

5 Life's a dream

UNIT OBJECTIVES

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

PROJECT
360°

make a scrapbook
page for a film



1



2



3



7



4



6



5



Life's a dream

5

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

Learn it: False friends: *story, history*

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, he isn't. What are you doing?

Present continuous (actions in progress now)

She's listening to music at the moment.

Present simple (routines):

She often listens to music.

Everyday English

Order food and drink

Server

What can I get you?

Would you like any sides with that?

What would you like to drink?

That's (4.99).

Customer

Can I have (chicken wings), please?

Yes, I'll have (chips), please.

I'd like (a mineral water), please.

How much is that?

5.1 Unit opener

Aims

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

Warm-up

- Before students open their books, 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.
- Ask: *What things do you think you need to take with you for a week's trip walking in the mountains?* Elicit a few ideas, e.g. a tent, warm clothes, and ask students to make a list.
- Ask students to open their books and see if any of the things on their lists are shown in the photos.

Vocabulary Adventure equipment

iPack Vocabulary presentation interactive

- An interactive task to present the vocabulary with pictures and audio.

Exercise 1 5.01

- Read out the title of the unit *Life's a dream* and elicit or explain the meaning (life is good).
- Focus attention on the numbered photos and ask students to say what they all have in common (the equipment used in a range of outdoor adventure activities).
- If students have not done the interactive presentation, read out the equipment words and teach the meanings.
- Ask students to match the words to the photos.
- Play the audio for students to check their answers, then check with the class.

ANSWERS

- 1 insect repellent 2 tent 3 first-aid kit 4 torch
5 binoculars 6 waterproof jacket 7 sunscreen
8 backpack 9 compass 10 map 11 sleeping bag
12 tools

Audio script

See answer key above.

Exercise 2

- Go through the sentence endings and options with the class. Explain or elicit that they are all about the purpose of the objects in the photos.
- Ask students to choose the correct options and allow them to compare their answers in pairs before checking with the class.

ANSWERS

- 1 backpack 2 tools 3 a torch 4 binoculars 5 tent

Exercise 3

- Go through the words in the box and the situations, 1–5, with the class. Ask students to match them.
- Check answers with the class.

ANSWERS

- 1 a waterproof jacket
2 sunscreen
3 insect repellent
4 a first-aid kit
5 a map, a compass

Exercise 4

- Read the question to the class and give students a few minutes to consider their answers.
- Elicit answers from students and encourage them to give details.

ANSWERS

Students' own answers.

iPack Vocabulary practice PDF

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

Optional activity

- Put students into pairs. Ask them to take turns to choose one of the photos and describe the equipment it shows (appearance and use) for their partner to guess what it is.

Exercise 5

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

Video script

Teacher's Guide p 132

iPack Video: Fun activities

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

ANSWERS

- 1 B 2 A 3 C



Vocabulary Adventure equipment

i Vocabulary presentation

1 5.01 Look at the photos and match the equipment 1-12 to the words in the box. Then listen and check.

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

2 Choose the correct option.

You use ...

- 1 a **tent** / **backpack** to carry your equipment.
- 2 **tools** / **sunscreen** to make or repair things.
- 3 a **compass** / **torch** to see at night.
- 4 **binoculars** / **tools** to see long distances.
- 5 a **map** / **tent** and a sleeping bag to sleep outside.

3 Match the words in the box to situations 1-5.

a compass insect repellent a first-aid kit a map
sunscreen a waterproof jacket

- | | |
|---------------------------------------|--------------------------------|
| 1 It's raining. (...) | 4 You have an accident. (...) |
| 2 It's hot and sunny. (...) | 5 You're lost. (...) and (...) |
| 3 There are a lot of mosquitos. (...) | |

4 Do you use any of the equipment in the photos? When?

i Vocabulary practice

5 Watch the video and answer the questions.

i Video Fun activities



Teenage traveller

LEARNING OBJECTIVES ⚡ Learn about someone who is travelling around the world ⚡ Use the present continuous

Reading

i 🔄 Reading strategy

1 🎧 5.02 Read and listen to Réka's blog post. Match photos 1-5 to the extracts A-E.

2 Read the blog again and answer the questions.

- 1 Who is Réka travelling with?
- 2 Which country do they explore first?
- 3 Where is Réka staying in Peru?
- 4 What is Réka doing in Hungary?
- 5 What are they doing in Spain?

3 🗣️ Would you like Réka's life?

4 How do you say the words in the Learn it! box in your language?

✍️ LEARN IT!

False friends
story history

i Reading extension



DID YOU KNOW?

Home schooling is when parents teach their children at home.



The world is my classroom



My name is Réka Kaponay. Welcome to my blog! You can follow me on the interactive map on the website.

- A** My brother and I don't go to school; we are travelling around the world with our parents. First stop: Australia, our home country. Our parents are teaching us subjects like maths and science. We are also learning about history and culture from talking to local people. The world is our 'classroom'.
- B** We're in Columbia. I'm practising my Spanish! Everywhere we travel, people are so friendly. This man is driving us to a fishing village in his truck. I'm enjoying the ride!
- C** We're in Peru now. We're staying with a local family. In this photo, we are standing on top of a mountain. I'm wearing my waterproof jacket because it's cold and rainy.
- D** Stories are an important part of my journey. Here in Hungary, I'm writing a novel. It's a story of adventure and mystery!
- E** We're walking the Camino de Santiago in Spain. I'm carrying my tent, my sleeping bag and my backpack. They're all I need!

5.2 Teenage traveller

Reading

Aims

- Learn about someone who is travelling around the world
- Use the present continuous

iPack Reading strategy interactive

- An interactive task to practise using knowledge of words that often go together.

Exercise 1 5.02

- Focus attention on Réka's blog and point out that the paragraphs are labelled A–E. Ask students to look carefully at the photos (1–5).
- Play the audio and ask students to read and listen to the blog. Then ask them to match the photos to the extracts. If students have difficulty doing the matching, spend some time identifying key words from the different paragraphs that match things they can see in the photos. For example, paragraph A mentions Australia: ask students which photo shows a famous place in Australia (Picture 4 shows Uluru / Ayers Rock). Paragraph B mentions a truck. Paragraph C says they are standing on top of a mountain and that it is rainy.
- Ask students to compare their answers in pairs before you check them with the whole class.

ANSWERS

1 C 2 B 3 D 4 A 5 E

Audio script

See Student's Book, p 62

Exercise 2

- 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 Her parents and brother.
- 2 Australia
- 3 They're staying with a local family.
- 4 She is writing a novel.
- 5 They are walking the Camino de Santiago.

Exercise 3

- Read out the question and elicit a few answers.
- Put students into pairs to discuss the question. Encourage them to give details about what they would like and / or dislike about Réka's life.
- Hold a brief class discussion.

ANSWERS

Students' own answers.

Exercise 4 Learn it!

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

ANSWERS

Students' own answers.

iPack Reading extension interactive

- An interactive comprehension task to test detailed 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?*
- Divide the class into two halves and ask one half to think of the advantages of being home schooled (e.g. you don't have to travel to school or wear a uniform) and the other half to think of the disadvantages (e.g. it is harder to make friends). Get them to share their ideas as a class.

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 present continuous in context.

Exercise 5

- Go through the table with the class, reading out the example sentences. Explain that we use the present continuous to talk about things that we are doing right now. Point out that it is formed with the present simple of *be* + the *-ing* form of the verb (the infinitive form + *-ing*). Draw their attention to the fact that verbs ending in 'e' (such as *write*) lose the 'e' before *-ing* is added. Point out also the double 'l' in *travelling* and the double 'm' in *swimming*.
- Draw attention to Reka's use of the present continuous in her blog on page 62. Explain that she is talking about things that are happening now and things that are illustrated in the photos. Point out that the present continuous is often used to describe what is happening in photos, paintings and videos.
- Ask students to complete the rules in their notebooks, using the information in the table to help them.
- Ask students to make sentences of their own using the present continuous to say what they are doing now and what their classmates or members of their family are doing.

ANSWERS

1 before 2 -ing

Exercise 6

- Read out the example sentences, pointing out the use of the present simple form of *be* followed by the *-ing* form of the verb. With weaker classes, do the first item as a further example, writing the two sentences on the board and reminding students that verbs ending in 'e' lose the 'e' before adding *-ing*.
- Then ask students to copy and complete the remaining sentences using the present continuous.
- Allow students to compare their answers in pairs. Then check answers with the class.

ANSWERS

- 1 You are driving a car. You aren't driving a truck.
- 2 They are practising English. They aren't practising French.
- 3 I'm studying maths. I'm not studying science.
- 4 We're making bread. We aren't making pizza.
- 5 He's opening the window. He isn't closing the window

Exercise 7

- Read out the example questions and answers and point out how they match the examples in exercise 6. Refer students to the question and short answers sections of the table in exercise 1. Elicit that questions in the present continuous begin with the present simple form of *be*, followed by the subject (often a pronoun) and then the *-ing* form of the verb.

- With weaker classes, do another example, eliciting *Are you driving a car? Yes, I am. Are you driving a truck? No, I'm not.* Point out that when the question is addressed to *you*, the answer uses either *I* or *we*. Similarly if the question begins *Am I*, the answer will use *you*.
- Ask students to write the remaining questions and answers in their notebooks.
- Allow students to compare their answers in pairs. Then check answers with the class.

ANSWERS

- 1 Are you driving a car? Yes, I am.
Are you driving a truck? No, I'm not.
- 2 Are they practising English? Yes, they are.
Are they practising French? No, they aren't.
- 3 Am I studying maths? Yes, you are.
Am I studying science? No, you aren't.
- 4 Are we making bread? Yes, we are.
Are we making pizza? No, we aren't.
- 5 Is he opening the window? Yes, he is.
Is he closing the window? No, he isn't.

Exercise 8

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

ANSWERS

- 1 are camping
- 2 're / are carrying
- 3 'm / am sleeping
- 4 Are you wearing
- 5 's / is she looking

iPack Grammar practice

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

Your turn

Aim

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

Exercise 9

- Read out the task and the example questions and answers. Then mime another activity, e.g. looking at something through binoculars. Invite students to ask you questions to guess what you are doing.
- Allow students time to think about what actions they can use to mime the activities in the box. Remind them they can think of new activities if they wish. Encourage them to use the equipment words on page 61.
- 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 p 69

Essential practice, Student's Book p 129

Grammar, Workbook p 41

Grammar Reference and Practice, Workbook p 106

Extra Grammar: Active Learning Kit, Unit 5

Grammar worksheets, Tests and Resources available on Oxford Premium

Grammar Present continuous

Grammar animation

Affirmative

I'm travelling.
 You're driving.
 He / She / It's flying.
 You / We / They're walking.

Negative

I'm not reading.
 You aren't writing.
 He / She / It isn't swimming.
 You / We / They aren't sleeping.

Questions

Am I walking?

Short Answers

Yes, you are.
 No, you aren't.

Are you writing a novel?

Yes, I am.
 No, I'm not.

Is he / she / it swimming?

Yes, he / she / it is.
 No, he / she / it isn't.

Are we / you / they sleeping?

Yes, we / you / they are.
 No, we / you / they aren't.

Wh- questions

What are you doing?
 What is she carrying?

5 Study the tables. Then choose the correct option to complete the rules.

- The present simple of *be* goes **before** / **after** the main verb.
- We add **-ing** / **-s** to the main verb.

6 Copy and complete the sentences with the present continuous form of the verbs in brackets.

I (sleep) in a tent. I (not sleep) at home.

I'm sleeping in a tent. I'm not sleeping at home.

- You (drive) a car. You (not drive) a truck.
- They (practise) English. They (not practise) French.
- I (study) maths. I (not study) science.
- We (make) bread. We (not make) pizza.
- He (open) the window. He (not close) the window.

7 Write five questions and short answers for the sentences in exercise 6.

Am I sleeping in a tent? Yes, I am.

Am I sleeping at home? No, I'm not.

8 Copy and complete the posts. Use the present continuous form of the verbs in brackets.

📷
PHOTO SHARE
➦

Natalie

⋮

Lucy and I (1) (camp) near a small village. We (2) (carry) our things in a backpack.

Tonight it's cold, but I (3) (sleep) in a warm tent. #hiking #camping

COMMENTS

LaraJ (4) (you wear) insect repellent? There are a lot of mosquitos at this time of year.

MikeyS What (5) (she look) at with her binoculars?!!!

🏠
🔍
+
❤️
➦

Grammar practice

Your turn

9 Mime an activity. Use the activities in the box or think of new ones. What are you doing? Ask and answer questions.

carrying (something) drawing drinking eating
 looking at (something) making (something)
 playing reading sleeping writing

What am I doing?

Are you reading?

Yes, I am. But what am I reading?

Are you reading a novel?

No, I'm not.

Are you reading a map?

Yes, I am. Your turn!

5.3

Morgan Spence, film-maker

LEARNING OBJECTIVES ⚡ Learn about a young film animator ⚡ Use the present continuous and the present simple

Vocabulary and Listening

Creations and actions

i Vocabulary presentation

1 **🔗** Match the verbs in the box to the phrases. Some verbs go with more than one phrase.

build edit paint perform play 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 | 10 (...) an instrument |

2 Which verbs from exercise 1 can you see in the photos?

i Vocabulary practice

3 Look at the photos of Morgan Spence and read the profile. How does he make his films?

i 🎧 Listening strategy

4 **🔊 5.03** Morgan is talking about his work. Listen and choose the correct option.

- Morgan is from **a village** / **Glasgow** in Scotland.
- One of his hobbies is **taking photos** / **making films**.
- It takes 900 photos to make one **second** / **minute** of film.
- At the moment, he's working **in Glasgow** / **at home**.
- Morgan usually makes his films in **a big studio** / **his bedroom**.

5 **🔊 5.04** Now listen to Morgan talking about one of his films. Number the photos A-D in the order he describes them.

Making models come alive!

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



🤪 NO WAY!
It takes Morgan about two weeks to make one minute of film.

5.3 Morgan Spence, film-maker

Vocabulary and Listening Creations and actions

Aims

- 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

- An interactive task to present the vocabulary with pictures and audio.

Exercise 1

- Present the new vocabulary using the interactive exercise. Alternatively, read out the verbs in the box and teach the meanings.
- Focus on the first noun, *a goal*, and elicit which verbs 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 2 paint / take 3 win 4 build / paint
5 edit / post / take 6 perform / sing / play 7 post
8 edit / post 9 perform / sing 10 play

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 like building models.*
- 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 elicit what they show (a boy with models, a video camera and a laptop, and models involved in various activities). Ask a few questions about what they can see: *What do you think the boy is doing? What are the models for?* Elicit a few possible answers.
- Ask students which of the verbs in exercise 1 they can see in the photos.

ANSWERS

build, edit, paint, play, post, score, sing, take, win

iPack Vocabulary practice PDF

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

Exercise 3

- Ask students to look at the photos again and read the profile of Morgan Spence. Read out the question and elicit answers from the class.

ANSWERS

He uses stop-motion animation.

iPack Listening strategy interactive

- An interactive task to practise understanding important words in questions.

Exercise 4 5.03 Audio script

Teacher's Guide p 132

- Read out the task and give students time to read the sentences and look at the options. Then play the audio for them to listen and choose the correct options.
- Check answers with the class, playing the audio again and pausing it if necessary for students to hear the answers.

ANSWERS

1 a village
2 making films
3 minute
4 in Glasgow
5 his bedroom

Exercise 5 5.04 Audio script

Teacher's Guide p 132

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

ANSWERS

1 A 2 C 3 B 4 D

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).

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 6

- Go through the table with the class, reading out the example sentences. Elicit that the words in bold tell us when and how frequently something happens / is happening. Explain or elicit that the present continuous sentences are all happening now. Explain that the present simple sentences aren't happening now, they are talking about things that frequently happen: *usually, often, always* (on Saturdays).
- Ask students to copy the rules into their notebooks. Elicit the correct options to complete them and get students to complete them in their notebooks. You may need to explain that *routines* are things that happen often, perhaps every day or every week.

ANSWERS

1 simple 2 continuous 3 simple 4 continuous

Exercise 7

- 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. Remind them that adverbs of frequency or time expressions will give them a clue as to which tense is correct.
- Check answers with the class, referring back to the rules to explain the answers. You may need to explain in the last one that 'in his free time' refers generally to Harry's free time, not the present moment.

ANSWERS

1 get up 2 's making 3 is coming 4 Is he practising
5 does Harry do

Exercise 8

- Ask students to copy the sentences and complete them with the correct verb forms. Remind them to look in the sentences for clues as to what time is being referred to.
- Check answers with the class, referring back to the rules to explain the answers if necessary.

ANSWERS

1 take 2 isn't working 3 play 4 is he painting
5 does school start

Exercise 9

- Ask students to copy the text and complete it with the correct form of the verbs in brackets.
- Check answers with the class and ask students to say why each particular verb form is correct, e.g. 1 take (routine), 3 are performing (something happening now in the video).

ANSWERS

1 take
2 make
3 are performing / 're performing
4 play
5 am singing / 'm singing
6 is playing

iPack Grammar practice PDF

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

Your turn

Aim

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

Exercise 10

- Read out the task. Then read out the example sentences. Elicit which words are adverbs of frequency (*always, sometimes, usually*).
- Elicit a few more sentences about a typical weekend, e.g. *On Saturdays I often go shopping.*
- Ask students to think of three more things they do on a typical weekend and to tell them to a partner.
- Elicit some sentences from individual students.

Exercise 11

- Explain that students are going to imagine their dream weekend, and that it is taking place right now. Read out the example sentences and remind them that we often use the present continuous to talk about what is happening in pictures, photos, videos and, as here, in our imaginations.
- As an additional example, tell students about your own dream weekend. Say what you are doing and demonstrate the use of *now, right now* and *at the moment*.
- Ask them to think about what they are doing in their dream weekends. They could write some sentences or just tell a partner.
- Allow students to compare their dream weekends in pairs. Then ask some students to tell the class. Ask: *Whose dream weekend sounds the most fun?*

Further practice

Language summary, Student's Book page 69

Essential practice, Student's Book p 129

Vocabulary and Grammar, Workbook page 38–39

Grammar and Vocabulary Reference and Practice, Workbook p 106

Extra Grammar: Active Learning Kit, Unit 5

Grammar worksheets, Tests and Resources available on Oxford Premium

Grammar

Present continuous and Present simple

Grammar animation

Present continuous	Present simple
Right now, I'm working in a film studio.	I usually make my films in my bedroom.
At the moment, she's editing a video.	She often posts her videos online.
They're sleeping now.	They always go to bed late on Saturdays.

6 Study the examples in the table. Then copy and complete the rules with *simple* or *continuous*.

- We use the present (...) to talk about routines.
- We use the present (...) to talk about actions that are in progress now.
- We often use adverbs of frequency with the present (...).
- We often use *now*, *right now* and *at the moment* with the present (...).

7 Choose the correct option.

- We **get up** / **are getting up** at 7 a.m. every day.
- At the moment, he **makes** / **'s making** a film about his village.
- Run! The bus **comes** / **is coming**. I can see it!
- Does he practise** / **Is he practising** the guitar right now?
- What **does Harry do** / **is Harry doing** in his free time?

8 Copy and complete the sentences with the present simple or present continuous form of the verbs.

- I always (...) (take) a lot of photos on holiday.
- She (...) (not work) right now.
- In their free time, they (...) (play) in a band.
- What (...) (he / paint) at the moment?
- What time (...) (school / start)?

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



Every year, we have a summer festival at my school. There's food 🍷 and music 🎵 and lots of competitions. We (1) (take) photos 📷 and (2) (make) videos. I'm in a band and in this video, we (3) (perform) in the music competition. I usually (4) (play) the trumpet 🎺, but here I (5) (sing) 🎤 and my friend Lily (6) (play) the guitar 🎸. You can watch the video on the school website. It's brilliant!

Grammar practice

Your turn

10 Say three things that you do on a typical weekend. Use the present simple and an adverb of frequency.

I always hang out with friends.

I sometimes go to the cinema.

I usually play video games.

11 Now imagine your dream weekend. What are you doing? Use the present continuous and *now*, *right now* or *at the moment*.

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

5.4

Everyday English

LEARNING OBJECTIVES ⚡ Order food and drink

Prepare

1 **Video 1** Watch the introduction to Dan's vlog. What is Dan's favourite food?



2 Look at the menu and answer the questions.

- 1 How much is a meal deal?
- 2 What does a meal deal include?
- 3 How much do extra ingredients cost?

3 **Video 2** Watch the vlog. What do Dan and Laura order from the menu in exercise 2? Copy and complete the notes.

	Dan	Laura
Mains	Hot dog with cheese	
Sides		
Drinks		



4 **Video 3** Look at the photo. What do you think is happening? Choose the best answer. Watch the vlog 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.

MEAL DEAL £4.99!

(a main, a side and a drink)

Mains (£3.75)

Burger

Veggie burger

Chicken burger
with cheese + 50p

Chicken wings

Hot dog
with bacon or cheese + 50p

Pizza
with extra cheese /
mushrooms / ham + 50p

Veggie wrap





Sides (£1.50)

Chips

Salad



Drinks

Cola / Lemonade 99p

Orange / Apple juice £1.25

Milkshakes £1.25
banana, chocolate or strawberry

Mineral water 99p

5.4 Everyday English

Aims

- Order food and drink
- Learn the life skill of using foreign money

Warm-up

- Make sure students understand the phrases *fast food restaurant* and *food truck*. Ask: *Do you sometimes have meals in fast food restaurants or food trucks? Which are your favourites? Why?* Elicit a range of answers.
- Ask: *What are your favourite things to eat in a fast food restaurant or food truck?* 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 from a food truck. Check they understand *burger*, *hotdog*, *chips*, *chilli sauce*, *milkshake* and *mineral water*.

Prepare

▶ Exercise 1 Video 1 Video script

Teacher's Guide p 133

- Read out the question and elicit what food items are shown in the thought bubbles (burger, hot dog, pizza). Then play the vlog. Ask students to watch and listen to find out the answer.
- Check the answer with the class.

ANSWERS

Hot dogs with cheese are Dan's favourite food.

Exercise 2

- Focus attention on the menu. Ask students if their favourite fast food restaurants or food trucks have menus similar to this one. Give them time to read the items on the menu. Explain any unknown vocabulary: *main* is short for *a main dish*; *side* is short for *a side dish*, something you have in addition to a main dish, such as vegetables, a salad or chips.
- Read out the questions and ask students to find the answers in the menu. You may need to point out that extra ingredients are shown underneath the mains and the extra cost is shown with a plus sign. Elicit that a burger with cheese will cost £4.25 (= £3.75 + 50p).
- Allow students to compare their answers in pairs before checking answers with the class.

ANSWERS

- 1 It is £4.99.
- 2 A main, a side and a drink.
- 3 They cost 50p.

▶ Exercise 3 Video 2 Video script

Teacher's Guide p 133

- Read out the task and ask students to copy the table into their notebooks.
- Then play the vlog for them to listen and note down the food that Dan and Laura order.

- Check answers with the class and explain anything in the vlog that students don't understand. You may need to explain that *eat in* means eat in the restaurant and *take away* means take out of the restaurant. Take away is usually slightly cheaper. The terms are still used with a food van, such as that shown in the vlog, if chairs and tables are provided beside it.

ANSWERS

	Dan	Laura
Mains	hot dog with cheese	chicken wings
Sides	chips	chips
Drinks	chocolate milkshake	mineral water

▶ Exercise 4 Video 3 Video script

Teacher's Guide p 133

- Read out the question for exercise 4 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 vlog 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.)

Practise

Exercise 5 5.05 Audio script

Teacher's Guide p 133

- Go through the instructions with the class. Ask students to copy and complete the dialogue, using the phrases in the box.
- They should compare their answers in pairs, and then listen to the audio to check their answers.
- Check answers with the class. Draw attention to the three ways the server offers food and drink (*What can I get you? Would you like ...? What would you like to drink?*) and the three ways the customer asks for things (*Can I have ..., I'll have ..., I'd like a ..., please*).

ANSWERS

- 1 Would you like
- 2 I'll have chips
- 3 What would you like
- 4 I'd like a lemonade
- 5 How much

Exercise 6

- Put students into pairs and ask them to practise the dialogue in exercise 5, taking turns to be the server and the customer.
- Go around, monitoring and correcting pronunciation if necessary.
- Ask some pairs to perform the dialogue for the class.

ANSWERS

Students' own answers.

Exercise 7 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 5.
- 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!

Exercise 8 5.06 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 (see underlining in answers below).
- 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.

ANSWERS

The /ʃ/ sound: delicious, milkshake, mushroom, she, sure, special

Audio script

See Student's Book, p 67

Speak

Aim

- Practise ordering food and drink
- 1 Put students into pairs. Ask them to look at the menu in exercise 2 and decide what they would like to eat and drink.
 - 2 Tell them they are going to take turns to be the server and the customer. The customer will order food and drink; the server will serve the customer and calculate the price.
 - 3 Go through the model dialogue in the Dialogue Builder and explain that students can use this to help them.
 - 4 With weaker classes, model a conversation with a confident student, taking the role of server and inviting them to order their meal. Then ask students to have their own dialogues.
- Go around monitoring and helping where necessary. Note down any errors for correction at the end. Make sure students take turns being the server and the customer.
 - Get several pairs to perform their dialogues for the class.
 - Ask students how easy or difficult they found this task.

Life Skills

- Focus attention on the *Life Skills* box with the class. Point out that the photos show British coins. Ask students if they have ever had or seen any British coins. If necessary, point out that the major unit of currency is the pound, which is divided into 100 pence. Model pronunciation of the two different ways of saying each coin, e.g. *five p* (/pi:z/), *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.
- Remind students that Dan's meal cost £4.99. Ask what combination of coins he could use to pay for his meal.

Further practice

Everyday English, Workbook p 45

Real Talk: Active Learning Kit, Unit 5

Practise

- 5 5.05 Complete the dialogue with the phrases in the box. Then listen and check.

Can I have I'll have chips
I'd like a lemonade How much
What would you like Would you like

Server What can I get you?
Customer Can I have chicken wings, please?
Server (1) any sides with that?
Customer Yes, (2), please.
Server (3) to drink?
Customer (4), please.
Customer (5) is that?
Server That's £4.99.

- 6 Now practise the dialogue in exercise 5. Take turns to be the server and the customer.

- 7 **Conversation Video 4** Now your turn! Watch the video and follow the on-screen instructions.



- 8 5.06 Say the words in the Say it! box. Then listen, check and repeat.

Say it!

The /ʃ/ sound

delicious milkshake mushroom
she sure special

Speak

Practise ordering food and drink.

- Choose some food and drink from the menu in exercise 2.
- Take turns to be the server and customer.
- Customers:** order your food and drink.
Servers: serve the customer and calculate the price.
- Use the Dialogue Builder and the dialogue in exercise 5 to help you.

Dialogue Builder

Server → **Customer**

Hi! What can I get you? Can I have ..., please.

To eat in, or take away? ..., please.

Would you like any sides with that? Yes, I'll have ..., please.

What would you like to drink? I'd like ..., please.

Customer → **Server**

Here you are! How much is that?

That's ...

Life Skills

Using foreign money

Paying for things when you're in another country can be confusing. Learn to recognize British coins.



5.5

Writing about a photograph

LEARNING OBJECTIVES ⚡ Writing about a photo ⚡ Use time expressions for regular and specific actions

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.

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

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

Model text

1 Read Sarah's email and find:

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

Look at language

Using time expressions

2 ① Copy and complete the rules with the highlighted adverbs and phrases in the text.

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

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

3 Copy and complete the sentences with your own ideas.

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

① Language practice

4 ② Write about a photograph. Follow the steps in the Writing Builder.

Writing Builder

1 THINK AND PLAN

Choose a photo. Look at your photo and make notes.

- Where are you?
- What are you doing / wearing?
- Who are you with?
- 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 sing in a band with my friends. We usually practise at weekends. At the moment, we're learning some new songs for a concert.

Paragraph 3 Describe what you are doing in your photo.

In this photo, I'm performing with my band.

3 CHECK

- Time expressions
- Present simple
- Present continuous

5.5 Writing about a photograph

Aims

- Read a model text about a photograph
- Use time expressions for regular and specific actions
- Writing about a photo

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.
- 3 She is 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 look at the adverbs and phrases which are highlighted in the text.
- Ask students to copy and complete the rules using the highlighted adverbs and phrases.

ANSWERS

- 1 every evening
- 2 usually
- 3 at the moment
- 4 today

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.

ANSWERS

Students' own answers.

iPack Language practice interactive

- An 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 in the Writing Builder of thinking and planning, writing and then checking.

ANSWERS

Students' own answers.

Writing Builder

1 Think and plan

- Ask students to look at their photo and to make notes of their answers to the questions.
- Elicit or 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 and the example sentences 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 workshop, Workbook pp 46–47

Language summary

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

Summary of further practice

Make sure your students use the extensive course material provided.

This includes:

Student's Book:

- Units 4–6 Review, pp 84–85

Workbook:

- Grammar and Vocabulary reference and practice, pp 106–109

Active Learning Kit:

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

Tests and Resources available on Oxford Premium:

- Unit 5 Extra Practice pages (Grammar and Vocabulary [*], [**], and [***]), available on the iPack
- Unit 5 Grammar and Vocabulary worksheets [*], [**], and [***])
- Unit 5 Communication: Pairwork worksheet
- Unit 5 Cross-curricular worksheet
- Unit 5 Tests [*], [**], and [***], available as a PDF and in editable Word format

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

How much vocabulary do students need to learn?

Energize 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.
- Students who require extra support and are using the [*] Vocabulary worksheets and Test, will be required to practise the two core vocabulary sets from this unit (*Adventure equipment* and *Verbs*).

5 Language summary

Vocabulary

5.1 5.07 Adventure equipment

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

5.3 5.08 Creations and actions

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

Grammar

5.2 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

		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?

5.3 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.

Everyday English

5.4 Order food and drink

Server

What can I get you?
To eat in, or take away?
Would you like any sides with that?
What would you like to drink?
That's (£4.99).

Customer

Can I have (chicken wings), please?
To take away, please.
Yes, I'll have (chips), please.
I'd like (a mineral water), please
How much is that?

Prop-maker's workshop

LEARNING OBJECTIVES ⚡ Learn about film props ⚡ Create a scrapbook page for a film

Unit 5 360° hotspots ▲ ● ○ ● ★



Think

- 1 🎧 Read the text and look at the photo. Who uses props? Who makes them?



Props are objects that **actors** use in films. Some props are **common objects** like books or plants. They make the film look real and authentic. Other props are **special objects**, for example, a weapon for an important character in a film, or a magical object. They are important to the story. The ring in *The Lord of the Rings* and the magical board game in *Jumanji* are special objects. People who make props are called **prop makers**.



Explore

Access the interactive 360° content now!

- 2 Explore the 360° photo of a prop-maker's workshop. Find these props in the workshop. Which do you think are common objects? Which are special objects?

- a hat
- a train
- jewellery
- a space weapon
- a trophy
- a station
- a uniform
- books
- a skull
- a fossil

- 3 🎧 Watch and listen to the prop maker and answer the questions.

- 1 What type of film is she working on?
- 2 What prop is she designing?
- 3 Who uses the prop in the film?



RESEARCH IT! 📡

Go online and find out:

Are any famous films or TV programs made in your country? Are any film props made in your country?

Project 360° Prop-maker's workshop






Interactive 360° content

- See Teacher's Guide Introduction pp 10–13.

Aims

- Learn about film 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 dinosaur with interesting facts used for research in prop making.
-  A video slide show explaining how some props, in this case a space weapons (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.
- Tell students to read the text, and elicit answers to the questions.
- Explain that the photo shows a prop maker's workshop. In this lesson, they are going to explore it and learn about it.
- Elicit some famous film props that students can think of, such as the light sabres in the *Star Wars* films. You might like to point out the photo of the ring next to the text. This is the ring from *The Lord of the Rings*, and it is important because the whole film is about taking the ring to a place where it can be destroyed.

ANSWERS

Actors use props in films. Prop makers make props.

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 and that they should decide which ones are common objects and which are special objects.
- Click on the icon at the top of the page to access the 360° image. Move around the image to explore the workshop.

- Explore the image for a few minutes. Then stop and elicit what props students saw. Find out if anyone found all of them.

ANSWERS

a hat (common)
a space weapon (special)
a uniform (special)
a skull (special)
a train (common)
jewellery (common)
books (common)
a fossil (special)
a trophy (special)
a station (special)

Exercise 3 Audio and video scripts

Teacher's Guide p 133

- Explain to students that they are now going to learn more about the props by listening to one of the prop makers.
- Read out the questions and check students understand them.
- Click on the icon at the top of the page to access the 360° image. Invite a student to come to the front of the class to click on the red triangle hotspot. Students can also access the image and the hotspot on their own devices. As they watch the video, they should make notes of their answers to the questions.
- Discuss the answers with the class.

POSSIBLE ANSWERS

- 1 She's working on a science fiction film.
- 2 She's designing a compass.
- 3 The main character uses the prop in the film.

Research it!

Ask students to look online and find out if there are any famous films or TV programs and film props made in their country. Students can then report back to the class.

Exercise 4

- Focus on the five small photos A–E on page 71. Elicit what they show (jewellery, a fossil, a trophy, a space weapon, a uniform). Ask students to read the story summaries 1–5 and match them to the objects. You may need to explain *archaeologist* (someone who digs in the ground for ancient objects).
- Allow students to compare their ideas in pairs. Check answers with the class, and discuss why each object might be important to the story.

ANSWERS

1 B 2 A 3 C 4 D 5 E

Exercise 5

- Read out the instructions and the quotes from the prop makers. Then ask students to decide which of the props from exercise 4 they are talking about.
- Check answers with the class.

ANSWERS

1 D 2 C 3 A 4 E 5 B

Reflect

Exercise 6

- Ask students to think about their favourite film. Ask them to think of some props that they remember from the film.
- Encourage them to make a list and share their list with someone who has seen the same film.
- Ask them to decide which are common objects which make the film look real and which are special objects which are important to the story.
- Ask some students to tell the class about their lists.

ANSWERS

Students' own answers.

Project task

- Explain to students that they are going to create a prop maker's scrapbook.
- Before they start, ask students to look at the scrapbook pages in the blue circle and blue hexagon hotspots. Ask them to answer the questions about these.
- Check answers with the class.

Step 1

- Put students into groups and explain that they are going to think of their own idea for a new film and make a scrapbook page for the props they will need.
- Remind students of the genres of film they learnt about in exercise 4 and elicit any other genres they are interested in. Either assign a film genre to each group or ask them to choose one. Then ask each group to decide on the content of the actual film they are going to make. This could be a real film or something they have invented.

Step 2

- Tell the groups to discuss and make notes about their film by answering the three questions about the main characters, the story and the props. Go around monitoring and helping while they are working. If you like, you could ask all the groups to design the same prop, e.g. a piece of clothing, but one that is suited to the genre of film their group has chosen.

Step 3

- Once students have their ideas, they can look for photos or draw pictures of the props they need.

Step 4

- Students then write short captions to go with the pictures. Remind them to write the name of each prop and to say why it is important for the film. Go around monitoring and helping while students are working.

Step 5

- In their groups, students decide on the layout of their scrapbook page. Go through the instructions for this step with the class.
- Ask some students to present their scrapbooks to the class and tell the class about their film. The class could vote for their favourite film idea.

How to extend the project

- In their groups, students look at their scrapbooks again, write a short scene from the film and practise it.
- If they enjoy acting, they could find or improvise some of the props they planned and act out their scene.
- Ask several groups to act out their scenes for the class.

Further support

Project 360° evaluation guidance and assessment rubrics on Oxford Premium



4 ▲ ● ● ● ● ★ Look through all the props in the studio. What type of film do you think each prop is for? Match photos A-E to the film descriptions 1-5.

- 1 An adventure film about an archaeologist. (...)
- 2 A drama about a poor girl with a valuable necklace. (...)
- 3 A drama about a sports champion. (...)
- 4 A science-fiction film about space wars. (...)
- 5 An historical film about a real war. (...)

5 Read the prop makers' quotes. Which props A-E from exercise 4 are they talking about?

- 1 'We design them using computers and 3D printers.'
- 2 'The main character wins this at the end of the film.'
- 3 'It needs to look good because the main character wears it.'
- 4 'We study real uniforms from the period.'
- 5 'We make detailed notes about their characteristics.'

Reflect

6 🎧 Think about your favourite film. What props can you remember from the film? Make a list. Choose three props. Write a sentence about why the prop is important for the film.

PROJECT TASK

📌 Create a prop maker's scrapbook page for a film.

Before you start:

Look at the scrapbook pages in hotspots ● and ● and answer the questions.

- What props can you see?
- What types of film are they for?
- Why do you think the props are important for the film?

STEP 1

👥 Work in groups. Choose a film for your scrapbook page. It can be real or invented.

STEP 2

Make notes about your film. Answer these questions:

- Who are the main characters?
- What is the story?
- What props do you need?

STEP 3

Find photos of the props or draw pictures.

STEP 4

Write a short caption for each prop. Include the name of the prop and why it is important for the film. Use a dictionary to look up new words.

STEP 5

Decide where to put each prop on the page.

- Write the title of the film first.
- Position the images and captions below the title.
- Show your scrapbook to the rest of the class.