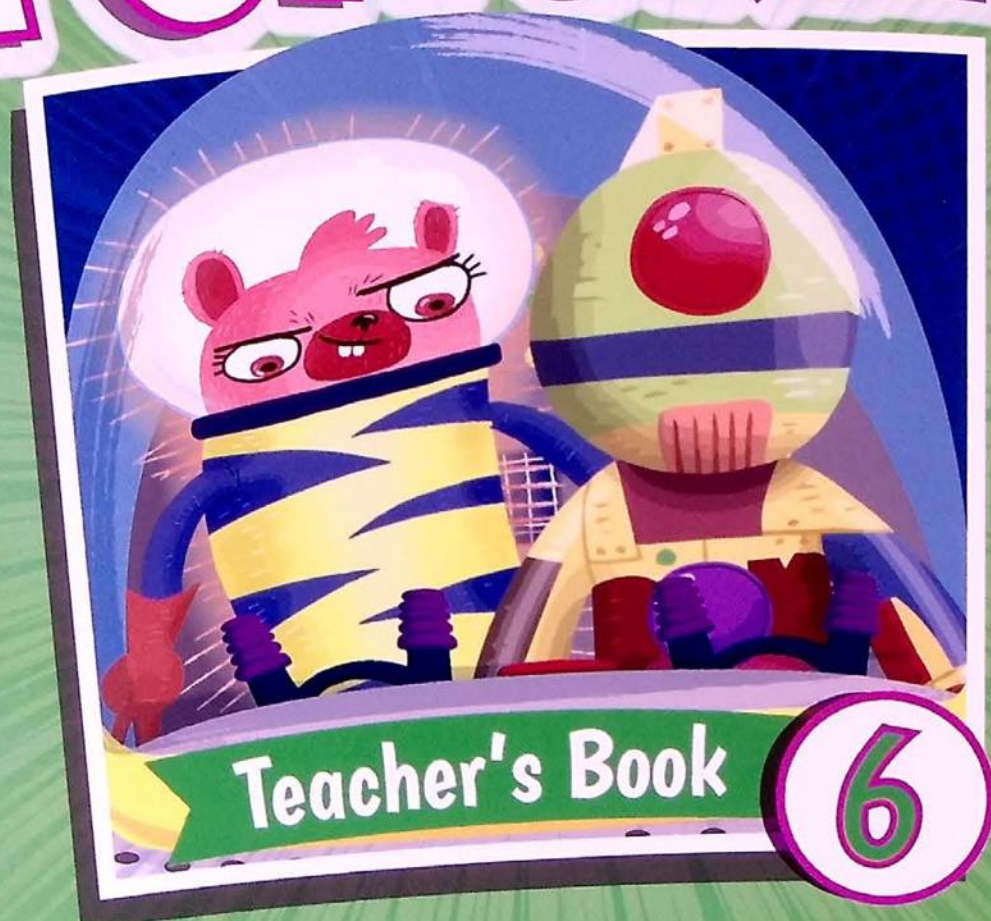


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Teacher's Book

6

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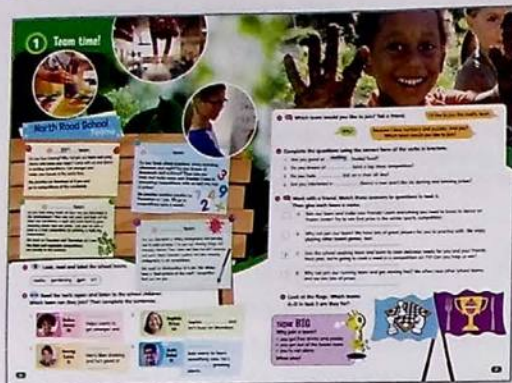
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For more fresh ideas, tips and materials to help you prepare learners for the Pre A1 Starters, A1 Movers or A2 Flyers exams, visit <https://worldoffun.cambridge.org>.

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1 Team time!



EXAM PRACTICE

MATERIALS

Listening Part 5, Speaking introduction
Small squares of card in different colours in a bag (one per learner); eight picture cards: football, musical notes, pair of swimming goggles, snowboard, garden, a gym, a maths equation, a paintbrush (optional); large paper, mini whiteboards, paper and coloured pens / pencils (optional)

Unit objectives

LISTENING	Listen for names, numbers and spelling.
SPEAKING	Ask and answer simple questions about people.
READING	Find specific information.
WRITING	Write key words accurately using correct verb patterns.
YLE VOCABULARY	Activities and hobbies: art, chess, competition, join a club, maths, prize
NON-YLE VOCABULARY	gym

READING Task 1

- As a lead in, put coloured paper squares in a bag. Use enough colours for one per learner, making four to five teams. Learners each take a square without looking. They stand with other learners who have the same colour. Say *This is your team*. They have two minutes to find out something they have in common, e.g. *We all love pizza*. If time, regroup using the coloured cards.

Extra support: Give ideas, e.g. hair colour, sport played, hobby, colour of clothes. Fast finishers find an extra thing in common.

- Ask learners if they belong to any teams. Share ideas. Learners look at the posters and describe what they see in the pictures. Share ideas and model any vocabulary that comes up. Learners look at the words

in the box and guess which team name matches posters 1–4. Don't confirm. Learners read each text quickly and check their ideas in pairs.

Feedback: Check answers with the class. Praise for correct guesses and emphasise they can understand a lot using the clues on the page. Ask them which words / pictures helped.

Answers

1 gym 2 maths 3 gardening 4 art

02 LISTENING Task 2

- Learners look at the four people and read the sentences about them. In pairs, learners guess which team each person likes. Don't confirm.
- Learners read the texts about the clubs again carefully, then listen to each person and fill the gaps. Use the choral-drilling strategies (see p.54) to make the choral drilling more fun and build learners' confidence. Play track 2 twice. After listening, learners check answers in pairs and match 1–4 to the correct teams.

Extra support: Underline key words that helped them.

Feedback: Read the names and nominate learners to say the team name and give reasons as open pairs (see p.54).

Answers

- gym: Helen wants to get stronger and make new friends.
- art: Harry doesn't like being outside, but he likes drawing and he's good at taking photos of plants. He can do something on Wednesdays.
- gym: Sophia likes moving and isn't busy on Mondays.
- gardening: Aziz wants to learn something new and do something more than once a week. He's good at growing plants.

Track 02

- Helen:** I'm fast, but I'm not very strong, so I'd like to get stronger and learn to jump and dance. I'd also like to make some new friends and I really enjoy competitions.
- Harry:** I don't like being outside because it's often cold and rainy, but I do really like drawing and I'm good at taking photos of plants. Look at this picture of a tree that I took! It won a prize in our town's newspaper. I'm busy on Mondays, but I can do something any other day.
- Sophia:** I love doing puzzles and thinking about numbers, but I don't like sitting down all day. I'm really good at moving and dancing and winning prizes! I'm busy on Wednesdays and Thursdays.
- Aziz:** I'd like to do something more than once a week and I'd like to learn something new. I don't really mind what it is. I'm good at growing plants and doing maths.

SPEAKING Task 3

- Write sentence stems on the board. *I'd like to join ... / I enjoy ...* Say *I'd like to join the chess team because I enjoy doing sports*. Encourage learners to read the example sentences.
- Learners discuss in pairs which team they'd like to join and why.

Feedback: Share ideas and ask a few confident learners to act out their dialogues.

Answers

Learners' own answers

Extension: Show learners a picture card (see Materials) and ask what team it shows. Model each one. Learners repeat. Correct pronunciation. (*football, singing, swimming, snowboarding, gardening, gym, maths, art*). Learners stand in a circle. Give the first card to a learner and encourage him / her to pass to the right, asking: *Would you like to join the (football) team?* Encourage this learner to reply, e.g. *No, I don't like sports* and pass on the card again. As the first card circulates, give the next and so on until all the cards are circulating.

This is a good opportunity to use Total Physical Response (TPR) by miming the sports (see p.55).

Extra support: Collect in cards as they reach start point and encourage learners who have finished to tell a partner their favourite team.

WRITING Task 4

- Mime and ask learners to guess what you are doing: *cooking / playing chess / ice-skating*.
- Ask learners *Are you interested in cooking?* Repeat with other ideas. Write the question on the board. Underline *interested in*. Repeat with *good at* (*Are you good at ...?*) Ask learners what they notice about the words. (*The verb following the preposition is a gerund - verb -ing*).

Feedback: Underline the preposition and gerund in a different colour to focus learners' attention on the structure.

- Learners look at the example sentence for the task. Check understanding of *dream of*. Learners complete sentences in pairs. Check answers. Then learners ask and answer in pairs.

This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave, Paper ball* and *Hot seat*, p.54).

Extra support: Model and drill the linking sounds /'intrəstɪŋ/ /'gʊd æt/ /'dri:m əv/.

Answers

2 winning 3 sitting 4 learning

SPEAKING Task 5

- Keep learners in pairs. Tell them to read the answers A–D and match with questions 1–4 from task 4. Do an example together then learners continue. Check answers.

Feedback: Nominate learners to answer. Encourage them to explain which words helped them.

Answers

A 4 B 2 C 1 D 3

Task 6

- In groups of four or five, learners decide which team each flag is designed for. Share ideas.

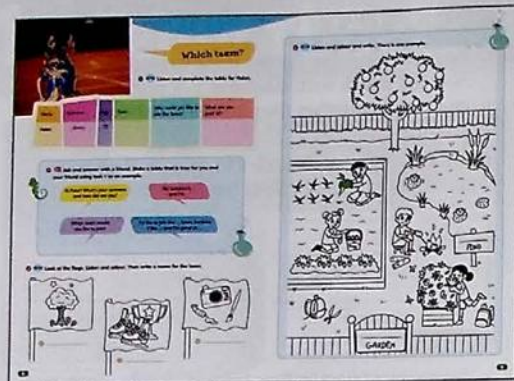
Answers

1 chess team 2 cooking team

THINK BIG

- Keep learners in the same groups. Learners read the texts in task 1 and the answers in task 5 for more ideas, then discuss.

Feedback: Share ideas as a class.



03 LISTENING Task 1

- As a lead in, learners work in pairs. Each pair writes down three teams they have talked about. They take it in turns to choose one of the teams. Person A 'writes' the word on his / her partner's back to guess. Then they swap and repeat.

Extra support: Give the names of teams. Fast finishers write five teams and spell two each.

Feedback: Share which team name was easiest and most difficult to guess.

Answers

Learners' own answers

- Learners look at the table. Ask *What kind of information might you hear about Helen? (names, spellings, numbers)*. Tell learners that if they think about the information before, it will help them listen out for it.
- Play track 3 twice: learners listen and write the first time, then check and find any missing answers the second time. After listening, learners check answers in pairs.

Feedback: Read each heading and nominate learners to answer, choosing less confident learners to do the easier questions.

Answers

See table opposite.

Track 03

- Helen: Hi, I'd like to join the running team, please.
 Boy: That's great! Can I just ask you a few questions?
 Helen: Yes, of course.
 Boy: What's your name?
 Helen: My name's Helen.
 Boy: And what's your surname, please?
 Helen: Jones. That's J-O-N-E-S.
 Boy: How old are you, Helen?
 Helen: I'm 12.
 Boy: And why would you like to join the team?
 Helen: Because I'd like to make some new friends and win some prizes.

- Boy: But are you good at running? We need people who can win races!
 Helen: Yes, I'm good at running really fast. I won three races last year.
 Boy: Brilliant! Well, our first race is next Monday at 5 p.m. See you there!

- Look at the table headings. Learners work in pairs to complete the boxes for one more person: either Sophia, Aziz or Harry from task 2 on page 2. Learners write.
- Learners work in new pairs making sure they have completed the information for different people. Learners ask and answer the questions and fill in the row of the table.

Feedback: Monitor carefully as learners work. If you hear any common errors, highlight and correct at the end.

Answers

Name	Surname	Age	Team	Why would you like to join the team?	What are you good at?
Helen	Jones	12	Gym	get stronger, learn to jump, dance and make new friends	She's a fast runner.
Harry	Lane	11	Art	likes drawing	good at taking photographs
Sophia	Price	10	Gym	doesn't want to sit down all day	good at moving, dancing and winning prizes
Aziz	Patel	11	Gardening	wants to learn something new and do it more than once a week	good at growing plants

Part 1 Flyers

SPEAKING Task 2

- Learners call out names of school teams. They could use ideas from the previous lesson or real teams.
- Tell learners to choose a team. Put learners into pairs. Repeat the questions from task 2.
- In the first part of the speaking test, the examiner asks for name, surname and age. The format of the test always follows the same pattern, and the opening question should be a stress-free start, so it is worthwhile making sure learners confident with these basic questions.

Feedback: Ask volunteers to act out their dialogues in front of the class.

After feedback, focus learners on the sentence structures. Highlight or underline *I'd like to join and I'm good at verb + -ing* and remind learners to think about which one they use.

Answers

Learners' own answers

04 LISTENING Task 3

- Before starting task 3, learners look at the pictures of the flags. Ask what they are and how to spell the word. Learners work in pairs and write down in one minute all the things they can see on the flags.

- Check ideas.
- Fast finishers spell the words out.

Feedback: Learners say the words and point to the pictures. Model the vocabulary again and ask learners to repeat, correcting pronunciation as you go.

- Explain to learners that they will listen and draw what they hear on the flags. Give out coloured pens / pencils. Call out colours and ask learners to wave the correct coloured pen in the air. If possible, add all new vocabulary and short phrases from unit 1 to a classroom Word wall (see p.55).
- Play track 4. Learners listen and colour.

Extra support: Repeat the audio if necessary.

Feedback: Learners compare their drawings in pairs.

Extension: In pairs, learners choose their favourite flag.

Answers

- Two stars coloured orange
- Two flowers coloured red
- One number coloured green

Suggested answers

- gardening team
- ice skating team
- art team

Track 04

Look, listen and colour.

- How many stars are there? Colour all the stars orange.
- How many flowers are there? Colour all the flowers red.
- How many numbers are there? Colour all the numbers green.

05 Task 4

Part 5 Flyers

- Learners look at the picture. Ask *What kind of place can you see? (a garden)*.
- Learners work in pairs and think about three things they can do in a garden and three things they can see.
- Make sure that learners know what they have to do in this task. In the Flyers test, they will have to write two words in the places they are told, as well as colour various objects. They will not be expected to colour particularly well. It is important that they can identify people and objects.
- Keep learners in pairs and ask them to write down ten words of people and objects they can see in the picture. Learners create lists. Monitor and check as they work.

Feedback: Use the monitoring stage to give individual feedback and support learners who need extra help. Fast finishers can add extra words, check their spelling and test each other by asking a partner to name an object and spell the word.

- Once all the learners are ready, put pairs together into groups of four and ask them to test each other: each pair reads their words to the other pair who point to the words.
- As they work write the following words on the board: *pond, tree, plants, strawberry, flowers, fire, gloves, scissors, gate*. Finish the group work. Read the list of words one by one and encourage learners to point to each item in the picture.
- Play track 5. Learners listen, colour and write words.

Feedback: Learners check their answers in pairs. Then check answers with the class. Ask learners to speak to their partner again and find one thing their partner has done well, e.g. *You coloured this part very well. You chose the right colours for the gloves*.

Extension: Give out mini whiteboards if available, or paper if not, to learners in groups (see Materials). Learners draw a grid with six squares and number them 1-6. Tell learners to think about some words they have practised in Unit 1 and draw six pictures. Demonstrate asking and answering questions with a stronger pair, e.g. *What is number four in your pictures? It is a sport you can do on ice. Is it ice-skating? Yes!*

Learners mingle, asking and answering questions (see *Mingle and greet*, p.54).

Answers



Track 05

Listen and colour and write. There is one example.

- Girl: Look at this picture of a school garden! It looks wonderful, doesn't it?
- Boy: Yes. That's a beautiful tree. I love gardening.
- Girl: Brilliant! Well, would you like to colour some of this picture?
- Boy: Sure! There's a boy who's holding a carrot. Can I colour his gloves?
- Girl: All right. Make them green!
- Boy: Fine.

Can you see the green gloves? This is an example. Now you listen and colour and write.

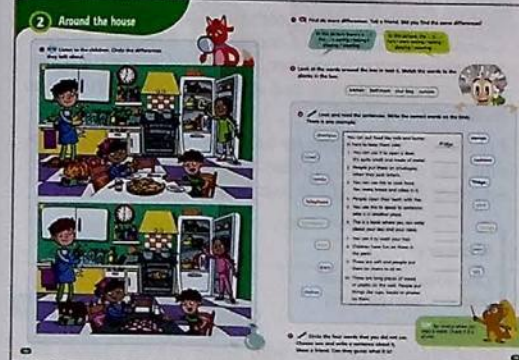
- 1
- Boy: What else would you like me to colour?
- Girl: How about a backpack? You could colour one of those.
- Boy: Which one? The one by the big scissors?
- Girl: I don't think so. Colour the one by the girl, please.
- Boy: OK. How about making that pink?
- Girl: Good idea. Use that colour.
- 2
- Girl: Can you see the board by the pond? I'd like you to write something on it, please.
- Boy: OK. What do you want me to write?
- Girl: Can you see the word 'pond'? I want you to write the word 'middle' above it, please.
- Boy: Middle. So the sign says 'Middle Pond'. OK!
- 3
- Boy: Can I do some more colouring? I'm good at that.
- Girl: Yes, why not? How about colouring one of the flowers?
- Boy: OK. Which flower do you want me to colour?
- Girl: What about the big flower that the girl is smelling? Make it blue - my favourite colour.
- Boy: It's my favourite colour, too. All right! I can do that!
- 4
- Girl: And perhaps you should colour the fire, too.
- Boy: Yes, good idea. What colour?
- Girl: You've got an orange pencil, I think. Use that one!
- Boy: OK. I've done that.
- Girl: Thank you.
- 5
- Girl: I'd like you to write something. We need a name for the garden.
- Boy: Yes, we do.
- Girl: Well, there's a gate in front of the garden. Can you see it? Write it there.
- Boy: All right. What can we call it?
- Girl: Well, we'll call it 'Summer Garden' because there are lots of flowers and fruits in it.
- Boy: OK. That sounds good. There, I've finished.
- Girl: Great!

Answers

Learners' own answers.

Team time!

2 Around the house



EXAM PRACTICE

MATERIALS

Reading and Writing Part 1, Speaking Part 1
Cuisenaire rods or Lego / coloured straws; mini whiteboards; paper and coloured pens or pencils (optional); objects made of different materials, e.g. gold ring, wool, jumper, wooden spoon, bag; sticky notes (optional); picture of a palace

Unit objectives

LISTENING SPEAKING

Listen for descriptions. Ask and answer simple questions about familiar objects and finding differences.

READING WRITING YLE VOCABULARY

Understand simple descriptions. Write descriptions. The world around us: metal, plastic, soft, wood; home: brush, comb, diary, envelope, fridge, gate, key, letter, newspaper, shelf, soap, stamp, swing, telephone

NON-YLE VOCABULARY

cushion, oven, shampoo, stone

06

LISTENING Task 1

Flyers

Part 1

- Learners look at the first picture only. Give them one minute to describe as many things as they can in pairs. Stop them after one minute and share ideas. Encourage them to use sentences in the present continuous or phrases, such as *there is / are*, not just single words. If any new words come up, check understanding.
- Learners need to make statements about a picture for this part of the speaking test. The differences that are usually talked about are things like number, colour, position, appearance, activity, shape and relative size.
- Tell learners to listen to two people talking about the differences between the first and second picture and circle them.
- Play track 6. Learners discuss in pairs.

Feedback: Invite learners to show the differences on the picture, then describe them.

Answers

Learners should circle the clock, the oven, the jar on the shelf and the spoon in the second picture (see picture in key for task 2 below).

Track 06

1

Girl: In my picture, it's 7 o'clock.

Boy: In my picture, it's 6 o'clock.

2

Boy: In my picture, there's a pizza in the oven.

Girl: In my picture, there's nothing in the oven.

3

Boy: In my picture, there are some olives on the shelf.

Girl: In my picture, there's some honey on the shelf.

4

Girl: In my picture, the man is washing a fork.

Boy: In my picture, he's washing a spoon.

SPEAKING Task 2

- Learners work on their own for two minutes to find six more differences in the pictures. After two minutes put learners into pairs.
- Ask learners to speak and find out if they have found the same differences.
- Learners compare ideas.

Feedback: Choose pairs and ask them to give one difference.

Answers



WRITING Task 3

- Give out Cuisenaire rods or Lego to each group. Alternatively use plastic straws. Put learners into groups of three. Demonstrate the task. Start to build a model of your house, making shapes of rooms, etc. Say *This is the garden. There is a front door here. This is the living room and here is the sofa ...* Learners work in groups building and explaining their houses.

- Write the words from the box in task 4 across the top of the board: *the kitchen, the bathroom, your bag, outside*. Read out the word at the top: *shampoo*. Ask *Where can you find it?* Listen to learners' ideas. Learners continue in pairs. Monitor and guide when pairs get stuck.

Extra support: Provide a list of room names. If learners finish quickly, they can ask questions to each other, e.g. *Is there a table in the kitchen?*

Feedback: Check answers with the class. If possible, give out three or four pens and ask learners to come up and write words in the correct place on the board. Praise for correct guesses and point out any incorrect ones. Ask other learners if they agree with it and if not, encourage them to change it. When the lists are complete, ask learners if there are any words they want to ask about. Check meanings of any they are unsure of.

Answers

The kitchen: cushions, fridge, oven, brushes, towel, soap, shelves, key
Bathroom: combs, toothbrush, shampoo, towel, soap, shelves, key
Your bag: comb, key, diary, telephone, stamps
Outside: swings, cushions, gate, telephone

If possible, add all new vocabulary and short phrases from unit 2 to a classroom Word wall (see, p.55).

READING Task 4

Part
Flyers **1**

- Learners look at the sentences in the box. A confident learner reads out the first sentence and the answer.
- Ask learners to think of the best way to do the task. Remind them to read all the sentences before they start matching and cross out the words they have used to make it easier. Learners in pairs again match the words with the definitions.
- Ensure learners are familiar with structures and vocabulary used for defining things, such as *you with* general reference, relative pronouns and infinitives used to express purpose. Learners also need to practise accurate copying.

Extra support: If learners finish quickly play *Pictionary*. Put learners into groups and give a mini whiteboard per group or paper and pencils. Show one learner from each group a word from the list. They draw it as quickly as possible. The first group to guess the word gets one point. Learners take turns to draw.

Feedback: Learners say the word for each definition. If it is difficult to pronounce, model and ask the group to repeat, checking meaning.

Answers

1 key 2 stamps 3 oven 4 toothbrush 5 telephone
 6 diary 7 shampoo 8 swings 9 cushions 10 shelves

WRITING Task 5

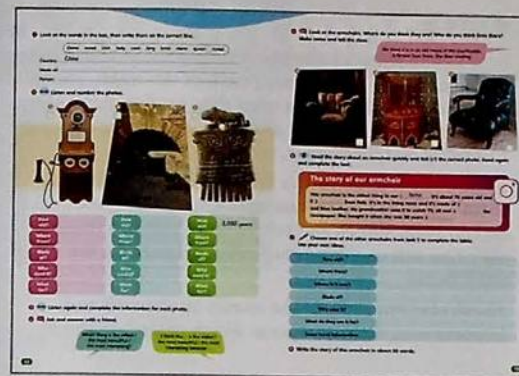
- Ask learners which four words they didn't use and write these on the board. Highlight one and ask learners to think of a sentence they could add to the box. Share ideas. Learners plan and write their sentences in groups of three. After five minutes, put each group with another. Groups take it in turns to read their sentences and see if the other learners can identify the word.

Feedback: Share ideas by asking each group to choose and read out their best clue. The class vote for the best sentence for each of the four words.

Answers

gate, soap, comb, towel
 Learners' own answers

Extra support: Learners who finish quickly choose five words. They test their partner who gives the definition and spelling. They get one point for each correct answer. The learner with the most points is the winner. This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave, Paper ball* and *Hot seat*, p.54).



WRITING Task 1

- Bring in some objects made of different materials, e.g. a gold ring, a wool jumper, a wooden spoon. Put them into a bag. Bring a few learners to the front and ask them to put their hand into the bag and feel one of the objects. Encourage them to guess the object and what it is made of, e.g. *I think it's a ring. It is made of silver or gold ...* Don't confirm. Let learners guess a few times. Then show the item and ask learners to say the sentences, e.g. *It's a ring and it's made of gold*.
- In small groups, learners write the words on the correct lines.

Feedback: Read each heading and nominate learners to answer, choosing less confident learners to do the easier questions.

Extra support: Learners choose items from the classroom and describe them, e.g. *This desk is made of wood*. Confident learners choose objects and describe them; their partners try to guess the objects.

Answers

Country: China, USA, Italy
 Made of: wood, brick, stone, metal
 Person: cook, king, queen

07 LISTENING Task 2

- Learners look carefully at the photos in groups of three and name each object and guess where it is from and what it is made of. Learners discuss.
- Play track 7. Learners listen and number the photos.

Feedback: Learners share ideas in pairs. Check answers with the class.

Answers

A 3 B 2 C 1

07 Task 3

- Tell learners to look at the table and work in pairs to guess what might be in each box. Learners discuss.
- Play track 7 again. Learners fill in the table. Repeat the audio if necessary.

Feedback: Learners work in pairs and compare ideas. Share answers. Monitor carefully as learners work. If you hear any common errors, highlight the key words that would help at the end.

Extra support: Photocopy the audio script for learners to read and listen so they can check their ideas. Stronger learners write a sentence about describing one of the items. Write the audio script in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Answers

	1 Comb	2 Bread oven	3 Phone
How old?	3,000 years old	2,000 years old	120 years old
Where from?	China	Italy	USA
Made of?	brown stone	bricks	wood and metal
Who used it?	a rich person, e.g. a king or queen	a cook	people who ate in cafés or restaurants
What for?	to tidy their hair	to make bread	make phone calls

Track 07

- This comb is about 3,000 years old. It's made of a beautiful, brown stone and it comes from China. A rich person, like a king or queen, used it to tidy their hair.
- You can see this oven in Italy. It's almost 2,000 years old. It's made of bricks. A cook used it to make bread to sell to people in a restaurant.
- This telephone is made of wood and metal and it's called a 'wall telephone'. It's about 120 years old and it's from the USA. People who ate in cafés or restaurants could pay to make phone calls.

SPEAKING Task 4

- Learners work in pairs and discuss.

Feedback: Learners share ideas as open pairs (see p.54).

Extra support: Write the objects on the board: *comb, oven, telephone*. Give a sticky note to each learner. Once they have discussed, they decide which object is their favourite and put the sticky note on the board. Find out which is the most popular in the class.

Answers

Learners' own answers

Task 5

- Show learners a picture of a palace. Ask *Where do you think this is?* and *Who lives here?* Share ideas encouraging learners to be imaginative.
- Learners work in groups of three. Assign each learner a picture to make notes on. Learners work individually. After a few minutes put them into groups and ask them to tell their partners about their picture. They should decide if they have the same idea or a different one.

Feedback: After groups have discussed, ask for their ideas about each picture.

Extra support: Give learners some ideas and ask them to match the ideas with the pictures.

Answers

Learners' own answers

READING Task 6

- Learners read the text quickly and decide which of the pictures it describes.
- Share ideas.
- Now learners read the text again and this time fill the gaps. Ask them to think about the words before and after the gaps to decide what kind of word should go in it. Learners work alone for four to five minutes.
- Learners compare ideas in pairs.

Feedback: Ask pairs to read a sentence, each suggesting a word for the gap. Use the choral-drilling strategies (see p.54) to make the choral drilling more fun and build learners' confidence.

Ask other learners if they agree. If an answer is wrong, encourage the other learners to correct it.

Answers

Picture C should be ticked.

1 home 2 comes / is 3 wood 4 read 5 old

WRITING Task 7

- Tell learners to look at the other armchairs in the pictures and add notes to the table. Encourage them to use their imagination.

Feedback: Put learners or pairs together. Each one describes their armchair using the table. The other learners guess which one they chose.

Answers

Learners' own answers

Task 8

- Learners write a story about their armchair. Remind them to look at the descriptions of the comb, phone and oven. Ask learners what they need to think about when they write (*clear sentences, using adjectives, good spelling and punctuation, etc.*).

Extra support: If learners find this challenging, put them in pairs to write. Learners who finish quickly should swap stories and tell their partner two things they like and one thing they could do to make the story better.

Feedback: Put some of the stories on the wall and learners read them and guess which chair it is about.

3 Cool clubs

3 Cool clubs

Left Column:

- 1. What does Sophia enjoy doing most at Adventure Club?
- 2. What are the jobs of Sophia and Frank at the club? Read the words in the boxes.
- 3. Use the club members and jobs in the boxes to make 3 sentences.
- 4. Sophia and Frank are thinking about different types of club they can start. Complete the table with the words from box A.
- 5. Use the words in box B to complete the sentences.
- 6. What club from box A is best for Sophia? Why? There may be more than one answer. Write in box C.

Right Column:

- 7. What club from box A is best for Frank? Why? There may be more than one answer. Write in box C.
- 8. What club from box A is best for you? Why? There may be more than one answer. Write in box C.

Table:

Club	Members	Jobs	What to do
Chess	Sophia, Frank	Manager, Secretary	Play chess
Swimming	Sophia, Frank	Manager, Secretary	Swim
Climbing	Sophia, Frank	Manager, Secretary	Climb
Roller skating	Sophia, Frank	Manager, Secretary	Roller skate
Drumming	Sophia, Frank	Manager, Secretary	Play drums
Roller skating	Sophia, Frank	Manager, Secretary	Roller skate
Drumming	Sophia, Frank	Manager, Secretary	Play drums

EXAM PRACTICE

Listening Part 2, Reading and Writing Part 2

MATERIALS

Pictures of sports and activities, poster paper and pens (optional)

Unit objectives

LISTENING	Listen for specific information from descriptions.
SPEAKING	Ask and answer simple questions.
READING	Understand short stories using narrative tense.
WRITING	Write short dialogues.
YLE VOCABULARY	Sports and activities; <i>adventure, business, chess, circus, ride a bike, swimming, volleyball</i>
NON-YLE VOCABULARY	<i>climbing, design, drumming, roller skating, skateboarding</i>

READING Task 1

- Ask learners if they go to any clubs. Share ideas. Show pictures, e.g. chess / football / someone reading a book / tennis. Learners name them as you stick them onto the board. Ask *Are these sports activities or hobbies?* Learners share ideas. Learners work in pairs and choose the task they like best. They tell their partner which one they chose and why, e.g. *Chess is a hobby. I play chess with my friends.*

This is a good opportunity to use TPR by miming the sports (see p.55).

- Write *Adventure* on the whiteboard. Check meaning and pronunciation.
- Learners look at the picture of Sophia in pairs. Ask *How old do you think she is?* *What do you think she likes doing?* They look at the pictures of activities. Ask *Which activities do you think Sophia did at Adventure Club?* Share learners' ideas. Learners read the text quickly and find out. Ask them *Which task did Sophia like best?* Learners read for a few minutes.

Feedback: Learners discuss their answers in pairs. Ask them to underline the words that helped them. Share answers with the group.

Answer

Photo A (chess)

Extra support: Learners who finish quickly can discuss which of the activities they would like to do the most.

Task 2

- Learners look at the word snake and circle words in pairs. They compare ideas when they have finished, but do not confirm the answers yet.
- Demonstrate by saying the first word (*skateboarding*) and pointing to picture B. In pairs learners take turns to say a word and point to the picture.

Feedback: Check which words they found with the class. Then say the words one at a time and ask them to point to the correct picture. Check meanings of any new words and drill them, correcting any pronunciation errors. Use the choral-drilling strategies (see p.54).

Answers

skateboarding B, swimming D, climbing C, chess A, playing volleyball E

If possible, add all new vocabulary and short phrases from unit 3 to a classroom Word wall (see p.55).

Extension: Learners who finish quickly think of three or four hobbies and write their own word snake. They then share with a partner. Alternatively, they write these on large sheets of poster paper and stick them up for learners to look at and find the words. Suggest that learners make use of some of the strategies from pages 54–55 when creating their own materials based on what they have covered in a unit.

Task 3

- Learners look at some clubs that Sophia and Frank would like to start. Check understanding of any challenging words in the box.
- Learners look at the example in the table, reading the sentence and the word in the gap. They say which word in the sentences helped them to find the answer. Learners choose and write the correct word for each sentence in pairs.

Extra support: Underline the key words to help them understand.

- Learners who finish quickly choose one of the activities Sophia did in task 1 and say what they think you might do in the club, e.g. *I think you learn about planets and stars in rocket club and what astronauts wear when they go into space.*

Feedback: Learners say the word for each sentence. If the words are difficult to pronounce, model them for the class to repeat, clapping on the main stress. Check understanding again by asking which words helped them decide.

Answers

1 design 2 geography 3 drum 4 business 5 rocket

SPEAKING Task 4

- Tell learners *I want to do more exercise and get stronger*. Ask which club they think would be best for you. Share ideas, e.g. *drumming uses lots of energy, so maybe drum club*.
- Learners look at item 1 'using your body'. Say *You use your body in drum club. Maybe you use it in geography club too, if you go outside and walk to different places to see things*. Learners look at the phrases 1–5 and decide which clubs are best for each one. Emphasise that there isn't one correct answer. Learners discuss in groups of three or four.

Feedback: Share ideas by asking each group to explain their ideas about one of the categories.

Extra support: Learners say which club they think is best.

Answers

Learners' own answers

Extension: Learners think of a hobby or task they do and say how it can be good for them. Give an example: *I like going for walks in the countryside. It's good because I am using my body. Also I have to plan where I am going and think about how long it takes*. Learners work in groups of four and share ideas. The groups report back. Write a text about a hobby or task in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

09 LISTENING Task 5

- Learners listen and decide which club Frank and Sophia choose to start. Ask which words they might hear (*design, geography, rocket, etc.*) Remind them they may hear a few of the words but only one will be correct. They might discuss some of the ideas then decide it isn't a good idea.
- Play track 9.

Feedback: Learners discuss in pairs. Check with the class: choose one pair to say which club Sophia and Frank chose. Ask if the other learners agree. If they are not correct choose another pair. Finally, learners say words that helped them decide as open pairs (see p.54).

Answers

Geography club

Flyers

Part

2

09 Task 6

- Learners fill in gaps to complete the notes in task 6. Ask what kind of words they think will go into the gap, e.g. *a name or time?* Look at the phrases (*name of club, time of meeting, etc.*) first. Do the first example together, e.g. *Ask What kind of word might go into number 1? (geography, design, the name of a club).*
- Remind learners to think about which information they might hear by looking at the words in the notes and this will help when they listen.
- Learners work independently and think about the type of word that might go in gaps 1–5. After a minute share ideas.
- Play track 9. Learners listen. Play it again if necessary. Learners compare ideas in pairs.
- Give learners as much practice as possible with this kind of productive task, as they sometimes find note-taking difficult.

Feedback: Choose pairs and ask them to give answers.

Answers

2 Planet 3 5.30 pm 4 6A 5 map

Track 09

- Sophia:** Shall we start a dinosaur club? I love dinosaurs! And you like them too, don't you? We could go to a museum and see some of the dinosaurs there.
- Frank:** Yes, but I know a lot about dinosaurs already. And I've been to the museum, so it might be a bit boring. I like the idea of a drum club. Playing music is great.
- Sophia:** OK. But where can we do it? Drums sound good, but I think it will be too noisy!
- Frank:** That's true. Shall we start a geography club, then? That would be interesting. We can find out about different countries and how the Earth works ...
- Sophia:** Yes. And we could call it the Planet Club – like Planet Earth.
- Frank:** Planet?
- Sophia:** Yes – P-L-A-N-E-T.
- Frank:** I like that. Shall we start on Friday evening? After school at 5 pm?
- Sophia:** That's a bit early. Let's do it at half past five.
- Frank:** OK – five thirty, then. We can do it in the classroom with the computers, so we can look at things on the internet, too. It's room 6A I think.
- Sophia:** Good idea. Then at the first club, we can make a list of interesting countries to learn about.
- Frank:** That sounds cool. And we can ask everyone to bring a map, too. I like old paper maps. That will help us to think of some ideas.

WRITING Task 7

- Learners choose one of the clubs from page 16 in pairs and fill in the table, using their imagination to make the club interesting. Give an example, e.g. *Our club is Drum Crazy. We might have big and small drums and have a competition to see who can drum best. We'll play lots of different songs.*
- Write a completed table in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Feedback: Monitor and check progress, helping with vocabulary or sentences.

Answers

Learners' own answers

SPEAKING Task 8

- Pair each learner with a new partner and they ask and answer about their club.

Feedback: A few learners talk about their partner's club and what they learnt and why they would like the club.

Extra support: Learners can use their notes to describe their club.

Extension: Learners work in small groups. They choose one of the clubs and draw a poster with the name and details. The class choose the best poster.

Answers

Learners' own answers

10 LISTENING Task 1

• Learners look at the pictures. Elicit that it's a circus. Ask *Have you ever been to a circus? What was it like? Would you like to go to a circus? Why or why not?*

• Learners say what they can see in the pictures. Share ideas, checking vocabulary and making sure learners understand *riding a bike, wheel, rope, roller skating* by using the pictures. Ask *Which of the activities would you like to try? Are there any you wouldn't enjoy? Do you think it would be fun or frightening?* Learners discuss in pairs. Share ideas from a few learners with the class.

• Learners look at the names in the box and listen to find out who wants to do the activities in the pictures. Point out there are three names but four pictures, so one person wants to do two things.

• Play track 10. Repeat if necessary.

Feedback: Learners discuss in pairs and then share ideas with the class.

10 LISTENING Task 1

- Learners look at the pictures. Elicit that it's a circus. Ask *Have you ever been to a circus? What was it like? Would you like to go to a circus? Why or why not?*
- Learners say what they can see in the pictures. Share ideas, checking vocabulary and making sure learners understand *riding a bike, wheel, rope, roller skating* by using the pictures. Ask *Which of the activities would you like to try? Are there any you wouldn't enjoy? Do you think it would be fun or frightening?* Learners discuss in pairs. Share ideas from a few learners with the class.
- Learners look at the names in the box and listen to find out who wants to do the activities in the pictures. Point out there are three names but four pictures, so one person wants to do two things.
- Play track 10. Repeat if necessary.

Feedback: Learners discuss in pairs and then share ideas with the class.

Answers

1 Harry 2 Emma 3 Richard 4 Richard

Track 10

Part 1

It was the summer holiday. Emma, Harry and Richard were bored. They wanted to do something exciting.

'We should join the circus club,' said Harry. 'My mum told me about it. They teach you circus tricks, and at the end, you appear in a circus show. It will be great and we can learn something new.'

'A circus club!' said Emma. 'That sounds amazing! I want to walk on a rope in the air!'

'And I want to roller skate or stand up on a big ball!' said Richard.

'I don't like walking on ropes or standing on balls,' said Harry. 'I'm not very good at that kind of thing. It sounds dangerous. I just want to ride a unicycle – it's a kind of bike with just one wheel.'

'OK!' said Emma and Richard. 'Let's go!'

11 Task 2

- Learners hear the rest of the story. Ask *Why do you think the children were the best in the circus show?* Share ideas.
- Play track 11. Learners listen.

Feedback: Learners share ideas in pairs and then check answers.

Answers

They were bad at the activities so they decided to become clowns. They were very good clowns!

Track 11

Part 2

The circus club was very exciting. It was in a field and there was a big circus tent with red and white stripes. There were people outside juggling balls into the air and standing on the backs of horses when they jumped. There were people walking on their hands. There was even a woman who was eating fire.

'Wow!' said Emma. 'That's amazing!'

'I can't wait to learn something,' Richard agreed.

'I can try too,' said Harry. 'But I think it will be difficult.' Emma and Richard laughed. 'No, it won't!' they said. 'We will be the best in the show today!'

First they tried roller skating. The teacher showed them how to move on the roller skates. But they all fell over a lot.

'Ouch!' said Richard. 'That hurts! I don't like roller skating!' After that, they tried walking on a rope. They did it on the ground, but they fell off the rope too. 'I'm not doing that in the air!' said Emma. 'It's too dangerous!' Then they tried standing on big balls. They all fell over again. Finally they each rode a unicycle ... but they couldn't do it.

'This is terrible,' said Emma. 'What are we going to do in the show?'

'It's OK,' said the teacher. 'I have an idea.'

Later that day, the show began. Emma, Harry and Richard were the best! They rode unicycles and stood on balls and walked on ropes, but they fell over a lot. Everyone laughed. They were the best three clowns in the circus!

12 Task 3

- Learners look at sentence beginnings and ends and try to remember what they heard. Share ideas. Learners work in pairs to try and find the matches.
- Play track 12 and ask them to check their answers. The track lasts for about four minutes, so it might be useful to listen to it in sections.
- Play track 12 again, if needed. Learners complete the matching.

Feedback: Learners compare ideas in pairs. Check by asking learners to read out the pair of sentences.

Extra support: Give the audioscript to learners to read and listen so they can check their ideas.

Answers

1 D 2 A 3 B 4 E 5 C

Track 12

See tracks 10 and 11.

13 Task 4

- Ask learners if they can remember which club Sophia and Frank started (*geography club*). Share ideas. Tell learners they are organising the first club meeting. Ask learners *What do you think they need to plan for the meeting?* Share ideas, e.g. *a place to meet, a time*.
- Learners hear the conversation between Sophia and Frank. In pairs, they look at the example and note how the question and response fit together. Then they look at the rest of the sentences and responses and decide which go together.

Feedback: Monitor the pairs. If pairs finish quickly, they check their answers with another pair. Don't confirm the answers to the class.

- Play track 13. Learners listen to check their answers.

Answers

2 Let's go at five o'clock.

3 In room 11.

4 There are quite a lot. I think about 14.

5 Yes, I am – it's going to be great!

Track 13

Sophia: Hi, Frank. How are you?

Frank: I'm OK, thanks. Just a bit tired.

Sophia: Don't forget we've got our club tomorrow. What time shall we meet?

Frank: Let's go at five o'clock. That will give us time to get ready.

Sophia: OK. But you had to change the room number, didn't you? Where is it?

Frank: In room 11.

Sophia: How many people are coming?

Frank: There are quite a lot. I think about 14.

Sophia: That's great. I'll bring popcorn and drinks for the break. Can you bring anything?

Frank: Yes. I'll bring a map.

Sophia: That's great. I'll bring some geography books, too. Are you excited?

Frank: Yes, I am – it's going to be great!

READING Task 5

- Learners look at what Sophia and Frank say next. They read the sentences and decide which answer is best. They look at the important words in the questions then read through all the answers before they decide which is correct. Look at the example together. Highlight the tag question *didn't we?* and the answer *yes*. Explain that this helps us know the match is correct because the question and answer match. Learners match the rest in pairs.
- Spend plenty of time when checking answers establishing which words in the response refer back to the first speaker's words and therefore indicate a correct answer.

Feedback: Monitor and support with any language problems while learners match. Choose pairs to read out the question and answer to check. If they are right, praise them. If they are wrong, ask the class to help.

Extra support: Confident learners act out the dialogue so other learners can check once more.

Answers

2 F 3 A 4 G 5 D 6 B

SPEAKING Task 6

- Remind learners of the club they made up in task 7 on page 17. Put learners into the same pairs or into new pairs and ask them to choose one of the clubs and look at the dialogue from task 8 again.
- Ask what Sophia and Frank are talking about (*time and place to meet, what to bring*). Highlight some useful language reviewing briefly, e.g. *Shall we ...? What do we need ...? Where will we ...? We should ...*
- Learners work together to create their own dialogues.

Feedback: Pairs present their dialogues to the class.

If learners are not confident, they listen to the other learners and find one good thing and one thing to do better.

Answers

Learners' own answers

Extension: Set up a 'Club Open Day'. Put learners into groups of four. Tell them to choose a club idea. They can reuse their ideas from earlier or choose a new idea. Learners create an information poster for the club and each group has a table. Two learners from each group circulate and find out about the other clubs on offer. Two learners stay and answer the questions about their club. Learners who circulate decide which club to do. Swap roles and repeat.

This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave, Paper ball* and *Hot seat*, p.54).

4 All about animals



EXAM PRACTICE

Speaking Part 2, Reading and Writing Part 3

MATERIALS

Four large cards, sticky tape

Unit objectives

LISTENING	Listen for information about a picture.
SPEAKING	Understand, ask and answer simple questions.
READING	Understand short dialogues.
WRITING	Write short dialogues.
YLE VOCABULARY	Animals: butterfly, camel, swan
NON-YLE VOCABULARY	beetle, eagle, octopus, polar bear, tortoise

SPEAKING Task 1

- Prepare four large cards with phrases on them (animals that don't eat meat / animals that have four legs / animals that can fly / animals that can live on land and in water). Stick these on the classroom walls. Learners look at each of the cards and think of one example for each, to check understanding (e.g. tortoise / horses / birds / frogs). Then call out animal names. Learners go and stand next to a category. Some animals may fit more than one category, so learners can choose any category that is true. Once you have done the task a few times, divide the class equally into four. Send each group to stand by one of the cards, and learners list as many animals for their category as they can. Check to see which group has the most.
- Learners look at the pictures and read the links on the 'webpage'. In pairs, learners name the animals they can see and decide where information can be found. Do an example together. Point to the octopus and ask the name. If learners don't know it, model and ask them to repeat. Show the links and ask where they think they will find information about the octopus (Sea world).

Feedback: Learners answer the questions as open pairs (see p.54). As they do so, check pronunciation of the animal names by modelling and drilling. Use the choral-drilling strategies (see p.54).

Answers

- 1 polar bear – Big Beast World
- 2 eagle – Bird World
- 3 beetle – Insect World
- 4 octopus – Sea World
- 5 butterfly – Insect World
- 6 swan – Bird World
- 7 tortoise – Small Beast World
- 8 camel – Big Beast World

If possible, add all new vocabulary and short phrases from Unit 4 to a classroom Word Wall (see p.55).

Extra support: Provide the names of the animals but in mixed order for learners to use.

Learners who finish quickly discuss the animal they find most interesting. Write on the board *name, what I know, why it is interesting*. Give an example, e.g. *I think the octopus is interesting. It lives in the ocean and it has eight legs.*

Write the text about an interesting animal in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

WRITING Task 2

- Learners work in groups of three or four. They use their imagination to link the animals and numbers. Read the example together. Give a time limit. Each group presents its most interesting or funniest ideas.
- Share ideas.

Feedback: Check ideas with the group.

Answers

Learners' own answers

14 LISTENING Task 3

- Learners listen to Betty and her dad and write numbers in the gaps. They can write the number and not the word.
- Play track 14. Learners listen and number.

Feedback: Learners check in pairs. If you notice errors or unfilled gaps, play track 14 again. Check answers.

Extra support: If some learners don't have all the numbers, they can listen a second time to add them. If learners have already written the numbers, ask them to note down the names of any animals they hear.

Answers

- 1 eight 2 three 3 two 4 forty

Track 14

- Dad:** Ah look, Betty! It's an octopus. Can you see it? Behind the three striped fish over there?
- Betty:** Yes. It's really big! Look at all its legs!
- Dad:** Yes, they have eight – but they're arms, not legs. Octopus arms are called tentacles, so they have eight tentacles.
- Betty:** Don't we eat octopus sometimes?
- Dad:** Yes, we do. We eat the tentacles and other parts. It's delicious!
- Betty:** Ewww ...
- Dad:** Of course, you don't have to eat meat or fish if you don't like the idea. Some people don't ... But octopus eat some kinds of fish and other sea creatures. It's part of the food chain. That way, they can live for about three years. Ah look! Can you see the eagle? Look right up there ...
- Betty:** Ohh! That's very big, too.
- Dad:** Yes. It's one of the biggest birds. It eats other small animals. It flies down and catches them. And it's very good at seeing things. It can see small animals from two miles away.
- Betty:** Two miles? Wow!
- Dad:** It's a long way, isn't it?
- Betty:** Yes, it is. Can we go and see the spiders now? I love spiders.
- Dad:** I know. Most people are frightened of spiders.
- Betty:** But spiders are amazing. They make webs and they catch insects to eat.
- Dad:** You know a lot about spiders!
- Betty:** Yes. Did you know that there are nearly 40,000 different kinds?
- Dad:** That's a lot! Imagine all those different kinds ...

READING Task 4

- Tell learners you want to think about places and understanding where things are. Say *Let's start in the classroom*.
 - Learners listen carefully and guess in pairs which object in the classroom you are talking about. Give an example, e.g. *This is behind my desk and is in the corner of the room. (The bookshelves)*
 - Give more clues of the location of different things in the room. As you do this, note useful language onto the board, e.g. *near / next to / opposite*. When you finish describing the different objects, look at each phrase on the board with the learners and check understanding.
 - Learners then think of their own clue, choosing something in the room and telling their partner. Their partner guesses the object. Learners discuss.
- Extra support 1:** If learners are confident, move on to thinking about places near the school and ask questions, e.g. *Where is the train station? (It's opposite the supermarket and the bank.)*

Learners look at the picture in task 4 and say which place it is (*the zoo*). Tell them all the animals have escaped and they need help to get back to their correct homes in the zoo.

Learners read the clues in pairs and work out where each animal should be.

Feedback: Learners firstly work together in pairs and then in groups of four to compare their ideas and, if they don't agree, to check and explain their answers. Finally check the answers with the whole class.

Answers



Extra support 2: If learners are confident, play a game with them. Label different parts of the room with the names of the animals – put paper labels up, e.g. a label saying *Penguins* by the bookcase; *Giraffes* by the door and so on. If you wish, learners could work in groups and write the labels.

Choose stronger learners to be zookeepers and less confident learners to be pairs of animals.

Ask one zookeeper and two animals to stand up. Whisper the name of the animal to the zookeeper. The zookeeper then tells the animals where to go, e.g. *You are opposite the giraffes and next to the penguins*. The animals move to the correct place and say what they are (*We're camels!*).

Repeat with other learners.

Oliver: Chocolate isn't healthy.

Katy: A little chocolate is OK. And I've got some yoghurt.

Oliver: Well, I think you're going to be hungry, so you can have some of my pizza. It's got olives on it, too.

Katy: You've got cheese sandwiches and pizza?

Oliver: Yes, but don't worry. I've also got a very big biscuit. Look!

Katy: Wow! Your biscuit is as big as a cake and it smells delicious!

Oliver: I made it myself. You can have some at the picnic.

Katy: Thanks, Oliver, but it isn't very healthy! There's a lot of sugar in it. Come on, let's go and meet our friends.

READING Task 3

- Learners look at the food pyramid and read the pink box about food groups. Ask *Why is the pyramid useful?* (It can help us choose the right kind of food.). Learners work in pairs and say the names of some of the food in each part of the pyramid. Give them one minute to say as many as they can. Share ideas. Ask *Which types of food should you eat a lot / a little?* Share ideas.
- Learners look at the questions and think about the two picnics. In pairs learners look at Katy and Oliver's picnics and answer the questions.

Feedback: Share ideas.

Answers

- Katy
 - Katy
 - Oliver
 - Katy
 - Katy, because she eats something from every food group and eats more fruit and vegetables.
- They then say which picnic they prefer and give reasons.
 - Learners think about their favourite foods and give some examples of their own, e.g. *I love ... my favourite fruit is ...* They discuss them in pairs and then write down their five favourite foods in their notebooks.

Extension: Learners work in pairs and write the lists of food that Katy and Oliver take. Play track 15 again to help them remember.

Feedback: Learners compare their lists.

Learners work in pairs looking at all the foods on both of their lists and then match each food to the food pyramid.

Extra support: Draw a large pyramid on the board.

Give sticky notes to learners who choose one favourite food and they write it on a sticky note. Each learner brings up their note and sticks it onto the pyramid.

Look together and decide which food group is the class favourite.

Help learners who are not sure to choose the correct part of the pyramid.

READING Task 4

- Learners think of any foods that have a lot of sugar and share ideas. Ask *Do you like sweet food?* Check understanding of *sweet*. Share ideas.
- Learners read the text quickly and answer the questions. Before they begin, check understanding of *delicious*, *quantity* and *grams*.
- Learners read and answer.
- Write part of the text about sugar in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Feedback: Learners check their ideas in pairs and then feedback to the class.

Answers

- It can hurt our teeth and make us sick.
- Less than 25 grams
- Bread, soup, cheese, tomato sauce
- We can read food bottles and boxes for information. We can make our food and stop eating sweets, etc.

READING Task 5

Part
Flyers 4

- Learners look at the task and think about what to do. They will read and choose the best answer for each gap. Look at the example together and ask learners why they think *much* is best ('*Sugar*' is *uncountable* and we use '*much*' for *uncountable nouns* – we use '*many*' and '*few*' for *countable nouns*.).
- Learners discuss the best way to do the task. Remind them, if necessary, to read each sentence before they choose, think about the meaning and then decide which option is best. Once they have chosen, they should check that the sentence works. Finally learners work collaboratively in pairs and put the words into the gaps.
- Remind learners that the options are given and will be on a different page in the test, so it is not necessary to think of a word to fit the gap. Make sure they are familiar with past forms of the irregular verbs in the Flyers vocabulary list.

Feedback: Learners say the word for each gap. Check understanding.

Extra support: For learners who find this challenging, delete one of the options, so they only have two to choose from.

Answers

- use 2 them 3 our 4 and 5 also 6 know 7 that 8 to 9 none 10 any

WRITING Task 6

- Learners choose food for their own picnic and write a list in their notebook. Give them five minutes to think and write. To help them say *Look at the food pyramid and your list of favourite foods from before*. Say *How many grams of sugar can you eat each day to be healthy?* (25) Say *If all your favourite foods have a lot of sugar, is it a good idea to bring all of them to your picnic?* (No)
- Learners write their food lists and in pairs they work out how much sugar is in their food. If possible, learners could bring in food labels from their favourite foods and check the labels for sugar content. Alternatives: bring in food labels and learners choose from the food options you provide or write a list of possible foods and sugar content on the board or if learners have internet access they could look up information about sugar content online. If possible, add all new vocabulary and short phrases from Unit 6 to a classroom Word wall (see p.55).

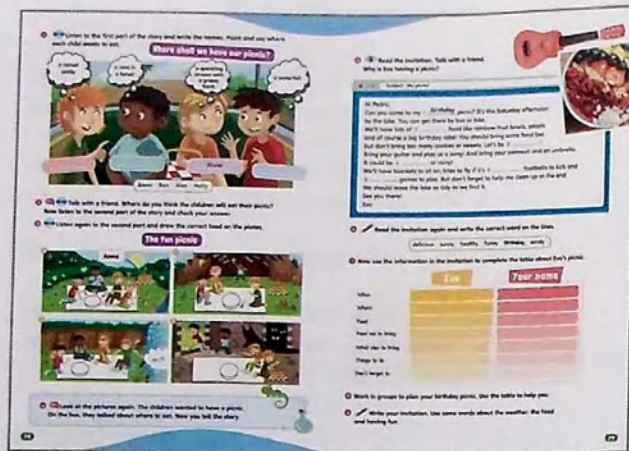
Feedback: Monitor as learners work. Learners check how many grams of sugar they have and remind them they should try to have less than 25 grams in total. Support with finding out sugar content and adding it if necessary. Learners decide which of them has the healthiest picnic.

Share ideas with the class. Learners identify the five or six foods with the most sugar chosen in the class. Learners suggest alternative foods they could take to the picnic.

Answers

Learners' own answers

Extra support: Learners draw a healthy picnic in groups of four. They label the foods and the amount of sugar.



16 LISTENING Task 1

- Learners say which place they would like to go to for a picnic and why. Share ideas.
- Look at the thought bubbles and read out the places. Show pictures and check understanding of *castle, forest, cave, waterfall, stream, ruined*. Ask learners *Which one would you choose to go to for a picnic?* Learners share ideas. Point to the word box with *Anna*. Learners listen and write names.
- Play track 16. Learners listen, then say the names of the children.
- Play the track again and tell learners to check the place each child wants to eat.

Feedback: Put learners into pairs to check.

Answers

From left to right: Holly – the castle, Ben – a cave, Anna – by the stream, Alex – by the waterfall

Track 16

Part 1

Anna, Ben, Alex and Holly wanted to have a picnic, so they took a bus to the countryside. On the bus, they talked about where to eat. 'We should have our picnic by the stream,' said Anna. 'It's beautiful and there are lots of butterflies.'

'The stream's boring,' said Ben. 'Let's have our picnic in the cave in the forest. We can see bats there.'

'But the cave's too dark!' said Alex. 'I agree with Anna, let's eat in a pretty place. How about having our picnic by the waterfall?'

'That's a good idea,' Anna agreed. 'What do you think, Holly?'

But Holly didn't want to eat near the waterfall. 'It's wet there and there are lots of stones,' she said. 'How about eating in the old castle? It's amazing!'

'No way!' said Ben and Alex. 'The old castle is really scary!'

17 Task 2

- Ask learners to decide where they think the children will choose to eat the picnic. Put learners into small groups of three or four to guess. Learners talk. Share ideas but don't confirm.
- Ask learners to listen and check.
- Play track 17.

Feedback: Put learners into pairs to share ideas. Check answers.

Answers

They eat in all the places except for the castle.

17 Task 3

- Ask learners if they can remember which food the children ate in each place. Share ideas but don't confirm.
- Play track 17 again and tell learners to draw the correct food onto each plate. Learners work together and put a word into each gap. Learners listen and draw.

Feedback: Check answers with the class.

Answers

Learners should draw food on the plates as follows:

A salad B pizza C strawberries D nothing

Extra support: If learners find it challenging, give the words for each food and ask them to match in advance. Give some feedback and correct so they can listen for the words that give the answers.

Track 17

Part 2

'Well, what are we going to do?' asked Anna.

'I know!' said Holly. 'We can't agree on one place. So let's eat in all the places!'

'That's a good idea!' everyone agreed.

So, when they got off the bus, the friends walked to the stream and ate their delicious salad on the grass next to it.

'You're right, Anna,' said Ben. 'The stream is a nice place to eat.'

Then they went to the cave and ate their pizza there.

'Caves are cool when you have a torch!' said Alex. 'And this pizza is delicious.'

After that, they went to the waterfall and ate some sweet strawberries.

But they didn't eat anything in the old castle, because it was too scary!

SPEAKING Task 4

Flyers

Part

3

- Learners look at the pictures. Point at each one and ask what they can see. Learners describe the place and the food in each. Remind learners that they can use the past tense when telling stories. Learners tell the story again in pairs using the pictures to help them.
- Learners are expected to say only a few words about each picture.

Feedback: The pairs now retell the story in groups of four. This time each pair takes it in turns to do one picture each.

Extra support: Learners write one sentence for each picture describing what the children ate and where. The pictures have extra details so encourage more confident learners to add these.

Answers

Learners' own answers

READING Task 5

- Learners look at the picture of the food and say if they would like to eat it. Tell them *This is Eva's picnic. Read her invitation. Why is she having a picnic?* Learners read quickly and ignore the gaps.

Feedback: Learners compare ideas in pairs. Check answers with the class.

Extra support: Learners who finish quickly can find out which foods they are going to have at the picnic.

Answers

It's her birthday.

Task 6

- Tell learners they need to put words into the gaps. Look at the first example together. Learners work in pairs to fill the gaps. They decide which words are about food (*delicious, healthy*), weather (*sunny, windy*), having fun (*funny*) before they begin. Check that learners have put the words into the correct categories first and then encourage them to fill the gaps.

Feedback: Monitor as they work in pairs. Check answers with the class.

Answers

2 delicious 3 healthy 4 sunny 5 windy 6 funny

Task 7

- Learners look at the table and check the information it needs. Look at the list together and check understanding. In pairs, learners look at the email again and fill in the information.

Feedback: Check answers with the class. Draw the table on the board and fill in by choosing different pairs to give you the information. Alternatively draw the table onto the board while they are working and have learners come up and write their answers into the table.

Answers

When	Saturday afternoon
Where	by the lake
How to get there	by bus or bike
Food	rainbow fruit bowls, salads, birthday cake
Food not to bring	too many cookies and sweets
What else to bring	guitar, swimsuit, umbrella
Things to do	fly kites, play games, kick footballs
Don't forget to	help Eva clean up at the end

WRITING Task 8

- Learners brainstorm their own picnic in groups of three or four and make notes or a mind map (see p.54). They can use the model to help them.

Feedback: Monitor and support as learners work.

Extra support: If learners find it challenging, give them different options to choose from for each category. Confident learners can add more detail.

Answers

Learners' own answers

Task 9

- Learners write their own invitation using Eva's message and their table of notes to help them.

Extra support: Learners can write in a group. If learners are confident, they can write independently and add additional details if they finish quickly.

Feedback: Monitor and check as learners write, correcting any errors you notice. When learners have finished, you can share some invitations (put them up around the classroom or have learners 'post' them to each other). Learners look at a few different invitations in pairs and make comments about them. Then with the whole class, ask learners to say which picnic they like best and why.

Extension: Why not arrange a class picnic? Bring in some of their favourite foods, a picnic blanket and paper plates and create a picnic on the classroom floor. If this is not possible, give out paper plates and pens. Learners draw their foods onto the paper plates. Sit down as if having a picnic and encourage the learners to offer their 'food', e.g. *Would you like some chicken salad?*

Answers

Learners' own answers

6 In the jungle

6 In the jungle

Write the names of the animals that Janet follows. (lion, dinosaur, beetle, swan)

Match the words to the pictures. (lion, dinosaur, beetle, swan)

Read the magazine article about Janet. Does she enjoy her job?

Write a short story about Janet. Use the words in the box to help you.

Can you remember what these adjectives described? Write the words in the box.

Would you like to be a tracker? Why? / Why not? Tell a friend.

EXAM PRACTICE

Reading and Writing Part 7, Listening Part 3
Paper and pens

MATERIALS

Unit objectives

LISTENING	Listen to label a picture.
SPEAKING	Tell a simple story.
READING	Understand a short, factual text.
WRITING	Write a short story.
YLE VOCABULARY	Animals: butterfly, camel, dinosaur, elephant, fur, giraffe, lion, rabbit, shell, swan, wings; the world around us: desert, environment, forest, jungle, wood
NON-YLE VOCABULARY	beetle, eagle, nature park, tortoise

READING Task 1

- Learners talk about animals. Ask *Do you have any pets? Which is your favourite animal?*
- Learners discuss in groups of three or four.
- Learners look at the four pictures and write the names of the animals.

Feedback: First learners check in pairs, then feed back to the class. Model each word and encourage learners to repeat, correcting pronunciation.

Ask learners *Have you ever seen any of these animals? Where did you see them?* Point out that they can see a dinosaur in a museum.

Answers

2 dinosaur 3 beetle 4 swan

18 LISTENING Task 2

- Learners look at the footprints. Check understanding of the word *footprint*. In pairs, learners match the footprints and animals.
- Play track 18 for learners to check their answers.

Feedback: Choose pairs to answer. As they do, check pronunciation and drill any words that are difficult. Use the choral-drilling strategies (see p.54).

Answers

1 D 2 A 3 B 4 C

Track 18

- The lion's footprints are picture D.
- The dinosaur's footprints are picture C.
- The beetle's footprints are picture B.
- The swan's footprints are picture A.

Extra support: Learners who finish quickly can think of a new animal and draw a footprint. Their partner guesses which animal it is.

Task 3

- Learners quickly scan the magazine article to identify any animal words. Give them 30 seconds then stop them. Ask them to turn the page over and say *Which animal did you see? (elephants)*.
- Learners read again and find out about Janet. Check understanding of the words *nature park, wild* and *tracker*. Ask *Does Janet enjoy her job?*
- Learners read the text again if required.

Write part of the text in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Feedback: After two to three minutes, learners compare ideas as open pairs (see p.54) and give reasons for why they have chosen their answer. Then check ideas with the class.

Answers

Yes, she does, because she is very interested in wild animals and thinks it is important to look after the environment.

Extension: Learners discuss if they think it is important to look after animals. Remind them of the lesson on food chains. Share ideas.

WRITING Task 4

Learners look at the adjectives. Say *Can you remember what they describe?* Learners cover the text and try to write a sentence.

Feedback: Learners compare ideas in pairs / groups. Then they uncover the text and go back to read and check. Choose different pairs to say their sentences out loud. Check if they have the correct meaning. Check understanding of each adjective as you go through the answers. Learners repeat using appropriate stress.

Extra support: If learners are not sure of the words, they can copy the sentence from the text and try to understand the meaning of each adjective from context. Confident learners can think of their own examples to add. Give an example, e.g. *It is important to be careful in this job because the animals can be dangerous.*

Suggested answers

- Janet's job is unusual.
- Janet follows animals to learn how to keep them safe. / Janet wants to keep animals safe.
- Janet's job is sometimes difficult.
- Elephants can be angry and frightening.
- Sometimes the animals that Janet tracks can become dangerous.
- Janet thinks that it's important to look after the environment.

Extension: Learners brainstorm other animals Janet might see and make a mind map to draw on the board or post on the Word wall (see p.55).

In pairs, they decide which animals are the most and least dangerous.

SPEAKING Task 5

- Learners work in pairs. Give them some prompts to help them with the task. *I'd like to be ... I wouldn't like to be ... because ... I think it would be interesting / scary ...*
- Monitor and support as learners discuss.

Feedback: A few learners say what their partner told them.

Answers

Learners' own answers

SPEAKING Task 6

- Learners look at the pictures carefully. Divide the class into three groups. Give each third of the class one of the pictures to look at. Pair learners within their group. Tell them to look at their picture in detail and say as many things as they can see. Learners work with their partner. They look at the vocabulary in the box and label the pictures or write the words next to the picture it best fits.
- Learners work together in groups. Tell them not to worry about words they don't know.

Feedback: Learners say which words they linked to picture 1. Listen to their ideas. Repeat with pictures 2 and 3. Check understanding and pronunciation of the words as you go. Encourage the learners to repeat the words and check for pronunciation.

- At the end, check for any words that haven't been used and teach them. Check understanding by asking which picture learners think they fit.

Extra support: Learners test each other in pairs. One partner says a word from the box. The second partner points.

Answers

Learners' own answers

Task 7

- Learners look at the words in the box again and decide which are verbs, adjectives and nouns. Learners discuss in pairs. Write *verb / noun / adjective* across the top of the board. Choose learners to come up and write words into the correct columns. As they write each one, ask the class if they can remember where it fits into the story. They offer ideas.
- Learners look at the pictures from task 6 again. They describe the pictures together briefly in pairs. Each learner tells the story again alone while their partner listens. They have looked at it a few times so should be able to use their ideas to do this.

Feedback: While one partner is speaking, the other partner ticks any words from the box that they used. They then repeat, swapping roles.

Answers

Learners' own answers

Extra support: If learners find the story challenging, they can keep the word box in front of them and retell the story together, ticking off words they use. Learners who finish quickly should retell the story a third time, trying to include more of the words from the box.

WRITING Task 8

- Learners write the story using their ideas from task 6. They look at the lists of words on the board and try to use a few from each list as they describe each picture. They can also use the word box to help as they write. Remind them to look at the check list first and think about what to include. Give some useful phrases on the board before they begin: *First, then, after, finally*.
- Learners can write their stories using the past tense. Alternatively, they can use the present continuous if they are describing the picture.

Feedback: After five to ten minutes, learners look at their writing and use the Checklist box. If they see any errors they can correct them. Then learners swap stories and check what their partner has written. They say two good things about what they read and one suggestion. Provide some prompts for this. *X was great! Next time, you could ...* If learners have written successful stories, praise them. If they have struggled, you can provide an example answer and ask them to think about what they need to work on next time.

Suggested answer

A boy was walking in the forest. He was surprised when he found some unusual footprints. He thought there was an enormous chicken in the forest. He followed them and found more big footprints. He felt frightened because they might be a lion and a dinosaur. Then he found a birthday party. There were children wearing animal costumes. They were friendly. He wasn't scared.



WRITING Task 1

- Learners brainstorm in small groups five wild animals and five animals people might have at home as pets. Learners work together and share ideas. Each learner chooses one wild animal and one pet but does not tell their group. Each learner takes it in turns to mime or act until the group guesses which animal they are.
- Learners look at the photos in task 3 and say what they can see. Monitor and listen, but don't confirm. Learners discuss in pairs and complete column 1.

Feedback: Learners compare with another pair. Check answers with the class.

Answers

butterfly, beetle, camel, tortoise, eagle, eggs

- Now ask *Which of the animals has wings?* (butterfly). If learners can't answer, point to the wings and encourage them to give the answer. Ask *Can you think of other animals with wings?*
- Repeat with *fur*, *spots* and *shell*. Point and show learners in each case then ask for other examples.

Answers

beetle: wings, spots
camel: fur
tortoise: shell
eagle: wings
eggs: shell

19 Task 2

- Learners read the questions. Ask *What do you think?* Learners predict what they think the answers might be.
- Play track 19. Learners listen and check if their ideas are correct.

Feedback: Learners share ideas in pairs. Check with the group.

Extra support: Learners who finish quickly can try and remember one more fact from the audio.

Answers

- She takes photos for her nature blog.
- Camels like eating grass.
- Tortoises live for more than 100 years.
- Eagles are good at seeing things from far away.

19 Task 3

- Point to the photos of the different places on page 33. Learners work in pairs and say the names of each place. Check ideas with the class saying each word clearly and encouraging learners to repeat. Ask *What kind of animal lives in each place?* Check ideas with the class.
- Tell learners *Maria took her photos of the animals in these different places*. Learners look at the photos of the animals again. They try to decide where Maria took the photos of each animal. In pairs learners match the animal with the place where they think Maria took its photo.
- Learners listen and check if they are correct. Play track 19.
- Learners should not assume that the first picture mentioned in the listening is the right answer.

Extra support: Learners say if they have ever seen any of the animals at school or in the park or near their home. Ask *Which animals have you seen in these places?* Learners share ideas.

Answers

butterfly - G school, beetle - B jungle, camel - E park, tortoise - A desert, eagle - D wood, nest - C castle

Track 19

Listen and look. There is one example.

Where did Maria take each of these photos?

- Man: You've got some lovely photos, Maria. Who gave you this one of a butterfly?
- Maria: No-one! I took all these photos myself for my nature blog! There are lots of butterflies at my school. That's where I took this photo.
- Man: Its wings are beautiful.
- Maria: Yes, they are.

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

- 1
- Man: What kind of beetle is this?
- Maria: I'm not sure, but I remember where I took the photo. My family was in the jungle; we were learning about trees when we saw the beetle on a leaf. It looked very unusual.
- Man: I like its spots.
- Maria: Me too. There are lots of interesting insects in the jungle.
- 2
- Maria: Do you like this photo?
- Man: Yes, Maria, it's great. Did you take it in the desert?
- Maria: Actually, I took it in the park at the end of my road!

Flyers Part 3

- Man: Are there camels in the park?
- Maria: Not usually. But that day some camels were visiting from a circus.
- Man: What fun! Did you ride one?
- Maria: No, but camels love eating grass, so I gave them some.
- 3
- Man: And what about this tortoise? Did you see it at the beach?
- Maria: No, this tortoise was living in the desert. I think it was very old. Did you know that some tortoises live for more than 100 years?
- Man: Wow! That's amazing!
- 4
- Man: What's your favourite photo?
- Maria: Well, I love this one. My mother and I often walk through the wood behind our house. One day, we saw this bald eagle sitting in a tree.
- Man: Did you take lots of photos of it?
- Maria: No, it saw us and flew away before I could take many. Eagles can see things that are far away.
- 5
- Man: And is this the eagle's nest?
- Maria: No, it isn't. I found this nest last week on a wall in the old castle. I want to go back soon to see if there are baby birds in it now.
- Man: Be careful. They might be frightened of you!
- Maria: Of course I'll be careful.

READING Task 4

- Learners look at the questions about an animal. They match each question with the correct answer. Check understanding of some words again: *wings*, *fur*, *shell*.
- Learners match the questions and answers.

Feedback: Check answers with the whole class.

Answers

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

- Now ask the class which animal they think it is. Listen to ideas.

Answer

Eagle

- Learners read the information about the eagle again and find information about what it looks like. Choose a learner to read out any sentence they think describes it. Learners draw a picture of the eagle. Pick out some other details from task 4, e.g. *It likes eating rabbits.* / *It can swim.* and tell learners to try and include as much as they can in their picture. Learners draw.

Extra support: Learners can add labels to their pictures.

Extension: Learners think of an animal and look at the questions in task 4 and think about the possible answers for their animal. They can make notes in their notebooks. If possible, they can research the information

online. Learners act in the role of their animal and interview each other. Give a demonstration: choose an animal and invite learners to read the questions from task 4. Answer in 'animal character', e.g. *I live in the desert. I am brown and very tall. I walk and I have fur but I don't have wings or a shell. I can walk very far with no water. (Are you a camel?) Yes!*

Learners interview each other in pairs using the same questions. Remind them to listen carefully to the answers and then guess which animal their partner chose.

This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave*, *Paper ball* and *Hot seat*, p.54).

Extra support: If learners are not confident, put them into pairs and ask learners to think of an animal and discuss which answers they would give. They work with another pair and interview each other in a group of four.

Answers

Learners' own answers

THINK BIG

- Learners discuss in groups all the ways that animals help humans.

Feedback: Check ideas with the whole class.

7 Planning a holiday



EXAM PRACTICE MATERIALS

Listening Part 4, Speaking Part 3
Paper and pens, props (sunglasses, luggage label, passport cover), paper and coloured pens

Unit objectives

LISTENING	Listen to label a picture.
SPEAKING	Tell a simple story.
READING	Understand a short, factual text.
WRITING	Write a short story.
YLE VOCABULARY	Places: <i>airport, bridge, building, castle, city centre, countryside, desert, factory, farm, fire station, hotel, museum, police station, restaurant, theatre, train station, university</i> ; the world around us: <i>field, grass, mountains</i> ; transport: <i>bus, plane, taxi, train</i>
NON-YLE VOCABULARY	<i>ocean, platform, safari, skyscraper, statue, stone</i>

SPEAKING Task 1

- If possible, bring in some props, e.g. sunglasses, luggage label, passport cover. Ask *What are we going to talk about? (holidays). Do you like holidays? What kind of holiday do you like? What do you like doing on holiday?*

This is a good opportunity to use TPR by miming the sports (see p.55).

- Learners share ideas.
- Learners look at the two pictures and say what kind of places they are (city / countryside).
- Divide the class into two and assign one of the pictures to each half of the class. Learners work in pairs with someone from the same group. Learners say what they can see in the pictures. After two minutes, they stop the task and feedback ideas to the class.
- Learners continue working in pairs and look at the words in the box. Learners say the words as they point at the picture.

Feedback: Monitor and support as learners work as open pairs (see p.54). At the end of the task, go through the words, encouraging learners to repeat and point.

Answers

- A countryside, mountains, tent, field, grass
B city centre, stone, building, statue

Extra support: Give each learner in the pair a letter (A or B). Learner A points to things in picture A and their partner says the words. Then they reverse roles and learner B points at picture B.

READING Task 2

- Point to picture A and say *This is in France and (point to picture B) this is in Rome, Italy*. Ask *What do you know about these places? Have you been before? Would you like to visit if not?* Learners share ideas. Now show the words and phrases in task 2. Look at an example together. Read '1 - police station' - and learners point to the picture where they might see it. Learners continue with 2-8.

Answers

- 1 B 2 A 3 B 4 B 5 A 6 A 7 B 8 A

Feedback: Monitor as learners work and check which words learners find most challenging. At the end of the task, say each word clearly and ask learners to point. Check understanding of each one. Say the words again and have learners repeat, correcting pronunciation as you go.

Extra support: Learners test each other in small groups of three or four. Give some examples. Say *This is a place where you can see lots of trees. (forest). These are animals that live in the jungle, in forests, in mountains or in the countryside. (wild animals)*. Learners continue with the other words.

Task 3

- Learners look at the pictures of Oliver and Sarah. Ask *What do you think Sarah is like?* Learners suggest ideas. Repeat with Oliver. Now half the class read about Sarah and half read about Oliver. Monitor to stop the task when most have completed it.
- Learners work in new pairs - one pair reads about Sarah and the other reads about Oliver. They tell their partner if the guesses were correct. Now learners read the paragraph they haven't read so far and decide which holiday each of the two children would like. Learners go back into pairs and think about why and find information in the paragraphs that helped them decide.

Feedback: Choose learners to answer, making sure they give reasons for their choice.

Answer

- Sarah - A: she likes being active and outdoors, so she'd probably like camping;
Oliver - B: he likes museums and history so he would like visiting an old city like Rome.

- If possible, add all new vocabulary and short phrases from unit 7 to a classroom Word wall (see p.55).

Task 4

- Learners look at the list in task 4. Tell them Oliver and Sarah are going on holiday and that their plans are in the wrong order on the list. Look at the first example together. Learners work in pairs.

Feedback: Check answers by asking pairs to read out the new order.

Answers

- Choose a place to go to.
- Find out how to travel there (for example by plane / bus).
- Buy tickets.
- Check you have important things (your passport / currency) ready to pack.
- Pack your bags.
- Go to the airport or station and start your journey!

WRITING Task 5

- Learners say what they would like to see if they were in a city, e.g. *I'd like to see the museums*. Give an example, if required. Repeat with *countryside*. Share ideas. Learners look at the pictures in task 5 and work in pairs and write the words from the box under the correct picture.

Feedback: Check answers by pointing to each picture and having learners say the word.

Answers

- plane
- desert, mountains
- farm, hotel, tent
- castle, skyscraper, ocean, museum
- snowboarding, theatre, restaurant

Extra support: Show learners that words can have one, two or three syllables by clapping. Say *tent* and clap once. Say *hotel* and clap twice. Say *museum* and clap three times. Repeat. Learners look at the words in the box and decide if they have one, two or three sounds. Check by going through the lists and saying the words aloud with learners, clapping.

One syllable: *plane, tent, farm*

Two syllables: *taxi, desert, mountains, ocean, castle, hotel, restaurant*

Three syllables: *theatre, museum, skyscraper, snowboarding*

Stronger learners can identify where the stress falls on words with more than one syllable.

21 LISTENING Task 6

- Learners listen to Sarah talk about the holiday and find out which country she's going to.

- Play track 21.
- Put learners into pairs to compare ideas.

Feedback: Check answers. Learners say why they think she's going to both countries.

Answers

She's going to both France and Italy.

21 Task 7

Flyers

Part

4

- Learners look at the pictures in task 5 again and try to remember which activities Sarah has done or not. They listen and tick the activities she has *not* done yet. Remind them there is one in each line of pictures. Tell them with this type of task it is useful to think about the pictures in detail before listening to help with focus and listening for key words.
- Play track 21 again. Remind learners that each answer may come at any point in the dialogue.

Feedback: Learners check ideas in pairs.

Answers

- 1 train 2 countryside 3 tent 4 castle
5 go to the theatre

Track 21

Grandad: Are you excited about your holiday, Sarah?

Sarah: Yes, I am! And this year is going to be really good!

Grandad: Better than last year? You saw all those wild animals in South Africa.

Sarah: Yes, that was amazing. But this year will be great, too. We are going to go on a famous train - the Orient Express. I've been on planes and buses before, but this is the first time I have travelled on a train! We're going to go through the south of France and after a week, we'll get to Italy. It's so exciting!

Grandad: It sounds lovely!

Sarah: Yes. I'm hoping to see a lot of countryside in France and Italy. I've visited a lot of cities before, I've been to the mountains and I've even spent a day in the desert. But I haven't seen the countryside in the south of France or in Italy.

Grandad: Will you have time to explore? I thought you wanted to go camping?

Sarah: Yes. We can sleep on the train, but it stops sometimes so you can get off. In France, we'll have two days and we can camp. I've stayed in hotels before and on a farm, but this is my first time camping in a tent.

Grandad: It sounds fun.

Sarah: I hope it isn't too cold. Also, I want to see a French castle! I haven't been to a castle yet, so I hope we'll have time. And then when we get to Italy, we'll have a week in Rome. There are a lot of old buildings and museums there.

Grandad: That sounds great. Oliver will like that.

Sarah: I know. And I really want to go to the theatre. We usually go to the beach or do sports like snowboarding on holiday. I've never seen a play, so it will be really fun. I'm going to do a lot of new things.

Grandad: What an adventure! Can I come too?!

WRITING Task 8

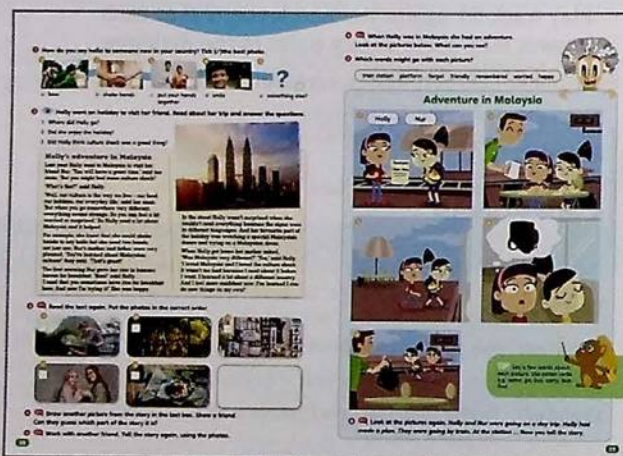
- Learners complete the sentences using pictures from task 5. They talk about what they chose in pairs.

Feedback: While learners are speaking, listen for and make a note of any errors. Highlight and correct one or two common errors.

Answers

Learners' own answers

Extension: Learners work on a holiday planning project in small groups of three or four. They can do this in class or for homework. They choose a place to visit and write a short travel plan. They draw their bags and write onto them the items they would pack. They can then present their plans to the class using pictures and their travel plan.



SPEAKING Task 1

- Say *Hello!* and wave at the class. Say *Let's think about ways of saying hello or greeting people in different countries*. Learners look at the four pictures and say what is happening in each one. Check understanding of *bow*, *shake hands*. Learners indicate which greeting is typical in their country. If it is not shown, they can say what they normally do.
- In pairs, learners practise the different greetings and guess which country they might be used in.

Answers

Learners' own answers

Feedback: Share ideas. Then ask if they would be surprised to see a different greeting. Explore the idea of differences between countries. Say *When we see something very different in a different country and we are surprised, we are feeling 'culture shock'*.

READING Task 2

- Learners look at the picture and say what they can see. Ask *Do you know which country it is?* Share ideas.
- Read the questions 1–3 with learners. They then read quickly and find the answers.

Feedback: Put learners into pairs and ask them to compare ideas. Check with the group.

Answers

- Malaysia
- Yes, she did.
- Yes, she did because she learnt a lot.

Task 3

- Learners look at the pictures in pairs and say what they see. Share ideas. Learners read again and put the pictures into the correct order. Learners read a final time and check their ideas.

Feedback: Learners check ideas in pairs. Go over the answers with the group asking them what they can see in each picture.

Answers

A D E C B

Extra support: Learners retell the story using the pictures for support.

SPEAKING Task 4

- Hand out coloured pens and paper. Learners draw another picture from the story. Learners share their pictures and their partner guesses what the picture shows.

Answers

Learners' own answers

Extra support: Provide ideas, e.g. *Holly talking to her mother / Holly on the aeroplane / Holly packing / Holly trying on a Malaysian dress*.

Task 5

- Learners tell the story using the pictures in new pairs.
- Feedback:** Monitor as they work and note any language errors that you hear. Near the end of the task, decide which are most common. Tell learners what they did well and then go over common errors without saying who made the error.

Extra support: Give learners a list of key words to support them, as they retell the story. Learners who work quickly can think of two questions to ask their partner about the story.

Answers

Learners' own answers

Task 6

- Ask learners to look at the pictures and say what they can see. Learners work in pairs. Share ideas. Check understanding of words if learners are trying to say particular things, e.g. *waiter, train station, café, rucksack*.

Answers

Learners' own answers

Task 7

Part
Flyers **3**

- Learners look at the words in the box and decide which go with each picture.
- Remind learners that they will hear the name of the story and a description of the first picture for this part. The title and name(s) of the main characters are shown on the story.

Feedback: Share ideas, guiding learners to connect the pictures and words.

Answers

Learners' own answers

Task 8

- Learners work in pairs and tell the story using the pictures and vocabulary as support. Show them the opening lines to get them started.

Extra support: If learners find the story challenging, give each pair a starting sentence for each picture to help them. Alternatively, use the suggested answer below: write it in three parts and cut it up. Give the three parts to the learners and ask them to put it in order and then cover each part and try to tell it again.

If learners finish quickly, they can write the start of the story in their own words.

Suggested answer

Holly and Nur were going on a day trip. Holly had made a plan. They were going by train. At the train station they were waiting for the train so they went to a café. They had some coffee. The waiter was very friendly. It was nearly 10 o'clock. So they went to the platform and got on their train. But Holly left her rucksack in the café. She and Nur got on the train. Suddenly Holly remembered her rucksack. She was very worried. Holly and Nur went back to the station. The friendly waiter had the rucksack. Holly felt very happy.

8 I want to be a firefighter!

8 I want to be a firefighter!

What I want to do

Read the blog and answer the questions.

Questions

- What is Katy's blog about?
- What is Katy's dream job?
- What skills does Katy need to be a firefighter?
- What are the hard skills and soft skills Katy needs to be a firefighter?

Answers

- Katy's blog is about her dream job of being a firefighter.
- Katy's dream job is to be a firefighter.
- Katy needs hard skills like climbing, running, and fighting fires, and soft skills like teamwork and communication.
- Hard skills: climbing, running, fighting fires. Soft skills: teamwork, communication.

EXAM PRACTICE MATERIALS

Reading and Writing Parts 4 and 5
Poster paper and pens (optional),
sticky tape

Unit objectives

LISTENING	Listen for specific information to choose a picture.
SPEAKING	Tell a simple story.
READING	Understand and completing a short text.
WRITING	Write a short story.
YLE VOCABULARY	Jobs: actor, ambulance driver, astronaut, business person, dentist, doctor, farmer, firefighter, pilot, pirate, police officer, singer, teacher, waiter

READING Task 1

- Ask learners to think of things they are good at. Share ideas. Ask if these types of things can help them when they are older, e.g. if a learner says they are good at music will it help them be a musician or a music teacher? Discuss. Tell learners these are *skills*. Check understanding of the word.
- Learners look at the picture of Katy and read the title of her blog. Check understanding of the words. Ask learners what topic they think Katy is writing about. Do not confirm at this stage. Ask learners to read the blog very quickly, but not worry about every word. Tell them to find the topic and check if their ideas are correct.
- Learners read quickly. Check ideas. (*She is writing about jobs and learners might also say skills.*)
- Learners find the answers to questions 1 and 2. Ask them to read more carefully, but not worry about the gaps. Learners read the text again.

Feedback: Put into pairs to compare ideas. Then check answers with the class. As you check, clarify the idea of skills further – things people learn to be good at something. Divide this into *hard skills* (skills with specific knowledge that you need to be taught by someone with that special knowledge) and *soft*

skills (general life skills needed for work and life more generally, such as good communication).

Extra support: Learners find examples of skills – or things people can be good at – and underline them (*cooking, maths, computing, listening well, working in a team, fixing things, talking to people, understanding science*).

Answers

- Katy is learning about different skills suitable for different jobs.
- hard skills – fix things, work with machines
soft skills – speaking to people well

Task 2

- Learners choose in pairs the correct word from each line and put it into the gaps. Ask learners for the best way to do this. (Look at the gap; read the options and think about which one might fit – they can look for clues; write it in, then read the sentence again to see if it makes sense.) Look at the example together. Show them that *in the future* is the correct phrase, so the answer is *in*. Learners work in pairs to complete the text.

Feedback: While learners work, monitor and support, noting any questions that they are finding difficult. Go through the answers. Remind learners that if they learn phrases and read a lot they will be able to answer these questions more easily.

Answers

- a lot of
- learned
- you
- at
- will

Extra support: As you check answers, think about why in each case: 1 *None* doesn't make sense, and because it is a positive sentence not a question or negative, it must be *a lot of*. 2 The sentence says *have practised*, so the verb is present perfect and *learned* is correct. 3 The teacher will help *you*. 4 The correct phrase is *good at*. 5 *Will*, because she is talking about the future.

WRITING Task 3

- Ask learners to think about hard and soft skills. Remind them of the skills they read about in Katy's blog. (If learners underlined skills in task 1, they can look at these.) Ask which ones they need to learn from somebody like a teacher because it is special information (*maths / a computer program*). Ask which they have to practise in everyday life (*speaking to people well, listening*).
- Ask learners if they think these skills are useful and which ones they are good at. Now look at the table and the example so learners understand what to do. Learners put the phrases into the table.

Feedback: After five minutes, learners share ideas. Check answers.

Answers

Hard skills: fixing machines, maths, using a computer, reading Italian, understanding science
Soft skills: listening well, working in a team, working hard, speaking clearly, helping other people

Extension: Write the above skills in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Extra support: If learners find the idea challenging divide the phrases into two groups and ask them to decide which are soft and which are hard skills.

SPEAKING Task 4

- Learners work in pairs and choose a job. They decide on the types of skills the job requires. Look at the example together. For learners who are not sure, suggest some possible skills for their job and ask them to choose which ones are appropriate. Confident learners can write sentences.

Answers

Learners' own answers

Extension: Learners create job posters. Put them into groups of four or five and give out poster paper and coloured pens. They choose a job and write the name in the middle of the paper. They can add a drawing. Around the edge they write the skills a person needs to do the job.

Task 5

- Ask learners to talk about jobs. In pairs, they talk about someone they know, e.g. a parent / grandparent / friend and the job they do. Share ideas. Learners look at the sentences (1–4) and think of jobs. Ask two confident learners to read the dialogue from the speech bubbles as an example. Learners work in pairs.
- Use the choral-drilling strategies (see p.54).

Feedback: Point to each picture and ask for possible jobs. Show learners there may be more than one answer. Choose confident learners to demonstrate their dialogues. This is a good opportunity to use TPR by miming the sports (see p.55).

Extra support: Suggest a few possible jobs for each picture to learners, who are not sure about the jobs. Learners who finish quickly can think of a job of their own and give a clue. Their partner guesses.

Suggested answers

- manager / business person
- nurse / pilot / firefighter
- artist / musician / singer
- engineer / teacher / mechanic

Task 6

- Learners look at the pictures in task 7. In pairs, they try to say the name of each job. They look at the

word snake and find the words. They can point or draw lines to the correct picture.

Answers

dentist / pirate / teacher / astronaut / doctor / police officer / singer / pilot / firefighter

Extra support: Tell learners one of the jobs is not a traditional one. Try to elicit what it is (*pirate*).

Say the names of each job and ask learners to repeat. Check pronunciation and correct errors.

22 LISTENING Task 7

- Say *Listen to Katy, Helen and Robert. Find out which job each person wants to do. Remind them that there may be distractors and they should not just assume that when they hear a particular job, that that is their final answer.*
- Play track 22. Learners listen.

Feedback: Learners compare ideas as open pairs (see p.54). Check answers.

Extra support: More confident learners can try to remember why they chose the jobs they did.

Learners try to remember the other jobs that were mentioned in the track.

Answers

- picture 3
- picture 1
- picture 2

Track 22

- Robert:** What are you doing, Katy?
- Katy:** I'm just finishing my homework. I have to write about the job I want to do when I'm older.
- Helen:** Oh ... well, that's easy. You want to be a pilot, don't you, Katy?
- Katy:** No, I don't! I wanted to be a pilot before, because I like travelling. But I don't like flying very much. So I've got another idea now. I want to be a firefighter.
- Helen:** A firefighter? That sounds dangerous. Why do you want to do that?
- Katy:** I want to help people. And I think it might be exciting. I'm good at doing things quickly and keeping calm. You need to be quick if there's a fire. What do you want to do, Helen?
- Helen:** Me? I want to do something interesting.
- Robert:** You could be a doctor and ride in an ambulance. Really, really fast!
- Helen:** Yes. But I don't want to do that. I want to go into space and find new planets – I want to be an astronaut. What about you, Robert? What do you want to be when you grow up? Do you want to be a doctor? Or maybe a dentist? You love going to the dentist, don't you?
- Robert:** No! I hate dentists. I want to be a pirate.
- Katy:** You can't be a pirate. They are only in stories.
- Helen:** Maybe you should be an actor, Robert. Then you could pretend to be a pirate in a film.
- Robert:** No. I want to be a real pirate and go on a boat on the sea!

READING Task 8

- Learners work in pairs and look at the sentences and write the correct job.

Feedback: Check answers.

Extra support: Learners underline the words that helped them understand.

Answers

2 astronaut 3 firefighter 4 singer 5 police officer

WRITING Task 1

- Look at the pictures and ask learners what each place is (*farm, office, ambulance so possibly a hospital, theatre, restaurant*). Learners work in pairs to match the jobs with the correct place.

Feedback: Check with the group. If possible, add all new vocabulary and short phrases from unit 8 to a classroom Word wall (see p.55).

Extra support: Learners think of other jobs and the places where those people work.

Answers

2 business person 3 ambulance driver
4 actor 5 waiter

READING Task 2

- Learners read to find out which job George likes best.

Feedback: Learners check ideas in pairs. Check with the class.

Extra support: Learners who finish quickly can try and remember one more fact from the text.

Answer

ambulance driver

23 LISTENING Task 3

- Learners look at the words in the box and decide where they fit into the text. Remind them to look at the gaps and try to think about which word fits best. Learners work in pairs. Play track 23. Learners listen and check.

Feedback: Go over the answers clarifying the choice in each case.

Extra support: Learners who find this challenging can be given the answers and they try to think about why.

Answers

- 1 but 2 an 3 can 4 to 5 at
- 1 A conjunction is needed, and in this case it shows contrast, so *but* is suitable.
- 2 This must be an article because it is followed by a noun.
- 3 A modal or auxiliary is needed, as it is followed by a main verb.
- 4 You are kind to people.
- 5 At is a dependent preposition in the phrase *good at*.

Track 23

These jobs are all good, but I want a job that's interesting and different every day. My dad wants me to be an engineer, but I think my maths is really bad, so I don't want to do that job. I'd like to be an ambulance driver most. If you're an ambulance driver, you can drive faster than the other cars because you are helping people who are very ill. I think I have the right skills for this job. I'm very calm and I like helping people. My teacher says I can speak well and I'm friendly and kind to people. I'm also good at science. I've learnt a lot about the human body. I don't know if I will do this because I'm too young to choose yet.

WRITING Task 4

- Learners decide which job they like best and why they think they would be good at it. Remind them of George and how he describes his skills. Learners talk in pairs.
- Learners then use their ideas to complete the sentences.

Feedback: Choose a few learners to share their ideas.

Answers

Learners' own answers

Extra support: Learners can work in pairs if they are not sure. Learners who finish quickly read their partner's sentences and say if they think they could do another kind of job with the skills they have written.

READING Task 5

- Learners look at the picture of William and decide what kind of hobbies he has.

Feedback: Learners share ideas.

Answers

Learners' own answers

- Ask learners if they play computer games or not and why they like / don't like them. Share ideas. Learners in groups of three or four discuss what they think is good and what is not so good about playing computer games. Share ideas.
- Tell learners to read about William and answer the questions.
- In order to understand the story, give learners practice in different ways of referring to people or objects (e.g. *William, he, him, son, brother*).

Answers

William likes playing computer games. His family aren't happy because he spends too much time doing it.

WRITING Task 6

Part
Flyers **5**

- Learners look at the example. Remind them they can use one to four words to complete the sentences.
- Put them in pairs to answer.

Answers

1 stop / finish 2 were having a 3 finish / win / complete his / the 4 tired 5 (new) website 6 great 7 play a game

Feedback: Put pairs into groups of four to check their ideas. Share answers with the class.

Extension: Learners work in pairs. They describe a website they would like to make about their own hobbies. They share ideas. Give out poster paper and pens and learners design the website home page. If possible, look at some examples. Say that the page should include: the name, what is on it, why it is good. Go through some useful language, e.g. adjectives, e.g. (*great / amazing / fantastic*); *on this website you can find ... this website is for ...* Learners work in groups and produce a website page. When they've finished, display their work on the walls for the rest of the class to look at.

The class choose the best website ideas.

9 Famous faces

9 Famous faces

Anna Pavlova
 Anna Pavlova was a famous Russian ballerina. She was born in 1881 and died in 1931. She was known for her beautiful dancing and her white tutus. She was the first to wear a white tutu. She was also the first to wear a white tutu. She was also the first to wear a white tutu.

Edward Jenner
 Edward Jenner was a famous English doctor. He was born in 1753 and died in 1823. He was known for his work on smallpox. He was the first to develop a vaccine for smallpox. He was also the first to develop a vaccine for smallpox.

Messi
 Messi is a famous Argentine footballer. He was born in 1987 and is still living. He is known for his amazing football skills. He is the best footballer in the world. He is also the best footballer in the world.

Jenner
 Jenner was a famous English scientist. He was born in 1753 and died in 1823. He was known for his work on smallpox. He was the first to develop a vaccine for smallpox. He was also the first to develop a vaccine for smallpox.

Task 1

Read the questions and match them to the answers. Write the letter of the answer in the box.

1. What was Anna Pavlova's job?
 2. What was Edward Jenner's job?
 3. What was Messi's job?
 4. What was Jenner's job?

Answers:
 1. B
 2. E
 3. F
 4. D

EXAM PRACTICE MATERIALS

Listening Part 1, Speaking Part 4
 Large paper or mini whiteboards,
 pictures of famous people (optional);
 internet access to find out information

Unit objectives

LISTENING	Listen for descriptions.
SPEAKING	Ask and answer simple questions.
READING	Understand specific information.
WRITING	Write short descriptions.
YLE VOCABULARY	beautiful, dress, eggs, light, save, score a goal, sugar, white
NON-YLE VOCABULARY	dancer, dessert, life, scientist

READING Task 1

- In pairs, learners talk about famous people. Say *Talk about who it is, what he or she is good at and why you like them*. Alternatively put pictures of famous people learners might be familiar with (not just actors) and learners look at each picture and decide who the person is and what they are good at.
- Learners look at the pictures in task 1 in pairs and think about who the people are and why they are / were famous.
- Share learners' ideas. Check understanding of key words and phrases: *dessert, score a goal, scientist*.
- Learners look at the dates in the box. Tell them to read quickly and match each person to the date and reason why they are famous.

Feedback: Learners check ideas as open pairs (see p.54). Check answers with the groups. Check that learners can say the dates accurately. Offer more practice if required. Show them how to split the year into two: Write 1987 on the board and say *nineteen* holding your hand over the 87 and then *eighty-seven* holding your hand over the 19. Repeat with more dates. Learners say the dates from the box in task 1 again. Ask them to talk about the jobs: *Which one is the most difficult? Which one would you like to do?* Learners discuss ideas.

Extra support: Learners who finish quickly can underline any adjectives they find in the texts and decide if they are positive or negative, e.g. *beautiful* – positive; *dangerous* – negative.

With stronger classes, you could also have learners identify superlatives, e.g. *the youngest / best*.

Answers

- Pavlova (1881–1931), dancer
- Messi (1987–still living), footballer
- Jenner (1749–1823), scientist

Task 2

- Learners look at the question words in the box. Ask *Which word is about people? (Who)*. Repeat with the other question words to elicit *a place / a thing / a time / a reason why*.
- Now tell learners to look at the answers given and decide what the matching question words are. Look at the example together. Say *The answer begins 'When she was ten years old' so we know the question is about time. We need 'when'.* If necessary repeat with question 2. Say *the answer begins 'It's ...' so it is telling us what something is. Which means we need 'what'.* Learners work in pairs and write the questions.

Extra support: If it helps, look at each answer and ask which type of question word will work in each case before the learners continue. If this is still too challenging for learners, give them a mixed-up list of questions on the board, so they can match.

Feedback: Check answers with the group.

Answers

- When did Anna Pavlova start dance school?
- What is smallpox?
- Who was Edward Jenner?
- Why is Messi the best ever footballer?
- What is a pavlova made of?
- Where does Messi live?

SPEAKING Task 3

- Learners discuss in groups of three or four. Give examples and a model for each one, e.g. *I'd like cake to take my name because it is lovely and you can get lots of different types. I'd rather be ... because ... I'd like to be a famous ... / I'd like to be famous for ... -ing ...* Learners work together.

Extra support: Learners who finish quickly choose two answers for each question.

Feedback: Ask learners for their ideas.

Answers

Learners' own answers

Extension: Create a big class dinner! Each learner chooses a food they would like to be and draws a picture of it. Encourage them to be creative and include their own face, e.g. as a pizza topping or a decoration on a cake. They write at the bottom why they are like the food. Cut out the different pictures and put them onto a large poster to create a 'Big Class Dinner'.

READING Task 4

- Learners match the questions with the answers. Show the example – ask learners to look at number 1 and find the question word and any key words (*What, food*) then look at the answer b and say which words make it a good match (*strawberry yoghurt*). Learners work in pairs and match.

Feedback: Check answers by reading the questions and choosing a pair to read out their answer. If they choose the wrong answer, ask another pair to correct and say which words helped them. Use the choral-drilling strategies (see p.54).

Extra support: Learners who finish quickly can practise reading the questions and answers with a partner.

Answers

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

SPEAKING Task 5

- Put learners into pairs to ask and answer the questions in task 4 about themselves. Look at the example sentences. Highlight the phrases that are useful in order to gain thinking time. Say each sentence and ask learners to repeat. Learners work together asking and answering.
- Make sure learners feel confident answering questions about themselves. Simple answers of a phrase or one or two short sentences are all that is required.

Extra support: Before learners work in pairs, create a dialogue chain. Ask one learner a question, e.g. *What's your favourite dinner?* Encourage them to reply with a thinking time phrase. Gesture and encourage the learner to ask the next learner a question (they can repeat yours). The next learner uses a thinking phrase and then asks the person next to them. Continue so the question threads around the class. More confident learners can change the question. Less confident learners can just repeat. Learners then go on to do the pair task.

Feedback: Put pairs together with a second pair. Ask each learner to tell the group two things they learnt about their partner.

Answers

Learners' own answers

WRITING Task 6

- Tell learners to think of a famous person from task 1 or another famous person they know. Say *Imagine you are that person. What answers will they give to the questions? Say It doesn't matter if the answers are true. You can use your own ideas.* Learners write their answers.

Feedback: Monitor and support.

Extra support: Suggest some famous people and some basic facts about them to learners who don't have ideas.

Answers

Learners' own answers

SPEAKING Task 7

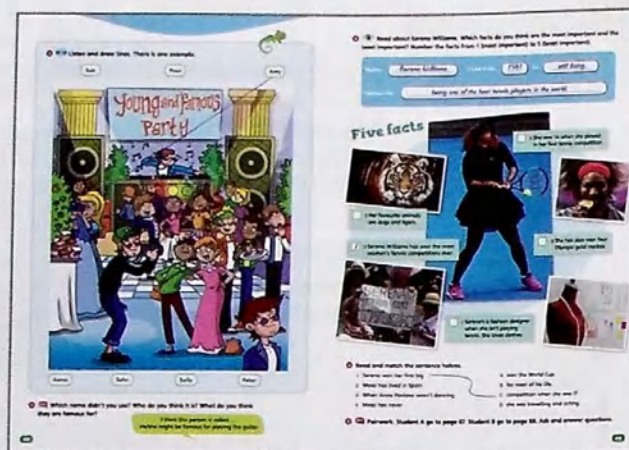
- Put learners into pairs. They ask and answer the questions again but this time give the answers of the famous person they have chosen. Their partner tries to guess the person.

Feedback: Ask confident learners to demonstrate their questions and answers for the class. The class tries to guess the famous person.

Extra support: If learners are finding it hard to guess the person, tell each learner to give three possible names of famous people to choose from.

Answers

Learners' own answers



24 LISTENING Task 1 Flyers 1

- Learners look at the picture. Ask *What do you think is happening?* (a party for famous people). *What do people do at parties?* Share their ideas.
- Put learners into pairs and elicit what they can see in detail. Learners describe as many things as they can. Say *Point to the flowers*. Learners point. Repeat with *a girl taking a photo / a man taking a photo / a girl with an orange dress / a boy with a green spotted jacket / girls dancing / a girl holding a cake*.
- Tell learners to read the names in the box. Model the names aloud for learners to repeat.
- Say *Listen and draw lines between the name and the correct person in the picture*. Play the example first of all saying *Let's find Amy*. Pause the audio after the example (*after around the world last year*) and check answers with the class. Ask which sentence helped them answer (*The girl who's standing next to the flowers is Amy*).
- Play Track 24. Play again if necessary. Learners compare ideas in pairs.
- The language that learners need for this task is that which is used not only for describing people's clothes and physical appearance, but also for commenting on what they are doing.

Extra support: Play the audio again. If learners are not sure of the answers they can check and try to find them the second time. If they are confident they note some of the description that helped them choose the person.

Feedback: Choose pairs and ask them to give answers. Once they have labelled the people correctly and you have checked answers, follow up by asking learners to work in pairs. Tell them to point to each person and describe them again, e.g. *Amy is standing next to the flowers*.

Answers

Paul – boy in striped jacket; Sally – blonde girl in pink dress
John – photographer in green cap; Asma – girl in orange T-shirt dancing with cake; Peter – bored waiter holding drinks tray

Track 24

Listen and look. There is one example.

- Boy: Look at this photo, Grandma. I took it at the Young and Famous Party last Saturday.
- Woman: That looks fun. Do you know any of these young, famous people?
- Boy: Well, I know a few of them. The girl who's standing next to the flowers is Amy.
- Woman: She's wearing a blue dress?
- Boy: Yes. She's a famous pilot. She flew a plane around the world last year.

Can you see the line? This is an example. Now you listen and draw lines.

- 1
- Boy: Look at that boy!
- Woman: The one with the striped jacket?
- Boy: Yes. That's Paul. He's a famous singer. He's in the band 'Purple Kitten'.
- Woman: I don't know them.
- Boy: Oh, they're very good. You should listen to them.
- 2
- Woman: Who's that girl in front of the camera?
- Boy: The one with short brown hair?
- Woman: No, not her. The one who's talking.
- Boy: Oh, that's Sally. She's very good at science and she's invented a new kind of bicycle helmet.
- Woman: That's clever!
- Boy: Yes, she's very clever.
- 3
- Boy: Do you know who John White is?
- Woman: Is he in the photo, too?
- Boy: Yes. He's wearing a green cap.
- Woman: Oh, I see. Is he the photographer?
- Boy: Yes. He's famous for taking photos of famous people!
- 4
- Woman: Do you know the girl who's holding a cake?
- Boy: Is she dancing?
- Woman: Yes. What's her name?
- Boy: It's Asma. She's my friend from school. She's a good dancer, isn't she?
- 5
- Woman: Do you know anyone else in the picture?
- Boy: Yes, I know one other person. Can you see the waiter who's giving juice to people?
- Woman: Yes, he looks a bit bored.
- Boy: Yes, he does. That's my friend Peter. He's working very hard and he's tired.
- Woman: Oh dear.
- Boy: It's OK. He'll finish work soon.

SPEAKING Task 2

- Ask learners which name from the box they didn't hear. Check answers and confirm. *Why do you think Sue is famous?* Learners discuss in pairs. Tell them to try and think of the most interesting reason they can.

Feedback: Share ideas. Ask the class to vote for the most interesting idea.

Answers

Sue
Learners' own answers

READING Task 3

- Learners look at the photo of Serena Williams and say why she is famous (*She plays tennis*). Ask if they have seen her play tennis or if they know anything about her. Share ideas.
- In pairs, learners look at the facts about her and say which one is most important in their opinion. Share ideas with the class – explain that they may have different ideas. Demonstrate using phrases such as *I think the gold medals are important*. Ask learners how they can say that they agree or disagree. Note phrases on the board, e.g. *Yes, I agree. Yes, but ... I don't think so because ...*
- Learners work in groups of four and discuss.

Feedback: Monitor and check progress, helping with sentences, if necessary. After five minutes, ask groups if they agreed. Go through the order they have suggested. Highlight key ideas: ask why the most important is Serena has won the most tennis competitions (*because this is why she is famous*). Ask why *She loves clothes* is least important (*Because it is extra information and not about why she is famous or a success*).

Suggested answers

- 1 D Serena Williams has won the most women's tennis competitions ever.
- 2 B She has also won four Olympic gold medals.
- 3 A She was 14 when she played in her first tennis competition.
- 4 C Serena's a fashion designer when she isn't playing tennis. She loves clothes.
- 5 E Her favourite animals are dogs and tigers.

- Write the above answers in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

Task 4

- In pairs, learners match the sentence halves.
- Feedback:** Check learners' ideas. As you look at the sentences, ask learners if the sentences are about the past or present. Ask them to underline the verbs. Look at each one and ask learners why they are different tenses. Highlight that the sentences about Messi are present perfect. Ask *Is he still alive?* (yes) *So does he still live in Spain?* (yes) Look at the sentence about Anna Pavlova. Ask *Is she still alive?* (no) *So can she still dance, travel and act?* (no) Establish the idea of a past experience that can be repeated and one that is complete. Use L1 if necessary.

Answers

1 C 2 B 3 D 4 A

SPEAKING Task 5

- Tell learners that they're going to ask their partner questions to find out some more fun facts about Serena Williams and Lionel Messi, who they've read about on page 46. Learners turn to pages 67 and 68 to read the information and then ask and answer.

Feedback: Monitor and check progress, helping with vocabulary or sentences.

Answers

Learners' own answers

Extension: Put learners into pairs. Give each pair a mini whiteboard or large piece of paper. Each pair chooses a famous person to write about.

On the board, write:

- 1 *Why is the person famous?*
 - 2 *Personal information about what they like / don't like.*
- Say *Write this information. Try to include five things.*

If possible, learners write five facts onto the paper or mini whiteboard. If you wish, they could find a picture to add or draw one. If possible, they can research the person online. They decide which fact they think is most and least important and keep a note.

Suggest that learners make use of some of the strategies on pages 54–55 when creating their own materials based on what they have covered in a unit.

Each pair works with another pair and show their work. They ask each other questions about the famous people.

Learners check their sentences when planning their work and think about the tense they have used. Pairs can check each other's sentences before they show their work.

10 Let's go to space!

10 Let's go to space!

1 Read the sentences with a friend. Write T (True) or F (False).

- The moon is the only thing astronauts have walked on in space.
- Space begins 100 kilometres above planet Earth.
- There is no air in space, so astronauts take air with them from Earth.
- A space station is a place where astronauts can live and work in space.
- People invented rockets about 950 years ago.
- The sun is a planet like Earth or Mars.

2 Listen and check your answers. What other information did you hear? Can you write any of it in your notebook?

3 Write a friend to complete the table. Write a sentence about what you think will happen in 2025 or 2050.

What happened?	When will it happen?

4 Listen to the song and write the missing words. Then look and number the photos in the order you hear them.

5 Listen again and answer the questions.

- What does the singer want to do?
- What does she want to see?
- What does she decide to do at the end of the song?

6 Sing the song.

EXAM PRACTICE MATERIALS

Reading and Writing Part 5
Photocopiable task from page 63

Unit objectives

LISTENING	Listen for specific information.
SPEAKING	Ask and answer simple questions.
READING	Understand short stories using adjectives to describe places and feelings.
WRITING	Write short narrative stories.
YLE VOCABULARY	Space: <i>adventure, astronaut, moon, planets, rocket, stars, sun</i> ; feeling adjectives: <i>excited, happy, hungry, sad, surprised, tired, worried</i> ; describing adjectives: <i>beautiful, boring, safe, special, strange</i>
NON-YLE VOCABULARY	<i>amazing, Earth, helmet, invent</i>

25 LISTENING Task 1

- Tell learners that they are going to think about space. On the board write *Places, Travel, Living things / people*. Learners brainstorm in pairs words that might go into each category. Learners think of ideas together for one minute and then share their ideas.
- Ask them to look at the song and pictures on page 50. Say *Listen to the song and write the words into the gaps*.
- Play track 25. Learners listen and write.

Feedback: Learners discuss their answers in pairs. If necessary, play the audio again, so they can check. Go through the answers with the class.

Answers

- 1 astronaut 2 moon 3 rocket 4 planets
5 spaceship 6 Earth 7 stars 8 sun

- In pairs, learners match the words with the photos.

Feedback: Check the answers with the class. As you go through the answers, check understanding by asking questions and model each word for the learners to repeat. Deal with any pronunciation issues.

Do a short chant: say *astronaut, moon, rocket, stars, planets, earth and sun*. Say it rhythmically and tap out a beat as you do. Repeat. Encourage the learners to join in. Repeat a few times getting faster and faster. Use the choral-drilling strategies (see p.54).

Answers

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

Extra support: Look at the categories you wrote on the board and ask learners to put the words from the song into the correct category.

25 Task 2

- Learners read the questions. Tell them to listen again and read to find the answers.
- Play track 25.

Feedback: Learners compare ideas as open pairs (see p.54). Check with the group.

Answers

- The singer wants to be an astronaut (fly around the moon / see the planets in an afternoon / take pictures of Jupiter and Mars).
- She worries about being alone and only seeing the stars.
- She decides to take a friend with her.

25 Task 3

- Play track 25 again. Learners sing along.

Feedback: Praise the learners for their singing and check if they have any questions about the song.

Extra support: If there's time, learners work in groups of four or five and think of actions to go with the song. Play again and let each group sing and show their actions for the group. This is a good opportunity to use TPR by miming the sports (see p.55).

Track 25

I want to be an astronaut,
And fly around the moon.
I want to take a rocket to the stars.
I want to see all of the planets
In just one afternoon,
And take photos of Jupiter and Mars.
But how will I feel?
Alone in a spaceship?
Looking down at planet Earth far away?
How sad will I be,
When all that I can see
Is stars on my space holiday?
I still want to be a space girl,

I just need to take a friend,
Travelling with a friend is always fun.
I think I will be fine,
With a favourite friend of mine,
When I'm flying past the hot, red sun.

READING Task 4

- Check understanding of the word *invent*. (*create or design something that has not existed before*). Ask learners if they know the names of any people who invented something important. Give some examples, e.g. Alexander Graham Bell invented the telephone; Galileo developed a telescope.
- Learners look at the pictures and point to: a space station / the sun / a rocket / an astronaut.
- Learners work together and read each sentence and decide if it is true or false.

Answers

Learners' own answers

Feedback: As learners work, monitor and support, but don't confirm answers at this point. When they have discussed say *Let's find out what most of you think*. Tell them to stand up if they think the sentence is true or stay seated if they think it is false. Read each sentence. Learners stand or sit. See if learners generally share the same idea or have different ideas.

26 LISTENING Task 5

- Say *OK, let's see who is right*. Play track 26. Learners listen and check. Encourage them to note any extra information they hear.
- Go through the answers a final time with the group.

Extra support: Ask learners if the sentences are true or false. Stronger learners may be able to provide additional information. Ask for any extra information they heard after each answer.

Answers

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

Track 26

- True. The moon is the only thing people have walked on in space, but people have sent machines to lots of planets, like Mars and Jupiter.
- False. Space begins 100 kilometres above planet Earth.
- True. There's no air in space, so astronauts take air with them from Earth. When they want to go outside their spaceship, they wear special clothes and helmets.
- True. A space station is a place where astronauts can live and work in space. They can stay there for hundreds of days.
- False. People invented rockets about 950 years ago, but they didn't use them to travel to space. They used them to carry fireworks!
- False. The sun is a star. It's as big as one million Earths!

WRITING Task 6

- Look at the years in the first column and encourage learners to say them quickly. Write some of them on the board in two colours (e.g. red 19 and black 42) to help learners separate the two numbers. If some learners are not confident with the dates, offer additional practice as a whole class and then consolidate in pairs.
- Prepare the materials for the task from page 63. Copy the task and cut into two so you have enough copies of the Person A set for half the learners and enough of the Person B set for the other half.
- Give half the learners Sentence set A and half the learners sentence set B. Model the question. *What happened in ...?* Learners repeat. Put pairs of A and B together. They ask and answer to complete the table.
- Check answers. Now say *Look at the last two sentences. What do you think?* Tell them to use their imagination to find answers.
- Learners work on their own and think first of all.
- Once learners have finished, look at the speech bubbles and read the dialogue together.
- Highlight the key language: *What will happen ...* ask learners why it has changed. (*Because we are talking about the future.*). Put learners into pairs: one A and one B. Encourage them to exchange their ideas and then complete the rest of the table.

Feedback: While learners work independently, monitor and check for any that need support. At the end of the task go through the table with the whole class to check they have found the answers.

Answers

1942 – The first rocket travelled into space.
1947 – The first animals travelled into space.
1961 – The first person travelled into space.
1969 – The first person walked on the moon.
1998 – An important Space Station was sent into space.
2001 – The first person went to space on holiday.
2025 / 2050 learners' own answers

- Write the above answers in full on the board, do a disappearing-drill task (see p.55) to build fluency and have some fun as learners try to remember the bits that have been erased.

Task 7

- Learners look at the picture of a 'space tourist'. Ask *Would you like to go to space on holiday?*
- Share a few ideas with the class. Read the example sentences then ask learners to write their own ideas.

Feedback: Encourage learners to share their sentences in pairs and see if they have the same ideas. Check with the class and find out if most learners would prefer to go or not.

Answers

Learners' own answers

Extra support: Learners work in pairs and imagine what a 'space holiday' would be like. Share ideas with the class.

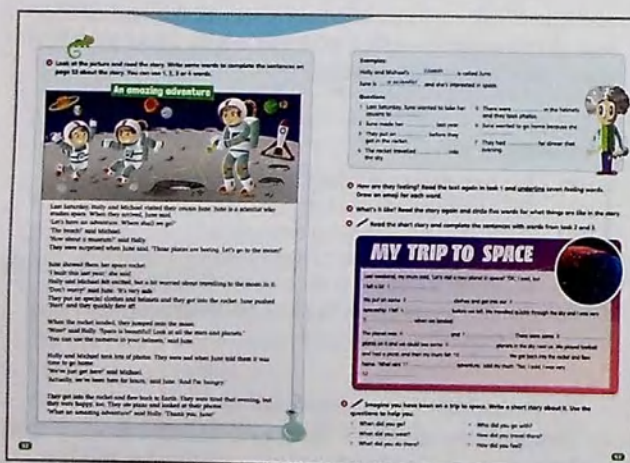
Extension: Put learners into pairs to create a space holiday plan. Write on the board:

- how you will travel
- where you will stay
- what you will eat
- what you can do

Learners create a plan and make notes. After five or ten minutes, check that they have completed their plans. Ask one learner from each pair to stand up. They go round to the learners still sitting and ask questions. Point to the board so they can use the prompts, e.g. *How will I travel? Where will I stay?* The learners who are sitting answer. Tell the learners asking the question to speak to as many people as possible in five minutes. After five minutes swap roles: the learners who are sitting get up and ask questions. The learners who have been circulating sit down and answer. At the end, ask learners which holiday plan they would choose.

Suggest that learners make use of some of the strategies on pages 54–55 when creating their own materials based on what they have covered in a unit.

This is also a good opportunity to use games to practise and consolidate the language (see *Mexican wave*, *Paper ball* and *Hot seat*, p.54).



READING Task 1

Part
5
Flyers

- Show the picture. Ask *What can you see? Who / What do you think the story is going to be about? Where are they? How did they get there?* Learners share ideas.
- Check understanding of *adventure / scientist / helmet*.
- Learners read the story quickly (set a time limit) and check if their ideas are correct.
- Put learners into pairs to complete the sentences.
- Point out that they can use one to four words. Ask learners to think of tips they could provide, e.g. *go back to check each part of the story carefully; think about the grammar in your sentence as you write*. Learners write.
- Remind learners to copy the spelling correctly when taking words from the text.

Feedback: As learners finish, put each pair with another pair to compare ideas. Go over the possible answers with the group.

Extra support: Learners who finish reading and writing quickly, think of three sentences: two true and one false. They tell their partner the sentences. Their partner decides which is false.

Answers

- 1 the moon
- 2 (space) rocket
- 3 special clothes and helmets
- 4 quickly
- 5 cameras
- 6 was / felt hungry
- 7 pizza

Task 2

- Ask *If you were on this adventure, how do you think you would feel?* Share ideas. Give a model, e.g. *I'd feel happy*. Ask if they can remember the different feelings in the story. Share ideas.
- Learners read the text again in pairs and underline the seven 'feeling' words in the story (*surprised, excited, worried, sad, hungry, tired, happy*). Once they have found the words, learners create an emoji for each one. Demonstrate by drawing a smiley face for *happy* or showing emojis on a phone.

Feedback: Learners share ideas in pairs. Check which vocabulary they have found before they draw the emojis. If you wish, learners draw emojis on paper and choose their best one to put up on the wall. The rest of the class guess what the emojis represent.

Extra support: If learners find the vocabulary challenging, check understanding by trying to get them to say the L1 word. Put learners into pairs. Ask them to talk about the last time they felt surprised / excited, etc. and give a reason why.

Answers

surprised, excited, worried, sad, hungry, tired, happy

Task 3

- Ask learners to look back at the text again and find words that describe what the adventure and things in it were like. Find an example together, e.g. *June says places on Earth are 'boring'*. Learners work in pairs and find other words.

Feedback: Check answers by asking learners to read out their lists.

Extra support: Divide learners into small groups and give each one a mini whiteboard or paper and pens. Assign each group a word and ask them to make a mind map for it, e.g. *'boring' – maths, fishing, waiting for a bus ...* Learners show their mind maps to the class.

Answers

boring, safe, special, beautiful, strange, amazing

WRITING Task 4

- Learners look at the picture. Ask learners *Would you like to visit this planet? Why? / Why not?* Share ideas.
- Learners read the short story quickly and find out if the visit to space was good or not. Remind them not to worry about the gaps at this point. Share ideas.
- Now tell learners to read the text again and fill the gaps with any words they think fit. Look at the first gap together and share ideas, e.g. *excited / surprised / worried*. Tell learners to try and use interesting ideas and not choose the most obvious answers. Learners work alone. After five minutes, pair learners to either help each other finish or to compare ideas.

Feedback: Monitor progress. If pairs finish quickly, ask them to check their answers with another pair and think of alternative words that could go into the gaps. Finally check ideas with the class, acknowledging different possible answers.

Answers

Learners' own answers

Task 5

- Tell learners they are now going to write their own short story. Put learners into pairs to look at the prompt questions. For each question, they should think of some ideas and make notes.
- Once they have had time to think, put each pair into a group of four. Ask them to share ideas and think about which ones they like best.
- Learners try and write the story.

Answers

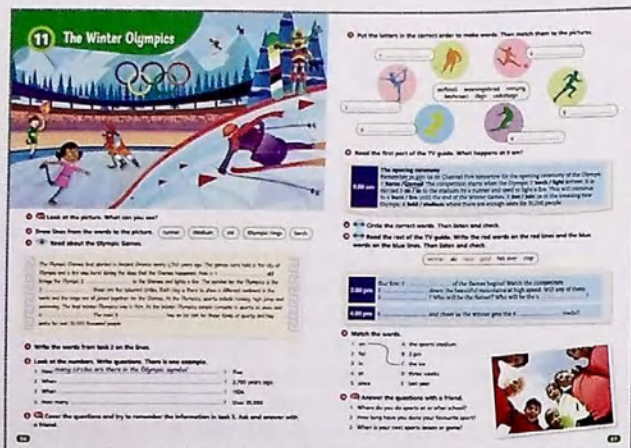
Learners' own answers

Feedback: After a while, remind learners to go back and check their own writing for errors. Tell them to make sure they have a few adjectives in the story. Finally ask learners to swap stories and suggest any further changes, e.g. adjust a spelling or add a different word.

Extra support: If learners find the writing challenging, encourage them to write in pairs. Give them some ideas to help them or provide a short writing frame on the board, e.g. *Last weekend, I went ... with ... I was wearing ... because ... We travelled by ... When we arrived we ... I was / felt ...*

Extension: Create a class story book. Ask learners to illustrate their stories and put them together with binding or in a folder to create a storybook. This can stay in the class for learners to look at and read.

11 The Winter Olympics



EXAM PRACTICE MATERIALS

Reading and Writing Part 6
Mini whiteboards, paper and
coloured pens or pencils, pictures of
winter sports

Unit objectives

LISTENING SPEAKING	Listen for numbers and specific information. Ask and answer simple questions about people's likes / dislikes and preferences.
READING	Understand descriptions and factual information.
WRITING	Complete a text by adding words.
YLE VOCABULARY	Sport: <i>burn (v)</i> , <i>gold</i> , <i>ice</i> , <i>rings</i> , <i>race</i> , <i>ski</i> , <i>sledge</i> , <i>torch</i> , <i>winner</i>
NON-YLE VOCABULARY	<i>athlete</i> , <i>compete</i> , <i>continent</i> , <i>light (v)</i> , <i>runner</i> , <i>stadium</i> , <i>track</i>

SPEAKING Task 1

- Put learners into pairs. Ask them to think of the last time they played or did a sport. Ask *What was it? Did you enjoy it? Why? / Why not? What is your favourite sport to do and your favourite sport to watch?*
- Learners discuss in pairs and then share their ideas.
- Ask learners to look at the picture and describe as much as they can see.

Feedback: Monitor and see which words they find easy or difficult to use. Share some of their ideas and ask if they know what sporting event is shown. (*The Olympics*) Learners brainstorm what they know about the Olympics in groups. Check ideas. You might want to structure the feedback into categories: early history / history of last hundred years or so / sports included / successes of athletes from learners home countries.

Answers

Learners' own answers

READING Task 2

- Put learners into pairs. Learners look at the words and draw lines to the picture.

Feedback: If you have stronger and weaker pairs of learners, at the end of the task put them into a group of four and encourage them to share ideas so learners with the correct answers practise saying the words and support learners who are not sure.

Go through the answers with the whole class. Check pronunciation of *stadium*, *torch*, *rings*. Model for learners to repeat. Use the choral-drilling strategies (see p.54).

Answers



READING Task 3

- Check understanding of *burn*, *light (a fire)*, *continent*, *compete*.
- Tell learners they are going to read about the Olympic Games and the Winter Olympics. Ask them to name some of the sports / events in each. Share ideas. Ask *When do you think the Winter Olympics started?* (1924) Learners suggest answers. Check that any dates they give are said correctly, e.g. if they give the year ensure they say it accurately.
- Tell learners to read the text quickly and see if their ideas are correct.

Answers

Learners' own answers

Feedback: Learners compare ideas as open pairs (see p.54).

Task 4

- Tell learners to read the text again, but this time to fill in the gaps using the words from task 2.
- Ask learners to think of the best way to do the task. Remind them to read all the sentences before they start matching, checking before and after the gap, rereading to check that the sentence works and crossing out the words they have used to make it easier. Put learners into pairs again. Tell them to put the words into the gaps.

Feedback: Ask learners the word for each gap. Check understanding. Write the text in full on the board, do a disappearing-drill task (see p.54) to build fluency and

have some fun as learners try to remember the bits that have been erased.

Extra support: If learners finish quickly, ask them to find the names of sports in the text and say which one they would prefer to do or watch.

Tell them to look again and find the verbs. Which ones are about the past?

Answers

1 runner 2 torch 3 Olympic rings 4 ice 5 stadium

- If possible, add all new vocabulary and short phrases from unit 11 to a classroom Word wall (see p.55).

WRITING Task 5

- Learners look at the text and underline any numbers they can find. Put learners into pairs so they can compare what they have found and say the numbers correctly, e.g. *nineteen twenty-four*, *thirty-five thousand*.
- Ask learners to look at the answers – all numbers – in task 5. Say *Look at the text and work out the question for each number*. Look at the example together. Ask learners to find the number five in the text and ask a learner to read it aloud. Ask another learner to read the question and check they understand the task.
- Learners work in pairs and write questions.

Feedback: Monitor as learners work. Some questions have more than one possible question form, so clarify and support if confident learners ask about this.

Answers

- When did the Olympic Games (first) start / begin?
- When did the Winter Olympics (first) start / begin?
- How many seats does the stadium have / are there in the stadium?

SPEAKING Task 6

- Put learners into pairs. Ask them to read the questions and answers together – reading two questions and two answers each. Now tell them to cover the questions and only look at the answers. They try to remember and say the questions.

Feedback: Listen as learners work, supporting with accuracy. At the end, ask learners to cover the page, say each answer and ask them to tell you the question.

Answers

See task 5.

Extra support: If learners finish quickly, tell them to cover the answers and see if they can remember the answers to the questions.

Task 7

- In groups of three or four, learners think of different types of Olympic sports.

- Ask learners to look at the pictures. Ask *Are the sports you thought of in here?* Share ideas, encouraging learners to say the sports they can see if they can.
- Put learners in pairs. Learners solve the anagrams and write the names of the sport under the correct picture.

Answers

- ice hockey
- ice skating
- snowboarding
- football
- running
- skiing

Extension: If you have time give each group a large piece of paper and ask them to produce a mind map of either – *sports needing a ball*, e.g. hockey, ice hockey, volleyball, tennis; *sports needing equipment*, e.g. high jump, skiing, snowboarding, or *sports you do with just the body*, e.g. running, swimming.

Feedback: Choose groups to share their ideas.

Answers

Learners' own answers

Extra support: Learners decide if you *play*, *go* or *do* the sports they have listed. Tell them if there is a ball, we *play*.

READING Task 8

- Say *Look at the TV guide*. Ask learners to look at the times in the left-hand column of the table. Encourage learners to say the times. Check and correct. Ask *Is 'am' morning, afternoon or evening?* (*morning*) Repeat with *pm*. (*afternoon and evening*)
- Ask learners *What happens at nine am?*

Feedback: Learners suggest ideas.

Answers

The opening of the (Winter) Olympic Games.

28 LISTENING Task 9

- Tell learners to look at the words in bold in the text in task 8. In pairs, they decide which option is correct. Learners work together.

Feedback: Tell learners to listen and check their answers. Play track 28. Confirm they have all heard the correct answers and clarify any they find challenging.

Answers

- torch
- in
- burn
- Join
- stadium

Track 28

Remember to join us on Channel Five tomorrow for the opening ceremony of the Olympic Games. The competition starts when the Olympic torch arrives. It is carried in to the stadium by a runner and used to light a fire. This will continue to burn until the end of the Winter Games. Join us in the amazing new Olympic stadium where there are enough seats for 35,000 people!

29 LISTENING Task 10

- Tell learners to look at the words in the word box. Say these come from the next part of the TV guide. In pairs, they decide which are verbs, nouns and which are adjectives. Point out that some words can be more than one class. Learners work together.

Feedback: Ask learners what type of word each one is. Write the words onto the board in the correct column (some twice). (Nouns – winner / race / ski / gold, Verbs – race / fall over / ski / clap, Adjectives – gold)

- Learners then work in pairs and decide which words from the word box go into each gap using the colours to help them. Red words go into the red gaps and blue into the blue gaps.

Feedback: Check with the group. Choose different pairs to give the answers, but do not confirm yet. Tell learners to listen and check. Play track 29. Learners check answers.

Answers

1 race 2 ski 3 fall over 4 winner 5 Clap 6 gold

Track 29

Our first race of the Games begins! Watch as the competitors ski down the beautiful mountains at high speed. Will any of them fall over? Who will be the fastest? Who will be the winner? Clap and cheer as the winner gets the gold medal.

READING Task 11

- Ask learners to look at the phrases then match each one with the correct preposition. Look at the example together. Learners work in pairs and draw lines.

Feedback: Check answers with the group.

Answers

1 C 2 D 3 A 4 B 5 E

Extension: Do a simple speaking carousel. Put learners into short lines facing each other to talk. After each question, ask a single learner from the end of one line to go down to the other end. All the other learners in that line move up one space so they are talking to a different person. Repeat for each question asking a single learner from the same position to move. Learners speak for 30 seconds per question then move. Continue for five minutes.

Ask *What time do you usually go to bed?* Learners tell the person opposite them. Encourage them to answer using *at* ..., e.g. *at 10.30 because my mum tells me to go*. Move the line and ask the next question, e.g. *What time do you usually have breakfast / play with friends ...?* Continue the task asking other questions to encourage use of the prepositions and adverbs, e.g. *How long have you ... played football / had a phone ... (since / for)? Where do you ... buy food / have lessons / see wild animals? (in)*

SPEAKING Task 12

- Put learners into pairs and ask them to read and discuss the questions. Learners speak. Put the pairs together. Each learner tells the rest of the group one fact about his / her partner.

Answers

Learners' own answers

SPEAKING Task 1

- Look at the picture of the 'skeleton'. Ask learners what they think happens and what they can see: teach the words *sledge*, *athlete*, *track* if necessary to help them explain. Ask if they would like to do the 'skeleton' themselves.

Feedback: Check ideas with learners. If you have access to internet film you could show a clip of the sport in action.

Answers

Skeleton is a winter sport. Athletes ride a sledge down an ice track and try to do it in the fastest time.

READING Task 2

- Check they understand. Say *Read the text quickly to find the answers. Don't worry about the gaps.*

Feedback: Put learners into pairs to share ideas. Check answers.

Answers

- He stops it by putting his feet on the ice.
- It goes over 125 kilometres per hour.
- He started doing the skeleton when he was 10.
- There are metal parts underneath moving on the ice (so he would hurt his hands if they were underneath).

Task 3

- Learners work together and put a word into each gap. Look at the example with them. Remind them to think about the different types of words and what is needed for the gap. Remind them to read through as they work to check their answers. Learners work in pairs.

Part

Flyers 6

- Make sure learners re-read the whole text to check their answers.

Feedback: Check answers with the group.

Extra support: If learners find it challenging, write the missing words onto the board (or give them to particular groups) but jumbled up. Learners then match.

Answers

1 is 2 to 3 been 4 to 5 than

SPEAKING Task 4

- Learners work in pairs and discuss.

Feedback: Learners share ideas.

Answers

Learners' own answers

Task 5

- If possible, show learners pictures of winter sports. Encourage learners to say the names of the sports and list them on the board. Put up as many as possible. Tell them they are going find out which is the most popular. Put learners in groups of six to eight. Learners choose a list of four sports from the board. Model questions and answers, e.g. *Which of these sports do you like best? Which is your favourite? I like xx the best. My favourite sport is ...*
- Learners discuss in their groups and keep count of the favourites. Let learners talk for five minutes.

Feedback: After groups have discussed, ask each group which sports they discussed and which was most popular.

Extra support: If there is time, tell learners to mingle (see *Mingle and greet*, p.54) with the rest of the class and ask as many people as they can similar questions. At the end, share ideas about which sports the class generally like.

Answers

Learners' own answers

SPEAKING Task 6

- Learners look at the pictures. Ask *What do you think a mascot is? Which do you like?* Learners work in pairs.

Feedback: Share ideas. Establish what a mascot is and ask learners which one they like best.

Answers

Mascot is defined on the page – give other examples from local sports to help.

READING Task 7

- Tell learners to look at the picture of Soho. Ask if they like this mascot. Share ideas. Learners read

the message from Boyao quickly and answer the questions.

Feedback: Put learners into pairs to check ideas. Check answers with the class.

Answers

- She likes it (him) because it looked amazing and it was friendly.
- It/He is white and black and has the Olympic Rings on its/his chest.
- She took the picture in the street near the sports stadium.

WRITING Task 8

- Put learners into groups of three or four. Ask them to think about a mascot that would be good for the Winter Olympics. Say *Think about the colours you can use and the shapes or designs you think will be good*. Give out paper and coloured pens / pencils. Learners work together on their design.

Feedback: Monitor and support as learners work.

Answers

Learners' own answers

Task 9

- Once the learners have a design, tell them to complete the message about their own mascot. Say *Look at Boyao's message to help you*. Learners write.

Answers

Learners' own answers

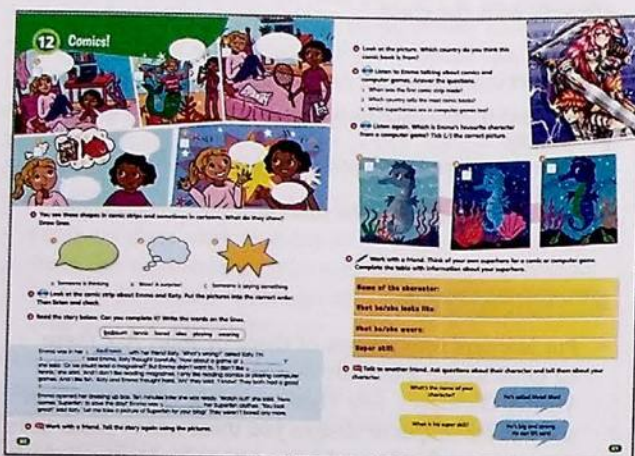
Extra support: Learners can write in a group. If learners are confident, they can write alone and add additional details if they finish quickly.

Suggest that learners make use of some of the strategies on pages 54–55 when creating their own materials based on what they have covered in a unit.

Feedback: Monitor and check as learners write, correcting any errors you notice.

Extension: Put learners into groups of four to five. Say *Let's design a school / class mascot*. Provide poster paper and pens. Tell learners to create a design and name for the mascot. Learners work together for ten minutes. At the end of the time, each group presents their ideas explaining their choice of design / colour and names. The class vote for the best mascot.

12 Comics!



EXAM PRACTICE MATERIALS

Reading and Writing Part 7
Pictures of superheroes, comics

Unit objectives

LISTENING	Listen for events and details in a story
SPEAKING	Ask and answer simple questions about interests
READING	Understand descriptions and factual information
WRITING	Complete a text by adding words

READING Task 1

- If possible, show some pictures of superheroes, e.g. Batman / Spiderman / Wonder Woman. Ask learners what they know about them. Share ideas. Ask *How did these superheroes begin?* Elicit that they were all originally in comics. If possible, bring in some real comics or show some on a screen. *Do you read comics? Why or why not? What's your favourite?* Learners discuss as open pairs (see p.54).

Feedback: Monitor and listen for different ideas, e.g. learners that read comics and some that don't. Ask the group to share ideas and choose learners with different attitudes to comics to get different reactions.

- Put learners into pairs. Ask them to look at the three shapes and decide what each one represents. Learners look at the sentences and draw lines to the shapes.

Feedback: Share ideas at the end. As you complete each match, ask learners *When you see that shape in a superhero comic what do you think is happening?*, e.g. 1 when the superhero is talking to his friend; 2 when the superhero is thinking of a plan; 3 when the superhero is escaping from danger.

Answers

1 C 2 A 3 B

30 LISTENING Task 2

- Tell learners to look at the first frame of the comic book and ask *Where are Emma and Katy? (in a bedroom)* *How is Emma feeling? (bored)* Then tell them to look at the other frames and ask *What are they thinking about doing, so they aren't bored? (play tennis / read a magazine / dress up)*

- Learners look and discuss in pairs for one minute. Share ideas.

- Tell learners to put the pictures into the correct order. Point out that picture 1 is the first part of the story, but the others are mixed up. Give learners a few minutes to order the pictures.

Feedback: Learners compare ideas in pairs. Then share ideas by asking pairs for the order they chose. See if they have a similar or different order. Don't confirm yet if they are correct. Use the choral-drilling strategies (see p.54).

- Play the story so learners can listen and check their order.
- Play track 30.

Answers

A 1 B 5 C 2 D 3 E 4

Extra support: Learners who finish quickly can try to tell the story by giving one sentence per frame and guessing what happens.

Feedback: Encourage learners to check a final time with their partner then go through the order. As you go through it check ideas, e.g. *What did Katy want to do? (play tennis or read a magazine)* *What does Emma like doing? (reading comics or playing computer games and dressing as a fish)*

Track 30

Emma was in her bedroom with her friend Katy. 'What's wrong?' asked Katy.

'I'm bored!' said Emma.

Katy thought carefully. 'How about a game of tennis?' she said. 'Or we could read a magazine.'

But Emma didn't want to. 'I don't like playing tennis,' she said. 'And I don't like reading magazines. I only like reading comics or playing computer games. And I like fish.'

Katy and Emma thought hard. 'Ah!' they said. 'I know!'

They both had a good idea. Emma opened her dressing-up box. Ten minutes later she was ready.

'Watch out!' she said. 'Here comes Superfish to save the day!' Emma was wearing her Superfish clothes.

'You look great!' said Katy. 'Let me take a picture of Superfish for your blog!'

They weren't bored any more.

READING Task 3

- Learners read the text of the story quickly. Say *Can you remember the story?* If learners say Yes, praise them and say *But now we need to remember the right words.* If they say no, tell them *It's fine because we can still find the answers.* Ask *What's the best way to do the task?* Remind them of previous completion tasks that they have done. (*Look at the whole text first; think about what comes before and after the gap; think about the type of word; read the sentence again once you put in the word to make sure it makes sense.*) Share their ideas.

- Put learners into pairs again to put the words into the gaps.

Feedback: Ask learners the word for each gap. Check understanding.

Extra support: On the board write *Emma likes ... comics.* Point to the gap. Learners respond (*reading*). Point to *like*. Ask learners to find similar sentences that follow the pattern, e.g. *Emma doesn't like playing tennis.* Say *After like we need to put a verb with ... (-ing).* Point to *bored*. Ask *Bored not boring? Why? (A person is bored because something is boring.)*

This is a good opportunity to use TPR by miming (see p.55).

Answers

2 bored 3 tennis 4 playing 5 idea 6 wearing

Extension: Put learners into pairs. Ask them to add another frame or two frames to the story and continue it. They can draw the frames and write in word bubbles. Share the new story endings with the class.

Write one of the new story endings in full on the board, do a disappearing-drill task (see p.54) to build fluency and have some fun as learners try to remember the bits that have been erased.

SPEAKING Task 4

- Learners cover the story and look at the pictures again. In pairs, learners retell the story. Encourage them to put in as many details as possible. On the board write *so, because, finally*. Tell learners these kinds of words can help them add detail to and improve the quality of their speaking. Check understanding, e.g. *finally* tells us the end of the story; *because* connects a result to the cause; *so* connects a cause to the result. Use simple examples to help.

Feedback: Monitor as learners work. Choose stronger learners to retell the story for the class.

Answers

Learners' own answers

Extra support: Put sentence stems on the board to help learners who are not so confident about writing: *Emma and Katy were in ... Emma was feeling ... Katy said they could ... Emma didn't like ... Finally Emma ...*

This is a good opportunity to use games to practise and consolidate the language (see *Mexican wave, Paper ball and Hot seat*, p.54).

SPEAKING Task 5

- Write on the board *comic, cartoon*. What's the difference? (*A comic is on paper, but a cartoon is on TV.*) Tell learners to look at the picture of a comic. In pairs, learners discuss the question.

Feedback: Learners suggest answers. Do not confirm which country at this point. Tell learners they are going to listen and find out.

Answers

Learners' own answers

31 LISTENING Task 6

- Learners listen to Emma and find out which country the comic is from. Ask them to read the questions. Tell them to underline the important words. Share these (*first comic; country, most; superheroes, computer games*). Remind them to listen for key words, so they can find answers more easily.

- Play track 31.

Feedback: Learners share ideas in pairs. Check answers with the group. First ask *Which country is the comic from? (Japan)* Then check the answers to the other questions.

Answers

- Over a hundred years ago (1896)
- Japan
- Superman and Batman

31 LISTENING Task 7

- Learners look at the three pictures and find the differences between the pictures in pairs. Remind them that for this type of task, they should look at the differences first and it will help them to hear the answer. Share their ideas.
- Learners listen again and decide which one is Emma's favourite character.
- Play track 31 again if necessary.

Feedback: Check answers with the class.

Answer

2

Track 31

I love comics. I know lots about them because I did a project on them at school. For example, did you know that the first comic strip is over 100 years old? It was made in 1896. It was called *The Yellow Kid* and it was very popular, so more comic strips started after that. There have been lots of comic books since then, but the most popular are in Japan. Japanese comics are very beautiful and they have amazing art. I love them. Now the same ideas are used in computer games and cartoons on TV.

I like a lot of the Superhero cartoons with characters like Superman and Batman. They're in computer games, too. I love the game *Superfish* most because it's really funny. My favourite character is from *Superfish*. It's Samtastic Seahorse – he's called Sam for short. I know real seahorses are a kind of grey colour, but Sam is bright blue and he lives in the ocean in a kind of huge pink shell. He doesn't have super skills, but he always helps Superfish because he is really clever. They have a lot of adventures.

WRITING Task 8

- Learners think of superheroes from comics, cartoons and computer games. In pairs, they describe their favourite superhero or one they know well. Use the table in Task 8 to prompt them. Go through the questions: *What is the name of your superhero? What does he or she look like? What does your superhero wear? And what is your superhero's super skill?*
- Share ideas and see if any superhero is particularly popular. If one is most popular, build up a description together, orally, following the prompts in the table. If there isn't a popular superhero choose one randomly, e.g. *Spiderman is my favourite superhero. He wears red and blue and you can't see his face. He is very quick and he can jump very fast. He can make a web like a spider so he can catch bad people and fly into the air using his web.*
- Learners work in pairs and think of their own superhero. They make notes in the table.

Answers

Learners' own answers

Feedback: Monitor as learners work, supporting with ideas and language as necessary.

Extra support: Learners can practise describing their superhero.

SPEAKING Task 9

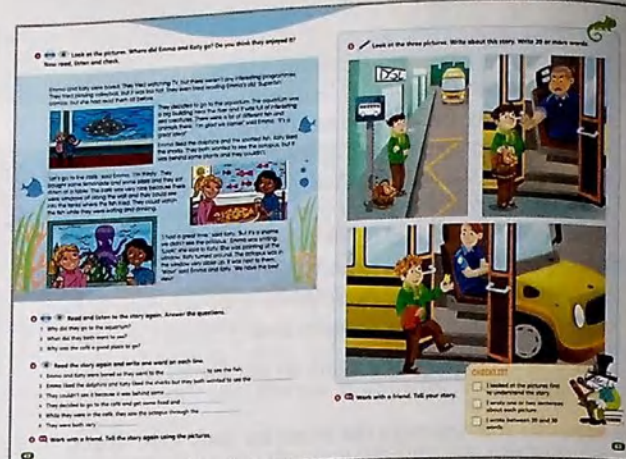
- In new pairs, learners look at the dialogue in task 9. Stronger learners read it aloud as an example. Go through the table asking learners what question they could ask for each one, e.g. *What does he / she look like?* They should be able to remember from your examples earlier. Pairs ask and answer questions about their superhero.

Feedback: Put the pairs of learners into groups of four or six. Encourage them to tell the group about their partner's superhero. Learners then decide which superhero is most interesting / the best for a film / the most unusual / the funniest. Share their choices with the group.

Answers

Learners' own answers

Extension: Learners create a comic strip of their character or draw a picture. Learners with less confidence can focus on the drawing element. Learners with more confidence can focus on labelling and writing about it.



32 READING Task 1

- Learners look at the pictures and think about where Emma and Katy went. Ask *Where did they go? Did they enjoy it? What do you think?* Read the questions together. Learners discuss and predict in pairs.

Feedback: Listen to learners, but do not confirm.

Answers

Learners' own answers

- Learners listen and check if they are correct.
- Play track 32. Learners listen and read.

Feedback: Learners share ideas in pairs. Check answers.

Answers

They went to the aquarium. Yes, they enjoyed it.

Extra support: Learners find sentences that help show why they think they enjoyed the aquarium.

32 Task 2

- Play track 32 again. Learners work together and try and answer the questions without looking back at the text. Then they read through the text to check their answers.

Feedback: Check answers with the class.

Answers

- Because it was full of interesting sea creatures.
- The octopus
- There were windows all along the wall so they could see into the fish tanks.

Task 3

- Learners work together and put a word into each gap. Look at the first example with them. Remind them to think about the different types of words and what is needed. Remind them to read through as they work to check their answers. Learners work in pairs.

Feedback: Check answers with the class.

Answers

- aquarium
- octopus
- plants
- a drink / drinks
- window / glass
- happy / excited / surprised

Extra support: If learners find it challenging write the missing words onto the board (or give them to particular groups) but jumbled up to match.

SPEAKING Task 4

- Learners retell the story. Remind them of how they did this in the previous lesson: using the pictures to help; adding in detail where possible, using language like *so ... because ... then ... finally...* Learners work in pairs and discuss. After about five minutes, ask learners to change pairs and tell the story one more time, sharing ideas about the best parts of their story.

Feedback: Learners offer ideas and gradually build up the story with the whole class.

Answers

Learners' own answers

WRITING Task 5

- Learners look at the pictures together in pairs and write key words to use in the story. Do one picture together as an example if learners need support.
- Learners should write 20 to 30 words and should be discouraged from writing more. They should spend time looking at the pictures, then they should write one or two sentences about each picture. If they want to make corrections, they should do so as neatly as possible.

Feedback: Once learners have written their words, ask pairs to discuss with another pair and find out if they have chosen any similar words.

Suggested answers

- a cat / a cat basket / a bus / the bus driver / a street
- wanted to travel / can't get on / stopped / doesn't like cats / said no
- got on bus / ticket / cat on head / bus driver / doesn't see cat

- Learners then write a story using the pictures and the words for support.

Extra support 1: Put some possible language on the board but jumbled for learners to select.

Feedback: Once they have finished, ask learners to look at the Checklist. Ask learners what a good answer will do. Share ideas. Put learners into pairs and ask each pair to swap their writing with another pair. Learners look at the stories they have been given and find two things that are good and one thing to work on. They give back the stories they had.

Extra support 2: If learners find the initial writing challenging, put them into pairs to complete the task.

SPEAKING Task 6

- In pairs learners tell each other their story. Remind them to add detail where possible, using language like *so ... because ... then ... finally...* After about five minutes, ask learners to change pairs and tell the story one more time, sharing ideas about the best parts of their story.

Answers

Learners' own answers

Extension: Create a 'Writing tips' poster for the wall. Use the checklists to help. Write up learners' ideas on poster paper as they tell you, e.g. *describe what is happening in the pictures clearly; use good sentences; use interesting words and describe in detail.* You could divide learners into groups and ask them to create three more posters: one for reading, one for speaking and one for listening.

Glossary of teaching strategies

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

Choral drilling:

- **Disappearing drill:** Write a short dialogue on a whiteboard and have learners practise the sentences using some of the choral drilling techniques described above. Then erase a small part and have learners practise the sentences, but this time they must try and remember the erased dialogue from memory. Keep erasing more and more of the dialogue until it has mostly 'disappeared', and have learners keep repeating the dialogue, with the challenge of trying to remember more and more of the sentences from memory. This activity, (which should be approached as a fun activity and not a strict memory test), promotes fluency and builds confidence, as learners enjoy the challenge of trying to remember the erased parts. It prepares learners well for practising the dialogue in follow-on pair work.
- **Modelling language and drilling:** Modelling of new vocabulary or phrases by the teacher followed by choral, group, pair and individual repetition is necessary as part of speaking practice, to help learners develop pronunciation and intonation skills and build confidence. Here are some tips to ensure that drilling is effective and keeps learners engaged.
- **Loud and soft:** Have learners repeat the target language in whispers and low voices, then change to louder voices. Whispering really helps less confident learners, and young learners generally respond well to the play with different sound levels.
- **Mood drills:** Have learners repeat the target language according to the style of moods and emotions, e.g. with happy, sad, angry intonation and / or facial expressions and gestures. This is especially effective in helping learners associate meaning with words, e.g. drilling 'emotional' adjectives such as *happy, sad, angry, excited* in the style of the emotion makes the word more memorable for young learners

Extension opportunities: Throughout level 6, fast finishers can benefit from opportunities to be creative and produce their own material to extend what is offered in the course. This develops critical thinking and problem-solving. Suggest that learners make use of some of the following ideas when creating their own materials based on what they have covered in a unit:

- Match the pairs
- Unjumble the words
- Word puzzles
- Circle the correct word

- Complete the words
- Crossword puzzles
- Word soups
- Complete the sentences
- True / False
- I spy grammar (underline verbs, circle the pronouns, highlight the short forms, etc.)

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

Mexican wave:

Student 1 (stands up and greets the student next to her / him) *Hello*. (and then sits down)

Student 2 (stands up quickly and replies) *Hi*.

Student 2 (turns and greets another student) *Hello*. (and then sits down)

Student 3 (stands up quickly and replies) *Hi*.

Student (turns and greets another student) *Hello*. (and then sits down)

Have learners do the Mexican wave round the whole class slowly at first and after several attempts as quickly as possible. Change the words to *Hello / Good morning* or *Hi / Bye* for further practice.

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

Mingle and greet: Learners stand up and 'mingle'. They have to greet as many others as possible in 20 seconds.

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

Paper ball: Roll up a piece of paper into a ball. Throw it to a student and say *Hi / Hello / Good morning*, etc. Encourage the student to reply and then throw the paper to somebody else and greet him / her.

Total physical response (TPR): This involves learners associating words and phrases with specific movements and helps learners to embed new language.

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

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

Review Unit 1 ★★★★★

Skills: Listening and Speaking

1. Listen to the audio and write the names under the photos.

2. Listen to the audio and write the names under the photos.

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Unit 1

08 LISTENING Task 1

- 1 Alice
- 2 Sarah
- 3 Robert

Total marks: 3

08 LISTENING Task 2

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

Total marks: 6

Track 08

- Betty:** Hi, I'm Betty. I got a new camera for my birthday and so I went to the beach and took some photos of the sea. My friends really liked them so I decided to enter the school art competition. And I won!
- Alice:** Hi, I'm Alice. I really like moving and I joined the gymnastics team last year. We go to competitions every month. Last month the competition was in a big town by the sea. My parents came to watch me and they were very happy when my team won.
- Robert:** My name is Robert. I'm not very good at sport, but I do love growing plants. My favourite plants are tomatoes and strawberries and last month I entered a gardening competition. My tomato plant didn't win, but my strawberries did win a prize.
- Sarah:** Hi, I'm Sarah and I'm learning how to do number puzzles. I joined the maths team at school and we study together every Thursday. Then we go to maths competitions on Saturdays. We don't always win, but we did win last weekend. The prize was a big box of chocolates!

SPEAKING Task 3

- 2 Betty got a camera.
- 4 Alice's parents came to watch her.
- 6 Sarah's team won a big box of chocolates.

Total marks: 4 (1 mark for each correct sentence plus 1 bonus mark for getting them all correct)

Total marks for Unit 1 review: 13

Unit 2

READING AND WRITING Task 1

- 1 comb
- 2 stone
- 3 oven
- 4 restaurant
- 5 telephone / phone
- 6 metal

Total marks: 6

WRITING Task 2

Suggested answers

It is 7 o'clock.
There is a plant on the cupboards.
The man is washing up / washing a fork.
There is soap on the plate.
The man is standing on a mat.
There are some strawberries, butter and yoghurt in the fridge.
The girl is taking a yoghurt.
The cat is eating on the floor.

Total marks: 12 (2 marks per sentence: 1 mark for each correct idea and 1 mark for correct grammar)

Total marks for Unit 2 review: 18

Review Unit 3 ★★★★★

Skills: Reading and Speaking

1. Read the text and answer the questions.

2. Read the text and answer the questions.

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Unit 3

SPEAKING Task 1

He played the drums and the violin, and he likes tennis and skateboarding.

(1 mark for each correct instrument / sport; 1 bonus mark for correct spelling)

WRITING Task 2

- 1 he played the violin and the drums.
- 2 history.
- 3 magazines about insects.
- 4 chess.
- 5 liked skateboarding and (playing) tennis.

(1 mark per correct answer)

Total marks for tasks 1 and 2: 10

SPEAKING Task 3

Learners' own answers

Total marks: 5 (1 mark for each correctly labelled picture)

VOCABULARY Task 4

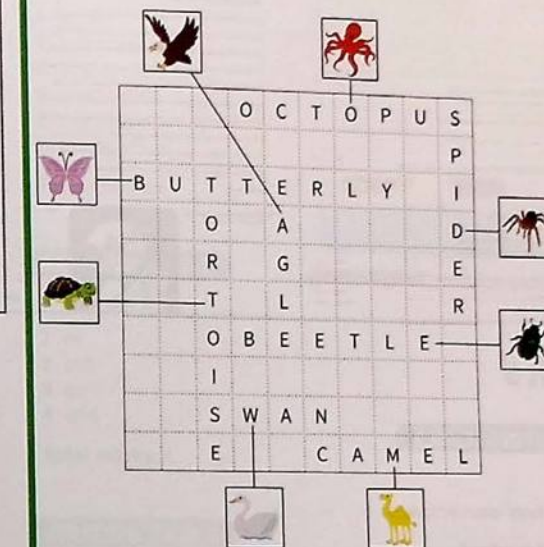
Learners' own answers

Total marks: 5 (1 mark for each appropriate club)

Total marks for Unit 3 review: 20

Unit 4

VOCABULARY Task 1



Total marks: 8 (½ mark for each word found and ½ mark for each correct link to a picture)

SPEAKING Task 2

- 1 Eagles, octopus, spiders, swans and beetles eat meat or other creatures. Swans mostly eat vegetation / plants but some eat small fish and insects. Beetles mostly eat plants but some types eat other small creatures.
- 2 Tortoise only eat plants or grass.
- 3 Eagles and swans live in nests.
- 4 Eagles, spiders and beetles can get to the top of a tree; swans can fly but not high.

Total marks: 8 (2 marks per question: 1 mark for correct information; 1 mark for accurate sentences)

SPEAKING Tasks 3 and 4

Learners' own answers

Total marks: 4 (up to 4 marks for contribution and fluency)

Total marks for Unit 4 review: 20

Review Unit 5 ★★★★★

Skills: Writing and Speaking

1. Choose the words that you would like to have in a plan. Draw and label your plan.

2. Write the names of the jobs under the photos.

3. Look at the words in the box. Write the words in the gaps.

4. Write the words in the gaps.

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Unit 5

WRITING Task 1

Learners' own answers

Total marks: 6

WRITING Task 2

Learners' own answers

Total marks: 3

WRITING Task 3

Learners' own answers

Total marks: 8 (2 marks per correct answer: 1 mark for a basic answer, 2 marks for a more detailed answer)

WRITING Task 4

Learners' own answers

Total marks: 3

Total marks for Unit 5 review: 20

Unit 6

20 LISTENING Task 1

- 1 dinosaur 2 lizard, tortoise 3 dry
4 warm 5 unusual

Total marks: 6 (1 mark per correct word)

Track 20

I really love dinosaurs. I have lots of books about them and I would really like to have a pet dinosaur. The problem is that there aren't any dinosaurs because they are extinct! So my mum said, 'How about getting a pet that looks like a dinosaur instead?' I thought that was a great idea, so I did some studying and I decided to get a pet lizard and a pet tortoise. They both look a bit like a dinosaur because they don't have fur. Their skin is really cold and dry. My lizard is called Fred and he's quite small. My tortoise is bigger and she's called Pat. I have to keep them warm because lizards like Fred often live in jungles and tortoises like Pat often live in deserts. Fred and Pat like eating fruit and vegetables. I feed them two times a day. My friends think that my pets are unusual, but I think that Fred and Pat are great! They are very friendly and they are beautiful. Fred has black spots on his tail and Pat has brown stripes on her shell. They aren't dinosaurs, but they are my best friends!

WRITING Task 2

- 1 aren't any 2 mum 3 looks 4 studying 5 fur
6 lizard 7 jungles 8 deserts 9 two 10 great
11 friendly 12 black 13 tail 14 shell

Total marks: 14

Total marks for Unit 6 review: 20

Review Unit 7 ★★★★★

Skills: Writing and Speaking

1. Write the names of the jobs under the photos.

2. Look at the words in the box. Write the words in the gaps.

3. Write the words in the gaps.

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Unit 7

VOCABULARY Task 1

- 5 places: castle, restaurant, museum, theatre, stream

Total marks: 5

READING Task 2

journey, tour, ticket, rucksack, suitcase

Total marks: 5

WRITING Task 3

- 1 theatre
2 museum
3 stream
4 castle
5 restaurant

Total marks: 5

WRITING Task 4

Learners' own answers

Total marks: 3

WRITING Task 5

- 1 bridge
2 hotel
3 fire station
4 desert
5 factory
6 skyscraper

Total marks: 6

Total marks for Unit 7 review: 24

Unit 8

VOCABULARY Task 1

- A artist
B astronaut
C business woman
D mechanic
E engineer
F police officer

Total marks: 6

READING Task 2

- 1 or
2 but
3 so
4 and

Total marks: 4

WRITING Task 3

- 1 or
2 but
3 but
4 so
5 and

Total marks: 5

SPEAKING Task 4

Learners' own answers

Total marks: 3 (1 mark per correct sentence)

Total marks for Unit 8 review: 18

Review Unit 9 ★★★★★

Skills: Reading and Speaking

Read about Maria, John and Tessa's hobbies and write the correct words in the gaps.

1. Maria likes to go to the beach and take photos of animals and plants. She is interested in nature. She is a nature photographer. She is a nature photographer. She is a nature photographer.

2. John likes to go to the beach and take photos of animals and plants. He is interested in nature. He is a nature photographer. He is a nature photographer. He is a nature photographer.

3. Tessa likes to go to the beach and take photos of animals and plants. She is interested in nature. She is a nature photographer. She is a nature photographer. She is a nature photographer.

Skills: Listening and Writing

Listen to the story about Ben the astronaut and draw lines.

1. Ben the astronaut found a small spaceship in his garden. The spaceship was very strange. It was orange and had blue spots on it. Ben the astronaut didn't know why the spaceship was there, but he was very excited.

2. He got into the spaceship and pressed 'start'. The spaceship flew quickly into space and it landed on a planet. The planet had lots of purple trees and yellow grass. It was amazing!

3. Then Ben met an alien who had long blue hair. The alien looked very surprised.

4. 'That's not your spaceship!' she said. 'That's my friend Moo's spaceship. Where's Moo? Did you leave him behind?'

5. 'Oh no!' said Ben. 'I must have left Moo back on Earth.'

6. 'Then you should go and get him!' said the alien. 'Moo is my best friend!'

7. So Ben got into the strange spaceship and flew back to Earth.

8. 'Space is really beautiful!' he thought.

9. When Ben landed in his garden, Moo was waiting there. Moo looked very worried.

10. 'Hello, Moo!' said Ben. 'You're safe now. I'm sorry that I took your spaceship.'

11. 'Thanks for coming back!' said Moo and he jumped into his ship.

12. 'Earth is a very special place. I love the green trees and green grass, but I really want to go home now.'

13. The spaceship flew off and Ben waved goodbye. 'What an interesting adventure!' he thought.

Unit 9

READING Task 1

1 taking 2 sell 3 make 4 going 5 went 6 visited

Total marks: 6

WRITING Task 2

1 She was eight. 2 He cooks, he's a waiter, his band plays there. 3 Tessa 4 Marta 5 A tennis racket (from her mum) 6 No, she thinks she could be better.

Total marks: 6

SPEAKING Task 3

Learners' own answers

Total marks: 3 (1 mark for each correct answer / discussion offered per question)

Total marks for Unit 9 review: 15

Unit 10

LISTENING Task 1

2 Ben the astronaut - excited 3 planet - amazing
4 alien - surprised 5 space - beautiful
6 Moo - worried 7 Earth - special

Total marks: 6

Track 27

Ben the astronaut.

One day, Ben the astronaut found a small spaceship in his garden. The spaceship was very strange. It was orange and had blue spots on it. Ben the astronaut didn't know why the spaceship was there, but he was very excited.

He got into the spaceship and pressed 'start'. The spaceship flew quickly into space and it landed on a planet. The planet had lots of purple trees and yellow grass. It was amazing!

Then Ben met an alien who had long blue hair. The alien looked very surprised.

'That's not your spaceship!' she said. 'That's my friend Moo's spaceship. Where's Moo? Did you leave him behind?'

'Oh no!' said Ben. 'I must have left Moo back on Earth.'

'Then you should go and get him!' said the alien. 'Moo is my best friend!'

So Ben got into the strange spaceship and flew back to Earth.

'Space is really beautiful!' he thought.

When Ben landed in his garden, Moo was waiting there. Moo looked very worried.

'Hello, Moo!' said Ben. 'You're safe now. I'm sorry that I took your spaceship.'

'Thanks for coming back!' said Moo and he jumped into his ship.

'Earth is a very special place. I love the green trees and green grass, but I really want to go home now.'

The spaceship flew off and Ben waved goodbye. 'What an interesting adventure!' he thought.

WRITING Task 2

1 a strange spaceship
2 blue spots
3 purple trees
4 blue hair
5 fly
6 was waiting

Total marks: 6

WRITING Task 3

Suggested answer

Moo was worried because he couldn't find his spaceship.

Learners' own answers

Total marks: 3 (1 mark for correct content; 1 mark for appropriate grammar; 1 mark for correct spelling)

Total marks for Unit 10 review: 15

Review Unit 11 ★★★★★

Skills: Writing and Speaking

Write a letter to your friend about your holiday. Use the ideas in the box.

1. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

2. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

3. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

Skills: Reading and Speaking

Read about 'Winter Adventure Land' and write words on the lines.

1. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

2. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

3. I went to the beach and took lots of photos. I was very happy. I was very happy. I was very happy.

Unit 11

READING Task 1

A Pat
B Sam
C Jo
1 reading magazines
2 watching cartoons
3 playing volleyball

Total marks: 6

VOCABULARY Task 2

play: ice hockey, volleyball
exciting: competition, cartoon, race
game: interesting, amazing, fun

Total marks: 8

VOCABULARY Task 3

Learners' own answers

Total marks: 6 (1 mark per correct word added; 1 mark for correctly identifying the part of speech)

READING Task 4

Answers

1 C 2 B 3 A

Total marks: 6 (1 mark per correct match; 1 mark per correct response with partner)

Total marks for Unit 11 review: 26

Unit 12

READING Task 1

1 hotel
2 to ski / skiing
3 to snowboard / snowboarding
4 snowman
5 cartoon
6 magazine
7 chess
8 fire

Total marks: 8

WRITING Task 2

Learners' own answers

Total marks: 4 (1 mark for each section of the table accurately completed)

SPEAKING Task 3

Learners' own answers

Total marks: 5 (1 mark for each accurate question and answer, up to a maximum of 5)

VOCABULARY Task 4

Learners' own answers

Total marks: 3 (1 mark per word and example)

Total marks for Unit 12 review: 20

Grammar fun! answer keys

Unit 1

- 1 1 E 2 A 3 C 4 B 5 F 6 D
2 1 do they 2 isn't she 3 haven't you
4 were they 5 wasn't she 6 is it

Unit 2

- 1 1 B 2 E 3 A 4 D 5 C
2 1 Betty's baby brother hasn't grown much.
2 Sarah usually brushes her teeth before breakfast. / Usually, Sarah brushes her teeth before breakfast. / Sarah brushes her teeth before breakfast usually.
3 Richard and Robert don't go to the park much.
4 William usually goes to the playground after school. / Usually, William goes to the playground after school. / William goes to the playground after school usually.
5 Katy doesn't go swimming much.

Unit 3

- 1 1 What time is art club? 2 What time shall we have dinner?
3 What time do your parents come home?
4 What time did you wake up?
5 What time does school start?
2 1 is 2 do 3 were 4 did 5 does

Unit 4

- 1 2 where camels live 3 where penguins live
4 where pandas live 5 where dolphins live
6 where rabbits live

Unit 5

- 1 1 's going to finish first 2 's going to rain
3 're going to watch a film
2 1 's going to ask his mum 2 're going to borrow Harry's
3 's going to break

Unit 6

- 1 1 C 2 D 3 B 4 E 5 A
2 1 How far away is your house?
2 Franco lives far away from his school.
3 It was scary so I looked away.
4 David cycled away from me.
5 The panda moved away from the tree.

Unit 7

- 1 1 just 2 yet 3 just 4 yet 5 already
2 1 I haven't bought my sister's birthday present yet.
2 Have you ever played chess.
3 The rain's just stopped.
4 David's already finished the snowman.

Unit 8

- 1 1 C 2 A 3 E 4 B 5 D
2 1 Shall we explore the forest?
2 Shall we do a puzzle?
3 Shall we play a board game?
4 Shall we build a snowman?
5 What shall we do after school?

Unit 9

- 1 1 D 2 B 3 E 4 A 5 C
2 1 makes her happy 2 made it exciting 3 made it delicious
4 made the actor famous 5 made you late

Unit 10

- 1 1 Actually, I'd love an ice cream. / I'd actually love an ice cream. / I'd love an ice cream, actually.
2 Actually, I haven't started. / I actually haven't started. / I haven't started, actually.
3 Actually, I went to the beach. / I actually went to the beach. / I went to the beach, actually.
4 Actually, it's sunny now. / It's actually sunny now. / It's sunny now, actually.
5 Actually, I dropped it. / I actually dropped it. / I dropped it, actually.
6 Actually, I prefer puzzles. / I actually prefer puzzles. / I prefer puzzles, actually.
7 Actually, the shop was closed. / The shop was actually closed. / The shop was closed, actually.
8 Actually, I've been to lots. / I've actually been to lots. / I've been to lots, actually.

Unit 11

- 1 1 See you later 2 See you soon 3 See you next month
4 See you tomorrow 5 See you next week
2 2 See you tomorrow 3 See you on Friday
4 See you at the weekend / See you on Sunday
5 See you next week / See you next Thursday

Unit 12

- 1 1 been here before 2 met before
3 heard it before 4 played tennis before
5 tried before 6 seen this film before

Photocopiable worksheet

Unit 10, Writing Task 6 (page 51)

Set A

1942	The first rocket travelled into space.
1947	
1961	The first person travelled into space.
1969	
1998	An important Space Station was sent into space.
2001	
2025	
2050	



Set B

1942	
1947	The first animals travelled into space.
1961	
1969	The first person walked on the moon.
1998	
2001	The first person went to space on holiday.
2025	
2050	

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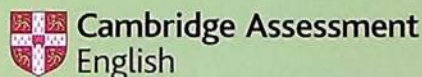


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	5	
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	3	
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	1	



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