

Grammar	Skills	
Revision: possessive s, present simple, present continuous, past simple, time markers	Reading: understanding a short story, identifying true or false sentences Listening: listening to check predictions Speaking: describing characters' actions and habits	Writing focus: rules of punctuation
Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i> Present perfect: for / since <i>Ben has had woodwork lessons since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i>	Reading: a narrative poem: <i>My tree house</i> (reading and understanding a poem) (Cross-curricular link) Listening: ordering objects, identifying speakers Speaking: asking and answering questions about making things	Writing focus: identifying rhythm in poetry (counting syllables and stresses) Writing outcome: writing a poem using syllable counts and stresses (Workbook)
Past simple and present perfect <i>It was great!</i> <i>I've tidied up all the leaves.</i> I've tidied up all the leaves. already / yet / before / just <i>I've already built the set.</i> <i>I haven't learnt the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i>	Reading: a play script: <i>The Crown Diamond</i> (reading and understanding a play script, identifying true or false sentences) (Cross-curricular link) Listening: ordering events in a play Speaking: predicting the ending to a play, talking about stories and characters	Writing focus: features of a play script Writing outcome: writing the final scene of a play to complete a play script (Workbook)
Comparatives and superlatives as ... as ... <i>It's as colourful as the carnival in Rio.</i> not as ... as ... <i>It's not as big as the carnival in Rio.</i> too / enough <i>It's too dark now.</i> <i>There's not enough light in here.</i>	Reading: a story: <i>Lost at the Carnival</i> (reading and understanding a story, completing sentences with the correct word) Listening: predicting and listening for descriptions Speaking: asking and answering questions about wearing costumes	Writing focus: beginnings and endings of stories Writing outcome: ending a story (Workbook)
Project: an event poster		
Past simple and past continuous: interrupted actions <i>Some children were playing when we arrived.</i> Used to <i>There used to be lots of litter here..</i>	Reading: an information text: <i>An eco home</i> (reading and understanding an information text, correcting false sentences) (Cross-curricular link) Listening: identifying details of a lifestyle Speaking: asking and answering questions about the environment	Writing focus: making writing more fluent Writing outcome: writing an information text (Workbook)
will / won't <i>Now Chip will know how to do everything and he won't make mistakes.</i> Present continuous with future meaning <i>We're leaving at two o'clock.</i>	Reading: a magazine article: <i>As good as new</i> (reading and understanding a magazine article, identifying true or false sentences) (Cross-curricular link) Listening: listening and ordering events Speaking: asking and answering questions about recycling	Writing focus: making suggestions Writing outcome: writing a leaflet (Workbook)
Going to: future plans and intentions <i>My class is going to adopt a tiger.</i> Going to: predictions <i>It's going to fall.</i>	Reading: an article: <i>Gorilla Kingdom</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) Listening: listening and completing fact files Speaking: asking and answering questions about animals	Writing focus: topic sentences and paragraphs Writing outcome: writing an article (Workbook)
Project: a wildlife park map		

Lesson Three Grammar 1

Lesson 3 presents a grammar point in a variety of text types, including cartoon strips. Students learn and practise recognizing and producing this grammar point.

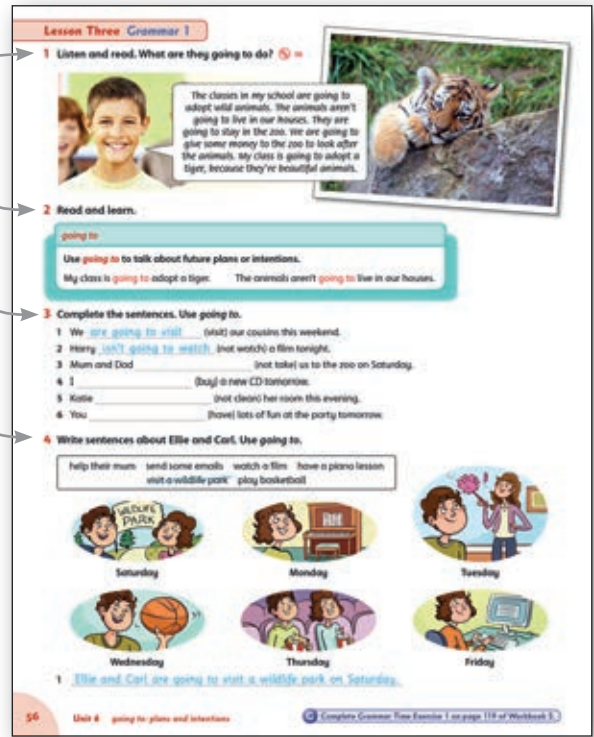
The students listen to a text or a grammar cartoon and follow the words in their books.

The students study a new grammar structure.

The students practise the new grammar in an activity.

The students practise producing the new grammar through a written or speaking activity, using word prompts or picture prompts.

The students can then work on the Grammar Time material at the back of the Workbook.



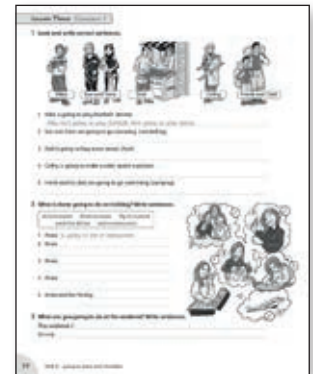
Teaching the grammar

- In some units, the new grammar is introduced in the context of a cartoon featuring Professor and his robot assistant Chip. In other units, the first grammar point is presented through a written text.
- Play the recording the whole way through for students to listen and follow in their books. Then ask the gist question in Exercise 1.
- Play the recording again and ask more questions to check comprehension.
- Go through the grammar rules with the class and check comprehension as suggested in the notes.
- The next activity is a written activity which practises and consolidates the grammar. A model is provided on the page. Students complete the activity independently.
- The final activity is a speaking or writing activity which gives students practice in manipulating the structure. Students work with their partner using the word or picture prompts.
- At this point students are encouraged to complete the relevant Grammar Time exercise at the back of their Workbooks.

Students use the Student Website at home to practise the new grammar structures.

Workbook

The students practise recognizing and writing the first grammar point from the lesson using the reference tables in the Grammar Time section at the back of the Workbook to help them.



Online Practice allows students to practise the new grammar further.

Lesson Seven Skills Time! Writing (Workbook)

On the workbook page, students do a further exercise to practise the writing point in the Class book before going on to complete a free writing activity.

Students practise the writing points from the Class Book in a further recognition activity.

Students apply the writing points to a personalized writing task.

Workbook

Writing

- Students do the recognition activity alone or in pairs and then feed back to the class.
- This activity reinforces the writing points the students covered in the Poster and Class Book, and acts as preparation for the writing task they are about to complete.

My writing

- Students extend their writing skills through a personalized writing task. This is an opportunity for them to write an extended text following a model they have seen on the Class Book and Workbook pages.
- Where relevant, look at the visual prompts as a class. Ask students questions to check comprehension.
- Ensure that the students understand what type of sentences they need to produce in the writing task. Elicit examples and write them on the board.
- When they have finished, ask some students to read their texts to the class.

Teacher's Resource Centre

For every unit there is a Writing skills worksheet in the Teacher's Resource Centre. This allows students to combine the writing points they have learnt from the Poster and Class Book in a free writing task.



Online Practice allows students to practise the writing further.

Fluency Time! ②

Everyday English CB page 62

Learning outcomes

To learn some useful language for expressing opinions

Language

I (don't) think ... I agree ... That's true. You're right. I'm sorry, but I don't agree ... I see your point, but ... I don't think so.

Materials

CD 55–56; Fluency DVD Fluency Time! 2 (optional)

Warmer

- Tell the class they are going to learn some useful language for expressing opinions.
- Write the headings and phrases from the box in Activity 1 on the board. State an opinion, e.g. *I think (the telephone is the most important invention / the car is the safest way to travel.* Invite students to agree or disagree with you, using the phrases on the board.

1 Listen and read. 55

- Focus on the pictures. Ask students who they can see in the pictures (*Layla and Zaid*), where the characters are (*in a garden / park*) and what they are doing (*Zaid is reading a book and Layla is looking at a tablet*).
- Play the recording. Students listen and read. Encourage them to work out unknown words from the context. Answer any questions, then play the recording again, pausing for students to say the dialogue with the recording.
- Go through the highlighted phrases in the box with the class. Make sure they understand the meaning of each phrase and when we would use each phrase.
- Ask students to practise the dialogue in pairs, then invite pairs to act out the dialogue for the class.

2 Listen and complete the table. 56

- Focus on the table and explain that students should listen and tick to show whether Ben and Megan agree or disagree with each statement. Tell students to listen for the highlighted phrases in the box.
- Play the first part of the recording and focus on the example. Then play the rest of recording, pausing for students to complete the table.
- Ask questions, e.g. *Does (Layla / Ben) think that dolphins are clever?* Encourage short answers, e.g. *Yes, (he/she) does.*

Transcript

(See Teacher's Book page 141.)


ANSWERS

1 Ben and Layla agree. 2 Megan agrees. Ben disagrees. 3 Ben agrees. Layla disagrees. 4 Megan disagrees.

Fluency Time! ②

Everyday English

1 Listen and read. 55




We use these phrases to give our opinions and to agree or disagree with other people's opinions.

Expressing your opinion	Agreeing	Disagreeing
I (don't) think ...	I agree ...	I'm sorry, but I don't agree ...
	That's true.	I see your point, but ...
	You're right.	I don't think so.

2 Listening Listen and complete the table. 56

	Ben		Megan	
	Agree	Disagree	Agree	Disagree
1 Dolphins are clever.	✓		✓	
2 Sharks are scary.				
3 Snakes are horrible.				
4 Wolves are beautiful.				



3 Speaking Ask and answer. Use the prompts or your own answer.

wolves / tigers / lions / snakes / sharks / dolphins / spiders / lions / monkeys	Do you think snakes are horrible?	Yes, I do. / No, I don't.
scary / funny / clever / beautiful / horrible / interesting / friendly / dangerous	Why?	Because I think they are ...
I see your point, but I think ... / I agree. / I don't agree.		

Watch the DVD!

3 Ask and answer. Use the prompts or your own answer.

- Ask a volunteer to act out an example dialogue with you. Read the speech bubbles on the left and ask the volunteer to read out the speech bubbles on the right, choosing an answer for the first speech bubble and completing the gap in the second speech bubble with one of the prompts.
- In pairs, students act out dialogues with their partner.

Optional activity

- Write these headings on the board: *the most important invention, the best singer, the most delicious food, the most exciting sport, the best pet, the most interesting subject.*
- Choose two volunteers. One makes a statement, e.g. *I think the computer is the most important invention.* The second disagrees, e.g. *I disagree. I think the plane is the most important invention.* Each student gives a reason why their choice is best, using language from the box.

Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 2 Everyday English for children to watch and listen.
- Play Watch and answer! for students to watch the scene again and answer the questions.

Further practice

Workbook page 56

Everyday English phrase bank, Workbook page 124

Fluency DVD • Fluency Time! 2

Online Practice • Fluency Time! 2

Lesson One CB page 76

Story

Learning outcomes

- To understand a short story
- To act out a story

Language

Introducing vocabulary through a story

Materials

CD 66, 67

Warmer 66

- Sing the song *Whenever you're in danger* from Unit 7.

Lead-in

- With books closed, ask students what they can remember about the story from Lesson 1 in the previous unit.
- Once you have established the main facts, ask students to make predictions about what the story will be about in this lesson. Ask *Will the children visit Jim Fisher in hospital? What will he say? Will he be better?*
- Students compare and discuss their ideas.

1 Listen and read. Where are the children in pictures 2 and 5? 67

- Focus students' attention on the pictures and the story. Ask prediction questions, e.g. *Where are the children? What are they buying?* Encourage predictions about the story.
- Play the recording. Students follow the story in their books.
- Ask the gist question *Where are the children in pictures 2 and 5?*

ANSWER

They're in a supermarket in picture 2. They're in hospital in picture 5.

- Play the recording again and ask comprehension questions, e.g. *What do they buy Jim? When is the big match? Will Jim be able to play?*

2 Listen to the story again and repeat. Act. 67

- Play the recording, pausing for students to repeat.
- Divide the class into groups of five to play the parts of Fin, Kate, Ed, Libby and Jim.
- Play the recording again. Students listen and mime.
- Let students practise acting out the story, then ask one or two groups to act out the story for the class.

8 Let's eat healthily

Lesson One Story

1 Listen and read. Where are the children in pictures 2 and 5? 67

1 *Supermarket*

Libby I can't believe the man we helped is a famous footballer!

Ed I know. I'm so excited about going to visit him in hospital!

2 *Chocolate*

Kate I know! Let's buy a present for Jim.

Ed Good idea. We can buy him some chocolates.

Libby Not! Chocolates are full of sugar. Jim's a footballer. He only eats health food!

3

Fin OK, let's buy Jim some fresh fruit.

Libby That's a better idea. Do you think he likes grapes?

Kate If he doesn't like them, I'll eat them. I love grapes!

4

Ed Oh look! We can buy Jim a book too.

Fin That's a brilliant idea. He won't be bored in hospital if he's got a book to read.

Libby Come on, then.

5 *Later*

Libby Hello, Jim. Please, don't get up. How's your leg?

Jim Oh, it's OK, thanks. If I rest, I'll be better in a couple of weeks.

Fin A couple of weeks? But the big match is on Saturday!

Jim I know. I can't play this weekend. But I've got a surprise for you all.

Kate What is it?

Jim It won't be a surprise if I tell you! But if you meet me on Saturday, you'll find out.

2 Listen to the story again and repeat. Act.

3 Read again and write True or False.

1 The children are going to visit Jim in the supermarket. <input type="checkbox"/> False	2 Jim doesn't eat health food. <input type="checkbox"/>
3 Kate loves grapes. <input type="checkbox"/>	4 The children buy Jim a book. <input type="checkbox"/>
5 The big match is on Sunday. <input type="checkbox"/>	6 Jim will play in the big match. <input type="checkbox"/>

76 Unit 8 Let's eat healthily

Optional activity

- Write the following lines of dialogue on the board.
- With books closed, ask students to tell you who said them. See names in brackets.

OK, let's buy Jim some fresh fruit. (Fin)

Do you think he likes grapes? (Libby)

If I rest, I'll be better in a couple of weeks. (Jim)

I love grapes. (Kate)

I'm so excited about going to visit him in hospital! (Ed)

What is it? (Kate)

We can buy him some chocolates. (Ed)

Hello, Jim. Please, don't get up. (Libby)

But the big match is on Saturday! (Fin)

Come on, then. (Libby)

- Students call out the names.
- Students check their answers on Class Book page 76.

3 Read again and write True or False.

- Ask students to read the sentences silently. Look at the example and explain that they have to write *True* or *False*.

ANSWERS

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

Further practice

Workbook page 66

Online Practice • Unit 8 • Story

Grammar 1

Learning outcomes

To use *may, might* and *could* to talk about present and future possibilities

To ask and answer questions about the future using *may, might* and *could*

Language

Core: *I might need to do more work on those boots!*

Materials

CD 78

Warmer

- Play *Smiley face* (see page 24) to energize the class.

Lead-in

- With books open ask students what they can remember about Professor and his robot Chip from the previous unit.

1 Listen and read. What has Professor invented? 78

- Play the recording. Students follow the words in their books.
- Ask the gist question *What has Professor invented?*

ANSWERS

He has invented some Exercise Boots.

- Play the recording again. Ask comprehension questions, e.g. *What are Professor's boots for? Do they work?*
- In pairs, ask students to take the parts of Professor and Chip and act out the dialogue.
- Ask a pair to act out the dialogue for the class.

2 Read and learn.

- Focus students' attention on the rules and example sentences in the text box.
- Ask students to find the two example sentences in the cartoon strip.
- Give students a minute to study the rules.
- With books closed elicit more examples from the class to check the students' understanding.
- Ask students if they can find an example of *may, might* or *could* in the story in Lesson 1.

3 Read and circle.

- Ask students to read the sentences silently.
- Look at the example and explain that they have to circle the correct word in each sentence.

ANSWERS

1 could 2 might 3 may 4 could 5 might 6 will

Lesson Three Grammar 1

PROFESSOR & CHIP

1 Listen and read. What has Professor invented? 78

2 Read and learn.

Modal verbs

Use *may, might* and *could* to talk about present and future possibilities.
I might need to do more work on those boots!

Use *will* and *won't* to talk about future definites.
They'll be a big success.

3 Read and circle.

- 1 If it's sunny tomorrow, we could / won't have a picnic.
- 2 We might / will go to a restaurant. We'll decide tomorrow.
- 3 The children won't / may play outside if it doesn't rain.
- 4 If you eat a lot of junk food, you could / won't get health problems.
- 5 If I'm very tired, I won't / might go to bed early tonight.
- 6 Julie will / may be happy if her team wins the match.

4 Speaking Ask and answer.

What are you doing on Saturday? If it's sunny, I might play basketball.

play basketball	✓/X
go to the park	✓/X
watch TV	✓/X
stay at home	✓/X
play in the garden	✓/X
listen to music	✓/X

86 Unit 9 Modal verbs: may, might and could Complete Grammar Time Exercise 1 on page 121 of Workbook 5.

Optional activity

- Ask two students to come to the front of the class and stand with their backs to the board.
- Write on the board a common item they know, e.g. *a shoe, a pen, a box, a hat.*
- Ask the class to help the two students find out what the object is by making suggestions of what they *might* or *could* do with it, e.g. *I might wear it. I might give it to a friend. I could put it on my head. I could put my pencils in it.*
- Encourage them to use their imaginations and tell them not to make the clue too obvious.
- The two students at the board try and guess the object.
- Continue the game asking different students to come to the board.

4 Ask and answer.

- Focus students' attention on the pictures. Ask *What's the weather like in picture 1? What's the weather like in picture 2?* Elicit *hot and sunny*, and *rainy and cloudy*.
- Ask two students to read the speech bubbles for the class.
- Check that students understand the exercise, then ask them to work in pairs.
- Students take turns to ask and answer questions using *will* or *won't*, or *may, might* and *could* and the prompts in the word pool.
- Ask a few pairs to ask and answer questions for the class.

NOTE: Ask students to complete the first Unit 9 Grammar Time exercise on page 121 of the Workbook.

Further practice

Grammar Time, Workbook page 121

Workbook page 76

Student Website • Unit 9 • Grammar 1

Online Practice • Unit 9 • Grammar 1