

Grammar	Skills	
<b>Revision:</b> present simple, present continuous, past simple, past continuous, irregular past forms	<b>Reading:</b> understanding a short story, identifying true or false sentences <b>Speaking:</b> using the past continuous and past simple to talk about actions	<b>Writing focus:</b> practising the past simple forms of common irregular verbs
<b>Going to and will</b> <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i> <b>Present continuous with future meaning</b> <i>We're meeting at ten o'clock.</i>	<b>Reading:</b> a story: <i>Island adventure</i> (reading and understanding an extract from a story, understanding words from the context) (Cross-curricular link) <b>Listening:</b> listening for details about a painting <b>Speaking:</b> asking and answering questions about paintings	<b>Writing focus:</b> writing a story <b>Writing outcome:</b> completing a story (Workbook)
<b>First conditional and first conditional questions</b> <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i> <b>Second conditional</b> <i>If I had a camera, I'd take a picture.</i> <i>Would you play rugby if you lived in England?</i>	<b>Reading:</b> a sports profile: <i>Tanya Streeter</i> (reading and understanding a biographical article, understanding words from the context) <b>Listening:</b> listening for detail in a sports profile <b>Speaking:</b> asking and answering questions about sports	<b>Writing focus:</b> using a concept map to plan <b>Writing outcome:</b> completing a concept map and using it to write a leaflet (Workbook)
<b>Present perfect: for / since / already / just / yet / before</b> <i>I've been here since nine o'clock.</i> <i>The festival has been on for five days.</i> <i>The procession has already finished.</i> <i>I've just eaten some delicious pancakes.</i> <i>I haven't seen any fireworks yet.</i> <i>I've never eaten anything so delicious before.</i> <b>Past simple and present perfect</b> <i>I went to that festival last year.</i> <i>I've made my costume.</i>	<b>Reading:</b> a travel article: <i>Top Ten Food Festivals</i> (reading and understanding a travel article, understanding words from the context) <b>Listening:</b> listening for detail in an interview <b>Speaking:</b> asking and answering questions about food festivals	<b>Writing focus:</b> letter writing conventions <b>Writing outcome:</b> writing a letter to a friend (Workbook)

### Project: a diary

<b>Present perfect continuous 1</b> <i>Passengers have been waiting for five hours.</i> <b>Time markers</b> <i>for / since / all morning / all day / all week</i> <b>Present perfect continuous 2</b> <i>I'm tired because I've been working on a new invention.</i> <i>What have you been doing?</i> <i>Have you been swimming?</i>	<b>Reading:</b> a book extract: <i>Transport Around the World</i> (reading and understanding a book extract, understanding words from the context) <b>Listening:</b> listening for detail in an interview <b>Speaking:</b> asking and answering questions about different forms of transport	<b>Writing focus:</b> using process diagrams <b>Writing outcome:</b> using a process diagram to explain how to ride a bike (Workbook)
<b>The passive (present simple and past simple)</b> <i>Many kinds of chewing gum are made.</i> <i>The gum wasn't advertised.</i> <b>The passive (present continuous)</b> <i>My computer is being repaired at the moment.</i>	<b>Reading:</b> a timeline: <i>The History of the Pen</i> (reading and understanding a text with a timeline, understanding words from the context) (Cross-curricular link) <b>Listening:</b> identifying opinions <b>Speaking:</b> asking and answering questions about inventions	<b>Writing focus:</b> writing a biography <b>Writing outcome:</b> writing a biography (Workbook)
<b>The passive (future)</b> <i>You will be given ten new laptops.</i> <b>The passive (present perfect)</b> <i>These wires have been disconnected.</i>	<b>Reading:</b> a website article: <i>Computers – Fun Facts</i> (reading and understanding a webpage, understanding words from the context) (Cross-curricular link) <b>Listening:</b> listening for detail about why people use computers <b>Speaking:</b> asking and answering questions about computers	<b>Writing focus:</b> presenting a research report <b>Writing outcome:</b> writing a research report (Workbook)

### Project: a poster about inventions

## 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.

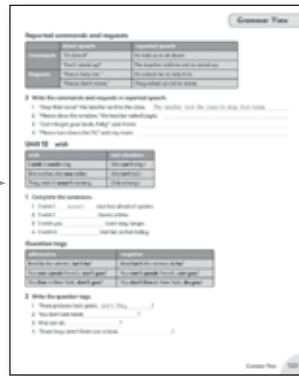
The students listen to a text or a grammar cartoon and follow the words in their books.

The students study a new grammar structure.

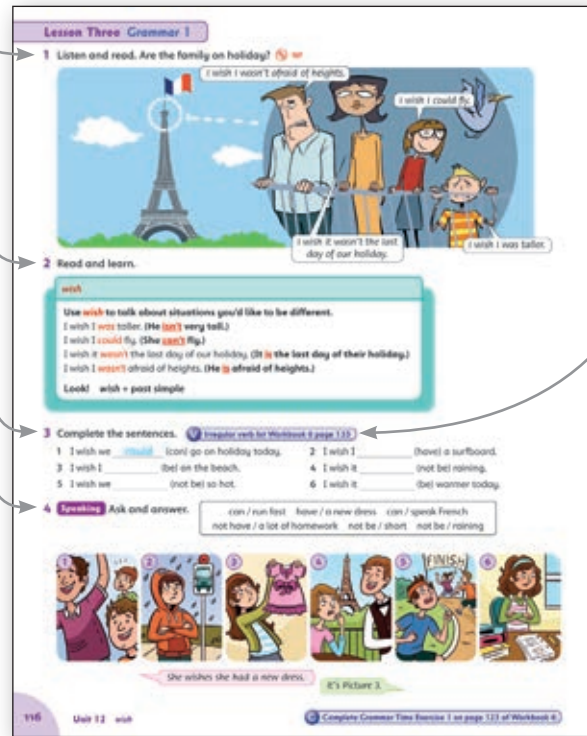
The students practise the new grammar in an activity.

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.



The irregular verb list in the Workbook is highlighted for students to use as a reference tool.



### Teaching the grammar

- The new grammar is introduced in the context of a cartoon featuring Professor and his robot assistant Chip or 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. The text in the speech bubbles provides a model for how the activity should be done.
- 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 points 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 pages, students do a further exercise to practice 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.

**Skills Time!**  
Lesson Seven

**Writing**

1 Read the information about exchange programmes.

In Britain, many secondary schools have exchange programmes with schools from other countries. This means that students from Britain go and stay with a family in the other country for one or two weeks. They go to school there and practise speaking the language. Later, students from the other country come to stay with the British families.

2 Write the advantages and disadvantages of exchange programmes.

advantages	disadvantages
You learn about life in another country.	You might miss your family.

**My writing**

3 Write an opinion essay about exchange programmes.

**Introduction** Every year, many British students take part in school exchange programmes. But are they a good idea?

**Advantages**

**Disadvantages**

**Conclusion**

106 Unit 12 Writing an opinion essay

## 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.

**Unit 12 Writing skills** An opinion essay

1 Read the opinion essay about sea holidays again (Poster 10).  
2 Check the writer thinks sea holidays are a good idea? Write sentences from the opinion essay to prove your answer.

3 Write your own opinion essay about a type of holiday. Remember to use what you have learnt about writing an opinion essay.

Country/holiday: \_\_\_\_\_  
Sea/holiday: \_\_\_\_\_  
City/holiday: \_\_\_\_\_

Early and Frost © 2006



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 requesting favours

### Language

*Is it OK if I borrow your gloves? Can you show me how to do this maths? No, sorry! / Yes, OK. / Sure! Do you mind if I wear my scarf? No, that's fine. Could I close the window, please? No, I'm sorry. / Yes, of course.*

### Materials

CD 56–57; Fluency DVD Fluency Time! 2 (optional)

### Warmer

- Tell the class they are going to learn some useful language for requesting favours.
- Write the headings and phrases from the box in Exercise 1 on the board. Ask which phrases we use to request a favour and which we use to grant or refuse a favour. Ask students who they would use informal language with (*friends and family members*) and who they would use formal language with, e.g. teachers, other adults, strangers.

### 1 Listen and read. 56

- Focus on the pictures. Ask students who they can see (*Ben, Layla, Ben's teacher and classmates*), where the people are (*at home / in a classroom*) and what they are doing (*Ben and Layla are getting ready for school / Ben is having a lesson*).
- Play the recording. Students listen and read. Encourage them to work out any unknown words from the context. Play the recording again, pausing for students to say the dialogue.
- 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 find examples of formal and informal language in the dialogue.
- Ask students to practise the dialogue in pairs, then invite pairs of students to act out the dialogue for the class.

### 2 Listen to the conversations and write the requests. Then tick the formal requests. 57

- Show students the activity and explain that they need to listen and write the requests that the characters make. Tell the students to listen for the phrases in the useful language box to help them spot the requests.
- Play the first part of the recording, then pause and ask students what request they heard. Students complete the request in their books.
- Play the rest of the recording, pausing for students to write.
- Check answers by asking students to read out the requests. Ask whether each request is formal or informal. The students tick the formal requests. Ask students to rephrase the requests using formal or informal phrases.

## Fluency Time! ②

Everyday English

**1 Listen and read.** 56

Is it OK if I borrow your gloves? I can't find mine.

No, sorry! I'm wearing them.

Could I close the window, please? I'm freezing!

Yes, of course. It has been getting cold this week.

Do you mind if I wear my scarf? I'm so cold today.

No, that's fine. Go ahead.

**We use informal language when we talk to our family and our friends.**

Is it OK if I borrow your gloves?  
Can you show me how to do this maths?  
No, sorry! / Yes, OK. / Sure!

**We use formal language when we talk to teachers and people we don't know well.**

Do you mind if I wear my scarf?  
No, that's fine.  
Could I close the window, please?  
No, I'm sorry. / Yes, of course.

**2 Listening** Listen to the conversations and write the requests. Then tick the formal requests. 57

1 Can you help \_\_\_\_\_?

2 \_\_\_\_\_?

3 \_\_\_\_\_?

4 \_\_\_\_\_?

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

my history homework / this maths question / my spelling / this French exercise	Could you help me with _____, please?	No, I'm sorry, I'm busy right now. Can you come back after school?
pencil / ruler / laptop / dictionary	Do you mind if I borrow this _____ I've lost mine.	That's fine, but please bring it back later.
doctor's appointment / music exam / headache / hospital appointment	Could I leave early please? I've got a _____.	Yes, of course.

Watch the DVD!

### Transcript (See Teacher's Book page 142.)

#### ANSWERS

- 1 Can you help me with my homework?
- 2 Do you mind if I use this pen?
- 3 Is it OK if I borrow your bike?
- 4 Could I leave school early?

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

- Ask students to work in pairs to act out their own dialogues.
- Ask a volunteer to act out an example dialogue with you. Read out the speech bubbles on the left, completing the gaps with the prompts. The volunteer reads out the speech bubbles on the right.
- In pairs, students use the prompts, or their own answers, to act out dialogues with their partner.
- Ask some pairs to act out their dialogues for the class.

### Watch the DVD!

- Ask students to close their Class Books.
- Play Fluency DVD Fluency Time! 2 Everyday English for students 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

80

Fluency Time! 2

© Copyright Oxford University Press

Lesson One CB page 76

## Story

## Learning outcomes

To read and understand a story

To act out a story

## Language

Introducing core vocabulary (Lesson 2) through a story

Extra: *entrance, come down, stand back*


## Materials

CD  67–68Warmer  67

- Play the song from Unit 7, Lesson 8 to energize the class.

## Lead-in

- Ask students to tell you what they can remember about the last episode of the story. If necessary, ask questions such as, *What were the children doing? What did they take with them? Where did they go to shelter from the rain?*

1 Listen and read. What do the children find in the cave?  68

- Play the recording for students to listen and follow the story text in their books.
- Ask the gist question *What do the children find in the cave?*

## ANSWER

The children find a treasure chest in the cave.

- Play the recording a second time. Ask further questions to check comprehension, e.g. *What is it like in the cave? What is coming through the back of the cave? What happens to the cave wall?*

2 Listen to the story again and repeat. Act.  68


- Play the recording again, pausing for students to repeat each line aloud.
- Divide the class into groups of five to play the parts of Libby, Tom, Kate, Ed, and Dad. If the class doesn't divide exactly, some students can have more than one role.
- Ask students to look at the frames of the story and decide on actions they can do for each one. Play the recording again for students to mime the actions as they listen.
- Students practise acting out the story. Monitor the activity, checking for correct pronunciation.
- If you wish, ask one or two groups to come to the front of the class to act out the story.

## 3 Read again and write the names.


- Ask students to look at the example together. Ask them to find the place in the story that tells us Libby doesn't like the dark (*frame 1*).

## 8 It's a mystery!

**Lesson One Story**


**1 Listen and read. What do the children find in the cave?** 

**1**




**Libby** It's not very comfortable in here. And it's very dark, I don't like it.  
**Tom** Let's stay near the entrance. There's more light there.

**2**




**Kate** Do you remember that time we explored a cave in France, Ed?  
**Ed** Yes. We had to leave when Dad realized he'd left the map in the car.  
**Tom** Well, we've got a map now. Let's see where this cave is.

**3**




**Libby** It's raining really hard now.  
**Kate** Look! There's water coming through the back of the cave!

**4**




**Tom** Look out! The cave wall is coming down!  
**Dad** Everyone stand back!

**5**



**Ed** Hey! There's another cave through there. And there's something in there. It looks like a treasure chest!

**6**



**Ed** Wow! It looks ancient!  
**Libby** Where did it come from?  
**Kate** It's very mysterious!

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

**3 Read again and write the names.** Ed Kate Libby Tom

1 <span style="border: 1px solid gray; padding: 2px;">Libby</span> doesn't like the dark.	2 _____ and _____ explored a cave in France.
3 _____ looks at the map.	4 _____ describes the weather.
5 _____ sees that the cave wall is coming down.	6 _____ sees the treasure chest.

76 *Unit 8 It's a mystery!*

- Ask students to read the rest of the story again and then write the names next to each sentence.
- Go through the answers with the class.

## ANSWERS

1 Libby 2 Kate, Ed 3 Tom 4 Libby 5 Tom 6 Tom

## Optional activity

- Ask students to work in pairs. Each student reads the story again and writes five true / false statements in his / her notebook without showing their partner what they have written.
- Students swap their notebooks and mark the statements *True* or *False* without looking back at their Class Books.
- Students check their answers together by looking back at their Class Books.

## Optional activity

- Discuss the story with the class. Ask *How do you think Libby / Tom / Ed and Kate feel at the start of the story? Are the children worried when the water starts coming through the back of the cave? How do the children feel at the end of the story?*
- Ask students if they have ever been in a scary situation. What happened?

## Further practice

Workbook page 66

Online Practice • Unit 8 • Story

Grammar 1

Learning outcomes

To use the third conditional to talk about impossible situations

Language

Core: *If you had been out, I would have turned it off myself. If I hadn't been here, you would have become ice. If you hadn't been here, I wouldn't have worn the suit. If I hadn't turned it off, you wouldn't have survived.*

Materials

CD 79

Warmer

- Play *Order the letters* (see page 25) to revise the vocabulary from the previous two lessons.

Lead-in

- Discuss survival with the class. Ask *What would you pack for an expedition? Which things would you need to survive in a very hot / cold place?*

1 Listen and read. What has Professor invented?



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

ANSWER

The Professor has invented a survival suit.

- Play the recording a second time. Ask comprehension questions, e.g. *What will Professor's survival suit do? Is the suit working? What does Chip think about the suit?*

2 Read and learn.

- Read through the rules and example sentences in the box with the class. Ask *What do we use the third conditional for?*
- Point out that the sentences have two parts (the *if* clause and the main clause). Copy an example from the box, separating the two parts:  
*If I hadn't been here, / you would have become ice.*
- Ask students *Which tense do we use in the first part of the sentence?* to elicit the answer *the past perfect*. Ask *What do we use in the second part of the sentence?* Elicit *Would have + past participle*.
- Tell students that the two parts of the sentence can go either way around, and rewrite the sentence with the main clause first:  
*You would have become ice if I hadn't been here.*

3 Read and match.

- Look at the example together. Ask *What would have happened if they had listened to the teacher?* Read the complete sentence with the class.
- Ask students to match the rest of the sentence halves.
- Go through the answers with the class. Ask individual students to read the complete sentences aloud.

Lesson Three Grammar 1

**PROFESSOR & CHIP**

1 Listen and read. What has Professor invented? 79

This is my new survival suit. It will keep me warm in the Arctic and cool in the desert!

I'm feeling very cool.

You're looking too cold, Professor. I don't think your survival suit is working.

That suit is dangerous! If I hadn't been here, you would have become ice!

Don't be silly Ch ... Ch ... Chip. If you had been out, I would have turned it off myself. It just needs a little m ... m ... more work.

2 Read and learn.

Third conditional

Use the third conditional to talk about impossible situations. They are impossible because they are in the past and we cannot change what has happened.

If I hadn't been here, you would have become ice.  
If you had been out, I would have turned it off myself.  
If you hadn't been here, I wouldn't have worn the suit.  
If I hadn't turned it off, you wouldn't have survived.

Look!  
If the machine had worked, he would have been happy.  
He would have been happy if the machine had worked.

3 Read and match.

1 If they had listened to the teacher,  a you wouldn't have been cold.  
2 If you had got up earlier,  b if I had known it was your birthday.  
3 They wouldn't have got lost  c I would have called you.  
4 If I hadn't forgotten my mobile phone,  d they would have understood the lesson.  
5 I would have bought you a present  e you wouldn't have arrived late.  
6 If you hadn't forgotten your jacket,  f if they had taken a map.

4 Complete the sentences. Use the third conditional. Irregular verb list Workbook 6 page 135

1 If we had played better, we would have won (win) the match.  
2 She                      (pass) the test if she had worked harder.  
3 You wouldn't have been tired all day if you                      (go) to bed earlier.  
4 If the boys                      (not play) football today, they would have been bored.  
5 I                      (not buy) this CD if I'd known it was so bad.  
6 If you'd gone to the beach today, you                      (have) a good time.

86 Unit 9 Third conditional Complete Grammar Time Exercise 1 on page 121 of Workbook 6

ANSWERS

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

NOTE: Remind students to use the Irregular verb list in their Workbooks when they are completing Exercise 4.

4 Complete the sentences. Use the third conditional.

- Before students look at the exercise, copy the example sentence onto the board and ask students to help you complete it with the correct form of the verb in brackets.
- Ask students to look at the exercise and complete the rest of the third conditional sentences.
- Go through the answers with the class. Ask individual students to read the complete sentences aloud.

ANSWERS

1 would have won 2 would have passed  
3 had gone 4 hadn't played 5 wouldn't have bought  
6 would have had

Optional activity

- Write the following sentence starters on the board for students to complete with their own ideas:  
*If my alarm clock hadn't gone off this morning, ...*  
*If I had forgotten to do my homework last night, ...*  
*I would have been hungry if ...*  
*My mum would have been angry if ...*

Further practice

Grammar Time, Workbook page 121  
Workbook page 76  
Student Website • Unit 9 • Grammar 1  
Online Practice • Unit 9 • Grammar 1