

Unit summary

Vocabulary

Vocabulary (practised and tested in 1–3 star tasks and tests)

Adventure equipment: *backpack, binoculars, compass, first-aid kit, insect repellent, map, sleeping bag, sunscreen, tent, tools, torch, waterproof jacket*

Verbs: *act (on stage), build (a model), edit (a film), paint (a picture), perform (on stage), post (a video online), score (a goal), sing (in a band), take (a photo), win (a competition)*

Extra vocabulary (practised and tested in 2 and 3 star tasks and tests)

ancestor (n), dawn (n), journey (n), kind (adj), truck (n)

annual (adj), character (n), collection (n), guitarist (n), national (adj)

Learn it! *story (n), history (n)*

Learn it! *chicken wings (n), meal deal (n), sides (n), wrap (n)*

Say it! /ʃ/ sound

Grammar

Present continuous (actions in progress now)

Affirmative

I'm swimming. You / We / They're swimming.

He / She / It's swimming.

Negative

I'm not carrying a backpack. You / We / They aren't carrying a backpack. He / She / It isn't carrying a backpack.

Questions and short answers

Am I taking a photo? Yes, I am. No, I'm not. Are you / we / they taking a photo? Yes, they are. No, they aren't. Is he / she / it taking a photo? Yes, she is. No, she isn't.

What are you doing?

Present continuous and Present simple

Present continuous (actions in progress now)

She's listening to music at the moment.

Present simple (routines)

She often listens to music.

Useful language

Order food and drink

Assistant

What can I get you?

Would you like any sides with that?

What would you like to drink?

That's ...

Customer

Can I have a ..., please?

I'll have a ...

I'd like a ...

How much is that?

Warm-up

Aims

- Introduce the topic of activities and actions.
- Learn verbs for actions.

Exercise 1

- Read out the title of the unit, *Living the dream*, and elicit or explain the meaning (doing exactly what you want to do).
- Read through the list of actions with the class and teach the meanings if necessary. Then give students a few minutes to look at the photos and say what the people are doing. They could work in pairs for this.
- Check answers with the class.

ANSWERS

- 1 jumping 2 sitting 3 drawing 4 climbing
5 playing 6 reading 7 swinging 8 running

Exercise 2

- Put students into pairs to discuss which is their favourite photo and why.
- Ask some students to tell the class their ideas.

Exercise 3

- Play the video for students to watch and answer the questions.

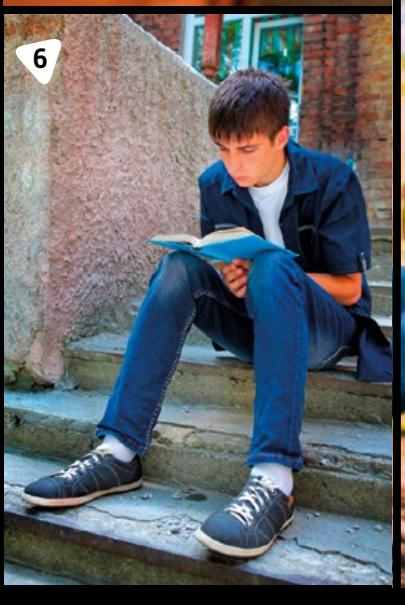
ANSWERS

- 1 B 2 A 3 C

iPack Video: Fun activities Video script TG p125

- Duration: 3:50 minutes
- Topic: Visiting an activity centre
- Task: Answer the interactive questions at the end of the video.

5



Living the dream

Warm-up

- 1** What are the people doing in the photos 1–8? Choose words from the box to help you.

building climbing drawing flying jumping
playing reading running sitting swinging

- 2** Which is your favourite photo? Why?

- 3** Watch the video and answer the questions.

Video Fun activities



In this unit, we

- describe activities happening now and regular events
- order food and drink
- write about a photograph

PROJECT make a scrapbook page for a film

We're travelling around the world

Learning objectives • Learn about someone who is travelling around the world • Use the present continuous



Vocabulary and Reading

i Vocabulary presentation i Vocabulary practice

1 D Match the equipment in the box to the definitions.

backpack binoculars compass first-aid kit
insect repellent map sleeping bag sunscreen
tent tools torch waterproof jacket

You use this / these ...

- 1 to look at something far away (...)
- 2 to protect your skin from the sun (...)
- 3 to protect your skin from mosquitoes (...)
- 4 to navigate (...), (...)
- 5 to sleep outside (...), (...)
- 6 to keep your body dry (...)
- 7 to help you see at night (...)
- 8 to help someone with a medical problem (...)
- 9 to carry things (...)
- 10 to make or repair things (...)

i Reading strategy

2 5.01 Read and listen to Réka's blog post. What does she mean when she says, 'The world, not the classroom, is our school'?

3 Read the blog post again and answer the questions.

- 1 Who is Réka travelling with?
- 2 Which country does the family explore first?
- 3 What is different about the friends Réka is making now?
- 4 What is Réka doing in Hungary?
- 5 How many days does Réka and her family spend walking the Camino de Santiago?

4 5.02 What would you enjoy or not enjoy about living Réka's life?

i Reading extension

5 Look at the highlighted words in the blog post.

Which word means:

- 1 the time of day when light first appears?
- 2 people in your family, many generations in the past?
- 3 a large vehicle?
- 4 friendly, generous?
- 5 a long trip?

i Vocabulary practice

Complete all activities in your notebook.

The world is our classroom



My name is Réka Kaponay.

Welcome to my blog! You can follow my **journey** on the interactive map on the website.

Tuesday

My brother and I don't go to school; we're travelling around the world with our parents. First stop: our home country, Australia. Our parents are teaching us subjects like maths and science, but we're also learning much more about history and culture from talking to people. The world, not the classroom, is our school.



Friday

We're in Colombia. My Spanish is getting better, but I'm still making mistakes! Everywhere we travel the people are so friendly and helpful. Today, a **kind** man is driving us to Tatanga, a fishing village, in his colourful **truck**. I'm enjoying the ride!



Tuesday

I miss my old friends, but I'm making new friends of all ages and from many different cultures every day. We're in the Peruvian Andes now, sleeping with a local family in their small house. We only have a torch for a light. In this photo, we're standing at the top of a mountain. It's cold and rainy, and I'm glad I'm wearing a waterproof jacket!

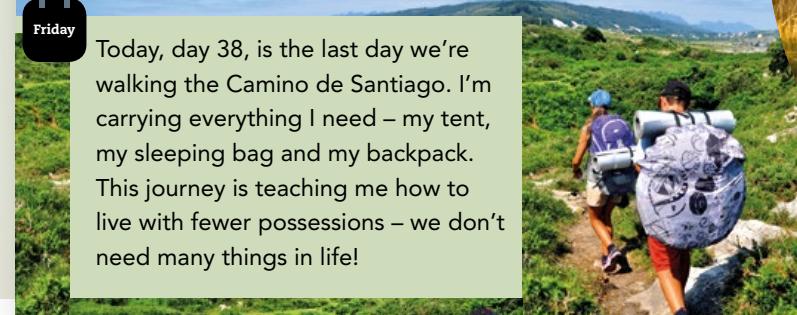


Sunday

Stories are an important part of my journey. Here in Hungary, the home of my **ancestors**, I'm finally writing my own novel, **Dawn of the Guardian**. It's a story similar to my own – full of adventure and mystery!

Friday

Today, day 38, is the last day we're walking the Camino de Santiago. I'm carrying everything I need – my tent, my sleeping bag and my backpack. This journey is teaching me how to live with fewer possessions – we don't need many things in life!



5.1 We're travelling around the world

Vocabulary and Reading

Aims

- Learn vocabulary for adventure equipment.
- Learn about someone who is travelling around the world.
- Use the present continuous.

Warm-up

- Ask: *What things do you always take with you when you go away from home?* Elicit a few ideas, e.g. a phone, a toothbrush.
- Read out the title of the lesson and focus on the photos. Then ask: *What things do you think you need to take with you if you're travelling around the world?* Elicit a few ideas, e.g. a tent, warm clothes.

iPack Vocabulary presentation interactive

- Interactive task to present the vocabulary.

iPack Vocabulary practice PDF

- Mixed-ability 1–3 star tasks to practise the vocabulary.

Exercise 1

- Present the new vocabulary using the interactive exercise on the iPack. Alternatively, read out the equipment words and teach the meanings.
- Ask students to match the words to the definitions.
- Check answers with the class.

ANSWERS

- 1 binoculars
- 2 sunscreen
- 3 insect repellent
- 4 compass, map
- 5 sleeping bag, tent
- 6 waterproof jacket
- 7 torch
- 8 first-aid kit
- 9 backpack
- 10 tools

iPack Reading strategy interactive

- An interactive task about words that often go together.

Exercise 2 ① 5.01

- Read out the question. Then play the audio for students to read and listen and answer the question.
- Check the answer with the class.

SUGGESTED ANSWER

They are learning by travelling around the world.

Audio script See Student's Book, p58.

Exercise 3

- Ask students to read the blog post again and answer the questions.
- Allow students to compare their answers in pairs. Then check with the class.

ANSWERS

- 1 She is travelling with her parents and brother.
- 2 They explore Australia first.
- 3 They are of all ages and from many different cultures.
- 4 She is writing a novel.
- 5 They spend 38 days walking the Camino de Santiago.

Exercise 4

- Read out the question and elicit a few possible answers.
- Put students into pairs to discuss the question.
- Hold a brief class discussion.

iPack Reading extension interactive

- An interactive comprehension task to further test understanding of the text.

Did you know?

- Read out the information in the *Did you know?* box.
- Ask: *Are some children home schooled in your country? What do you think are the advantages of being home schooled? What are the disadvantages?*
- Have a brief class discussion.

Exercise 5

- Focus on the highlighted words. Encourage students to read the words again in context and try to work out the meaning. Then they can try to match them to the definitions.
- Check answers with the class. Make sure students understand all the adjectives.

ANSWERS

- 1 dawn
- 2 ancestors
- 3 truck
- 4 kind
- 5 journey

iPack Vocabulary practice interactive

- An interactive task to practise the vocabulary.

Exercise 6 Learn it!

- Read out the words in the *Learn it!* box and elicit or explain the meaning of *false friends* (words that sound similar to words in your own language but have a different meaning).
- Elicit how students say the words in their own language.

Grammar Present continuous

Aims

- Learn the present continuous.
- Write sentences using the present continuous.
- Use the present continuous to talk about things you are doing now.

iPack Grammar animation

- Presentation of the form and use of the present continuous in context.

Exercise 7

- Ask students to copy the table and complete it with the correct forms.
- Check answers and write the correct forms on the board for students to check their spelling. Point out the double 't' in *sitting*.

ANSWERS

- 1 'm
- 2 's
- 3 driving
- 4 aren't
- 5 sitting
- 6 flying
- 7 you / we / they

Exercise 8

- Read out the example sentence. Then ask students to write sentences using the present continuous.
- Allow students to compare their answers in pairs. Then check answers with the class.

ANSWERS

- 1 I'm not writing a diary. I'm writing a blog.
- 2 You aren't studying music. You're studying art.
- 3 They aren't diving into the pool. They're jumping into the pool.
- 4 We aren't making bread. We're making pizza.
- 5 He isn't opening the window. He's closing the window.

iPack Grammar practice PDF

- Mixed-ability 1–3 star tasks to practise the present continuous.

Exercise 9

- Read out the example questions and answers and point out how they match the example in exercise 8.
- Ask students to write the questions and answers in their notebooks.

- Allow students to compare their answers in pairs. Then check answers with the class.

ANSWERS

- 1 Are you writing a diary? No, I'm not.
Are you writing a blog? Yes, I am.
- 2 Are we/Am I studying music? No, you aren't.
Are we/Am I studying art? Yes, you are.
- 3 Are they diving into the pool? No, they aren't.
Are they jumping into the pool? Yes, they are.
- 4 Are you making bread? No, we aren't.
Are you making pizza? Yes, we are.
- 5 Is he opening the window? No, he isn't.
Is he closing the window? Yes, he is.

iPack Grammar practice PDF

- Mixed-ability 1–3 star tasks to practise the present continuous (questions).

Exercise 10

- Focus on the posts and explain to students that they should complete them with the words in the box and the present continuous form of the verbs in brackets.
- Check answers with the class.
- Ask: *What question would you like to ask Sophie?* Elicit a few ideas.

ANSWERS

- 1 are camping
- 2 're carrying
- 3 backpack
- 4 'm sleeping
- 5 sleeping bag
- 6 is she looking
- 7 binoculars
- 8 tent

Activate

Aim

- Use the present continuous to talk about what you are doing now.

Exercise 11

- Read out the task and the example questions. Then mime another activity, e.g. using binoculars. Invite students to ask you questions to guess what you are doing.
- Allow students time to think about what actions they can use. Encourage them to use the equipment words on page 58, and also the verbs on page 57.
- Ask individual students to do their mime for the class. Other students can ask questions to guess the activity.

Further practice

- Language summary, Student's Book p67
Essential practice, Student's Book p122
Vocabulary and Grammar, Workbook pp36–37
Grammar reference, Workbook p98
Grammar Practice: Active Learning Kit, Unit 5
Mixed-ability worksheets, tests and resources available on Oxford Premium

- 6** How do you say the words in the Learn it! box in your language?



Learn it!

False friends
story history

Grammar Present continuous

Grammar animation

- 7** Copy and complete the tables with the verb *be* or a subject pronoun.

Affirmative / Negative

Subject + be	Verb + -ing
I (1) / I'm not	flying.
He / She / It (2) / isn't	(3) (drive) a truck.
You / We / They are / (4)	(5) (sit) on a train.

Question word	be + subject	Verb + -ing
-	Is	she (6) (fly)?
What	are	(7) learning?

- 8** Write sentences using the present continuous.

I / not sleep in a bed / sleep in a tent

I'm not sleeping in a bed. I'm sleeping in a tent.

- 1 I / not write a diary / write a blog
- 2 you / not study music / study art
- 3 they / not dive into the pool / jump into the pool
- 4 we / not make bread / make pizza
- 5 he / not open the window / close the window

Grammar practice



DID YOU KNOW?

Home schooling (where parents teach their children the school curriculum at home) is becoming more popular in many countries, including the USA and the UK. In Australia, more than 10,000 children are home schooled.

- 9** Now write questions and short answers for the sentences in exercise 8.

Are you sleeping in a bed? No, I'm not.

Are you sleeping in a tent? Yes, I am.

Grammar practice

- 10** Complete the posts. Use the words in the box and the present continuous form of the verbs in brackets.

backpack binoculars sleeping bag tent

PHOTO SHARE

SophieW Camping >

Lucy and I (1) (camp) just outside a small village near where we live. We (2) (carry) our things in a (3). Tonight I (4) (sleep) in a tent, in my warm (5) #hiking #camping

COMMENTS

MikeyS What (6) (she look) at through her (7)?!!!

LaraJ Your (8) looks very small. Is it waterproof??!

Activate

- 11** Mime an activity. What are you doing? Ask and answer questions with a partner.

A Are you reading something?

B Yes, I am. But what am I reading?

A Are you reading a map?

B No, I'm not.

A I know! You're reading a compass.

B Yes, I am.

He posts his videos online

Learning objectives • Learn about a young film animator • Use the present continuous and the present simple

Vocabulary and Listening

i Vocabulary presentation i Vocabulary practice

- 1 Use as many of the words in the box as possible to complete each phrase.

act (in) build edit paint perform
post score sing take win

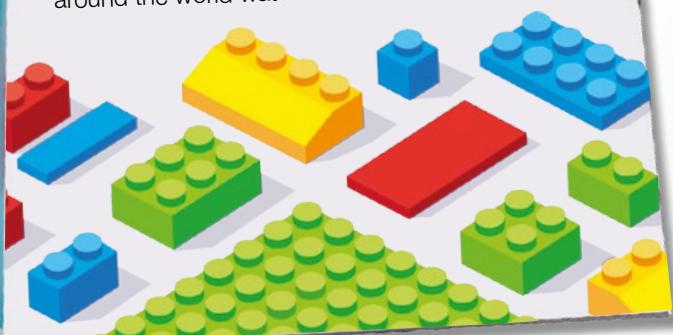
- | | |
|-----------------------|------------------------|
| 1 (...) a goal | 6 (...) in a band |
| 2 (...) a picture | 7 (...) a video online |
| 3 (...) a competition | 8 (...) a film |
| 4 (...) a model | 9 (...) on stage |
| 5 (...) a photo | |

- 2 Look at photos A–E. Think of three questions to ask about them.

- 3 Read the profile on Morgan Spence below. Does it answer any of your questions?

Making models come alive!

Morgan Spence (Morgspenny Productions) is 18. He's from Scotland. He builds models, takes photos of them and then uses 'stop-motion animation' to make films. Morgan edits his films and then posts the videos online. People all around the world watch them!



- 4 5.02 Listen to Morgan talking about his work. Number the photos A–E in the order he describes them.



NO WAY!

It takes Morgan about two weeks to make one minute of film.

5.2 He posts his videos online

Vocabulary and Listening

Aims

- Learn verbs for activities.
- Learn about a young film animator.
- Use the present continuous and the present simple.

Warm-up

- Ask: *What do you do in your free time?* Elicit a range of answers, and write useful phrases on the board, e.g. *play football, watch films*.
- Point out to students that the verbs and nouns on the board are often used together, and in this lesson they are going to learn some more activities and some more verbs and nouns that are often used together.

iPack Vocabulary presentation interactive

- Interactive task to present the vocabulary.

iPack Vocabulary practice PDF

- Mixed-ability 1–3 star-tasks to practise the vocabulary.

Exercise 1

- Present the new vocabulary using the interactive exercise on the iPack. Alternatively, read out the verbs and teach the meanings.
- Focus on the first noun, *a goal*, and elicit which verb can be used to complete the phrase (*score*).
- Ask students to use as many verbs as possible to complete each phrase. Students could work in pairs for this.
- Check answers with the class.

ANSWERS

- 1 score a goal
- 2 paint / take a picture
- 3 win a competition
- 4 build / paint a model
- 5 edit / post / take a photo
- 6 perform / sing in a band
- 7 act in / edit / post a video online
- 8 act in / edit / post a film
- 9 act / perform / sing on stage

Optional activity

- Play a game to practise the vocabulary. Ask students to close their books. Then put them into teams. Write the nouns (not the verbs) from exercise 1 on the board. Teams take turns to choose a noun and make a sentence using the correct verb, e.g. *I'd like to sing in a band*.
- If their sentence is correct, they get a point and the noun is crossed off the board. If their sentence is not correct, do not correct it, but ask another team to make a sentence. Continue until all the words are crossed off the board. The team with the most points is the winner.

Exercise 2

- Focus on the photos and use them to teach the word *model*.
- Ask a few questions about the photos, e.g. *What can you see? What do you think the boy is doing? What are the models for?* Elicit a few possible answers.
- Ask students to think of three more questions about the photos. They could work in pairs for this.
- Elicit a few questions from the class, but do not answer them.

SUGGESTED ANSWERS

How old is he? What is he doing? Why has he got a laptop?

Exercise 3

- Ask students to read the profile.
- Discuss whether it answers students' questions.
- Then ask: *What do you learn about Morgan? What is he doing?* Elicit a few answers.

Exercise 4 ① 5.02 Audio script TG pp125–126

- Read out the task. Then play the audio for students to listen and number the photos.
- Check answers with the class, playing the audio again and pausing it if necessary for students to hear the answers.

ANSWERS

A, D, C, B, E

No way!

- Read out the information in the *No way!* box with the class. Ask: *Do you find this surprising? What other hobbies take a long time?* (e.g. learning an instrument, learning sports skills, painting)

Exercise 5 5.02 Audio script TG pp125–126

- Allow students time to read the questions. Then play the audio again for them to listen and answer the questions.
- Allow students to compare their answers in pairs. Then check answers with the class, playing the audio again if necessary for them to hear the answers.

ANSWERS

- He combines building models and making films.
- He uses 900 photos.
- He usually makes them in his bedroom.
- He's making them in a big national television studio in Glasgow.
- It's for an annual competition to make Paisley the next City of Culture in the UK.

iPack Listening strategy interactive

- Interactive task to practise recognizing cognates.

Exercise 6

- Explain to students that cognates are words in another language which are similar to words in their language, and have a similar meaning.
- Ask students to match the words to the meanings.
- Check answers with the class.
- Remind students that some words are false friends, so they cannot assume that a word is a cognate just because it is similar to a word in their language.

ANSWERS

- collection
- guitarist
- character
- annual
- national

Grammar Present continuous and Present simple

Aims

- Learn the difference between the present continuous and present simple.
- Write sentences and complete a text with the present continuous and present simple.
- Use the present continuous and present simple to talk about a typical weekend and a dream weekend.

iPack Grammar animation

- Presentation of the use of the present continuous and present simple in context.

Exercise 7

- Ask students to read the example sentences in the table.
- Read out the rules and elicit the correct options to complete them.

ANSWERS

- present simple
- present continuous

Exercise 8

- Read out the first sentence and elicit the answer as an example. Elicit why the present simple is correct (it is a routine).

- Ask students to copy the sentences and choose the correct verb forms to complete them.
- Check answers with the class, referring back to the rules to explain the answers.

ANSWERS

- take
- aren't playing
- builds
- Is he practising
- It's

Exercise 9

- Ask students to copy the sentences and complete them with the correct verb forms.
- Check answers with the class, referring back to the rules to explain the answers if necessary.

ANSWERS

- 's Harry doing; 's watching
- go; 're staying
- is coming
- Do you usually go; go
- Are you enjoying; 'm having

iPack Grammar practice PDF

- Mixed-ability 1–3 star tasks to practise the present continuous and present simple.

Exercise 10

- Ask students to copy the text and complete it with the correct words. Check answers with the class.

ANSWERS

- annual
- national
- perform
- competitions
- score
- make
- post
- collection

Activate

Aim

- Use the present continuous and present simple to talk about things happening now and things that happen regularly.

Exercise 11

- Read out the task. Then read out the example sentences.
- Elicit a few more sentences about a typical weekend, e.g. *On Saturdays I often go shopping.*
- Elicit a few more sentences about a dream weekend, e.g. *I'm staying in a nice hotel.*
- Ask students to write their sentences individually.
- Allow students to compare their sentences in pairs. Then ask some students to read their sentences to the class. Ask: *Whose dream weekend sounds the most fun?*

Further practice

Language summary, Student's Book p67

Essential practice, Student's Book p122

Vocabulary and Grammar, Workbook pp38–39

Grammar reference, Workbook p98

Grammar Practice: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium

5 5.02 Listen again and answer the questions.

- Which two of Morgan's hobbies does he combine in his work?
- How many photos does he use to make one minute of an animated film?
- Where does he usually make his films?
- Where is he making films at the moment?
- Why is Morgan making a video about Paisley?

Listening strategy

6 In your notebook, match the words in the box to their meanings.

annual character collection guitarist national

- a group of similar objects (...)
- a professional guitar player (...)
- a person in a picture or film (...)
- every year (...)
- relating to the whole country (...)

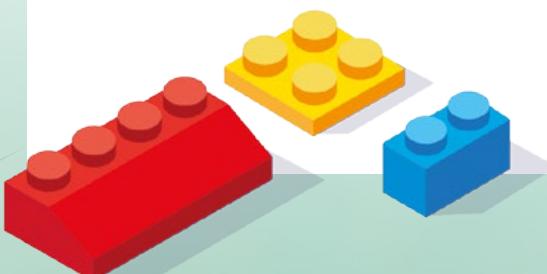
Grammar Present continuous and Present simple

Grammar animation

Present continuous	... at the moment , I'm living in Glasgow. Right now, I'm working in a big national film studio ...
Present simple	... I usually make my films in my bedroom. ... I take a photo every time I move them.

7 5 Choose the correct option.

- We use the **present simple / present continuous** to talk about routines. We often use adverbs of frequency, such as *always* and *usually*, and time expressions like *every (day / time / year)*.
- We use the **present simple / present continuous** to talk about actions that are in progress now. We often use time expressions such as *now* and *at the moment*.



8 Choose the correct option.

- I usually **take / are taking** photos on holiday.
- They **don't play / aren't playing** football today because of the weather.
- In her free time, she **builds / is building** models.
- Does he practise / Is he practising** the guitar at the moment?
- It's / It's being** often quiet here at this time of the day.

9 Copy and complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 'What (...) (Harry do) at the moment?'
'He (...) (watch) TV.'
- They (...) (go) to school every day, but today they (...) (stay) at home – it's the holidays.
- Hurry up! The bus (...) (come). I can see it.
- '(...) (you usually go) away for the holidays?'
'Yes, we always (...) (go) camping.'
- '(...) (you enjoy) the party?'
'Yes, I (...) (have) a great time, thanks!'

Grammar practice

10 Copy and complete the text with the words in the box.

annual collection competitions make
national perform post score

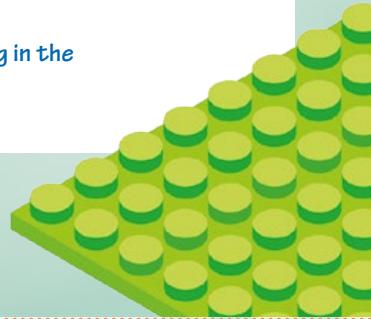
Students at our school come from lots of different countries around the world, and on our ⁽¹⁾ international day, we all wear our ⁽²⁾ costumes, ⁽³⁾ on stage and bring our favourite family food to school. There are lots of ⁽⁴⁾ to try to win. My favourite one is to ⁽⁵⁾ the most goals in a football match! We take photos and ⁽⁶⁾ videos of the day, too and then ⁽⁷⁾ them online. You can see a(n) ⁽⁸⁾ of my photos on our school website.

Activate

11 Write about what you do on a typical weekend. Then imagine a dream weekend. Write about what you are doing.

It's a typical weekend: Every Friday afternoon, I do my homework and I ...

It's my dream weekend: I'm swimming in the Caribbean sea and I ...



Learning objectives

- Learn about movie props
- Create a scrapbook page for a film

Unit 5 360° hotspots**Think****1 Can objects tell stories? What film props can you think of that help to tell the story?**

Props are objects that actors use in films, theatre or TV programmes. These can be common things, like books or plants, that make the environment look real. Some props are special objects that are important to the story.

Explore

Access the interactive 360° content now!

2 Explore the prop-making studio for 30 seconds. How many props are there? In your notebook, write the props you can remember.

- | | | |
|----------------|-------------|-----------|
| • hat | • door | • trophy |
| • space weapon | • jewellery | • map |
| • costume | • books | • compass |
| • skeleton | • fossil | • boat |
| | • statue | • sword |

3 ALL HOTSPOTS Explore the studio. Which prop works better with these types of film?

- | | |
|--------------------|--------------------|
| 1 historical drama | 4 action adventure |
| 2 science fiction | 5 war film |
| 3 western | 6 sports film |

4 ALL HOTSPOTS Look through all the props in the studio. Why are these objects important to the story? In your notebook, match the objects A–E to the story summaries 1–5.

- 1 This film is about an archaeologist's adventures. She wants to prove the origin of an animal from the past.
- 2 This is the story of a poor girl who finds a valuable necklace. She has to make a difficult decision: sell the necklace and help her family or be honest and give it back to its owner.
- 3 The main character in this story is a sports champion.
- 4 This story happens in the future in a distant galaxy.
- 5 This is a historical film about a war.

5.3 Project 360°

Interactive 360° content • See Teacher's Guide
Introduction px.

Aims

- Learn about movie props.
- Create a scrapbook page for a film.
- See and use equipment vocabulary and the present continuous and present simple in a real-life situation.

Hotspot key

- ▲ A video of a prop maker explaining the work they do
- A video of a prop maker working on a piece of jewellery
- A series of sketches showing the kind of research that goes into prop making designs
- A sketch of a dinosaur with interesting facts used for research in prop making
- ★ A video slide show explaining how some props, in this case a space weapon (light sabre), are made

Think

Exercise 1

- Before exploring the image and the hotspots, ask students to look at the photo of the workshop. Ask: *What can you see?* Ask students to name some of the things they can see, e.g. tools, a ring, a jacket.
- Ask: *What do you think the place is?* Elicit a few ideas. Then teach the word *prop* and explain that this is a prop maker's workshop. In this lesson, they are going to explore it and learn about it.
- Read out the questions and elicit some famous film props that students can think of. Prompt them with some film names if necessary, to give them ideas, e.g. *The Lord of the Rings*, the *James Bond* films, the *Star Wars* films.

POSSIBLE ANSWERS

Famous film props could include the ring in *The Lord of the Rings*, cars in the *James Bond* films, the gold ticket in *Charlie and the Chocolate Factory* or the light sabres from the *Star Wars* films.

Explore

Exercise 2

- Explain to students that they are now going to enter the workshop.
- Read out the task and allow students to read through the list of props. Make sure they understand what they are.
- Click on the image or the Explore tab to launch the 360° photograph. Move around the image to explore the workshop, but do not click on the hotspot symbols yet.

- Explore the image for 30 seconds. Then stop and elicit what props students saw. Find out if anyone remembered all the props correctly.

ANSWERS

hat, space weapon, costume, door, jewellery, books, fossil, trophy, map, compass

Exercise 3 Audio & video scripts p126

ALL HOTSPOTS

- Explain to students that they are now going to learn more about the props.
- Read out the question and check students understand all the types of film.
- Click on the icon at the top of the page to access the 360° image. Invite students to come to the front of the class one by one to choose a hotspot to explore. Students can also access the image and the hotspots on their own devices. As each hotspot is explored, students should write notes in their notebook about which props work with the different film types. Explain that there might be more than one possible answer for some film types.
- Discuss the answers with the class.

POSSIBLE ANSWERS

- 1 costume books
- 2 space weapon
- 3 hat
- 4 fossil, map, jewellery, books
- 5 costume, map
- 6 trophy

Exercise 4

ALL HOTSPOTS

- Focus on the five small photos A–E on page 62. Ask students to read the story summaries and match them to the objects.
- Check answers, and discuss why each object is important to the story.

ANSWERS

- 1 B (fossil)
- 2 A (necklace)
- 3 C (sports trophy)
- 4 D (space weapon)
- 5 E (costume)

Exercise 5

- Read out the question. Then ask students to read the article.
- Elicit what the film is about (a champion sportsperson). Then elicit which prop in the hotspots is used in the film.

ANSWER

The trophy

Research it! ↗

Ask students to look online or in the library and find out which films or movie props are made in Spain and report back to the class.

Reflect

Exercise 6

- Refer students back to the question in exercise 1 and ask them to think about their favourite movie again. Ask them to think of some objects that are used in it and how they help tell the story. Students could work in pairs for this.
- Ask some students to tell the class their ideas.

POSSIBLE ANSWER

The ring in *The Lord of the Rings* helps to tell the story because it is always important who has the ring and where it is. The story is about the journey to take the ring to a place where it can be destroyed.

Project task

- Students will need: large pieces of paper and coloured pencils. Optional: a computer and printer to print photos from the internet, coloured paper, scissors and glue.
- For this project task, students should work individually.
- Explain to students that they are going to make a scrapbook page about a film that they like. They can choose the film they identified in exercise 6 or choose another.
- Tell them that the project page will be a combination of pictures and text that shows their favourite or most interesting aspects of the film, its characters, props and locations.
- Give them a minute or two to decide on their film – get them to write the title in English in their notebooks. You may have to help with translation.

1

- Draw students' attention to the checklist and explain that they should first make some notes in their notebook to answer the questions about their film.
- Go round and help with vocabulary, especially for the names of any props, which are often difficult words (e.g. magic wands and light sabres!). Encourage students to use their dictionaries before asking you.
- Explain that they should plan their scrapbook page and decide what photos or drawings they want to include, e.g. the main characters and a few of the props. Make a sketch if they can, including the layout of the page.

2

- Find photos on the internet or draw pictures. Depending on resources available to you, and your preference, students can either search for and print some photos or draw pictures. Set a time limit for this stage. Alternatively you could set this stage for homework, asking students to bring the photos or drawings in next lesson.

3

- Distribute the scrapbook paper and any other materials you have such as coloured pencils, scissors and glue, coloured paper for mounting pictures and adding interest to the page.

- Suggest students write the title of the film first, large and clear, and then they can decide where to put the pictures.
- Stick the pictures on, reminding students to allow lots of room to write captions explaining each picture.
- Add any other notes about the film that they like.
- Finally, encourage students to decorate their pages in an appropriate style for the film.

4

- Once the scrapbook pages are complete, ask the students to get into pairs, and swap their projects. Tell them to spend a few minutes looking at and reading each other's pages. Explain that they should ask each other questions about their films, using the pictures and captions as prompts. Some suggestions are below:

Questions to ask about the scrapbook page

Is it a (drama / sci-fi / comedy...) film?

Why is this prop important?

What happens to this character?

What's happening in this picture?

- After 10–15 minutes, you can either have them swap partners again, or you could have them feed back to the class on their partner's project, using the answers they got to tell everyone about the film.

Project evaluation (optional)

- If you opt to evaluate the students' work, make sure to explain this at the beginning of the project task, and outline exactly what you will be looking for.
- For this project, you could evaluate the scrapbook pages, but you could also evaluate the students explaining and answering questions about their projects. For the pages, you could break it down into **content** (interesting props selected, lots of notes in the captions), **presentation** (layout, titles and captions), **grammar and spelling**. For the spoken element you could evaluate **use of English**: fluency and accuracy.
- You could use the same evaluation system as in previous project tasks, or your own. Whatever you decide, make sure all students completing the project receive positive verbal feedback for their work and effort.

Project extension ideas

- You could display the scrapbook pages once the lesson is finished, and invite another class to come in to see them. Have the students stand by their projects ready to answer questions. Alternatively, you could do this with a few of your colleagues asking the questions!
- You could hold a movie night and get the students to vote to watch one of the films featured in the scrapbook pages in English. Have the student(s) who chose the film as their favourite introduce the film and explain the plot and background before they watch.



- 5 Read the article. Which prop in the hotspots is used in the film about James Fish?

FILMNEWS

Movie making in the UK

The British film industry is enjoying a very successful time. Many of the films arriving in cinemas now are filmed, or produced in the UK. The James Bond films and the Star Wars saga are just two examples.

But UK studios also design and create a variety of movie props. The interior of a spaceship, a miniature model of a city, giant shoes ... , and you can see them all at your local cinema. The story of the champion sportsperson, James Fish, is out next month. Spot the props from a workshop in Oxfordshire.

Research it!

Go online and find out:
Which famous films or movie props are made in your country?

Reflect

- 6 Look back at the questions in exercise 1 and think about your favourite movie. What objects can you remember? How do they help tell the story?

Project task

Create a scrapbook page for a film you like similar to the one in the hotspots.

1 First make notes:

- What type of film is it?
- Who are the characters?
- What is the story?
- Look at your partner's scrapbook and ask questions about their film.

2 Find photos or draw pictures of the movie props you need.

3 Write titles, captions and notes to go with the pictures.

4 Work in pairs. Look at your partner's scrapbook and tell the story of their film.

Everyday English

Learning objectives • Order food and drink



- 1** ► Video 1 Watch the introduction to Dan's vlog post. What food does Dan like?



- 2** ► Video 2 Watch the video. In your notebook, write down the food that Dan orders.

3 Choose the correct option.

- 1 A meal deal includes *two / three* items.
- 2 Laura wants a side of *salad / chips*.
- 3 Emma doesn't eat *cheese / meat*.
- 4 Dan and his friends want to *eat in / order food to take away*.
- 5 Dan *likes / doesn't like* chili sauce.

Focus on language

4 Copy and complete.

- 1 What (...) get you?
- 2 (...) (...) chicken wings, please.
- 3 (...) (...) have a hot dog with cheese, please?
- 4 (...) you (...) any sides with that?
- 5 What (...) (...) like to drink?
- 6 How (...) is that?

- 5** In your notebook, write down who says which sentence in exercise 4:
The server (S) or the customer (C).

- 6** ► Video 2 Watch the video again and check your answers to exercises 2 to 5.

- 7** How do you say the words in the Learn it! box in your language?



Learn it!

Food vocabulary
 chicken wings
 meal deal
 sides
 wrap

- 8** ► 5.03 Say the words in the Say it! box. Then listen, check and repeat.



Say it!

The /ʃ/ sound

delicious milkshake mushroom
 she sure special

5.4 Everyday English

Aims

- Order food and drink in a restaurant.
- Learn the life skill of using foreign currency.

Warm-up

- Ask: *Do you sometimes have meals in restaurants? Which restaurants do you go to? Which are your favourites? Why?* Elicit a range of answers.
- Ask: *What are your favourite things to eat in a restaurant?* Elicit a range of answers and encourage as many students as possible to join in and talk about their likes and dislikes.
- Tell students they are going to practise ordering food and drink in a restaurant. Check they understand *burger, hotdog, chips, chilli sauce, milkshake* and *mineral water*.

► Exercise 1 Video 1 Video script TG p126

- Read out the question. Then play the video. Ask students to watch and listen and find out the answer to the question.
- Check the answer with the class.

ANSWER

He likes hot dogs with cheese.

► Exercise 2 Video 2 Video script TG p126

- Read out the task. Then play the video for students to listen and note down the food that Dan orders.
- Do not check answers at this stage.

ANSWER

He orders a hot dog with cheese, chilli sauce, chips and chocolate milkshake.

Exercise 3

- Check that students understand *eat in* (eat in the restaurant) and *take away* (take out of the restaurant).
- Ask students to read the sentences and choose the correct words.
- Allow students to compare their answers in pairs, but do not check answers with the class yet.

ANSWERS

1 three 2 chips 3 meat
4 order food to take away 5 likes

Focus on language

Exercise 4

- Ask students to copy and complete the sentences from the video.
- Allow students to compare their answers in pairs, but do not check answers with the class yet.

ANSWERS

1 can I 2 I'll have 3 Can I 4 Would ... like
5 would you 6 much

Exercise 5

- Ask students to look at the sentences in exercise 4 again and decide who says them.
- Allow students to compare their answers in pairs, but do not check answers with the class yet.

ANSWERS

1 S 2 C 3 C 4 S 5 S 6 C

► Exercise 6 Video 2 Video script TG p126

- Play the video again for students to check their answers to exercises 2 to 5.
- Go through all the answers with the class, playing the video again and pausing it as necessary for students to hear the answers.
- You could get students to repeat some of the sentences from exercise 4, encouraging them to copy the pronunciation and intonation on the video.

Exercise 7 Learn it!

- Read through the words in the *Learn it!* box with the class. Elicit or explain the meanings of the words and elicit how students say the words in their own language.

Exercise 8 ① 5.03 Say it!

- Focus on the *Say it!* box and model pronunciation of the /ʃ/ sound in isolation. Model pronunciation of the first two words and elicit where the /ʃ/ sound is in each word.
- Put students into pairs to practise saying the words.
- Play the audio once for students to listen and check their pronunciation. Then play it again, pausing for them to repeat the words.
- Go around the class getting individual students to repeat the words to check that everyone is pronouncing them correctly.

Audio script See Student's Book, p64.

Life Skills

- Read through the information in the *Life Skills* box with the class. Model pronunciation of the two different ways of saying each coin, e.g. *five p (/pi:/), five pence*.
- Explain that *p* or *pence* is often omitted when the amount is more than a pound, e.g. £2.50 is usually said as *two pounds fifty* or *two fifty*.
- You could write a number of prices on the board. Then point to the different prices in turn and invite students to say them.

Exercise 9

- Students could work in pairs to do this task and you could make it a race to find the best combination of coins.
- Discuss the answer with the class.

ANSWER

two 2-pound coins, one 50p coin, two 20p coins,
one 5p coin, two 2p coins

► Exercise 10 Video 3 Video script TG p126

- Elicit from students which food from exercise 1 is Dan's favourite.
- Read out the question for exercise 10 and ask students to look at the photo.
- Read the possible answers and elicit ideas as to what is happening in the photo.
- Play the video for students to watch and answer the question.
- Elicit the correct answer from students and ask who guessed correctly.

ANSWER

3 (The chilli sauce is very spicy.)

► Exercise 11 Conversation Video 4

- Explain to students that they are now going to have a chance to practise ordering a meal themselves. Refer them to the language in exercise 4.
- Play the video and when it pauses, allow students to respond to the server. If necessary, play the video again to give students a chance to practise.
- Invite volunteers to act out their responses to the video in front of the class.

Video script and Possible answers

Server Hi! What can I get you?

Prompt Say that you want a chicken wrap.

Possible answer: I'll have a chicken wrap.

Server Sure. To eat in or take away?

Prompt Say that it's to take away.

Possible answer: Take away, please!

Server Would you like any sides with that?

Prompt Say that you want a salad.

Possible answer: Can I have a salad?

Server What would you like to drink?

Prompt Say that you want an orange juice. Ask how much that is.

Possible answer: I'd like an orange juice, please. How much is it?

Server That's (£)4.99.

Prompt Say here you are.

Possible answer: Here you are.

Server Thank you. Enjoy your meal!

Dialogue builder

Aim

- Order food and drink.

1 Prepare

- Ask students to look at the two meals on the screen and decide which one they would like to eat. They then calculate the total cost.
- Check the costs with the class and make sure students can say the prices fluently and confidently.

ANSWERS

Meal A costs £5.23. Meal B costs £5.73.

2 Practise

- Ask students to read through the *Useful language* box and check they understand everything.
- Model one of the conversations with a confident student, taking the role of server and inviting them to order their meal.
- Students then work in pairs and take turns ordering food and drink.
- When they have finished, ask a few pairs to perform one of their conversations for the class.

3 Speak

- Explain to students that they are now going to choose some more food and drink to order.
- Focus on the menu and point out the mains, sides and drinks.
- Allow students time to choose their meal. Then put them into pairs to practise ordering.
- Monitor while they are working and note down any errors to correct at the end.
- Get feedback from students on how easy or difficult they found this task.

Further practice

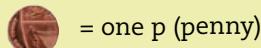
Everyday English, Workbook p42

Real Talk: Active Learning Kit, Unit 5

Using foreign currency

Paying for things when in a foreign country can be confusing. In the UK people use coins to pay for many items. It is important you can identify these coins quickly.

Life Skills



= one p (penny)



= twenty p (pence)



= two p (pence)



= fifty p (pence)



= five p (pence)



= one pound



= ten p (pence)



= two pounds

- 9** Dan's meal cost £4.99. Look at the coins in the Life Skills box. What coins would you use to pay for his meal? You may need to use some coins more than once.

- 10** ► [Video 3] Look at the photo. What do you think is happening? Choose the best answer. Watch and check your answer.



- 1 Dan doesn't like his hot dog.
- 2 Dan is laughing at a joke.
- 3 The chilli sauce is very spicy.

- 11** ► [Conversation] [Video 4] Now your turn! Watch the video and follow the on-screen instructions.

Dialogue builder

- 1 PREPARE** Look at the server's screen. Choose meal A or B. Calculate the total cost.



A	B
Cheeseburger 2.99	Veggie wrap 2.49
Chips 1.25	Green salad 1.25
Diet cola 0.99	Milkshake 1.99
Total	Total

- 2 PRACTISE** Take turns to be the server and the customer, and order food and drink from meal A or B.

Useful language

Server

What can I get you?

Would you like any sides with that?

What would you like to drink?

That's ...

Customer

Can I have a ..., please?

I'll have a ...

I'd like a ...

How much is that?

- 3 SPEAK** Look at the menu below. Choose a main, side and a drink. Take turns to be the server and the customer, and order your meal.

MEAL DEAL INFO

MEAL DEAL (any main, side and drink) £6.25

Main (£3.00)

Chicken wings

Burger

Veggie burger

Chicken burger with cheese + 50p

Hot dog

with cheese + 50p

Veggie wrap

Pizza with extra cheese / mushrooms / ham / pepperoni + 50p

Sides (£1.75)

Chips Corn on the cob Green salad

Drinks

Cola / Lemonade £1.50

Orange / Apple juice £1.75

Milkshake £1.99



- A Hi, what can I get you?
B I'll have ...

Writing about a photograph

Learning objectives • Write about a photograph • Use time expressions for regular and specific actions

Model text

✉ **Inbox** 11

- 🔖 **Flag**
- 📤 **Send**
- 🗑 **Trash**
- ✉ **Drafts**
- 👥 **Group**

Sarah_Cornwall

🔍

My name's Sarah and I'm 13. I'm from Newlyn in Cornwall. I live in a flat with my mum, dad and brother. We also have two dogs.

In my free time, I do many things. Every evening I play the guitar. At the moment, I'm learning some rock songs so I can play them with my friends. We want to have a band one day. In this photo, I'm playing the guitar and my friend Lara is listening.

This is a photo of a pizza. Joe and I are making it for dinner. My parents usually cook, but today Joe and I are cooking. Right now, we're making pizza, but we're also making tiramisu for dessert. It's our favourite dish!

1 Read Sarah's email and find:

- 1 an activity Sarah does regularly.
- 2 an activity she's doing in this period.
- 3 what she's doing now.

Look at language Using time expressions

2 ⚡ Sarah uses four different phrases and adverbs to express time. Find the phrases and complete the rule.

We use (1) and (2) to talk about routines and habits.

We use (3) and (4) to talk about actions in progress now.

3 Complete the sentences below using your own ideas..

- 1 Right now, I'm (...).
- 2 I usually (...).
- 3 At the moment, I'm (...).
- 4 Every evening, I (...).

ℹ Language practice

4 📸 Write about a photograph. Follow the steps in the Writing builder.

Writing builder

1 THINK AND PLAN Look at the photo and make notes.

- Where are you?
- What are you doing / wearing?
- Who is with you?
- How often do you usually do this activity?

2 WRITE

Paragraph 1: Give some personal details about you and your family.

I'm Ewan, and I'm from Edinburgh ...

Paragraph 2: Write about the things you like and do regularly and give examples.

I like music and I play the guitar very well. I usually ... Every day ...

Paragraph 3: Describe what you are doing in your photo.

In this photo, I'm playing ...

3 CHECK

- Time expressions
- Present simple
- Present continuous

5.5 Writing about a photograph

Aims

- Read a model text about a photograph.
- Learn about using time expressions to describe regular and specific actions.
- Write about a photograph.

Model text

Exercise 1

- Read out the three things that students have to find. Explain that *in this period* means around now, but not necessarily at this very moment, e.g. *I'm learning to play tennis at the moment* means you are learning in this period, but not at this very moment.
- Ask students to read the email and find the three things.
- Check answers with the class and remind students that we use the present simple for things we do regularly and the present continuous for things we are doing now or in this period.

ANSWERS

- 1 She plays the guitar.
- 2 She's learning some rock songs so she can play them with her friends.
- 3 She's cooking / making a pizza and tiramisu.

Look at language Using time expressions

Exercise 2

- Read out the task and elicit a few adverbs and phrases that we can use to express time, e.g. *usually, sometimes, now*.
- Ask students to find the adverbs and phrases.
- Check these with the class. Then read out the rules and elicit the answers.

ANSWERS

- 1 every evening
- 2 usually
- 3 at the moment
- 4 right now

Exercise 3

- Give one or two examples of how you could complete the sentences so they are true for you, e.g. *Right now, I'm teaching English.*
- Ask students to copy and complete the sentences with their own ideas.
- Allow students to compare their sentences in pairs. Then ask some students to read their sentences to the class.

iPack Language practice interactive

- Interactive task to practise time expressions.

Exercise 4

- Explain to students that they are going to write about a photograph of themselves. This could be a photograph on their phone, or they could bring a printed photo to class with them.
- Remind them to follow the usual approach of thinking and planning, writing and then checking.

Writing builder

1 Think and plan

- Ask students to look at their photo and answer the questions to make notes.
- Point out that to answer the second question, they should use the present continuous, and to answer the final question, they should use the present simple.

2 Write

- Read through the paragraph plan with the class. Refer students back to the text in exercise 1 and point out how this follows the paragraph plan.
- Ask students to write about their photo. If they do this in class, go around giving help and encouragement. Remind them to use time expressions, and remind them to use the present simple and present continuous correctly.

3 Check

- Students can check their work individually or they could work in pairs to check each other's work using the checklist to identify things that could be improved.
- You could get students to write their text out neatly and attach a copy of the photo to make a display for the classroom wall.

Further practice

Writing, Workbook p41

Language summary

This page summarizes the vocabulary, grammar and useful language taught in each unit. Encourage your students to spend time revising and testing themselves on the language they have learned.

Summary of further practice

Make sure your students use the extensive course material provided. This includes:

Student's Book:

- Unit 5 Review, page 68

Workbook:

- Grammar and Vocabulary reference and practice, pp98–101

Active Learning Kit:

- Unit 5 i-Progress Check
- Unit 5 Grammar Practice
- Unit 5 Real Talk
- Book Club

Tests and resources available on Oxford Premium:

- Unit 5 mixed-ability worksheets (Grammar and Vocabulary) ,  and 
- Unit 5 Communication: Pairwork worksheet
- Unit 5 Cross-curricular worksheet
- Unit 5 Tests ,  and 

The Tests include **Cumulative tasks**. Remind students to also look back at Units 1–4.

How much vocabulary do students need to learn?

Dynamic is a flexible course which adapts easily to the level of your class and to the individual students within each class.

- Stronger students, using the  and  Vocabulary worksheets and Tests, will be required to practise all the vocabulary from the unit, including the extra vocabulary.
- Students who require extra support and are using the  Vocabulary worksheets and Test, will only be required to practise the two core vocabulary sets from this unit (*Adventure equipment* and *Action verbs*).

Unit 5 Language summary

Vocabulary

5.1 Adventure equipment

backpack
binoculars
compass
first-aid kit
insect repellent
map
sleeping bag
sunscreen
tent
tools
torch
waterproof jacket

5.2 Verbs

act (on stage)
build (a model)
edit (a film)
paint (a picture)
perform (on stage)
post (a video online)
score (a goal)
sing (in a band)
take (a photo)
win (a competition)

Extra vocabulary

5.1

ancestor (*n*) kind (*adj*)
dawn (*n*) truck (*n*)
journey (*n*)

5.2

annual (*adj*) guitarist (*adj*)
character (*n*) national (*adj*)
collection (*n*)

5.1 Learn it!

story (*n*) history (*n*)

5.4 Learn it!

chicken wings (*n*) sides (*n*)
meal deal (*n*) wrap (*n*)

Grammar

5.1 Present continuous (actions in progress now)

Affirmative		
I	'm	
You / We / They	're	swimming.
He / She / It	's	

Negative		
I	'm not	
You / We / They	aren't	carrying a backpack.
He / She / It	isn't	

Questions and short answers

Questions			Affirmative	Negative
Am	I		Yes, I am.	No, I'm not.
Are	you / we / they	taking a photo?	Yes, they are.	No, they aren't.
Is	he / she / it		Yes, she is.	No, he isn't.
What are	you	doing?		

5.2 Present continuous and Present simple

Present continuous (actions in progress now)

She's listening to music **at the moment**.

Present simple (routines)

She **often** listens to music.

Useful language

5.4 Order food and drink

What can I get you?	Can I have a ..., please?
Would you like any sides with that?	I'll have a ...
What would you like to drink?	I'd like a ...
That's ...	How much is that?



Unit 5 Review

Reading

- 1 Complete the texts with the present simple or present continuous form of the verbs in brackets.

Maggie Robertson's Online Diary

7th October

At Gordonstoun school in Scotland, life is usually normal. Every day, we ⁽¹⁾ (study) different subjects like maths and history, and we ⁽²⁾ (do) art, music and PE. But some things are very different!

Today, some students ⁽³⁾ (do) a history test, and others ⁽⁴⁾ (paint) in an art lesson. One boy ⁽⁵⁾ (edit) a film in the ICT suite. Outside, our girls' football team ⁽⁶⁾ (play) a football match. They're great. At the moment, they ⁽⁷⁾ (win)!



12th May

Today we are far from the school. Those are my friends Emily, Pablo and Mark. We ⁽⁸⁾ (wear) summer clothes, and we ⁽⁹⁾ (carry) backpacks, tents and sleeping bags. We're orienteering and are on an outdoor expedition – and it's all a part of our school education! At Gordonstoun, teachers ⁽¹⁰⁾ (believe) that students always ⁽¹¹⁾ (learn) more when they aren't in normal places. On the expeditions, we usually ⁽¹²⁾ (climb) mountains, ⁽¹³⁾ (walk) through forests and ⁽¹⁴⁾ (try) different sports. Right now, we're on a mountain. The weather is great and it feels amazing!



- 2 Write the questions and answers.

- 1 what / students / study / every day / ?
- 2 what / the girls / do / on the football pitch / ?
- 3 what / Maggie / wear / ?
- 4 what / Emily, Pablo and Mark / carry / ?
- 5 what / students / usually do / on outdoor expeditions / ?
- 6 Maggie / have / a good time / right now / ?

Complete all activities in your notebook.

3 Choose the correct option.

- 1 Maggie wears *summer clothes* / *a first-aid kit* when the weather is warm and sunny.
- 2 At night, the students sleep in *tents* / *tools* and stay warm in *sleeping bags* / *sunscreen*.
- 3 When it's dark, they use *a torch* / *binoculars*.
- 4 They carry all their things in *backpacks* / *insect repellent*.

Listening

- 4 5.04 Copy the table. Then listen and complete the information in the table.

	Mum thinks ...	But the truth is,
Tom	is doing his history project.	he ⁽¹⁾ .
Susan	is practising the ⁽²⁾ .	she ⁽³⁾ .
Daisy	is playing with her ⁽⁴⁾ .	she ⁽⁵⁾ with the pots and pans.
Dad	⁽⁶⁾	he ⁽⁷⁾ .
the dog	⁽⁸⁾	he ⁽⁹⁾ .

5 5.04 Listen again and answer the questions.

- 1 Who is Mum visiting?
- 2 What has Susan got tomorrow?
- 3 Where is Daisy?
- 4 What is the problem with the dog?

Speaking

- 6 Imagine you are having your perfect day. Say where you are and what you are doing.

Where are you? What's the weather like?
What are you eating / drinking?

I'm at my friend's house. We're sitting on his terrace.
It's a sunny day and we're eating pizza.

Writing

- 7 Choose a day and a time. Write five sentences about what you, your family and friends are doing.

It's 11 a.m. on Sunday. My brother and I are playing outside. My dad is reading the newspaper ...



Review

Reading

Exercise 1

- Focus on the photos and elicit or explain that they show a school and some students from the school.
- Ask: *Do you think the students are at school at the moment? Where are they? What are they doing?* Elicit a few answers.
- Ask students to read the texts and complete them with the correct present simple or present continuous form of the verbs.
- Check the answers with the class.

ANSWERS

1 study 2 do 3 are doing 4 are painting
5 is editing 6 are playing 7 're winning
8 're wearing 9 're carrying 10 believe 11 learn
12 climb 13 walk 14 try

Exercise 2

- Elicit the first question and answer from the class as an example.
- Ask students to write the questions and answers.
- Check answers with the class.

ANSWERS

1 What do students study every day? They study different subjects like maths and history.
2 What are the girls doing on the football pitch? They're playing a football match.
3 What's Maggie wearing? She's wearing summer clothes.
4 What are Emily, Pablo and Mark carrying? They're carrying backpacks, tents and sleeping bags.
5 What do students usually do on outdoor expeditions? They climb mountains, walk through forests and try different sports.
6 Is Maggie having a good time right now? Yes, she is.

Exercise 3

- Ask students to read the sentences and choose the correct words to complete them.
- Check answers with the class, and check that students understand all the options in the sentences.

ANSWERS

1 summer clothes
2 tents, sleeping bags
3 a torch
4 backpacks

Listening

Exercise 4 5.04 Audio script TG p126

- Read out the task. Then read out the headings in the table (*Mum thinks ... , But the truth is ...*). Explain to students that they are going to hear a conversation in which a mother thinks that other people in her family are doing one thing, but they are really doing something else. Ask: *Does your*

mum sometimes think you're doing your homework and you're really playing a computer game or watching a film?

- Allow students time to read through the information in the table and copy it into their notebooks.
- Play the audio and ask students to complete the information in the table. Play the audio again if necessary for students to check and complete their answers.
- Check answers with the class.

ANSWERS

1 's using the computer	6 is making lunch
2 violin	7 's reading
3 's listening to the radio	8 is having lunch
4 toys	9 's eating a shoe
5 's playing	

Exercise 5 5.04 Audio script TG p126

- Allow students time to read the questions. Then play the audio again for students to listen and answer the questions.
- Check answers with the class.

ANSWERS

1 Grandma 2 a music lesson 3 in the kitchen
4 He isn't having lunch. He's eating a shoe.

Speaking

Exercise 6

- Read out the task and the questions. Then read out the example sentences. Elicit that the example sentences use the present continuous.
- Give some more example sentences about your perfect day, e.g. *I'm sitting on a beach in a warm country. The sun is shining and it's very hot.*
- Allow students time to prepare their ideas individually. Then put them into pairs to talk about their perfect days.
- Monitor while students are working and note down any errors to correct at the end.
- Ask some students to tell the class about their perfect day. Other students could ask questions to find out more information.

Writing

Exercise 7

- Read out the task. Then read out the example sentences.
- Ask students to write sentences individually.
- Students can compare their sentences in pairs and suggest corrections.
- Ask a few students to read some of their sentences to the class without saying the day or time. Other students can try to guess the day and time.

Further practice

i-Progress Check: Active Learning Kit, Unit 5

Mixed-ability worksheets, tests and resources available on Oxford Premium