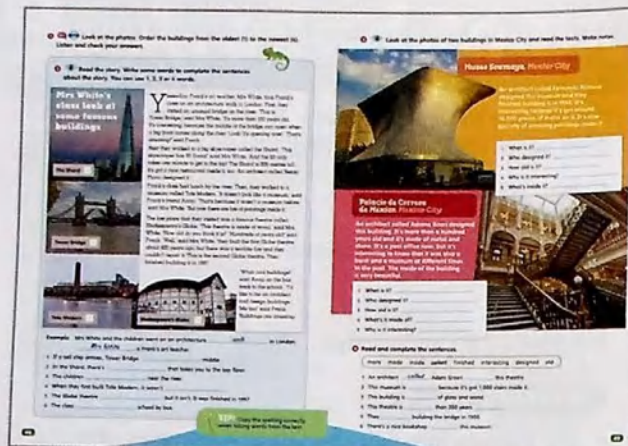
1 theatre 2 chemist 3 theatre 4 restaurant
5 bank 6 restaurant

See page 63 for audioscript.

SPEAKING Task 5

- Put learners into pairs and hand out copies of a simple map. Alternatively, find a map on the internet to display on the board or use the map in task 1. Focus learners on the instructions and Himmy's speech bubble, which contains useful phrases. Practise the pronunciation of each phrase.
- Monitor while learners take turns to give directions, following the map. Listen to the directions and how easy they are to follow. Help where necessary and make a note of any clarification language that you hear, e.g. *No, not left, right. Sorry, you have to go straight on first.*

Feedback: Ask learners whether they found it more difficult to give directions or follow directions. Give general feedback about clarifying and repeating. Ask learners what would happen if someone gave unclear or confusing instructions.



26 SPEAKING Task 1

- Have learners close their books and think about their town and the buildings in it. Ask *Which building is the newest and which is the oldest?* Accept any reasonable answers. If you have pictures of buildings in the learners' home town, use them to help with this task. Then ask learners whether they prefer old buildings or new buildings and why. Encourage everyone to take part in the discussion, sharing ideas.
- Focus learners on the four photos in task 2 and ask them to guess where the buildings are. If necessary, explain that they are in London, the capital of the UK. Ask what they know about London and share some information about the city (show where it is on a map). Then put learners into pairs to order the buildings from the oldest to the newest.
- Play the audio, pausing after each sentence to give learners time to listen carefully. Then play it again for learners to check their answers.

Feedback: Elicit the correct order of the photos and ask if learners have remembered any of the dates from the audio. Check that learners know why Shakespeare's Globe Theatre is not the oldest building (*It looks old, but it was finished in 1997.*).

Extension: Ask learners to listen again and write down any numbers they hear. Play the audio again, pausing after each section. Learners tell you the number(s) and what they mean, e.g. *A hundred: Tower Bridge is more than a hundred years old.*

Answers

The Shard 4 Tower Bridge 1 Tate Modern 2
Shakespeare's Globe 3

See page 63 for audioscript.

READING Task 2

Towards
Flyers **5**

- Write these words on the board in two columns (A and B): A: *architecture, unusual, big, nice, famous, terrible, cool*; B: *restaurant, bridge, buildings, fire, theatre, boat, walk*.
- Ask learners to match adjectives from column A with nouns from column B. They call out the word pairs for you to draw connecting lines. Explain that

there is more than one correct match in each case. Then have learners scan the story to find the original adjective-noun pairs (*architecture walk, unusual bridge, big boat, nice restaurant, famous theatre, terrible fire, cool buildings*).

- Read the instruction for task 2 aloud. Explain that learners are going to read about a class trip. Ask them what they think an architecture walk is and, if necessary, explain what it means.
- Give learners time to read the story once, underlining any words they don't know. Then put them into mixed-ability pairs to help each other understand the meaning of the words. Where possible, they should guess the meaning from the context. Alternatively, have learners do a reading race to answer the question *How many Globe Theatres have there been? (two)* (see *Reading race*, p.52).
- Learners complete the sentences below the text with one, two, three or four words. Make sure they read the example sentence first so they know what they have to do.
- Remind learners to copy the spelling correctly when taking words from the text.

Feedback: Elicit answers by inviting learners to read out complete sentences. Point out that there is more than one correct answer and ask for any variations that learners might have. Then ask learners which tenses they needed to use in items 1, 3 and 6 (1 present simple, 3 and 6 past simple).

Extension: Have learners close their books and try to retell the story orally in pairs, recalling as much detail as possible.

Answers

- opens in the / can open in the
- a lift / a fast lift
- had lunch / had their lunch / ate lunch / ate their lunch
- a museum
- looks old
- went / travelled back to (the)

Task 3

- Play a word game. Say *Listen and write the words*. Explain that the first letters of the words spell a new word, a job. Give learners clues for words that start with the letters of *architecture*, in order, e.g. *It's a green or red fruit. (apple); You use this to draw straight lines. (ruler); etc.* Learners listen and write the words in their notebooks.
- As soon as a learner thinks they can guess the job, they raise their hand. If they guess correctly, have them spell the rest of the word.
- Focus learners on the two photos in task 3. Explain that they are buildings in Mexico that were designed by famous architects. Check that learners know where Mexico and Mexico City are (show a map if possible). Ask *Which building do you like best?* and have a class vote for the most popular.
- Focus learners on the instructions and check that they understand the questions before they do the task. Monitor as they read the two texts and answer the questions using brief notes.

Extra support: Show learners how to make notes. Start with the text about the museum. Read a few sentences aloud and elicit the key word(s). Write notes on the board, e.g. *Architect, Fernando Romero; f. 1994; 16,000 p. metal*. Show learners how they can use simple abbreviations for words. Make sure they understand that notes (and in this case their answers) should be brief.

Feedback: Check learners' notes and praise them for brevity and for using abbreviations.

Answers

Museo Soumaya

- Museum
- Fernando Romero
- Learners' own answers (depending on the date), but over 25 years old
- Around 16,00 pieces of metal on it
- Lots of amazing paintings

Palacio de Correos de México

- Post office
- Adamo Boari
- More than 100 years
- Metal and stone
- Was a bank and a museum

Task 4

- Focus learners on the six gapped sentences and tell them to ignore the word box for now. Have them work with a partner to guess the missing words. If they can't guess a word, they should think about what kind of word is missing, using the words before and after the gaps as clues.
- Learners then complete the task in pairs, using the words in the box.

Feedback: Elicit answers by asking volunteers to read a completed sentence aloud.

Extension: Learners write an information leaflet about a building. Show them examples of real leaflets about places in their town or other towns if possible. Encourage them to look at the design and layout, the pictures, how information is organised, etc. They can also use the completed sentences from task 4 to guide their writing. Then write these steps on the board for learners to follow:

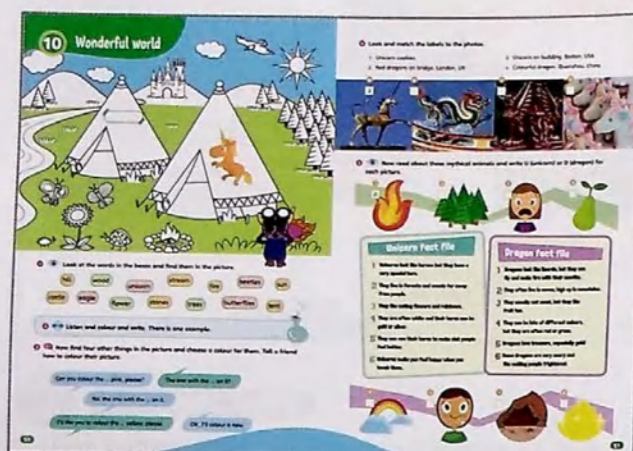
- Choose a building in your town / city or invent a building.
- Do some research about the building.
- Plan what you are going to write. Use the questions in task 3 to help you.
- Check spelling and ask for help if you need it!
- Find a photo or draw a picture of the building.

Monitor as learners write their leaflets. Underline any spelling mistakes for learners to check and correct themselves. Then collect the leaflets and make a classroom display. Add a heading, e.g. *Interesting buildings in our town*.

Answers

- designed
- interesting
- made
- more, old
- finished
- inside

10 Wonderful world



EXAM PRACTICE MATERIALS

Listening Part 5, Speaking Part 3
Comics (optional)

Unit objectives

LISTENING	Understand instructions to locate, colour and label items in a picture.
SPEAKING	Tell a story using picture prompts.
READING	Read fact files and match to pictures; read and order a story using picture prompts.
WRITING	Write a fact file about a mythical creature; write a comic strip story.
VOCABULARY	The world around us: <i>beach, beetle, butterfly, castle, cave, eagle, fire, flower, forest, hill, lizard, mountain, stone, stream, sun, tent, tree, wood</i> ; myths: <i>frightened, gold, rainbow, scary, silver, tail, treasure</i>
NON-YLE VOCABULARY	<i>dragon, horn, mythical, unicorn</i>

READING Task 1

- Ask *Have you ever been camping? Did you like it? Where did you go? Have your family got a tent?* Encourage everyone to contribute to the discussion, sharing their experiences and asking each other questions.
- Play *Word tennis* with things in the countryside (see p.52).
- Focus learners on the picture and have them cover the words below it. Elicit words to describe the picture. Write them on the board in groups (nouns, adjectives, verbs). Then have learners uncover the words below the picture. Check to see if they match the ones on the board.
- Read the words aloud one by one and have learners point to each one in the picture. For plural words, ask *How many are there in the picture?* Explain that a unicorn is a special imaginary animal, a bit like a horse. Ask learners to find it. Point out that *wood* here can mean the pieces of wood in the fire as well as a group of trees.
- Ask learners why they think that the words are in three different colours. Ask *What's different about each group*

of words? (The pink words are animals or creatures, the green words are plants, the orange words are not living things (or are features in the landscape).)

Extra support: Drill pronunciation of the words.

Extension: Have learners work in pairs: one looks at the picture, one doesn't. The learner who is looking at the picture makes true / false statements (e.g. *There are three tents. True or false?*). The other learner answers. Then they swap.

27 LISTENING Task 2

Towards
Flyers
Part
5

- Before starting, make sure all learners have the colours they need to complete the task (yellow, pink, brown, blue). Then focus on the picture in task 1. Tell learners that they are going listen to a conversation, colour the picture and write a word. First ask learners to make predictions about what colour things might be. Say an item in the picture and ask *Do you think this will be blue? Orange? Brown?* Review *spots* and *stripes*.
- Model *the one with* a few times, using objects in the classroom, e.g. *Point to the shelf. The one with the plant.*
- Tell learners that they must listen carefully, as the colours might not be what they expect. Play the audio, pausing after each section for learners to listen and colour.
- This taster task introduces the instruction to write a word. In the live test, learners will need to write two words in the places they are told.

Feedback: Have learners compare their pictures in pairs. Then ask *What colour is the ...?* as learners answer in chorus. Ask *Which name did you write? Where did you write it?* Praise learners for writing and colouring correctly.

Extra support: Do a 'listen and point' task to practise words and expressions from the audio, e.g. *Point to the tent on the left.* Monitor learners to make sure they have understood correctly.

Extension: Give learners a time limit to look at the picture and remember it (including colours). Then have them close their books and describe the picture for you to draw (and colour) on the board. As you draw, ask questions, e.g. *Which tent do I draw the unicorn on? The one on the right or the one on the left?* When you have finished, have them compare your picture with the picture in the book.

Answers

Learners colour the striped butterfly yellow and pink, the hill with the castle brown and the stream blue. They write *Tom* on the tent on the left.

See page 63–64 for audioscript.

SPEAKING Task 3

- Focus learners on the instructions and the speech bubbles. Nominate learners to read some of the speech bubbles aloud, replacing the gaps with words, e.g. *The one with the cat on it?*
- Learners choose four more things in the picture and decide what colour they should be. Explain that they can repeat colours from the audio or use different ones.
- Put learners into A / B pairs. Learner A tells learner B what to colour. Learner B listens and colours. Then they swap over.
- Monitor pairs as they do the task. Make a note of clear instructions you observe and any good questions asking for clarification.

Feedback: Give learners feedback about how they communicated. Ask why it is important to give clear instructions. Then ask what we can do when we don't understand an instruction. Give learners examples from your observations.

Extension: Fast finishers colour the rest of their picture.

READING Task 4

- Have learners close their books and ask them to draw a dragon. Pairs compare pictures and share ideas about what dragons are like, where they live and what they do.
- Have learners open their books and compare their drawings to the photos of dragons (B and C).
- Focus learners on all four photos. Point to each one and ask *What's this? Where do you think it is? Do you like it / them? Why? / Why not?* Accept any ideas at this stage. Then focus learners on the four labels (1–4) and show them the example.
- Put learners into pairs to do the matching task. When they have finished, elicit the answers orally.

Extension: Ask learners to explain which clues in the pictures or words helped them to complete the task.

Answers

B 4 C 2 D 1

Task 5

- Before starting, make sure learners know what *mythical* means (*A mythical creature is something that people imagine. It isn't real, but people write about it in stories and make pictures of it.*). Ask learners if they can name any mythical animals or people.
- Explain that learners are going to read about two mythical animals: unicorns and dragons. Write the two words as headings on the board and ask learners what they know about these creatures. Write notes under each heading and leave them on the board.
- Focus learners on the pictures and use them to pre-teach *cave*. Then have learners read the two fact files, underlining any new words. Put learners into mixed-ability pairs to help each other work out the meanings from context.

- Point to the first picture and show the example answer (D for 'dragon'). Then monitor learners as they complete the task in pairs.

Feedback: Check answers by calling out each number and having the class respond with a letter. Ask learners about fact files. Give them a minute to look at the two fact files again and think about the information. Then ask a few questions to make sure they understand what a fact file is and how it is organised. Point out that fact files give information in a way that is easy to understand. A fact file has a title that explains the topic and a number of sentences with the main, interesting facts about that topic. These facts are often numbered.

Extra support: Have learners close their books and stand up. Read a sentence from either fact file. Learners mime being a dragon if the sentence is about dragons or being a unicorn if it is about unicorns. Repeat several times.

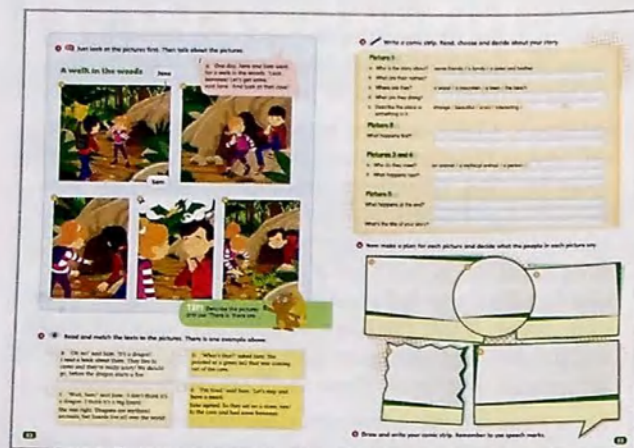
Extension: Learners write a fact file about another mythical creature. Write a list of suggestions on the board, e.g. *phoenix, griffin, winged horse, centaur, kappa*. Learners use the internet to find out information. Then they follow these steps:

- Find between five and seven pieces of interesting information about your creature.
- Plan your fact file. Use the fact files in task 5 as a model.
- Find or draw a picture of your creature.
- Write your fact file, including a heading.

Make a display of the fact files. Encourage learners to read each other's work and make positive comments.

Answers

2 U 3 D 4 D 5 U 6 U 7 D 8 D



SPEAKING Task 1

- Ask learners *What's the name of your favourite story? What's it about? Why do you like it?* Encourage them all to share ideas and take part in the conversation.
- Have learners cover the texts in task 2 and focus them on the title and the five pictures in task 1. Ask *What do you think this story is about?* Accept any reasonable ideas.
- Point to the first picture and ask questions, e.g. *Who is this? What's this place? What are they doing? What's this?* Encourage learners to use their imagination and use adjectives when they describe the picture.
- Put learners into pairs to talk about the other four pictures. They take turns to describe what they can see and what the children are doing. Monitor and make a note of any interesting comments.

Extra support: Write on the board: *wood, walk, bananas, cave, stone, tired, sit down, eat, see, tail, frightened / worried, think, dragon, come out, friendly, give.* Ask learners to help you categorise them into nouns, adjectives and verbs.

Feedback: Ask learners whether they think this will be an interesting story. Then give them some specific feedback, sharing any interesting comments you heard and explaining that the best stories are interesting and enjoyable to read.

READING Task 2

- Focus learners on the paragraph above the pictures numbered '1' and read it aloud while they follow. Make sure they understand that this is the beginning of the story and matches the first picture. Then put learners into pairs. They complete the matching task by numbering the rest of the paragraphs.

Feedback: Read the rest of the texts aloud in the correct order so that learners can check their answers. Ask them if the story is similar to the ideas they had in task 1. Have learners act out the story in pairs.

Extra support: Point to the first paragraph and ask *How do we know this is the beginning of the story?* Explain that lots of stories begin with *One day...*

Extension: Dictate these words for the learners to listen and write: *dragon, scary, woods, cave, mythical, tail, tired, snack.* Then have learners scan the texts to check their

spelling. Ask them to work with a partner to classify the words into nouns and adjectives.

Answers

- E - 'I'm tired,' said Sam. 'Let's stop and have a snack.' Jane agreed. So they sat on a stone, next to the cave and had some bananas.
- D - 'What's that?' asked Jane. She pointed at a green tail that was coming out of the cave.
- B - 'Oh no!' said Sam. 'It's a dragon! I read a book about them. They live in caves and they're really scary! We should go, before the dragon starts a fire.'
- C - 'Wait, Sam!' said Jane. 'I don't think it's a dragon. I think it's a big lizard.' She was right. Dragons are mythical animals but lizards live all over the world!

WRITING Task 3

- Tell learners that they are going to write a comic-strip story. Show examples of comic books and talk about the special features (each picture shows a part of the action, sounds are shown in larger words, speech bubbles or captions show exactly what characters say). Explain that to write a good story, it is important to plan. Learners need to spend time thinking and making decisions before they write their comic-strip story.
- Put learners into pairs and focus them on the instructions and steps they need to follow. Explain that these steps will help them plan a story in five parts. Make sure they understand that the ideas are there to help, but they can also think of their own. If they do this, they should tell you first so you can check their ideas will work and are appropriate.
- Monitor learners as they plan their stories. Make sure they have plenty of time for this and if necessary, remind them to think, discuss their ideas and then reach an agreement before writing their notes. Help learners with any vocabulary questions.

Feedback: Ask learners why *What's the title of your story?* is the last question. Explain that sometimes you need to know what the whole story is about before you can choose a good title. Elicit the story titles around the class and praise imagination and creativity.

Task 4

- Draw a comic frame on the board with space for a caption and a picture. Add a simple picture with a person. Then add a caption. Point to each element of the frame and teach *caption*.
- Focus learners on the five frames and explain that they have to transfer the information in their notes from task 3 here. Tell them that this is just a plan, not the finished comic story. They can draw rough sketches, add captions and take the opportunity to ask for help with spelling or any vocabulary.

Task 5

- Write these sentences on the board:

Tom said Look at that huge fish!

It's scary she said.

What's that? asked Pablo.

I don't know she answered.

- Ask learners to work in pairs to decide where the speech marks go. Invite some learners up to the board to add speech marks. If necessary, add more sentences to provide further practice. Remind learners to use the correct punctuation for their comic strips. For more confident learners, take out question marks, full stops, commas, etc., but for less confident learners leave out just speech marks. Remind them that text in speech bubbles doesn't need speech marks.
- Monitor learners as they write their comic strips. Encourage them to draw and write as neatly as possible and remind them to use speech marks (unless the speech is in speech bubbles). When they have finished, make a display so that learners can read each other's comic stories and say what they like about them. Ask *Which is the funniest story? Which stories are scary? Which are exciting?*

Feedback: Praise learners' efforts for imagination, creativity, humour, good drawing, etc. Find something positive to say about every comic story. Encourage pairs to act out their comic-strip stories.

Extension: Make a comic book from the stories by binding them together and designing and adding a cover. Leave it in the classroom to show visitors. If learners know that visitors might see their finished work, they often take more care in the presentation.

11 Going places

11 Going places

Why do you like to travel?

1. Look at the graph and read some of the answers to the question 'Why do you like to travel?' Write the most popular answer in the box.

2. Match the things people like to do with the reasons in the box. Complete the sentences.

3. Look at the graph and write short answers to the questions.

4. Read the questions and write short answers to the questions.

5. Look at the graph and write short answers to the questions.

6. Look at the graph and write short answers to the questions.

7. Look at the graph and write short answers to the questions.

8. Look at the graph and write short answers to the questions.

9. Look at the graph and write short answers to the questions.

10. Look at the graph and write short answers to the questions.

11. Look at the graph and write short answers to the questions.

12. Look at the graph and write short answers to the questions.

13. Look at the graph and write short answers to the questions.

14. Look at the graph and write short answers to the questions.

15. Look at the graph and write short answers to the questions.

16. Look at the graph and write short answers to the questions.

17. Look at the graph and write short answers to the questions.

18. Look at the graph and write short answers to the questions.

19. Look at the graph and write short answers to the questions.

20. Look at the graph and write short answers to the questions.

21. Look at the graph and write short answers to the questions.

22. Look at the graph and write short answers to the questions.

23. Look at the graph and write short answers to the questions.

24. Look at the graph and write short answers to the questions.

25. Look at the graph and write short answers to the questions.

26. Look at the graph and write short answers to the questions.

27. Look at the graph and write short answers to the questions.

28. Look at the graph and write short answers to the questions.

29. Look at the graph and write short answers to the questions.

30. Look at the graph and write short answers to the questions.

31. Look at the graph and write short answers to the questions.

32. Look at the graph and write short answers to the questions.

33. Look at the graph and write short answers to the questions.

34. Look at the graph and write short answers to the questions.

35. Look at the graph and write short answers to the questions.

36. Look at the graph and write short answers to the questions.

37. Look at the graph and write short answers to the questions.

38. Look at the graph and write short answers to the questions.

39. Look at the graph and write short answers to the questions.

40. Look at the graph and write short answers to the questions.

41. Look at the graph and write short answers to the questions.

42. Look at the graph and write short answers to the questions.

43. Look at the graph and write short answers to the questions.

44. Look at the graph and write short answers to the questions.

45. Look at the graph and write short answers to the questions.

46. Look at the graph and write short answers to the questions.

47. Look at the graph and write short answers to the questions.

48. Look at the graph and write short answers to the questions.

49. Look at the graph and write short answers to the questions.

50. Look at the graph and write short answers to the questions.

51. Look at the graph and write short answers to the questions.

52. Look at the graph and write short answers to the questions.

53. Look at the graph and write short answers to the questions.

54. Look at the graph and write short answers to the questions.

55. Look at the graph and write short answers to the questions.

56. Look at the graph and write short answers to the questions.

57. Look at the graph and write short answers to the questions.

58. Look at the graph and write short answers to the questions.

59. Look at the graph and write short answers to the questions.

60. Look at the graph and write short answers to the questions.

61. Look at the graph and write short answers to the questions.

62. Look at the graph and write short answers to the questions.

63. Look at the graph and write short answers to the questions.

64. Look at the graph and write short answers to the questions.

65. Look at the graph and write short answers to the questions.

66. Look at the graph and write short answers to the questions.

67. Look at the graph and write short answers to the questions.

68. Look at the graph and write short answers to the questions.

69. Look at the graph and write short answers to the questions.

70. Look at the graph and write short answers to the questions.

71. Look at the graph and write short answers to the questions.

72. Look at the graph and write short answers to the questions.

73. Look at the graph and write short answers to the questions.

74. Look at the graph and write short answers to the questions.

75. Look at the graph and write short answers to the questions.

76. Look at the graph and write short answers to the questions.

77. Look at the graph and write short answers to the questions.

78. Look at the graph and write short answers to the questions.

79. Look at the graph and write short answers to the questions.

80. Look at the graph and write short answers to the questions.

81. Look at the graph and write short answers to the questions.

82. Look at the graph and write short answers to the questions.

83. Look at the graph and write short answers to the questions.

84. Look at the graph and write short answers to the questions.

85. Look at the graph and write short answers to the questions.

86. Look at the graph and write short answers to the questions.

87. Look at the graph and write short answers to the questions.

88. Look at the graph and write short answers to the questions.

89. Look at the graph and write short answers to the questions.

90. Look at the graph and write short answers to the questions.

91. Look at the graph and write short answers to the questions.

92. Look at the graph and write short answers to the questions.

93. Look at the graph and write short answers to the questions.

94. Look at the graph and write short answers to the questions.

95. Look at the graph and write short answers to the questions.

96. Look at the graph and write short answers to the questions.

97. Look at the graph and write short answers to the questions.

98. Look at the graph and write short answers to the questions.

99. Look at the graph and write short answers to the questions.

100. Look at the graph and write short answers to the questions.

EXAM PRACTICE MATERIALS

Reading and Writing Part 5
A dice for each group of three or four learners

Unit objectives

LISTENING	Listen to a dialogue for specific information.
SPEAKING	Ask and answer questions about travelling; tell a story using prompts; talk about a holiday.
READING	Read and match pictures to parts of a text; find specific information in a text.
WRITING	Write answers about a place in your country.
VOCABULARY	Places: airport, bridge, castle, cave, field, museum, park, stadium, theatre; vehicles and travel: ambulance, bicycle, car, drive, (racing) driver, engine, fly, helicopter, journey, motorbike, passenger, plane, railway, rocket, sail, ship, taxi, tractor, traffic, train, view, wheels
NON-VLE VOCABULARY	hot-air balloon, parachute

29 LISTENING Task 1

- Say *I love travelling! Stand up if you love travelling, too!* Ask different learners who stand up *Why do you like travelling?* Ask learners to sit down again.
- Point to the graph and explain that a magazine asked people why they like to travel. Ask learners if their reasons for liking travelling are in the graph.
- Read the instructions and play the audio, pausing after each section so that learners can write the percentages for each reason (A-E). Play the audio again so they can check, then elicit the answers orally and ask them which was the most popular answer.

Answers

A 18% (B 14%) C 35% D 30% E 15%
Most popular answer: To meet new people (35%)

See page 64 for audioscript.

READING Task 2

- Focus learners on the graph again and the speech bubbles. Explain that these are things people have said about travelling. Read the first one aloud and have learners match it to a reason on the graph (B). Put learners into pairs to match the rest.

Feedback: Read each sentence. Learners respond with the reason. Learners complete the remaining speech bubble in their own words to relate to the reason that hasn't been used. Volunteers read their answers.

Answers

1 B 2 C 3 D 4 E
5 A (suggested answer) I like speaking to people in a different language.

VOCABULARY Task 3

- If possible, show learners photos of a familiar bridge, park, theatre or stadium. Ask *What kind of building / place is this?*
- Say the words in the box aloud and ask learners which of the things are in their own country.

Extension: Put learners into pairs to list as many examples of each landmark as they can (around the world). Set a time limit. See which pair has the most, then have the class share their ideas.

WRITING Task 4

- Ask learners about their experiences of visiting places in their country, e.g. *Which place did you visit? What was it called? Did you enjoy it? Why? / Why not? What do you (most) remember about it?* Encourage listeners to ask questions about places their classmates have been.
- Focus learners on the questions and give them time to write short answers.

Feedback: Have learners talk about what they wrote in pairs. Volunteers report interesting things they found out to the class.

Answers

Learners' own answers

SPEAKING Task 5

- Nominate a learner to ask you the first question and give an answer, with reasons about why you like to travel. Show learners that the first question requires Yes or No, but the second question gives them an opportunity to share their ideas.
- Put learners into pairs to ask and answer. Then change pairs and repeat. Monitor learners, making a note of any extended answers that impress you. When they have finished, ask learners to report to the class about their partners.

Feedback: Invite learners who gave extended answers to repeat what they said for the rest of the class. Praise them for thinking of extra information. For the last question, ask learners to think about time travel. Which period in history would they travel back to and why?

Extension: Ask the class the two *Do you ...?* questions and count the yes and no answers. Write the questions and the numbers for yes and no on the board. Calculate the percentage of people who like to travel and who enjoy trying new food.

Answers

Learners' own answers

Task 6

- Before starting the task, ask *How did you come to class today? By bus? On foot? By car? On your bike?* Elicit answers from different learners. Then ask *Can you come to school by train? By plane? Why not?* (e.g. There isn't a station or an airport at the school.) *How many people have travelled by plane? Tell us about your journey.* (Learners who have never travelled by plane could talk about someone they know who has.)
- Focus learners on the instructions, the word box and the diagram. Check they understand the words in the box above the diagram. Explain that these words belong in the boxes at the bottom of the diagram. Learners have to ask and answer questions in pairs to complete the task. Pre-teach *engine* and *railway*.
- Using one of the vehicles as an example, demonstrate with a learner, asking questions and eliciting answers from the diagram, following the arrows to the next question each time. Show where the learners should write the word at the bottom.
- Monitor as learners work in pairs, taking turns to ask and answer. Make a note of any errors with question forms.

Feedback: Elicit the answers and write them on the board. Give learners general feedback about the errors you noticed.

Extension: Play the *Travel Game*. Elicit destinations, months of the year and modes of transport. Write them on the board and ask learners to choose one from each category and to write the three words on a piece of paper. The game consists of finding another person who travelled to the same place, in the same month, by the same mode of transport. Learners ask and answer *Where did you go? When did you go? How did you travel?* If they find someone with the same answers, they sit down together.

Answers

1 a car 2 a tractor 3 a motorbike 4 a bicycle
5 a rocket 6 a plane 7 a train 8 a ship

Task 7

- Focus learners on the vehicles in task 6 again. Ask *What's the best way to move across a field?* Have learners share their ideas. Encourage them to agree and disagree, giving reasons. If necessary, write prompts on the board, e.g. *Yes, I think you're right! I think it's better to use a ... because it's (faster). That's a good point!* Then ask *Can you ride a tractor in space? Can you sail a ship in space? What's the best way to travel in space?*
- Focus learners on the four situations. Put them into pairs to talk about the best ways to travel. Monitor, making a note of good reasoning. Then ask different pairs to say which transport they chose and why.

Feedback: Give general feedback, then share examples of good reasoning you heard and go through any important errors, without saying who made them.

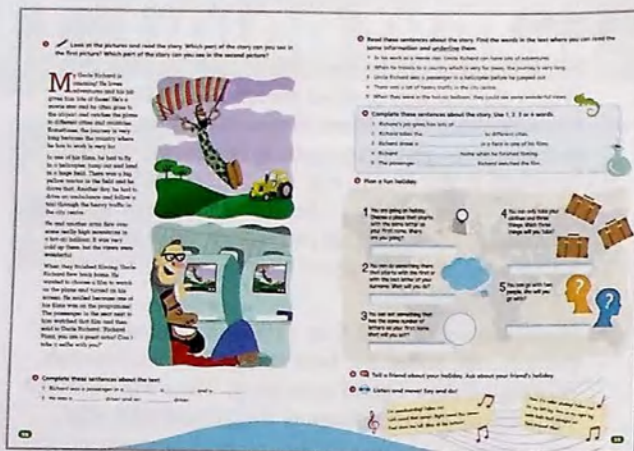
Suggested answers

in space: A rocket, because it's the only thing that can fly in space.
in the snow: A tractor, because it's got big wheels and it's safer.
for a long journey: A plane is the quickest, a ship when you have time and like sailing.
for a short journey: A bicycle, because it's better for you to cycle to keep fit.

Task 8

- Show learners a dice. Throw it and show the number. Learners say the number as you write it on the board. Repeat three more times. Use the table to make a sentence using the numbers you threw and read it aloud (e.g. 1-3-5-4 = *A brilliant racing driver skateboarded under the ocean last weekend.*).
- Put learners into groups of three or four. They take turns to throw the dice once and write down the words they get for the start of the sentence. Then they throw again and write down the second part. Continue with a third and fourth throw so that everyone has a complete sentence. When they have finished, have learners read (and try to say) all the sentences.

Extension: If you have space, ask learners to walk around and say their sentence to everyone they meet. If any other learner has the same sentence, they stay together and raise their hands. Finish with everyone whispering, shouting or singing their sentence at the same time.



READING Task 1

- Before starting the task, put learners into groups and give them a couple of minutes to brainstorm words for vehicles. Appoint a writer in each group to make a list. If you have a Word hub in the classroom, have learners add the vehicles (see p.52).
- Ask learners to scan the story and make a note of any vehicles mentioned (*plane, helicopter, tractor, ambulance, taxi, hot-air balloon*). Make sure learners understand *hot-air balloon*. Learners check how many of the vehicles in their story are on their list.
- Focus learners on the two pictures. Then put them into pairs to talk about each one, describing what they can see and speculating about what is happening and who the people are. Answer any questions about vocabulary.
- Give learners time to read the story again and to decide which part of the story is represented in each picture.

Feedback: Elicit answers orally. Then have learners say whether their guesses matched the story.

Extension: Have learners think of an appropriate title for the story. First elicit some ideas and write them on the board. Then have a class vote for the best one.

Answers

Top picture: Paragraph 2
Bottom picture: Paragraph 4

WRITING Task 2

- Focus learners on the instruction and the two incomplete sentences. Ask *What kind of words go in these gaps?* Elicit ideas. Then put learners into pairs to do the task.

Feedback: Ask two learners to read the complete sentences aloud for the class to check.

Extra support: Make sure learners know the difference between a driver and a passenger.

Answers

- helicopter, hot-air balloon, plane (in any order)
- tractor, ambulance

READING Task 3

- Focus learners on the first sentence. Then have them look back at the story to find the section of text with the same information. Explain that they should underline it, e.g. *My Uncle Richard is amazing! He loves adventures and his job gives him lots of those! He's a movie star ...* Elicit the answer orally and explain that we can give the same information in more than one way. Being able to paraphrase is a useful skill.
- Put learners into pairs to read the rest of the sentences and find the corresponding sections of text. Have them underline each section. Elicit answers from different pairs.

Extension: Write some sentences on the board for learners to rewrite. Suggested sentences:

There were no people at all in the park.

In the school bus on the way to school, she asked me to help with her homework.

When they were in class, it started to rain outside.

Answers

- Sometimes, the journey is very long because the country where he has to work is very far.
- ... he had to fly in a helicopter, jump out and land ...
- ... the heavy traffic in the city centre.
- He and another actor flew ... in a hot-air balloon. ... the views were wonderful.

WRITING Task 4

Towards
Flyers
Part
5

- Read the first sentence aloud, saying 'beep' at the gap. Tell learners to complete the sentence using one, two, three or four words. Elicit ideas. Then have learners complete the sentence individually, before doing the same with the second sentence.
- Monitor, checking that the sentences are grammatically correct and pointing out any errors. Encourage learners to self-correct, as this will help them understand how the language works. Correct learners' sentences individually.
- Useful practice for this part can be gained from identifying lexis in a picture and establishing what is happening in it. Ask students to do this with the pictures on page 58.

Extra support: Tell learners how many words to write and give them the first letter of each word, if necessary. Note that this task uses the standard exam rubric (which allows up to four words in each gap), but in this task, none of the sentences requires four words.

Answers

- adventures
- plane
- (yellow) tractor
- flew (back)
- (sitting) next to

Task 5

- Model by following the first couple of instructions yourself with learners' help. Ask *What's my first name?* Answer and point to 1. Read aloud the instruction and elicit some places that you can go to that begin with the same initial as your name. Encourage learners to call out ideas and write them on the board. Then choose and circle one and say *I'm going on holiday to (place)*.
- Next have learners each choose a place to go on holiday that begins with the first letter of their name. Go around the class asking *Where are you going on holiday?*
- Read aloud the second instruction and remind learners of the first and last letters of your surname. Ask them to suggest activities that you can do beginning with either letter. Write their ideas on the board. Then choose and circle one and say *I'm going to (activity) on holiday*. Have the learners choose a task that begins with the first or last letter of their surnames. Go around the class asking *What are you going to do on holiday?* Leave the notes about your imaginary holiday on the board for the next task.
- Give learners time to read and follow instructions 3–5, making a note of their answers each time. Monitor as they think and write, checking that they have understood each instruction and making a note of interesting answers.

Feedback: Tell learners that this is an opportunity to use their imagination and be creative. Then share some of the most creative answers you have seen.

Extra support: Learners work in pairs to complete the task. Each time they have to choose a word, ask them to choose two and then ask their partner which one is best. Having another opinion can help boost confidence.

Answers

Learners' own answers

SPEAKING Task 6

- Point to your first two answers on the board and give learners an imaginative account of your holiday plans, e.g. *I'm very excited because I'm going on holiday to ... It's a brilliant place for a holiday because ... On holiday, I'm going to ... That's going to be fun! Can you imagine?*
- Put learners into pairs to tell each other about their holiday plan. Allow them to refer to their notes, but encourage them to expand on the information as you did. Monitor the speaking task, making notes on correct structures, as well as any errors.

Feedback: Tell learners four examples of errors and four examples of good language you've heard.

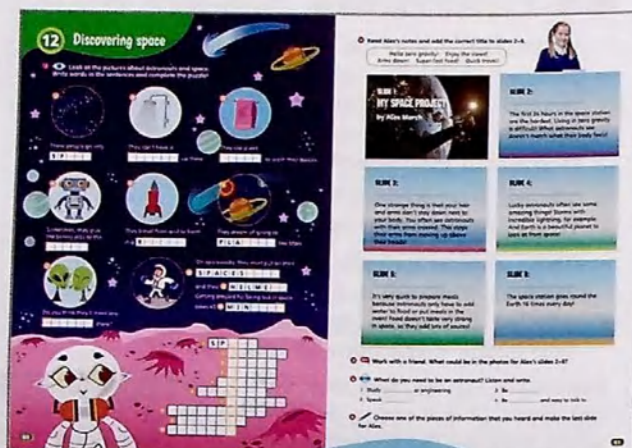
30 LISTENING Task 7

- Ask learners if they like snowboarding and whether they are good at it. Then have them all stand up and pretend they are on snowboards. Play the audio for learners to listen and move. Stand at the front of the class and model the actions.
- Alternatively, do the actions for learners to follow, giving instructions at the same time (see audioscript).
- Praise learners for following the instructions correctly. Then ask if they like roller skating and whether they are good at it. Repeat the task, but this time giving instructions for roller skating.

Extension: Put learners into pairs. Each pair chooses a different task and writes instructions like the ones they heard. Pairs do the actions while saying them aloud. They can also read their instructions for the rest of the class to follow.

See page 64 for audioscript.

12 Discovering space



EXAM PRACTICE MATERIALS

Reading and Writing Part 7
A computer with presentation software and a projector (optional), large sheets of paper to make posters (optional)

Unit objectives

LISTENING	Listen for specific information.
SPEAKING	Describe pictures; make and respond to suggestions to agree on a plan for a trip to space.
READING	Read a presentation and match headings to slides; read and match questions and answers.
WRITING	Write a slide for a presentation; complete a story.
VOCABULARY	Food: <i>apple, apple juice, beans, bread, cake, carrots, cereal, cheese, chicken salad, coconut, cookies, eggs, fish, grape juice, kiwi, lemonade, meal, meat, milk, noodles, orange, orange juice, oven, pasta, pear, peas, pie, pineapple, rice, sauce, strawberry, tea, vegetable soup, yoghurt</i> ; space and space travel: <i>alien, astronaut, button, Earth, ground, helmet, planet, robot, rocket, science, shower, space, storm, towel</i>
NON-YLE VOCABULARY	<i>beat (v), broccoli, cauliflower, engineering, fresh air, lightning, miss (someone / something), mushrooms, nuts, plum, serving, slide (for a presentation), spacesuit, space station, zero gravity</i>

WRITING Task 1

- Brainstorm words related to space and space travel with learners and write their suggestions on the board. Ask questions to help, e.g. *Who travels in space? What do they wear? How do they travel? Where do they go?* Encourage all learners to make suggestions. Make sure you review / pre-teach *astronaut, helmet, space boots, spacesuit, spaceship*.
- Ask learners to stand up, listen and mime. Say *You are not here in this classroom. You are in space! Close your eyes. You're an astronaut. You're putting on your*

spacesuit. Next your space boots. First your left foot, then your right foot. Now put your helmet over your head. Are you ready? Open the spaceship door. Go outside. You are in space now! Isn't space great? Ask Do your feet touch the ground or are you in the air? Do you feel heavy or light?

- Focus learners on the puzzle. Point to the missing letters highlighted in yellow and explain that learners use these letters to complete the vertical word in the puzzle grid below. Read out the first sentence and ask learners to look at the picture. Elicit an answer and have learners write the missing letters in the boxes. Then put them into pairs to complete the task.

Feedback: Elicit the completed words and write them in the same order in the puzzle grid. Learners tell you the word that links them all. Read out the final sentence and ask *Is 45 minutes a long time to get dressed? Why do you think it takes 45 minutes?* Learners suggest reasons (e.g. With no gravity, doing anything physical in space is difficult. The spacesuits have lots of different parts. They must be perfectly in place.).

Extra support: Tell learners a few of the missing letters in the puzzle.

Extension: Give learners a couple of minutes to study the puzzle and sentences. Then have them close their books. Give definitions of the words, e.g. *An astronaut wears this on his or her head.* Learners write the correct word. They check answers by looking at their books.

Answers

1 space 2 shower 3 towel 4 robot 5 rocket
6 planets 7 aliens 8 spacesuits 9 helmets 10 minutes
Vertical word: astronauts

READING Task 2

- Point to the girl in the photo and say *This is Alex. Alex is finding out about astronauts for her school project. She has to give a presentation.* Talk about presentations and elicit / point out that visuals help to get information across. Ask if learners have ever given a presentation or if their parents / family give presentations for work. Then talk about computer software for making presentations, and teach *slide*.
- Point to slide 1. Explain that the first slide in a presentation is always the main title slide. Then point out that the rest of the slides don't have titles. Focus the learners on the box. Do the second slide together as a whole class, eliciting ideas. Then put learners into pairs to complete the matching task, monitoring as they discuss their options.

Feedback: Check answers. Then ask if it's a good presentation and which fact learners find most interesting.

Extra support: Go through each of the slide titles in the box, making sure learners understand the meaning and encouraging them to guess what the headings mean

or refer to. Accept any reasonable ideas. Then read each slide aloud and ask learners to respond, either by miming the action or saying the main point in three to five words. When they do the task, they will be more familiar with the language.

Extension: Fast finishers can go through the slides, making a note of all the adjectives. Tell them to put them in alphabetical order (*amazing, beautiful, difficult, hardest, incredible, lucky, quick, strange, strong*).

Answers

Slide 2: Hello zero gravity! Slide 3: Arms down!
Slide 4: Enjoy the views! Slide 5: Super-fast food!
Slide 6: Quick travel!

SPEAKING Task 3

- Point to the photo on slide 1 and say *Alex put a photo of the space station and the Earth on slide 1.* Ask learners whether they think this is a good choice. Then ask them what would be a good photo for slide 2. Put learners into pairs to think of photo ideas for the other slides.
- When learners have finished the task, join pairs together into groups of four. Ask learners to compare their ideas. If you have time, ask everyone to say their ideas for one or more of the slides. Make a note of some of the best ideas for photos.

Feedback: Praise the best ideas. Make sure learners understand that a photo or illustration is usually there to help people understand information.

Suggested answers

Slide 2: An astronaut on a spaceship in zero gravity, e.g. floating.
Slide 3: An astronaut sitting with their arms crossed and their hair standing on end.
Slide 4: A beautiful view of the Earth through the space-station window.
Slide 5: An astronaut putting a meal in the oven or adding sauce to some food.
Slide 6: The space station orbiting Earth.

31 LISTENING Task 4

- Focus learners on the question and encourage the whole class to talk about it. Write their ideas on the board. Help with any new words.
- Focus learners on the four incomplete phrases. They work in pairs to guess the answers, writing them in their notebooks.
- Play the audio for learners to listen and write the missing words. Check their answers by inviting two learners to read the completed phrases aloud.

Feedback: Check how many learners guessed some of the answers. Praise successful guesses or say *Better luck next time! Good try!* Ask whether learners think they have the qualities from the listening. Ask *Could you be an astronaut? Why? / Why not?*

Extension: Ask about the reasons for answers 2 to 4,

eliciting information from the listening and learners' own ideas, e.g. *Why do astronauts need to speak English?* (Because astronauts come from all over the world. / English is an international language.) *Why do they have to be strong?* (Because spacewalks are tiring.) *Why do they have to be friendly?* (Because spaceships are small. / They have to stay with the same people for a long time.)

Answers

1 science 2 English 3 strong 4 friendly

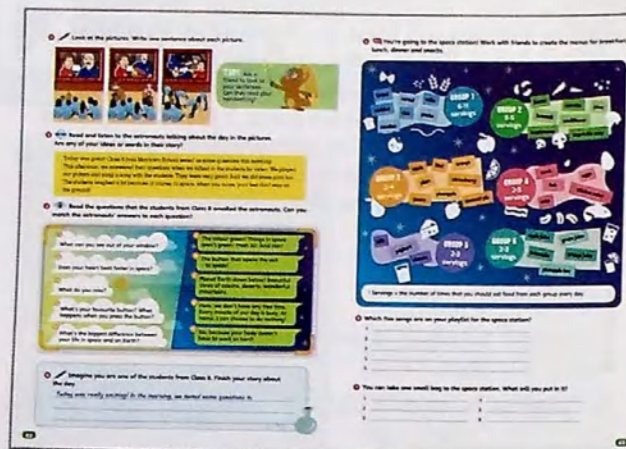
See page 64 for audioscript.

WRITING Task 5

- Focus learners on the instruction and give them time to choose what they are going to write about. Then have learners draw a slide outline in their notebooks. Monitor as they write the information for the seventh slide and draw a picture.
- Put learners into small groups to show each other their slides. Encourage them to show and tell and to praise each other's efforts.

Extra support: Write useful phrases on the board for each of the facts in task 4. Find information in the audioscript that needs to be on the slide.

Extension: Set up the actual presentation using a computer. Ask learners to agree on the best wording for the final slide and type it out. Have them help choose an appropriate image. Choose seven volunteers to practise giving the presentation to the class, talking about one slide each. Tell the first speaker to begin *Good morning / afternoon. My name is ... I'm going to speak to you about ...*



WRITING Task 1

- Have learners cover task 2. Focus them on the three pictures at the top of the page and explain that the pictures make a story. Then have learners read the instruction and the Tip box. Ask *Is this a good tip?* Why? Have learners think about the strategies they need to use for a task like this.
- Point to the first picture and elicit two or three words. Write them on the board for learners to copy. Then give them time to write a sentence before they move on to the other two pictures and write a sentence for each.

Feedback: Learners share their sentences (they say them or write them on the board). See how many learners have similar sentences.

Suggested answers

- Picture 1:** The class sat on the floor and talked to two astronauts on a video screen.
Picture 2: The children played guitars and sang with the astronauts.
Picture 3: The children and the astronauts did some exercises together – it was very difficult in space!

32 LISTENING Task 2

- Tell learners that they are going to listen to an astronaut talking about the day in the pictures. Explain that you want learners to look out for any of ideas or words from the sentences they wrote in task 1.
- Play the audio for learners to listen and read.

See page 64 for audioscript.

READING Task 1

- Have learners close their books. Then ask them to imagine they are one of the students in Class 8 and they can ask an astronaut some questions. Give them a minute to think of what they would ask. Elicit ideas and write the questions on the board in a list.

- Focus learners on the five questions in task 3 and ask if any are the same as theirs. Check they understand the questions. If necessary, explain the meaning of *beat* and *miss*. Then point to the five answers and put learners into pairs to do the matching.

Feedback: Check answers by nominating different pairs to read out each question and answer.

Extension: Set up a role-play task with learners working in A / B pairs, asking and answering the questions as if they were interviewing an astronaut via a satellite video link.

Answers

1 C 2 E 3 A 4 B 5 D

WRITING Task 4

Towards
Flyers

Part
7

- Tell learners to imagine that they were lucky enough to spend the day with the astronauts. Explain that they are going to write about what happened, using their imagination, the pictures in task 1 and the astronauts' words in task 2.
- Focus learners on the first incomplete sentence and elicit ways to complete it. Then have learners work individually to complete the writing task. Monitor as they write and help where necessary.
- Learners should write one or two sentences about each picture. Tell them to check their sentences carefully after they have written them. They need to make corrections as neatly as possible.

Feedback: When learners have finished, ask them to exchange their stories with a partner to read and compare. Have they written similar stories or are they different? Invite a few learners to read their stories aloud.

Extra support: Write a plan of information learners can include in their stories. Elicit ideas by pointing to the pictures and the diary entry and asking a few questions as prompts. Then write the plan in note form on the board for learners to follow.

Extension: Focus on the past tenses used in the stories. Have learners go back to the text in task 2 and underline every example of a past-simple verb. Then ask them to check their own stories to make sure they have used the correct tense. Explain that we use the past simple here because we are describing events that started and finished in the past.

Suggested answer

Today was really exciting! In the morning, we texted some questions to the astronauts in the space station. It was amazing when they sent back some answers. We learned a lot about what it is like in the space station. I was surprised because astronauts don't have any free time at all. I'm not sure I'd like that.

SPEAKING Task 5

- Ask learners whether they would like to go to the space station. Encourage them to use their imagination and what they've learned to think what it would be like. Then ask a few learners, before having a class vote to find out how many learners would like to go.
- Say *You're going on the next mission to the space station. You have to get ready!* Tell learners that they have to plan their trip. They need to think about things they are going to take with them, especially food, music and personal belongings.
- Put learners into groups of three or four and focus them on the diagram and the instructions. Ask them to say what each group of words has in common, e.g. *Group 2 are vegetables, Group 3 are fruits*. Explain that it's important to eat a balance of foods from all the groups. Then check learners understand all the words for food (especially *broccoli, cauliflower, mushroom, nuts* and *plum*). Make sure they know what *serving* means, referring to the footnote.
- Monitor while they discuss their options for each meal and snacks, encouraging them to give reasons when they agree and disagree and to arrive at an agreement.

Extra support: Write useful expressions on the board, e.g. *We need to choose another serving from group X; I prefer ... to ...! What about having ... for breakfast? How about ...? Shall we ...? Great idea. / That's not a good idea because ...*

Move learners straight on to tasks 6 and 7 before providing feedback.

Extension: Play *Memory game* with the food items in the diagram (see p.52).

Answers

Learners' own answers

Task 6

- Ask learners what their favourite songs are and whether they have any playlists. Then explain that each group can only choose five songs for their playlist in space. They have to make suggestions, agree or disagree (giving reasons) and choose five songs.
- Monitor learners as they discuss their choices, making a note of any good expressions they use to negotiate and reach agreement.

Task 7

- Read the question aloud and ask learners to think for a minute of the possessions they really want to take to the space station, the ones they feel they can't live without. Explain that all of the items have to fit in their bag (a school bag). Then have them share their ideas in groups and again agree on six items.
- Continue monitoring and making a note of any good expressions.

Feedback: Invite different groups to read out their lists to the class. Then talk about the speaking you observed in tasks 5, 6 and 7. Share some of the best expressions you heard. Then talk about how learners managed to reach agreement and encourage a few learners to give examples. Ask *Was it easy or difficult?* Make sure learners understand that it is important to compromise sometimes.

Extension: Learners draw the menu, playlists and bag (with items) and make posters showing what they would take to the space station.

Answers

Learners' own answers

Glossary of teaching strategies

Alphabet game 1: Learners name items from a category beginning with each letter of the alphabet. They play in pairs or teams and write the letters of the alphabet from A to Z vertically in their notebooks. These will be the first letters of the words they think of. Say the category (e.g. things in a classroom) and give or elicit examples for the first few letters of the alphabet, e.g. *arm, book, children, desk*. Allow learners a limited time to write their list and ask them to find a specific number (not 26), e.g. 15. This means they can avoid words which begin with more difficult letters like X or Z. When the time is up, pairs / teams are awarded points for each correct word.

Alphabet game 2: Say *I can see something beginning with 'A'*. Learners look around them and try to guess. They raise their hands and ask, e.g. *Is it an apple?* When a learner guesses correctly, they choose the next word and say an *I can see something beginning with ...* clue. Learners can play as a whole class to start, then in smaller groups. Ask the learner who's thinking of the word to write it in their notebook. This stops them from changing the word if someone guesses too quickly!

Choral drilling: This is often necessary as part of speaking practice, to help learners develop pronunciation and intonation skills and build confidence. Here are some variations:

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

Group drilling: Have learners drill in groups rather than as a whole class. This could be by table or, in mixed classes, girls, then boys, or more randomly, 'everyone wearing trousers' or 'everyone with brown hair'.

Using fingers: Indicate each word using your fingers, and have learners do the same as they repeat. This can help them build sentences as they say the words, and they enjoy the tactile approach. You can also highlight contractions (e.g. by pushing your fingers together for *I've* instead of *I have*).

Growing sentence: Start by saying a sentence with one item of the key vocabulary, e.g. jobs: *One of my neighbours is (an actor)*. Then nominate a learner to repeat the sentence and add a new sentence, e.g. *One of my neighbours is an actor and another is a (builder)*. The third learner has to remember the first two sentences and add a new one. The sentence gets longer and longer and learners have to remember each of the previous words. Base sentences can be adapted, e.g. *I went on holiday and I saw ... I went to the shop and I bought ...*

Kim's game: Prepare a tray with a number of small objects. Learners look at the objects for about 30 seconds. Remove them from view. Learners try to remember all the objects. Variations: They can play individually or in pairs or teams; write the answers or say them; say complete sentences, e.g. *There was a toy boat*, or just guess with names of items. Alternatively, remove one of the objects while learners close their eyes, move the other objects around, then show the tray and ask *What's missing?*

Memory game: This game gets learners to focus on details in a text. Give learners a text and tell them they have a limited time to read it and remember as much as possible. Remove or cover the text and ask questions. Learners write their answers. Then they look at the text again to check. The learner, pair or team with the most correct answers wins.

Mind map: (or spider diagram / spidergram) A diagram for organising information and / or vocabulary. Learners write the topic heading in the centre and add information with lines and circles. They can also add colour and simple drawings to make their mind maps visually appealing.

Noughts and crosses: Draw a 3x3 grid on the board and write an item in each square (e.g. words for learners to say, prompts for them to make sentences, or sentences containing errors). Learners play in two teams – one team is the 'noughts' team and their symbol is a zero, one team is the 'crosses' team and their symbol is a cross. Teams take turns to choose a square and say the word / explain what the word means / make the sentence / explain why there is an error. If they are correct, they 'win' the square and they write a nought or cross on it. The first team to put their mark on three squares in a line (horizontally, vertically or diagonally) wins the game.

Observation game: Find a picture with plenty of details / key vocabulary you wish to practise. Show the class the picture for a limited time. Explain that learners should look carefully. Then cover the picture and ask questions to see how much they remember. This can be played as a team game.

Open pairs: Ask one learner a question. They answer, then ask 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 or answer. It also provides a model before learners do an activity in closed pairs.

Reading race: This approach encourages learners to develop faster reading skills. Before learners read, ask a question. Learners read the text specifically to find the answer. Set a time limit for this scanning task. The activity adds a fun competitive element to reading.

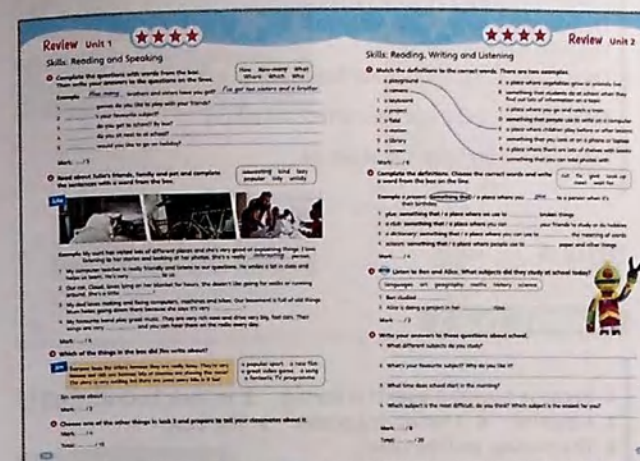
Show and tell: Ask learners to bring something to class or prepare something in class to show to their classmates and talk about for a limited time (1–3 minutes). Model the task and provide useful phrases to add structure, e.g. *I'm going to talk about ... / Today I'm going to show you ...*

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 word-association game that can be used to revise language, such as base verb / past-simple pairs, opposite adjectives, synonyms or 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*). As they say the words in turn, they mime 'hitting' them 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

READING Task 1

Suggested answers

- 1 What / Which I (like to) play (basketball and table tennis). / I (like to) play (chess and cards).
- 2 What My favourite subject is (maths). I like / love (science).
- 3 How I get / come to school by (bus / car / train) / on foot. / I walk to school.
- 4 Who I sit next to (name).
- 5 Where I'd / I would like to go to (name of place) / the beach / mountains.

Total marks: 5 (½ mark per correct question word and ½ mark per correct answer)

Task 2

- 1 kind 2 lazy 3 untidy 4 popular

Total marks: 4

Task 3

a new film

Total marks: 2

SPEAKING Task 4

Learners' own answers

Total marks: 4 (1 mark for each correct statement or opinion)

Total marks for Unit 1 review: 15

Unit 2

READING Task 1

- 1 D 2 B 3 A 4 C 5 G 6 F

Total marks: 6

Task 2

- 1 something that, fix 2 a place where, meet
- 3 something that, look up 4 something that, cut

Total marks: 4

07 LISTENING Task 3

- 1 history 2 art

Total marks: 2

Track 07

Boy: In our first class this morning, our teacher told us to go online and find out about castles and the people who lived in them. We also read about the food they ate at that time and where they got their food from.

Girl: That's interesting. Well, in our next lesson at ten o'clock, we worked on our project. We wrote about the colours and shapes in some different paintings.

WRITING Task 4

Suggested answers

- 1 I study (science, English, maths, music, geography).
- 2 My favourite subject is / I like (history) because it's (interesting / fun).
- 3 School starts / Lessons begin at (nine) o'clock.
- 4 I think that (maths) is difficult and for me, (English) is easy.

Total marks: 8 (2 marks per appropriate, comprehensible answer)

Total marks for Unit 2 review: 20

Review Unit 3 Skills: Listening and Speaking

1. Listen to Amy's plans and draw lines to the correct month or date.

2. Read Amy's story and answer the questions.

3. Order the letters to find the names of materials. Then write them on the correct line.

4. Choose a material and write the things that can be made of it.

5. I finished my writing. My handwriting is good.

6. I checked my spelling. I'm proud of it.

7. I checked my spelling. I'm proud of it.

8. I checked my spelling. I'm proud of it.

9. I checked my spelling. I'm proud of it.

10. I checked my spelling. I'm proud of it.

11. I checked my spelling. I'm proud of it.

12. I checked my spelling. I'm proud of it.

13. I checked my spelling. I'm proud of it.

14. I checked my spelling. I'm proud of it.

15. I checked my spelling. I'm proud of it.

16. I checked my spelling. I'm proud of it.

17. I checked my spelling. I'm proud of it.

18. I checked my spelling. I'm proud of it.

19. I checked my spelling. I'm proud of it.

20. I checked my spelling. I'm proud of it.

21. I checked my spelling. I'm proud of it.

22. I checked my spelling. I'm proud of it.

23. I checked my spelling. I'm proud of it.

24. I checked my spelling. I'm proud of it.

25. I checked my spelling. I'm proud of it.

26. I checked my spelling. I'm proud of it.

27. I checked my spelling. I'm proud of it.

28. I checked my spelling. I'm proud of it.

29. I checked my spelling. I'm proud of it.

30. I checked my spelling. I'm proud of it.

31. I checked my spelling. I'm proud of it.

32. I checked my spelling. I'm proud of it.

33. I checked my spelling. I'm proud of it.

34. I checked my spelling. I'm proud of it.

35. I checked my spelling. I'm proud of it.

36. I checked my spelling. I'm proud of it.

37. I checked my spelling. I'm proud of it.

38. I checked my spelling. I'm proud of it.

39. I checked my spelling. I'm proud of it.

40. I checked my spelling. I'm proud of it.

41. I checked my spelling. I'm proud of it.

42. I checked my spelling. I'm proud of it.

43. I checked my spelling. I'm proud of it.

44. I checked my spelling. I'm proud of it.

45. I checked my spelling. I'm proud of it.

46. I checked my spelling. I'm proud of it.

47. I checked my spelling. I'm proud of it.

48. I checked my spelling. I'm proud of it.

49. I checked my spelling. I'm proud of it.

50. I checked my spelling. I'm proud of it.

51. I checked my spelling. I'm proud of it.

52. I checked my spelling. I'm proud of it.

53. I checked my spelling. I'm proud of it.

54. I checked my spelling. I'm proud of it.

55. I checked my spelling. I'm proud of it.

56. I checked my spelling. I'm proud of it.

57. I checked my spelling. I'm proud of it.

58. I checked my spelling. I'm proud of it.

59. I checked my spelling. I'm proud of it.

60. I checked my spelling. I'm proud of it.

61. I checked my spelling. I'm proud of it.

62. I checked my spelling. I'm proud of it.

63. I checked my spelling. I'm proud of it.

64. I checked my spelling. I'm proud of it.

65. I checked my spelling. I'm proud of it.

66. I checked my spelling. I'm proud of it.

67. I checked my spelling. I'm proud of it.

68. I checked my spelling. I'm proud of it.

69. I checked my spelling. I'm proud of it.

70. I checked my spelling. I'm proud of it.

71. I checked my spelling. I'm proud of it.

72. I checked my spelling. I'm proud of it.

73. I checked my spelling. I'm proud of it.

74. I checked my spelling. I'm proud of it.

75. I checked my spelling. I'm proud of it.

76. I checked my spelling. I'm proud of it.

77. I checked my spelling. I'm proud of it.

78. I checked my spelling. I'm proud of it.

79. I checked my spelling. I'm proud of it.

80. I checked my spelling. I'm proud of it.

81. I checked my spelling. I'm proud of it.

82. I checked my spelling. I'm proud of it.

83. I checked my spelling. I'm proud of it.

84. I checked my spelling. I'm proud of it.

85. I checked my spelling. I'm proud of it.

86. I checked my spelling. I'm proud of it.

87. I checked my spelling. I'm proud of it.

88. I checked my spelling. I'm proud of it.

89. I checked my spelling. I'm proud of it.

90. I checked my spelling. I'm proud of it.

91. I checked my spelling. I'm proud of it.

92. I checked my spelling. I'm proud of it.

93. I checked my spelling. I'm proud of it.

94. I checked my spelling. I'm proud of it.

95. I checked my spelling. I'm proud of it.

96. I checked my spelling. I'm proud of it.

97. I checked my spelling. I'm proud of it.

98. I checked my spelling. I'm proud of it.

99. I checked my spelling. I'm proud of it.

100. I checked my spelling. I'm proud of it.

Unit 3

12 LISTENING Task 1

1 D 2 B 3 C 4 E 5 F

Total marks: 5 (1 mark per correct answer)

Track 12

- Woman:** Do you have any plans for this year, Amy?
- Amy:** Yes, lots of plans. I'm just looking at my calendar now. It's my birthday soon – on 20th January.
- 1**
- Woman:** Your birthday. How old are you going to be?
- Amy:** 12. And my birthday present is a dog!
- Woman:** Wow!
- Amy:** But I'm not going to get the dog on my birthday. I'm going to get it on 10th February.
- Woman:** How exciting!
- 2**
- Woman:** What's your next plan?
- Amy:** Well, in May I'm taking a train to visit my friend Sarah in France. I'm staying with her for a week.
- Woman:** You're going to France by train! What date are you leaving?
- Amy:** We're going on 1st May.
- Woman:** Lucky you!
- 3**
- Woman:** And what about your favourite sport – sailing? Are you going sailing this year?
- Amy:** Yes. I'm going sailing in July.
- 4**
- Amy:** The most exciting thing this year is that my grandmother is coming to stay with us for a month.
- Woman:** That's lovely!
- Amy:** She's taking a plane all the way from America on 28th November.
- 5**
- Amy:** Then she's staying with us for the whole of December.

SPEAKING Task 2

Checklist:
Learners express the date correctly.
They use the correct grammar to talk about their plans.
They speak with appropriate fluency and clarity.

Total marks: 9 (1 mark per correct sentence)

Total marks for Unit 3 review: 14

Unit 4

READING Task 1

- 1 Because buying presents is boring. 2 In their house
3 A blanket 4 A funny dog poster 5 The bowl
6 The blanket and the bowl

Total marks: 6

WRITING Task 2

- 1 plastic 2 wood 3 card 4 wool

Total marks: 4

Task 3

Answers

Total marks: 5 (1 mark per correctly spelled item)

Total marks for Unit 4 review: 15

Review Unit 5 Skills: Reading and Speaking

1. Look at the pictures in task 1. Then complete the sentences with words from the box.

2. Listen to Amy's story and answer the questions.

3. Order the letters to find the names of materials. Then write them on the correct line.

4. Choose a material and write the things that can be made of it.

5. I finished my writing. My handwriting is good.

6. I checked my spelling. I'm proud of it.

7. I checked my spelling. I'm proud of it.

8. I checked my spelling. I'm proud of it.

9. I checked my spelling. I'm proud of it.

10. I checked my spelling. I'm proud of it.

11. I checked my spelling. I'm proud of it.

12. I checked my spelling. I'm proud of it.

13. I checked my spelling. I'm proud of it.

14. I checked my spelling. I'm proud of it.

15. I checked my spelling. I'm proud of it.

16. I checked my spelling. I'm proud of it.

17. I checked my spelling. I'm proud of it.

18. I checked my spelling. I'm proud of it.

19. I checked my spelling. I'm proud of it.

20. I checked my spelling. I'm proud of it.

21. I checked my spelling. I'm proud of it.

22. I checked my spelling. I'm proud of it.

23. I checked my spelling. I'm proud of it.

24. I checked my spelling. I'm proud of it.

25. I checked my spelling. I'm proud of it.

26. I checked my spelling. I'm proud of it.

27. I checked my spelling. I'm proud of it.

28. I checked my spelling. I'm proud of it.

29. I checked my spelling. I'm proud of it.

30. I checked my spelling. I'm proud of it.

31. I checked my spelling. I'm proud of it.

32. I checked my spelling. I'm proud of it.

33. I checked my spelling. I'm proud of it.

34. I checked my spelling. I'm proud of it.

35. I checked my spelling. I'm proud of it.

36. I checked my spelling. I'm proud of it.

37. I checked my spelling. I'm proud of it.

38. I checked my spelling. I'm proud of it.

39. I checked my spelling. I'm proud of it.

40. I checked my spelling. I'm proud of it.

41. I checked my spelling. I'm proud of it.

42. I checked my spelling. I'm proud of it.

43. I checked my spelling. I'm proud of it.

44. I checked my spelling. I'm proud of it.

45. I checked my spelling. I'm proud of it.

46. I checked my spelling. I'm proud of it.

47. I checked my spelling. I'm proud of it.

48. I checked my spelling. I'm proud of it.

49. I checked my spelling. I'm proud of it.

50. I checked my spelling. I'm proud of it.

51. I checked my spelling. I'm proud of it.

52. I checked my spelling. I'm proud of it.

53. I checked my spelling. I'm proud of it.

54. I checked my spelling. I'm proud of it.

55. I checked my spelling. I'm proud of it.

56. I checked my spelling. I'm proud of it.

57. I checked my spelling. I'm proud of it.

58. I checked my spelling. I'm proud of it.

59. I checked my spelling. I'm proud of it.

60. I checked my spelling. I'm proud of it.

61. I checked my spelling. I'm proud of it.

62. I checked my spelling. I'm proud of it.

63. I checked my spelling. I'm proud of it.

64. I checked my spelling. I'm proud of it.

65. I checked my spelling. I'm proud of it.

66. I checked my spelling. I'm proud of it.

67. I checked my spelling. I'm proud of it.

68. I checked my spelling. I'm proud of it.

69. I checked my spelling. I'm proud of it.

70. I checked my spelling. I'm proud of it.

71. I checked my spelling. I'm proud of it.

72. I checked my spelling. I'm proud of it.

73. I checked my spelling. I'm proud of it.

74. I checked my spelling. I'm proud of it.

75. I checked my spelling. I'm proud of it.

76. I checked my spelling. I'm proud of it.

77. I checked my spelling. I'm proud of it.

78. I checked my spelling. I'm proud of it.

79. I checked my spelling. I'm proud of it.

80. I checked my spelling. I'm proud of it.

81. I checked my spelling. I'm proud of it.

82. I checked my spelling. I'm proud of it.

83. I checked my spelling. I'm proud of it.

84. I checked my spelling. I'm proud of it.

85. I checked my spelling. I'm proud of it.

86. I checked my spelling. I'm proud of it.

87. I checked my spelling. I'm proud of it.

88. I checked my spelling. I'm proud of it.

89. I checked my spelling. I'm proud of it.

90. I checked my spelling. I'm proud of it.

91. I checked my spelling. I'm proud of it.

92. I checked my spelling. I'm proud of it.

93. I checked my spelling. I'm proud of it.

94. I checked my spelling. I'm proud of it.

95. I checked my spelling. I'm proud of it.

96. I checked my spelling. I'm proud of it.

97. I checked my spelling. I'm proud of it.

98. I checked my spelling. I'm proud of it.

99. I checked my spelling. I'm proud of it.

100. I checked my spelling. I'm proud of it.

Unit 5

READING Task 1

- 1 F fur 2 D environment 3 E wings 4 B stripes
5 C endangered 6 A spots

Total marks: 6

SPEAKING Task 2

Suggested answers

- 1 In the first photo, the insect is red with black spots. In this photo, the insect is green with white spots.
2 In the first photo, the bees have got black and yellow stripes. In this photo, the bees have got purple and blue stripes.
3 In the first photo, the butterfly has got blue wings. In this photo, the butterfly has got yellow wings.

Total marks: 9 (3 per answer – 1 mark for spotting the difference, 2 marks for each correct sentence describing the difference)

Total marks for Unit 5 review: 15

Unit 6

WRITING Task 1

- 1 chess 2 golf 3 volleyball 4 sledging
5 skiing 6 snowboarding

Total marks: 6

18 LISTENING Task 2

Lines drawn between:

- Katy – 1 Helen – 4 Michael – 6 Oliver – 2
Holly – 5 Harry – 3

Total marks: 6

Track 18

- Narrator:** One.
Man: Are these your friends, David?
David: Yes! These pictures are of all my friends. They're all doing different things. Look, this picture is of Katy. She's holding her chess board. She's a great chess player.
- Narrator:** Two.
David: And here's Helen on her sledge. She won a race that day.
Man: She's sledging very fast!
Narrator: Three.
Man: Is this your friend Frank on the snowboard?
David: No, the boy on the snowboard is Michael.
Man: I like his sunglasses!
Narrator: Four.
David: And the boy who is playing golf is my best friend, Oliver. He isn't very good at golf. He lost his ball that day!
Man: Oh dear!
Narrator: Five.
Man: Who's that girl who's skiing? She's having fun.
David: That's Holly. She's Helen's sister.
Man: Her orange skis are amazing!
Narrator: Six.
David: Look, there's my volleyball team.
Man: Are you in the photo?
David: No, I wasn't playing that day, but my brother Harry was there. Can you see him?
Man: Is he the tall boy who has the ball?
David: Yes, that's right.

WRITING Task 3

Check writing using this checklist:

My writing makes sense.
I checked my spelling.

My handwriting is clear.

Total marks: 3 (1 mark for a drawing that matches the sport, 1 mark for each correct sentence)

Total marks for Unit 6 review: 15

Review Unit 7 ★★★★★

Skills: Reading, Listening and Writing

1. Complete the sentences with the words. Use each word only once.

Example: When you go to the beach, you can see... **sand**...

2. Listen and write. There is one example.

Example: What kind of fruit do you like? **Apples**

3. Match the words to the pictures. Write the correct word in the box.

4. Look at the photo and complete the sentences. Use each word only once.

Example: The hotel is very big and modern. It has a lot of rooms. It is a **big** hotel.

5. Look at the photo and complete the sentences. Use each word only once.

Example: The hotel is very big and modern. It has a lot of rooms. It is a **big** hotel.

Unit 7

READING Task 1

- 1 this, it 2 these 3 these, They

Total marks: 3 (1 mark per question)

23 LISTENING Task 2

- 1 Taste 2 8,000 / eight thousand 3 15 4 sauce

Total marks: 4

Track 23

- Man:** Have you got a lot of homework today, Kim?
- Kim:** I have to finish my project. I'm going to tell my class about grapes tomorrow.
- Man:** And where did you find out about grapes, then?
- Kim:** In a book?
- Man:** No, on the internet!
- Narrator:** Can you see the answer? Now you listen and write.
- Man:** Which website did you use?
- Kim:** Well, the best one was called 'Taste', you know, T-A-S-T-E.
- Man:** I saw more than five kinds of grapes at the supermarket today.
- Kim:** Did you know that there are over 8,000 kinds of grapes?
- Man:** Really? Wow! That's amazing!
- Kim:** Did you know, about 80% of a grape is water?
- Man:** And how much sugar is there?
- Kim:** About 15%.
- Kim:** I made some grape juice today.
- Man:** Was it good?
- Kim:** Yes! And for dinner tonight, I made a sauce.
- Man:** Great! I'll put it on my ice cream!

WRITING Task 3

Suggested answers

- 1 C - Yes, I make my bed. No, my mum / dad makes my bed.
2 B - One of my parents cooks the food. / We all cook together.
3 D - Yes, I do. / No, (sometimes I only wash my body).
4 A - I like (cheese or meat). / I put (salad) inside.

Total marks: 8 (1 mark per correct match and 1 mark per appropriate, comprehensible answer)

Total marks for Unit 7 review: 15

Unit 8

READING Task 1

Answers can be in any order.

- 1 tell, write 2 design, play, win, write (any two) 3 enter, win 4 watch, make, play (any two)

Total marks: 4 (½ mark per correctly spelled word)

Task 2

- 1 frightened, dangerous
2 careful, exciting
3 favourite, first

Total marks: 3 (½ mark per correct choice of word)

WRITING Task 3

Suggested answers

In this photo, we can see a man swimming underwater. I think the person is a photographer. I like the colours and the reflections of the water. We might see this photo in a magazine / on a website.

- Total marks: 8 (1 or 2 marks per completed sentence)
2 - The sentence is logical and clearly comprehensible.
1 - The sentence is complete, but you may need to read it more than once to understand it.
0 - The sentence is incomplete or totally incomprehensible.

Total marks for Unit 8 review: 15

Review Unit 9 ★★★★★

Skills: Reading and Speaking

1. Match the words to the pictures. Write the correct word in the box.

2. Listen and write. There is one example.

3. Match the words to the pictures. Write the correct word in the box.

4. Look at the photo and complete the sentences. Use each word only once.

5. Look at the photo and complete the sentences. Use each word only once.

Unit 9

READING Task 1

Monday: chemist
Tuesday: bridge
Wednesday: bank
Thursday: museum
Friday: restaurant
Favourite place: museum

Total marks: 6

WRITING Task 2

Learners' own answers

Total marks: 3 (½ mark per correctly spelled answer)

SPEAKING Task 3

Use this checklist to assess the speaking task. (½ mark for each tick):

- Learners use the correct grammar to ask and answer the questions about where they went.
- Learners use full sentences.
- Learners speak with appropriate fluency and clarity.
- They use the phrase *Can you say that again?* if necessary.
- They take time to listen to each other and allow each other time to speak.
- They make accurate notes for what their partner has told them in the third column of the table - with correct spelling and clear handwriting.

Total marks: 3

READING Task 4

- 1 go straight on 2 turn left 3 turn right

Total marks: 3

Total marks for Unit 9 review: 15

Unit 10

28 LISTENING Task 1

- 2 E 3 A 4 F 5 B 6 C

Total marks: 10 (2 marks per correct match, excluding example)

Track 28

There's a unicorn that's in a castle.
There's an eagle that's sitting on a hill.
There are some butterflies on a tent.
There's a dragon flying near a wood.
There's a beetle that's on a stone.
There's a fire next to a stream.

WRITING Task 2

- 2 hill 3 tent 4 wood 5 stone 6 stream

Total marks: 5

Total marks for Unit 10 review: 15

Grammar fun! answer keys

Unit 1

- 1 before 2 before 3 before 4 After
- 1 Before Sarah went to bed, she finished her homework. / Sarah finished her homework before she went to bed.
- 2 After Sophia ate dinner, she met her friends. / Sophia met her friends after she ate dinner.
- 3 Before Oliver went shopping, he played football. / Oliver played football before he went shopping.
- 4 After David checked his phone, he went out. / David went out after he checked his phone.

Unit 2

- 1 D 2 E 3 A 4 B 5 C
- 1 What's your house like?
- 2 What does rock music sound like?
- 3 What do spiders taste like?
- 4 Michael's really friendly.

Unit 3

- 1 I'll eat 2 play 3 I'll catch 4 Will 5 Do 6 will sing
- 1 won't get to school 2 I'll take off my sweater
- 3 won't be at the swimming pool 4 will win the race

Unit 4

- 1 What's the toy made of?
- 2 What are the monsters made from?
- 3 The toys are made of plastic.
- 4 The monsters are made from paper.
- 2 1 is made of wood 2 are made of metal
- 3 is made of wool 4 is made of glass
- 5 are made of paper

Unit 5

- 1 can 2 could 3 could 4 can't 5 couldn't
- 1 could invite Holly 2 could be ill 3 could be Harry
- 4 could be out

Unit 6

- 1 was watching 2 was studying 3 was playing
- 4 was collecting
- 2 1 was raining 2 saw 3 was eating
- 4 was watching, phoned 5 were shopping, lost
- 6 was running, fell over

Unit 7

- 1 E 2 A 3 B 4 D 5 C
- 1 has to, work 2 is/s, use 3 cry, laugh
- 4 can, speak 5 Ask, need

Unit 8

- 1 George might enter the competition.
- 2 Helen might cycle to Holly's house.
- 3 We might go sledging in the snow.
- 4 She mightn't remember my name.
- 5 Might Harry join the chess club?
- 2 1 Sarah might like cats.
- 2 Fatima might have a bike.
- 3 Katy might come to Paulo's party.

Unit 9

- 1 1 Marco joined our class two weeks ago.
- 2 I got Sophia's email an hour ago.
- 3 David slept in a tent a week ago.
- 4 The school holidays started a month ago.
- 5 How long ago did Betty's bus arrive?
- 2 1 finished two hours ago 2 scored, three minutes ago
- 3 borrowed, a month ago 4 How long ago, leave

Unit 10

- 1 C 2 A 3 D 4 B
- 1 should drink 2 shouldn't eat 3 shouldn't run
- 4 should buy 5 should be

Unit 11

- 1 's closed / has closed 2 has arrived
- 3 've won / have won 4 haven't finished
- 2 1 Yes, he has 2 No, they haven't

Unit 12

- 2 A (I woke up late, so I was late for school.)
- 3 D (I was tired, so I went to bed early.)
- 4 B (It's my friend's birthday soon, so I'll buy a present.)
- 5 E (The bus didn't come, so she walked.)
- 2 1 The programme was boring, so I turned off the TV.
- 2 It was windy, so Anna felt cold.
- 3 I didn't want to walk home, so I caught the bus.

Review Unit 11 Skills: Reading, Listening and Writing

Task 1 Look at the photos and answer the questions. Write the words for the things you can see.

Task 2 Complete the sentences with the words from the box.

Task 3 Read the text. Choose the correct words and write them on the lines.

Task 4 Read the text. Choose the correct words and write them on the lines.

Task 5 Read the text. Choose the correct words and write them on the lines.

Task 6 Read the text. Choose the correct words and write them on the lines.

Task 7 Read the text. Choose the correct words and write them on the lines.

Task 8 Read the text. Choose the correct words and write them on the lines.

Task 9 Read the text. Choose the correct words and write them on the lines.

Task 10 Read the text. Choose the correct words and write them on the lines.

Task 11 Read the text. Choose the correct words and write them on the lines.

Task 12 Read the text. Choose the correct words and write them on the lines.

Task 13 Read the text. Choose the correct words and write them on the lines.

Task 14 Read the text. Choose the correct words and write them on the lines.

Task 15 Read the text. Choose the correct words and write them on the lines.

Task 16 Read the text. Choose the correct words and write them on the lines.

Task 17 Read the text. Choose the correct words and write them on the lines.

Task 18 Read the text. Choose the correct words and write them on the lines.

Task 19 Read the text. Choose the correct words and write them on the lines.

Task 20 Read the text. Choose the correct words and write them on the lines.

Task 21 Read the text. Choose the correct words and write them on the lines.

Task 22 Read the text. Choose the correct words and write them on the lines.

Task 23 Read the text. Choose the correct words and write them on the lines.

Task 24 Read the text. Choose the correct words and write them on the lines.

Task 25 Read the text. Choose the correct words and write them on the lines.

Task 26 Read the text. Choose the correct words and write them on the lines.

Task 27 Read the text. Choose the correct words and write them on the lines.

Task 28 Read the text. Choose the correct words and write them on the lines.

Task 29 Read the text. Choose the correct words and write them on the lines.

Task 30 Read the text. Choose the correct words and write them on the lines.

Task 31 Read the text. Choose the correct words and write them on the lines.

Task 32 Read the text. Choose the correct words and write them on the lines.

Task 33 Read the text. Choose the correct words and write them on the lines.

Task 34 Read the text. Choose the correct words and write them on the lines.

Task 35 Read the text. Choose the correct words and write them on the lines.

Task 36 Read the text. Choose the correct words and write them on the lines.

Task 37 Read the text. Choose the correct words and write them on the lines.

Task 38 Read the text. Choose the correct words and write them on the lines.

Task 39 Read the text. Choose the correct words and write them on the lines.

Task 40 Read the text. Choose the correct words and write them on the lines.

Task 41 Read the text. Choose the correct words and write them on the lines.

Task 42 Read the text. Choose the correct words and write them on the lines.

Task 43 Read the text. Choose the correct words and write them on the lines.

Task 44 Read the text. Choose the correct words and write them on the lines.

Task 45 Read the text. Choose the correct words and write them on the lines.

Task 46 Read the text. Choose the correct words and write them on the lines.

Task 47 Read the text. Choose the correct words and write them on the lines.

Task 48 Read the text. Choose the correct words and write them on the lines.

Task 49 Read the text. Choose the correct words and write them on the lines.

Task 50 Read the text. Choose the correct words and write them on the lines.

Task 51 Read the text. Choose the correct words and write them on the lines.

Task 52 Read the text. Choose the correct words and write them on the lines.

Task 53 Read the text. Choose the correct words and write them on the lines.

Task 54 Read the text. Choose the correct words and write them on the lines.

Task 55 Read the text. Choose the correct words and write them on the lines.

Task 56 Read the text. Choose the correct words and write them on the lines.

Task 57 Read the text. Choose the correct words and write them on the lines.

Task 58 Read the text. Choose the correct words and write them on the lines.

Task 59 Read the text. Choose the correct words and write them on the lines.

Task 60 Read the text. Choose the correct words and write them on the lines.

Task 61 Read the text. Choose the correct words and write them on the lines.

Task 62 Read the text. Choose the correct words and write them on the lines.

Task 63 Read the text. Choose the correct words and write them on the lines.

Task 64 Read the text. Choose the correct words and write them on the lines.

Task 65 Read the text. Choose the correct words and write them on the lines.

Task 66 Read the text. Choose the correct words and write them on the lines.

Task 67 Read the text. Choose the correct words and write them on the lines.

Task 68 Read the text. Choose the correct words and write them on the lines.

Task 69 Read the text. Choose the correct words and write them on the lines.

Task 70 Read the text. Choose the correct words and write them on the lines.

Task 71 Read the text. Choose the correct words and write them on the lines.

Task 72 Read the text. Choose the correct words and write them on the lines.

Task 73 Read the text. Choose the correct words and write them on the lines.

Task 74 Read the text. Choose the correct words and write them on the lines.

Task 75 Read the text. Choose the correct words and write them on the lines.

Task 76 Read the text. Choose the correct words and write them on the lines.

Task 77 Read the text. Choose the correct words and write them on the lines.

Task 78 Read the text. Choose the correct words and write them on the lines.

Task 79 Read the text. Choose the correct words and write them on the lines.

Task 80 Read the text. Choose the correct words and write them on the lines.

Task 81 Read the text. Choose the correct words and write them on the lines.

Task 82 Read the text. Choose the correct words and write them on the lines.

Task 83 Read the text. Choose the correct words and write them on the lines.

Task 84 Read the text. Choose the correct words and write them on the lines.

Task 85 Read the text. Choose the correct words and write them on the lines.

Task 86 Read the text. Choose the correct words and write them on the lines.

Task 87 Read the text. Choose the correct words and write them on the lines.

Task 88 Read the text. Choose the correct words and write them on the lines.

Task 89 Read the text. Choose the correct words and write them on the lines.

Task 90 Read the text. Choose the correct words and write them on the lines.

Task 91 Read the text. Choose the correct words and write them on the lines.

Task 92 Read the text. Choose the correct words and write them on the lines.

Task 93 Read the text. Choose the correct words and write them on the lines.

Task 94 Read the text. Choose the correct words and write them on the lines.

Task 95 Read the text. Choose the correct words and write them on the lines.

Task 96 Read the text. Choose the correct words and write them on the lines.

Task 97 Read the text. Choose the correct words and write them on the lines.

Task 98 Read the text. Choose the correct words and write them on the lines.

Task 99 Read the text. Choose the correct words and write them on the lines.

Task 100 Read the text. Choose the correct words and write them on the lines.

Unit 11

READING Task 1

- 1 (a) rocket / spaceship 2 (a) motorbike 3 (a) train
- 4 (a) plane 5 (a) tractor

Total marks: 5

LISTENING Task 2

William - C Sally - E Harry - A Grace - B

Total marks: 4

Track 33

- Narrator:** What job would each person in Daisy's class like to do in the future?
- Daisy:** At school today, we talked about jobs that we would like to do in the future, Grandpa.
- Man:** And what would you like to be, Daisy?
- Daisy:** Well, you know I love visiting other places. I'd like to be a pilot and fly round the world.
- Narrator:** Can you see the letter D? Now listen and write a letter in each box.
- Daisy:** William, the boy who sits next to me, would like to work on the railway.
- Man:** What, as a train driver?
- Daisy:** Yes. He loves looking at the countryside out of the window.
- Man:** What about your best friend, Sally?
- Daisy:** She wants to be a mechanic!
- Man:** What, she wants to repair cars?
- Daisy:** No. She loves motorbikes!
- Daisy:** Harry would like to work on a farm.
- Man:** So, he can drive a tractor, then?
- Daisy:** Yes!
- Daisy:** And Grace, who's very clever, wants to be an astronaut.
- Man:** That's exciting! She can go into space!
- Daisy:** Yes!

Task 3

photo F (car)

Total marks: 1

WRITING Task 4

Total marks: 5

5 - Learner answers all of the questions and there is a clear story. The story is comprehensible, but will probably contain mistakes.

4 - Learner answers all of the questions, but the sentences are not really connected to tell a story. Some bits may be a little difficult to understand, but it is generally comprehensible.

3 - Learner answers most of the questions, but the reader may have to read it more than once to understand it.

2 - Learner's answer includes at least one phrase that is comprehensible and relevant.

1 - Learner's answer includes some English words.

0 - No attempt to answer or answer is totally incomprehensible.

Total marks for Unit 11 review: 15

Unit 12

READING Task 1

- 1 astronaut, rocket, spaceship (last two words in any order)
- 2 planet 3 helmet 4 aliens

Total marks: 6 (1 mark per correctly spelled word)

Task 2

- 1 sees 2 feels 3 do 4 often 5 because 6 above

Total marks: 6

SPEAKING Task 3

Learners' own answers

Total marks: 4

SPEAKING Task 4

Learners' own answers

Total marks: 4 (maximum of 3 marks for vocabulary and grammar, plus 1 mark for pronunciation)

Vocabulary and grammar

- 3 - Learner uses a range of vocabulary and simple structures, and joins some ideas with the suggested simple linkers.
- 2 - Learner uses some vocabulary and grammar to answer the questions. Uses one or two simple linkers (e.g. and, but).
- 1 - Learner uses vocabulary to answer some of the questions in a limited way. Attempts to use some simple structures but basic mistakes may make meaning unclear. No simple linkers / only uses and.

Pronunciation

- 1 - Learner is mostly intelligible and shows some control of stress and intonation.
- 0 - Learner is difficult to understand.

Total marks for Unit 12 review: 17

Unit 1, track 02

Can you tell me your favourite colour?
Which places would you like to see?
What's your favourite subject?
What do you want to be?

Chorus

Are you happy, are you sad?
Has your day been good or bad?
Which songs can you sing?
Oh, tell me, tell me everything!

Can you tell me your favourite movie?
Which games do you like to play?
What's your favourite book to read?
And what's your dream holiday?

Chorus

Which sports do you think you're good at?
Which music do you think sounds cool?
How many sisters and brothers have you got?
How do you get to school?

Chorus

Unit 1, track 03

Ben: Hi, Sophia. Can I ask you a few questions for my project?

Sophia: Yes, of course.

Ben: OK. First of all: what's your surname?

Sophia: It's Green.

Ben: Green. How do you spell that?

Sophia: G-R-double E-N.

Ben: And how old are you?

Sophia: I'm ten.

Ben: Great. Now Sophia, can you tell me your favourite colour?

Sophia: Yes, that's easy. It's orange.

Ben: And what music do you think is cool?

Sophia: Well, I love a band called Pink Violin. They're great!

Ben: I like Pink Violin, too! And how many sisters and brothers have you got?

Sophia: I've got one sister. Her name's Lucy. I haven't got any brothers.

Ben: OK. Now, what's your dream holiday? Where would you like to go?

Sophia: Well, I love swimming, so I'd like to go to the beach for a week.

Ben: Is swimming your favourite sport?

Sophia: I really like it. But the sport I like the best is football. I play it every weekend.

Ben: Cool! OK, I have one more question for you. What's your favourite food?

Sophia: Well, I like lots of different food. But my favourite's chocolate. It's delicious!

Unit 1, track 04

Rob: My name's Rob and I'm 11. I like talking to people, so I'm very friendly. My friends think that I'm funny. They always laugh at my stories. I love watching TV in bed. My parents don't like that, and Dad says that I'm lazy!

Holly: Hi, I'm Holly and I'm 20. I'm an actor and I'm very rich. I work for a big theatre in the city. My friends say that I'm kind because I buy them lots of presents. My mum thinks I'm untidy, but I don't have time to clean because I work every night.

Katy: My name's Katy and I'm 15. My friends say that I'm interesting and cool because I play the violin in a famous band. I practise every day. I think I can be unfriendly after I practise, but that's because I'm very tired. I love singing and playing tennis, too.

Oliver: Hi, I'm Oliver and I'm 12. My parents think that I'm popular because I've got a lot of friends. But my friends think I'm boring because I never send text messages. They're wrong about that. I don't send texts because I prefer to speak to people. I'm also very tidy and I love cooking.

Unit 2, track 05

Listen and look. There is one example.

Girl: Look at this photo of my Homework Club, Mum!

Woman: It looks fun! Do you know any of these people?

Girl: Yes, I do. The teacher is called Mr Williams.

Woman: He's wearing a nice pair of glasses.

Girl: Yes. He's our English teacher.

Can you see the line? This is an example. Now you listen and draw lines.

1

Girl: Look at that girl!

Woman: The one who's reading a book about cats?

Girl: No! The girl who's looking at an English dictionary.

Woman: Oh yes. What's her name?

Girl: It's Sarah. She isn't wearing her glasses, so she can't read very well.

Woman: She needs to find her glasses. They're on the shelf.

2

Girl: Do you know my friend Emma?

Woman: Is she in the photo, too?

Girl: Yes, she's using some scissors.

Woman: Oh, I can see her. She's doing a rainbow project.

Girl: Yes, she's really good at art. Everybody loves her pictures. She's really popular.

3

Woman: Who's that boy at the computer?

Girl: The one with a flower on his screen?

Woman: No, the boy with some letters on his screen.

Girl: Oh, that's Jim. We study English together.

4

Woman: Can you see the boy who's wearing a rucksack?

Girl: Yes - he doesn't look very happy. He doesn't want to do his homework.

Woman: What's his name?

Girl: It's David. He's really friendly, but he's a bit lazy.

Unit 2, track 06

Maria: I chose this mosaic because my favourite subjects are history, art and maths. It's probably more than 2,000 years old and I think that's amazing. I love all the square shapes, which are called cubes. We learned about them in maths last week. I would love to know who made this mosaic. The artist was very careful and tidy and I think they were interested in maths and shapes. But they were also a brilliant artist because it's very difficult to make mosaics.

Jack: My favourite subjects are science and languages. That's why I chose this photograph. Look at the signs behind the woman. They're in a language called Japanese. One day I would like to learn Japanese and go to Tokyo. I really love this photo because the woman is wearing some special glasses that computer scientists invented. She's in the city, but she can't see the big buildings. The glasses make her see a different place. Perhaps she can see some mountains or a forest. I think it's somewhere really beautiful because she's smiling.

Unit 3, track 08

Boy: Last year, on August 13th, some of my friends (who are right-handed) came to my house.

Woman: Why did they come on August 13th?

Boy: Because I'm left-handed, and that was Left-hander Day! My friends tried to use some of my left-handed things - like scissors, for example.

Woman: And what happened?

Boy: They were amazed. It was really difficult for them to cut things with my scissors.

Woman: And what other left-handed things did they try to use?

Boy: The mouse on my computer! They had big problems using that! My guitar, too!

Woman: Really?

Boy: Yes! And we played a game! It was so funny!

Woman: Well, now they know how you feel when you have to use their right-handed things! And you can teach me your funny game!

Unit 3, track 09

Listen and complete my sentences, then play the game!

Left hand, right hand or both?

Which hand do you use?

Left hand, right hand or both?

Which one will you choose?

Unit 3, track 10

1 **Which is the best day of the week for Lily's special-day party?**

Boy: It's your birthday next month, isn't it?

Lily: Yes! It's next Wednesday.

Boy: So, will you have your party that day?

Lily: No. Mum and Dad wanted to have it on Saturday, but I think Friday is the best day. All my friends can come that day.

Boy: Great! I'm free that day too!

2 **What's the best time for the party?**

Boy: When will your party be? In the afternoon?

Lily: No! There's no school on my birthday this year! It's a school holiday!

Boy: Lucky you! So, it'll be in the morning then?

Lily: It's around 12 o'clock noon!

3 **What's the best kind of weather?**

Lily: I hope it won't be foggy like last year.

Boy: Yes. I hope it will rain, Lily! That will be fun.

Lily: I know! Then we can get wet! I love doing that!

Boy: Me too!

Lily: I hate the weather when it's too hot.

4 **What's the best thing to do?**

Boy: Will we go outside and play volleyball in the garden?

Lily: No.

Boy: Why not?

Lily: Because this year, we're going to play my new singing game on the tablet!

Boy: Brilliant! I prefer that to races!

5 **What's the best thing to eat?**

Lily: I'm not sure what food to have at my party. I'm bored of pizza.

Boy: And sandwiches are horrible!

Lily: I know.

Boy: What about noodles? There's a great restaurant in town.

Lily: Oh yes! And they bring food to your house. Let's have that food this year!

Unit 4, track 11

1 In my picture, the dress is made from yellow plastic bags.

2 In my picture, the table is round and it's brown.

3 In my picture, on the wall, there's a large picture with some computer keyboard letters inside. They spell the word 'DESIGN'.

4 In my picture, the crown has pink shells.

5 In my picture, there's a clock. It has a knife and spoon.

6 In my picture, the chair is made from skateboards.

7 In my picture, there are two plastic bottles under the clock. There are no plants in the bottles.

8 In my picture, there are three lights. They are made from umbrellas.

Unit 5, track 13

- 1 Environment: This is the air, land and water where people, animals and plants live.
- 2 Endangered animal: This is when there are only small numbers of an animal, so there aren't many of them.
- 3 Extinct animal: This is when an animal disappears completely, so there aren't any of them living.

Unit 5, track 14

Listen and colour.

The sun helps the trees in the rainforest to grow lots of green leaves and fruit.

- 1 Insects, like black beetles, live in the trees and eat the leaves and fruit.
- 2 Red frogs also live in the trees in the rainforest. They eat beetles and other insects. They are called poison dart frogs, and they are dangerous because they can make many animals sick.
- 3 There is one animal that doesn't get sick when it eats this frog – an orange and black snake called the fire-bellied snake. It eats poison dart frogs and other frogs.
- 4 There are also big yellow and black spotted cats called jaguars living in the rainforest. They eat snakes and other small animals.

Unit 6, track 15

- Woman:** Hi, Hugo. How are you?
Hugo: I'm very well, thanks. School was fun this week because of the snow.
Woman: Oh, why's that?
Hugo: My class went sledging and it was amazing!
Woman: Ooh, how exciting! When did you go?
Hugo: We went yesterday afternoon after lunch.
Woman: That's great! And where did you go?
Hugo: Leaf Hill. It's a good place to go sledging.
Woman: I don't know it. How do you spell *leaf*?
Hugo: L-E-A-F. It's near the school, so we could walk there.
Woman: But you don't have a sledge, do you?
Hugo: No. But that was OK. The school's got ten sledges, so we took those.
Woman: Did you take anything else?
Hugo: Yes. It was cold, so I took a warm coat and some gloves.
Woman: You get tired when you're sledging! Did you take any food?
Hugo: No, I didn't. But our teacher gave us some chocolate biscuits when we got back to school.
Woman: I don't know how to sledge! Is it dangerous?
Hugo: No, it's very safe. Our teacher was great. She showed us what to do.
Woman: She sounds like a good teacher.
Hugo: Yes, she's the best.

Unit 6, track 16

- 1 Jane went sledging and then she had a glass of grape juice.
- 2 George played golf and then he had a glass of orange juice.

Unit 6, track 17

One sunny day, a man and a woman were playing golf. Then a big crocodile took the ball. The woman gave the crocodile her delicious sandwich. It dropped the ball and ate the sandwich quickly. The man laughed.

Unit 7, track 19

cake – stomach-ache
cheese – please
pies – fries
pancakes – milkshakes
honey – money

Unit 7, track 20

Listen and check your answers.

When you eat too much cake, do you get a stomach-ache?
When your bees make lots of honey, do you make lots of money?
When people ask: 'Can I take your photo, please?', do you smile and say 'Cheese!'?
When you ask for meat pies, do you also ask for fries?

Unit 7, track 21

- Boy:** We went to the new supermarket yesterday.
Girl: Did you? In our family, we don't buy food at a supermarket. We buy our fruit and vegetables from the farm!
Boy: And how do you help at home?
Girl: I always put the things for our meals on the table. What about you?
Boy: I wash the plates and knives and forks after we eat. It's boring!
Girl: We have a machine in our house! No-one has to wash anything after lunch or dinner!
Boy: You're lucky!
Girl: And is your room tidy or untidy?
Boy: It's tidy now! I make my bed every day.
Girl: Me too!

Unit 8, track 22

- Man:** This is a great photo, Mary. Another selfie?
Mary: My photos are always selfies!
Man: Where were you?
Mary: I was on a small boat, but you can't see that in the picture. I was very near an enormous waterfall, but when I saw the dolphin in the sea, I turned my phone round.
Man: And you took this photo!
Mary: I was very lucky, because the dolphin jumped out of the water just at the right time!
Man: We have five of your pictures in our magazine this month. Where can we see more of your photos?
Mary: I have more than a thousand photos on my website. You can read a story for each photo.
Man: You go on trips to amazing places. Do you enjoy trying different food?
Mary: Yes, but the best part of my work is meeting lots of different people.
Man: You have a great job, Mary!
Mary: That's right! When I started, this was just a fun thing to do in my holidays, but now I can do it all year!

Unit 9, track 24

- Frank:** Hi, Holly, did you have a good time in town today?
Holly: Yes, thanks, Frank. I did a lot of things there.
Frank: Did you get the sweets that you need for your cough?
Holly: Yes, that was the first thing that I did. I went to the chemist to get them. I'm feeling much better now.
Frank: Good!
Frank: That's a nice silver pen. Is it new?
Holly: Yes! I went to the bank to get some money and they gave me this pen! I think it was a special day for the bank. They gave everyone presents.
Frank: Ooh. Perhaps I'll go there this afternoon.
Frank: Did you see your friend Hannah in town?
Holly: Yes! We met at the restaurant on Gold Street. I had a delicious pizza and Hannah had a cup of coffee.
Frank: That sounds great. I love the food at that restaurant. The cake is always good.
Holly: Oh, and guess what I did next. I went to the theatre.
Frank: The theatre? What did you do there?
Holly: I bought two tickets for that new show with Ian Thomas.
Frank: Ian Thomas? He's my favourite actor!
Holly: I know. It's on Saturday night. Can you come?
Frank: Of course I can. Thanks, Holly. That's amazing!

Unit 9, track 25

- 1 Go straight on. Then take the first right. Then take the first left. Go straight on across Silver Street. It's on your right.
- 2 Go straight on. Then take the first left. Turn left again. It's on your right.
- 3 Go straight on. Go across New Road and go across Silver Street. Then turn left at Gold Street. It's on your right, opposite the chemist.

- 4 Go straight on. Take the second right. Then take the first left. It's on your left.
- 5 Go straight on and take the third left. Then take the first left. It's on your right, opposite the chemist.
- 6 Go straight on and go across New Road. It's on your left, opposite the bank.

Unit 9, track 26

- 1 The oldest building is Tower Bridge. It's more than a hundred years old.
- 2 The Tate Modern museum is not as old as Tower Bridge. It's only about 50 years old.
- 3 Shakespeare's Globe looks old, but it isn't. A famous actor decided to build the theatre in 1970. They finished it in 1997.
- 4 The Shard is the newest of the four buildings. This skyscraper opened in 2013.

Unit 10, track 27

Listen and look at the picture. There is one example.

- Woman:** I went camping in the countryside last week. Look, I drew this picture.
Girl: Wow! That looks amazing. Is your tent the one with a unicorn on it?
Woman: Yes, my tent has a unicorn on it.
Girl: Can I colour it?
Woman: Yes, why not? Can you colour the unicorn orange?
Girl: Orange? OK. Did you see a unicorn in the countryside?
Woman: No, I didn't, but I saw some horses.

Can you see the orange unicorn? This is an example. Now you listen and colour and write.

- 1
Girl: Those butterflies look very happy!
Woman: They do, don't they. Why don't you colour one of them?
Girl: Good idea. The one with spots?
Woman: No. How about the one with stripes?
Girl: OK. What colour?
Woman: Make it two colours. Yellow and pink.
Girl: All right! I'll colour it now.
- 2
Girl: This is fun! What else can I colour?
Woman: Well, would you like to colour one of the hills?
Girl: Yes. The one next to the wood?
Woman: I don't think so. Colour the one with the castle on it.
Girl: The one with the castle. Can I colour it brown?
Woman: Yes, good idea.
- 3
Girl: That's a pretty stream.
Woman: Yes, it is! I got my water there. It was lovely and cold.
Girl: Look, I've got a blue pencil. Shall I colour it blue?
Woman: Yes, that's a great colour for a stream.

4

- Woman:** I'd like you to write something in the picture now.
Girl: That's a good idea. What shall I write?
Woman: Can you write my son's name on the other tent?
Girl: You mean the tent on the left?
Woman: Yes. Can you write 'Tom' on it, please?
Girl: OK. I'll write that now. There, I've finished!
Woman: Great! Thank you.

Unit 11, track 29

Listen to David and his mum talking about why people like to travel.

- David:** Mum, I'm reading my magazine. Some people answered the question 'Why do you like to travel?'.
Woman: Well, I like to have adventures. Did other people give that answer, too?
David: Yes. 14% of the people said they travelled because they like adventures.
Woman: 14%. Right.

Can you see 14%? This is an example. Now you listen and complete the information.

1

- David:** Lots of people like to practise another language when they travel.
Woman: How many people said that, David?
David: 18%.
Woman: So, 18% of people travel to speak another language.
David: Yes.

2

- David:** Do you remember last weekend, when we visited that cave?
Woman: Yes. It was amazing!
David: Exploring new places is important. 30% of the people said that.
Woman: 30%? That's interesting.

3

- Woman:** Which was the most popular answer?
David: To meet new people! 35% of the people who answered the question said that!
Woman: 35% to meet new people. Yes, I can understand that.

4

- David:** My answer to the question is here, too.
Woman: What's your answer?
David: To taste new food! You know I love cooking!
Woman: Oh yes! How many people gave that answer?
David: Only 15%!
Woman: 15%? I'm surprised about that.

Unit 11, track

I'm snowboarding! Follow me!
 Left round that corner. Right round this corner.
 Fast down the hill. Stop at the bottom!

Now I'm roller skating! Follow me!
 On my left leg. Now on my right leg.
 With both feet! Straight on!
 Turn around! Stop!

Unit 12, track 31

First, you need to be clever! Astronauts usually study engineering or science at university.

Astronauts come from many different countries. You need to speak English so that you can talk to other astronauts.

You must be strong. You get tired when you go outside the space station on a spacewalk.

Space stations are small, so you need to be friendly and easy to talk to!

Unit 12, track 32

Today was great! Class eight from Maytown School texted us some questions this morning. This afternoon, we answered their questions when we talked to the students by video.

We played our guitars and sang a song with the students. They were very good!

And we did some gym, too. The students laughed a lot because of course, in space, when you move, your feet don't stay on the ground!

FUN Skills

Where imagination sparks learning

Teacher's Book 5

Meet Sage the Squirrel, Checklist Buddy and friends, created by kids around the world, who guide and entertain you through this exciting journey.

Fun preparation for **A2 Flyers** works towards the skills you need to be ready on exam day:

- Practise exam tasks with the Professor
- Get great tips from Sage the Squirrel
- Assess your own work with Checklist Buddy
- Connect learning to your world with Think Big Giraffe

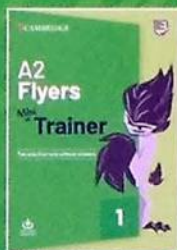
Topic-led lessons bring everything to life with songs, *Grammar fun*, animations and quirky photos!



ISBN: 978-1-316-61724-3




ISBN: 978-1-316-63200-0



ISBN: 978-1-108-64177-7

Cambridge English Scale	FUN Skills level	Cambridge English Qualification
120-139	6	A2 Flyers
	5	
100-119	4	A1 Movers
	3	
80-99	2	Pre A1 Starters
	1	

 CAMBRIDGE
UNIVERSITY PRESS

 Cambridge Assessment
English

Official
Cambridge
Exam
Preparation

Experts together

Our aim is to deliver the materials you tell us you need. Exclusive insights from test development and candidate performance guarantee expert content. The result is a unique Exam Journey in each course, ensuring every student is ready on exam day. From skills development to exam tasks, language discovery to real-world usage, we create better learning experiences, together.

Better
Learning

ISBN 978-1-108-56351-2



9 781108 563512 >