

FUSION

Teacher's Pack

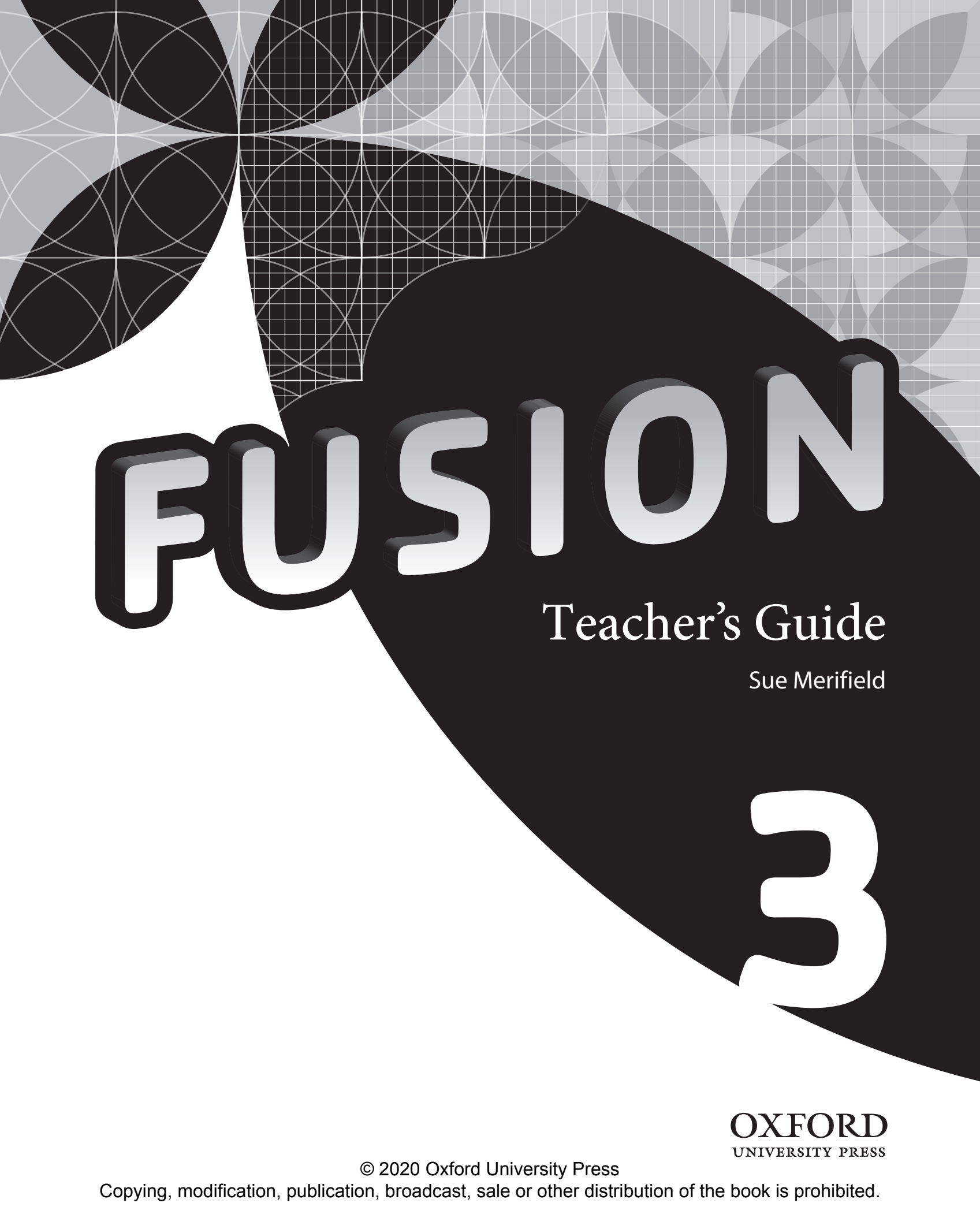
Sue Merifield

Teacher's Guide



Classroom Presentation Tool





FUSION

Teacher's Guide

Sue Merifield

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Introduction

Course overview

Fusion course description and aims

Fusion offers students and teachers a fresh approach to learning English. Skills are integrated with grammar and vocabulary to create a more contextualized focus for language acquisition and development.

In preparation for the course, extensive face-to-face research was carried out with over 150 teachers. The initial findings were followed up with comprehensive surveys to both fine-tune and confirm the findings. Teachers were consulted and listened to at all stages of development – from pre-concept to publication.

Three main requirements dominated the findings. Here is how *Fusion* responds to them.

1 To motivate students so they become more engaged with their learning.

Authentic material is a key feature of *Fusion's* text and practice, demonstrating real-life topics and situations.

Fusion offers a range of digital products and features (including video, interactive activities, and online practice material) to contextualize learning in the 21st century classroom.

2 To encourage effective communication and activate students' language.

Fusion includes regular *Language in action* tasks to get students talking.

3 To accommodate all students through providing material at a range of levels.

The variety of mixed-ability solutions included on the Teacher Resource Center and in the Workbook meets the needs of all students.

Course aims

Meaningful learning is at the heart of *Fusion*, which is reflected in the adopted course methodology with its focus on integrated skills and meaning-centered learning.

► To develop effective communication

- *Practical English* pages focus on real-life communicative situations, stimulating students' engagement.
- *Language in action* offers regular short production tasks to develop critical thinking and encourage collaboration.
- *Speaking* tasks begin simply to build confidence and then develop by reviewing and extending gradually to encourage more independence.
- *Writing* pages offer a step-by-step approach to develop students' writing.

► To make learning more meaningful and transferable

- *Warm-up* pages invite students into the topic through interesting images, personalization questions, and video.

- Broad umbrella topics focus on a different facet of the subject area on each spread, which builds on and enriches students' overall knowledge.
- Texts about real people, places, and events in the course give students the opportunity to learn more about them online, to reinforce their understanding, and extend their knowledge.
- *Fusion* continually reviews and extends language. Cumulative and consolidation work built in throughout the course helps teachers monitor students' understanding and retention of the language.

► To develop a deeper understanding of English usage

- *Fusion* contextualizes all new language to give clear examples of how the target structures and vocabulary are used.
- Inductive grammar rules in the Student Book lead students to a more memorable discovery of the form and usage of the language presented.

► To provide suitable material for a range of abilities

- Optional *preparation* tasks on the Classroom Presentation Tool offer students additional support for the tasks in the Student Book.
- Optional *extension* tasks on the Classroom Presentation Tool provide extra skills practice for fast finishers.
- One- to three-star tasks in the Workbook and materials on the Teacher Resource Center make managing mixed-ability classes efficient.

► To teach natural, everyday English

- Students are more likely to improve in fluency if they are encouraged to pick up "chunks" of functional language and use them in communicative contexts.
- The *Practical English* focus in each unit offers carefully staged dialogue practice. Students hear the language being modeled in a situational context and then practice the language themselves through fluency tasks.
- Functional language is part of the core vocabulary and so is practiced in the Workbook and resource material and included in the tests.

► To focus on developing students as active and successful participants in 21st century communities

- *Fusion* approaches 21st century learning via a framework of five overarching themes. Each theme is composed of multiple component skill areas. For a detailed description of the 21st Century Themes framework, see pages xxiii–xxv.
- Regular features in *Fusion* that offer development in the themes include:
 - *Review* pages in the Student Book and *Self-evaluation* in the Workbook (Autonomy and lifelong learning)
 - *Critical thinking* questions (Ways of thinking)
 - *Project* pages (Digital, media, and information literacy)

- *Practical English* pages and dialogue practice activities (Communication, collaboration, and cooperation)
- *Culture videos* and *Language in action* (Cultural awareness and global citizenship)
- The *21st Century Skills* pages teach and practice skills for dealing with real 21st Century issues, using project-based tasks.

► To encourage critical thinking in the classroom

- Critical thinking is an essential life skill. *Fusion* helps students to consider and discuss topics critically by providing pop-up questions on the Classroom Presentation Tool:
 - There are two critical thinking discussion points per main unit, linked to a reading or listening topic in the Student Book, to be discussed after the comprehension check.
 - Students discuss the questions in pairs or small groups. Where helpful, useful language is provided. You may want to allow L1 in the class if discussion in English proves too demanding.

- Each discussion point covers at least one, and usually two or three, of the six “Thinking Hats” of Edward de Bono: Process, Facts, Feelings, Cautions, Benefits, Creativity.
- Students are encouraged to make connections with the topics and their own knowledge, and to speak freely. There is no “right” or “wrong” in the discussions, but students are asked to explain or justify their opinions.

► To encourage the use of technology in the classroom

- The Classroom Presentation Tool is more than just a presentation tool. It helps to bring variety into the classroom and create a more dynamic environment.
- *Fusion* includes two videos per unit: a *Warm-up video* to introduce the topic and present the target language in context, and a *Culture video* to extend students’ world knowledge.

Fusion methodology

An integrated approach

During the research stage for this project, it became clear that teachers were looking for material that is more natural, more intuitive, and closer to how we naturally learn a language; material that places students at the center of their learning. This motivated our overall approach to developing the course with a focus on meaning-centered learning. In practical terms, this means that the language systems – grammar, vocabulary, and pronunciation – are not taught and practiced in isolation, but through the four skills. This methodology is typically known as the integrated approach. This section offers an overview of the distinct elements of the language systems with the integration in the four skills.

Vocabulary

Each unit has two core vocabulary sets, which are generally topic-based. In the earlier levels, the lexical sets in some units are also of the same word class (e.g. verbs, nouns, adjectives) for ease of processing. In addition, *Fusion* offers carefully planned and sourced functional language phrases that appear on the *Practical English* page. These two elements make up the “core vocabulary” for all students to access and learn.

For stronger students who can cope with a more extensive vocabulary list, there are two “Extra vocabulary” sets in each unit. These short sets of five or six words appear in the reading texts. Finally, *Learn it!* vocabulary focuses on words and phrases that often cause difficulty for the target learners. The Extra vocabulary and the *Learn it!* language are tested in two- and three-star tests only.

The two core vocabulary sets are supported by *presentation* and *practice* tasks on the Classroom Presentation Tool.

New target vocabulary appears in reading and listening texts and in the grammar tasks, ensuring further exposure before students use it in the more productive tasks in the *Language in action* section.

The *Language summary* page on the Teacher Resource Center, provides a list of the target vocabulary that students will be expected to learn for the unit.

Recycling is carefully planned and systematically integrated in *Fusion*. Target vocabulary appears in texts and tasks in the unit *Review* sections, throughout the Student Book and in the additional material on the Classroom Presentation Tool.

The Workbook provides additional graded vocabulary practice in each unit, and the target language also appears in the *Consolidation* and *Cumulative review* tasks. At the back of the Workbook, students can compile their own “dictionary” on the *Vocabulary reference* pages.

The Tests and Resources on the Teacher Resource Center include *Vocabulary practice* and *Extra Practice* worksheets, which offer additional vocabulary practice at three levels. Vocabulary is assessed in the Unit, Cumulative, and End-of-year tests.

Grammar

Each unit of *Fusion* covers two main grammar points. New structures appear in context in the reading or listening text.

Inductive grammar rules encourage students to derive the form and rule through analysis and reflection, developing independent learning. More detailed tables are included on the *Language summary* pages on the Teacher Resource Center and in the *Grammar reference* at the back of the Workbook. Additional exercises are available in the *Grammar practice* and *Extra Practice* worksheets on the Teacher Resource Center. Students are given the opportunity to produce the language more freely in the *Language in action* section.

As with vocabulary, the target structures appear in texts and tasks in the unit *Review*, on the Classroom Presentation Tool, on the Teacher Resource Center, and throughout the rest of the level. Grammar is also recycled and developed across the six levels of the course.

The *Workbook* provides additional graded grammar practice in each unit, and the target language also appears in the *Consolidation* and *Cumulative review* tasks. On the Teacher Resource Center, there are also additional practice worksheets.

Skills practice

► **Reading** plays an important part in language learning. *Fusion* contains a wide range of text types, including articles, web pages, stories, e-mails, and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. The two main reading texts in each unit and the CLIL texts are recorded in files on the Teacher Resource Center, or can be played directly from the Classroom Presentation Tool.

Reading texts are used in different ways throughout the book:

To preview and recycle grammar and vocabulary: the main text in each unit is used to practice the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, and which presents a degree of challenge. Texts in *Around the world* also recycle language from previous units.

For reading comprehension: The first exercise typically develops strategies like skimming and scanning to ensure that students gain a global understanding of the text. Subsequent exercises ask students to read for specific information. Words are highlighted in the text and students are invited to work out their meaning from the context.

Shorter texts appear throughout the course to recycle and practice grammar and vocabulary, to provide a writing sample, and as realia to set the context for listening or speaking tasks.

The texts on the *Curriculum extra* pages focus on subjects such as math, geography, and science. Each topic area has been carefully selected to tie in with the topic of the unit. The texts introduce subject-specific vocabulary.

To help students with reading, check the Teacher's Guide notes for any challenging vocabulary that you could pre-teach if necessary, and pre-empt any difficulties. Reading preparation tasks on the Classroom Presentation Tool are included with some texts. Discuss the pictures with the class, eliciting as many key words and ideas as possible, before you begin reading. The *Workbook* offers further reading practice.

► **Listening** forms an important part of language development and helps improve oral production. *Fusion* offers:

- two listening comprehensions per unit
- two videos per unit
- dictations and *Say it!* (pronunciation) tasks
- additional listening practice on the *Practical English* and *Review* pages

The listening texts provide a range of speakers in different situations, including radio programs, interviews, conversations, and announcements. A selection of British English recordings broaden the range of listening experience students receive from the course, and offer preparation practice to those interested in pursuing British English exams. These recordings can be identified in the Student Book and Teacher's Guide by a circular British flag icon.

The main listening comprehension texts in *Fusion* present the second vocabulary set and grammar point in context.

Listening preparation tasks on the Classroom Presentation Tool help students prepare for the listening exercise. Students then listen to the audio to gain a general understanding of the text and develop the skill of listening for gist. The final exercise asks students to listen for specific information.

Dictation also features in most units. It is important for students to be able to recognize the language they have learned in both written and oral form. Dictation tasks include five or six sentences which focus on the vocabulary and grammatical structures of the unit.

► **Speaking** plays an important role in *Fusion* with many opportunities for students to participate in speaking activities practicing both accuracy and fluency.

The *Warm-up* page presents the unit topic and encourages students to activate language connected to the topic.

Throughout the course, personalization tasks appear either in the Student Book or Teacher's Guide in which students are asked to give their opinion or relate a personal experience.

Each "lesson" culminates in *Language in action* tasks which offer opportunities for students to practice the language they have been learning in a freer and often more personalized way.

The *Practical English* page presents and practices useful functional language from everyday contexts, from the practical, e.g. *making travel arrangements*, to the more personal, e.g. *expressing preferences*. Realia is used to establish the situation and the functional language is then presented in context through a listening. Students are then guided through a range of tasks, which culminate in a freer dialogue.

At the end of the page, the Classroom Presentation Tool offers *Dialogue practice* giving students the opportunity to practice the functional language in a controlled way.

The nine *Pairwork* worksheets on the Teacher Resource Center offer additional speaking practice with practical outcomes. Structured *Pronunciation practice* for each unit also features at the end of the Student Book.

Say it! tasks target specific sounds, word stress, sentence stress, and intonation. Each unit provides intensive practice on a particular point, with additional practice at the back of the Student Book. All the pronunciation tasks include audio examples on the Teacher Resource Center and on the Classroom Presentation Tool.

► *Fusion 3* devotes a page per unit to guided **Writing** activities. The final *Writing tasks* cover a variety of different text types. The *Model text* shows clear paragraph structure and uses target language from the unit. The model text also exemplifies a language point, such as time expressions, conjunctions, or punctuation. There is practice of this language point in the *Look at language* section before students move on to the *Writing task*. The *Writing preparation* on the Classroom Presentation Tool offers help in planning the writing task. The paragraph plan shows them how to structure their notes into paragraphs and how to begin each paragraph.

The *Workbook* offers a similar writing task to consolidate the points focused on in the Student Book.

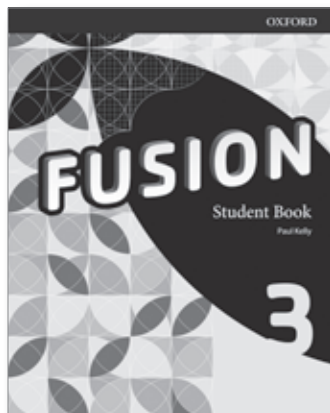
Other writing opportunities include: some of the *Language in action* tasks, each unit *Review* includes a short writing task, and the **Projects** offer more extensive and freer writing practice.

Course components

Student components

The Student Book:

- nine 12-page units of integrated skills.
- three projects are included to help students use the language they have learned in a practical context.
- nine *Curriculum extra* pages at the back of the Student Book cover a range of subjects.
- three pages of *Pronunciation practice* complete with audio offers extra practice of the *Say it!* points.
- an irregular verbs list.



The Workbook:

- eight pages of additional practice for each Student Book unit.
- at the end of each unit there are two pages of *Review* and *Cumulative review*.
- a 20-page *Grammar and Vocabulary reference* section.
- an irregular verbs list.



Practice Kit contains:

- content aligned to CEFR levels and suitable for self-study.
- consolidation and extension activities that cover core grammar and vocabulary and further develop the four key skills.
- extra functional videos to engage students' interest.
- exercises that are automatically graded with instant feedback.
- modules that consist of a sequence of activities, first engaging students' interest, then practicing step-by-step, and finally allowing them to reflect on their learning.
- a Gradebook, showing students' scores.

Teacher's components



The Teacher's Guide contains:

- a wealth of information about the methodology of the course, mixed ability, CLIL, and other areas of interest.
- teaching notes and answer key for all the Student Book material.
- background notes, cultural information, and language notes.
- audio transcripts.
- the Workbook answer key.



The Classroom Presentation Tool contains:

- the Student Book on screen with answers to the exercises.
- integrated audio clearly signposted with icons.
- one integrated *Warm-up video* per unit and one integrated *Culture video* per unit clearly signposted with icons.
- two interactive *Vocabulary presentation* activities per unit.
- a *Grammar presentation* to introduce each main grammar point.
- *preparation* and *extension* tasks for grammar, vocabulary, and skills to extend the level of the material in both directions.
- *Critical thinking* questions for lively classroom discussion.
- further *Grammar* and *Vocabulary practice*.
- *Dialogue practice* activities to offer further practice with the functional language.



The Teacher Resource Center contains:

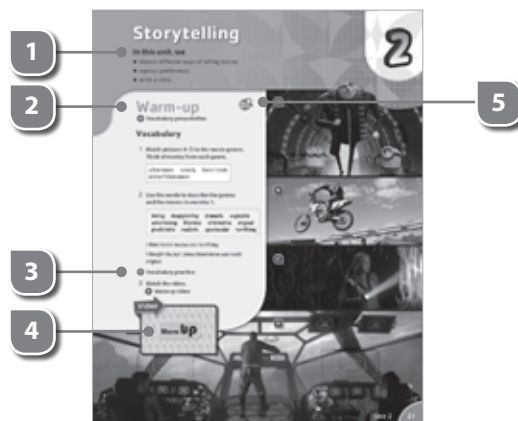
- printable and photocopiable **tests** in PDF and editable Word formats: a *Diagnostic test*; graded *Unit tests*; *Cumulative tests*; an *End-of-year test*; a *Speaking test* for the *Diagnostic*, *Unit*, *Cumulative*, and *End-of-year* tests.
- an *Introduction* to the tests.
- the *Answer key* for the tests.
- *Audio scripts* for the listening sections of the tests.
- an introduction to *Evaluation and testing*.
- *Student self-assessment checklists* and an *End-of-year self-assessment*.
- an *Evaluation record sheet*.
- printable and photocopiable **worksheets** in PDF format: *Grammar practice*; *Vocabulary practice*; communicative *Pairwork* worksheets; graded *Extra practice* (grammar and vocabulary); *Culture video* worksheets.
- *Language summary* pages.
- *Warm-up video* scripts.
- all the **audio** for the Student Book in MP3 format, including *Pronunciation practice* and *Curriculum extra*.
- the audio for the listening tests in MP3 format.
- track listings.

For a more detailed inventory of the Teacher Resource Center, see page xiii.

Guide to Student Book 3

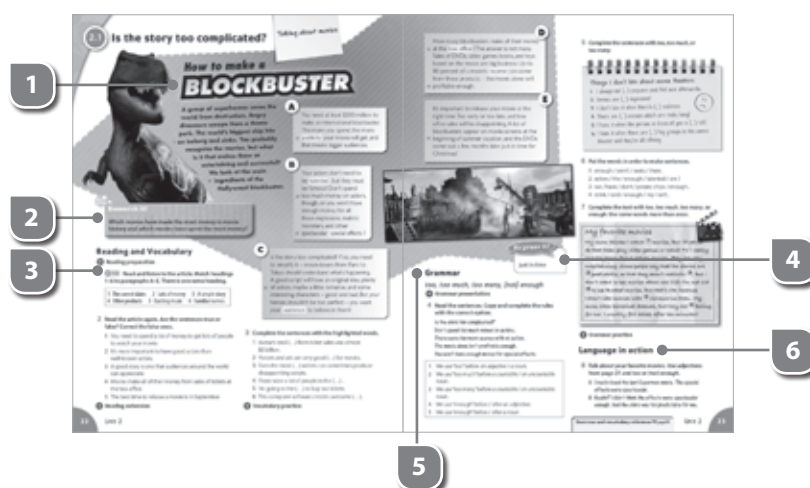
Warm-up and Vocabulary 1

- 1 **Unit aims** for key vocabulary, functional language, and writing are clearly summarized.
- 2 The **Warm-up** page uses striking images, discussion ideas, and a video to engage students with the unit topic.
- 3 **Vocabulary 1** work in the Student Book is supported by presentation and practice exercises on the Classroom Presentation Tool, and additional practice exercises in the Workbook.
- 4 **Warm-up videos** motivate students to explore the topic further.
- 5 The **online search icon** indicates authentic topics and real people, places, and events that students can research further online.



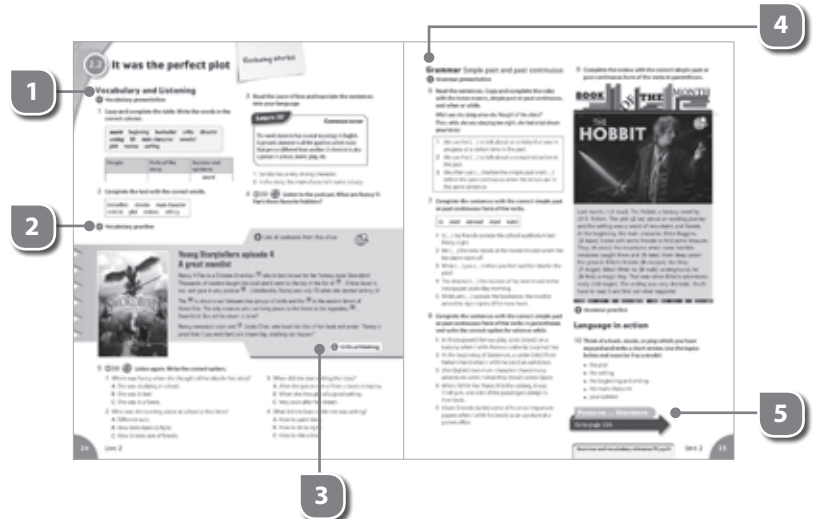
2.1 Reading, Extra Vocabulary, and Grammar 1

- 1 The **Reading text** offers **Extra Vocabulary** to complement the Vocabulary 1 set, and presents the first grammar point in context.
- 2 The **Research it!** feature asks students a factual “real-world” question connected to the lesson topic. This activity encourages independent learning and gives students the chance to develop internet research skills.
- 3 **Reading work** in the Student’s Book is supported by a preparation and extension task on the Classroom Presentation Tool.
- 4 The **Express it!** feature highlights colloquial language new to the course.
- 5 **Grammar 1** is presented and practiced on the Classroom Presentation Tool, with extra practice provided in the Workbook and in worksheets on the Teacher Resource Center.
- 6 The **Language in action** feature gives students freer practice of both vocabulary and grammar, with a real-world context and the chance to express their own ideas.

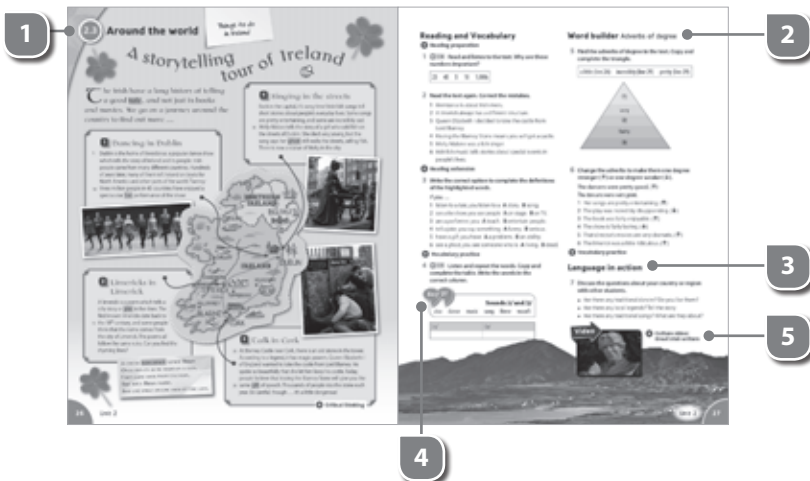


2.2 Listening, Vocabulary 2, and Grammar 2

- 1 The **Listening task** and comprehension exercises present the second vocabulary set and grammar point in context.
- 2 **Vocabulary 2** work in the Student Book is supported by presentation and practice exercises on the Classroom Presentation Tool, and additional practice exercises in the Workbook.
- 3 **Critical thinking** questions on the Classroom Presentation Tool encourage lively topic-related discussion in the classroom.
- 4 **Grammar 2** is presented and practiced on the Classroom Presentation Tool, with extra practice provided in the Workbook and in worksheets on the Teacher Resource Center.
- 5 A reference to the unit's **CLIL** topic appears on the appropriate lesson. This is explored in more detail on the relevant Curriculum extra page at the back of the Student Book.



2.3 Around the world



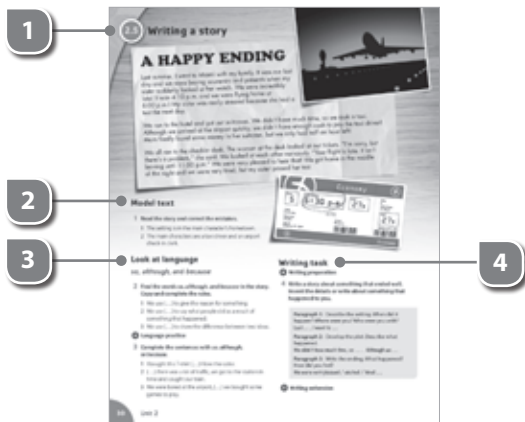
- 1 In the **Around the world** lesson, students expand their geographical and cultural understanding, focusing on a different country in each unit. Students are presented with a reading comprehension, often integrated with listening work.
- 2 The **Word builder** feature systematically enhances students' awareness of lexico-grammatical patterns in English, such as modifying adverbs, affixes, phrasal verbs, and compound nouns.
- 3 The **Language in action** feature gives students the chance to recycle new grammar and vocabulary and express their own cultural ideas and experience.
- 4 **Say it!** tips focus on common pronunciation errors.
- 5 The **Culture video** offers extension material on a closely related topic.

2.4 Practical English

- 1 The **Practical English** page introduces a real-life communicative situation. Through vocabulary work, listening, speaking, and occasional writing tasks, students learn and activate the target functional language.
- 2 The **Language in action** feature gives students the opportunity to hear and orally produce the functional language in context.
- 3 **Functional language** and associated grammatical structures are clearly marked for students to study and memorize.
- 4 **Dialogue practice** enables students to work in pairs or small groups on dialogues.



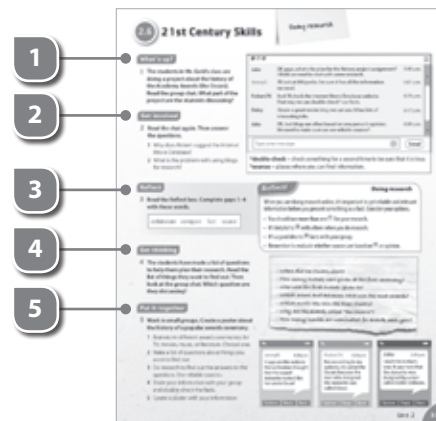
2.5 Writing



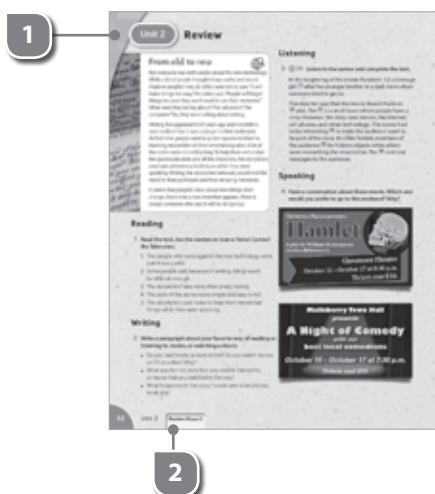
- 1 The **Writing** lesson gives step-by-step help to enable students to write a wide variety of texts more fluently and accurately.
- 2 Analyzing a **model text** encourages students to recognize key textual features and language appropriate to each genre.
- 3 The **Look at language** feature highlights and tests key words and structures which students can use in their own writing.
- 4 The **Writing task** gives students the opportunity to work towards a solid piece of writing through the guidance offered. Preparation and extension work on the Classroom Presentation Tool and a simple guide help them to produce appropriate written work.

21st Century Skills

- 1 **What's up?** introduces students to the topic with questions based on pictures or a short text.
- 2 **Get involved** provides more detailed exploitation of the model text and/or pictures.
- 3 **Reflect** invites students to consider and apply the target 21st Century Skill by reading the **Reflect!** box and putting the skill into practice through an exercise.
- 4 **Get thinking** prepares students for the project.
- 5 **Put it together** is a guided pair or group project.



Review



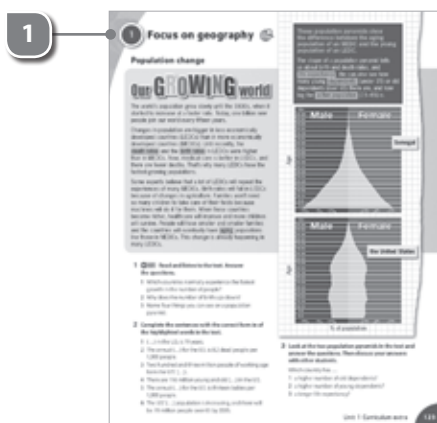
- 1 The **Review** page recycles the grammar and vocabulary points from each unit through skills practice. This prepares students for the **Unit tests**.
- 2 A reference to the **Workbook** for review material, including a cumulative focus covering previous units. Students are encouraged to evaluate their own progress.

Projects

- 1 Three exciting, creative **projects** offer students an opportunity for extensive independent or collaborative group work. They include a class survey, a collaborative newspaper, and a presentation on the local area. Projects can be completed after every three units or when appropriate for the class.
- 2 **Analysis of a model project** provides guidance and inspiration.
- 3 **Tip!** and **Check!** boxes alert students to decisions they need to make, and to common errors to avoid.
- 4 **Step-by-step tasks** help students to prepare and plan their work. Tasks explain to students how they can work together, check their work accurately, and evaluate their performance.

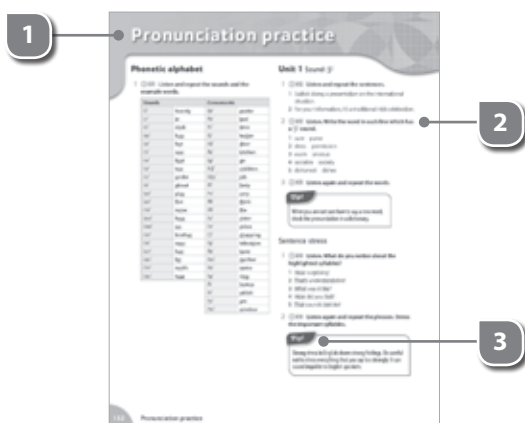


Curriculum extra



- 1 The nine **Curriculum extra** pages encourage students to use English in the context of a wide range of school subjects, including geography, citizenship, and music.

Pronunciation practice



- 1 **Pronunciation practice** includes a phonetic alphabet guide and activities to practice the **Say it!** pronunciation focus from each unit.
- 2 Students can **listen to and repeat** words which demonstrate each sound.
- 3 **Tip!** boxes help students to overcome typical pronunciation problems.

Irregular verbs list

Verb	Simple past	Past participle
be	was/were	been
begin	began	begun
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
climb	climbed	climbed
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgot
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
live	lived	lived
lose	lost	lost
love	loved	loved
make	made	made
mean	meant	meant
meet	met	met
move	moved	moved
need	needed	needed
open	opened	opened
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
saw	saw	seen
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
shut	shut	shut
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
start	started	started
stop	stopped	stopped
take	took	taken
teach	taught	taught
tell	told	told
throw	threw	thrown
turn	turned	turned
use	used	used
visit	visited	visited
walk	walked	walked
want	wanted	wanted
wear	wore	worn
win	won	won
write	wrote	written

The **Irregular verbs list** provides a quick reference to the simple past and past participle forms of common irregular verbs.

Guide to Workbook 3

Vocabulary and Grammar

- 1 The Workbook offers four pages of further practice of the unit's key vocabulary and grammar points.
- 2 **Extra vocabulary** introduced in the Student Book reading texts is practiced in the first **Vocabulary** and **Grammar** sections.
- 3 Exercises are clearly marked as **1***, **2****, or **3*** level**, to offer material appropriate for mixed-ability classes.
- 4 A **Consolidation** exercise combining vocabulary and grammar practice in a, usually short, topic-relevant text or dialogue, ends each **Vocabulary** and **Grammar** double page.

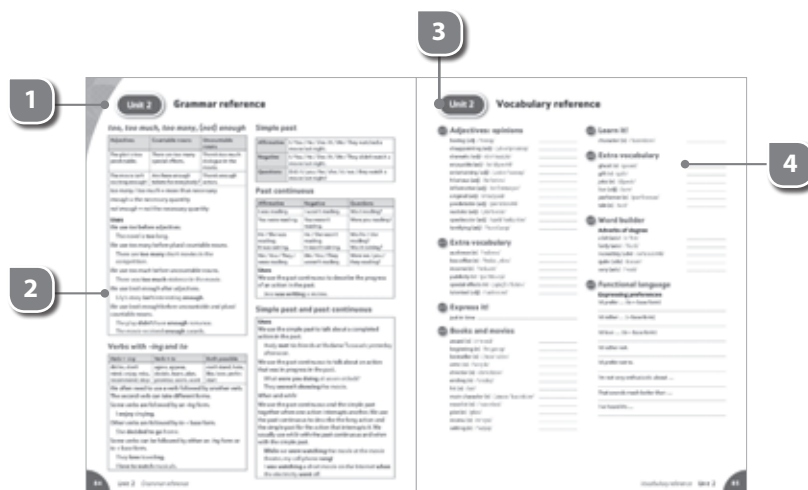
Reading and Writing

- 1 A new **reading text** focusing on a topic linked to the unit offers students further reading and comprehension practice at **1***, **2****, and **3*** levels** of challenge.
- 2 The **Writing** page has staged activities leading to a final writing task.
- 3 The **Look at language** task gives students further practice of language points highlighted in the Student Book writing lesson.
- 4 The **Writing guide** helps students to structure their writing, either the completion of a writing text or a writing task based on a model text. A **Remember!** box prompts them to activate appropriate new language from the unit in their work.

Review

- 1 Students can test and assess their progress in **Vocabulary**, **Grammar**, and **Practical English**.
- 2 The **Cumulative review** task tests vocabulary and structures from the current and preceding units within the context of a short text.

Grammar and Vocabulary reference pages



- 1 The **Grammar reference** pages are supported by **Grammar practice** worksheets on the Teacher Resource Center.
- 2 Each page includes grammar tables, with explanations of how each structure is used, example sentences, and notes about common errors.
- 3 The **Vocabulary reference** has thematically organized lists of vocabulary, Extra vocabulary from reading texts, Word

builder lexico-grammatical items, and functional language. These are supported by **Vocabulary practice** worksheets on the Teacher Resource Center, which offer further practice through games, puzzles, and a translation task.

- 4 **Phonetics** are included to help with pronunciation, and there is space for students to write in their own translations.

Teacher Resource Center

The Teacher Resource Center contains:

Tests

- an **Introduction** to the tests, giving an overview of all the tests as well as guidance on assessing speaking and writing.
- a **Diagnostic test**, including listening, vocabulary, grammar, reading, and writing activities in PDF and Word formats.
- 27 graded **Unit tests** including listening, vocabulary, grammar, reading, and writing activities (1–3 star) in PDF and Word formats.
- three **Cumulative tests** at three levels (1–3 star) in PDF and Word formats.
- an **End-of-year test** at three levels (1–3 star) in PDF and Word formats.
- **Speaking** tests to accompany the diagnostic, unit, cumulative, and end-of-year tests in PDF and Word formats.
- the **Answer key** for the tests in PDF and Word formats.
- the **Audio scripts** for the listening tests in PDF and Word formats.
- an introduction to **Evaluation and testing**, covering a wide range of suggestions for checking and assessing your students' progress.
- nine **Student self-assessment checklists** for students to evaluate their own progress through each unit.
- an **Evaluation record sheet** for monitoring students' classwork and test results.

- an **End-of-year self-assessment** sheet for students to evaluate their own progress in listening, reading, conversation (oral interaction), speaking (oral production), and writing.

Resources

- ten **Grammar practice** worksheets offering additional grammar activities for each unit.
- ten **Vocabulary practice** worksheets offering additional vocabulary activities for each unit.
- nine communicative **Pairwork** worksheets to offer extra speaking practice in the classroom.
- ten **Extra practice** worksheets including extra grammar and vocabulary exercises for each unit.
- nine **Language summary** pages summarizing the vocabulary and grammar taught in each main unit.
- nine **Warm-up video scripts**.
- nine **Culture video worksheets**, including teaching notes, answer keys, and video scripts
- the **Answer key** for the worksheets.

Audio

- all the listening material for the Student Book, including **Pronunciation practice** and **Curriculum extra**.
- all audio for the tests.



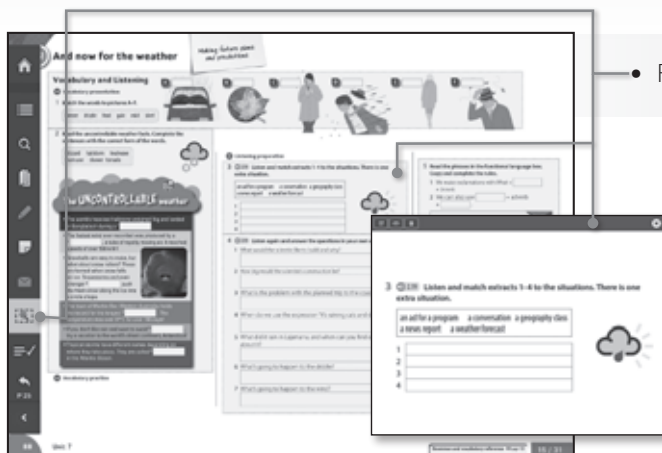
Fusion Classroom Presentation Tool

Deliver heads-up lessons

Engage your students in your blended learning classroom with the easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector, or screen and teach lessons that run smoothly – every time.

Play audio and video at the touch of a button and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style and capture your students' attention with the Focus tool: activities fill the screen so that everyone can participate, even large classes.

Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

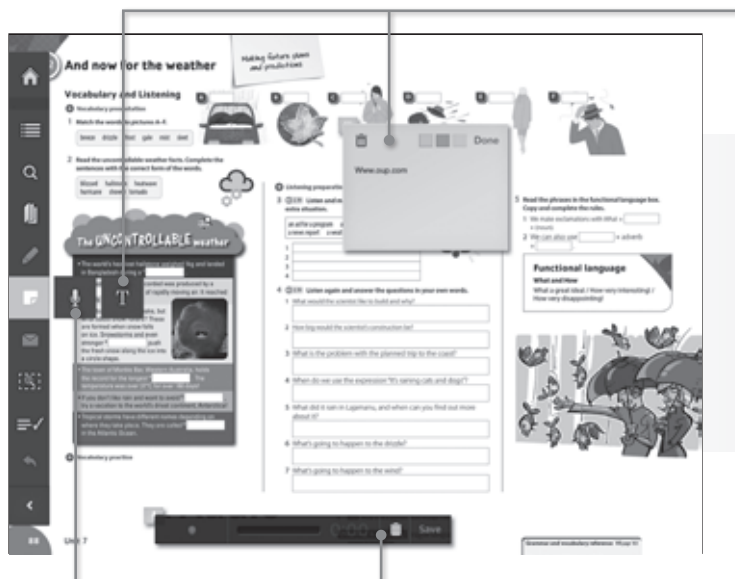
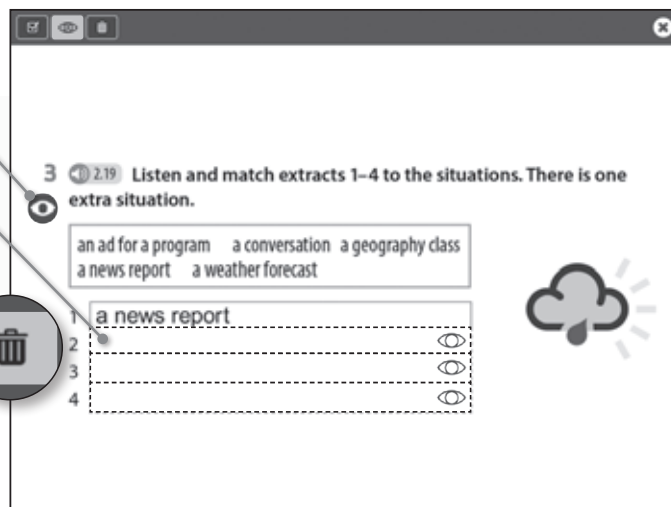


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Fusion audio.

Practice Kit

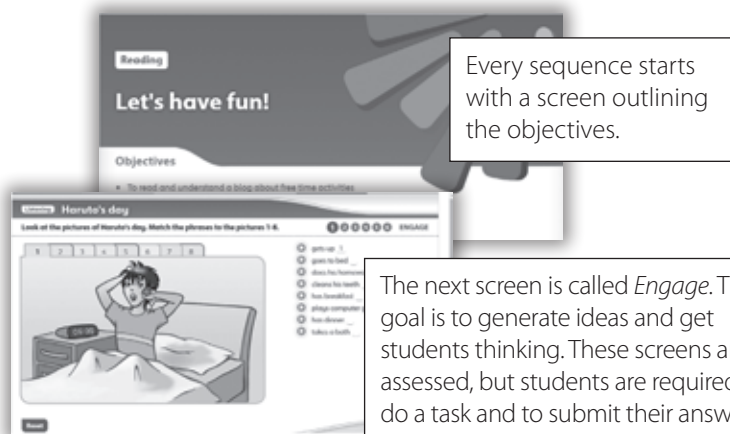
All students with *Fusion Workbook* have access to Practice Kit, via a code supplied on a card inside the book.

Practice Kit provides your students with engaging, systematic, and well-developed skills practice, aligned to the CEFR. Practice Kit is available with all six levels of the series, and covers **reading, writing, listening, and speaking**.

There are three modules. Each module contains two activities for each skill. Each sequence has a clear pedagogic structure to ensure that students are fully supported as they work through the material. There is a similar structure across all four skills to ensure consistency between modules.

Writing activities feature a model text and a sub-skill based on punctuation, and key language areas such as linking words or functional language.

In writing and speaking activities, the Practice screen is a productive task. The students are given step-by-step instructions, with extra help provided in the *Tip, Use this, and Remember!* boxes. Speaking tasks suggest that students record themselves on their own devices.



Every sequence starts with a screen outlining the objectives.

The next screen is called *Engage*. The goal is to generate ideas and get students thinking. These screens are not assessed, but students are required to do a task and to submit their answers.

In reading and listening, there are three practice screens based around a text or listening passage. These introduce a strategy that learners will use in their own language, e.g. listening for important information. There is also a sub-skill, which teaches the learner to understand the text by looking at individual meanings or grammatical characteristics, e.g. to listen for numbers and letters.

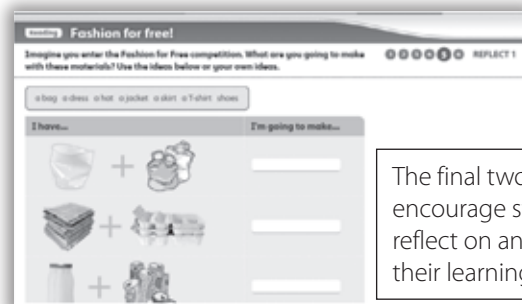


Further support for the strategies, sub-skills, and functional language is given through *Tip, Use this, and Remember!* boxes. In addition, difficult vocabulary, and differences between American and British vocabulary and spellings, are explained in Glossaries.

Speaking activities include functional language, and the sub-skill focuses on an aspect of pronunciation. In common with the listening, the model text is presented through audio or video.



In writing, the students complete a task on a downloadable template which can then be sent to their teacher.



The final two screens encourage students to reflect on and evaluate their learning.



Managing Practice Kit • www.oxfordlearn.com

Most of the Practice Kit activities are automatically graded, and the scores are visible in the Gradebook. You can assign work to your students and monitor their progress.

There are many benefits to using Practice Kit. Students often feel more motivated when working online, and the automatic grading means that valuable time in class does not have to be spent correcting work done at home.

The Practice Kit activities are suitable for use in a language lab with Internet connection if there is one computer per student, as well as at home.

Teaching tips

Teaching vocabulary

Modeling and drilling Students need to hear and say new words. Use the Classroom Presentation Tool **Vocabulary presentations**, or model new vocabulary yourself, and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, half the class, and altogether.

Autonomy Help students to direct their vocabulary learning independently and collaboratively in these ways:

- Brainstorm to see what words students already know before presenting a new vocabulary set. Allow them to list in their own language the words they think should be in the set. After the presentation, ask students to find more words for the set, including any they have already listed.
- Encourage students to record new words in meaningful sets in a notebook. Support students to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences, and to say which methods they find most useful.
- Ask students to work collaboratively to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: word search puzzles and simple quiz clues, such as *This is the opposite of ... / You can swim here. / Spanish is the language here.*
- Appoint a student vocabulary monitor in each lesson to write new words onto slips of paper and put them into a class vocabulary box. The words can later be drawn from this at random for review and games.
- Start or end classes by asking students to test one another on recent vocabulary items.
- Incorporate games such as Vocabulary Bingo or Hangman into classes regularly. Model these games, then get students to play them together in groups.
- Set the vocabulary review games and activities in the Workbook as homework, and ask students to give you feedback about how well they have remembered new words.

Teaching grammar

Modeling and drilling Give a clear spoken model of the structures and have the students repeat after you. This increases their confidence when they are asked to produce the grammar themselves.

Autonomy Help students to direct their grammar learning independently and collaboratively in these ways:

- **Elicit** When presenting structures, ask students to deduce the rules as far as possible.
- **Personalized reference** For new structures, ask students to note down examples with information about themselves, their family and friends, and their home or hometown. When you want to review a structure, start by asking several students for their personalized examples.

- **"Open-book" tests and self-correction** For variety, give students a test in which they can use the grammar explanations and Workbook **Grammar reference** in their books. When you grade tests or written work, underline errors, but get students to work together to correct them themselves.
- **Substitution** Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs together. Repeat the process, and when you have five sentences on the board, erase some of the words and ask students to write down the missing words.
- **Grammar dictation** Say sentences with the target structure in them at a natural speed. Ask students to listen and make notes, then work in groups to reconstruct the sentence. Students will need to discuss the necessary grammar to rebuild the sentence.
- **Grammar Bingo** Use items such as prepositions of place, superlative adjectives, interrogative pronouns, etc.
- **Sentence sale** Give groups of students an imaginary credit of \$100. Write sentences on the board, some with grammar mistakes, and each with a price. Offer the sentences for "sale". Look at each sentence in turn, and ask students if they want to "buy" it. If they buy a correct sentence, they score its value, but if it's incorrect, they lose the money. Correct the errors in groups.

Teaching listening

Prediction and preparation This is important for confidence building. You can help students by using the Classroom Presentation Tool **Listening preparation** activities and these techniques:

- Engage interest by looking at the pictures and headings to predict listening text content. Ask students what they already know about the topic, and brainstorm vocabulary. Pre-teach and model new words, so the pronunciation is not a surprise.
- Make sure that students read and understand the listening task before listening.
- Tell students the number, gender, and approximate age of speakers, and the topic.

Playing the recording Play the recording as many times as necessary. Encourage students to say if they need to listen again. The first time, tell them to just listen, without writing.

Using the transcript As a follow-up activity, you can give them a copy of the audio script to read (at the back of this Teacher's Guide or on the Teacher Resource Center) while listening. Less able students may be supported by having the audio script at an earlier stage.

Teaching reading

Preparing and prediction There is extensive support for reading preparation and extension on the Classroom Presentation Tool. As with listening, discussing visuals and headings, brainstorming vocabulary, and checking students' prior knowledge of the topic will build confidence.

Autonomy Help students to direct their learning and work independently and collaboratively in these ways:

- Encourage students to use a dictionary to check new words and update their vocabulary notebooks.
- **Jigsaw reading** Students work in pairs, splitting the text in two, and then telling their partner about their half of the text and working on comprehension questions together.
- **True and false** Groups write sentences about the text, some true and some false. They then challenge other groups to identify the true sentences and correct the false ones.
- **Find the questions** Write the answers to text comprehension work on the board. Students work in groups to make the questions.
- **Memory game** Read parts of the text aloud. Stop at various points, and ask students to say the next word or phrase.

Teaching writing

Use the **Classroom Presentation Tool preparation activities** to help students to build up a systematic approach to writing. Working on strategies and sub-skills as a class can improve students' abilities to write independently:

- **Analyze the model text** Work as a class to highlight features of the model text such as layout, paragraphing, titles and headings, structures, and vocabulary.
- **Write together** Go through the stages of collecting ideas, brainstorming language, and planning to produce a collaborative piece of writing on the board together. Then set group or pairwork writing tasks, so students can discuss the stages of successful writing, and you can circulate around the class, giving individual help.
- **Correction and feedback** Always grade students' writing, as this increases motivation. Make it clear to students that writing is assessed on both accuracy and content. Use a coded grading system to identify types of mistakes, so students can self-correct, such as:

sp = spelling, *^* = missing word, *gr* = grammar, *v* = vocabulary, *wo* = incorrect word order

Increase students' motivation by making positive comments, and keeping displays of written work on the classroom walls.

Teaching speaking

It takes time to develop confidence and fluency in speaking. There is preparation work on the Classroom Presentation Tool, and speaking tasks in *Fusion* are simple and structured, to make the speaking experience successful. You can build students' confidence in speaking in these ways:

- Give plenty of **time to prepare**, including vocabulary support and planning what to say.
- Use **models**. These are provided throughout *Fusion*: with speaking tasks, in *Functional language* boxes on *Practical English* pages, in the class audio on the Teacher Resource Center, and in the *Dialogue practice* sections on the Classroom Presentation Tool. You can also model simple exchanges with a stronger student in class, or get two students to ask and answer, before the rest of the class tries the task.

- Add **variety** to dialogues to help reinforce the language by: introducing another person, introducing another condition (e.g., you've just woken up, you feel really excited) or asking for ideas to change the ending.
- Invite students to **express their opinions**. *Fusion* frequently asks students to personalize their speaking, and this makes their learning more motivating and memorable.
- Encourage students to keep a section of their **notebooks** for "Everyday phrases" or "Conversation", where they can record useful functional language and simple exchanges.
- Save **correction** of speaking errors until after the task is complete. Then put them on the board and work collaboratively to correct them.

Teaching pronunciation

Integrate pronunciation into lessons Students can find pronunciation off-putting. *Fusion* takes an integrated approach with small but frequent opportunities to practice via the *Say it!* feature. Extension work can be found in the *Pronunciation practice* section (pp. 132–134) of the Student Book. Core vocabulary sets are presented with their pronunciation on the Classroom Presentation Tool. Dictation work offers further listening practice to associate sounds with their written form.

Autonomy Encourage a self-directed approach to pronunciation with these techniques:

- Encourage students to learn and identify the sounds they commonly confuse, using the *Phonetic alphabet* (p. 132).
- Review problematic sounds regularly to reinforce them.

Demonstrate the sound "silently", showing the movement required by the mouth / tongue and ask students to copy it (without sound) before vocalizing it.

Support students in learning to identify word stress patterns or examples of particular sounds.

When doing speaking exercises (supported by class audio or video), encourage students to **mimic intonation** of speakers (and for video, also the body language and gestures). This will add an element of fun into speaking tasks, and increase students' confidence in conversational English.

Read aloud short passages in class regularly, and ask students to read aloud as part of their homework, to give them plenty of practice in maintaining rhythmic speech. *Don't* read aloud all of the reading texts, as this is pronunciation practice rather than a reading comprehension!

Use videos of non-native speakers, e.g. Arnold Schwarzenegger, Penelope Cruz, or Gael García Bernal to show realistic and admirable goals.

Correction Pronunciation errors are best corrected quickly but without interrupting. This could be done collectively at the end of the speaking session, which also avoids embarrassing individual students. Errors can be corrected by "echoing" mispronounced sounds; in other words, say the word as they did, but with a rising intonation so that they self-correct. Or simply say the sound or word correctly and ask them to repeat it again. Avoid focusing on individual students; ask all the class to repeat the word together or just boys / just girls to say the word to add variety.