



# Open Day 4

Teacher's  
Guide









# Open Day

# 4

## Teacher's Guide



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# Welcome to *Open Day 4!*



The concept behind the **Open Day** series is to *open the world* to our students one *day* at a time. In every class, students are given the opportunity to learn English as they explore a variety of interesting, age-appropriate topics. As one topic relates to another, students' natural curiosity motivates and maintains their interest and in turn promotes life-long learning. Additionally, the concept of **Open Day** refers to the bond we are creating between the school and the home—both of vital importance to children—while we aim at students' development and learning. Parents will be involved in the child's learning process through a variety of tips and activities available online.

**Open Day** is a topic-based series for primary students aged 6 to 12, taking beginner students from pre A1 to B1 over its seven levels. Its aim is to develop students' language competency in the four language skills, together with an awareness of themselves, their community, the environment and the world in general.



## Open Day and the Environment

The series is committed to social responsibility, and for that reason we focus on a different vulnerable animal in each level as part of an ongoing thread of environmental consciousness. Students become more familiar with each animal in inspiring nature videos at three moments during the course, while they also engage with it through the comic strip in each unit. Throughout the year, students become more familiar with this species, its habitat and why it is endangered or vulnerable and develop awareness, empathy and a sense of responsibility to our natural world.



## Open Day and Language Acquisition

**Open Day's** topic-based approach to language learning is based on the premise that students learn best when they are engaged in interesting and meaningful tasks in a stress-free and supportive learning environment. A topic-based syllabus is built upon the pillars of relevant and meaningful topics around which vocabulary, language structures and skills development are selected and organised. These topics provide the context and indicate the relevant language functions and skills that appear naturally and can be practised communicatively within each topic. **Open Day's** communicative approach recognises that a topic on its own won't achieve language acquisition, but that it does inspire a variety of tasks that will involve learners in real interaction in a natural context. Acquisition occurs when learners work together and

exchange messages and when they have to negotiate meaning and to participate actively in a range of communicative tasks. Consequently, **Open Day** focuses on two main types of activities: on those that aim exclusively at exchanging meaningful information and where learning the language is a by-product, and on inductive language-oriented tasks (where students discover rules by observing examples) that will support specific language and skills development. Therefore, the role of the teacher in **Open Day** is not to "teach" English in the traditional sense of the word, but to provide the necessary guidance and support for students to build on their own learning.

## Open Day, CLIL and Citizenship



In **Open Day**, by presenting students with demanding topics and tasks, we aim at helping them become aware of the challenges of the global world they live in. The conditions of learning that create challenge also enhance long-term retention of knowledge and skills. With this in mind, **Open Day** connects each topic to other areas of the curriculum (CLIL), where the aim is to develop specific year-level content area standards using English as the medium of instruction. Furthermore, high-interest, content-related videos are available to help you exploit each topic by bringing authentic real-life situations into the language classroom. In this way, learning becomes vibrant and exciting and makes teaching and learning more effective. In addition, **Open Day** connects topics to issues related to social responsibility and citizenship and challenges students to use their critical thinking skills to explore, analyse, draw conclusions and propose solutions that can impact their daily lives. **Open Day** not only promotes social awareness and universal values, but it also fosters the sense of social responsibility needed to become global citizens.

## Open Day and International Certifications



In today's global world, the use of standardised language proficiency exams has become more and more prevalent as a way of certifying students' language levels. These certifications also serve to motivate students to keep on studying and improving their English. For this reason, **Open Day** takes a new approach and uses international certification-type activities that develop language skills to promote lasting learning, and to prepare students who are planning to sit international exams at some time





in the near or distant future. Students that have practised these types of activities in casual, low-stress classroom conditions have greater chances of doing the same activities later on under exam conditions.

## Open Day and the Teacher's Role as a Facilitator



Based on the premise that **Open Day's** topic-based approach was designed to help students make connections, transfer knowledge and apply it, the teacher's role becomes that of a facilitator of learning, rather than the provider of knowledge. With topic-based learning, the boundaries of exploration are far wider than the expertise of any one teacher, and consequently he or she becomes a learning manager who guides students in the discovery of themselves and the world around them.

Creating a stress-free environment is probably the one most important job of a facilitator. Language learning brings with it a certain amount of stress, as it requires students to risk making mistakes. So how can we get our students to express their ideas without becoming overconcerned about making mistakes? By creating a learning environment where mistakes are considered a natural and necessary part of the learning process. Other key aspects to creating an environment that is conducive to learning is that students must be interested and motivated to learn, must know what they have to do and why and must have the skills required for what is expected of them. For this to occur, a certain amount of preparation is required by the teacher so as to be able to facilitate the classroom activities, maintain students' attention and keep the flow of the class moving. **Open Day's** teacher's notes provide suggestions to this end that focus on:

- *Activating prior knowledge* and recycling previously learned structures and language to prepare students for the topics and tasks to come by allowing them to access their skills and knowledge.
- *Scaffolding* to prepare students for individual activities and to create one integrated class and a sense of purpose. Scaffolding activities also allows you to provide extra support in mixed-ability classrooms.
- *Classroom dynamics* allow you to organise collaborative learning, keep teacher-talking time at a minimum and place the learners at the centre of learning. The use of course resources, such as games, songs, the **Reader** and the range of online resources that include videos, internet links and interactive activities also enhance the classroom experience by bringing a rich variety of materials and activities into the classroom.

**Open Day** invites you, the teacher, to join us on this challenging, new journey and explore the world one day at a time.



## Open Day and the Mindful Learner

The learner is at the centre of this course of study and, to ensure that each student feels relaxed, focused and motivated in the English classroom, **Open Day** has integrated an ongoing mindfulness programme. Everyday life, in and outside school, can be stressful for children. Stress has a negative effect on the brain and on its ability to carry out these executive functions. Practising mindfulness helps students develop and master the socio-emotional skills they require to be successful in the language classroom and beyond.

**Open Day** focuses on developing four specific areas of mindfulness.

- *Mindful Body*, which teaches students to connect with their bodies and become aware of how they are feeling when they are stressed and what parts of their bodies are absorbing this stress.
- *Mindful Breathing*, which allows students to observe and become aware of their breathing. Mindful breathing can also reduce stress levels in the body and help regulate the body's reaction to stress and fatigue.
- *Mindful Senses*, which involves consciously noticing everything the senses come into contact with, without thinking or judging it. It entails being receptive, stopping running thoughts and absorbing the sensation rather than reacting.
- *Mindful Emotions*, which consists in connecting to the emotions, understanding them and taking ownership of them.

By practising and eventually mastering these skills, children will become more mindful of their actions and will learn how to express and interpret their present environment. They will create positive connections and they will be able to see the world from different perspectives. As a result, they will increase their self-regulation of attention, their use of executive functions of the brain and their personal achievements.



# For the Student

The **Student's Book** consists of a *Welcome Unit* and eight units divided into four topics.

The *Welcome Unit* begins each book and offers an introduction to functional language for students in Year 1, and a review of vocabulary and language structures from the previous level for students in higher years.

Each *Topic* provides two separate units of study, both of which are presented in the *Topic Opener*, together with questions and activities aimed at introducing the concept of each unit and activating students' prior knowledge. The story from the **Reader** and the video that accompany each *Topic* are referenced at this point.



Units are classified into odd units (Units 1, 3, 5 and 7) and even units (Units 2, 4, 6, and 8). While some sections appear consistently in all units, there are some sections that are specific to odd and to even units.

## Odd and Even Unit Structure:

### My Words

These first two pages focus on presenting and practising key thematic vocabulary in the context of the unit.



### My Language

The next three pages aim at presenting and practising new language. The context for the language is presented through an ongoing *Good Buddies* comic strip that features characters engaged either with or alongside the vulnerable animal for each level. In Levels 1 and 2, the new language points are not shown on the pages explicitly.

However, in the remaining levels, there are **Open to Learn** boxes at the top of the *My Language* pages to provide a clear model of what language items are being presented in the comic strip.



### Sounds Fun!

- This page focuses on developing students' letter-sound correspondence awareness and pronunciation through the use of fun activities, such as songs, rhymes and tongue twisters.



### Time to Practise

- This section offers activities in international certification formats. In addition to providing further language and skills practice, they familiarise students with specific international certification-type activities. Additional guidance about specific strategies for exam preparation are provided in the **Teacher's Guide**.





## Sections Specific to Odd Units:

### Mindfulness

- This page aims at helping students to apply mindfulness techniques to their everyday life.



### My Skills

- This section focuses on helping students develop specific strategies related to the four language skills:
  - Reading** This section dedicates two pages to developing reading strategies to enhance students' reading comprehension of meaningful authentic-like texts. Some of the main strategies that students learn are prediction, skimming and scanning.
  - Writing** These two pages provide a clear model text for students to analyse and then activities that scaffold the writing process. These include: brainstorming, organising ideas in graphic organisers, and writing and editing drafts.
  - A **Listening** page offers international certification-type listening comprehension activities that expose students to a variety of voices and authentic type recordings with real-life listening tasks.
  - A **Speaking** page provides freer oral activities that aim to develop students' fluency and language competency in real life communicative tasks, where students interact with their classmates in groups, pairs or give individual presentations.

## Sections Specific to Even Units:

### CLIL (Content and Language Integrated Learning)

These pages connect the topic to other areas of the curriculum and allow students to practise and consolidate English while learning age-appropriate content related to other subjects, such as geography, history, maths, art, etc.



### Citizenship

- This page focuses students' attention on expanding their social awareness and exploring global competencies that promote an active role in their community.



### Project

- Here students will find a collaborative project that will allow them to use the language they acquired throughout the *Topic* in order to complete a final communicative task. Step-by-step instructions include a detachable template at the end of the **Practice Book** to help guide research and organisation.









### My Progress

- These pages provide activities designed to help students evaluate their own progress by reflecting on what they have learned and selecting an emoji that represents their achievements. These activities will help students become more autonomous learners as they begin to take ownership of and responsibility for their learning.
  - This section includes a *Home Connection* activity that invites the whole family to get involved in each student's learning process by developing a project together at home. Detailed steps for these projects are available on the digital platform in English and in the students' native language.



The following icons can be found in the **Student's Book** to indicate different types of activities or additional resources:

-  Recording available online
-  International certification-type activity
-  *Critical Thinking* activity
-  *Stickers* activity (Levels 1 and 2)
-  A reference to the text in the **Reader**
-  Additional interactive activities available online

The **Practice Book** offers students the opportunity to reinforce language objectives and skills development independently or in class. Suggestions for which activities to assign are included at the end of each lesson in the **Teacher's Guide**.


The first five pages of all units offer practice and reinforcement for the *My Words* and *My Language* sections of the **Student's Book**. There is always a *Good Buddies Quiz* related to the comic strip in each unit.

**4. Circle the correct options.**

**Good Buddies Quiz**

1. The eagle lives on the shortest tree.	Yes. / No.
2. The eagle caught a fish four days ago.	Yes. / No.
3. The town was smaller two years ago.	Yes. / No.
4. David's family is moving to a new house.	Yes. / No.
5. David's old room was bigger than his new one.	Yes. / No.
6. David is feeling happy at the moment.	Yes. / No.

**Moving In**



### Time to Practise

There is also a section called *Time to Practise*. These two pages offer international certification-type activities for students planning to sit international certification exams. The **Teacher's Guide** provides additional support for these activities.

**Reading and Writing**

3. Read the conversation and choose the best answers. Write a letter for each answer. There is one example.

D. **RICHARD:** Jane, have you ever run in a race?

**JANE:** \_\_\_\_\_

1. **RICHARD:** Cool! Did you win a medal?

**JANE:** \_\_\_\_\_

2. **RICHARD:** How many times have you joined the state finals race?

**JANE:** \_\_\_\_\_

3. **RICHARD:** Where do the state finals take place?

**JANE:** \_\_\_\_\_

4. **RICHARD:** Do you go to an athletics club each week?

**JANE:** \_\_\_\_\_

A. I've joined it twice.  
 B. Yes, I have. I qualified for state junior-finals last month.  
 C. Yes, I do. Every Tuesday and Thursday after school.  
 D. In the big stadium in the centre of the city.  
 E. No, I didn't. I came fourth!

### Sections Specific to Odd Units:

### My Skills

This section includes further skills practice over three pages.

**Reading**

1. Read the dialogue quickly and answer the question.

**Kim:** What job do you think you'll do when you grow up?

**Willam:** I'm not sure yet. I may become an architect or an engineer.

**Kim:** What skills will you need to do those jobs?

**Willam:** I'll need to understand how things fit together and think in \_\_\_\_\_ I love building models with my bricks. I'll also need to be good at \_\_\_\_\_ holding. I like finding answers to difficult questions!

**Kim:** I'll be an architect \_\_\_\_\_ job. I'll need to understand computers and what information is safe to share.

**Willam:** True! \_\_\_\_\_ will be an important skill for these jobs, too. I've working with my friends when we do projects at school, so I think that will help!

**Kim:** Yes, of course! \_\_\_\_\_ skills help you work in a team, too. You'll need to be able to talk to lots of different people and tell them your ideas.

**Willam:** I love talking to people!

**My Space**

1. Draw a picture of you at a club you want to join.

I want to join the \_\_\_\_\_ club.

2. Answer the questions.

- Why do you want to join this club?
- What do you want to do at this club?
- Have you ever joined a club like this?
- Have you ever joined any other clubs?
- Why is it good to try different clubs?

### My Space

This page provides activities for students to consolidate and personalise learning.

### Sections Specific to Even Units:

### CLIL

This page provides consolidation activities for the content corresponding to the subject area students work with in their **Student's Book**.

**CLIL science**

1. Read the article and underline the correct definition of adaptation.

- It's when you change your hair so that you look better.
- It's when you change the way you behave so that you can be a better person.
- It's when your body changes for you to survive in the place where you live.

**How Will Humans Adapt in the Future?**

All the world's great cities are getting warmer every day. For example, an expert says in a hot city like New York in 2050, it will be 10°C hotter than it is now. On the other hand, in a cold city like Moscow, it will be 10°C colder. We are no different from any other animal on earth. Our bodies have changed over the centuries to help us survive in each place. But what about the future? How will our bodies change to adapt to the future? The expert says young scientists are thinking about this. Our bodies can change so we can live in hotter climates because of global warming. Our bodies will change to help us survive in each place. In the future, I think our bodies will get \_\_\_\_\_ because we'll use more and more technology and we won't do so much exercise as we do today. \_\_\_\_\_ Japan, Korea, India, China and other countries will have to adapt to hot weather in the future. \_\_\_\_\_ because our bodies will change so that we can live on other planets. \_\_\_\_\_

2. Read again and complete the article with the words in the box.

weaker warmer fur ears planets

3. Read again and answer the questions.

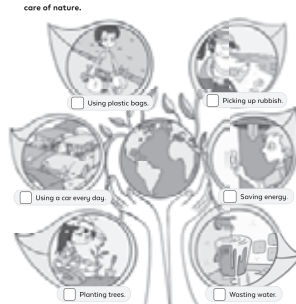
- Why does Lisa think our bodies will have to adapt to hotter climates?
- Why does Arjan think we'll get weaker in the future?
- Why does François think we'll live on different planets in the future?

### Citizenship

This page provides activities to support the values of this unit.

**Taking Care of Nature**

1. Look at the pictures and tick (✓) the actions that illustrate taking care of nature.



Using plastic bags     Picking up rubbish.

Using a car every day     Saving energy

Planting trees.     Wasting water.

### My Progress

These two pages provide additional follow-up activities to be done after the self-evaluation section in the **Student's Book**.

**My Progress**

Can you understand information about space?

1. Read and write the correct answers using the words in the box.

lands Earth takes off astronaut spaceship

- A rocket does this when it starts a journey: \_\_\_\_\_
- A rocket does this when it finishes a journey: \_\_\_\_\_
- Another word for a rocket: \_\_\_\_\_
- The name of our planet: \_\_\_\_\_
- A person who goes into space: \_\_\_\_\_

Can you make decisions and promises?

2. Complete the decisions and promises with will plus the correct form of the verbs in parentheses.

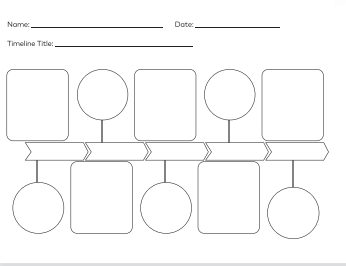
- You're late for school. I \_\_\_\_\_ (take) you in the car.
- It's cold. I \_\_\_\_\_ (close) the window.
- We \_\_\_\_\_ (call) you as soon as the plane lands.
- I \_\_\_\_\_ (tidy) my room while you're out.



- Each *Topic* ends with activities that can be used to further exploit the text in the **Reader**.



- Detachable templates are located at the end of the **Practice Book** for the development of the project.



## Reader

Each level of the series includes a separate **Reader** component. The **Reader** includes four texts, one per *Topic* (two fiction and two informative texts). These aim to provide more extensive reading practice related to the context of each unit, while further exposing students to new language and vocabulary from each topic in meaningful contexts. All reading material has been recorded to facilitate students' understanding.



## For the Teacher

The **Teacher's Guide**, in digital format, consists of the following sections that will help the facilitator to exploit the programme of the series to the fullest.

- The *Introduction* presents the concepts and methodology that underpin the series. It also explains the structure of the **Student's Book** components and describes the resources found online.
- The *Scope and Sequence* provides a broad overview of the learning outcomes to be covered in the course.
- A section with *Flashcard* and *Poster Activities* offers sets of ideas on how to present and review vocabulary and language structures in each unit.

Each *Topic* begins with a short introduction and ideas on how to introduce the two units. It presents the **Reader** that corresponds to this *Topic* and gives suggestions on how to exploit the vulnerable animal video and the high interest topic-related video.

The **Teacher's Guide** provides complete lesson plans for each class and is interleaved with the corresponding pages of the **Student's Book** with the answers superimposed in pink.

Lesson plans include clear *Objectives* so that teachers can focus on students' specific learning outcomes in each class and make reference to any additional materials or course resources teachers will need for the class.

### Flashcards

Each level of the series comes with a set of flashcards, in digital format, that can be printed, to aid in the presentation and practice of key vocabulary. Flashcards depict images on key topic vocabulary and also the corresponding words. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



## Posters and Cutouts

Each level of the series comes with a set of posters (1 per unit) with cutouts, in digital format, that can be printed. The *Posters* were designed, together with the corresponding activities, to create contexts for first presentation and further practice of new language structures. The *Cutouts* give each poster flexibility, making controlled practice more communicative by adding an element of surprise to each scene. References for when to use the posters and where to find instructions for suggested activities appear at point of use.



### Stages for Each Lesson:

#### Open the day

The *Open the day* initial stage begins each class with a *Mindfulness* activity that aims at helping students connect with themselves and focus their attention on their learning as well as an activity that either introduces the topic of the class or presents/reviews vocabulary and language.

#### Open the book!

The *Open the book!* stage offers teaching notes for how to exploit the material on the corresponding page. These notes suggest how to scaffold each activity to support students' learning and how to make the class flow seamlessly. It also suggests how to vary classroom dynamics, such as when and how to pair or group students, check activities and give support for mixed ability classes. Additional notes have also been provided in separate boxes. *Open Day's Tip* boxes include teaching tips that you will find helpful when dealing with challenging situations or complex language features. They may also provide ideas for ongoing evaluation and marking.

- **International Certification** boxes accompany the activities with the corresponding icon in the **Student's Book**. These boxes contain strategies for how students should approach these activities and what you, the teacher, can do to train them.

**International Certification: Reading**  
Tell students that one exam activity involves completing a text using words that are given in a box. Explain that as with any text, it is important to read the title and look at any pictures to anticipate what the text is about. Then they should read the whole text to get a general idea. Next, they should read all of the words in the box and try to guess their meanings in relation to the text and the parts of speech they are (verbs, nouns, prepositions, adjectives, etc.) After that, they should reread the text carefully and fill in the gaps with the words that they are sure of. Finally, they should study the sentences where the remaining gaps are and try to figure out which word makes the most sense in each gap. Finally, they should reread the sentences with their answers to check.

- **Language Presentation** boxes offer ideas on how to present new language points through fun activities that might include posters, flashcards, etc.

#### Language Presentation

##### The Present Perfect with Never.

In this lesson, students will learn how to share experiences using the present perfect. We suggest you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

- **Skills Strategy** boxes appear on the *My Skills* page and provide the teacher with ideas and suggestions for developing specific subskills for reading, listening, speaking and writing.

#### Writing Strategy

##### Brainstorming Ideas

Tell students that before writing, it is a good idea to generate ideas freely. Brainstorming is a good way to do that. They can generate ideas through word association (video games—play, code) or through what they already know about a topic (soccer—practice, team). This way, when it comes to writing, all of their ideas are in one place in a way that makes sense to them.

- **Critical Thinking** questions, marked with a light bulb icon in the **Student's Book**, challenge students to explore further a topic in order to draw their own conclusions after analysing information rationally.

#### Critical Thinking

Why is it necessary to think before we act?

#### Close the day

Finally, the *Close the day* stage offers wrap-up activities to sum up the key points of the lesson.

The **Teacher's Guide** includes, at the back of the book, *Audioscripts* for both the **Student's Book** and the **Practice Book** and the **Answer Key** for the **Practice Book**.






## Open Day's Digital Material

**Open Day** offers both students and teacher a variety of online resources that are easily accessible on our state-of-the-art learning platform. In addition, teachers will be able to track students' performance for all interactive activities and manage the classes. References regarding when to assign or use additional student resources either print or digital can be found at point of use or at the end of each class.

### For the Student

**Digital Material** provides access to all of the course print materials in digital format and is complemented by a robust selection of resources for online use. These include:

- all audio recordings for listening activities in both the **Student's Book** and the **Practice Book**.
- additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- instructions in English and students' native language for fun *Home Connection* activities at the end of the **Student's Book** that will allow the whole family to join in and explore the topic of each unit together.
- *Wordlists* of key topic vocabulary listed by unit and colour-coded according to their CEFR level with pronunciation models and examples of usage.
- the digital version of the **Practice Book (e-Practice Book)** for students to work online.
- e-book versions of the **Reader** that include animated texts in Levels 1 to 3 and karaoke versions at all levels, where the text is highlighted as it is read to facilitate reading aloud.



### For Teachers

**Digital Material** for teachers also includes digital versions of all print materials and access to all of the student resources. It also provides teachers with a wide range of additional resources that will complement, enrich and support them in their roles as facilitators. These include:

- digitised **Posters** of the series for projection with the **Cutouts** in a drag-and-drop format for communicative language presentation and practice in class.
- digitised **Flashcards** of the series with the word in audio format of key topic vocabulary for projection and pronunciation practice in class.
- **Vulnerable Animals Videos**, one per level, offer professionally produced documentaries about each vulnerable animal in order to foster environmental awareness. Full lesson plans are provided online for you to exploit the resource at its maximum and guide your students to a project at the end of the course.
- **Topic-Related Videos**, four per level, bring high-interest, real-life videos into the classroom with full lesson plans that will allow you to present each topic and explore it further.
- **Unit Assessments** are available, in both interactive (online) or downloadable (offline) formats, to facilitate the evaluation process.
- **Mock Tests** for international certifications are available, four per level, in both interactive (online) or downloadable (offline) formats. These may be used diagnostically after each *Topic* or as practice exams nearer the dates when students will present the exams.
- A **Mapping Guide** elaborating on **Open Day's** correspondence to the Common European Framework of Reference standards is available in PDF format for easy reference.



Language Review

Welcome Unit  
A New Start

Simple Past

The eagle was hungry. It flew to find some food.

Comparative and Superlative Adjectives

Newridge is busier than where David lived before.

There are more interesting things to do than in Oldtown.

Vocabulary Review

Adjectives

beautiful, dangerous, delicious, fantastic, terrible

Food

barbecue, cheese, fish, fruit, ham, hamburger, ice cream, milk, sandwich, sausage

Language

Vocabulary

Life Skills and  
Extra Features

Project

Topic 1 Clubs and Hobbies

Unit 1  
School Clubs

Present Perfect for Experiences

Have you ever tried gymnastics? Yes, I have. / No, I haven't. I've drawn my own fantasy comic. I haven't won the prize. Sophia has never won a prize for her cake.

Present Perfect vs Simple Past

I have run in lots of races. Last summer, I won a prize.

Making and Responding to Suggestions

Why don't you join the drama club? That's a good idea! / No, I don't like drama.

Club Activities

act in plays, build robots, do experiments, grow plants, make sculptures, paint pictures, play musical instruments, play board games, run in a race, take photos

School Clubs

art and photography, board games, drama, gardening, science and technology, athletics

Mindfulness

Exploring Our Brain

Sounds Fun!

Pronounce consonant blend: wh /w/ or /h/ when, where, who, what, why, whose, which

Experiences Survey

Unit 2  
My Hobbies

Describing Objects

What is it made of? It's made of plastic.

Present Perfect with For and Since

How long have you been interested in sports? Since I was a baby. How long have you worn glasses? Only for two months.

Materials

cardboard, clay, cloth, glass, leather, metal, paper, plastic, rubber, wood

Hobbies

baking, collecting model planes, cycling, looking after pets, making crafts, playing computer games, snowboarding

Sounds Fun!

Pronounce diphthong /aɪ/ prize, climb, lie, drive, line, sigh

CLIL

Geography

Citizenship

Developing Your Skills

Home Connection

Make a family hobbies scrapbook.

Topic 2 Future Lives

Unit 3  
Where Will  
Technology Take Us?

Will for Promises, Predictions and Decisions

I will always help you at home. I think people will live on Mars one day! We'll go and see the robot exhibit first.

Probability with Will, May and Might

I'm sure there will be robot pets. People may use them as taxis soon. We might have robots, but...

Giving Opinions

I agree. / I don't agree. I think... / I'm sure...

Space Travel

astronaut, Earth, float, gravity, land, Moon, rocket, satellite, space station, space, spaceship, star, take off

Numbers

101-1,000, thousand, million

Mindfulness

Recognising and Responding to Emotions

Sounds Fun!

/f/ and /v/ sounds believe, face, fan, fine, floating, future, half, have, leave, life, live, safe, surface, very, view

Predictions Timeline

Unit 4  
Our Futures

Going to for Predictions Based on Evidence

It's going to rain. It's going to look like the first chick.

Indefinite Pronouns: Every, Some, Any and No + Body or Thing

Everybody is really happy. Nobody is eating the cake.

Jobs

artist, businessman/woman, designer, engineer, journalist, mechanic, pilot, police officer, scientist, server

In the City

airport, bridge, college, escalator, factory, highway, office, police station, sidewalk, skyscraper

Sounds Fun!

Sentence stress and weak to (schwa) /ə/

CLIL

Science

Citizenship

Solving Problems

Home Connection

Make a pledge.



## Topic 3 Fact and Fiction

Unit 5  
Telling Stories**Past Continuous and Past Simple**

I was flying over the town when I heard a crash.  
She was looking out of the window when she saw a strange old woman.

**It sounds like...**

What's that? It sounds like a window breaking.

**Genres**

adventure, cartoon, comedy, documentary, drama, mystery

**Adjectives**

exciting, frightening, funny, wonderful

**Technology**

app, computer, download, e-book, flat-screen, home theatre, cinema, offline, online, smartphone, tablet

**Mindfulness**

Paying Attention

**Sounds Fun!**

Word endings: -tion /ʃ/ and -sion /ʒ/  
action, fiction, television, vision

Unit 6  
Big News**Present Perfect with *Already* and *Yet***

There has already been a lot of damage.  
The fire is not under control yet.

**Too... and Not...Enough**

It's too scary.  
It isn't interesting enough.

**It makes me...**

It makes me laugh. It makes me sad.

**News Stories**

accident, fire, fire station, fire engine, firefighter, flashlight, midnight, missing, save, surprise

**Accidents**

ambulance, bandage, break, look after, nurse, operation, pain, pyjamas, slip, uniform

**Adjectives**

big, frightening, high, hot, safe, wild

**Sounds Fun!**

Silent letters at the beginning of words: kn /n/ and wr /r/

**CLIL**

Technology: Digital Storytelling

**Citizenship**

Being Curious

**Home Connection**

Watch a film in English and share opinions.

A Storyboard

## Topic 4 Science and Nature

Unit 7  
Amazing Science**Zero Conditional**

When the sun heats water, it evaporates!  
When warm, wet air meets cold air, the vapour condenses.

**Quantity with *A Little* and *A Few***

Put a few jelly sweets into a bowl.  
Pour a little hot water over the sweets.

**So for Results and *Because* for Reason**

I am excited about my presentation because I'm working with Amy.  
There is a whole floor on technology, so I will see lots of exhibits.

**Scientific Experiments**

bicarbonate of soda, bottle, cover, gloves, jar, lab coat, lid, mix, pour, put, safety glasses, science lab, shake, vinegar

**Scientific Processes**

burn, expand, explode, freeze, gas, ice, liquid, soil, solid, turn into

**Mindfulness**

Making Good Decisions

**Sounds Fun!**

Spelling of diphthong /eɪ/  
weigh, bake, play, game, rain

Unit 8  
A Changing World**Used to**

We didn't use to eat chickens.  
There used to be 10,000 of us.

**(Not) as...as**

Our population isn't as big as it was 200 years ago.

**Tag questions**

That's good news, isn't it?

**Nature**

Butterflies, forest, glacier, habitat, hurricane, lake, ocean, river, wildlife

**Environmental Issues**

climate change, cut down, deforestation, destroy, disappear, extinct, factory, pesticides, pollution, protect, worry about

**Sounds Fun!**

Spelling of diphthongs /ɔɪ/ and /aʊ/ sounds

**CLIL**

History: The Ice Age

**Citizenship**

Taking Care of Nature

**Home Connection**

Plant a seed and make observations.

My Town Poster

# Flashcard Activities



## Activity WA

**Objective:** Learn food vocabulary.

Display all of the *Food Flashcards* on the board at random. Divide the class into small groups and have each group write the names of the food items in their notebooks. Next, invite volunteers from each group to come up and label the flashcards. If any group does not agree with what another group wrote, they can write their option on the board as well. After that, point to each picture and have students name the food item. Then flip the card over and check the students' answers against the word on the back. Have volunteers come up and correct any spelling mistakes. Remember that you can find the flashcards and their listening practice on the platform.

## Activity WB

**Objective:** Review food vocabulary.

**Additional materials:** strips of paper, marker.

Write the following definitions on separate strips of paper and place them face down, on your desk:

*To make this food you put some cheese and ham between two pieces of bread.*

*To prepare this food you cook meat and sometimes vegetables on an open fire.*

*An animal that lives in water and is used as food.*

*A long food made from meat. You can use it to make sandwiches together with bread and cheese.*

*A flat, round food made from meat.*

*This food grows on trees.*

*This food is sweet, cold and made from milk.*

*A white liquid produced by cows, goats and other mammals.*

*This food is not sweet. It is made from milk and is used to make sandwiches.*

Divide the class into two teams. Have a student from one team come up, pick a strip of paper and read the description to his or her team. If the team can guess the food, it wins a point. Then have the other team continue with another strip of paper. The team with the most points wins.



**Activity 1A**

**Objective:** Learn hobbies-related vocabulary.

Write the title *After School Clubs* on the board and make sure students understand its meaning: optional classes that offer a variety of interesting and fun activities after regular school classes have finished. Show the flashcards one at a time and place them on the board, say the names of the activities they illustrate and have students repeat. On one side of the board write: *I like to...* Invite individual volunteers to take turns coming to the front, picking the flashcards that show their favourite activities, and completing the sentence *I like to...* with the words or phrases written on the back. If a student's favourite activity has already been chosen, have him or her put a tick next to the corresponding flashcard and complete the sentence. Finally, count the number of ticks next to each flashcard and find out which activities are the class's most and least popular. Remember that you can find the flashcards and their listening practice on the platform.

**Activity 1B**

**Objective:** Review the question form *Have you ever...?* *Yes, I have. / No, I haven't.*

Draw two faces on the board facing each other (A and B). Explain to students that the children are talking about their hobbies. Place the flashcard of the girl building a robot below face A and write a question mark next to it. Say: *Have you ever built a robot?* Have students repeat the question after you. Then point to face B, write an X below it and say: *No, I haven't.* Next, place the flashcard of the children playing board games below face A and encourage students to produce the question: *Have you ever played a board game?* Draw a tick (✓) under face B and encourage students to answer: *Yes, I have.*

Write the two past participle forms of the verbs (*built* and *played*) on the other side of the board. Next, have students work in pairs and practise similar conversations using the other flashcards. Write the past participle forms of the verbs on the board for reference. Finally, invite volunteer pairs to report to the class what their classmates have done: *Mario has never made a sculpture but he has acted in plays.*

**Activity 1C**

**Objective:** Review after-school activities and past participles.

Ask students: *Are there any clubs at your school? What can you do in them? Have you ever joined any clubs? Were they fun?* Draw two faces on the board (a boy's and a girl's). Write a name below each one: *Frida* and *Jimmy*. Between the two faces place the set of picture flashcards forming a column. Write ticks (✓) and Xs (X) randomly on both sides of the flashcards under the children's faces. Point to a flashcard and model a sentence about what each child has or hasn't done using the ticks and Xs to indicate affirmative or negative. *Frida hasn't acted in a play. Jimmy has done experiments.* Make a list of the past participle forms of the verbs on the board as you present each sentence. Next, tell the class that they are going to play a guessing game. You are going to make statements about the children and students have to guess which child you are describing: *This person has run in a race but hasn't acted in a play.* (Frida) Finally, have students play the game in pairs.



**Activity 2A**

**Objective:** Learn materials things are made of.

**Additional Materials:** objects made of different materials (pencils, coins, notebooks, a box, a shoe, a plastic spoon, glasses, an eraser, a t-shirt, a clay plant pot).

Write the word *Materials* on the board. Display the *Box* Flashcard and elicit the name of the object and the material it is made from: *What this? A box. What's it made out of? Cardboard.* Have students repeat the name of the material after you. Place the flashcard on the board. Continue with the other flashcards, placing them across the board: *dishes, clay; t-shirts, cloth; window, glass; shoes, leather; pipes, metal; notebook paper, paper; bottles, plastic; ball, rubber; planks, wood.* Give the items that you brought to class to different students. Invite each student to come up and hold the item over the correct flashcard. Then ask the class to name other objects made from the same materials. Remember that you can find the flashcards and their listening practice on the platform.

**Activity 2B**

**Objective:** Review materials and the language form *are made of*.

Play *Stop*. Divide the class into groups of three students. Explain that you are going to place the *Materials* Flashcards on the board one by one. Tell the class that they have 3 minutes to brainstorm and write down as many objects as they can think of that are made out of each material. Then you will call out *Stop!* and they must stop writing. The group with the most words wins. To check, have volunteers come up and write the names of the objects under the corresponding flashcards.

**Activity 3A**

**Objective:** Learn space travel vocabulary.

Display all of the *Space Travel* Flashcards on the board. Invite students to come up and look at the pictures on each card. Then have them go back to their seats and, in pairs, think of a word or phrase for each card. Ask the class what topic the cards are related to and write it at the top of the board. (space travel) Next, point to each card and elicit what is on it: *What's this? Who is this? What is he? What does this card represent?* Invite different volunteers to respond until the class agrees on what it is. Then read the information on the back of the card. Different answers might be correct for each card. Continue until you have presented all of the new vocabulary.

**Activity 3B**

**Objective:** Review space travel vocabulary.

**Additional Materials:** sheets of paper numbered from 1 to 10 with the following questions (1 sheet per group):

1. *What is the name of our planet?*
2. *What is the name of the satellite that moves around our planet?*
3. *What is the name of a person who goes into space?*
4. *What vehicles do space travellers use to go into space?*
5. *Where do space travellers live in space?*
6. *What objects in the sky can we see at night?*
7. *What is the name of the force that attracts two things?*
8. *What happens to space travellers when there is no gravity?*
9. *What extraordinary thing happened in 1969?*
10. *What does a vehicle do when it leaves the ground?*

Display the picture flashcards on the board. Form groups and give each group a set of questions. Tell the class that this is a contest to see which group can answer the questions the fastest. Tell the class that the game starts when you say *Go!* When the first group finishes, you will shout out *Stop!* and all students should put down their pens. Then invite volunteers from different groups to read out the questions and have the winning team answer. If they have a wrong answer, you can continue the game by saying *Go!* again until another group finishes. This can continue until all of the answers are correct and you have a winning team.

**Activity 4A**

**Objective:** Learn vocabulary related to occupations.

Write the word *Occupations* on the board. Sit in a circle with your students. Hold up a flashcard and name what's on it: *journalist*. Have students repeat the word chorally. Next, pass the flashcard to the student on your left for them to name and pass on to the next student. (If you have a large class, do this with 4 or 5 students before presenting a new flashcard). Variations: change directions, have speed rounds or have many flashcards going around at the same time. After all the flashcards have been presented, place them on the board, point to them in random order and have students name the objects or people on them. Remember that you can find the flashcards and their listening practice on the platform.

**Activity 4B**

**Objective:** Review vocabulary related to occupations and practise asking and answering questions about their characteristics.

Display the picture flashcards on the right side of the board. On the left side draw two circles. In the first circle write the following verbs: *draw, fly, build, paint, protect, fix, do, write, bring, work*. In the other write the following words and phrases: *planes, machines, experiments, plans, cars, food to the tables, in business, the people, news, machines and engines*. Point to the different flashcards and encourage students to use the verbs and other words and phrases in the circles to describe the jobs: *A pilot flies planes. A waiter/waitress brings food to the tables. A scientist does experiments, etc.* Then organise students into pairs and tell them that they are going to play a game called *What's my line?* Explain the rules of the game: one student chooses a profession and the other student asks questions using the verbs and the nouns in the circles until he or she can guess the profession. Give an example by choosing an occupation and having students ask you questions and guess:

Teacher: *Ready! Ask me questions.*

Student 1: *Do you do experiments?*

Teacher: *No, I don't.*

Student 2: *Do you fix cars?*

Teacher: *No, I don't.*

Student 3: *Do you fly planes?*

Teacher: *Yes, I do.*

Student 3: *You're a pilot.*

Play the game until both students in each pair have had the chance to ask and answer questions at least twice.

**Activity 5A**

**Objectives:** Learn vocabulary related to story genres.

Write the title *Story Genres* on the board. Display the picture *Genre Flashcards*. Tell the class that the names of most genres, like drama, horror and suspense, are related to how they make you feel. In groups, have students decide what genre each flashcard represents. Then point to each card and have groups give their answers. Finally, show the corresponding word flashcard to check. Remember that you can find the flashcards and the corresponding listening practice on the platform.

**Activity 5B**

**Objectives:** Present vocabulary related to devices and places for watching, reading or listening to stories.

Write the word *Stories* on the board and ask: *Do you like stories? What do you prefer, watching, reading or listening to stories?* You can find out the class's favourites by asking for a show of hands. Ask students about where they read, watch or listen to stories: *Where do you watch stories? Where can you read stories? Where can you listen to stories?* Display the *Device Flashcards* one by one and get students to name the device and say what you can do with it. Finally, you can invite students to discuss the advantages and disadvantages of each: *You can take a smartphone anywhere, but it is very small. A tablet is also portable and bigger than a smartphone. A computer is bigger, but you cannot take it anywhere. A home theatre is usually bigger than the computer and a cinema is a fun place to go with friends.*



**Activity 5C**

**Objective:** Review vocabulary related to genre.

**Additional Materials:** Write each of the following definitions on a separate strip of paper:

*a mobile phone with text messaging and internet access*

*a TV, speakers, and other equipment for watching films at home*

*a portable computer with a touch screen*

*an electronic device that has the ability to store, retrieve and process information*

*a place people go to watch films*

*a story with events that cannot be explained*

*a story with exciting and dangerous scenes*

*a story that makes people laugh*

*a story with animated drawings or computer-generated characters*

*a story that frightens the reader*

Hang the strips with their definitions around the classroom. Then shuffle the *Device* and *Genre* Flashcards together. Put five cards on one side of the board in a pile and the other five on the other side. Write A or B above each pile. Next, divide the class in two teams (A and B). Explain that both teams will need to move around the classroom and find the definitions that correspond to their team's flashcards. The first team to finish wins the game.

**Activity 6A**

**Objective:** Learn vocabulary related to a common disaster.

Write the word *News* on the board and ask: *Why are news important?* Brainstorm some ideas. (to know what is happening in the world, to learn about new inventions and discoveries, to learn about the weather conditions, to learn about natural disasters, etc.) Tell students that they are going to learn vocabulary related to a specific disaster that is sometimes in the news. Hold up the picture *fire* Flashcard, and elicit the disaster from the class: *What type of disaster is this?* (a fire) Say the word and have students repeat. Display the card on the board. Next, introduce the other flashcards that include the word *fire* in the same manner: *firefighter, fire station, fire engine*. After that, introduce the rest of the vocabulary. Divide the class into two teams. Have one volunteer from each team come to the front. Tell them to look at all of the flashcards and remember where they are. Then have them turn around and face the class. Remove one flashcard from the board. Ask the students to turn around and say which flashcard is missing. The first student to name it wins a point for his or her team. Play until all students have had a chance to play. You can mix up the cards periodically to make the game more challenging. Remember that you can find the flashcards and the accompanying listening practice on the platform.

**Activity 6B**

**Objective:** Review vocabulary related to fires.

Play *Sumo Stomp*. Divide the class into two teams or various groups, depending on the size of your class. Have two teams form a circle with one team on one side and the other team on the other. Ask one student from each team to stand in the centre of the circle facing each other. Attach a flashcard to the back of each player, with the picture showing. Tell the two players to place their hands behind their backs. Then have the two players perform a Sumo stomp: the two players move around and try to see the flashcard on the other student's back. Explain that they are not allowed to touch each other and they must keep their hands behind their backs at all times. The first player to call out what is on their opponent's flashcard scores a point for their team. Then two new players enter the centre of the circle and the game continues with new flashcards. Continue the game until all the students have had a chance to play. The team with the most points at the end of the game wins.

**Activity 7A**

**Objective:** Learn vocabulary related to science experiments.

Write the words *Science Experiment* on the board. Find out whether students do experiments at school in their science class, or at home. Invite students to mention any experiments they have done. Divide the board into two columns titled: *What you need* and *What you do*. Have students explain what they needed to do in the experiments they mentioned and how they did them. Explain that you are going to show them pictures related to science experiments and get volunteers to identify the objects on the cards and what they are used for. Place each flashcard under the correct heading. Then, in pairs, have students copy the columns and titles into their notebooks and list the new vocabulary under the correct headings. Remember that you can find the flashcards and their listening practice on the platform.

**Activity 7B**

**Objectives:** Review vocabulary related to science labs.

**Additional Materials:** Envelopes with sets of words in different colours for the students to form sentences. Use a different colour for each sentence.

*do / you / place / experiments / this / in  
protect / eyes / they / your  
it / protects / your / clothes  
protect / hands / your / they  
jar / you / with / close / a / it  
made / glass / is / of / it*

Divide the class into groups of four students. Give each group an envelope with the sets of words. Place the following flashcards on the board: *science lab, safety glasses, lab coat, gloves, lid, jar* and the numbers one to six. Explain to students that they are going to form sentences with the words that describe the pictures. The first group to form all the correct sentences wins.

**Activity 8A**

**Objective:** Learn vocabulary related to nature.

Write the word *Nature* at the top of the board and remind students that this topic is titled *Science and Nature*. Brainstorm with the class what we mean when we talk about nature and give some examples. Present the *Habitat* Flashcards one by one and ask students to identify the different habitats. Read the word on the back of each card and have students repeat. Place them across the board below the title. Elicit a definition of *habitat*. (the natural home or environment of an animal) Display the *Wildlife* Flashcard and elicit what animals they can see. (an elephant, two zebras and two antelopes called oryx) Ask: *Where do these animals live?* (in the African savanna) Have students work in groups and copy the names of the habitats into their notebooks in the form of a chart. Ask groups to write as many animals as they can under each habitat. Then have groups come up and write the names of animals on the board without repeating the ones that are already there. Remember that you can find the flashcards and their listening practice on the platform.

**Activity 8B**

**Objective:** Review vocabulary related to habitat destruction.

Display the *Habitat Destruction* Flashcards and ask students to describe what is happening on each card. (deforestation: a field with burned trees; hurricane: wind, rain and clouds are circling over the Earth; pesticides: a man is spraying his crops to kill insects or other things that might damage them; pollution: lots of rubbish floating on top of water) Ask: *Which of these things are caused directly by humans?* (deforestation, pesticides and pollution) Have students work in groups and discuss the possible effects of each type of habitat destruction. Students can use the list they made in the previous class to help them. Invite groups to share their ideas with the class.



# Poster and Cut Out Activities



## Welcome Unit – A New Start

### Activity WA

**Objectives:** Review past simple to talk about summer holidays.

**Examples:** Sharon flew in a plane. She visited her cousins. She went to a fun fair and she ate ice cream. She played football with her cousins. Ryan slept in a tent. He swam in a lake. He flew a kite. He ate hamburgers.

Display the poster on the board without the cutouts. Explain that the boy and the girl are having a conversation. Ask students to observe and guess what they might be talking about. (What they did last summer.) Point to the girl and show students the cutout of a plane. Elicit how she travelled. (by plane) Then say: *Last summer, Sharon flew in a plane.* Put the cutout on the poster. Then show them the next cutout and elicit what she did. (She visited her cousins.) As you put the cutout on the poster, say: *She visited her cousins.* Before showing the next cutout, ask: *How did Sharon travel? Who did she visit?* Elicit answers in complete sentences. Then continue with the remaining models of the girl and the boy. After you have presented two or three models, go back to the previous ones so that students can reinforce the information. Do this by asking questions: *Where did Ryan sleep? What did Sharon eat?* Once you have completed the poster with the cutouts, go back to the first picture and have students recall the whole narrative. Finally, remove the cutouts and hand them out to random

students or volunteers. Ask them to put each of them into the correct scene. As they do this, one by one, have them say what the boy or the girl did.

### Activity WB

**Objective:** Review comparative forms.

**Examples:** *Camping is fun. Flying in an airplane is exciting. Camping is more fun than visiting cousins. Flying in an airplane is more exciting than flying a kite.*

Display the poster on the board with cutouts. Ask students if they remember Sharon and Ryan's conversation about their summer holidays. Elicit what each of them did using the activities illustrated as prompts. Form small groups and have students write an adjective to describe each activity. Encourage students to come up to the poster if they can't see the details from their seats. Invite groups to share some of their descriptions with the class: *Camping is fun. Flying in an airplane is exciting.* Write the adjectives on the board. Tell students that they are going to compare the children's holiday activities. Model sentences and have students raise their hands if they agree. *Camping is more fun than visiting cousins. Flying in an airplane is more exciting than flying a kite.* Write the comparative form next to each adjective on the board. Next, ask students to use the adjectives they wrote about each activity to compare the two holidays. Finally, invite each group to share a comparison with the class.





## Unit 1 – School Clubs

### Activity 1A

**Objective:** Learn the present perfect to talk about experiences.

**Examples:** *I have built a robot, but I have never acted in a play.*

Show students the poster with two school activity cards next to each child, one with an **X** and one with a tick. Elicit where the girl and the boy are. (They're coming out of school) Tell them that they are twins and their names are Lee and Bobby. Elicit some information about the children by pointing to the activities and the ticks or Xs: *Lee has played board games. He has never acted in a play.* Pick an activity you have done and one you haven't and model some sentences about you: *I have acted in a play, but I have never built a robot!* Invite volunteers to come up, take cutouts and tell the class what they have and have never done.

### Activity 1B

**Objective:** Review the present perfect to talk about experiences.

**Examples:** *Lee has built a robot, but she hasn't played an instrument.*

Show students the poster without the cutouts. Ask students if they remember Lee and Bobby. Elicit where

they are. (They're coming out of school.) Tell them that they are talking about what they have done in their first week at school. (They have joined different school clubs and they have had fun.) As you name each activity, put the corresponding cutout next to the boy or girl, as well as the tick or **X** to indicate it's an affirmative or negative statement:

1. *Lee has made new friends.*
2. *Lee has built a robot, but she hasn't played an instrument.*
3. *Bobby has done gymnastics, but he hasn't run a race.*
4. *Lee has taken pictures, but she hasn't painted a picture.*
5. *Bobby has played board games, but he hasn't acted in a play.*
6. *Bobby has used a hop ball.*

As you present one or two sentences, go back to the previous ones to help students remember. Do this by pointing to the pictures and eliciting what each child has or hasn't done. Use questions to check the concept: *When did Lee and Bobby do these activities?* (We don't know exactly.) *Are they experts in these activities?* (No) *Does Bobby play with hop balls all the time?* *Is Bobby an actor?* After presenting all the sentences, call volunteers to the front and ask them to tell the class about Lee or Bobby.





## Unit 2 - My Hobbies

### Activity 2A

**Objective:** Learn how to exchange information about experiences using *for* and *since*.

**Examples:** *How long has Liam done karate? He has done karate for six years. He has played the piano for three years. He has ridden his bike since 2017. He has made kites since 2018.*

Put the poster on the board and refer students to the boy, Liam, and his dog. Then read the title *Champion of the Year*. Ask students why they think Liam is the champion of the year. Elicit any possible ideas. Next, explain that he has done many things and he's a disciplined boy. Start telling the class about the activities he has practised and when he started. You may write any year you need to along the timeline. Then take the cutout of the boy doing karate and put it into the first circle of the timeline. Below this, put the year 2015, and say: *He started practising karate in 2015*. Continue with the other activities. Once you have placed all the activities on the timeline, ask questions to present *How long...?*, *for*, and *since*. For example: *When did he start karate lessons? So how long has he done karate?* Then say: *He has done karate for six years*. Point to the year he started and make sure students count how many years have passed since then. Continue asking more questions and elicit complete sentences: *He has played the piano for three years*. Continue by asking random questions and encouraging students to use both *for* and *since*.

### Activity 2B

**Objective:** Review how to exchange information about experiences using *for* and *since*.

**Additional Materials:** one soft ball per five students.

**Examples:** *How long has Cindy ridden her bike? Cindy has ridden her bike for six years. She has played the guitar since 2015.*

Put the poster on the board and ask students if they remember anything about the Champion of the Year, Liam. Explain that this time you are going to talk about a girl, Cindy, who was the Champion of the Year too. Display the picture of the girl and ask the class to guess what the girl has done. After that, put the cutouts of the activities together with the years. Ask questions to elicit complete sentences. For example: *Cindy has ridden her bike for six years. She has played the guitar since 2015.*, etc. Ask volunteers to ask questions and respond once you have put all the cutouts on the timeline. Next, ask students to observe the timeline carefully, as you are going to ask them some questions. Remove some parts of the timeline at random (pictures depicting the activities or years). Then ask questions for students to answer: *How long has Cindy taken painting lessons? How long has she read horror stories? How long has she collected model planes?* Put the cutouts back on the poster. Divide the class into small groups and give each team a soft ball. Explain that they should throw the ball to one of the members of their team and ask a question about Cindy: *How long has Cindy collected model planes?* The student who caught the ball answers, using either *for* or *since*. Model the activity as needed, and then allow students to play. Monitor and help if necessary.





## Unit 3 - Where Will Technology Take Us?

### Activity 3A

**Objective:** Learn *will* for predictions, promises and spontaneous decisions.

**Examples:** *I think robots will replace superheroes, soon!*

Place the poster on the board. Have students come up and take a closer look at the poster if they can't see it from their desks. Encourage students to guess who the characters are and predict what will happen in the story. Read the following dialogues for each scene, acting out the voices of the characters and pointing to the corresponding panels.

#### Scene 1

Girl: *What's wrong, Super Buddy?*

Super Buddy: *I'm sad, you know?*

Girl: *Why? You're a superhero!*

#### Scene 2

Super Buddy: *I know but there are robot police officers nowadays.* (Display cutout with a robot police officer holding a criminal and place in Scene 2.)

Girl: *So what?*

#### Scene 3

Super Buddy: *I think robots will replace superheroes, soon!* (Display cutout with people cheering the robot police officers and place it in scene 3.)

Girl: *I'm sure people will love superheroes in the future!*

#### Scene 4

Super Buddy: *People might not need me anymore!*

Girl: *Robots may help us in the future, but I promise I will always call you first!* (Display cutout with girl with robbers and place it in Scene 4.)

#### Scene 5

Super Buddy: *Thanks, you're very kind. But I'm so sad!*

Girl: *I have an idea! I'll bring you some ice cream. That will cheer you up!* (Display cutout with ice cream and place in Scene 5.)

#### Scene 6

Super Buddy: *My favourite dessert! I'll come with you!*

Ask questions to check comprehension: *Why is Super Buddy sad? What does he predict?* (He thinks robots will replace superheroes in the future.) *Is he sure that will happen?* (No, it's a prediction.) *What does the girl promise she will do?* (call him first in case of an emergency.) *What's the girl's spontaneous decision to cheer him up?* (to get him some ice cream.) *Does he accept? What does he say?* (I'll come with you!)

Next, divide the class in half. Assign one half of the class the role of the girl and the other that of the superhero. Point to each scene and elicit the lines of the dialogue for the corresponding characters. Once they have the lines, practise each dialogue chorally. Finally, invite volunteers to come up and present different dialogues.



### Activity 3B

**Objective:** Review *will* for predictions, promises and spontaneous decisions.

**Examples:** *I'll introduce you to her.*

Display the poster and place the remaining cutouts as follows: Scene 2: Super winner on TV; Scene 3: people cheering Super Winner; Scene 4: girl introducing Super Winner to Super Buddy; Scene 5: Super Buddy in new super hero costume. Have students come up and look at the poster. Then elicit a new dialogue, similar to the previous one, using the new cutouts.

#### Scene 1

Girl: *What's wrong, Super Buddy?*

Super Buddy: *I'm sad, you know?*

Girl: *Why? You're a superhero!*

#### Scene 2

Super Buddy: *I know but Super Winner is also really famous now!*

Girl: *So what?*

#### Scene 3

Super Buddy: *People might not need me anymore!*

Girl: *I'm sure you will be very good friends in the future!*

#### Scene 4

Super Buddy: *That's impossible. She is younger than me!*

Girl: *I know what! I'll introduce you to her.*

#### Scene 5

Super Buddy: *Thanks, you're very kind. But I'm so sad!*

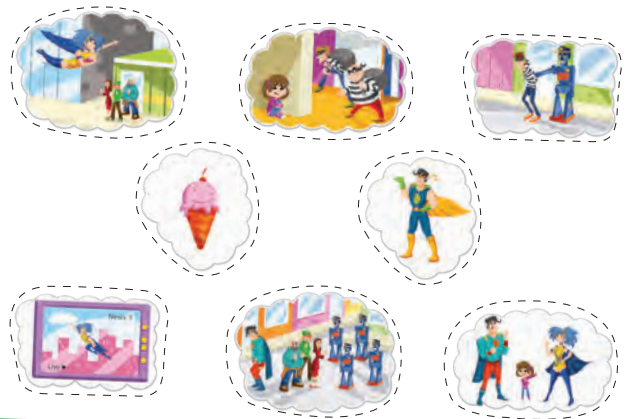
Girl: *Cheer up! I'll make you a new superhero costume!*

#### Scene 6

Super Buddy: *Great idea! I'll help you!*

Have students practise the new dialogue in pairs.

Then invite some pairs to act out the dialogue in front of the class.





## Unit 4 – Our Futures

### Activity 4A

**Objective:** Learn *going to* for predictions based on evidence.

Display the poster in the centre of the board without the cutouts. Point to each scene and have volunteers describe what is happening. Then have them make predictions based on what is happening in each scene: *What is going to happen?* These are some possible predictions:

1. *Somebody is going to warn the blind man.*
2. *The dog is (isn't) going to eat the pizza.*
3. *It's (not) going to rain.*
4. *She's going to score. / The red team is (isn't) going to win.*
5. *The ball is going to hit the kids' father.*
6. *The eagle is (isn't) going to catch the rabbit.*

Agree with the class on the best prediction for each scene and write it near each scene around the poster.

Finally, tell the class that you are going to show them what really happened. Go back to the first situation and ask a volunteer to read the prediction you wrote. Then take out the corresponding cutout and put it next to the picture. Ask what happened and encourage students to describe the result. Do the same with the remaining situations and, finally, count how many situations they guessed correctly.

### Activity 4B

**Objective:** Review indefinite pronouns.

**Examples:** *everybody, somebody, nobody, something, everything, anything, nothing*

Ask students what they remember about the scenes

on the poster. Then put the poster on the board with the cutouts in the right order. Tell students that they are going to play a memory game. You are going to let them look at the scenes for one or two minutes. After that, they won't be allowed to see the poster. Next, you are going to make some statements about each situation and students should write *True* or *False* in their notebooks for each statement.

Remove the poster and read the following statements:

1. *There is **nobody** on the street near the blind man. (True)*
2. ***Everybody** is looking at the blind man. (False)*
3. *There isn't **anybody** in the kitchen. (True)*
4. ***Everybody** ate pizza. (False)*
5. *There isn't **anybody** in the park. (False)*
6. ***Everybody** got wet in the park. (False)*
7. ***Nobody** is happy about the basketball game. (False)*
8. *There's **nothing** the teams can do. The game is over and there's no winner. (True)*
9. *The family has **nothing** to eat now. (True)*
10. ***Everything** fell on the floor because of the football ball. (True)*
11. *The eagle is going to catch **something**. (False)*
12. *The rabbit can't do **anything** to escape. (False)*

Finally, display the poster on the board and read the statements again, one at a time, to check students' answers. If time allows, you can have students work in pairs. Ask them to write some sentences about the poster for their classmates to judge to be true or false. Remove the poster after a while so that they can't see it while they are reading their statements with another pair.





## Unit 5 – Telling Stories

### Activity 5A

**Objective:** Learn onomatopoeias and practise the expressions *It sounds like...* *It looks like...*

**Examples:** *It looks like a sheep. It looks like cotton.*

Divide the class into five groups. Display the poster on the board without the cutouts. Have volunteers describe the scene and say what is happening. (A family is in their garden doing different things.) Invite two groups at a time to come up and look at the poster more closely. Then, in their groups, have them try to guess what the silhouettes represent. Then point to each silhouette and have volunteers from each group share their guesses. Accept any ideas and use some to write a model sentence on the board: *It looks like a fire.* Once all of the object cutouts are in place, have students close their eyes and imagine what sounds they might hear if they were in this scene. In their groups, ask them to make a list of sounds. Have different groups share their sounds with the class. Next, give each group two sound cutouts. Have each group decide where they go in the picture. Then have a volunteer from each group come up and put the sounds in the correct places on

the poster. Finally, have the class decide whether the sounds are in the correct places and read out each sound: *Popcorn: KRACKLE, Punching bag: PUNCH, Fire: CRASH, Car: ZOOOOM!, Keyboard: CLICK, Drill: TRRRRR, Dragon: WHOOOSH, Glass: CRASH, Birds' nest: CHIRP, Bee: BZZZ.*

### Activity 5B

**Objective:** Review the interrupted past.

**Examples:** *I was going into the cinema when I smelled and heard some delicious popcorn. (POP POP) I immediately went to the stand and bought some.*

Display the poster with the cutouts in place. Have students work in groups of five and have each member of the groups take the role of a different character. Tell students that they are going to imagine that they were in the picture and that something unexpected happened. Have each group decide what happened. Then have students tell the story, character by character: *I was making popcorn when I heard a crash.* Have students continue until they have created the story. Then have them write their stories down from the point of view of one character and have volunteers share their stories with the class.





## Unit 6 – Big News

### Activity 6A

**Objective:** Learn how to use *too* and *enough*.

Display the poster on the board with the following cutouts: *ball* Cutout with dog, *little girl reaching* Cutout in kitchen, *wee-oo sounds* Cutout with ambulance, *woman running fast* Cutout in race, *one firefighter standing on another* Cutout with house on fire. Have students come up and look at the poster. Next, elicit what's happening in each scene. Accept any possible answers to activate students' prior knowledge. Then point to the first picture, with the boy on the diving board, and ask: *What's the problem? How is the boy feeling?* (scared) Say: *He is too scared to jump. He isn't brave enough.* Encourage students to come up with other possible ideas. Continue with the other scenes from left to right: *The puppy is sad. The puppy is too small./The ball is too big. The puppy is not big enough./The girl is mad. The counter is too high. The girl is not tall enough to reach the bottle./The woman is in danger. The firefighters aren't tall enough. The building is too high./The boy is angry. The park is too noisy. It's not quiet enough./The runners are losing. The woman in red is too fast. The other runners are not fast enough.* Then have students work in pairs and write a short story about one of the scenes. Finally, ask students to share their stories in pairs.

### Activity 6B

**Objective:** Review *too* and *enough* and present perfect with *already* and *yet*.

Display the poster with the same cutouts as in Activity 6A. Point to each picture and have students tell you what the problem is: *The boy is too scared. He isn't brave enough./The puppy is sad. The puppy is too small./The ball is too big. The puppy is not big enough./The girl is mad. The counter is too high. The girl is not tall enough to reach the bottle./The woman is in danger. The firefighters aren't tall enough. The building is too high./The boy is angry. The park is too noisy. It's not quiet enough./The runners are losing. The woman in red is too fast. The other runners are not fast enough.* Then say that some time has passed. Display the poster with the second set of cutouts and ask students to describe the changes in each scene if there were any: *The boy hasn't jumped yet. The puppy has already grown up. The girl has already taken the bottle. The firefighters haven't rescued the woman yet. The ambulance hasn't left yet. The woman has already won the race.* In pairs, have students ask and answer questions about each scene: *What was the problem? What has happened?*





## Unit 7 – Amazing Science

### Activity 7A

**Objective:** Present the zero conditional.

**Examples:** *What happens when you drop a mint into a bottle of soda/soft drink?*

Display the poster on the board without the cutouts. Write on the board: *What happens when...?* Form groups and invite each group to come up and look at the poster more closely. Then have groups complete the question about each experiment. Invite groups to read out their questions.

Sample questions:

1. *What happens when you drop mints into a bottle of soda/soft drink?*
2. *What happens when you walk across eggs?*
3. *What happens when sunlight passes through a glass of water?*
4. *What happens when the air inside a balloon heats up?*

Tell students to keep their questions for further use.

### Activity 7B

**Objective:** Review the zero conditional.

**Examples:** *When you drop a mint into a bottle of soda/soft drink, it explodes.*

Have students work in the same groups as in Poster Activity 7A. Display the poster again, but this time with the corresponding cutouts in place. Invite groups to

come up again and see the results of each experiment. Then have them go back to their seats and answer their questions from Activity 7A. Remind them to write full sentences starting with either *When* or *If*: *When/If you drop... Invite each group to present its experiment results to the class..*

### Activity 7C

**Objective:** Review quantifiers and the imperative for instructions.

**Examples:** *First, put a few mints in the test tube.*

Divide the class into pairs. Display the poster on the board. Go over the procedure for the first experiment with the class, mentioning what you need and how to do the experiment: *You need a big bottle of soda/soft drink, a few mints, a test tube and a small piece of cardboard. First, put a few mints in the test tube. Then put the piece of cardboard over the mouth of the bottle of soda/soft drink. Next, put the test tube upside down on top of the cardboard. After that, carefully, but quickly, remove the piece of cardboard so the mints drop inside the bottle. Finally, observe what happens!* Ask students to choose one of the other experiments and write what you need for the experiment and the steps to follow, according to the pictures. Invite students to come up and look at the poster again if they need to. When they have finished, invite each group to present its procedure.



## Unit 8 – A Changing World

### Activity 8A

**Objective:** Review how to confirm information about a location using tag questions.

**Examples:** *There isn't a park, is there? No, there isn't.*

Display the poster without cutouts. Have volunteers describe what they see: *There are lots of people. The airplane is flying over the town. Seven people are crossing the street. Then ask them to make up negative sentences about the picture: The cars aren't blue. There aren't any bikes. Next, have students work in pairs. Ask each pair to write ten statements describing the town or the people on the poster. Five of the statements should be true and five should be false. After that, ask pairs to exchange statements with another pair. Have students stand facing each other, so only one student can see the poster. The student who can't see the poster reads the first five statements one by one and uses a tag question to confirm each piece of information: *There isn't a park, is there?* The other student looks at the poster and responds: *No, there isn't. /Yes, there is.* After the first five statements, students switch positions. Students can continue this activity by swapping statements with another pair.*

### Activity 8B

**Objective:** Compare places using *as...as*. Describe what a location was like in the past using *used to* and *didn't use to*.


**Examples:** *My town isn't as busy as this town. People used to ride bikes.*

Display the poster on the board without the cutouts. In pairs, ask students to think of four adjectives to describe the town: *busy, clean, smoggy, big, safe*, etc. You might want to have them compare it to where they live: *Is your town similar to this one? How are they the same or different? My town isn't as busy as this town. This town isn't as big as my town.* After that, explain that the city has changed in the last 15 years. Display the cutout of a park and say: *Before, there used to be a park. Where do you think the park was?* Accept any answers and then put the cutout over the shopping centre. Say: *There used to be a park, now there is a shopping centre.* Continue with the other cutouts. (Cars: There didn't use to be many cars. Bikes: People used to ride bikes. Tree: There didn't use to be a restaurant. There used to be a big tree.) Next, divide the board into two columns titled *Before* and *Now*. Have students work in pairs and complete a similar chart in their notebooks with notes about the town. Then have each pair write a short description comparing the town before and now. Invite students to share their descriptions with other pairs.





# Welcome Unit A New Start

1 Listen and write the name of the person who visited each place. 

Frank    Holly



Frank



Holly

2 Listen again and tick (✓) the correct column.

Who...	Frank	Holly
1. played in the hotel pool with his / her brother?		✓
2. ate ice cream?		✓
3. only went on holidays for a weekend?	✓	
4. needed a raincoat?	✓	
5. didn't play on his / her tablet?		✓
6. ate fish?	✓	

• Discuss what the words in the box refer to.

fantastic    beautiful    terrible    dangerous    delicious

• Listen again and complete the mind map with words related to summer holidays.



# Welcome Unit A New Start

## Objectives of the day:

1. Review vocabulary about holidays.
2. Practise listening for specific information.
3. Complete a mind map related to holidays.

**Materials:** a bell; Food Flashcards, Flashcard Activity WA on page XIV.

## Open the day

### "Mindful Listening"

Write the word *mindfulness* on the board. Elicit the meaning. If students don't know, explain that it means paying attention to our surroundings and living in the present moment. Tell them that mindfulness helps us to be focused and relaxed, characteristics that help us in the classroom and in life. Explain that all through the units, students will be practising different mindfulness activities that will help them change the way they feel. Next, ask students to sit still in their seats, put their hands on their legs and close their eyes. Tell them you will ring the bell and that they should focus only on its sound. Once they stop hearing it completely, they should raise their hands. You might notice that some students raise their hands before the bell has finished sounding. That's OK; learning to focus takes time. Repeat several times. Finally, ask what the most difficult part of this practice was. (*distraction, noise, focus, etc.*)

- Ask the class questions about their summer holidays and have students answer by raising their hands: *Who went away on holiday? Who stayed home? Who went to the beach? Who flew on an airplane? Who visited family?* Ask students who raised their hands some follow-up questions. Form small groups and ask students to brainstorm other activities related to holidays. After a few minutes, write categories related to different locations (beach, city, countryside, etc.) on the board and have students help you sort the activities according to the categories. Add new categories as necessary.

## Open the book!

### 1 Listen and write the name of the person who visited each place.

Have students look at the two pictures and identify the locations. (forest and beach) Invite students to mention activities that you can do in each place. Tell students that they are going to listen to two children, Frank and Holly, talking about their holidays. Play Track 1 once or twice and ask

students to write the appropriate name under the picture of the place each person went to. To check, ask where each person went: *Where did Frank go?*

### 2 Listen again and tick (✓) the correct column.

Ask students to read the questions first and try to answer them from memory. Have them compare their answers with a classmate. Then play Track 1 again and have students check their answers as they listen. Finally, ask individual students to read each question and have the rest of the class answer chorally.

- **Discuss what the words in the box refer to.**

Read the words in the box aloud. Ask the class if they know what type of words they are and what we use them for. (adjectives; to describe people, places or things) Ask students if they can remember what each of the words described. (*fantastic—summer, beautiful—beach, terrible—rain in the afternoon, dangerous—route, delicious—fish*) Remind students that in English an adjective can come before the word it describes or after the verb: *It was a fantastic summer. Summer was fantastic.* Allow them to practise in pairs using the adjectives both ways to talk about Frank and Holly's holidays.

- **Listen again and complete the mind map with words related to summer holidays.**

Point to the mind map and explain that this is an easy way for students to organise their ideas on any given subject. Elicit what the topic of the organiser is (summer holidays) and what specific information they will have to listen for. (places, food, adjectives) Then play the track again and ask students to write at least three words per category. While they listen, draw the mind map on the board. To check, ask students to call out their words for each category and copy them on the board to have a longer list and to check spelling.

## Close the day

- Flashcard Activity WA.
- Form small groups and have students discuss their holiday activities. They can use the mind map for help. Invite a volunteer from each group to talk about his or her holiday.

 Practice Book: Assign Activities 1, 2 and 3 on page 4 as homework.



## Objectives of the day:

1. Answer a questionnaire.
2. Learn vocabulary about summer break and holidays.
3. Practise asking and answering questions about holidays.

**Materials:** a bell; Food Flashcards, Flashcard Activity WB on page XIV.

## Open the day

- "Mindful Listening" practice.
- With books closed, give students one minute to write a list of words they saw in the previous class. After one minute, you can check who had the most words by asking them to raise their hands if they wrote five, six, seven, etc. words. For the student(s) who got the largest number of words, you may have him/her come to the board to write them down or have him/her spell the words for you to write on the board. Ask students to name categories for the words: *places, food, activities*, etc.
- Flashcard Activity WB.

## Open the book!

### 3 Look at the pictures and describe what the children are doing.

Ask students to look at the pictures and choose their favourite activities. Volunteers can share their favourite activities with the class: *Which activity do you like? I like swimming.* In pairs, have students take turns describing what the children in the pictures are doing. Tell them they can use the phrases in the questions to help them. (She is swimming in the ocean. She is flying in a plane., etc.)

- **Answer the questionnaire. Circle Yes or No. If you answer Yes, in your notebook, write more details about it (when, where, who with, etc.).**

Write the word *questionnaire* on the board and elicit its meaning. Students should answer the questionnaire individually. When they have finished, ask the first question and have students raise their hands to answer yes. Ask volunteers follow-up questions to get more details: *Where did you swim? What was the water like? Were you afraid? Who were you with?* Prompt students to

answer with full sentences: *I swam at a beach in Cancun.* Then ask students to get out their notebooks and write at least one sentence with more details about each of the questions that they answered yes to.

## Open Day Tip Peer Correction

Allowing students to check each other's work is less stressful for students than having the teacher correct them. It is important that students be polite and that they make constructive suggestions. Observe students during these activities and only intervene if they do not agree on what is correct or if someone is giving incorrect suggestions.

- **Ask a classmate about their holidays.** 

Form different pairs and have students ask and answer questions about their holiday. Encourage them to use the examples in the speech bubbles, the questionnaire and the sentences they wrote to help them.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Have students discuss what they like doing during the summer. Then ask them to continue discussing what their dream holiday would be and why. Walk around monitoring and helping with vocabulary as needed. Finally, you may want to ask volunteers to share their dream holiday with the rest of the class.

  Practice Book: Assign Activity 4 on page 5 as homework.

- 3 Look at the pictures and describe what the children are doing.



a



b



c



d



e



f

## All About Your Summer

How was your summer break? Did you go on holidays? What activities did you do? Answer our questionnaire!

Did you...

- |  |            |
|--|------------|
| 1. swim in the ocean?                  | Yes. / No. |
| 2. sleep in a tent?                    | Yes. / No. |
| 3. eat something delicious?            | Yes. / No. |
| 4. play a sport?                       | Yes. / No. |
| 5. meet your friends?                  | Yes. / No. |
| 6. visit other family members?         | Yes. / No. |
| 7. do something exciting?              | Yes. / No. |
| 8. learn to play a musical instrument? | Yes. / No. |
| 9. fly in a plane?                     | Yes. / No. |
| 10. go to a festival or fair?          | Yes. / No. |

- Answer the questionnaire. Circle Yes or No. If you answer Yes, in your notebook, write more details about it (when, where, who with, etc.).
- Ask a classmate about their holidays.

Did you swim in the ocean?

Yes, I did!

Where did you go?

I went to a festival.



## My Language

1 Listen and follow. 

### Good Buddies Moving In

1 WHAT A BEAUTIFUL DAY! I'M GLAD WE BUILT OUR NEST HERE. IT'S THE TALLEST TREE ON THE HIGHEST HILL OUTSIDE TOWN. I CAN SEE FOR MILES!



2 I'M HUNGRY. IT'S TIME TO LOOK FOR SOME FOOD. I THINK I'LL GO TO THE RIVER ON THE OTHER SIDE OF TOWN. I CAUGHT A FISH THERE TWO DAYS AGO AND I WANT ANOTHER ONE...



...OR MAYBE A DELICIOUS RABBIT FROM THE FIELDS BEHIND THE FOREST.

3 THAT'S THE GREATEST THING ABOUT BEING AN EAGLE. I CAN SEE MY PREY FROM THREE MILES AWAY. MY EYES ARE MUCH MORE POWERFUL THAN HUMAN EYES!



ALTHOUGH HUMANS NEVER LOOK UP AND SEE ME ANYWAY. THEY ARE ALWAYS IN A RUSH.

4 THIS TOWN IS BIGGER THAN IT WAS BEFORE. LAST YEAR, DEVELOPERS CHOPPED DOWN TREES TO BUILD THOSE HOUSES. THANKFULLY, THEY DIDN'T TOUCH THE LAND ON OUR SIDE OF TOWN.



IT'S BUSIER THAN A FEW YEARS AGO, TOO!

2 Read again and complete the fact file.

#### The Bald Eagle

1. Habitat: tall trees in the hills/forests
2. Diet: fish, rabbits
3. Special Ability: can see its prey from far away



3 Discuss how David feels about moving to the new town.

**Objectives of the day:**

1. Read a comic strip and complete a fact file.
2. Discuss other people's feelings.

**Materials:** a bell.

**Open the day**

- "Mindful Listening" practice.
- Ask students to brainstorm names of birds they know. At this point, they may not know many in English. Allow them to say the names in their native language and tell them the names in English if you know them. Invite students to describe the birds if they can: *Crows are black. Parrots are green and red. Some parrots can talk.* You may want to do some research beforehand and show them pictures of several birds too. This way, you can guide the discussion towards the bald eagle or similar birds as an introduction to this year's animal.  
Fun facts: <http://www.sciencekids.co.nz/sciencefacts/animals/bird.html>  
Pictures and names (including the bald eagle): <https://kids.nationalgeographic.com/animals/birds/>

**Open the book!****1 Listen and follow.** 

Have students look at the panels of the comic strip and read the title. Then ask them general questions about where the story takes place and what the main idea is. (a forest and town / The family is moving into a new neighborhood.) Next, students identify the main characters. (an eagle, and a boy and his mother) In pairs, have students describe what is happening in each panel without reading the text. Finally, play Track 2 once and have students follow along in their books.

**Reading Strategy****Scanning**

Tell students that the best way to find specific information in a text is to use the scanning strategy. To scan a text, you need to read through the text quickly, looking only for keywords related to the information you are looking for. When looking for different pieces of information, it is important to scan the text for each piece of information separately. Once you locate the keywords, read the text around them to make sure that you have found the correct information.

**2 Read again and complete the fact file.**

Have students identify the eagle in the photograph. Ask students to tell you what they know about eagles. Tell them they are going to complete the fact file with information from the comic strip. Elicit the information that they will need to find in the text. (habitat, diet, special ability) Explain that to do this it isn't necessary to read the whole text again, but just to scan it for the specific information they need. Give them a few minutes to do this and to complete the missing information in the fact file. To check, you may want to have students compare answers in pairs or you can check as a class.

**3 Discuss how David feels about moving to the new town.**

Find out from the class if any students have moved recently or ever. Ask how moving made them feel and get volunteers to share their experiences. In groups, have students discuss how David feels about moving to the new town. Invite them to make lists of the positive and negative aspects of moving. Walk around monitoring and helping them with any vocabulary words they may need.

**Close the day**

- Tell the class that in the comic strip the eagle mentions what the town was like before and what it is like now. Elicit the things that are different. (The town is bigger. There are not as many trees. There are more houses. The town is busier.) Ask students if they think the eagle likes the changes and to explain why. In groups, have students come up with a list of changes in their neighborhoods or towns in the past year and how this affects the birds that live there.



### Objectives of the day:

1. Read to identify the main events in a story.
2. Review the simple past to retell past events.

**Materials:** a bell; Welcome Unit Poster with Cutouts, Poster Activity WA on page XX.

### Open the day

- “Mindful Listening” practice.
- Ask students what they remember about the text they read in the previous class. Elicit from the class the main events in the story and write them on the board using the past tense form of the verbs. Have students identify the regular verbs with the *-ed* ending and the irregular verbs.

### Open the book!

#### 4 Write the numbers to complete the sentences.

Invite a volunteer to read the incomplete sentences aloud. They may number the incomplete sentences before rereading the comic strip or they may reread the comic strip and then do the task. To check, ask questions using *Who...* and have volunteers answer in full sentences: *Who misses his old friends? David misses his old friends.* To provide further revision of the past tense you can direct students' attention to the verbs in the four sentences and ask: *What differences do you see? Are all the verbs the same?* Direct their answers towards the fact that one verb is in the simple present (*misses*) and the rest are in the past. Ask them to scan the comic strip quickly, circle the verbs in the past and underline the verbs in the present.

### Open Day Tip Lists of Verb Forms



Learning regular and irregular verb forms of the simple past tense is an ongoing challenge since there are no set rules. Invite students to make a list of verbs in their notebooks with the present and the past forms. Tell them that they can use this list as a reference throughout the year, adding new verbs as they learn them. After Unit 1, they can also include the past participles of the verbs in their lists.

### Use the verbs to retell the story.

Have students retell the story in pairs, starting with the sentences in the speech bubble. Invite pairs to tell their stories aloud. Compare the versions and have the class decide whether the stories are complete or if they are missing details.

### Close the day

- Poster Activity WA.
- Have individual students write the main events of the comic strip or a short account of their holiday in their notebooks. Then have them check each other's work in pairs, focusing on the verbs in the past tense.

  Practice Book: Assign Activities 1 and 2 on page 6 as homework.

**5** WHAT'S HAPPENING DOWN THERE?  
IT LOOKS LIKE MORE PEOPLE ARE  
MOVING IN.



**6**

COME ON, DAVID. YOU  
CAN HELP TAKE SOME THINGS  
TO YOUR NEW BEDROOM.

IT'S SMALLER THAN  
MY OLD ROOM.

YES, BUT NOW YOUR  
SISTER HAS GOT HER  
OWN ROOM, TOO.



**7** HE DOESN'T LOOK VERY HAPPY.  
MAYBE HE MISSES HIS OLD FRIENDS.



WHERE DID YOU PUT  
MY COMPUTER GAMES?

I THINK THEY ARE IN  
THAT BOX OVER THERE.  
CAN YOU TAKE THEM UP?

OK.

**8**

HE JUST NEEDS TO MAKE SOME NEW FRIENDS,  
LIKE THOSE KIDS ON THE NEXT STREET.



HE'LL BE OK.

**4 Write the numbers to complete the sentences.**

1. The eagle... 3 misses his old friends.
2. Developers... 4 needed her own bedroom.
3. David... 2 chopped down trees to build houses.
4. David's sister... 1 caught a fish two days ago.

**• Use the verbs to retell the story.**

be go see move (not) like feel fly

The eagle was hungry. It flew to find some food.



5 Listen and write the number of the places in order. 

**Welcome to Newridge!**

**The best place to live!**

Newridge gets bigger and more exciting each year, but it is still close to nature and the beach.

Everybody loves Newridge!



6 Complete the sentences with the correct form of each adjective.

- Newridge is busier (busy) than where David lived before.
- There are more interesting (interesting) things to do than in Oldtown.
- It is hotter (hot) and sunnier (sunny) than in Oldtown.
- It is the most beautiful (beautiful) place in the country.

 **Play compare and contrast!**



Where I live

• Tell a classmate about where you live.

Oldtown is quieter than Newridge.

Where I live is more exciting than Oldtown.


**Objectives of the day:**

1. Compare different holiday activities and locations.
2. Describe where you live.

**Materials:** a bell; Welcome Unit Poster with Cutouts, Poster Activity WB on page XX.

**Open the day**

- "Mindful Listening" practice.
- Poster Activity WB.

**Open the book!****5 Listen and write the number of the places in order.** 

Have students read the text in pairs and describe the pictures. Tell students that they will be listening to an ad about Newridge and that they should number the pictures in the order they are mentioned. Elicit words that may help them identify each picture. (movie theater, movie; painting, hobby, etc.) Play Track 3 once or twice. To check, call out the numbers in order and have students describe the corresponding pictures. Ask the class if they think Newridge really is the best place to live.

**6 Complete the sentences with the correct form of each adjective.**

Ask students if they remember the name of the place where David lived before. (Oldtown) Then have them say what they remember about Oldtown. You might want to play Track 3 again. Students then complete the sentences using the adjectives in parentheses. To check, have one volunteer read a sentence and another write the comparative adjective on the board. If students are having trouble with the spelling of the comparative forms, you might want to review how the regular and irregular comparative forms are formed. (Regular by adding *-er* at the end and irregular by changing *-y* to *-ier* in adjectives ending in *-y*, by doubling the last consonant in adjectives ending in consonant-vowel-consonant and by placing the word *more* before longer adjectives.)

**Play Compare and Contrast!** 

Ask students to draw a picture of where they live in the space provided. Form small groups and have students write as many sentences as they can comparing Oldtown, Newridge and the place where they live: *Oldtown is smaller than where we live*. Set a 5-minute time limit. The group with the most sentences wins. Invite different groups to read their sentences aloud and write any new comparative adjectives on the board to check spelling.

**Tell a classmate about where you live.** 

Have students work in pairs, mixing students from the different groups. Ask them to compare Oldtown and Newridge to where they live. Encourage students to use the new comparative adjectives that are on the board.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Write on the board: *city / countryside*. In small groups, have students discuss where they would prefer to live, in the city or in the countryside, and why. Then ask them to make a list of the advantages and disadvantages of each place. Walk around, helping them as needed with vocabulary words.



Practice Book: Assign Activities 3 and 4 on page 7 as homework.



## Objectives of the day:

1. Describe present and past events.
2. Compare people's feelings.

**Materials:** a bell; Welcome Unit Poster with Cutouts; Food Flashcards.

## Open the day

- "Mindful Listening" practice.
- Ask the class how the first days of school have been for them and how they have felt. Invite volunteers to respond. Write questions on the board: *Are you new? Did you make any new friends? What is your favourite subject? What was your favourite activity in English class?* Form groups and have students answer the questions and say how the different aspects of school make them feel.

## Open the book!

### 1 Read and circle the correct options.

Invite students to look at the text and elicit what type of text it is: *A chat*. Then have them identify the participants in this chat. (Jen, Andrea, Dan) Have them scan the chat and say what they are talking about. (first day of school) Next, tell students to read the chat and circle the correct form of each verb. To check, form groups of three and have each student read the texts of a different character. Finally, have one group read the chat aloud.

- **Look at the emojis and write sentences using the adjectives in the box to compare the children's feelings.**

Have students read the adjectives in the box. Then ask them to find the corresponding emojis in the chat. Read the example sentence and elicit a few other examples from the class. Students write sentences comparing the children's feelings. Invite them to draw an emoji next to each sentence. Have students check their sentences in pairs.

- **Compare your class to Jen's class.** 

In the same pairs as in the previous activity, have students compare Jen's class to theirs. Tell them that they can use the information in the chat to help them. Invite pairs to share some of their comparisons with the class and ask the class to say if they agree or disagree with the comparisons.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Assess your students' progress through the Welcome Unit and choose what they need to review the most. As a final review, choose any flashcard or poster activity that students may benefit from reviewing at this point.

## 1 Read and circle the correct options.

**Old Friends**  
Jen, Andrea, Dan

Jen  
It (1) is / was my first day at my new school yesterday. 5:55 p.m.

Andrea  
We (2) miss / missed you yesterday! 😞 😞 5:56 p.m.

Dan  
Yes, we did! Maths homework was difficult. I (3) need / needed your help! 😞 5:56 p.m.

Andrea  
How was your first day? Did you (4) make / made new friends? 5:57 p.m.

Jen  
No. 😞 😞 There are 30 students in my class. I (5) was / am too nervous to talk to them yesterday. 😞 😞 5:59 p.m.

Dan  
😞 😞 That's bigger than our class! Don't worry. You will make friends soon. 6:00 p.m.

Jen  
The teacher is nice and friendly. I (6) like / don't like her. 😊  
Also, the school is very cool. There (7) is / are an interactive whiteboard in our classroom! 😞 6:03 p.m.

Dan  
😞 😞 6:04 p.m.

Dan  
It's dinner time. I have to go. 6:05 p.m.

Andrea  
Me too. Bye! 6:06 p.m.

- Look at the emojis and write sentences using the adjectives in the box to compare the children's feelings.

—surprised— nervous happy sad

- Dan is more surprised than Jen.
- Jen is more nervous than Dan and Andrea.
- Jen is happier than Dan and Andrea.
- Andrea and Jen are sadder than Dan.

- Compare your class to Jen's class.

My class is smaller than Jen's.



# Topic 1

## Clubs and Hobbies

### Objectives of the day:

1. Learn vocabulary related to activities and hobbies.
2. Exchange information about your hobbies and preferences.

**Materials:** Reader.

### Open the day

#### "Eagle Vision"

Ask students to describe an eagle (allow them to look at the book's cover if necessary) and have them say one characteristic of eagles that was mentioned in the comic strip they read in the Welcome Unit. Explain that eagles are well known for having extremely good vision and spending a lot of time observing their surroundings. They sit with their bodies very still, almost resting, and only move their heads to quietly observe what is happening around them. Point out that we can learn a lot from them by paying attention to our surroundings and living in the present moment.

Tell students that to start, we can practise paying attention like eagles do. Say:

1. *Sit still at your desks, like an eagle would sit still on a tree branch.*
2. *Do not cross your legs, arms or hands.*
3. *Move your head and pay attention to what is around you.*
4. *Do not comment on it. Just look. Just pay attention.*

Depending on how restless your students are, the exercise can last anywhere from 30 seconds to one minute. When the time is up, ask them to use their notebooks to write (or draw) what they saw and how the practice made them feel.

### Open the book!

Read the title of the topic and ask students what the words mean. Then have them talk about the clubs and hobbies they take part in and why they like them. If they have difficulty naming the hobbies, you can have volunteers mime them to have their classmates call out related words. You can guide the discussion with questions: *What is your favourite thing to do in your spare time? Do you do it in a group or alone? Are there any competitions?*



### Unit 1 School Clubs

- **Look at the pictures and discuss the questions.**

Form groups of four and draw students' attention to the activities in the pictures. Encourage students to name them and the materials involved. (paint, coins, a guitar, etc.) For Question 2, have students think about a variety of places where they could do each of the activities. (at home, at school, in the park, etc.) Finally, invite volunteers to share their answers with the rest of the class.

- **Make a list of clubs and activities at your school. Discuss what club you would like to join.**

Give students one minute to write down the after-school clubs or workshops that they can join at their school. Then have them discuss in the same groups of four which one they would like to join and why. Ask volunteers to share their ideas with the rest of the class.



## Unit 2 My Hobbies

### • Discuss the questions.

Have two volunteers read the questions aloud. Put students into small groups to discuss. You can prompt them with questions, such as: *What skills can you learn from clubs or hobbies? Have you met any new people while doing your hobbies?* Encourage all relevant answers. When the discussion is over, ask students to say out loud the hobbies they mentioned in Question 2. Record them all on the board. You can draw a graph for the top five or ten hobbies either now or after the following activity. Afterwards, ask students to discuss in the same groups why they think those were the most common hobbies.

### • Create your perfect hobby timetable for one week. Do a different hobby each day.

Ask students to draw a table in their notebooks with the days of the week as column titles. Have them complete the columns with small drawings of the hobbies they do each day. Then help them to label their timetables. If you choose to do the graph after this activity, you can base it on the most popular hobbies for each day of the week. Encourage students to discuss the results: *Why is football the most popular on Sundays?*



Point to the Reader icon on page 12 and have students find it in their books. Elicit what this might refer to. Display the cover of the Reader and explain that it contains four fiction or non-fiction texts related to the Topics in the Student's Book. Open the Reader to page 5. Ask a volunteer to read the title of the story: *Traditional Games*. Ask the class to look at the pictures on the title page and read the title of the text. Have students describe what the boys are doing. (playing with a top and a yo-yo) Ask: *Who knows how to throw a top? Who knows how to spin a yo-yo?* Have students make predictions about other traditional games that might be mentioned in the text.

Inform your students that the Reader is also available in digital format on the platform so that they can read it at home with their families. The printed copy can stay at school.

### Close the day

- Have students make a list of activities that they have done in the past or that they do now outside school. Then have them share their lists in pairs. This will help them get to know one another better since it is still the beginning of the school year.

### Go to video "Skate Brothers."

For Unit 2, there is an accompanying video on the platform called "Skate Brothers." It tells the story of a boy who skateboards every day and who is inspiring his little brother to do the same. We suggest you go online to get acquainted with the proposed activities so that you are able to take advantage of all the aspects of the video.

### Go to video "Bald Eagles."

On the platform, you will find a video along with activities and projects related to this level's vulnerable animal (the bald eagle). It is important to take this time to begin raising students' awareness of this species. You might want to take a few minutes to show the opening of the video and then elicit from students what they know about bald eagles. They can do the "Before Watching" activity online now. If possible, ask students to talk to their family members about the cultural importance of bald eagles, or their importance in the food chain. They can draw pictures of bald eagles and bring them in for the next class. These can then become part of the classroom decoration if permitted. If you are interested in learning more about bald eagles, we recommend these two links: <http://www.conservewildlifenj.org/education/teacher/eagleedu/> <https://www.nationalgeographic.com/animals/birds/b/bald-eagle/>

This might also be a good time to introduce one of the infographic projects available for them.



# Unit 1 School Clubs

1 Look and guess what each club is about. Then listen and complete. 

act   Play   paint   Grow   Take   Run

## Green Fingers

(1) Grow  
plants and flowers!  
Get your hands  
dirty every Monday  
and Wednesday.

## Creative Corner

(2) Take photos,  
(3) paint pictures or  
make a sculpture. Show  
your creative side on  
Tuesdays and Wednesdays.

## STEM Club

Do experiments, build  
robots and crack  
codes. Come and  
learn something new  
every Wednesday  
and Thursday.

## Join Us in Our After-School Clubs!

Mon-Thur, 3:30–5:30 p.m. Year 4 to Year 6

## Future Olympians

(4) Run in a  
race to qualify for the  
state junior athletics  
finals. Athletics fun on  
Tuesdays and Thursdays.

## On Stage

Do you want to  
(5) act in a play  
at the end of the year?  
Come and give it a try on  
Mondays and Thursdays.

## Table Wizards

(6) Play chess  
and other board  
games on Mondays  
and Tuesdays. Who  
will be king or queen?

2 Listen again and circle the correct options.

- George can't join **Creative Corner** / **Future Olympians**  
because he would be tired.
- He can't join the STEM Club on **Wednesdays** / **Tuesdays**.
- He has never tried **acting** / **playing chess** before.
- He decides to join **Table Wizards** / **On Stage**.

# Unit 1 School Clubs

## Objectives of the day:

1. Practise listening for details.
2. Learn vocabulary related to after-school activities.

**Materials:** *School Clubs* Flashcards, Flashcard Activity 1A on page XV.

## Open the day

- "Eagle Vision" practice.

Remind students of the correct body posture and ask them to observe their surroundings, paying attention to what is different from the previous class.

- Flashcard Activity 1A.

## Open the book!

### 1 Look and guess what each club is about.

Then listen and complete. 

Have students look at all the club names on their own and then discuss in pairs what each club might be about. You can prompt the discussion by asking these questions: *Do these clubs meet during school hours? (no) How do you know? (It says after-school. After-school means that they take place once regular classes are over.) Do you think any of the clubs is about sports? (Yes, Future Olympians.) What do you think the black horse figurine refers to? (chess)* Have students read the words in the box. Play Track 4 twice for students to complete the sentences. To check, you can read the incomplete texts aloud for students to call out the answers, or you can have volunteers read one sentence each.

### 2 Listen again and circle the correct options.

Ask students to read the sentences and possible answers first. Then play Track 4 once for students to circle the answers. Check as a class or read the sentences aloud and have individual students say the answer.

## Close the day

- **Play Charades:**

Have students play *Charades* with activities that can be done in a school club. Invite volunteers to come up and make a list of clubs on the board. Check spelling of the words with the class. Have one student silently act out one of the clubs, and have other students try to guess what club it is. You can play as a class, or you can have them play in groups of four. If they play in groups, make sure you include more and less advanced students in each group so that they can help each other.

## Open Day Tip Observing Students

Activities in which students have to write words on the board are a good way for you to notice any sound-spelling issues or transference from their native tongue. It is a good idea to keep a record of these mistakes and to dedicate a few minutes at the end of each week to addressing the main problems.

  Practice Book: Assign Activity 1 on page 8 as homework.



## Objectives of the day:

1. Learn vocabulary related to after-school clubs.
2. Express preferences related to the topic.

**Materials:** magazines, scissors, coloured pens or crayons, sheets of poster paper (1 per student).

## Open the day

- “Eagle Vision” practice.
- Elicit from the class the type of after-school activities available at their school or in their neighbourhood or town. Write the list on the board. Form small groups and have students share which activities they participate in. Then have each group report back to the class.

## Open the book!

### 3 Write the numbers to match the clubs with the pictures.

Ask students to cover the text on the left-hand side of the activity. Then have them discuss in pairs which clubs the pictures may refer to. Tell the class that each picture could be associated with several different words and encourage them to say all the words they can think of for each picture. Once students are ready, have them read the list of clubs on the left and match them with the pictures by writing the corresponding numbers in the boxes. To check, point to a picture and have them name the club aloud.

### 4 Choose clubs you would like to go to and write their names in the timetable.

Read the names of the clubs aloud or ask volunteers to read them for the class. Then ask students to think about which clubs they would like to join and to fill out the timetable. Invite volunteers to share their ideas with the class. Take a vote to see which club is the most popular.

Finally, remind students to visit the online platform for more practice at home.

## My Space

### ● Make a poster of your ideal after-school club. Then ask and answer.

Explain that now students are going to create a poster of their ideal after-school club. Invite them to choose any of the clubs they have seen throughout the unit, but also to think of other possibilities they might like. Distribute materials. At the end of the class, you can have volunteers hang up their posters around the classroom and explain their choices.

## Close the day

- Form groups of five or six and have them sit in circles. Tell students that they are going to take turns naming club activities. When they forget or repeat an activity, they are out of the game. The last student to name activities in each group is the winner. The activity can continue until students can't think of any more activities or until there is a single winner in the class.



Practice Book: Assign Activity 2 on page 9 as homework.

3 Write the numbers to match the clubs with the pictures.

1. gardening
2. athletics
3. art and photography
4. acting
5. science and technology
6. board games



4 Choose clubs you would like to go to and write their names in the timetable.

After-School Clubs Schedule			
Monday	Tuesday	Wednesday	Thursday
Monday	Tuesday	Wednesday	Thursday

My Space

- Make a poster of your ideal after-school club. Then ask and answer.

What is your ideal after-school club?

I would like to go to the STEM club because I love to build robots!





Have you ever tried gymnastics?  
Yes, I have. / No, I haven't.

1 Listen and follow.

Good Buddies **The Wake-Up Club**

1 DAVID IS A NEW STUDENT AT FRANKLIN PRIMARY SCHOOL. HE MISSES HIS OLD SCHOOL.

Hi! You're the new boy in my class. I'm Emma.

Hi. I'm David.

What are you doing?

I want to join a club to make new friends.

2 WHICH CLUB DO YOU WANT TO JOIN?

MAYBE THE MUSIC CLUB. I'VE NEVER PLAYED THE VIOLIN OR THE DRUMS.

Oh, no! You can't. It's full.

3 HAVE YOU EVER TRIED GYMNASTICS?

No, I haven't!

Come to the *Wake-Up* club! I go with Harry and Sophia.

4 WHEN IS IT?

FROM MONDAY TO THURSDAY AT 7:30 A.M., BEFORE SCHOOL STARTS.

7:30 A.M! No way!

Come on. Give it a try. It's fun!

2 Read again and write Yes or No.

- The *Wake-Up* club is too early for David. Yes
- Students use hop balls every day in the *Wake-Up* club. No
- In the end, David is happy he joined the club. Yes

• Tick (✓) the purposes of the *Wake-Up* club.

- to make friends     to use hop balls     to feel awake

**Objectives of the day:**

1. Understand the context for the use of the present perfect tense.
2. Read about after-school clubs.

**Materials:** Poster 1 with Cutouts, Poster Activity 1A on page XXI.

**Open the day**

- “Eagle Vision” practice.
- Write the phrase *wake up* on the board. Ask students if they find it easy or difficult to wake up in the morning and why. Encourage them to talk about what they do to help them wake up in the morning. If time allows, students can vote on the best strategy for waking up.

**Open the book!****1 Listen and follow.** 

Have students work in pairs and guess what is happening in each picture. This will help them better follow the story while listening. You can ask volunteers to explain what they think is happening: *Who do you think the main character is? How do you know? Is there more than one main character?* Accept any answers they give. Then play Track 5 once and ask students to follow along. Ask students whether their guesses were correct or not.

**Open to Learn** .....

To check that students understand the comic strip, you might like to draw their attention to the Open to Learn box. Explain that the structure presented there is used to describe activities experienced at any time in a person’s life. You can elicit this information by asking questions related to the story, such as: *Has Emma ever tried gymnastics in her life? Has David? When?* You might like to personalise the questions and ask students about their own experiences until you are confident they have grasped the concept of the structure.

**Language Presentation****The Present Perfect with Never.**

In this lesson, students will learn how to share experiences using the present perfect. We suggest you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

**2 Read again and write Yes or No.**

To check reading comprehension, ask students to read the three sentences and then read the comic strip once more. Give them a few minutes to complete the activity. To check, draw a grid on the board (3 cells across, 4 down). Leave the first cell blank and then write *Yes* and *No* in the top row, and 1, 2 and 3 in the first column. Read each sentence and have students raise their hands for *Yes* or *No*. Record the number of votes for each answer and correct as needed. You may want to ask volunteers to share how they knew the answer using clues from the text.

- **Tick (✓) the purposes of the Wake-Up club.**

Ask students to close their books and engage in a discussion. Ask them what they think the *Wake-Up* club is for. Allow students to speak freely; there is no right or wrong answer. Then have them open their books and complete the activity. Check as a class.

**Close the day**

- In order to review past participles, write the verbs used in the unit so far on the board. Students can help you find them on pages 12 to 17. Have students call out the past participle form. Then call out any of the verbs from the list and have volunteers describe an experience, real or invented, using the present perfect: *I have played the piano*. Then have the class guess whether the statement is true or false.

  Practice Book: Assign Activity 2 on page 10 as homework.



## Objectives of the day:

1. Talk about personal experiences.
2. Exchange information about personal experiences.

**Materials:** *School Clubs* Flashcards, Flashcard Activity 1B on page XV; Reader.

## Open the day

- "Eagle Vision" practice.
- In order to review the *Good Buddies* story, ask:  
*Does David like music? (Yes, he does.) Has he ever played the violin or the drums? (No, he hasn't.) Has David tried gymnastics? (No, he hasn't.) Has David bounced on a hop ball before? (No, he hasn't.) Who helps David in the end? (Emma)*
- Flashcard Activity 1B.

## Open the book!



### Play Find Someone Who!

First, ask students to read the questions and elicit the form of the verb that would complete each one. (past participle) Give them two or three minutes to complete the questions and check as a class. Ask students if they have ever played a game called *Find Someone Who*. If they have, ask a volunteer to help you explain how to play it. If not, explain that they will have to move around the classroom asking questions and that when they find someone who has done one of the activities, they should write down his or her name. Read the examples and let them play. When time is up, ask students to sit down. Ask: *Who has... (played a musical instrument)?* and have students call out the names of their classmates. Then ask those students who have done each activity to briefly describe their experiences.



### Reader



Have students open the Reader to page 5. Remind students of the predictions they made about the traditional games that might be mentioned in the text and write them on the board. (See page T13 for reference.) Play Track R1 and ask students to listen and follow along on pages 6 and 7. Then have the class name the games shown on the pages. (red rover, marbles, hopscotch and sack race) Put a tick next to the ones they predicted and add any others to the list. Ask students what they think about the games: *Which games do you play? Why do you like it?* Then have students discuss, in groups, the games they have or haven't played.

## Close the day

### ● Play *I Think You Have Never*:

This game will help you to learn how confident your students are using the present perfect tense. Pair up advanced and less advanced students so they can help each other. Ask students to write three statements about what their partners have or have never done. Encourage them to use their imaginations. Then each student says whether the statements about them are right or wrong. Model with a volunteer. Use simple statements like: *I think you have never had a cat. You are right. I think you have never swum in the sea. You are wrong. I have swum in the sea.*



Practice Book: Assign Activities 1 and 3 on pages 10 and 11 as homework.

5 THE FOLLOWING MONDAY...

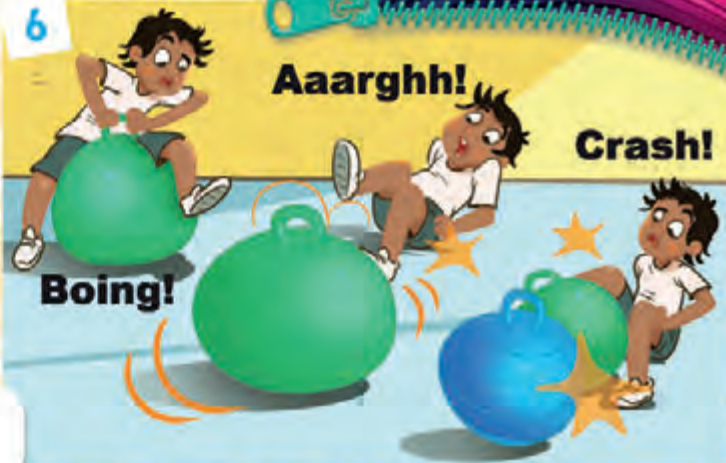
I'M NOT SURE I WANT TO DO THIS.

Hi, DAVID!



OK, EVERYONE! TODAY IS BOUNCE DAY. LET'S WAKE UP OUR BODIES AND BRAINS!

6



Aaarghh!

Crash!

Boing!

7 ARE YOU OK?

HA, HA. YES, THANKS. I'VE NEVER DONE THIS BEFORE.

EMMA HAS. SHE CAN HELP.



YES, I HAVE! COME ON, LET'S PRACTISE!

8 MOMENTS LATER...



THIS IS COOL!

Play find someone who!

Have you ever...	Name
1. <u>played</u> (play) a musical instrument?	
2. <u>used</u> (use) a hop ball?	
3. <u>joined</u> (join) a club?	


Have you ever used a hop ball?

Yes, I have.

No, I haven't.



I've drawn my own fantasy comic.  
I haven't won the prize.

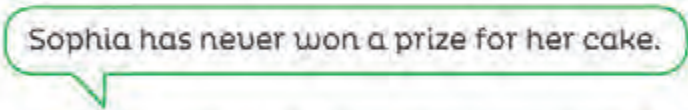
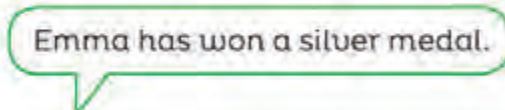
3 Listen and write the letter of the activity each character has done. 

• Listen again and answer the questions.

- |  |                        |
|--|------------------------|
| 1. Has Harry learned to play a tune on the guitar? | <u>Yes, he has.</u>    |
| 2. Has Sophia won a prize for her cake?            | <u>No, she hasn't.</u> |
| 3. Has Emma won a gold medal in a race?            | <u>No, she hasn't.</u> |
| 4. Has David drawn a fantasy comic?                | <u>Yes, he has.</u>    |


• Share your answers with a classmate.

	
---	--

4 Listen and circle the correct options. 



I'm in the sports club. I (1) have run / ran in lots of races.  
Last summer, I (2) have won / won a prize in the  
Under-ten State Championship. It (3) has been / was in  
City Park. I (4) won / have won a silver medal.

5 In your notebook, write about a club or activity that you like. 

- |   |                     |
|---|---------------------|
| • Something you have done in that club. | • What happened?    |
| • When / Where did you do it?           | • How did you feel? |

**Objectives of the day:**

1. Listen for specific information.
2. Talk about personal achievements using the present perfect.
3. Write about an experience at a club or an after-school activity.

**Materials:** Poster 1 with Cutouts, Poster Activity 1B on page XXI.

**Open the day**

- "Eagle Vision" practice.
- **Play Verb Ping Pong:**

Students stand in a circle and take turns saying a verb. The next student in the circle has to say that verb's past participle form, and then say a different verb. Students who make a mistake sit down. The last student standing is the winner.

**Open the book!****Open to Learn** .....

Draw students' attention to the Open to Learn box. Students read both examples and identify the past participle forms of the verbs. Ask a volunteer to write the infinitive forms of those verbs (draw, win) on the board. Then ask students: *Have you... (won a prize)?* and have them stand up if they have, or remain seated if they haven't. Have a volunteer answer using a complete sentence. Write on the board: *I haven't won a prize. I have never won a prize.* Explain that when talking about achievements, these mean the same thing. Then write on the board: *I have done my homework. I have never done my homework.* Ask students if these two sentences mean the same and elicit the meaning of each sentence. Continue with a number of activities until you are confident that students are comfortable with the language.

**3 Listen and write the letter of the activity each character has done.** 

Point to the pictures of the children and ask students to describe each one. (This is a girl. She has long brown hair and brown eyes.) Then tell them they are going to listen to the four children talking about their activities. They should listen carefully to identify which activity each child has done. Before playing the track, have students identify what achievement each picture below the children represents. Play Track 6 twice. To check,

call out the name of each child and have students tell you the corresponding letter and activity. (Sophia has made a cake.)

**● Listen again and answer the questions.**

Have students read the questions first. Allow them to try to answer the questions from memory. Then play Track 6. Do not check yet and move to the next activity.

**● Share your answers with a classmate.**


Read the examples of complete sentences related to the activity above. Then have volunteers form sentences about Harry and David using the model. You might invite students to make negative statements to practise the negative form of the present perfect at this point.

**4 Listen and circle the correct options.** 

Give students one minute to read the text and look at the picture. Point out each option and elicit the verb tenses. (present perfect and simple past) Elicit when we use the simple past. (when we talk about an action that was completed at a specific point in the past) Then play Track 7 for students to listen and circle the correct options. Have volunteers read the complete sentences aloud.

**Open Day Tip Peer Correction**

Explain that it is important to know that students can learn from their classmates as well as their teacher. For this reason, allow students to correct each other often, always in a respectful manner. Try to encourage all students to participate in peer correction, not just the more advanced ones.

**5 In your notebook, write about a club or activity that you like.** 

Ask students to think about a club or activity that they like and write about it by answering the questions in their books. To check, you can have volunteers share their experiences with the class or small groups.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Poster Activity 1B on page XXI.

  Practice Book: Assign Activities 4, 5 and 6 on pages 11 and 12 as homework.



### Objectives of the day:

1. Practise the following speaking strategy:
  - Answer personal questions.
2. Exchange information about personal experiences and those of others.
3. Listen for specific information.

**Materials:** *School Clubs* Flashcards, Flashcard Activity 1C on page XV.

### Open the day

- “Eagle Vision” practice.
- Form groups and have students mime a club or activity for their group to guess. Volunteers from each group can share the best mimes from their group with the class.
- Flashcard Activity 1C.

### Open the book!

## Speaking

### Speaking Strategy

#### Answering Personal Questions

At this level students will be expected to understand and respond to personal questions on topics, such as school, weekends, friends and hobbies. It is important that students listen carefully to the questions and answer with complete sentences, adding as much detail as possible.

### 1 Choose an activity and complete the first chart.

Have students look at the pictures and read the captions in pairs. Ask questions to prompt students to talk about the activities shown in the pictures: *Have you ever done any of these activities? How did you feel? Would you like to?* Then ask them to choose one of the activities and complete the first chart. You can have students complete the chart in their notebooks so that they have more space to answer the last two questions.

- **Take turns asking and answering. Then complete the second chart.**

Tell students that they are now going to learn about a classmate’s activity by asking each other questions and answering them with as many

details as possible. Read the questions in the speech bubbles aloud. Invite a volunteer to say what the difference is between the first and the remaining questions. (The first question can be answered only with *Yes* or *No*. The others require more specific information.) Have students ask each other questions in pairs and answer in full sentences. To check, ask some volunteers to talk about their classmates’ activities.

## Listening

### International Certification: Listening

One of the tasks in the Listening section of international certifications for this level is the note-taking exercise. Students listen to a conversation between two speakers and write a word or a number next to five short prompts. Explain that it is important to read through the activity quickly before they listen so they know what type of information is missing for each prompt.

### 1 Listen and write. There is one example.



Have students look at the pictures and the prompts and discuss what type of information could be missing from each prompt. (the name of a teacher, the school object, etc.) Play Track 8 twice and have students complete the activity as they listen. To check, ask questions in place of the prompts and have volunteers call out the answers: *Who runs the club?* (Dr. Stevens)

### Close the day

- Form groups with four or five students of different levels in each. Tell the class that each group is going to create a story about their experiences and achievements in a club. The first student in each group says a true or false statement about his or her personal experience in a club: *I have acted in a play.* Then subsequent students continue the story with one sentence each: *I joined the drama club two years ago. I haven't played a main character.* Practice continues until each student has spoken at least once, or the story comes to a close. You can have volunteers tell their completed stories to the class.

Speaking

1 Choose an activity and complete the first chart.

1



act in a play

2



win a prize

3



watch a scary film

4



climb a tree

Your Activity	
Activity	
Where?	
When?	
What happened?	
Feelings	

Your Classmate's Activity	
Activity	
Where?	
When?	
What happened?	
Feelings	

• Take turns asking and answering. Then complete the second chart.

Have you ever acted in a play?

Where did you do it for the first time?

How did you feel?

Listening

1 Listen and write. There is one example.



The STEM Club

- Meets on Wednesdays at:
- Person who runs the club:
- Children learn about:
- Children need to bring:
- Sometimes children do other:
- In the STEM Club, students can be:

3:00 p.m

Dr. Stevens

robotics

a notebook

experiments

creative





Why is it necessary to think before we act?

Exploring Our Brain



1 Read and write **A** (Amygdala) or **P** (Prefrontal Cortex) according to which part of the brain is in control in each picture.

**Conflict**

**Amygdala (impulse)**

**Prefrontal Cortex (analysis and decision)**

**Balanced Response**

The **amygdala** gives impulsive and immediate responses, such as fear and anger.

The **prefrontal cortex** helps us analyse our emotions and make good decisions.

Usually, the two parts work together. That is, we feel fear and anger, but we also try to control them.

**A**

**P**

• Read and write **A** (Amygdala) or **P** (Prefrontal Cortex).

1. You get angry with a friend, and you say something bad.   A
2. You get angry with a friend, but you are careful about what you say.   P
3. You are nervous about a presentation in class, but you do it anyway.   P
4. You are nervous about a presentation in class, and you can't speak.   A

2 Listen and follow.

# How to Stay Calm



### Objectives of the day:

1. Get acquainted with positive and negative emotions.
2. Learn about two brain parts: amygdala and prefrontal cortex.
3. Learn how to stay calm.

**Materials:** a picture of a brain with the locations of the amygdala and the prefrontal cortex marked.

### Open the day

- "Eagle Vision" practice.
- Write the phrase *stay calm* on the board. Ask students what it means, and when it is most important to stay calm. Have volunteers tell the class about times when they have failed to stay calm and what happened as a result.

### Open the book!

## Exploring Our Brain

### Critical Thinking

#### Why is it necessary to think before we act?

Have students work in groups. Draw their attention to the question and ask them to think of one reason why it is necessary to think before we act. Ask them to discuss their ideas and then share them with the class. Prompt ideas, such as: *We make sure not to say something hurtful. We have time to prepare what we want to say. We have time to calm down., etc.*

If you would like to understand more about how mindfulness is related to the brain, we recommend you visit this website:

<https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/>

#### 1 Read and write **A (Amygdala) or P (Prefrontal Cortex)** according to which part of the brain is in control in each picture.

Display the picture of the brain and tell students they are now going to learn about two important parts of our brain: *the amygdala* and *the prefrontal cortex*. Read the text aloud and ask them to follow along. You may want to tell students that the reactions of the amygdala to the emotions of anger and fear are impulsive, so we don't really think about them before we act. We can learn through mindfulness to delay our

immediate impulse to act and let the prefrontal cortex, the calm and thoughtful part of our brain, tell us how to respond best. Next, students do the activity. To check, make the faces the girl is making in the pictures and ask for the answers.

#### • Read and write **A (Amygdala) or P (Prefrontal Cortex)**.

Students do this activity on their own. They should read each sentence and think which of the two parts of the brain mentioned in the text above controls each reaction. Once they are ready, they can check their answers either in pairs or as a class.

#### 2 Listen and follow.

Before doing the activity, ask students to discuss why staying calm is important. Explain that you are going to play an audio track with instructions for them to follow. Before you play Track 9, ask students to describe the pictures in pairs, as this might help them better understand the audio instructions. Then play Track 9 once. You can stop after each step if necessary to check that all students are doing it correctly. Once the functions are clear, play the audio once more for students to follow. Finally, ask students how the practice made them feel.

### Close the day

- To continue reflecting upon emotions, tell students to draw images to represent the amygdala and the prefrontal cortex, considering the characteristics of each. For example, for the amygdala they might draw an angry person shouting and pulling their hair out or a fearful child imagining monsters under their bed. For the prefrontal cortex, they might draw a person thinking carefully or balancing angry and calm faces in their hands. Invite volunteers to share their pictures with the class.



## Objectives of the day:

1. Practise pronunciation of *wh-* words.
2. Learn the difference between /h/ and /w/.

**Materials:** white sheets of paper cut into four pieces each (1 piece per student). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- "Eagle Vision" practice.

Before the practice, some volunteers can share their feelings with the class: *I feel sad this morning. I am very happy because it is my birthday.*, etc. Then do the mindfulness practice and ask: *Have your feelings changed? Were you able to notice more (different) things this morning than other days? Why do you think you can notice more things some days than others?*

- Ask students for the words in English they find most difficult to pronounce. Write their answers on the board. Then give students two minutes to make a tongue twister with the words listed. Invite volunteers to read their tongue twisters aloud.

## Open the book!

### 1 Circle the *wh-* words in the rhyme.

Have students read the title of this page out loud (*Sounds Fun!*) and ask them what they think this page will be about. Explain that this section is going to help them with pronunciation and how sounds can be written in English. Write the word *rhyme* on the board. Elicit what it means or have students give rhyming words. Point out that a rhyme can also be a short poem that rhymes. Read the rhyme out loud to the class, putting additional emphasis on the /h/ and /w/ sounds while students circle the *wh-* words. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide. To check, have volunteers read the poem with the same emphasis on the circled words.

- **Listen and say the rhyme. Identify two ways of pronouncing *wh-*.** 

Tell students they are now going to hear the rhyme again and that they should try to identify two different ways of pronouncing *wh-*. Play the audio twice and have students discuss the two different ways in pairs. To check, ask: *Did you and*


*your classmate agree on the two sounds?* If there is disagreement, model /h/ and /w/ and have students repeat after you.

- **Put a piece of paper on your hand and say the *wh-* words from the rhyme. Which words make the paper move?**

Explain that when we pronounce some sounds, we push more air out of our mouths. Tell students that they are going to test that in this activity. Ask students to read the instructions and look at the picture for more information. Have them take out a piece of paper and read the rhyme out loud. (The /h/ sound should move the paper and the /w/ sound should not.) You can read the rhyme again to help them with pronunciation if necessary.

### 2 Match the *wh-* riddles to the pictures.

Write the word *riddle* on the board and explain that a riddle is a question that has a humorous or clever answer. Ask students to read the riddles and look at the possible answers. You can ask questions to help students match the answers: *Which of the three pictures has something that eats?* (the whale) *Which has holes?* (the basket) *Which is related to wheels?* (the parking sign) Have students match the riddles with the answers in pairs. To check, have pairs compare answers with other pairs.

- **Circle the *wh-* word in the riddles that has an "h" sound.** 

Have students read the riddles out loud and circle the *wh-* word with the /h/ sound. To check, ask a volunteer to say the word.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Have students create a riddle of their own in pairs or small groups including at least one *wh-* word. After a few minutes, have volunteers say their riddles aloud and have the rest of the class guess the answers.


1 Circle the *wh-* words in the rhyme.

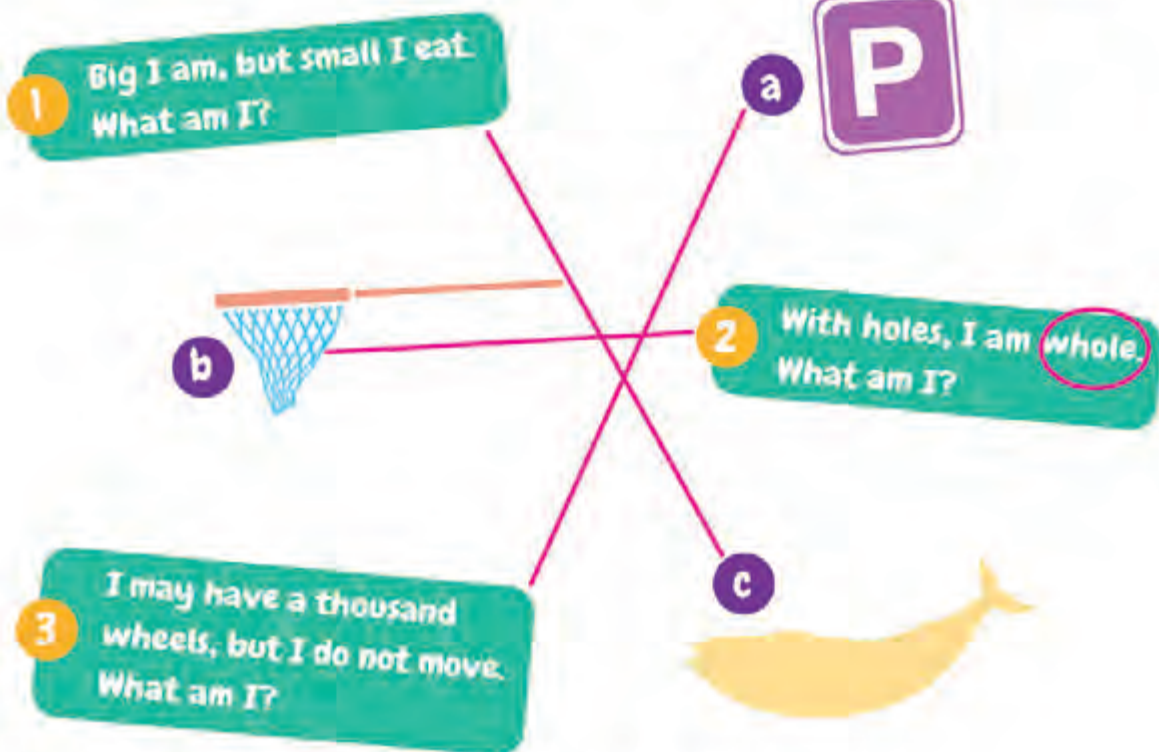
*Who* and *what*, *when* and *where*?

*Why* and *whose* and *how*?

These are the words you need to use

*When* you want an answer now!

- Listen and say the rhyme. Identify two ways of pronouncing *wh-*. 
  - Put a piece of paper on your hand and say the *wh-* words from the rhyme. Which words make the paper move?
- 2 Match the *wh-* riddles to the pictures.



- Circle the *wh-* word in the riddles that has an "h" sound. 



## Reading

1 Look at the pictures and discuss how the boy feels.

# Stage Fright

Jack was standing in front of his Year 4 class. It was his turn to give a presentation. The topic was easy: *My Favourite Hobby*. Jack's favourite hobby was skateboarding. He had notes on why he liked skateboarding, when he started doing it and where he practised. He was well prepared.

However, he felt anxious as he stood in front of the class. He opened his mouth, but no sounds came out. He felt hot. Then, he started shaking. His teacher, Ms. Davies, saw how uncomfortable he was:

"Don't worry, Jack," she said. "Go and sit down."

"Have you ever given a presentation?" Jack's friend Emily asked as he returned to his seat.

"No, I haven't," Jack replied. "And I never want to again!"



For the next few weeks, Jack didn't speak in class. He paid attention, but he never asked questions or talked in front of a group. When Ms. Davies asked for volunteers, he just stared at his desk.

2 Read the story and complete the sentences. You can use one to three words.

0. Jack's favourite hobby is skateboarding.
1. Jack has never given a presentation before.
2. Ms. Davies invited the students' families to watch the Christmas play.
3. Ms. Davies asked Jack to play a tree.
4. Before the play, Jack realised he had never spoken in front of so many people.
5. After the play, Jack decided to join the drama club.

**Objective of the day:**

1. Practise the following reading strategy:
  - Checking context clues.

**Open the day**

- "How to Stay Calm" practice.

Have students discuss in small groups how they feel when they have to give a presentation in front of the class. Tell them that doing the "How to Stay Calm" practice described in Activity 2 on page 20 before a presentation will help them control their nervousness.

**Open the book!****Reading****Reading Strategy****Checking Context Clues**

Tell students that to make reading easier, they should use the clues available around the text to get some ideas of what it is about. Titles, pictures, diagrams and captions can be used to get general ideas about the context before they begin to read.

**1 Look at the pictures and discuss how the boy feels.**

Have students look at the picture and describe what is happening. (The boy is speaking about his hobbies.) Then ask students to say how he is feeling. (nervous) Invite students who get nervous when speaking in public to raise their hands. Elicit what makes them nervous. (making mistakes, having their peers laugh at them, etc.)

**International Certification: Reading**

When students are faced with a gap-fill activity with no word box, both their lexical and grammatical competence is being tested. Therefore, they should read the text as a whole to get the main idea, and then complete the sentences with answers that make sense in the context of the incomplete sentence. In addition, activities like this will also have a word limit, so students should pay particular attention to the number of words they are allowed to use to complete the sentences. Students' answers should make grammatical sense and be within the word limit to be considered correct.

**2 Read the story and complete the sentences.**

**You can use one to three words.** 



Ask students to read the instructions and ask them: *How many words can you use in each answer?* (one, two or three words) Tell students that the pictures are context clues that help make understanding the text easier. Give students enough time to read the story. After that, give students a few minutes to complete the activity. Remind them that their completed sentences should make grammatical sense. To check, have volunteers read their completed sentences and have other students correct them.

**Close the day**

- To close the day, have students brainstorm a list of fears in their notebooks. (stage fright, spiders, heights, etc.). Then have students swap books and think of the most fun way to face those fears. (sing in the school assembly, make friends with a spider, wear a cape like a superhero, etc.) Have volunteers read out the best ways to face their fears.

**Open Day Tip** **Students' Glossaries**

It is important that students be responsible for the vocabulary they are going to study. Allow students to create their own glossaries either in the back of their notebooks or in a separate one where they can write the words they do not know. Encourage them to include the part of speech, a definition or synonym in English and a translation in their first language if they need to. They can use columns, a colour code, or even have separate pages for different parts of speech. You can show them how to do this on the board, or you can create a couple of differently organised glossary pages as a model.

  Practice Book: Assign Activities 1 and 2 on page 13 as homework.



## Objective of the day:

1. Talk about feelings in a stressful situation.

## Open the day

- "How to Stay Calm" practice.
- Write these two questions on the board and have students discuss in pairs: *What is one situation that makes you nervous or anxious? What do you do when you feel nervous or anxious? What strategies do you use to deal with nervousness?* Invite pairs to share some of their strategies with the class.

## Open the book!

### 3 Read the story again and write the numbers to complete the sentences.

To check comprehension, begin sentences and have volunteers complete them: *Jack is nervous because... In the play, Jack played...* Next, ask students to match the sentence halves by writing the corresponding numbers on the lines. To check, have them compare answers with a classmate.

### 4 Describe how you feel when you speak in front of a group of people. Give reasons for your answer.

Create a simple 2-column chart with happy and sad faces at the top. Ask students whether they like to speak in front of a group of people and record the results on the board. Then ask students to discuss in small groups how they feel when they speak in front of people and what they can do to overcome any negative emotions. Invite volunteers who find it easy to give advice to the class.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

You can do either of the two activities below to close your class:

- To prepare students to settle into the next class, you can teach them a new mindfulness exercise. Tell students to close their eyes and breathe slowly, freeing their minds from any thoughts other than the word *in* as they breathe in, and *out* as they breathe out. Tell them that every time their minds begin to wander, they should focus only on breathing in and out, repeating the words silently to themselves.
- In small groups, have students discuss whether reading the story was easy or difficult and why. Encourage them to talk about how checking context clues, such as the pictures, helped them to understand what was happening in the story.

  Practice Book: Assign Activity 1 on page 17 as homework.



Then, one day, Ms. Davies made an announcement.

"It's time to start rehearsing for our Christmas play," she said. "Everyone will have a speaking part, and we will invite all of your families."

Jack was shocked. *I can't act in front of all those people!* he thought.

The play was *Robin Hood*. Jack was happy that he did not get any of the major roles. In fact, he didn't volunteer for any of the minor ones either. Eventually, Ms. Davies asked him to play a tree.

"Your only line is 'Whoosh!'" said Emily. "But you have to say it a few times and move with the wind!"

Jack wasn't so happy about that. "I will look ridiculous," he said, "and I'll get stage fright!"

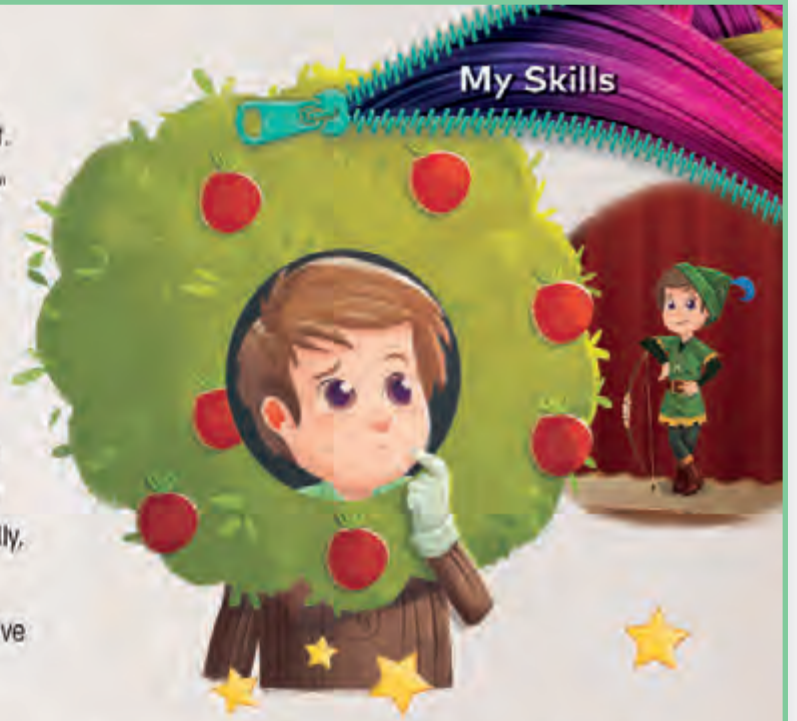
"You will be in costume," Emily replied. "No one will know who you are."

*That's true,* Jack thought. *Maybe this won't be so bad after all.*

The big day arrived. Emily and Jack were backstage. Emily was in her Maid Marion costume and Jack was dressed as a tree.

"Have you memorised your lines?" Emily asked Jack.

"Very funny," Jack replied. "Whoosh!" They both laughed. Then Jack looked out at the audience.



The school gymnasium was full. "I've never spoken in front of so many people," he whispered to himself.

When Jack was on stage, he looked at people's faces. They were having fun. *I've made things worse by not speaking in class,* he realised. *I'm even more nervous than I was before!*

He was thinking so much that he forgot his line, but luckily no one noticed.

"I have to face my fears," Jack said to Emily after the play. "So, I've decided to join the drama club to build up my self-confidence."

And in the following school year, that's what he did.

**3 Read the story again and write the numbers to complete the sentences.**

- 1. Jack felt anxious... 4 because he didn't speak in class.
- 2. The tree's only line... 3 you are too scared to go on stage.
- 3. Stage fright is when... 1 when he tried to give a presentation.
- 4. Jack thinks his problem got worse... 2 in the play was "Whoosh!"

**4 Describe how you feel when you speak in front of a group of people. Give reasons for your answer.**



Writing

1 Write the numbers to match the children to the clubs.

1



I don't do enough exercise and I want to get healthy.

2



I enjoy thinking of ways to save the planet.

3



I want to learn digital skills.

4



I'd like to meet kids with similar interests.

3

**Computer Club**



Develop your problem-solving skills by learning how to programme and much more!

1

**Football Club**

Practise three times a week at the sports centre.



2

**Conservation Club**

Let's work together to clean our parks.



4

**Kids ZONE**

Different activities from 4:00 to 6:00 p.m. every day.



• Read the activities and write the name of the club.

creating digital music

making animations

designing webpages and logos



Computer Club

playing interactive games

basic coding

creating an avatar

• Brainstorm activities you can do in the other clubs.

**Objective of the day:**

1. Practise the following writing strategy:
  - Brainstorm ideas as part of the planning process.

**Open the day**

- "How to Stay Calm" practice.
- **Play Hangman:**

Write a number of lines on the board corresponding to the number of letters in one of the new words from this unit. Have students guess the letters one by one. If students say a letter that is not in the word or phrase, draw a section of the hangman. If the students have not guessed the word or phrase correctly before the hangman is completed, they lose the round. After the first round, you can have volunteers come up to the board and take charge of subsequent rounds of the game.

**Open the book!****Writing****1 Write the numbers to match the children to the clubs.**

Read the *Computer Club* ad aloud and have students think of keywords related to it. (video games, programming, digital, etc.) Then have a volunteer identify which of the children might be interested by reading what he or she says. (Child 3 wants to learn digital skills.) Let students match the children to the remaining ads by writing the number of each child in the box of the corresponding ad. To check, have them get into pairs and start a dialogue. You can model it with a volunteer before they start. For example:

Student A: *I don't do enough exercise and I want to get healthy.*

Student B: *You should join the football club. We practise three times a week at the sports centre.*

- **Read the activities and write the name of the club.**

Tell students to read the activities. Explain that they are clues that will help them guess the name of a club where you can do these activities. To check, have a volunteer call out the name of the club.

**Writing Strategy****Brainstorming Ideas**



Tell students that before writing, it is a good idea to generate ideas freely. Brainstorming is a good way to do that. They can generate ideas through word association (video games—play, code) or through what they already know about a topic (football—practice, team). This way, when it comes to writing, all of their ideas are in one place in a way that makes sense to them.

- **Brainstorm activities you can do in the other clubs.**

Have students brainstorm activities they could do in the other clubs. Prompt them with questions: *What would you like to do in a club like that? What would you learn?* At the end, you may want to have students get into groups of four and discuss their answers.

**Close the day**

- Have students get into small groups. One of them will say the name of a club aloud, either from the unit or from their imagination. Then the group (including the speaker) will have to write down as many activities as possible in twenty seconds. Have them take turns until all group members have named at least one club. At the end, have volunteers share their answers and allow the rest of the class to correct and discuss them.

  Practice Book: Assign Activities 1 and 2 on page 16 as homework.



## Objective of the day:

1. Plan and write a diary entry about feelings.

### Open the day

- "How to Stay Calm" practice.
- Write the word *creativity* on the board and elicit its meaning. Ask students to discuss whether they are creative and with what kinds of things (painting, writing, coding, etc.)

### Open the book!

#### International Certification: Writing

In the Writing section of international certifications at this level, students will find an activity in which they read a story and complete sentences using one, two, three or four words. There is one continuous text and one picture. The picture provides a context for the story but does not provide answers to the questions. Correct spelling is required at this stage.

## 2 Read and write the missing words.

### Write one-word answers.

Have students read the whole text and look at the picture first to get the main idea. Remind them to look at the words on either side of the gaps and think about the structures they need to complete (see International Certification box on page T22). The completed sentences must be grammatically correct and make sense. Ask them to write the missing words individually but check in pairs. If any of the pairs disagrees on an answer, ask them to discuss and analyse both options to see which one is correct. Once finished, read the text aloud, stopping at the missing words so students can call out the answers.

## 3 Think of a club you want to join and write notes in the chart.

Give students a minute to look at the chart. Then have them work individually to complete it. They can choose the same clubs they chose in previous activities or they can choose new ones. Ask them to write at least three notes in each section. Finally, ask a volunteer to share his or her information with the rest of the class, or you can replicate the chart on the board with the ideas called out by volunteers.

## ● In your notebook, write a diary entry about the club you want to join.

Ask students to take what they wrote in the chart and use it to now create a diary entry in their notebooks. Remind them that they should include all of the information in the notes they wrote in the chart, but in complete sentences. Invite volunteers to read their entries to the class.

### Close the day

- Have students think about a club they would like to start at school. Ask them to fill out a chart like the one on this page with information about the new club: *What reasons could there be for other people to join? What activities would it include?* Remind students to include details about those activities, and how members should expect to feel: *happy, well-rested, energised, calm, etc.*



Practice Book: Assign Activities 1, 2 and 3 on page 14 as homework.

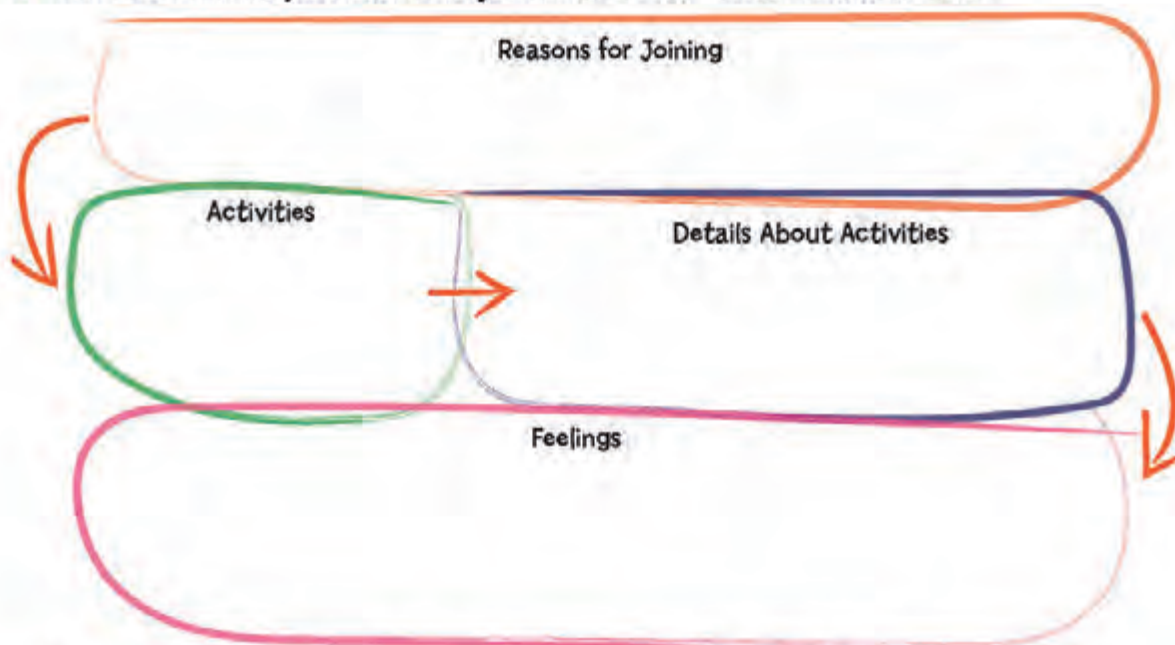
**2** Read and write the missing words.  
Write one-word answers. ✓/✗

I wanted (0) to do something creative in my free time, so I (1) have joined the art club at school. It is great fun!

Our teacher is Mr. Grayson, and he (2) has given us a project to do. We are making large butterfly sculptures out of old plastic sheets and spray paint. They are very colourful and they are much bigger (3) than our usual paintings. We (4) have to wear masks when we spray the plastic because the smell of the paint is very strong. I love art! It makes me (5) feel calm and relaxed.



**3** Think of a club you want to join and write notes in the chart.





- In your notebook, write a diary entry about the club you want to join.



# My Skills

## Listening

1 Listen and tick (✓) the correct box. There is one example.  

0. What is Jordan's dad's job?



A



B



C

1. What did Jordan's dad want to be when he was seven?



A



B



C

2. What school club did he join?



A



B



C

3. What did he learn in the club?



A



B



C

4. What did he study at university?



A



B



C

5. What else does he like doing?



A



B



C

2 Choose a club from this unit. Make a list of skills you can learn in it.

• Think of a job that matches some of the skills you listed.

**Objectives of the day:**

1. Listen for specific information of all kinds.
2. Identify connections between clubs, skills and future professions.

**Open the day**

- "How to Stay Calm" practice.
- Have students discuss in pairs what they want to be when they grow up and which clubs could be related to the professions they chose. For example, if they want to be a doctor, they might want to join the STEM club.

**Open the book!****Listening****International Certification: Listening**

In the Listening section of the international certifications at this level, students will find an activity in which they will listen to five separate dialogues where the speakers are clearly differentiated by age or gender. Students should answer the question about each dialogue by writing a tick next to one of three picture options. Before listening to the audio, students might find it helpful to quickly read the questions and to think of words that could be used to describe each picture.

**1 Listen and tick (✓) the correct box. There is one example.**   

Ask students to read the instructions and have a volunteer explain them to the class. Give students one minute to look at the pictures and say what they see in each one. Explain to students that they should read the questions before you play Track 11 twice. They should listen only for the specific information that each question requires. Point out the example and ask what Jordan's dad's job might be. (an engineer, a computer programmer, etc.) Play Track 11 twice for students to complete the task. To check, put students into groups and have them compare answers, justifying their answers with what they heard.

**2 Choose a club from this unit. Make a list of skills you can learn in it.**

Ask students to choose one of the clubs they have learned about in this unit and make a list of skills they could learn in it. Ask for a minimum of five skills. To check, have students walk around the classroom and find other students who have written the same skills, but for different clubs.

● **Think of a job that matches some of the skills you listed.** 

Ask students to reread the skills they wrote down and think of a job that could match all or most of them. Ask some students to share their answers with the rest of the class.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**● **Play Charades:**

Have students play *Charades* with the jobs and skills they practised on this page. If you're not sure how to play *Charades*, you can check the instructions on page T14.

  Practice Book: Assign Activity 1 on page 15 and Activity 1 on page 18 as homework.



## Objectives of the day:

1. Practise the following speaking strategy:
  - Follow-up questions.
2. Learn how to write a simple profile.

**Materials:** Reader; Practice Book (pages 17 and 18).

## Open the day

- "How to Stay Calm" practice.
- Have students work in pairs to ask each other three questions about a club they have participated in or an activity they have enjoyed. Encourage them to use the present perfect tense to talk about their experiences.

## Open the book!

## Speaking

### 1 Read the profiles and discuss what clubs the children might enjoy joining.

Ask students to read the children's profiles and discuss in pairs which clubs each child might be interested in joining. Explain that, in addition to mentioning the names of the clubs, they should justify their answers by explaining why they think the children would enjoy those clubs.

#### • Listen and tick (✓) the correct club.

Have students identify the names of the students and the clubs. Then play Track 12 once for students to write a tick next to the club to which each student belongs. Play the track again for students to check their answers.

### 2 Unscramble the questions.

Have students read the questions individually and unscramble them. You can time the activity to see who gets them all unscrambled correctly in the shortest amount of time. To check, have the winning three students read out their answers.

### 3 Write your profile and share it with a classmate.

Have students review the profiles in Activity 1 so that they can write their own profiles. When they are done, ask them to share them in pairs.

## Speaking Strategy

### Follow-Up Questions

Tell students that it is important to be an active listener in a conversation. One way to do that is to ask follow-up questions. Invite students to imagine what kind of additional details they might ask about. Give them some sample questions: *What games do you like? What do you like to paint?* etc.

#### • Role-play a conversation about joining a club. Follow the prompts.

Write the word *role-play* on the board and elicit what it means. Model role-playing with a volunteer using the prompts. Have students role-play the dialogues in pairs using their profiles.

## Close the day

- Tell students to write a scrambled sentence from their role-plays and pass it to the classmate on their left to unscramble.

## Reader

Before opening the Reader, ask students what they recall about the text *Traditional Games*. (See page T17.) Allow them to refresh their memories if needed. Play Track R1 again from the beginning to page 9. Ask them to discuss in small groups what they thought about the games on those pages. Then have students get into small groups to discuss and rank which games look the most fun and easiest to learn.

## Time to Practise


You have now finished the first part of Topic 1, "Clubs and Hobbies." It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 17. Have them look at the picture and read through the dialogue. Ask students what it is about. Next, tell students to read all of the responses and then match them to the questions in the conversation. Check as a class. Next, have students turn to page 18. Remind students that they might have to write a word or words in the text as well as colouring. Play Track 4 once through and tell students to colour the items during the pause. Then play the track again and have students complete the task. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking


1 Read the profiles and discuss what clubs the children might enjoy joining.



**Name:** Jayden Williams  
**Age:** nine  
**Favourite school subject:** maths  
**Hobbies:** computer games, technology  
**Skill:** model building



**Name:** Zehra Demir  
**Age:** ten  
**Favourite school subject:** physical education  
**Hobbies:** basketball, art  
**Skill:** painting

• Listen and tick (✓) the correct club. 

1. Jayden       Computer       Art       STEM
2. Zehra       Basketball       Football       Art

2 Unscramble the questions.

1. joined / Have / a / school club / you / ? / ever

Have you ever joined a school club?

2. doing / you / What / ? / do / like

What do you like doing?

3. don't / you / ? / STEM Club / Why / join / the

Why don't you join the STEM Club?

3 Write your profile and share it with a classmate.

• Role-play a conversation about joining a club. Follow the prompts.





# Unit 2 My Hobbies

1 Listen and number each hobby according to the person who does it. 

1. Robert    2. Amy    3. Jordan    4. Katy    5. Taylor



2 looking after my pet

## Our Hobbies!



4 making origami



1 cycling



5 collecting model planes



3 acting

• In your notebook, categorise the hobbies from Activity 1. Then add the hobbies from the box.

singing    baking    snowboarding    drawing    reading  
 playing football    gardening    painting  
 playing computer games    playing guitar

Sports	Arts and Crafts	Performance Arts	Indoor Activities	Lifestyle
cycling, snowboarding, playing football	making origami, drawing, painting	acting, singing, playing guitar	collecting model planes, reading, playing computer games	looking after my pet, baking, gardening

2 Read what the children say and discuss what hobbies they might enjoy.

1 I am interested in films and theatre. I'm also creative and enjoy listening to music.

2 I like being outside and doing sports. I'm also good at technology and love playing computer games.

3 I love animals. I am quiet and I don't mind staying at home. I like learning new things.

# Unit 2 My Hobbies

## Objectives of the day:

1. Learn vocabulary associated with hobbies.
2. Talk about personal likes and dislikes regarding hobbies.

## Open the day

### "Eagles at Night"

Brainstorm with students what they remember about eagles from the video they watched in Unit 1. Explain that eagles also pay attention to their surroundings at night and tell students that we humans can do that too. Ask: *How do you think you could pay attention with your eyes closed?* Allow any answers and elicit if necessary: *by listening, smelling and touching.* Have students close their eyes, listen and try to remember all of the sounds they hear. After 30 seconds, ask students to open their eyes and record everything they heard in their notebooks. Ask volunteers to share what they heard with the rest of the class. Students will continue to do this activity throughout the unit, using different senses.

## Open the book!

### 1 Listen and number each hobby according to the person who does it.

Have students look at the pictures and read the captions. Then ask students what *hobbies* are. (Activities that you like and continue to do over a period of time at home or elsewhere.) Ask volunteers to mention any hobbies they have. Tell the class they are going to listen to five children talking about their hobbies. Play Track 13 once. Have students listen for each child's favourite hobby and match the pictures to the children by writing the corresponding numbers in the boxes. Play the track a second time for students to check their answers, and then check the answers with the class.

- In your notebook, categorise the hobbies from Activity 1. Then add the hobbies from the box.

Have students look at the hobbies in Activity 1 and ask where they can do them. (at home, at school, at the park, etc.) Read the headings in the table and tell the class that there are many different types of hobbies. Ask students to copy the table and headings into their notebooks and to first add the hobbies from Activity 1 and then

the ones from the box. To check, read out the headings and have volunteers say the hobbies. Some hobbies can fall into two categories, for example, the Arts and Crafts and Performance Arts activities are also Indoor Activities. Explain that they can write them in two columns if this is the case.

### 2 Read what the children say and discuss what hobbies they might enjoy.



Have three volunteers read the speech bubbles aloud. Tell the class that these are the interests of three different children. Form groups of three. Have each student read one of the speech bubbles and the other two suggest which hobbies that child might enjoy. To check, ask volunteers from each group to share their suggestions with the rest of the class.

## Close the day

- Have students work in the same groups and discuss the hobbies. You can write the following questions on the board to stimulate their discussions: *What hobbies do you do? What hobbies have you done in the past? What would you like to do? Why? What would you never do? Why?* Allow enough time for students to answer all of the questions. Walk around and monitor the activity.

## Open Day Tip Monitoring Activities

Pair and group activities provide students with more individual speaking time, which gives them the opportunity to practise more freely and develop fluency. This will allow them to make mistakes and correct themselves without feeling that they are being evaluated. For this reason, when monitoring these activities, it is important not to interrupt or correct students. You can simply observe them and note down any difficulties they might be having, to deal with later on. These activities will allow you to evaluate the progress of individual students and the class as a whole. You can then address any problem areas on the individual or class level later.

  Practice Book: Assign Activities 1 and 2 on page 19 as homework.



**Objectives of the day:**

1. Learn the names of different materials related to hobbies.
2. Read and understand instructions for crafts.

**Materials:** *Materials* Flashcards, Flashcard Activity 2A on page XVI.

**Open the day**


- "Eagles at Night" practice.
- Flashcard Activity 2A.

**Open the book!****3 Read, look and write the materials.**

Read the title of the text and ask students to look at the pictures and headings of each section to identify the crafts. Find out if any students have ever made these crafts and invite them to share their experiences. Draw students' attention to the materials in the top corner of the poster and have them guess which ones they would need for each hobby. Then have students scan the poster quickly and label the materials 1 through 6 in the pictures. Invite students to check their answers with a classmate.

- **Read again and order the steps for each creative hobby. Write numbers 1–4.**

Have students reread the text and number the steps for each creative hobby in order. Ask: *How many steps does "Making Crafts from Rubbish!" have? How many steps does "Racing Homemade Go-Karts" have?* (Each activity has four steps.) To check, ask volunteers to read one step each, in order.

- **Say if you would like to try these hobbies. Give reasons for your answer.** 

Form small groups and have students discuss whether they would like to take up either of the hobbies they have just read about (or even both) and explain why. Then have students agree on doing one of the hobbies as a group or think of another hobby that they would all enjoy doing together.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**



- Have students create a brief hobby profile of their preferences like the ones in the speech bubbles on page 28. Encourage them to use the same type of language to describe their preferences: *like, love, be interested in, enjoy, be good at, don't mind, my favourite...is...* To check, you can invite individual students to read their profiles aloud. You might also want to collect students' profiles to evaluate their progress.

**Open Day Tip Skills Rubrics**

We recommend that you keep a skills table (printed or electronic) with all four skills per student. This way you will be able to make notes throughout the school year and maintain a record of students' progress. This will allow you to identify and address problem areas more effectively.

**Go to video "Skate Brothers."** 

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.

  Practice Book: Assign Activities 3 and 4 on page 20 as homework.

3 Read, look and write the materials.

# Creative Hobbies

We all need hobbies! From playing sports to reading a book, hobbies help us relax and have fun. Here are two hobbies you might enjoy.



## Making Crafts from Rubbish!

Don't dispose of all of your rubbish! You can reuse old bottles and newspapers to make crafts, such as vases or pencil holders.



(1) plastic or  
(2) glass bottle

(3) paper or  
(4) card

- 1 Tear up old paper or card.
- 4 Paint a new design on the paper or card on the bottle.
- 2 Next, take an old plastic or glass bottle.
- 3 Stick the paper or card onto the bottle.

## Racing Homemade Go-Karts

Why not try a different form of transportation? How about racing go-karts? With help, you can even make your own!



(5) metal  
handlebars

pieces of (6) wood

- 3 Attach the seat to the base.
- 2 Attach the wheels to the wood to make a base.
- 4 Finally, use metal handle bars to balance and push the kart.
- 1 Find some old wheels, a plastic seat and pieces of wood.

- Read again and order the steps for each creative hobby. Write numbers 1–4.
- Say if you would like to try these hobbies. Give reasons for your answer.



It's **made of** paper and wood.  
How long **have you been** here?

1 Listen and follow. 

## Good Buddies The Kite Festival

1 AT HARRY'S HOUSE...

WHAT'S YOUR FAVOURITE HOBBY, EMMA?



I LOVE SPORTS! I PRACTISE KARATE IN A CLUB AT THE WEEKENDS.

2

Wow! How long have you been in the club?



SINCE LAST SUMMER. WHAT DO YOU LIKE DOING?

I LIKE PLAYING THE GUITAR... AND THERE'S SOMETHING ELSE!

3 THEY GO TO THE GARAGE...

Wow! Did you make that?



WELL, MUM AND DAD HELPED ME. IT'S MADE OF PAPER AND WOOD.

4

THERE'S A KITE FESTIVAL NEXT WEEK. I'M JOINING IT!



COOL! CAN I COME AND WATCH?

SURE! LET'S ASK SOPHIA AND DAVID, TOO!

2 Read again and order the events. Write numbers 1–5.

- 3   David arrives at the festival.
- 5   Harry's kite falls into a tree.
- 1   Emma tells Harry about her hobby.
- 4   David sees a real eagle.
- 2   Harry shows Emma his kite.

• Make a list of the skills and abilities you need to fly a kite.

**Objectives of the day:**

1. Read a comic strip about hobbies.
2. Talk about the skills and abilities you need for hobbies.

**Open the day**

- "Eagles at Night" practice.
- Write the following questions on the board: *What's your favourite hobby? Why do you like it? When did you start doing it?* In small groups, have students talk about their hobbies. Remind them of the hobby profile they wrote in the previous class. Tell them that they can share that information with their classmates. Finally, have different groups report back to the class and find out which are the most popular hobbies and which are the most unusual.

**Open the book!****1 Listen and follow.** 

Have a volunteer read the title of the comic strip and ask what a kite is. If they don't know, have them look at the pictures and guess what it is. Then play Track 14 once and have students follow along in their books. Invite volunteers to describe where the comic strip takes place and who the characters are.

**2 Read again and order the events. Write numbers 1–5.**

Ask students to read the sentences first and try to number them in the correct order from memory. Then have them reread the comic strip to check their answers. Write the following connectors on the board: *First, then, next, after that* and *finally*. In pairs, have students retell the story of the comic strip using the sentences and the connectors on the board. Invite a pair to read the story aloud and ask the class if it is correct. If they think it is incorrect, have another pair read out their version until the class agrees on the correct order.

**Open to Learn** .....



Have students read the second sentence in the *Open to Learn* box and find the sentences in the comic strip that start with *How long...* Ask them to underline the answers to the questions. Have students read the answers aloud and write them on the board. Explain that both answers refer to time and elicit which answer refers to a longer period of time. (Since last summer.)

- **Make a list of the skills and abilities you need to fly a kite.**

In the same pairs, have students look at the pictures of the children flying kites and make a list of the skills and abilities you need to fly a kite. Invite students to use their own experiences flying kites if any, or their imagination, to expand the list. Next, ask them to do the same with making a kite. Finally, have pairs work with another pair to form groups of four to share their information and compare the different skills and abilities they need to make and fly kites.

**Close the day**

- In the same groups as in the previous activity, invite students to ask and answer questions about why they like their favourite hobbies, and the skills and abilities they need to do them well. Have students talk about how long they have been doing their favourite hobbies and evaluate their own skills and abilities. Invite student to discuss what they can do to improve.

  Practice Book: Assign Activities 5 and 6 on page 23 as homework.



## Objectives of the day:

1. Review materials related to hobbies.
2. Ask and answer questions about what objects are made of.

**Materials:** white sheets of paper (1 per student); *Materials Flashcards*, Flashcard Activity 2B on page XVI.

## Open the day

- "Eagles at Night" practice.
- Flashcard Activity 2B.

## Close the day

### Open to Learn .....

Have a volunteer read the first sentence in the *Open to Learn* box at the top of page 30 and then ask the class to find the sentence in the comic strip. Once they have found it, ask them what it is describing. (the kite) Tell the class that not all kites are made of paper and wood and have them talk about other materials that kites can be made of. (plastic, cloth, etc.) At this point, you are only teaching *is/are made of* as functional language to describe the materials objects are made of. It is not necessary to teach the simple present passive.

### Play What Is It Made Of?



Have students look at the drawings and read the speech bubbles. Explain that, in pairs, one student (A) will draw an object in four steps, with a separate picture for each step, as in the example in their books. The object of the game is for student (B) to guess the object as soon as he or she can and then to ask what it is made of. After student A has drawn the first step, student B can ask a question about the object and make one guess at what it is. If the student guesses correctly, they switch roles. If the student does not guess correctly, student A draws the next step, and student B continues in the same manner. A student wins when his or her opponent can't guess the object after Step 4. Have students keep their drawing for the *Close the day* activity.

## Close the day

- Distribute the white paper and have students fold their pieces of paper in half. Ask students to choose one of their drawings from the previous activity, preferably one with the four steps drawn, and copy it onto the top half of the sheet of paper. If none of their drawings are complete, they should complete one. Then on the bottom half, they should write a short description of their objects, including what they are made of, followed by the question: *What is it?* Then ask students to write their names under their descriptions and to cut the pieces of paper in half. Collect the pictures and descriptions separately. Display the pictures around the classroom and give each student a description. Have students read their descriptions and get up and walk around the classroom until they find the corresponding pictures. Some students might choose the wrong pictures, and some students might not find their pictures. Set a 10-minute time limit and then have students sit down. Invite students to read their descriptions out loud and show their pictures. The person who wrote the description should then say if the picture is correct or not. If it is correct, the person who read the description keeps the picture and the description. If it is the incorrect picture, the picture is displayed again for another student to choose. Continue until all students have found their correct pictures, or at least until all students have read their descriptions at least once. Finally, have students return the descriptions and pictures to the students who wrote and drew them.

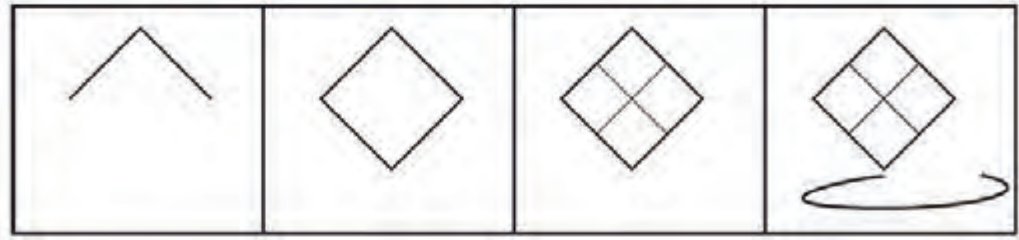
### Reader

Ask students to recall what the text in their Readers is about. (traditional games) Elicit from the class the different games that have been mentioned so far. Have students open their Readers to page 5. Play Track R1 till the end, and have students follow along. Ask students to scan the text and make a list of toys or items that they need to play each game. Have students work in pairs and ask and answer questions about the materials the toys and items are made of.

  Practice Book: Assign Activities 1 and 2 on page 21 as homework.



Play what is it made of?



What is it?  
Is it a window?


No, try again!

Is it a kite?  
What is it made of?

Yes, it is! It's made of paper and wood!



**Open to Learn**  
 Since I was five.  
 Only for a few minutes.

3 Read, listen and write the numbers. 

1. two years    2. first year    3. a baby    4. two months

# Sports Crazy

## Interview with Alicia



**Alicia, 10**

**Hi, Alicia. How long have you been interested in sports?**

Since I was **3**! When I learned to walk, I started kicking a ball. I got a tricycle when I was three, and I started riding a bike when I was five. When I was older, I joined a cycling club.

**How long have you been in the cycling club?**

I have been in the club for **1**. I love it! My best friend Kayla joined it, too.

**How long has Kayla been your best friend?**

Since **2**. We both like the same things. We also joined the karate club. I was worried because I wear glasses.

**How long have you worn glasses?**

Only for **4**. It's OK because I wear special sports glasses. Nothing stops me! I'm sports crazy!

4 Write the time expressions in the correct category.

- 10:30 a.m.    a few minutes    an hour    2014    July  
 last summer    two weeks    five days    yesterday    six years

For		Since	
a few minutes	five days	10:30 a.m.	last summer
an hour	six years	2014	yesterday
two weeks		July	

### Objectives of the day:

1. Read about a child's experience with sports.
2. Practise using time expressions that can be used with *for* and *since*.

**Materials:** scented items like flowers, herbs or essential oils; Poster 2 with Cutouts, Poster Activity 2A on page XXII.

### Open the day

- "Eagles at Night" practice.

Tell students that they are going to do the "Eagles at Night" mindfulness practice, but that this time they should focus on smell. In order for the activity to work better, you may want to open a window or you can display the scented items you brought to class once students have closed their eyes.

- Poster Activity 2A.

### Open the book!

### 3 Read, listen and write the numbers.

Invite a volunteer to read the title of the text. Ask the class questions to help them predict what the text will be about: *What type of text is it?* (an interview) *Where might you find a text like this?* (in a magazine) *What type of information do you think will be in the interview?* (personal) Have students read the interview quickly to get the general idea and confirm their predictions. Then invite them to choose the correct answers from the box to complete the text. Finally, play Track 15 once and have students check their answers.

### Open to Learn .....

Draw students' attention to the *Open to Learn* box. Ask the following questions and have the class answer with one of the phrases from the box: *How long have you been in the classroom?* (only for a few minutes) *How long have you studied at this school?* (Since I was five.) Explain that both phrases tell you *how long* or a period of time, but that *for* indicates the exact amount of time you have done an activity and *since* indicates at what point in time you started the activity. You may want to use the timeline on the poster to demonstrate this visually.



### 4 Write the time expressions in the correct category.

Have students work in pairs. Before doing the activity, ask students to read the time expressions in the box and decide if they indicate an amount of time or a point in time. Then have them write each expression in the correct column. To check, invite volunteers to use the expressions in a sentence: *I have been in this class since 10:30 a.m. I have worked with my classmate for a few minutes.* Finally, remind students to visit the online platform for more practice at home.

### Close the day

You can do either of the two activities below to close your class:

- Ask students to choose three words or phrases from the box in Activity 4 and use them to write three sentences about themselves. Then have students check their sentences in pairs. Encourage students to do peer correction. You might want to give them an example about yourself: *I have run every day for six years. I haven't travelled outside of the country since 2014. I haven't eaten bread for two weeks.*
- Tell students to imagine that a magazine is going to interview them about their hobbies. Invite students to write three questions about their hobbies using *how long* and then to answer the questions using *for* or *since*. Ask them to add more details to the interview. They can use the article on the page as a model.

  Practice Book: Assign Activities 3 and 4 on page 22 as homework.



## Objectives of the day:

1. Learn to identify the diphthong /aɪ/ through listening and reading.
2. Learn that the diphthong /aɪ/ can be spelled in different ways.

**Materials:** different scented items; You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- “Eagles at Night” practice.

Repeat the activity. Have students continue to focus on smell, using a variety of scented items.

- Ask for a show of hands to find out how many students have flown a kite. Invite some of the students who have to share their experiences with the class. If no one has flown a kite, invite volunteers to say why they think it would be a fun activity to do.

## Open the book!

### 1 Read, look and write the numbers of the verses.

Have students look at the pictures in pairs and guess what is happening in each. Ask them to predict the correct order of the pictures before they read. Then have them read the poem and number the pictures in the correct order. Invite volunteers to read the poem aloud for you to check pronunciation.

- **Listen and identify what the words in bold have in common.** 

Play Track 16 once or twice and have students follow along in their books. Then ask students to read the words in bold aloud in pairs to help them identify the /aɪ/ sound. Ask: *Can you guess what sound these words have in common?* (the diphthong /aɪ/) Help them as needed so that they can guess the answer themselves. Focus students' attention on the vowel sound only and how that diphthong can be spelled differently. Ask them to look at the words and call out the letters that represent the sound in each word so that you can write them all out on the board (y, i\_e, igh).

- **Listen again and circle the words with similar sounds in verses 3 and 4.**

Play Track 16 again and ask students to circle the words with the diphthong /aɪ/. Remind them to focus on how the words sound rather than on their spelling, as spelling can vary. If necessary, play the track a second time for them to check.

- **2 Look at the pictures. Then listen and complete.** 

Have students look at the pictures first and try to guess the words to complete the sentences. In pencil, they can write the letters they think go on the lines. Play Track 17 and have students use the audio to check their answers. Invite students to check their spelling in pairs. You might want to invite two volunteers to the front to write the rhymes as other volunteers dictate them.

- **In your notebook, write more sentences with /aɪ/ sounds.** 

Elicit from the class other words that have the diphthong /aɪ/ sound and write them on the board. Suggest that students think of other words that rhyme with the words in the poem. Ask them to write two or three short sentences using words with the /aɪ/ sound and invite volunteers to share them with the class. If students find this activity difficult, you may want to have them work in pairs or groups. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Write the following tongue twister on the board: *Why do you fly so high, my fly? Why do you fly so high? Why do you fly so high, my fly? Why are you in my eye?* Read the tongue twister slowly and then more quickly. Ask students which words rhyme and underline them. Explain that you are supposed to read tongue twisters as quickly as possible. Read the tongue twister chorally with the class, slowly. Then have students practise saying it to themselves quietly. Finally, invite volunteers to say it in front of the class as quickly as possible. Take a vote to decide which volunteer was able to say it correctly the quickest.

1 Read, look and write the numbers of the verses.



4

1 This is **my** hobby,  
I like to fly kites,  
**High** in the sky,  
Day and **night**.

2 **Why** don't you try?  
It will be all **right**,  
Hold the **line**  
**Nice** and **tight**.



2



3

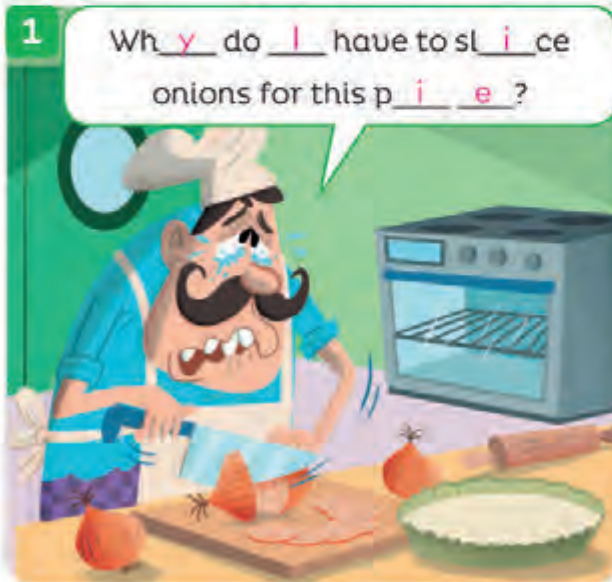
3 That's **fine** that's **right**,  
Don't **mind** the **flies**,  
Oh, no, you've let go,  
That wasn't **wise**!

4 That **kite** was **mine**,  
**I** think **I** might cry,  
It's flown out of **sight**,  
Wave it **bye-bye**.



1

- Listen and identify what the words in bold have in common.
- Listen again and circle the words with similar sounds in Verses 3 and 4.
- 2 Look at the pictures. Then listen and complete.



1

Wh\_ y \_ do l \_ have to sl\_ i \_ ce  
onions for this p\_ i \_ e \_ ?



2

That cr\_ y \_ in the n\_ i \_ g\_ h \_ t  
gave me a fr\_ i \_ g\_ h \_ t!

- In your notebook, write more sentences with /ai/ sounds.



Time to Practise

## Reading and Writing

1 Complete the text. Use the words from the box.

There is one example.

# Collections

~~collection~~ since for taken used  
best much long paper metals

Some kids love to collect things as a hobby. It can be fun to watch a (0) collection grow over time. The (1) best thing about collecting is that it doesn't need to be expensive! Here are four ideas.

### Rubbers

Have you ever (2) used a rubber and thought, "That's a nice colour!" Why not collect them? Rubbers cost less than a pound and come in all shapes and colours.

### Coins

Why do people collect coins? First, it is easy to start a coin collection because there are so many of them! Some coins are made of precious (3) metals and are part of history.

### Soft Toys

For how (4) long have you had your favourite soft toy? Some people keep soft toys all their lives. One American grandma has 8,026 teddy bears—a world record!

### Action Figures

Plastic action figures have been popular (5) since the release of the first *Star Wars* film in 1978. Today, fast food restaurants use them to promote their meals.

**Objectives of the day:**

1. Learn vocabulary related to collections.
2. Read for general comprehension.

**Materials:** different scented items.

**Open the day**

- "Eagles at Night" practice.

Have students continue to focus on smell, but bring different scented items.

- Write the word *collect* on the board. Elicit its meaning from students. They can give you the definition, an explanation or an example. Once the meaning of the word is clear, write the word *collection* on the board and elicit its meaning. Explain that people collect many different types of objects, like coins and stamps, but that you can collect virtually anything you want. In groups of four, have students talk about any collections they have or might have had in the past, and that they might like to start. Invite groups to decide on the most unusual collections and then share them with the class. Make a list of collections on the board.

**Open the book!****Reading and Writing****International Certification: Reading**

Tell students that one exam activity involves completing a text using words that are given in a box. Explain that as with any text, it is important to read the title and look at any pictures to anticipate what the text is about. Then they should read the whole text to get a general idea. Next, they should read all of the words in the box and try to guess their meanings in relation to the text and the parts of speech they are. (verbs, nouns, prepositions, adjectives, etc.) After that, they should reread the text carefully and fill in the gaps with the words that they are sure of. Finally, they should study the sentences where the remaining gaps are and try to figure out which word makes the most sense in each gap. Finally, they should reread the sentences with their answers to check.

**1 Complete the text. Use the words from the box. There is one example.** 

Ask students to read the title of the text and the heading of each section, and scan the text. Then have them read the words in the box. Ask them if they know all the words. (At this point, they should know them all.) Next, have students use the words to complete the text. Invite students to check their answers in pairs. Finally, have volunteers read the text aloud to check answers as a class.

**Close the day**

- **Play Hangman:**

To close the day and help review vocabulary related to hobbies, materials and collections, you can have students play "Hangman" in pairs. Review the rules with the class. (See page T24.)



## Objectives of the day:

1. Practise reading comprehension about hobbies.
2. Learn to identify parts of speech.

**Materials:** different scented items.

### Open the day

- "Eagles at Night" practice.

Continue having students focus on smell, but bring different scented items.

- **Play Build a Word:**

Tell the class that they are going to play a word-building game. Write the following headings on the board: *People, Places or Things (Nouns), Descriptive Words (Adjectives) and Actions (Verbs)*. Tell students that these are different parts of speech, which means that we use them to refer to different things when we communicate. Write the word *creativity* under the first heading and ask a volunteer to use it in a sentence: *You use your creativity when you paint.* Ask the class how you describe people who use their creativity. (They are creative.) Finally, ask them what the action is. (to create) Have a volunteer use it in a sentence: *I like to create art.* Tell students that to find out if there are more nouns, it is helpful to use question words: *Who... (a creator), What... (a creation), etc.* Write the following words in the first column: *activity, information, communication.* Set a time limit and, in pairs, have students complete the table with as many words as they can. Ask the pair with the most words to read them out to check. If one of their words is wrong, then the pair with the next longest list continues. The pair with the most correct words wins.

### Open the book!

#### International Certification: Writing

International certification activities are slightly different from regular textbook activities, mainly because of the time constraints. As such, we recommend that you ease students into them. The objective is that they be able to complete the activities successfully by the end of the year. In order to do that, guide them through the activities and help them as much as you can in the early units. As the school year goes by and students progress in their skills, you may reduce the help so that by the time you get to Unit 6, they are able to do the activities without any help.


## 2 Complete the text. Choose the right words.

Have students look at the activity and compare it to the one on the previous page: *How are they the same?* (They are both texts with gaps to fill.) *How are they different?* (On page 34 the options were given in a box and on page 35, they have three options with similar meanings for each gap.) Explain that both types of activities appear on international exams and that the activity on page 34 mainly evaluates how well they understand the text, while this activity evaluates how well they can use English. Tell students that it is important to follow the same steps as they did in the previous class, but that here it is even more important to know what type of word is missing from the sentence so they can select the correct option. If you would like to provide more scaffolding for this activity, you might want to go over the options with the class and elicit their parts of speech. You may want to check the answers as a class, since it is the first activity of its type. If students are having trouble with specific items, help them analyse the sentences and choose the correct answer or have students who did get the correct answer say why they chose that option.

### Close the day

- In preparation for the *Citizenship* section in the following class, have students discuss in groups how hobbies can make you a better person. For example, tell them that working on large puzzles can help you become more patient, which is definitely a good skill or character trait to acquire. Have them think about their own hobbies and what they have learned and how they think they can still improve. Invite groups to share their ideas with the class.

  Practice Book: Assign Activity 1 on page 25 as homework.

2 Complete the text. Choose the right words. 

## Why Hobbies Are Good for You

0. Do you have an interesting hobby? Hobbies are important
1. for a number of reasons.
- First, hobbies like painting, writing or model-making can help you
2. be creative because you have to use your imagination to do these activities.
3. Also, hobbies can make you feel good. Even with simple
4. hobbies, like collecting stamps or coins, you can feel positive about doing something well.
5. Hobbies can also make you smarter. For example,
6. reading a book will give you a better vocabulary than before, and solving a puzzle can help you practise making decisions.
7. Many sports involve playing in teams. This means learning how to play together and how to respect each other.
8. Finally, hobbies help you develop useful skills for when you are older. With hobbies, you learn something new and have fun at the same time.

0. the

a

~~an~~

1. for

to

at

2. creativity

create

creative

3. feels

feel

feeling

4. collects

collect

collecting

5. In

For

On

6. good

better

best

7. means

mean

meaning

8. when

where

how



# CLIL Geography

- 1 Look at the pictures. List the types of hobbies you can enjoy in these places.
- Read and check your answers.

## Hobbies and Climate Change

Since the 1950s, average global temperatures have increased by around 1°C.

This has led to rising seas, habitat destruction and extreme weather.

So why don't we take climate change more seriously?

### WINTER SUN

It is winter holidays in the mountains of Colorado, in the United States, and hundreds of families are having fun in the snow.

"I love snowboarding!" says ten-year-old Karla. "I first tried it last year. I've been here for five days and I don't want to go home!"

But Karla is one of the lucky kids.

"We haven't seen any snow for most of the winter," says a ski instructor. "It has been too warm. Many kids come here to learn how to snowboard. They usually start lessons when they are seven."

When there wasn't any snow, he took visitors mountain biking and horseback riding in the hills. "It wasn't the same," he continues, "but we had to do something!"



- 2 Read again and complete the chart.

	COLORADO	SYDNEY
HOBBIES	snowboarding	swimming, snorkelling and beach volleyball
PROBLEM	There is no snow.	The beach has disappeared.
CAUSE	It has been too warm.	There was a king tide.
POSSIBLE SOLUTION	Do other activities, like mountain biking or horseback riding in the hills.	Build a sea wall.

**Objectives of the day:**

1. Learn about how climate change can affect your hobbies.
2. Identify problems, causes and solutions in different locations.

**Open the day**

- "Eagles at Night" practice.

Tell students that they are going to do the "Eagles at Night" mindfulness practice, but that this time they should focus on touch. Ask students to take five different objects out of their schoolbags and set them on their desks in front of them. Then have them close their eyes and feel each object. Explain that the purpose of touching the objects is not to guess what they are, but rather to feel the objects and notice their dimensions, textures and temperatures.

- Ask the class what the weather is like today and invite volunteers to respond. Ask: *What hobbies can you practise on a day like today?* Draw a Venn diagram (two circles that overlap in the middle) on the board, and draw a sun in one circle and a cloud with rain in the other. Invite volunteers to come up and write hobbies in the appropriate circles. Explain that in the area that overlaps they can write activities that can be done in either weather condition. Finally, ask the class to reflect on how the weather affects our choice of hobbies. Leave the Venn diagram on the board for further reference.

**Open the book!****1 Look at the pictures. List the types of hobbies you can enjoy in these places.**

Have students look at the pictures on pages 36 and 37 and make a list of hobbies one could practise in each of the places. Students can use the hobbies in the Venn diagram on the board to help them.

**• Read and check your answers.**

Ask students to scan the text quickly and find the hobbies mentioned in each article. Remind students that they do not have to read the whole text at this point, but only look for the keywords. Ask them to put a tick next to the hobbies they wrote on their lists in Activity 1, and add any additional hobbies to each list. Have students compare lists in pairs.

**2 Read again and complete the chart.**

Ask students to copy the chart into their notebooks. Tell students that they can use the information they got when they scanned the text to complete the *Hobbies* row for each place. Explain that to complete the other rows they will have to get a better overview of the text. Ask students to skim the text individually and to complete the information in the chart in note form, not by copying out the text. It is important for students to know that they do not have to understand every word of the text, only enough to get the general idea. You may want to check answers as a class or have them compare in pairs.

**Close the day**

- Tell students to add another column to their charts in Activity 2 and the name of their town, city or region as the heading. Form groups and have students talk about their town and complete the table about a hobby or hobbies available there that have been affected by climate change. Finally, have each group share their information with the class.



## Objectives of the day:

1. Describe what is happening in pictures.
2. Discuss climate change and its possible effects on hobbies.

**Materials:** a globe or map (printed or online).

## Open the day

- "Eagles at Night" practice.

Continue having students focus on touch, but using different items than in the previous class.

- Display the globe or map and ask a volunteer to indicate their country on the map. Remind students that in the previous class they read about two countries: *Which countries were they?* (the United States and Australia) Invite volunteers to come up and indicate the countries on the globe or map, helping them if necessary. Ask: *What do they have in common?* (They are both English-speaking countries.)

## Open the book!

### 3 Read again and circle T (True) or F (False).

Invite volunteers to tell you what the text is about. Explain that now they are going to read the text more carefully, focusing on understanding the text and its details. Have students read the true/false sentences first, and then read the text and circle the correct answers. To check, ask students to compare answers in pairs and justify their answers with information from the texts.

## International Certification: Writing

Tell students that in the writing section of some international exams, they might have to write a short text based on pictures. Explain that when they do these activities, it is very important that they read the instructions carefully so that they understand the task. The instructions will tell them the type of text, such as a story, a letter, a recipe, instructions, etc., and what information they need to include in the text. It might also indicate how long the text should be. Suggest that once they have read the instructions, they ask themselves the following questions: *What is the instruction asking me to do in this text? What type of text will I write? How will the pictures help me?*

### 4 Look at the three pictures. In your notebook, write about what has happened. Use 20 or more words.



Invite a volunteer to read the instructions out loud. Elicit from the class what they are supposed to do first. (Look at the pictures.) Then ask: *What is the instruction asking me to do with this text?* (to say what has happened) Elicit from the class what other information the instruction includes. (where to write and how many words minimum they have to write) To start, invite students to look at the pictures and tell you what is happening in each. Ask: *Who can you see in the pictures? Where are they in each picture? What has happened?* (The weather has changed. The snow has melted.) Write their ideas on the board under two headings: *Before* (It was cold and snowy. They could ski.) and *Now* (It's warm and sunny. They can't ski. They ride bikes and horses.) Remind students that the first sentence in a paragraph is the most important since it introduces the main idea, so that is where they should say what has happened. Next, they should select the details from the board they want to include to support the main sentence, including how things were before and how they are now. Finally, ask students for ideas about how to conclude the paragraph. (with their opinion, with a suggestion for a solution, etc.) Invite them to tell you their opinion of what has happened and write some ideas on the board. Ask each student to use the information on the board and their own ideas to write their paragraphs. If time allows, have students check their paragraphs in pairs. Then invite students to rewrite a clean copy of their paragraphs for the following class.

## Close the day

### Critical Thinking

#### What other hobbies can climate change affect? How?

Form groups and ask students to read the questions in the box. Invite them to think about some of their own hobbies and how they could be affected by climate change. Invite students to make a *Cause, Effects and Solutions* chart with some of their hobbies. Then draw a chart on the board and have each group write about the hobby of their choice. Encourage them not to repeat the same hobby twice.



Practice Book: Assign Activities 1 and 2 on page 26 as homework.

# King Tide

In Sydney, Australia, on the other side of the world, it is a Friday afternoon in the middle of the summer. School has finished and many children are running to the beach. Favourite hobbies include swimming, snorkelling and beach volleyball.

However, this Friday, people are shocked. One of the beaches is closed. Why? Because it has disappeared!

"The ocean has covered the beach because the water is higher than usual," says a local resident. "It's called a king tide. It happens a few times every spring, but this year, it has happened more often."

One possible solution is to build a sea wall to protect the beach from high seas. Unfortunately, that's too late for nine-year-old Sean.

"I really wanted to swim today, but it's too dangerous," he says. "We learned about climate change at school. There have been lots of storms this year. Maybe they are what caused this."



One of Sydney's beaches

As these examples show, climate change has real effects on people's personal lives and hobbies. Maybe now is the time to do something to stop it.



What other hobbies can climate change affect? How?

### 3 Read again and circle T (True) or F (False).

1. Extreme weather causes climate change.
2. Karla has been a snowboarder since she was seven.
3. A king tide is when water is higher than normal and covers the beach.
4. Climate change has not affected people's free-time activities.

T  F

T  F

T F


T  F

### 4 Look at the three pictures. In your notebook, write about what has happened. Use 20 or more words.





Developing Your Skills

1 Look at the poster and guess the hobby. Then listen and check. 



1 It improves your memory.


2 It teaches you to keep trying.

3 It makes you better at maths.

4 It improves your listening skills.

5 It teaches you discipline.

6 It makes you confident.

• Listen again and write. There is one example. 

My Hobby	
0.	Carol's class is at: <u>10:00 a.m.</u> on Saturdays.
1.	She has had classes for: <u>two</u> months.
2.	She remembers details from: <u>books</u> and films.
3.	She learns to read: <u>musical</u> notes.
4.	She has to practise: <u>every day</u> .
5.	She has to learn her: <u>first</u> tune.

2 Choose a hobby. List ways in which it helps you develop skills.

• Make a poster.

**Objectives of the day:**

1. Listen for specific information.
2. Reflect on how certain character traits can make you a better citizen.


**Materials:** sheets of construction paper or white paper (1 per group), colored markers or crayons.

**Open the day**

- "Eagles at Night" practice.  
Continue to have students focus on touch, but use different items than in the previous classes.
- Write the word *citizen* on the board and elicit what it means (someone who legally belongs to a particular country and has rights and responsibilities there.) Then have students discuss in small groups what they think makes a good citizen. Invite volunteers to share their ideas with the class.

**Open the book!**

**Developing Your Skills**

- 1 **Look at the poster and guess the hobby. Then listen and check.** 

Have students look at the pictures and read the tags. Ask them to guess the hobby before you play Track 18. Stop the recording after the example, and ask if their predictions were correct. Play the rest of the recording, then ask: *Who is speaking?* (two girls) *Where are they?* (on the school playground) *What are they talking about?* (one girl's piano classes)

**International Certification: Listening**

Explain to students that when listening for specific information in international exams, it is important to read the instructions and the activity before the examiner plays the recording. Explain that they shouldn't spend too much time on one item or they might miss the information for the next. Remind them that if they are not able to complete an answer, they can complete it in the second round.

- **Listen again and write. There is one example.** 

Give students two minutes to read the information provided and figure out the specific information they need to be listening for. Play Track 18 again and ask them to complete the information. To check, you may read the beginning of the sentences and have volunteers read the rest aloud or you can have one volunteer read the first part and another complete it.

- 2 **Choose a hobby. List ways in which it helps you develop skills.**



Remind students that all the skills we develop can not only help us in life, but they can also help us become better citizens. Form groups, and have each group choose a hobby and list the ways in which it helps you develop skills, following the model in Activity 1.

- **Make a poster.**

Students work in the same groups. Give each group a sheet of construction paper or white paper. Have each group create a poster with markers or crayons with the information about hobbies from Activity 2. Give students extra time so they can decorate their posters.

**Close the day**

- Display the posters around the classroom in the form of an exhibition. Have one student from each group stay with their posters to explain them to their classmates while the other students walk around and visit other posters. After a few minutes, have another student from each group relieve the classmate at their poster so that that student can also visit other posters.

  Practice Book: Assign Activities 1 and 2 on page 27 as homework.



## Objective of the day:

1. Follow the steps to develop a project.

**Materials:** Poster 2 with Cutouts, Poster Activity 2B on page XXII; Practice Book (page 111).

## Open the day

- “Eagles at Night” practice.

Continue having students focus on touch, but use different items than in the previous classes.

- Poster Activity 2B.


## Open the book!

## Explore

- Write the word *survey* on the board and elicit its meaning from the class. They can give you a definition, an explanation or an example, and they can use the activity’s content to get clues. If they do not know, explain that a survey is an activity in which many people are asked a question or a series of questions in order to gather information about what most people do or think about something.
- **Look at the sample survey and answer the questions in your notebook.**

Explain that this is one way a survey and its results can look. Ask students to carefully look at all the information: the headings, survey questions, answers and the graphs with the results. Then ask them to answer the questions about the experiences and hobbies in their notebooks.

## Produce

- **Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results.** 

Explain to the class that they are now going to conduct a survey themselves. Direct them to the Practice Book, page 111, and ask students to detach the page. Give students a few minutes to complete the page using their own questions. Then allow enough time for students to walk around and conduct their surveys.

## Present

- **Show and describe to the class the results of your survey.**

Allow students time to prepare the results of their surveys. Tell students that the best advice for giving a good presentation is to prepare beforehand. Explain that if they are well prepared, they can focus on giving a good presentation and not on trying to think of what to say. Suggest that students write notes on cards that will help them remember the main ideas of what they want to say. Invite students to present their results in pairs first, as a practice run, and give each other suggestions for improvement. If students get nervous before presenting, suggest they do the “How to Stay Calm” activity on page 20 to relax. Have students present in front of the class if time allows, or in groups if not.

## Close the day

- Elicit from the class what things make a good presentation. Create a checklist on the board so students can evaluate themselves: *I knew what I wanted to say. I spoke clearly. I spoke to the audience. I was calm. The audience enjoyed my presentation.* Invite students to evaluate their own presentations.

## Explore

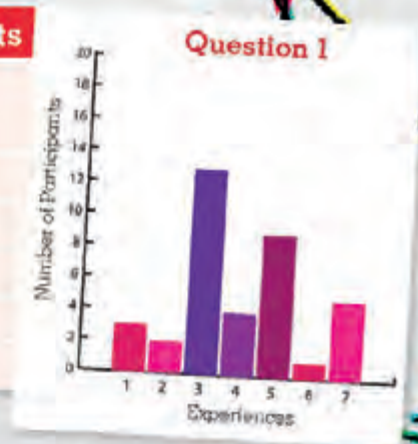
- Look at the sample survey and answer the questions in your notebook.

# Experiences Survey

Number of participants: 20

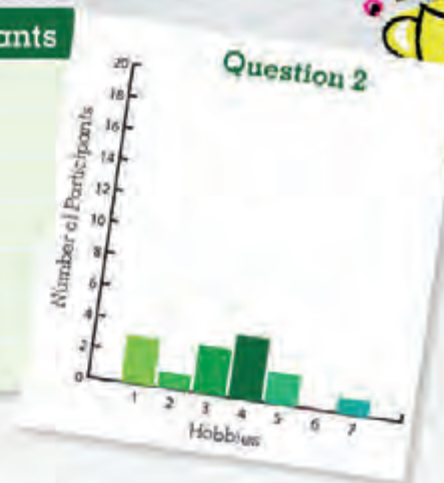
Question 1: Experiences

Have you ever...	Number of Participants
1. gone snowboarding?	III
2. made a cake?	II
3. played a computer game?	### ### III
4. climbed a mountain?	IIII
5. swum in the ocean?	### IIII
6. seen a real snake?	I
7. acted in a play?	###



Question 2: Hobbies

What is your favourite hobby?	Number of Participants
1. playing sports	III
2. cooking	I
3. playing computer games	III
4. meeting friends	IIII
5. making arts and crafts	II
6. playing an instrument	
7. other hobbies	I



## Produce

- Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results.

## Present

- Show and describe to the class the results of your survey.

The most popular hobby is meeting friends. Three people have gone snowboarding. One person has seen a real snake.



☹️	😐	😊

Can you name different hobbies?

1 Write the numbers to complete the hobbies.

1. take    2. act    3. play    4. make    5. look after a    6. collect

3 the drums    6 coins    5 pet    2 in a play    1 photos    4 crafts

Can you identify past events?

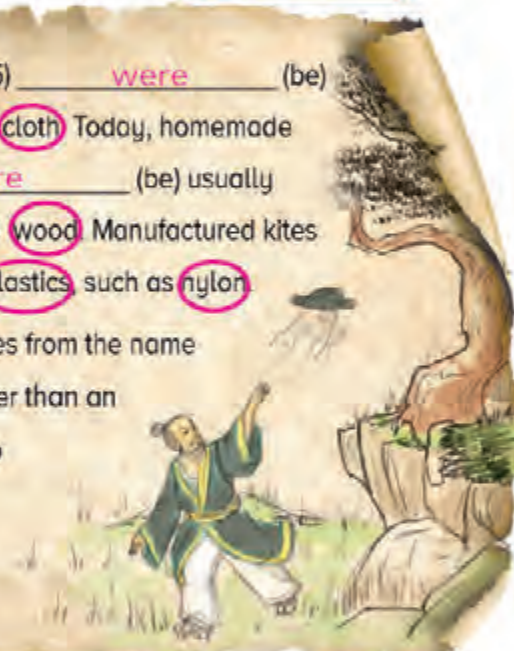
☹️	😐	😊

2 Complete with the correct form of each verb in parentheses.

People (1) have flown (fly) kites for over 2,000 years. We believe kites first came from China. One legend says that a Chinese farmer (2) tied (tie) a piece of string to his hat to stop it from blowing away. This was the first kite!

Kites (3) have had (have) different uses since their invention. For example, during World War 1, the British, French, Italian and Russian armies (4) used (use) kites to observe their enemies.

The earliest kites (5) were (be) made of wood and cloth. Today, homemade kites (6) are (be) usually made of paper and wood. Manufactured kites are made of light plastics such as nylon. The word *kite* comes from the name of a bird. It is smaller than an eagle, but it is also a bird of prey.



Can you say what things are made of?

3 Identify what kites are made of. Circle the materials mentioned in the text.

☹️	😐	😊

Can you describe your and others' experiences?

4 Write three "Have you ever..." questions and ask a classmate about their hobbies.

Have you ever collected anything?

Yes, I have!

What did you collect?

I collected toy cars.

**Objective of the day:**

1. Self-assessment of Topic 1.

**Open the day**

- "Eagles at Night" practice.

Tell students they are going to do the "Eagles at Night" mindfulness practice again, but that this time they should focus on the three senses at the same time: sound, smell and touch.

- **Play *Build a Word*:**

Review how to play *Build a Word*. (See rules on page T35.) Write the following headings on the board: *Infinitive, Simple Past and Past Participle*. Tell the class that this time they are going to play the game with different verb forms. To demonstrate the activity, write under *Infinitive* the verb *to be* and elicit the simple past and the past participle. Form teams, set a time limit and have students play the game, adding as many verbs as they can to the lists. The team with the most correct irregular verbs wins.

**Open the book!**

Remind students that the purpose of these activities is to help them assess their own progress, so they should do them individually (unless stated otherwise). After each activity has been corrected, they should tick the corresponding face. Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let them know that this is also a good moment for them to ask you for help or to clear up any questions.

**Can you name different hobbies?**

- 1 Write the numbers to complete the hobbies.

Have students read the instructions and the words in the box individually. Then give them one or two minutes to complete the activity. To check, have volunteers call out each answer.

**Open Day Tip Peer Correction Feedback**

If you are allowing for peer correction often, remind students that they should always be very polite when giving feedback to their classmates. At this stage, they might not know how to do that, so you can give them phrases that they can use with their classmates: *Your answer is good but..., I don't agree with you because..., etc.*

**Can you identify past events?**

- 2 Complete with the correct form of each verb in parentheses.

Have students recall what verb forms they know in English. They can use their lists from the *Build a Word* game to help them. Remind them that they should look at the picture and read the whole text before trying to fill in the gaps. Invite students to check their answers in pairs before checking the answers as a class.

**Can you say what things are made of?**

- 3 Identify what kites are made of. Circle the materials mentioned in the text.

Have students read the instructions in Activity 2 individually, and ask what reading strategy they should use here. (scanning) Remind students that they do not have to read the whole text to find the materials. Give them a couple of minutes and then have students check their answers as a class.

**Can you describe your and others' experiences?**

- 4 Write three "*Have you ever...*" questions and ask a classmate about their hobbies.

Have students work in pairs to ask each other their *Have you ever...* questions related to possible hobbies. You may want to put friends together, so that they know each other's hobbies, or you may want to put other students together so that they can get to know each other better. Walk around monitoring and, at the end, ask students to assess their performance in the activity.

**Close the day**

- Invite volunteers to share with the class the activities they found the easiest and the most difficult. Find out if there were any activities that everyone found difficult and think about remedial work you can do to help students improve.

**PB** Practice Book: Assign Activities 1, 2 and 3 on pages 28 and 29 as homework.



## Objective of the day:

1. Self-assessment of Topic 1.

### Open the day

- "Eagles at Night" practice.

Tell students they are going to do the "Eagles at Night" mindfulness practice again, and that this time they should focus on all three senses they have focused on so far: sound, smell and touch. At the end of this practice, ask students to reflect on how this mindfulness practice can help them and how this last practice is different from the first practice at the beginning of the unit. To help them with their reflection, ask questions like: *Does the practice feel easier now than at the beginning of the unit? Do you feel more relaxed now than when you started the practice?* If time allows, have each student write a paragraph about his or her experience or just comment on it orally.

### Open the book!

#### 5 Read and complete the paragraph.

Have students read the questionnaire first and ask them what it is about. Then have students read the text and complete the paragraph about Andrea. To check, have students compare their answers in pairs first and then check as a class. Clear up any doubts students might still have about the present perfect, as it is a tense they might find difficult even after having practised for several days. If time allows for extra practice, have them prepare a file card of themselves like the one on the page, and replicate the activity with their own information.

#### 6 Read the profile and circle examples of *for* and *since*.

Have students read the profile and complete the activity. Ask students what type of information is in the profile. (information about Ben's hobbies)

- Write about yourself using the text above as a model. 

Have students create a profile about themselves using *for* and *since* and using the text in Activity 6 as a model. You may want to collect students' profiles and use them to fill out your follow-up rubrics. Either way, note down the most significant and recurrent errors and devote a few minutes

of class time to explaining the issues and answering questions.

Finally, remind students to visit the online platform for more practice at home.

## Home Connection

- Make a family hobbies scrapbook. 

Write the word *scrapbook* on the board and elicit its meaning. (a book where you paste pictures, texts or items related to memorable occasions or events) Tell students that they are going to create a scrapbook of all the hobbies their family members practise. Tell them they should do this at home with their families. Invite students to dedicate one page to each family member. Once students have completed their scrapbooks, allow time at the end of your classes for students to share their scrapbooks with the class.

Finally, remind students to visit the online platform for more practice at home.





Ask students to recall what the text in their Readers is about. (traditional games) Have students open their Readers and review what they have already read. Play Track R1 up to page 11. Then, in groups, have students read the text aloud and discuss the question at the end of the text. Students can work together on activities related to the story on pages 30 and 31 of the *Practice Book*.

### Close the day

#### Go to video "Skate Brothers."



It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or conduct a class feedback session. If you choose the latter, you can guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*

  Practice Book: Assign Activities 4 and 5 on page 29 and Activities 1, 2, 3 and 4 on pages 30 and 31 as homework.

5 Read and complete the paragraph.

## High Range Snowboard Club Questionnaire

Name and Age: Andrea Gomez, 10



- |  |          |                                     |                                     |
|--|----------|-------------------------------------|-------------------------------------|
| 1. How many times have you gone snowboarding:    | <u>1</u> | Yes                                 | No                                  |
| 2. Have you ever had an accident on a snowboard? |          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Have you ever broken any equipment?           |          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. Have you ever taken any snowboarding exams?   |          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

Andrea (1) has gone snowboarding once before. Unfortunately, she (2) has had an accident and she (3) has broken some equipment. She (4) hasn't taken any snowboarding exams.

6 Read the profile and circle examples of *for* and *since*.



Hi, I'm Ben. My favourite hobby is reading. I started reading when I was four. I have read many stories since then. My favourite ones are fantasy stories. I have been a book club member at school for the last two years. It's great!



- Write about yourself using the text above as a model.

### Home Connection

- Make a family hobbies scrapbook.





## Topic 2

### Future Lives

#### Objectives of the day:

1. Discuss technology and how it affects our world.
2. Think and talk about the future.

**Materials:** a bell (optional).

#### Open the day

##### "Mindful Breathing"

Explain that the mindfulness activity in this unit focuses on breathing. Explain that the students are not going to do breathing exercises, as they might have done in third year, but that they are going to focus on their regular breathing. To start, ask students to be silent and to concentrate on themselves. Try to use a soft voice throughout the activity, so that the students will quiet down and be able to hear you. This will help calm the class down. Ask students to slowly put their hands on their stomachs or chests and to just feel their breathing. Tell them not to change their breathing speed and to just breathe normally. You may want to use a bell to signal the beginning and end of the practice, so that your voice is not disruptive. At the end, ask students to share in pairs how they felt during the practice.

#### Open the book!

Ask students to read the titles of the topic and the units, and to look at the pictures. Ask questions to help students predict what Units 3 and 4 are about: *What can you see in the pictures? What do you think the units are about?* (technology and the future) Help with any words students might not know and write key words on the board.

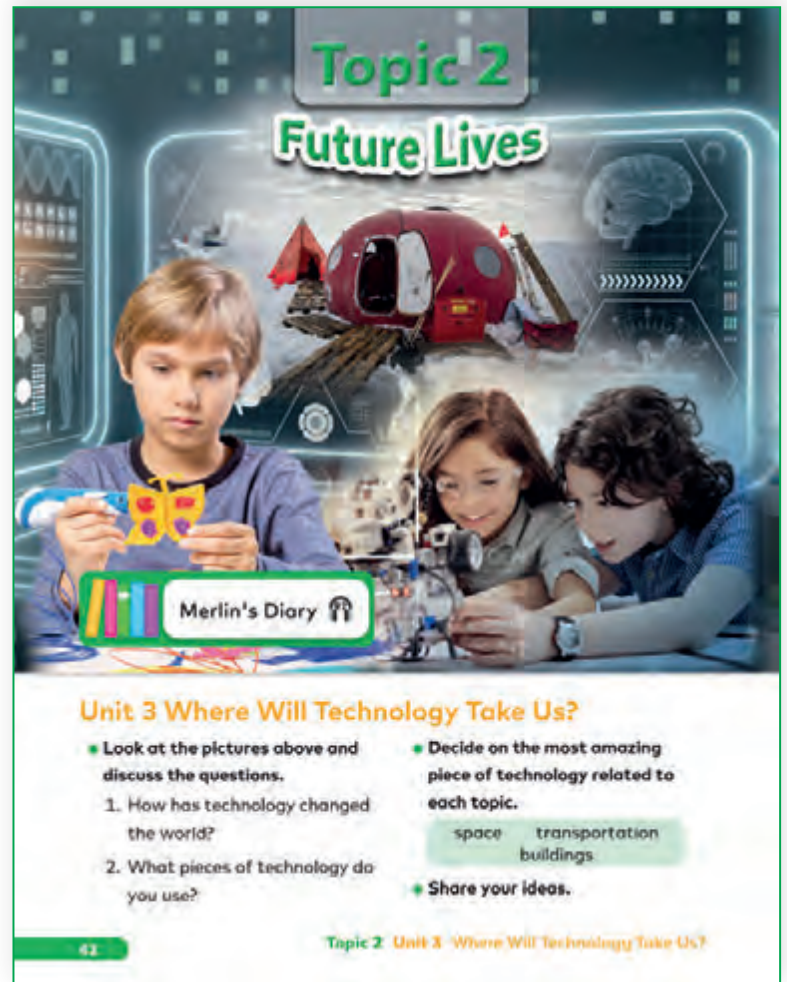
### Unit 3 Where Will Technology Take Us?

- **Look at the pictures above and discuss the questions.**

Form groups of students of different levels. Have students discuss the questions and make a list of the pieces of technology they use. Invite students to comment on whether they think they use technology a lot or not that much. Have students remain in their groups.

- **Decide on the most amazing piece of technology related to each topic.**

Divide the board into three columns and write the topics as headings. Ask volunteers from different groups to come up and write the names of the technology from their lists in the correct columns.



**Unit 3 Where Will Technology Take Us?**

- Look at the pictures above and discuss the questions.
  1. How has technology changed the world?
  2. What pieces of technology do you use?
- Decide on the most amazing piece of technology related to each topic.
  - space
  - transportation buildings
- Share your ideas.

Topic 2 Unit 3 Where Will Technology Take Us?

Have volunteers read the words in each column aloud. Then have students discuss in their groups and decide which is the most amazing piece of technology and why: *I think computers are the most amazing piece of technology because...* Reasons might be related to what the pieces of technology can do or their impact on our world.

- **Share your ideas.**

Rearrange students into different groups to vary their discussions. Invite students to share their ideas about the most amazing piece of technology. Volunteers can share with the class the most amazing piece of technology presented in their groups. If time allows, you may want to organise a class debate, with students taking turns defending their position, or you can have smaller debate groups.

#### Go to video "Bionic Boots."

For Unit 3, there is an accompanying video on the platform, called "Bionic Boots." It tells the story of someone whose invention allows him to run faster than any other human. We suggest you go online to get acquainted with the proposed activities so that you are able to take advantage of all the aspects of the video.

**Unit 4 Our Futures**

- Look at the pictures above and discuss the questions about your future.
  - How does the future make you feel? Why?
  - Are you optimistic or pessimistic about life in the future? Why?
- Imagine your life in ten years' time. Tell a classmate what you see. You can talk about the aspects below.
 

school	family
hobbies	friends

Topic 3 Unit 4 Our Futures



Have students find the Reader icon on page 42 and ask a volunteer to read the title: *Merlin's Diary*. Ask them what type of text it is. (a diary) Ask students to tell you what a diary is. (a book where a person writes about what happens to them each day.) Find out what students know about Merlin. (He was a mythical wizard in the stories of King Arthur.) Have students open the Reader to page 13. Invite students to look at the pictures in the story and predict what it will be about, in pairs. If time allows, you can tell them more about Merlin's myth. You can find a few interesting and simple pieces of information on Merlin here: <https://kids.britannica.com/kids/article/Merlin/543487>

### Close the day

- Ask students to discuss in small groups whether they have ever read a story about magic. If they have, ask them to share what the story was about with the rest of the group. At the end, have students share the titles of books or stories they have read and write them on the board. Ask students to copy them into their notebooks as recommendations in case they want to read any of them during the school year or the summer.

## Unit 4 Our Futures

- Look at the pictures above and discuss the questions about your future.

In the same groups as in the previous activity, have students look at the pictures on page 43 and discuss the questions about the future. Invite one student in each group to list the positive things that the future might bring and another student to list the negative things. Then ask each group to share first their positive and then their negative predictions with the class: *There will be some robots. There won't be any wild animals.*

- Imagine your life in ten years' time. Tell a classmate what you see. You can talk about the aspects below.

Give students a few minutes to think about their lives in ten years' time. Ask them to think about all the possibilities they may have available to them when they are between 18–20 years of age and how they picture their lives, using the words in the box as inspiration. Ask students to share their ideas in pairs. Invite a few volunteers to share their ideas with the class.

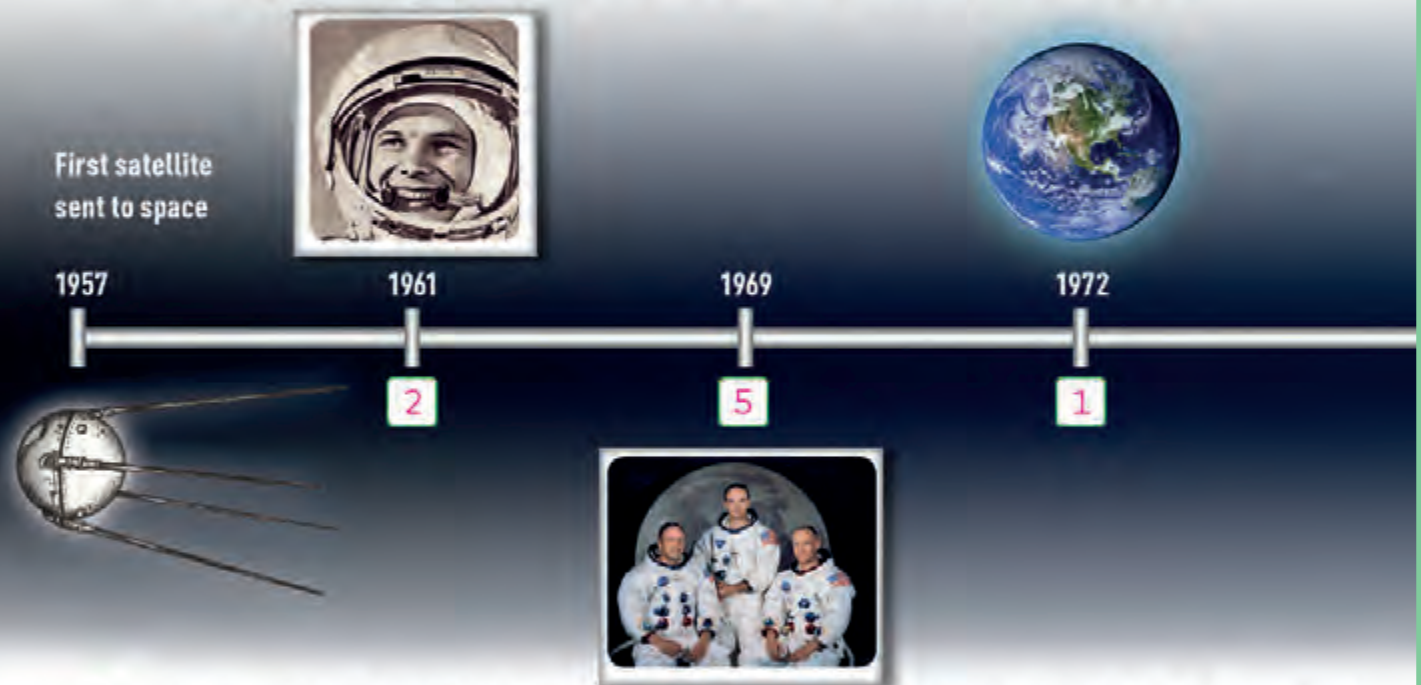


# Unit 3 Where Will Technology Take Us?

1 Listen and write the numbers of the events on the timeline. 🎧

- |                                      |  |
|--------------------------------------|--|
| 1. "Blue Marble" photograph of Earth | 4. Magellan spacecraft takes off       |
| 2. First astronaut in space          | 5. First humans land on the moon       |
| 3. International Space Station       | 6. Scientists test the Falcon 9 rocket |

## Space Travel Timeline



2 Listen again and write the numbers to match the spaceships with the information.

- |              |          |   |
|--------------|----------|---|
| 1. Sputnik 1 | <u>3</u> | The astronauts on it took the famous "Blue Marble" picture. |
| 2. Apollo 11 | <u>4</u> | Its mission was to study Venus.                             |
| 3. Apollo 17 | <u>1</u> | It's the name of the first satellite.                       |
| 4. Magellan  | <u>5</u> | It was possible to use parts of this rocket again.          |
| 5. Falcon 9  | <u>2</u> | Armstrong, Collins and Aldrin were on this spaceship.       |

# Unit 3 Where Will Technology Take Us?

## Objectives of the day:

1. Learn space-related vocabulary.
2. Exchange information about past space missions.

**Materials:** *Space Travel* Flashcards, Flashcard Activity 3A on page XVI.

## Open the day

- "Mindful Breathing" practice.
- Flashcard Activity 3A.

## Open the book!

### 1 Listen and write the numbers of the events on the timeline.

Have students look at the pictures and years on the timeline that goes across the two pages. First, invite different volunteers to read the years on the timeline in order. If necessary, review how the years are said in English. Then ask volunteers to tell you what they can see in the pictures. (a satellite, an astronaut, three American astronauts, three planets—Earth, Venus, and Mars, a space station, a rocket) Next, have students read the events individually and try to guess which one goes with each picture. Explain that they are going to listen to a programme about space travel and that they should only focus on matching the events with the correct year in the timeline. Play Track 19 once and give students a couple of minutes to complete the activity. To check, have students compare answers in pairs. If students disagree on any answers, play the track again and help them identify the information they need.

## Open Day Tip Saying Dates

You might need to review how dates are said in English. Up until the year 1000, we say the year as a number: *one thousand*. When saying years between 1001 to 1999 we always say years using two double-digit numbers: *nineteen fifty-seven*. With years without a double digit, like 1905, we say *oh* instead of the zero and then say the single digit: *nineteen oh five*. For 2000, we again use the numeral: *two thousand*. After that, both are acceptable: *two thousand twenty-two* or *twenty twenty-two*. Ask students to pay attention to how years are said when they hear Track 19 the second time.

### 2 Listen again and write the numbers to match the spaceships with the information.

Ask students to read the information first. You can help them practise the pronunciation of the spaceships' names as a class by saying them and having students repeat after you. Ask students if they remember which country each spaceship belonged to. Then play Track 19 again once and have students complete the activity. To check, read one sentence at a time and have students call out the names of the corresponding spaceships.

## Close the day

- Form five groups and assign each group one of the spaceships. Tell the class that they should imagine that they participated in the missions of their assigned spaceships. Invite each group to remember what they can about their spaceships and how they think the astronauts felt on the missions. Then invite each group to come up and have the rest of the class ask questions about the mission: *When was the mission? Where did it go? What country does your spacecraft belong to? Why was your mission important?* Students can use the information from the timeline and from Activity 2 to help them.

  Practice Book: Assign Activity 3 on page 32 as homework.



## Objectives of the day:

1. Review saying large numbers.
2. Practise space-related vocabulary.
3. Discuss your opinions about travelling in space.

**Materials:** a bell (optional); *Space Travel* Flashcards, Flashcard Activity 3B on page XVI.

## Open the day

- "Mindful Breathing" practice.
- Flashcard Activity 3B.

## Open the book!

### 3 Answer the quiz. Circle your answers.

Write the word *quiz* on the board and elicit what it means. Ask the class if they like science and then explain that they are going to answer a short quiz about space, with scientific facts in it. Invite them to answer individually, but tell the class not to worry if they are not sure of all of the answers, and to guess as best they can.

#### ● Listen to check your answers.

Tell the class that they are going to hear the questions and answers of the quiz. Play Track 20 once and have students confirm or correct their answers. Once the recording has finished, you might want to see how many students got each question right with a show of hands: *How many of you got Question 1 right?*

#### ● In your notebook, write the numbers in the quiz in order from the lowest to the highest. Practise saying them.

Have students write the numbers in the quiz from lowest to highest in their notebooks and practise saying them in pairs. Invite volunteers to read the numbers out in order.

Finally, remind students to visit the online platform for more practice at home.



## My Space

### ● Discuss the questions with a classmate.

Have two volunteers read the questions aloud. Give the class some time to discuss the two questions in pairs. When they have finished, you can check how many answered *yes* and how many answered *no* to the first question with a show of hands. If numbers are more or less even, you may want to organise a class debate, with students taking turns defending their position, or you can have smaller debate groups.

## Close the day

- Have students draw two columns in their notebooks and write their names at the top of the first column. Then have them write the numbers 1 to 8 down the page. Next, ask students to write, next to each number, any numbers with the corresponding number of digits. For example: 1-3, 2-56, 3-879, etc. Have students get into pairs and write the names of the classmate they are working with at the top of the second column. Have one student in each pair dictate his or her numbers and the other student write them in the second column in their own notebooks. Then have students switch roles and repeat the activity. Finally, have students compare lists and make corrections.

  Practice Book: Assign Activities 1 and 2 on page 32 and Activity 4 on page 33 as homework.

3 Answer the quiz. Circle your answers.

## Space Quiz

- 1 How many kilometres (km) is Earth from the moon?  
 a. Around 4,000                      b. Around 40,000                      **c. Around 400,000**
- 2 How hot is Venus?  
 a. 350°C                      **b. 450°C**                      c. 550°C
- 3 How many dollars does a spacesuit cost to make?  
 a. 10,000                      b. 1,200,000                      **c. 12,000,000**
- 4 How fast does a space shuttle travel to stay in space?  
**a. 28,968 km per hour**                      b. 14,572 km per hour                      c. 8,921 km per hour



First humans to journey to Mars?

1989

1998

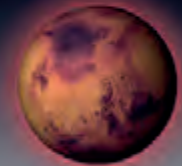
2015



near future

4

3

6



- Listen to check your answers. 
- In your notebook, write the numbers in the quiz in order from the lowest to the highest. Practise saying them. 

### My Space

- Discuss the questions with a classmate.

1. Would you like to travel into space? Why or why not?
2. What would you like to see?



I'll take notes for our project.  
I think people will live on Mars one day!

1 Listen and follow.

Good Buddies The Technology Museum

1

OK, CLASS. WE'LL GO AND SEE THE ROBOT EXHIBIT FIRST.

THIS MUSEUM IS GREAT! YOU KNOW WHAT? I'LL TAKE NOTES FOR OUR PROJECT.

2 AT THE ROBOT EXHIBIT...

LOOK AT THAT ROBOT! WHO KNOWS? WE ALL MIGHT HAVE ROBOTS IN OUR HOMES IN THE FUTURE.

YES. I'M SURE THEY WILL HELP US DO OUR CHORES.

I WILL ALWAYS HELP YOU AT HOME.

3

AND WE READ IN CLASS THAT ROBOTS MAY BE MORE LIFE-LIKE. I'M NOT SURE, BUT THEY MIGHT HAVE HAIR AND SKIN!

YES, AND THEY WILL DEFINITELY BE THINKING MACHINES.

NO WAY! I DON'T AGREE WITH THAT! IT'S NOT POSSIBLE!

4

NOBODY KNOWS WHAT WILL HAPPEN IN THE FUTURE, BUT I'M SURE TECHNOLOGY WILL CONTINUE TO DEVELOP.

LET'S GO TO THE SPACE TRAVEL EXHIBIT, MR. WATERS!

2 Read again and write who...

1. thinks it's possible that everyone will have a robot at home. Sophia
2. isn't sure robots will have hair and skin. Sophia
3. is sure robots will think. Emma
4. doesn't think that robots will think. David
5. is certain people will live on Mars. Sophia, Emma

• Say which opinions you agree with and which ones you don't.

I agree with Sophia about robots, but I don't agree with Emma.

3 Circle the name of the lunar module. Discuss other good names for spaceships.

**Objectives of the day:**

1. Express opinions about predictions.
2. Agree and disagree with other people's opinions.

**Materials:** a bell (optional).

**Open the day**

- "Mindful Breathing" practice.

After the practice, ask students questions to see if their breathing patterns and speed have changed: *Is your breathing slower? Is it faster? Is it the same?* Have them respond with a show of hands and record their answers. You may want to keep track of the changes to monitor how the activity is working for your students.

- Ask students if they remember what the topic of the unit is and write the word **TECHNOLOGY** on the board vertically. Form groups and ask students to write ten new words related to technology, each one starting with one of the letters of the word **TECHNOLOGY**: *tablet, email, computer, hardware*, etc. The first group to finish writes its words on the board, connecting its words to the letters written there. If they are correct, they win. If not, continue the game until there is a winner.

**Open the book!****1 Listen and follow.** 

Invite a volunteer to read the title of the comic strip. Find out how many students have been to a technology museum and what they saw there. If students have never been to one, ask what they think they would find there. Then have students look at the pictures of the comic strip and predict what it will be about: *Who are the characters?* (Sophia, Emma, David, their class and teacher) *Where are they?* (at a technology museum) *What do you think happens in the comic strip?* Play Track 21 once and have students listen and follow along.

**2 Read again and write who...**

Have students read the instructions and the incomplete sentences. Ask the class what the sentences express. (the characters' opinions) Tell the class that they need to read what each character says to be able to deduce their opinions. Elicit the names of the characters in

the comic strip and write them on the board: *Sophia, Emma and David*. Once students have completed the activity, ask them to check their answers in pairs. Then check as a class.

- **Say which opinions you agree with and which ones you don't.**



In the same pairs, have students reread the sentences and discuss which opinions they agree or disagree with and why. Once they have finished, ask for a show of hands for those that agree with each opinion. Invite volunteers to share some of their reasons.

- 3 **Circle the name of the lunar module. Discuss other good names for spaceships.**

Have students go back to the reading and circle the name of the lunar module. (the Eagle) Ask why it is a good name for the spaceship. Accept answers that mention the speed of eagles, their vision, etc. Then have two pairs work together to make a list of at least five good names for spaceships. Finally, ask volunteers to share their answers. You may want to take a classroom poll to decide on the best name for a spaceship.

**Close the day**

- Have students discuss in small groups what it must be like to be an astronaut and to be on a spaceship. After the discussion, ask students to write one or two sentences about what astronauts must feel when they are in space. Make sure to group students of different levels together so that they can help each other. Finally, invite volunteers to read their sentences to the rest of the class. Correct as necessary.

  Practice Book: Assign Activities 5 and 6 on page 36 as homework.

**Go to video "Bionic Boots."** 

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.



## Objectives of the day:

1. Understand the use of *will* for promises, predictions and spontaneous decisions.
2. Express spontaneous decisions with *will*.

**Materials:** a bell (optional); Space Travel Flashcards; Poster 3 with Cutouts, Poster Activity 3A on page XXIII.

## Open the day

- "Mindful Breathing" practice.
- **Play Hangman:**

In pairs, have students play *Hangman* with words from the comic strip and the *Space Travel* Flashcards. If the mindfulness breathing activity is working, and the class is calm, you can have pairs compete against each other.

## Open the book!

### Open to Learn .....

Draw students' attention to the sentences in the box on page 46. Ask the class what the contraction *'ll* stands for in the first sentence. (*will*) Tell the class to read through the comic strip, underline the modal verb *will* and the contraction *'ll*. Explain that in this unit they will learn how to use *will* to talk about promises, predictions or spontaneous decisions. Elicit from the class what a promise is. (telling someone that you will definitely do something) Get students to give you examples: *I promise to brush my teeth every day. I will always wear my helmet when I ride my bike.* Then ask what a prediction is. (saying what will or might happen in the future based on some evidence) Say: *I think it will rain later.* Then ask what they think the evidence might be. (There are dark clouds.) Finally, ask what they think a spontaneous decision might be. (an unplanned choice or offer that you make) Get students to respond with offers for different needs: *What do you say or do when someone needs help?* (I will help.) *It is really hot in here.* (I will open the window.) *I don't feel well.* (I will go get the nurse.) Have students decide what the two sentences in the box are. (spontaneous decision, prediction)

## 4 Read and write if each sentence is a promise, a prediction or a spontaneous decision.



Ask students to read and locate the sentences in the comic strip and then decide what they are expressing. Invite students to find other examples of each type of use. Check them as a class to clear up any questions or misunderstandings.

## 5 Read and make spontaneous decisions.

Direct students' attention to the speech bubbles and read them aloud. Then have volunteers read the situations and work in pairs to make and express spontaneous decisions. Finally, invite volunteers to share their responses with the class.

## Close the day

- Poster Activity 3A.
- Form small groups and have students create a short dialogue with at least one prediction, one promise and one spontaneous decision. Invite volunteers to act out their dialogues in front of the class.

  Practice Book: Assign Activities 1 and 2 on page 34 as homework.



**4** Read and write if each sentence is a promise, a prediction or a spontaneous decision.

- "We'll go and see the robot exhibit first." spontaneous decision
- "I will always help you at home." promise
- "I think people will live on Mars one day!" prediction

**5** Read and make spontaneous decisions.


- |  |  |
|--|--|
| 1. Your phone is ringing.              | 4. Your bedroom is dirty.              |
| 2. You feel cold.                      | 5. Your friend invites you to a party. |
| 3. You don't understand your homework. | 6. You don't feel well.                |

I'll answer it!

I'll come to the party!

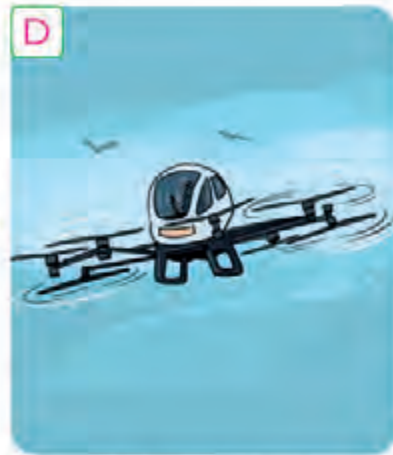



## My Language

- 6 Listen to the children at another exhibit. Label the transportation they're talking about. Write *S* (Sophia), *E* (Emma) or *D* (David) according to what they like. 




### Open to Learn

"I'm sure there **will be** robot pets."  
 "We **might have** robots, but I'm not sure about robot pets."



- 7 Colour the circles to indicate how probable the children think these predictions are. 

very probable    probable    less probable

- I'm sure driverless cars will be great. 
- People may use them as taxis soon, but they have to pass safety checks. 
- It's possible that trains might look like this in 20 years' time. 

### Play the Predictions game!

	Throw 1 (Prediction)	Throw 2 (Date)	Throw 3 (Topic)
	might	2050	transportation
	may	2500	space
	will	5000	robots

There will be flying cars in 2050.

There might be people living on Mars in 2500.

**Objective of the day:**

1. Talk about different forms of transportation.
2. Learn to express degrees of certainty in predictions.

**Materials:** a bell (optional); crayons or coloured markers (green, orange and blue); dice (1 per pair); Poster 3 with Cutouts, Poster Activity 3B on page XXIV.

**Open the day**

- "Mindful Breathing" practice.
- Ask different students how they get to school every day. Write their answers on the board and complete them with other forms of transportation that are available in your area. Form groups and have students make a list of forms of transportation available for travelling around their country or internationally. Then have students imagine what the world will be like in twenty years, and ask them to make predictions about how people will get around towns and cities and travel abroad. Invite groups to share a few predictions with the class.

**Open the book!**

### 6 Listen to the children at another exhibit. Label the transportation they're talking about. Write *S* (Sophia), *E* (Emma) or *D* (David) according to what they like.

Have students look at the pictures and describe them in pairs. Ask the class if these devices exist now. Check whether they know the English word for the device in the third picture. (drone) Play Track 22 once and check students' answers. Play it again if necessary.

**Open Day Tip Building Vocabulary**

When you find words with prefixes or suffixes in texts, you might want to write them on the board and have students deduce the meanings of the prefixes and suffixes from the context. After listening to Track 22, write *driverless* on the board. Ask what *driver* means and then elicit the meaning of the suffix *-less*. If no one knows, tell them that *-less* means *without*, and so *driverless* means *without a driver*. You might ask students to think of other common words that have the suffix *-less* and deduce their meanings: *careless*, *helpless*, etc.

### 7 Colour the circles to indicate how probable the children think these predictions are.

Ask students to complete the activity individually, and to underline the parts of the sentences that helped them answer. Check as a class and have volunteers justify their answers with the information they underlined.

Finally, remind students to visit the online platform for more practice at home.

**Open to Learn** .....



Draw students' attention to the box and have students read the sentences. Ask students which sentence expresses more certainty. (the first one) Explain that when we are not too sure of our predictions, we use *may* or *might* instead of *will*.

**Play the Predictions Game!**  

Have students look at the table while you explain the rules of the game. The object of the game is to create as many predictions as possible. In pairs, students throw the die three times each turn. The number on the die in the first throw indicates how certain they are of their predictions according to the table. The second throw indicates the year they are making the prediction about. And the third throw indicates the topic they are making a prediction about. The first student that can't make a sentence on their turn loses.

**Close the day**

- Poster Activity 3B.

  Practice Book: Assign Activities 3 and 4 on page 35 as homework.



**Objectives of the day:**

1. Practise listening for words, colours and specific information.
2. Practise the following speaking strategy:
  - Participate in a discussion.

**Materials:** a bell (optional); coloured pencils or markers; sheets of paper (2 per student).

**Open the day**

- “Mindful Breathing” practice.

At this point, because most students should be in control of their breathing patterns, you can gradually lengthen the mindful breathing practice by adding 10 seconds each day. At the end of today’s practice, have students reflect on the benefits of this type of activity: *What do you think this breathing practice could be good for?*

- **Play Simon Says:**

You are going to call out instructions, but students should follow them if and only if you begin the instruction with *Simon says*. Any student that follows an instruction that is not preceded by “Simon says” is out and should sit down. The winner is the last student left standing. Do one round to demonstrate how the activity works and to review the prepositional phrases: *Simon says put your right hand on/under your desk.*

**Open the book!****Listening****International Certification: Listening**

In this kind of exam activity, students will listen to a dialogue and locate and colour items in a picture. They might also have to draw or write something. Tell students that after each section of the audio there will be a 15-second pause when they can colour or write, and that they will hear the track twice. Suggest that they listen while the track is playing and locate the item they have to colour, and then colour it during the pause. If they are unsure of the answer, they should wait until they hear that section again so they do not colour the wrong object. If they don’t have enough time to finish colouring an item in the 15 seconds, they should stop when the audio continues and finish colouring in the second round so they don’t miss the next part of the track.

**1 Listen, colour and write. There is one example.**  

Ask students to recall what they should do before the audio begins. (Read the instructions, have ready what they need to do the task and make predictions based on context clues.) Ask students to think about what the topic of the listening passage will be and what they will hear. Remind students that they are going to hear an example first. Play Track 23 once through and have students colour the items they have located during each pause. Then play the track again and have students complete the task. To check in pairs, one student names an item and its location in the picture and the other points to it in the book. Then they switch roles.

**Speaking****1 Look at the picture and discuss the questions.**



Invite students to look at the picture again. Then have them read the questions and think about how they would answer them. Form small groups of students of different levels and have them carry on the discussion.

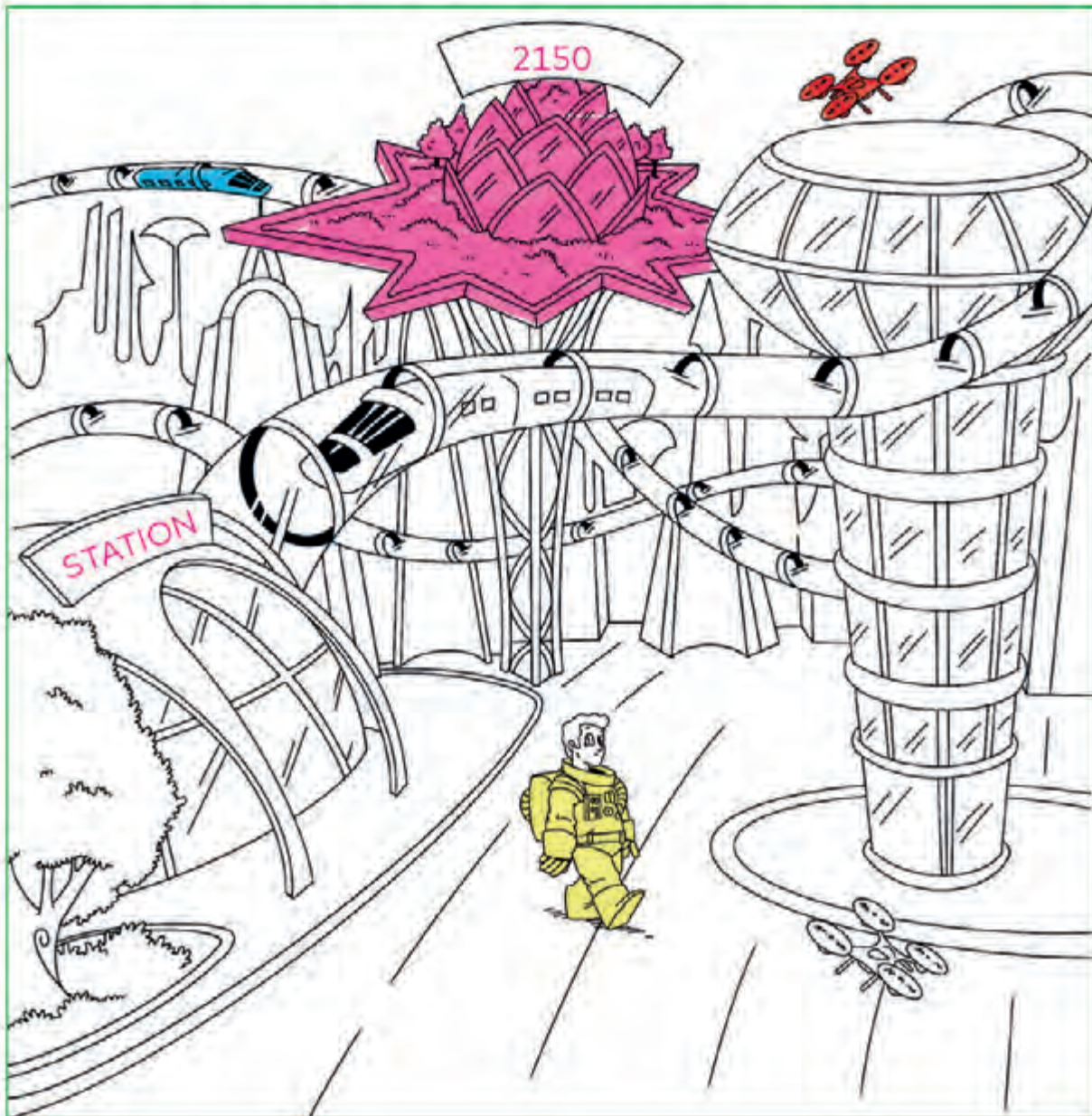
**Close the day**

- **Play Draw What I Say:**

To play, give the class two or three minutes to draw a picture of a city of the future, including objects or devices that they have seen all through the unit so far. When the time is up, pair up students from different parts of the room and have them sit back to back. Taking turns, one student describes his or her picture and the other student draws it. Once both students are finished drawing, ask pairs to compare their drawings.

## Listening

1 Listen, colour and write. There is one example.  



## Speaking

1 Look at the picture and discuss the questions.

1. How is the future city different from cities today?
2. Would you like to live in a city like this? Why or why not?



Recognising and Responding to Emotions



1 Listen and write the numbers.

1. hot    2. sweaty    3. shaky    4. dry    5. sick    6. wet

My face feels **1**.

My eyes feel **6**.

My mouth feels **4**.

My belly feels **5**.

My hands feel **3**.

My feet feel **2**.



Why is it important to identify and remember our emotions?

2 Listen and tick (✓) what the boy does when he feels angry.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> takes deep breaths            | <input type="checkbox"/> squeezes a soft ball                      |
| <input type="checkbox"/> tells an adult he feels angry            | <input type="checkbox"/> goes for a fast walk or run               |
| <input checked="" type="checkbox"/> counts from one to ten slowly | <input checked="" type="checkbox"/> listens to music that he likes |

3 Discuss what you will do when you feel angry. Complete the sentence.

Next time I feel angry, I will \_\_\_\_\_.

**Objectives of the day:**

1. Discuss reactions to different feelings.
2. Discuss strategies for dealing with anger.

**Materials:** a bell (optional); coloured markers or crayons, poster paper (1 sheet per group).

**Open the day**


- "Mindful Breathing" practice.
- Ask the class how they are feeling today and tell them how you are: *I am happy today because it's Friday. I am angry because I lost my keys.* Invite volunteers to talk about how they feel and to say why. Ask students what they do when they feel happy and what they do when they feel sad. Ask which reactions they control and which they do not control.

**Open the book!****Recognising and Responding to Emotions** **1 Listen and write the numbers.** 

Have students look at the boy in the picture and guess how he is feeling. (He is angry.) Ask students to read the words in the box and match them with the parts of the body. Tell the class that these words all describe his reactions to being angry. Play Track 24 once and have students check their answers. Then have them discuss their answers in pairs. Invite volunteers to say when they have these reactions.

 **Critical Thinking****Why is it important to identify and remember our emotions?**

Read the question aloud as students follow along. Then have them think about the answer individually for two or three minutes before getting them into small groups to discuss. Invite students to talk about the last time they were angry, nervous or excited and to describe their reactions.

**2 Listen and tick (✓) what the boy does when he feels angry.** 

Tell the class that they are going to hear the boy talking about what he does to calm down when he is angry. Ask them to read the phrases first and think about whether they do any of these. Then play Track 25 once and have students tick the things the boy does. Check answers, and if students missed some answers, play the track again.

**3 Discuss what you will do when you feel angry. Complete the sentence.**

Have students think about what they do when they feel angry, both their reactions and what they do to calm down. Then form groups and have students write a list of strategies.

**Close the day**

- To close the day, in the same groups, have students choose one of the strategies on their lists from Activity 3 and create a poster to illustrate it. The poster should illustrate why the strategy they chose helps to calm them down when they are angry. Try to get groups to choose different strategies to illustrate. If time allows, you can create an exhibit on the classroom walls. Have students walk around to read and check all the posters.



## Objectives of the day:

1. Learn to pronounce and distinguish between /f/ and /v/ sounds.
2. Practise saying a rhyme.

**Materials:** a bell (optional). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- “Mindful Breathing” practice.

This time, ask students to exhale through their mouths to prepare for the pronunciation activity.

- Have students work in groups of four or five. Set a 2-minute time limit and tell students to write as many words as they can that start with the letters *f* and *v*. Recommend that they speak softly, because other groups might “steal” their words if they speak too loudly.

## Open the book!

### 1 Listen and follow the instructions. Label the images *f* or *v*.

Have students look at the first two pictures and ask them what they think the children are doing. (practising pronunciation) Then have the students describe what is happening in the third picture and read the words. (A giant is chasing a man in a car.) Explain that the children are trying to pronounce the sounds of the letters *f* and *v*. Have students say the words and decide which picture goes with which sound. Play Track 26 once or twice and practise saying the words and the isolated sounds for as long as students need.

### 2 Listen and complete with *f* or *v*.

Have students read the rhyme silently and write the letters they are sure of. Play Track 27 once or twice and have them complete the rhyme. When students have finished, ask them to compare answers in pairs before you check as a class. Answer any questions they may have at this point before moving on.


### • Practise the rhyme.

In the same pairs, have students read the rhyme to each other. Walk around monitoring pronunciation of the sounds /f/ and /v/. Finally, remind students to visit the online platform for more practice at home.


## Close the day

You can do either of the two activities below to close your class:

- Join pairs into groups of four and ask students to create a tune for the rhyme and turn it into a song, chant or rap. They can also use an existing melody if that is easier for them. Invite groups to present their new versions in front of the class.
- Have students brainstorm rhyming words and write them on the board. Assign pairs of words to each group (or let them choose the words) and give them time to write two rhyming lines.

1 Listen and follow the instructions.  
Label the images *f* or *v*. 




2 Listen and complete with *f* or *v*. 

## Future Rhyme

I want to be an astronaut!  
My future is floating in space,  
And I really believe  
That when I leave  
I'll have a very big smile  
on my face.

I don't want to live on Earth's surface,  
I'm not a fan of the view  
half the time.  
My life's in the stars,  
I might go to Mars,  
I'll be safe and I'll be fine!



- Practise the rhyme. 



Reading

1 Read the poster and write the number of the title for each life skill.

1. Communication    2. Teamwork    3. Thinking in 3-D  
4. Problem-Solving    5. Technology Use

4 You will need to think of smart solutions to problems. That means asking questions like "Why?" and "What if?" Then, you go and find the answers!

2 You will have to work well with others. That means helping each other, listening, sharing ideas and finishing projects on time.

1 Technology helps people connect all over the world. You will have to learn how to communicate with people you might never meet.

**Life Skills for  
the Future  
(and How to  
Practise Them)**

5 You will need to understand the best ways to use technology. You will have to know what information is useful and what information is safe to share.

3 You will need to look at objects and think about how things fit together. This will help if you want to be an architect, doctor or designer.

I'm not sure what job I want to do in the future. It may be interesting to be a pilot, but I'm not sure what skills I need.



I want to be an engineer when I am older. I'd like to help design and build the cities of the future.

**Objectives of the day:**

1. Practise the following reading strategy:
  - Identifying the main idea.
2. Learn about life skills for the future.

**Materials:** a bell (optional); dictionaries (optional).

**Open the day**

- "Mindful Breathing" practice.

Have students repeat the initial practice with their eyes closed so that they can relax and concentrate a little more deeply. After the practice, ask students if they are more comfortable with their eyes open or closed. From this class on, have students do the practice with their eyes closed.

- Write the words *life skills* on the board and ask the class what they think they are. (skills you use to deal with the events and challenges in your daily life) Then ask them what they think *life skills for the future* are. (skills they will need to deal with the changes that the future will bring) Form groups and have students make a list of the skills they use or need in their daily lives in one column and the ones they think they will need in the future in another column. Have students share their ideas with the class and keep their lists for future reference.

**Open the book!****Reading****Reading Strategy****Identifying the Main Idea**

In more complex or longer texts, students will need to know where to find the main idea. If the main idea is expressed directly, it is usually found in the introduction (the first paragraph) and conclusion (the last paragraph) of a text. It can also be found in the topic sentence and concluding sentence (the first and last sentences) of a paragraph. If the main idea is not directly expressed, more intensive reading is necessary to deduce the main idea from suggestions and references made throughout the text.

**1 Read the poster and write the number of the title for each life skill.**

Have the class read the title of the poster. Read the skills listed in the box above the poster and ask students which ones they included in their lists and in which column. Have students skim the information on the poster and tell you what type of information they found. (a description of each skill) Then have students read each text more carefully and select the correct title from the box for each. Have students check their answers in pairs. Then check with the class.



**Open Day Tip Dictionary Skills**

Fourth year children should already know how to look up words in a dictionary. If not, this might be a good opportunity for students to practise their dictionary skills, looking up words they do not know or that they are unsure of. Remind students that it is always a good idea to first try to work out the meaning of words from context, but that the dictionary can help them to confirm the meaning.

**Close the day**

You can do either of the two activities below to end your class:

- Have students discuss in groups of three the jobs (or kinds of jobs) they would like to do when they grow up. Then, in the same groups, ask them to name and describe at least two skills you need to perform that job correctly.
- If students need more practice looking up words in a dictionary, organise a dictionary contest. Write a list of five or ten words on the board and time the activity to see who finds the words first.

  Practice Book: Practice Book: Assign Activities 1 and 2 on page 37 as homework.



## Objectives of the day:

1. Practise the following reading strategies:
  - Identifying the main idea.
  - Scanning for specific information.
2. Discuss future needs related to life skills.

**Materials:** a bell (optional); lists of life skills from the previous class.

## Open the day

- “Mindful Breathing” practice.
- Have students get out their lists of life skills from the previous class. In pairs, have students evaluate how well they have developed each of the life skills in the first column (those they need now). Have them think of ways to improve their skills.

## Open the book!

### 2 Read again and write the number of the life skill from Activity 1 that relates to each activity.

Have students read the life skills in the box in Activity 1 on page 52 again. Ask students to read the title of the text and look at the icon for each activity. Invite volunteers to guess what each icon represents. Then have students read the texts individually and match a different life skill with each activity. Form groups and have students check their answers. They might have differing opinions since the activities might help develop various skills. Then get volunteers from each group to report back to the class.

## International Certification: Reading

Another type of reading activity found in international exams involves completing sentences with words or phrases. In most cases, students will not be able to copy the words from the text, so they will need to understand the text and infer the answers. To do this, students should read more carefully. Once they have inferred their answers, students should go back to the text to confirm that their answers are correct.

### 3 Read the text in Activities 1 and 2 again and complete the sentences. You can use one to three words.

Have students read the instructions carefully and make sure they have understood the task. Ask them to read the sentences first and guess the answers. Since they have read the text twice already, they should be able to scan the text quickly to locate the information they are looking for and confirm their answers.

### 4 Read again what the two children on page 52 say. Discuss what skills they will need and why.

Ask students to look at the children and read the speech bubbles on page 52. In pairs, have students think about what skills each child will need and why. Then put together pairs to make groups of four, and have students compare their answers. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Have students get out their lists of life skills again. In the same groups as in the previous activity, have students evaluate how well they have developed each of the future-life skills in the second column of their lists. Have them discuss why they think those skills will be important and how they can improve them. Invite groups to share their ideas with the class.

  Practice Book: Assign Activity 3 on page 37 as homework.

**2 Read again and write the number of the life skill from Activity 1 that relates to each activity.**

Try these activities to practise each life skill:

a. Why not make a film with your friends? You can create something fun while sharing different tasks together: writing the script, acting out the scenes or filming with a smartphone!



2

c. Create a family blog using your tablet or computer. You can choose and post pictures and news, and edit material with adults at home. This will also help you practise your writing and technology skills!



5

b. Have you ever asked an adult a difficult question, such as "Why can we sometimes see the moon in the day?" or "Why is the sky blue?" Well, here is a question for you: Why don't you research the answers online? Turn your questions into a project and tell others what you discover!



4

d. We think you will like this idea: play video games! Especially ones that require you to make things out of virtual blocks. It's a mix of fun and engineering!



3

e. Practise telling stories around the dinner table. Start by creating a character and a place. Then have the person next to you continue the story. Take turns adding to the story for 15 to 30 seconds. This will really help you develop and communicate ideas.



1

**3 Read the text in Activities 1 and 2 again and complete the sentences. You can use one to three words.**

- To be a good problem solver, you have to find the answers to questions.
- Teamwork involves sharing ideas with others.
- We must check that the information is useful and safe to share.
- Architects, doctors and designers all practise the skill of looking at how things fit together.
- You can make a film with a smartphone.
- Some video games are a mix of fun and engineering.

**4 Read again what the two children on page 52 say. Discuss what skills they will need and why.**



## Writing

## 1 Read the opinion essay and number the paragraphs in order.

## Will Robots Take Over The World?

by Holly Powers



- 3 However, robots can only do specific jobs. They might learn to do many things in the future, but I don't agree that they will think like humans. That only happens in science fiction films.
- 1 These days, machines and robots can do many difficult tasks. Some people think that they will take over the world. This might happen, but I don't believe it.
- 4 In summary, humans will continue to control robots. I think that we will only let them do things that help us, and I believe this is something positive for the future.
- 2 On the one hand, I agree that technology is very powerful. For example, there are machines that can give answers to our questions using a real voice. This is amazing.



- Write each paragraph number next to its correct description.

- a. Answers "yes" to the question in the title. 2
- b. Introduces the topic. 1
- c. Gives a conclusion. 4
- d. Answers "no" to the question in the title. 3

- Tick (✓) the best summary of what the writer thinks.

1. Robots will take over the world because machines are amazing.
2. Robots won't take over the world because they can't think like humans.
3. The writer is not sure if robots will take over the world or not.

- Underline the words and phrases the writer uses to give or contrast opinions.

- Say if you agree with the writer's opinion and why.

**Objectives of the day:**

1. Practise the following writing strategies:
  - Identifying parts of an opinion essay.
  - Summarising a text.
2. Understand how connectors express contrast.

**Materials:** a bell (optional).

**Open the day**

- "Mindful Breathing" practice.
- Write the following questions on the board: *Will robots take over the world? Will humans live on Mars in the future? Will humans destroy the Earth?* Give students two minutes to organise their thoughts and then invite volunteers to present their opinions to the class.

**Open the book!****Writing****1 Read the opinion essay and number the paragraphs in order.**

Read the title of the text and ask the class who wrote it. (Holly Powers) Then have students skim the text and ask a volunteer to identify the main idea. Next, students read the opinion essay and number the paragraphs in order. Then have them check answers in pairs. Ask students to reflect on how they could figure out the correct order and whether the ideas were expressed logically.

- **Write each paragraph number next to its correct description.**

Have students read the sentences that describe the content of each paragraph in the essay above. Ask students to look at the paragraphs in this essay, while also thinking about the logical order of the paragraphs in any essay. Invite volunteers to read the descriptions in order. Then have students write the number of each paragraph next to the corresponding description.

- **Tick (✓) the best summary of what the writer thinks.**

Write the word *summary* on the board and elicit what it is. Accept any description or definition given as long as it is correct and support students' answers. Tell students that a summary should express the main idea of a text in a few

words. Ask them to read the summaries and tick the best one for the text. Have volunteers give their answers and explain why they think that is

**Open Day Tip** **Review Connectors**

This might be an opportunity to review how we use connectors in a text to show how our ideas relate to each other. You might want to direct students' attention to the words at the beginning of paragraphs 2, 3 and 4. Elicit what they mean. (*on the one hand*—give an opinion for contrast, *however*—an opposing opinion for contrast, *in summary*—the main ideas of the whole text in a few words)

the best summary.

**2 Underline the words and phrases the writer uses to give or contrast opinions.**



Have students read through the text and underline the words and phrases used to show different opinions. Then have students work in pairs and list the positive opinions and the negative opinions in the text. (Positive—Machines and robots can do many difficult tasks. Technology is very powerful. Machines can give answers to our questions. Humans will control robots. Negative—Robots can only do specific tasks. They won't think like humans. They might take over the world.)

**3 Say if you agree with the writer's opinion and why.**

Put pairs together into groups of four and have students discuss whether they agree with the writer's opinion and why. Have them use their lists of positive and negative opinions from the previous activity to help them.

**Close the day**

- In the same groups, invite students to discuss one of the other questions on the board from the warm-up activity. Invite them to use their reasons for saying yes and think of reasons to say no. Then have volunteers report back to the class using connectors to contrast the information: *I think people will live on Mars, but it will take a long time.*

  Practice Book: Assign Activities 1 and 2 on page 40 as homework.



## Objectives of the day:

1. Express opinions about predictions.
2. Practise the following writing strategy:
  - Brainstorming to generate ideas.
3. Write a short opinion essay.

**Materials:** a bell (optional).

## Open the day

- "Mindful Breathing" practice.
- Write the following topics on the board: *Home, School, Travel* and *Food*. Form small groups and have each group write a prediction about the future related to each of the topics. Regroup students so that each of them is now with students from other groups. Have students share their predictions one by one and have the other group members say whether they agree or not with the prediction and why: *I agree/don't agree, because I think/believe...* Invite groups to share some of the predictions they agree on with the class.

## Open the book!

### 4 Look and write the correct question number.

Have volunteers describe what is happening in each picture. Then students read the questions and match them with the correct picture by writing the number of the question in the space provided. In pairs, have students answer each question and decide whether what they see in the pictures is realistic: *I think people will have robots at home, but I don't think they will look like that.*

## Writing Strategy

### Brainstorming

Brainstorming is a technique you can use to generate ideas before you write or talk about a specific topic. The idea is to allow your ideas to flow freely. It can be done with others or alone. When you are brainstorming, it is important to record the ideas that come up so they don't get lost. An easy way to do this is to create a mind map where you can expand a topic, adding details related to subtopics. You can later select and use some of the information as supporting details when you prepare to write or speak.

### • Choose a question to write an opinion about. Write notes.



Ask the class to look at the text on page 54 and recall what type of text it is. (an opinion essay) In the same pairs, have each student choose one of the questions from Activity 4 to write an opinion about. Have students brainstorm and help each other with ideas. Tell them they can organise their ideas using a mind map. Read the headings in the boxes with the class and review the structure of an opinion essay. Go over the one on page 54 if necessary. Have students select the information from their mind maps that they want to include in their essays and write it in note form in the boxes.

### 5 In your notebook, write a short opinion essay. Use the question you chose.

Ask students to look at the words and phrases that can be used to express opinions that they underlined in the essay on page 54. Have students write the first draft of their opinion essays in their notebooks, using the information in the box. They can refer back to their mind maps for more supporting details and to the words and phrases that they underlined in the essay on page 54 for different ways to express their opinions. Remind them to use connectors to show contrast. Invite students to check each other's essay in pairs to see if they followed the structure, and to make suggestions for improvements. Have students write a clean copy of their essay at home and bring it to the following class.

## Close the day

- In order for students to reflect upon their own learning processes, have them think about the things they have learned about writing essays that they did not know before. Ask them to write one to three things they learned about in this lesson that they did not know before. Then ask volunteers to share their ideas with the rest of the class. Allow for everyone who volunteers to share aloud, as this may encourage shy students to open up and share as well.

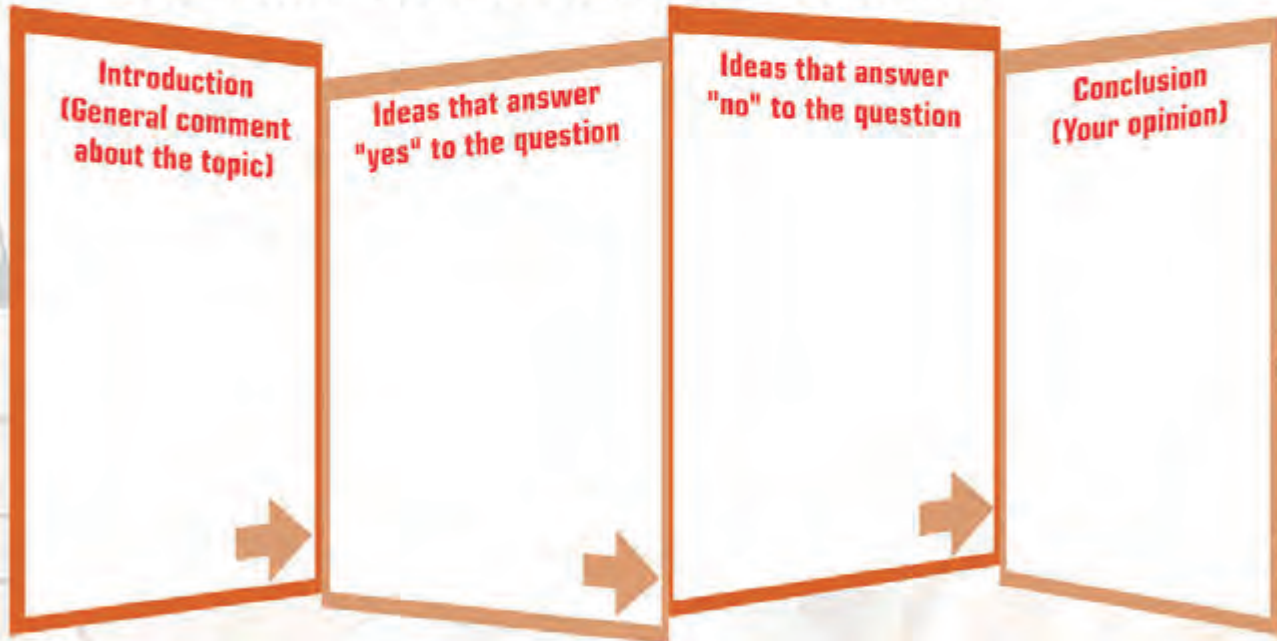
  Practice Book: Assign Activities 1, 2, 3 and 4 on page 38 as homework.

**4 Look and write the correct question number.**

1. Will humans live on another planet?
2. Will everyone have robots in their homes?
3. Will there be flying cars?



**• Choose a question to write an opinion about. Write notes.**





**5 In your notebook, write a short opinion essay. Use the question you chose.**

- Use your notes.
- Choose one "yes" and one "no" idea.
- Include words and phrases for giving opinions.





Listening

1 Listen and write a letter in each box. There is one example.  

What does Pat predict for each of these topics?



Earth

A



A



B



city

H



C



D



food

E



E



F



school

B



home

D



G




H



space

G

2 Say which predictions you agree with and why. 

**Objectives of the day:**

1. Practise the following listening strategies:
  - Making predictions.
  - Listening for specific information.
2. Give your opinion of other people's predictions.

**Materials:** a bell (optional); students' opinion essays from the previous class, coloured pencils or markers, white paper.

**Open the day**

- "Mindful Breathing" practice.
- Have students take out the clean copies of their opinion essays from the previous class. If any students did not bring them, have them use their first drafts in their notebooks. Make sure students have written their names on their papers. Ask each student to draw a picture that illustrates his or her opinion essay. Give students time to colour their drawings. Collect all of the drawings and display them around the classroom. Then collect the essays and redistribute them to different students. Have students read the essays and find the corresponding pictures. When they have found the correct picture, have them return the essay and the picture to whoever wrote it. If the picture is correct, the writer keeps it. If not, the students must continue to look for the correct picture.

**Open the book!****Listening****International Certification: Listening**

Another exam-type listening activity involves listening for specific information and selecting the correct picture from three or more options. As in other listening activities, students should look at the pictures and text provided before the audio begins and try to predict what the dialogues will be about. You might also suggest that they try to think of words related to the pictures, as they might be keywords that they will hear in the text. However, remind them to try and understand the main idea of each text and not just listen for specific words, because the same keywords may well be repeated in different dialogues. Remind students not to worry if they do not get all of the answers the first time around, because they will hear the track twice.

**1 Listen and write a letter in each box.**

**There is one example.**  

Have students look at all of the pictures and read the words. Tell the class that for each item, they will hear a different part of the same dialogue. Play the example at the beginning of Track 28 and pause when it is done. Ask the class who is speaking. (a girl, Pat, and a man) Ask them if we know who the man might be. Continue playing the track and stop after the first round. Ask the class if they know now who Pat is talking to. (her dad) Continue the track and have students check their answers. Invite students to check their answers in pairs.

**2 Say which predictions you agree with and why.** 

Group two pairs from the previous activity and have students talk about Pat's predictions and say whether they agree or disagree with them and why. Invite groups to share their answers with the class.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- In the same groups, ask students to choose two or three pictures from Activity 1 and make up a story with them about the future. Review what things a story must have. (characters—who, setting—when and where, and a plot or storyline—what happens) At the end, ask volunteers from each group to share their stories.



Practice Book: Assign Activity 1 on page 39 as homework.

**Go to video "Bionic Boots."**   

It's time to wrap up the work with this unit's video. You might want to do one of the "after watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*



## Objectives of the day:

1. Identify differences in similar pictures.
2. Express preferences related to classrooms.
3. Describe your ideal classroom.

**Materials:** a bell (optional); white paper, coloured pencils or markers; Practice Book (pages 41 and 42).

## Open the day

- "Mindful Breathing" practice.
- **Play Thumbs Up:**

Invite the class to close their eyes. Tell them that they are going to do an exercise to see how well they know their classroom from memory. Starting in one corner of the room, call on each student and have them describe something in the class, mentioning what it is and some other detail related to it. Model the activity: *There is a big window on one wall.* Have the class listen and put their thumbs up if they agree with the descriptions and their thumbs down if they do not. If any students put their thumbs down, have a volunteer correct the information. Continue until all students have had the opportunity to describe something.

## Open the book!

## Speaking

### International Certification: Speaking

Explain that some international exams include activities where students have to look at two pictures and spot the differences. Most students are familiar with these activities as they are common in children's games and magazines. It's important to know that on an exam, these activities evaluate how well students can describe people or things, not necessarily whether they found all of the differences. At this point, students should be able to describe colour, size, number, location, appearance and activity.

### 1 Look at the pictures. Find six differences

Tell students to look at the pictures and spot as many differences as they can. Direct their attention to the examples in the speech bubbles. Then, in pairs, have students describe the differences they found. Remind students that the more they can say about each difference the better. To check, you can have volunteers give one difference each.

### 2 Write a list of things you like in the classroom above.

Ask students to use the space in the book or their notebooks to write a list of what they like about the classrooms in the pictures in Activity 1, with a short description of each. In groups, have students share their lists and say why they like those items.



### • Describe your ideal future classroom.

In the same groups, have students imagine and design a perfect classroom. Tell students to write a short description of their ideal classroom with its most important features. If time allows, let each group draw a picture of their favourite classroom and present it to the class. Walk around, monitoring and helping as necessary.

## Close the day



Have students open the Reader to page 13. Ask students to recall who the story is about. (Merlin) Elicit what students know about Merlin. Play Track R2 and ask students to listen and follow along on pages 14 and 15. Ask the class how much time passed between each of the entries. Explain that BCE means *Before the Common Era* and that the BCE years descend instead of ascending.

  Practice Book: Assign Activity 1 on page 41 and Activity 1 on page 42 as homework.

### Time to Practise

You have now finished the first part of Topic 2, "Future Lives." It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 41. Have students look at the picture and identify the main characters and what is happening in each picture. Then have students write one sentence for each picture in their notebooks. Next, have students turn to page 42. Tell students that they will listen to a dialogue and that they must identify who the people in the picture are and match them to the names around the picture. Give students a minute to look at the picture. Then play the track and have students work individually. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

### Speaking

1 Look at the pictures. Find six differences.



In Picture 1, there are blinds on the window.

In Picture 2, there are no blinds on the window.

2 Write a list of things you like in the classrooms above.

Blank lined writing area for listing things liked in the classrooms.

• Describe your ideal future classroom.



# Unit 4 Our Futures

1 Look at the picture and complete the sentences using the names of the jobs.



1. A pilot flies a plane.
2. An artist is good at drawing and painting.
3. A businesswoman is a woman who works in business.
4. A designer plans how something will look and be made.
5. A mechanic fixes cars.
6. A journalist finds and writes news stories.
7. A police officer makes sure people follow laws.
8. A waitress brings food and drinks to a table in a restaurant.

2 Make a list of skills each person needs to do his or her job.

- Say which job you would like to do and why.

# Unit 4 Our Futures

## Objectives of the day:

1. Review the names of jobs.
2. Talk about the skills that specific jobs require.

**Materials:** Occupations Flashcards, Flashcard Activity 4A on page XVII.

## Open the day

### "Body Scan Meditation"

Explain that in this unit, students are going to practise a fun type of meditation called *Body Scan*. Say that body scanning consists of focusing on different parts of the body, one at a time, and consciously relaxing them. If possible, have students do this activity lying down (with mats). If that is not possible, then have them do it sitting at their desks. For the first practice, ask students to close their eyes and try to identify if they are relaxed or stressed, and if any parts of their bodies feel tight or tense. After one minute, have them open their eyes. Tell them they are going to keep a record of what they identified in their notebooks and have them write the date, whether they were relaxed or not and which parts of their bodies were tense.

- Flashcard Activity 4A.

## Open the book!

### 1 Look at the picture and complete the sentences using the names of the jobs.

Have students look at the picture and identify all the jobs. Ask: *Who's painting?* (an artist) *Who's working on her laptop?* (a businesswoman), etc. Then ask students to read and complete the sentences individually. Have students check their answers in pairs. Finally, have volunteers describe the picture.

### 2 Make a list of skills each person needs to do his or her job.

Double up the pairs from the previous activity into groups of four and have the groups write a list of the skills the people in the picture need to do their jobs. Encourage them to write more than one skill per profession. Have students keep their lists for the *Close the day* activity.

### ● Say which job you would like to do and why.

Have each student choose a profession and share it in the same groups. Tell students that they should give their reasons and talk about the skills they will need to have for their professions. You might want to find out what the class's favourite profession is by asking about each one in turn and having students respond with a show of hands: *How many of you want to be pilots?*

## Close the day

- Elicit from the class the most common skills on their lists from Activity 2 and write some of them on the board. In groups, have students think of other jobs that require some of the skills on the board. Invite them to include the professions of their parents or other family members. Have groups share their ideas with the class.



Practice Book: Assign Activity 1 on page 43 as homework.



## Objectives of the day:

1. Review names of jobs and associated skills.
2. Listen for specific information about jobs.

**Materials:** *Occupations* Flashcards, Flashcard Activity 4B on page XVII.

## Open the day

- "Body Scan Meditation" practice:

Before starting the mindfulness practice, have students stand up. Name and touch different parts of your body, starting with your head and moving down. Repeat the "Body Scan Meditation" as before, except this time instruct students, in a soft voice, to tighten and relax each part of their bodies, starting with the toes and moving up: *Feel your toes. Are they relaxed or tense? Tighten them and now relax them.* Continue with calves, thighs, stomach, fingers, arms, shoulders, neck and face. At the end of the practice, have students record the date in their notebooks and any parts of their bodies that were tense.

- Flashcard Activity 4B.

## Open the book!

### 3 Listen and write the name of the job each child might do.

Have students look at the pictures and read the texts about the children. Then have them predict the job each child would like to do. Tell students that they are going to hear these four children talking about their skills and what they would like to be when they grow up. Explain that they are not going to actually hear the name of the profession so they should infer it from the information they hear. Play Track 29 and have students follow along in their books. In pairs, ask students to compare their answers. Then check answers with the class.

- Listen again and complete the texts using the words in the box. 

Ask students to read the words in the box first and predict where they go in the texts. Then play Track 29 twice and have them complete the activity. To check, have volunteers read sentence by sentence aloud.

Finally, remind students to visit the online platform for more practice at home.



## Play Guess the Person!

Form pairs with students of similar levels. Explain the rules of the game: one student describes another classmate's positive attributes and skills, and the other student has to guess who it is. Have two volunteers read the examples from the box.

## Close the day

- Have students create a brief profile for a family member of their choice, following the models in Activity 3. More advanced students and fast-finishers can write two or three profiles. You may want to take advantage of this writing activity to evaluate students' progress and record your notes in your rubric, while also giving individual feedback.



Practice Book: Assign Activity 2 on page 44 as homework.

3 Listen and write the name of the job each child might do. 🎧

**1 Kim** **businesswoman**



I like studying and one day, I want to have my own business.

I might go to college to study how to be a manager. I think I will like that!

**2 Richard** **mechanic**



I like fixing things. Last week, I helped Mum repair her bike. In the future, I think I'll fix cars. I'd like to fix racing cars and work around the world at car races!

**3 Georgina** **pilot**



Last year, we went on holiday to Europe. I was interested in all the planes at the airport.

I like to design and make model planes, but I think what I'd really like to do one day is fly one.

**4 Mark** **police officer**



My dad works at the police station.

One day, I went to work with him. I sat in his office all day and watched him work. It was fun! I think I might do his job one day, too!

• Listen again and complete the texts using the words in the box. 📄

repair    airport    business    college  
design    racing    office    police station

**Play guess the person!**

He's good at drawing. He likes drawing comic characters. I think he'll be an artist!

That's Dan!



I'll find some shelter.  
He is going to be a strong eagle.

1 Listen and follow. 

Good Buddies New Lives



2 Read and match the situations with the predictions.

- |                                |       |                                      |
|--------------------------------|-------|--------------------------------------|
| 1. It is very cloudy.          | _____ | a. The family is going to get wet.   |
| 2. Sophia's family is outside. | _____ | b. It is going to be a strong eagle. |
| 3. The baby has Sophia's eyes. | _____ | c. She is going to look like Sophia. |
| 4. Harry and his dad arrive.   | _____ | d. It is going to rain.              |
| 5. The chick is eating a lot.  | _____ | e. They are going to meet the baby.  |

3 Make three predictions about the second chick.

It's grey, too! It's going to look like the first chick!

**Objectives of the day:**

1. Read and understand a comic strip.
2. Learn the use of *be going to* for predictions.

**Materials:** white paper (1 per student), coloured pencils.

**Open the day**

- "Body Scan Meditation" practice.

When finished, ask students to record their answers to the following questions in their notebooks: *How did the body scan meditation make you feel? Did you manage to relax some muscles? Was it easy or hard?*

- Distribute white paper. Have each student draw a picture of his or her family on the sheet of paper. Form small groups and have students show their pictures and describe their families: *How many brothers and sisters do you have / have you got? How many are older? How many are younger?* etc. Find out who has the biggest family and have him or her describe his or her family to the class.

**Open the book!****1 Listen and follow.** 

In pairs, have students briefly look at the comic strip and discuss what they think it will be about. Elicit from the class some of the predictions and write them on the board. Then play Track 30 once and ask students to follow along. Once finished, ask them to go back into pairs and confirm their predictions. Please note that when we are talking about possession, relationships, illnesses and characteristics of people or things in British English, we can use either *have/has* or *have/has got*. The *have/has got* forms are more common in an informal style. *Have/Has got* has the same meaning as *have/has* and both are used as present tenses. Moreover, in informal speech we often switch from one to the other. Have a look at these examples: *How many branches does the bank have? It has ten. / How many brothers or sisters do you have? I've got two sisters and one brother. Do you all have your own bedroom? Tom's got his own bedroom, but Sally, Penny and me have only one for all of us.*

**2 Read and match the situations with the predictions.**

Have students read the situations and match each one with the correct scene in the comic strip. Then have students read the predictions on the right and match them with the situations on the left. To check, you can have them compare answers in small groups or you can check as a class by having volunteers read one sentence each.

**Open to Learn** .....

In this unit, students will learn how to use *be going to* to express predictions. You might want to explain that these predictions usually come with some sort of evidence. Have students read through the comic strip and find examples of *going to* and the evidence that supports each prediction.

**3 Make three predictions about the second chick.**

Have students read the example and find the picture of the second chick. In pairs, have students make three more predictions and then check the predictions with the class. Then have students write more predictions about the new baby, Alice.

**Close the day**

- Ask students to make five predictions about their families. They can write them in bubbles on their family pictures, next to the corresponding family members. (See *Open the day* activity.) Hang the pictures around the classroom and invite students to walk around and read about their classmates' families.

 **Reader** 

Ask students to recall who the story in their Readers is about. (Merlin) Elicit from the class what has happened in the story so far. Have students open their Readers to page 13. Play Track R2 till the end of page 17, and have students follow along. Ask students to reread pages 16 and 17 and think about the predictions that Merlin makes. Have students work in pairs and answer the following questions: *How do you think Arthur feels about his life? How does Merlin know what will happen in the future?*

  Practice Book: Assign Activity 1 on page 45 as homework.



## Objectives of the day:

1. Understand the difference between a prediction based on evidence and a decision.
2. Practise making predictions and decisions.

**Materials:** Poster 4 with Cutouts, Poster Activity 4A on page XXV.

### Open the day

- "Body Scan Meditation" practice.  
Focus students' attention on their stomachs, backs and waists.
- Poster Activity 4A.

### Open the book!

#### 4 Write the numbers to match the descriptions to the sentences.

Have students read the comic strip again. Then have them look at the sentences below the box, find them in the comic strip and identify who says them and why. Finally, have students read the descriptions in the box and match them to the sentences. Check answers with the class. Then have students look for more examples of each category from the box in the text.

### Open Day Tip Predictions with Evidence

You might want to explain to students that sometimes the evidence for a prediction is not stated overtly, but inferred or common knowledge. You can demonstrate this with the example in the game, where the evidence for the prediction that "the dog is going to play" is probably based on the fact that this is what dogs normally do or what this dog normally in particular usually does.



## Play the "Going to" Predictions Game!



Tell students that they are going to play a predictions game in groups of four. Explain the rules: one student invents a simple situation, and each of the other members of the group makes a prediction related to the situation. Continue until each student has invented a situation. To make the game more competitive, students can get points for the best prediction for each situation. The student with the most points wins. Invite groups to share the best situations from their groups.

### Close the day

- Have students write five decisions of their own for the day or week, at least two of which they do not plan to carry out. In pairs, have one student read his or her decisions, and the other student guess which decisions are false. The student who has the most correct answers wins. If they have a tie, they have to continue to make decisions until and guess until the tie is broken.

### Go to video "Bald Eagles."



It's time to go back to the video about bald eagles. Have some volunteers remind the class what they remember about this species. You may organise it as a game in which students compile the information in small teams and then write each item on the board or read it out loud. The more they remember, the more points they get! Then explain to students that they should do the "Before Watching" worksheet before you play the video or students watch it at home. Once this activity has been completed, students can watch the video and do the "While Watching" worksheet on the platform.



Practice Book: Assign Activity 2 on page 45 and Activity 6 on page 47 as homework.



4 Write the numbers to match the descriptions to the sentences.

1. a decision    2. a prediction    3. a prediction based on evidence

- 2 It might be Harry.    3 It is going to rain.    1 I'll go and find some food.

Play the "Going to" predictions Game!



This puppy's owners have left it at home on its own. What is it going to do?

It's going to play all day!



Somebody has left a jacket.  
Nobody is eating the cake.

5 Look at the picture and complete the predictions.  
Then listen and check. 



- Sophia's dad is going to do **something**. What is it?  
He's going to wash the dishes
- Somebody** is going to take the baby to bed. Who is it?  
Sophia's mum is going to take the baby to bed.
- Sophia is going to return **something** to Harry. What is it?  
She's going to return a jacket to Harry.
- Everybody is busy, except for **somebody** who is sleeping. Who is it?  
The baby is sleeping.

6 Listen again and circle the correct options.

- Everybody / Nobody met Sophia's new sister.
- They needed to put everything / nothing away after the visitors left.
- Harry and his dad brought something / anything for Alice.
- Grandma asked: "Can I help you with anything / nothing, Bill?"
- Bill said there was nothing / something else to do in the kitchen.

7 Look at the picture again. In pairs, make sentences using words with **some-**, **every-**, **any-** and **no-**.

Somebody is in the kitchen.

Grandma is going to put something in the fridge.

**Objectives of the day:**

1. Learn the following listening strategy:
  - Identifying speakers.
2. Learn to use indefinite pronouns.

**Materials:** Poster 4 with Cutouts, Poster Activity 4B on page XXV.

**Open the day**

- "Body Scan Meditation" practice.

Have students continue to focus on their stomachs, backs and waists. When the practice is finished, ask students to record their answers to the following questions in their notebooks: *How did the body scan meditation make you feel? Did you manage to relax some muscles? Was it easy or difficult?*

- Ask students who has chores at home. In groups, have students make a list of all of the household chores and who does them in their homes. Find out which students are the most helpful at home and congratulate them.

**Open the book!****Listening Strategy****Identifying Speakers**

Explain to students that it is very important when doing listening activities to be able to identify who the speakers are. Usually, the voices differ according to age and gender, but sometimes this can be confusing. Pictures and context usually help you to identify the characters that might be speaking, but then you have to pay attention closely to the voices and what they say to be sure who is speaking.

**5 Look at the picture and complete the predictions. Then listen and check.** 

In pairs, have students look at the picture in Activity 5 and describe it: *Who can you see? Where are they? What are they doing? Are they all collaborating?* Then have students look at the predictions below the picture and complete them based on what they can see in the picture. Tell students that they are going to hear the family talking. Ask them how many voices they think they will hear. Tell students that they have to listen to what each character says to be able


to see if their predictions are right. Play Track 31 twice and give students time to correct their answers. Have students check their answers in pairs. Then have volunteers read the predictions out loud.

**6 Listen again and circle the correct options.**

Have students read the sentences and possible answers and play Track 31 again once. To check, ask students to read one sentence each. Address any questions they might have about the topic or about the track.

**Open to Learn** .....

Direct students' attention to the *Open to Learn* box and ask volunteers to read the sentences out loud. Point out the words in bold and ask students if they are the same or different. (*Somebody* means that there is an indefinite number and *nobody* means that there is no one.) Have students find the words in bold in Activity 5, and ask if they are the same or different and how. (different; "something" refers to objects and "somebody" refers to people) Now have students look at the sentences in Activity 5 and ask them to find the opposite of the word *nobody*. (everybody) Circle the verbs in the sentences on the board and ask the class if they are singular or plural. (singular) Tell students that you always use a singular verb with these words, even with *everybody* which means more than one person.



**7 Look at the picture again. In pairs, make sentences using words with some-, every-, any- and no-.** 

In pairs, have students make at least one sentence with each word to describe the pictures. Invite pairs to read their descriptions out loud. Check that they are using the singular form of the verb.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Poster Activity 4B.

  Practice Book: Assign Activities 3 and 4 on page 46 and Activity 5 on page 47 as homework.



## Objectives of the day:

1. Learn to identify stressed words in a story.
2. Learn that content words are usually stressed in speech.

**Materials:** pictures of a lion and a mouse and other common zoo animals and pets. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- “Body Scan Meditation” practice.  
Focus students’ attention on their fingers, hands, forearms and biceps.
- Display pictures of animals on the board and elicit the names of the animals. If you have not brought pictures to class, elicit names of animals from the class and write them on the board. Include *lion* and *mouse* among the animal names. Circle the word *lion* or show the picture, and elicit what lions are like. (possible answers: strong, fierce, dangerous, big, noble, etc.) Do the same with *mouse*. (possible answers: small, dirty, annoying, cute, etc.) In groups, have students choose two animals from the board and write a list of their characteristics. Invite groups to share their lists with the class and see if everyone agrees with the characteristics. Have students keep their lists for further use.

## Open the book!

### 1 Listen to the fable and underline the stressed words you hear.

Have students read the title and find out if anyone knows the story. Tell students that it is a famous fable written by Aesop, a Greek slave who lived more than a thousand years ago. Ask students what a fable is. (a story with a moral or simple lesson to teach) Ask students to look at the pictures and in pairs predict what the story is about. Read the instruction with the class and elicit what the word *stressed* means. (a word you say with more emphasis) Play Track 32 and have students listen to the story and underline the words the narrator stresses more. You might want to pause the track after the first picture and check answers with the class to make sure they understand what they have to do. Have student compare their answers in pairs.

### • Read only the words you underlined. Then listen and read along.

In the same pairs, have students read only the words that they underlined. Then have them think about why we stress some words and why we don’t have to stress others. (The stressed words are the key words you need to understand the main idea.) Also explain that the word *to* in infinitives is a weak word and is pronounced /tə/ with a schwa. Invite volunteers to share their ideas with the class. Finally, play Track 33 once and ask them to read along with the underlined words as they listen. Ask students if they could get the main idea of the story this way.

### 2 Listen to the complete story again and practise reading it.


For this activity, you may choose to play Track 34 all at once and then have students practise on their own or in pairs. Alternatively, you can pause the audio after each sentence or part of the story and have students echo what they just heard. Finally, in groups of three, have students read the story out loud, part by part.

### 3 Listen and say what kinds of words are stressed. Then practise reading the sentences out loud.

Tell the class that they are now going to hear a set of short sentences and should listen for the stressed words. Explain that the stressed words all belong to the same grammatical category and that they should try and identify it. You might suggest that they underline the stressed words they hear, as they did with the story. Play Track 35 as many times as necessary and elicit the answer. (verbs) When finished, give students a minute or two to practise reading the sentences aloud. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Invite students to think about the fable and what lesson they think the story is trying to teach. (Every good action deserves another.) Have them think about the characteristics the animals showed in the story and ask if they correspond to the ones that they brainstormed in the *Open the day* activity. Have students return to the same groups and ask them to invent a short story about the two animals they chose. The story should teach a simple lesson. Finally, invite all the groups to tell their stories to the class. Remind them to think about which words need to be stressed.

1 Listen to the fable and underline the stressed words you hear. 

## The Lion and the Mouse



1 A lion was looking for some food. "I'd like to eat something tasty," he said.



2 The lion caught a mouse. The mouse was scared. "He's going to eat me!" he cried.



3 But the lion decided to let him go.







4 A few days later, the lion fell into a net. "I need to escape!" he shouted.



5 The mouse heard the lion. "I have to help him!" he thought. He chewed a hole in the net.



6 "We're going to be good friends," the lion said.

- Read only the words you underlined. Then listen and read along. 
- 2 Listen to the complete story again and practise reading it. 
- 3 Listen and say what kinds of words are stressed. Then practise reading the sentences out loud.  

1. I'm going to help you. 2. You need to practise. 3. I'd like to speak to you.



## Reading and Writing

1 Lee is asking Katy some questions about her future. What does Katy say? Read the conversation and choose the best answers. Write a letter for each answer. There is one example. ✓  
✗

0. Lee: What are the good things about growing up?

Katy: D

1. Lee: Where will you be in 20 years' time?

Katy: E

2. Lee: What is your dream job?

Katy: C

3. Lee: What will your future home be like?

Katy: A

4. Lee: What will you look like in 20 years?

Katy: G

5. Lee: How is the world going to change?

Katy: B



Katy, 10

- A It will have a modern design. It will have escalators to go upstairs, like in shopping centres!
- B There is too much pollution today, so there are going to be rules to protect the planet. The world is going to be much cleaner.
- C I'd like to be an engineer. I'll design future cities with tall skyscrapers, safe roads and clean pavements. I might build a huge bridge to take people across oceans!
- D ~~Everything! I like learning new things, but the best thing is growing up with my friends.~~
- E I'm not sure where I'll be. I might have a family of my own, but I might not!
- F I will have a flying car.
- G I think I'll look like my mum.

**Objectives of the day:**

1. Make predictions about a person's future.
2. Understand questions and identify correct responses.

**Open the day**


- "Body Scan Meditation" practice.

Focus students' attention on their fingers, hands, forearms and biceps. When finished, ask students to record their answers to the following questions in their notebooks: *How did the body scan meditation make them feel? Did they manage to relax some muscles? Is it getting easier or harder?*

- Write on the board the year it will be in twenty years. Have students read the year and figure out how old they will be in twenty years. Write the topics *home, work and family* on the board. Give the class a few predictions about your life in that year: *In (2043), I am going to live in a big house in the country. I am not going to work anymore. I'm going to be retired. My children are going to have their own children and I am going to have grandchildren.* You may tell them your age if you choose to share it. Form small groups and have students share their predictions about the future.

**Open the book!****Reading and Writing****International Certification: Reading**

A common reading comprehension activity on some international exams requires students to read an incomplete dialogue and select the missing responses from a set of given responses. It is important to train students, when doing these types of activities, to read the complete dialogue and all of the options first. Then they should go back and read each question in the dialogue carefully to make sure that they understand what information the questions are asking for.

- 1 Lee is asking Katy some questions about her future. What does Katy say? Read the conversation and choose the best answers. Write a letter for each answer. There is one example.** 

Have students read the instructions and ask the class who they think Lee and Katy are and what they are talking about. Then remind students to read through the whole dialogue first and then complete the answers. To check, have students read the dialogue in pairs. Finally, check answers with the class.

**Close the day**

- Have students work in pairs with different students from the ones they worked with for the *Open the day* activity at the beginning of the class. Ask students to use the questions in the dialogue in Activity 1 as a model for a new dialogue about their future in twenty years. They can use the same information they shared at the beginning of the class or make up new information. Remind students that we use *be going to* for predictions with some sort of evidence and *will* when we don't have any evidence. You might have them find the prediction that uses *going to* in the dialogue answers and identify the evidence. (B—There is too much pollution today.) Invite volunteers to act out their dialogues in front of the class.



Practice Book: Assign Activity 1 on page 48 as homework.



**Objectives of the day:**

1. Review and practise thematic vocabulary.
2. Write predictions and decisions about your future using *will* and *going to*.
3. Learn the following writing strategy:
  - Paragraph writing.

**Open the day**

- “Body Scan Meditation” practice.  
Focus students’ attention on their eyes, lips and jaws.
- **Play Hangman:**  
Have students play hangman with different professions.

**Open the book!****International Certification: Reading**

Another common reading section in some international exams involves testing comprehension of vocabulary. To help prepare students for these types of activities, you can provide a review of thematic vocabulary and work with words that are commonly confused. As with other activity types, students should read all of the options provided before starting to match words. It is also important they read the definitions carefully, and make sure they copy the options exactly as they appear, with articles, plurals and correct spelling.

**2 Look and read. Choose the correct words and write them on the lines. There is one example.**  

Have students read the instructions and the words around the box individually. Ask them what two themes most of the words are related to. (professions and locations) Read the example with the class to make sure they understand how the activity works. Then have students do the activity individually. Have students check their answers in pairs. Check answers with the class and invite students to say which words in each definition helped them to find the correct word.

**3 In your notebook, write about your future. Use the questions to help you.**

Tell students that they are now going to make predictions about their future by answering the questions on the page. Ask students to write a short paragraph to answer the questions. Remind them that when using *going to*, they should provide evidence for their predictions and that this evidence can be the supporting details. Have students check each other’s paragraphs in pairs and give constructive feedback. Then have students rewrite a clean version of their paragraphs to turn in.


**Writing Strategy****Paragraph Writing**

Go over the structure of a paragraph: topic sentence with main idea (prediction), supporting details (evidence) and a conclusion (opinion). You might want to answer one of the questions yourself as a model on the board: *I am going to be thin and bald in the future. Both my father and mother are thin. I am already losing my hair. I’m going to look like my dad, because I look like him now. I am happy about this because they look like healthy people.*

**Close the day**

- Have students choose three words they used in their paragraphs and write a short definition of each in their notebooks. Then have students exchange notebooks and guess each other’s words. If they can’t guess the words, allow them to read their classmates’ paragraphs and see if they can guess the meanings from context.

  Practice Book: Assign Activity 1 on page 49 as homework.

2 Look and read. Choose the correct words and write them on the lines. There is one example. 

an astronaut   a skyscraper   a road   a mechanic   a manager

a bridge

~~a century~~

a college

escalators

an engineer

0. This is 100 years. a century
1. This is a very tall building in a city. a skyscraper
2. These are moving sets of stairs that carry people up or down different levels of buildings. escalators
3. This is a structure built between buildings or streets, so that people can cross it. a bridge
4. This person has scientific training and plans or builds complicated products, machines or structures. an engineer
5. This is a place where many people live and work. a city
6. This is someone who is in charge of a business or department. a manager
7. This is a long hard surface that connects different cities or towns. a road
8. This is a school that you go to after high school in some countries. a college
9. This is a place with lots of shops and restaurants. a shopping centre
10. This is a concrete path along the side of the street for people to walk on. a pavement

a pavement

a city

a shopping centre

pollution

a waiter

3 In your notebook, write about your future. Use the questions to help you.

1. What are you going to look like?
2. What will you wear?
3. What are you going to be interested in (pets, hobbies, etc)?



1 Read the article and write the number of the best title for each paragraph.

1. Space    2. Technology    3. Health    4. Communication

## What Will Humans Look Like in One Million Years?

It is difficult to predict what we will look like in one million years' time. When you think about it, one million years ago, *Homo sapiens* didn't even exist! Let's take a look at some ideas for what will happen to the human species in the future.



2 Scientists already use technology to help fight diseases or replace parts of our bodies that need fixing. But soon, it is going to be possible to choose the genes we want, or have artificial body parts that improve the way we live. For example, we might have artificial eyes with cameras. They will identify specific features of things we are looking at. Or there might be designer babies. These babies will look like what their parents want them to.



3 In the last ten thousand years, humans have adapted to a lot of changes. For example, people have had more access to food. Humans have become bigger, and there has been an increase in health problems. In the future, we might get smaller, so we will use less energy and fight illnesses better. This won't only be on the outside. We may develop shorter intestines, so we don't use so much fat and sugar.

2 Write the topic number next to each prediction.

- a. We are going to choose how we look.   2    
b. We might start to look like humans looked in the past.   1    
c. Our bodies will get smaller on the inside and outside.   3    
d. We will remember everyone and speak different languages.   4

• Say which prediction is most likely to happen and why.

**Objectives of the day:**

1. Practise the following reading strategy:
  - Summarising.
2. Express and defend opinions about predictions for the future.

**Materials:** pictures of prehistoric humans at different stages of evolution.

**Open the day**

- "Body Scan Meditation" practice.

Focus students' attention on their eyes, lips and jaws. When finished, ask students to record how they felt in their notebooks.

- Ask the class how human beings have changed over time. Show pictures of prehistoric men and women, if you brought some, and have students describe the people. Tell students that humans like us first appeared 12,000 years ago. Elicit the names of different parts of the body and write them on the board. In pairs, have students compare prehistoric people to humans today: *People used to have longer arms. They are taller now.*

**Open the book!****Reading Strategy****Summary**

A summary should include the main idea and the most important facts in a concise sentence. Many students find it difficult to pick out the important facts without providing too much detail. A summary may include some of the same words as the text, but it must convey the main idea.

**1 Read the article and write the number of the best title for each paragraph.**

Have students read the title of the text and the topics in the box, and look at the pictures. Ask students where they think they might see an article like this. In the same groups as for the previous activity, have students write a prediction for each topic on the board. Invite volunteers from each group to come up and write their predictions under the corresponding topic. Now have students read each paragraph individually and match it to the correct topic in the box.

**Open Day Tip Debate Discussions**

You might want to practise debate frequently throughout this course, first having students work only in groups and later asking them to debate in front of the class. Make sure students have time to prepare for debates either in class or at home. Self and peer evaluation are important to ensure that students participate more actively.

**2 Write the topic number next to each prediction.**

Have students read the instructions and the predictions and complete the activity. Allow them to reread the text if needed. To check, have volunteers read one prediction each, and have the rest of the class call out the corresponding number.

- **Say which prediction is most likely to happen and why.**

Form small groups. Have each group discuss the predictions and note down the reasons for and against each prediction. Students will use these in the following activity.

**Close the day**

- Have each group from the previous activity choose one of the predictions to debate. Divide each group into two small debate teams. Tell the class that one team should defend the prediction they chose, giving evidence, while the other team takes the opposite position. Give teams five minutes to prepare. One student from each team should present its arguments while the other team listens and takes notes. Once teams have presented their arguments, each is given a chance to respond. In the end, the team that presented the best argument wins.

  Practice Book: Assign Activity 1 on page 50 as homework.



**Objectives of the day:**

1. Write predictions based on an article.
2. Express opinions about predictions and give reasons.
3. Describe future humans.

**Materials:** white paper (2 sheets per student), coloured pencils or markers.

**Open the day**

- "Body Scan Meditation" practice.  
Focus students' attention on all parts of their bodies.

- **Play Predictions Jeopardy:**

Write the topics from page 66 across the top of the board. Divide the class into two teams. Explain the rules of the game: a volunteer from one team names a topic: *technology*. A volunteer from the other team asks a question about the future related to the topic: *What are cars going to look like in the future?* The other student must then answer the question: *I think cars are going to fly*. Each team gets a point for correctly asking the question. Continue until all students have participated. The team with the most points wins.

**Open the book!****3 Write two predictions from the article and complete the chart.**

Have students read through the text again and find two predictions that are different from the ones mentioned in Activity 2 on page 66. Have them complete the table individually, with short notes.

- **Discuss your predictions and ideas.**



Ask students to discuss the ideas they wrote in pairs. You may want to group students by topic, as students might not have chosen the same predictions. Have students share their ideas with their classmates and then with the class.

**4 In your notebook, draw a picture of a human from the future. Describe it and give reasons for your ideas.**

Tell students to reread the text if necessary and to draw a picture of a human from the future. They can add other features that they predict humans will have as well. Then, on a separate sheet of paper, have each student write a short description of a human from the future based on his or her drawing. Tell students to write their names on their descriptions.

**Close the day**

- Display students' drawings from Activity 4 around the classroom. Collect students' descriptions and redistribute them to the class so no one has his or her own picture. Have students read the descriptions and find the corresponding pictures. Once they have found them, tell them to return them to their owners. If the picture is correct, the student can sit down. If not, he or she must continue looking. In the end, volunteers can present the pictures they found to the class. Finally, students should return the work to their classmates.

  Practice Book: Assign Activities 2 and 3 on page 50 as homework.

**4** We will also change the way we interact with others. Can you remember the names of everyone you meet? In the future, we might have an electronic chip in our brains that will help improve our memory! This chip might also help us speak different languages, so we can talk with people around the world. Do you think this kind of chip will be useful?



**1** Finally, what about living on other planets? Many people believe that one day humans will live on Mars. This may be true, but for that to happen, our bodies will need to adapt. If the climate is colder, we might become fatter and hairier to survive the extreme temperatures. In fact, we might start to look like the *Neanderthals* from hundreds of thousands of years ago! Wouldn't that be strange?



Many of these things are already possible. The only reason they haven't happened yet is because scientists are not sure they are safe. However, one thing is certain: humans are going to be different in the future. Do you think these adaptations will be good for us?

**3** Write two predictions from the article and complete the chart.

Prediction	Agree / Disagree	Reason
1.		
2.		

- Discuss your predictions and ideas.
- 4** In your notebook, draw a picture of a human from the future. Describe it and give reasons for your ideas.



## Solving Problems

1 Read and write the numbers to match the problems with the solutions.

### Everyday Problems

Are you having a bad week? Tell us your problems. We'll give you ideas on how to solve your problems in the future!



1 I've got too much homework. I don't think I'll finish it all!

Nicky, 9

2 My friends love baseball, but I'm terrible at it and I hate it. Do I have to play it?

Sam, 10

3 I've started a new school and I don't like it. I'm never going to make new friends!

Fernanda, 10

4 My best friend isn't talking to me. We had an argument and I am angry with him, too.

Joan, 9

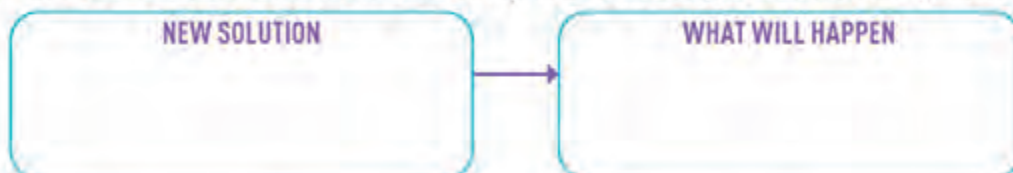
4 a. This is difficult. Talk to your friend and explain why you're angry. He might tell you why he is angry. This will help you understand each other better. It is normal to disagree from time to time. You are going to keep changing as you grow up.

3 b. It always takes time to adapt to a new situation, but you can do it. Have you tried joining a school team or club? You will find people who like the same things as you do.

1 c. It's a good idea to have a break. Do some exercise when you get home. You can dance, run around the block or skip rope. This will help you concentrate better. Then, you will be able to do your homework a lot faster!

2 d. First, stop worrying if you are good at it or not. You might enjoy it more. But if you really don't like it, there is nothing wrong with trying a different sport. You will make new friends and have more fun.

2 Choose a problem from Activity 1 and complete the diagram.



• Ask and answer the questions with a classmate.

What is the problem?

What can you do?

What will happen?

### Objectives of the day:

1. Learn more about how to be a good citizen.
2. Reflect on everyday problems and possible solutions.
3. Reflect on what one can do to help solve problems.

**Materials:** poster paper (1 per group), coloured pencils or markers.

### Open the day

- "Body Scan Meditation" practice.

Focus students' attention on all parts of their bodies. When finished, ask students to record their answers to the following questions in their notebooks: *How did the body scan meditation make you feel overall? What was the easiest part? What was the hardest part?*

- Ask students to think about everyday problems they might have (or have had) at home or at school. Ask each student to think about whether they have solved the problems, or whether someone else has solved them for them. Have students share the information in pairs and discuss the following question: *Do you think you are a good problem-solver? Why?*

### Open the book!

## Solving Problems

### 1 Read and write the numbers to match the problems to the solutions.

Explain that problem-solving is a skill that can help you in your personal life, but that it also allows you to help others around you and be a good citizen. Ask students to look at the titles and pictures and predict what the text will be about. Have students do the activity individually and then check their answers in pairs.

### 2 Choose a problem from Activity 1 and complete the diagram.

Have students think about whether they have had any of these problems before. Ask them to choose one of the problems they can relate to and to complete the table with their ideas for a different solution.

- **Ask and answer the questions with a classmate.**

In pairs, have students share their new solutions and what they predict will happen as a result. Group pairs of students and invite them to share their ideas. Then have different groups report back to the class.

### Close the day

- In the same groups as in the previous activity, have students think of common problems they all have. You might want to brainstorm ideas and group them on the board under the titles *School, Health and Home*. You can add other categories if you need them. Ask each group to choose one category and come up with solutions to the problems in that category. Invite students to create a poster similar to the text with descriptions of some of the problems and their solutions to the problems. Display posters around the class and have students walk around and look at each other's work.



Ask students to recall the name of the story for Topic 2. (Merlin's Diary) Elicit from the class what has happened to Arthur in the story so far. Have students open their Readers to page 13. Play Track R2 till the end, and have students follow along. Then ask students to read pages 18 and 19 aloud in groups. Finally, have groups predict some of the problems Arthur will have when he becomes king and think of some advice they could give him for how to deal with these problems. Invite groups to share their ideas with the class.

  Practice Book: Assign Activities 1, 2 and 3 on page 51 as homework.



## Objectives of the day:

1. Create a timeline.
2. Present predictions about the future.

**Materials:** markers or crayons, Practice Book (page 109).

## Open the day

- “Body Scan Meditation” practice.  
Focus students’ attention on all parts of their bodies.
- Write the following decades across the board: 2030s, 2040s, 2050s, 2060s, 2080s. Ask students how old they will be at the beginning of each decade and to predict one thing that they think will be true about their lives. Have students work in groups and share their predictions with their classmates.

## Open the book!

## Explore


- **Look at the timeline and answer the questions.**

Ask students to look at the pictures on the timeline and predict what topic it is related to. (transportation) Then have them discuss the questions in pairs. Point to each decade on the board and have students raise their hands first if they agree with each prediction and then if they don’t. Note the number of students who agree and disagree on the board. Invite some volunteers to give their reasons for and against each prediction.

## Produce

- **Choose a topic and different dates.**

Have students look back at the unit to choose a topic they would like to make predictions about. Elicit some from the class and write them on the board. Have students with similar interests work together and choose the dates they are going to include on their timelines. Invite them to discuss and share their predictions.

- **Create a timeline with predictions about your topic. Go to Practice Book page 109 and complete the template.** 

Ask students to go to page 109 in their Practice Book and complete the timeline template with the years they chose and their predictions for the topic. Each student should create his or her own timeline.

- **Remember to illustrate and colour your timeline.**

Give the class a few minutes to illustrate and colour their timelines. Tell them that simple drawings, like icons, work best.

## Present

- **Display and present your timeline.**

Have groups set up an exhibit with their timelines. If time allows, you can have each student present at least one prediction. Then have students take turns attending their exhibits and walking around and looking at other groups’ timelines.

## Close the day

- Invite students to work in pairs and reflect on the topics and activities in the unit. Invite them to think about what activities they liked best and which they feel they needed to work harder on. Invite volunteers to share their reflections with the class.
- **Play Predictions Jeopardy:**

See the rules on page T67. Have students choose the topics and play in smaller groups.

## Explore

- Look at the timeline and answer the questions.

1. What is the topic?
2. What century are the predictions for?
3. Do you agree with the predictions? Why or why not?



## Produce

- Choose a topic and different dates.
- Create a timeline with predictions about your topic. Go to Practice Book page 109 and complete the template. 
- Remember to illustrate and colour your timeline.

## Present

- Display and present your timeline.

This timeline shows predictions for the future of transportation. In 2030, there will be the first commercial flight without a pilot.



Can you understand information about space?

☹️	😐	😊

1 Write the numbers to complete the text.

1. Earth   2. took off   3. astronauts   4. land  
5. moon   6. spaceship   7. journey

The first **6** to **4** on the **5** was the Apollo 11. Around 600 million people watched the moon landing. The ship **2** on July 16, 1969, from the Kennedy Space Centre in Florida. It arrived to the moon on July 20. The **7** of 384,000 kilometres took 76 hours. The **3** were Neil Armstrong, Buzz Aldrin and Michael Collins. They returned to **1** on July 24, landing about 1,400 kilometres from Hawaii.



• Read again and answer the questions.

- How far is the moon from Earth? 384,000 km
- How long did the journey take? 76 hours
- How many people watched the moon landing? 600 million

Can you make decisions and promises?

☹️	😐	😊

2 Make a decision or a promise to respond to each statement.

- "It's raining." \_\_\_\_\_
- "These bags are heavy." \_\_\_\_\_
- "Have you done your homework?" \_\_\_\_\_

Can you make predictions?

☹️	😐	😊

3 Make a prediction about each topic.

- Space travel: \_\_\_\_\_
- Robots: \_\_\_\_\_
- Transportation: \_\_\_\_\_

**Objective of the day:**

1. Self-assessment of Topic 2.

**Materials:** strips of paper (1 per student), a container (a box, hat or envelope).

**Open the day**

- "Body Scan Meditation" practice.

Focus students' attention on all parts of their bodies.

- **Play Hangman:**

Have students play *Hangman* using words related to space and space travel.

**Open the book!**

Remind students that the purpose of these activities is to help them assess their own progress, so they should do them individually (unless stated otherwise). After each activity has been corrected, they should draw a tick under the corresponding emoji. Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let them know that this is also a good moment for them to ask you for help or to address any questions. For more information related to space travel you might suggest the following sites:

<https://www.theschoolrun.com/homework-help/space-exploration>

[https://www.esa.int/kids/en/learn/Life\\_in\\_Space/Exploration/Space\\_Exploration](https://www.esa.int/kids/en/learn/Life_in_Space/Exploration/Space_Exploration)

<https://www.ouruniverseforkids.com/spacetravel/>

<https://www.nasa.gov/kidsclub/index.html>

**Can you understand information about space?****1 Write the numbers to complete the text.**

Remind students to read the words in the box and the whole text before completing the activity. Have students check their answers in pairs and then invite volunteers to read the text line by line with the correct answers.

- **Read again and answer the questions.**

Ask students to reread the text and then answer the questions individually. To check, have volunteers read the questions and others the answers.

**Can you make decisions and promises?****2 Make a decision or a promise to respond to each statement.**

Have students recall the information about decisions or promises and ask them to respond to each statement accordingly. Let them know that they have to write two promises and a decision, or two decisions and a promise. To check, have students read their answers aloud and correct as needed.

**Can you make predictions?****3 Make a prediction about each topic.**

Have students recall the information about predictions and give them a few minutes to write one prediction per topic. Tell them that they can go back and look at work they have done throughout the unit to get ideas.

**Close the day**

- Have each student write a prediction about the rest of the week and write it on a strip of paper. Collect all of the strips of paper, put them in the container and mix them up. Ask each student to draw a prediction from the container. Then have them say whether they agree with the prediction or not and why. Collect the predictions and keep them in the container for the following class.



Practice Book: Assign Activities 1, 2 and 3 on page 52 as homework.



## Objective of the day:

1. Self-assessment of Topic 2.

**Materials:** strips of paper with predictions from previous class; Reader.

### Open the day

- "Body Scan Meditation" practice.

Focus students' attention on all parts of their bodies. When finished, give students a few minutes to write in their notebooks about situations in which they could use this practice in everyday life.

- **Play Prediction Charades:**

Form groups with six to eight students and let each student choose a prediction from the container. Tell them not to show it to anyone. Divide each group into two teams. Each student on a team has to act out the prediction on their strip of paper for their team members to guess: *You are going to play football. It is going to rain.* Time the activity, so they only have one minute per strip. If the team members guess the prediction, their team wins a point. If not, the other team takes a turn. Continue until all students have acted out a prediction.

### Open the book!

## Can you identify jobs?

### 4 Unscramble the job words.

Have students unscramble the job words. Set a time limit and have students check their answers in pairs. Fast finishers can use the words in sentences.

## Can you make predictions based on present evidence?

### 5 In your notebook, make predictions about what the children and the eagle are going to do.

Have students look at the pictures and describe them in pairs. Then ask them to take out their notebooks and make two predictions per picture about what the children and the eagle are going to do. You can have them share their predictions in pairs or you can check them as a class by having volunteers read their predictions.

## Can you refer to unspecified people or things?

### 6 Circle the correct options.

Have students read the sentences and circle the correct option in each case. Walk around, monitoring whether any students are getting the pronouns confused.

Finally, remind students to visit the online platform for more practice at home.

## Home Connection

### ● Make a pledge.



Write the word *pledge* on the board and elicit its meaning. (a serious promise or agreement) Ask students to brainstorm possible pledges they could make related to their homes and families. Ask: *What are some promises you can make at home?* Have them read the pledges on the page as examples.

Finally, remind students to visit the online platform for more practice at home.

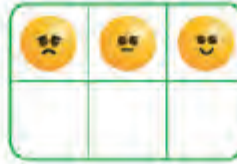
### Close the day



Ask volunteers to retell the story *Merlin's Diary*. Have students open their Readers to page 13 and read the text aloud in groups. Then ask them to discuss the question at the end of the story, and give their opinions of the story. Ask: *Do you think it is a true story?* (No, it's a legend.) *Do you know any other legends that are similar?* Students can work together on activities related to the story on pages 54 and 55 of the *Practice Book*.

  Practice Book: Assign Activities 4, 5 and 6 on page 53 as homework.

Can you identify jobs?



4 Unscramble the job words.

1. pilot (tliop)      4. police officer (lcipeo frcfieo)  
 2. artist (sraitt)      5. mechanic (chnmceai)  
 3. designer (gndeirse)      6. journalist (sjuraliton)

Can you make predictions based on present evidence?



5 In your notebook, make predictions about what the children and the eagle are going to do.



Can you refer to unspecified people or things?

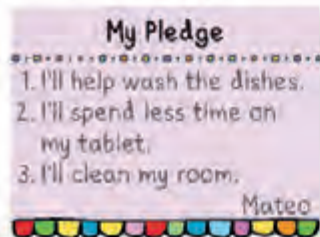
6 Circle the correct options.

1. Is there anything / nothing on TV tonight?  
 2. I've finished. I've done something / everything.  
 3. Everybody / Anybody is going to David's party.  
 4. There's somebody / nobody at the door. Go and answer it.  
 5. He's hungry. He hasn't eaten anything / something.



Home Connection

● Make a pledge.





## Topic 3

### Fact and Fiction

#### Objectives of the day:

1. Get acquainted with the concepts of Topic 3: fact and fiction.
2. Learn about different genres.

#### Open the day

#### "Gratitude"

Write the word *gratitude* on the board and elicit its meaning. Help students with the definition as needed. (a feeling of appreciation or thanks) In a soft voice, ask students to close their eyes and to think back over the last day, week or month and search for memories of good moments and happiness. Tell them to choose one that they are grateful for. Have students put their heads down on their desks to truly focus on their memories. Once they all have a memory, ask them to get out their notebooks quietly and note down what they are grateful for on a clean page. Tell the class that throughout the unit, they will keep a record on this page of all of the things they are grateful for.

#### Open the book!

Have students look at the pictures and the titles on pages 72 and 73. In pairs, ask them to describe the pictures in detail and then predict some of the topics that they might see in units 5 and 6. Write the titles of the units on different sides of the board. Invite pairs to come up and write some of their predictions under the corresponding titles. Then read the title of the topic: *Fact or Fiction* and have students decide which unit they think will be more about facts (real life) and which will be more about fiction (invented stories).

#### Unit 5 Telling Stories

- **Look at the pictures and discuss the questions.**

Write the word *genre* on the board and elicit its meaning. (the way we classify the different types of literature, art, writing, music, etc.) Elicit examples of the different genres that students read the most: *What types of stories do you read the most?* (comics, fairy tales, scary stories, funny stories, legends, etc.) In the same pairs as in the previous activity, have students discuss the questions and write a list of their favourite genres.



**Topic 3**  
**Fact and Fiction**

**Nessie and Bigfoot: Fact or Fiction?**

#### Unit 5 Telling Stories

- Look at the pictures and discuss the questions.
  1. Where can you see, read or listen to stories?
  2. What genres or types of stories do you know?
- Think of stories you know in different genres. They can be something you have read, seen or heard.
- Share your ideas with a classmate.

72 Topic 3 Unit 5 Telling Stories

- **Think of stories you know in different genres. They can be something you have read, seen or heard.**

In pairs, have students think of examples of stories that they have read for their lists of favourite genres. If students do not read enough at this stage of their lives, you can extend this activity to include films or TV programmes.

- **Share your ideas with a classmate.**

Group pairs of students and have them share their lists of stories. Ask them to find out which genres and stories they have in common. You might want to extend this and find out which genres and stories the class as a whole prefers.

#### Go to video "Chris, the Comic Book Writer."

For unit 5, there is an accompanying video on the platform called "Chris, the Comic Book Writer." It tells the story of someone who dreams of creating his own comic book. We suggest you go online to get acquainted with the proposed activities so that you are able to take advantage of all the aspects of the video.

**Unit 6 Big News**

- Look at the pictures and discuss the questions.
  - Where can you find out about the latest news?
  - What are the big news stories at the moment where you live?
- Read the topics below. Say what kinds of news stories you are interested in and why.
  - stories about animals
  - strange stories
  - funny stories
  - happy endings

Topic 3 Unit 6 Big News

## Unit 6 Big News

- Look at the pictures and discuss the questions.

Regroup students and ask them to look at the pictures and discuss the questions. If students do not read, watch or listen to the news regularly, encourage them to talk to their parents and prepare the answers for the next class. Alternatively, you might tell them about an important headline in the global news at present, and ask for students' opinions about it. Invite volunteers from each group to report back to the class and ask questions to allow students to expand on the topic. If you decide to have students do the questions as homework, do this part of the activity at the beginning of the next class.

- Read the topics below. Say what kinds of news stories you are interested in and why.

Ask students to read the topics in the box. In their groups, have students talk about their interests. Tell the class that if they are not interested in any of the topics in the box, they can share the topics they are interested in with their groups. Have volunteers present the news stories discussed in their groups to the rest of the class. If there are enough similar answers, you can have students discuss why they think those news stories are the most popular.



Have students look at the Reader icon on page 72 and ask a volunteer to read the title: *Nessie and Big Foot: Fact or Fiction?* Then ask: *Does anyone know who Nessie and Bigfoot are?* (legendary creatures that some people believe to be real) Have students tell you what they know about these creatures. Then ask them to go to page 21 in their Readers and identify which creature is *Nessie* and which one is *Bigfoot*. Have students predict what type of text they think this will be, a story or an informative text. Then have students turn to page 22, and play Track R3, but only for the text on page 22. Ask students to listen and follow along in their Readers. Finally, have students work in groups, and discuss the questions that appear in the text. Remind students that it is important that they express their opinions.

## Close the day

- Tell students that all cultures around the world have legends and stories about different creatures. In pairs, have students share any stories they know about fantastic or legendary creatures in their country. Invite volunteers to share their ideas with the class.



# Unit 5 Telling Stories

1 Look at the pictures and write the genres of these films and series.

Drama / Mystery    Adventure    Comedy    Cartoons

## Webflix Kids

1. Adventure



2. Cartoons




3. Comedy



4. Drama / Mystery



- Listen and check your answers. 
- Listen again and match the columns.

- |                             |             |                                     |
|-----------------------------|-------------|-------------------------------------|
| 1. <i>The History Maker</i> | wonderful   | People do silly things.             |
| 2. <i>Superpup</i>          | frightening | A boy time-travels through history. |
| 3. <i>Oops!</i>             | exciting    | The stories are really interesting. |
| 4. <i>The Secret Club</i>   | funny       | The kids sometimes get into danger. |

# Unit 5 Telling Stories

## Objectives of the day:

1. Learn vocabulary related to genres.
2. Learn adjectives to describe films.
3. Describe films and/or series.

**Materials:** Genre Flashcards, Flashcard Activity 5A on page XVII.

## Open the day

- "Gratitude" practice.
- Flashcard Activity 5A.

## Open the book!

### 1 Look at the pictures and write the genres of these films and series.

In groups, have students look at the pictures and speculate on what they represent. (advertisements for films and series) Have them predict what they think each one will be about. Then ask students to read the genre names in the box and match each one to one of the sets of pictures. You might want to let students know that each row of films and series represents a different genre. Do not check answers at this time.

#### ● Listen and check your answers.

Tell students that they are now going to listen to a dialogue between two children. They should listen for the correct answers to the previous activity. Ask them to check their answers as they listen to the dialogue. Play Track 36 once or twice if necessary. Have volunteers call out the genres to check.

#### ● Listen again and match the columns.

Have students read the information in the columns. Write the adjectives in the second column on the board and have volunteers describe the feelings that each of the adjectives expresses. Play the track again once and ask students to match the columns. To check, have students compare answers in their groups.

## Close the day

You can do either of the two activities below to close your class:

- Have students make a list of their favourite films or TV series. The list can be as long or short as they want. Give students a few minutes to complete their lists. Then ask them to sort the series by genre to discover which genre is their favourite. Invite students to share their lists in pairs and to explain why they like each item on their lists. Walk around helping them with any new words they might need for their discussions.
- In pairs, have students look at the films and series on the page, select one and make up a storyline for it. Encourage them to make notes. Then group two pairs and have students share their plots with their classmates.



Practice Book: Assign Activities 1 and 2 on page 56 as homework.




**Objectives of the day:**

1. Learn about electronic devices for entertainment.
2. Learn vocabulary related to electronic devices.

**Materials:** Device Flashcards, Flashcard Activity 5B on page XVII.

**Open the day**

- "Gratitude" practice.
- Flashcard Activity 5B.

**Open the book!****2 Listen and write N (Natalie) or J (Joe) according to how they watch films or read and listen to stories.** 

Have students look at the pictures and identify what each one shows. In pairs, ask students to talk about which objects they use most frequently. Tell students that they are going to hear two children talking about what they use. Students should label the pictures according to what they hear. Play Track 37 once or twice if necessary. To check, have volunteers say who uses what: *Natalie uses a tablet.*

**3 Write the words next to their definitions.** 

Have students read the words in the box and define or explain each one of them. Some words might be difficult for some students, but if they are a little tech-savvy, they should be able to describe them. In groups, have students match each word with the correct definition. Then have volunteers come up and write a sentence about each device that describes how or when you use it. Finally, remind students to visit the online platform for more practice at home.

**My Space** 

- **Rank how you prefer to watch films and read stories. Write 1 (your favourite way) to 5 (your least favourite way).**

Remind the class of the ways in which Natalie and Joe preferred to watch films and read stories. Ask students to read the list of words in the box. Give them a couple of minutes to rank their favourite and least favourite ways. If time allows, you can have students share their preferences in pairs or groups.

- **Write your favourite genre and give a reason for your choice.**

Ask students to read the instructions and write one or two sentences about their favourite genre. Have volunteers read their sentences to the class. Invite the rest of the class to give a thumbs up if they agree with the sentences and a thumbs down if they don't.

**Close the day**

- Ask students to think about their families and make a list of the devices each family member uses. They can write each family member's name and list the devices next to it. Then have students work in groups and talk about who uses technology the most in their homes and who has the most devices.

  Practice Book: Assign Activity 3 on page 57 as homework.

2 Listen and write *N* (Natalie) or *J* (Joe) according to how they watch films, or read and listen to stories.



3 Write the words next to their definitions.

download    offline    flat-screen    tablet  
 smartphone    app    home theatre    e-book

- |   |   |
|---|---|
| 1. _____ <b>app</b> _____ <i>n</i> a programme for a smartphone or tablet                           | 5. _____ <b>download</b> _____ <i>v</i> to move a file from one device to another                   |
| 2. _____ <b>tablet</b> _____ <i>n</i> a small computer with a touch screen                          | 6. _____ <b>flat-screen</b> _____ <i>adj</i> describes a thin TV                                    |
| 3. _____ <b>e-book</b> _____ <i>n</i> a digital book for a computer, tablet or smartphone           | 7. _____ <b>smartphone</b> _____ <i>n</i> a phone that takes photos, connects to the internet, etc. |
| 4. _____ <b>home theatre</b> _____ <i>n</i> a system that includes a TV, a film player and speakers | 8. _____ <b>offline</b> _____ <i>adj</i> not connected to a computer or the internet                |

My Space

Rank how you prefer to watch films and read stories.

Write 1 (your favourite way) to 5 (your least favourite way).

Films		Stories	
<input type="checkbox"/> On TV	<input type="checkbox"/> On a tablet or smartphone	<input type="checkbox"/> Books	<input type="checkbox"/> Magazines
<input type="checkbox"/> At a cinema	<input type="checkbox"/> Other	<input type="checkbox"/> E-books	<input type="checkbox"/> Other
<input type="checkbox"/> On a computer		<input type="checkbox"/> Comics	

Write your favourite genre and give a reason for your choice.



1 Listen and follow. 

**Good Buddies Eyewitness**



2 Read again and number the events in order.

- |  |  |
|--|--|
| <u>6</u> The eagle goes back to his nest.      | <u>1</u> The eagle hears a crash.      |
| <u>2</u> David and Sophia run out of the door. | <u>4</u> Harry runs out of the door.   |
| <u>3</u> Harry's dad walks to the house.       | <u>5</u> Harry finds David and Sophia. |

• Imagine the story stops at scene 7. What does the eagle think is happening?

**Objectives of the day:**

1. Learn to predict a story from pictures.
2. Create a different ending for a story.

**Materials:** Genre and Device Flashcards, Flashcard Activity 5C on page XVIII.

**Open the day**

- "Gratitude" practice.
- Flashcard Activity 5C.

**Open the book!****1 Listen and follow.** 

Invite a volunteer to read the title of the comic strip. Elicit the meaning of *eyewitness*. (someone who sees an event, usually a crime) Ask the class what genre they think the story in this comic strip will be. Write some of their ideas on the board. Then, in pairs, have students look at each panel in the comic strip without reading the text and predict what it will be about: *Who are the characters?* (the eagles, a girl, two boys and a man) *Where are they?* (in a neighbourhood) *What do you think happens in the comic strip?* Play Track 38 once and have students listen and follow along. Ask pairs to confirm their predictions and decide what genre it is. (a mystery)

**2 Read again and number the events in order.**



Ask students to read the statements and number them in order. They can go back to the comic strip to check their answers. To check, invite volunteers to use the sentences to retell the story in order.

- **Imagine the story stops at scene 7. What does the eagle think is happening?**

Draw students' attention to the sounds that are written in the comic strip. (bang, crash, screech) Have students say them out loud. Invite volunteers to take the roles of different characters and read the story aloud, assigning one student the onomatopoeic sounds. Stop when they get to the seventh panel. Have students work in small groups to create a different ending to the story. Ask groups to share their endings with the rest of the class. Finally, have the class vote on the best ending.

**Close the day**

- In pairs, have students divide a piece of paper into three columns. Then ask them to write a list of sounds in the first column and what makes the sound in the third column. Put pairs of students into groups of four. Students take it in turns to make a sound and have a student from the other pair guess what makes the sound. You might want to demonstrate the activity with the class: *tick tock—a clock*. Have students save their lists of sounds (with the central column empty) for the following class.

  Practice Book: Assign Activities 1 and 2 on page 58 as homework.

**Go to video "Chris, the Comic Book Writer."**   

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.



## Objectives of the day:

1. Identify onomatopoeic sounds.
2. Make onomatopoeic sounds.

**Materials:** Poster 5 with Cutouts, Poster Activity 5A on page XXVI; students' lists of sounds.

## Open the day

- "Gratitude" practice.

## Language Presentation

Poster Activity 5A.

## Open the book!

### Open to Learn .....

Direct students' attention to the *Open to Learn* box on page 76. Read the sentence and ask: *Which sound word in the comic strip do you think sounds like a window breaking?* (CRASH) Read the other sound noises from the comic strip and have students identify what they think is making each sound: *What does Bang sound like?* Invite volunteers to answer and give different possibilities.

### 3 Describe what the sounds refer to.

In pairs, have students look at the comic strip again and identify what is making each sound. You might want to play the track again to help students relate the written form to the real sound. Check answers with the class.

## Open Day Tip Onomatopoeic Sounds



You might want to explain to students that onomatopoeic sounds might be written differently in their languages. It might be helpful for students to compare how they would say the sounds in Activity 3. Tell students that the easiest way to understand the sounds these words represent is by saying the words out loud and deducing from the context what would make that sound.

## Play What's That Sound?

Ask two volunteers to read the speech bubbles in the box. Then have students work in pairs. Explain that they are going to hear different sounds and that they have to take turns, one student asking the question in the speech bubble and the other answering about the sounds they hear. Play Track 39, stopping the audio after each sound so that students can ask and answer questions. Finally, play the track again and have volunteers say what the sounds sound like. (1. A lion roaring, 2. a door slamming, 3. glass breaking, 4. birds singing, 5. someone running, 6. a vehicle passing, 7. water running, 8. a baby laughing)

## Close the day

- Have students work in the same pairs as in the previous class. Ask students to get out their lists of sounds and fold their pieces of paper so that the third column cannot be seen. Tell students to exchange their lists with another pair, without looking at the third column on the back. Have students read the sounds on the page out loud and try to guess what makes the sound: *bzzz—a bee*. Then have them agree and write their guesses in the second column. Finally, have students unfold the papers and check their answers.

  Practice Book: Assign Activities 5 and 6 on page 60 as homework.



3 Describe what the sounds refer to.


1. **CRASH!** Harry's dad was throwing bottles into the recycling bin.
2. **scr-EECH!** The eagle was calling Harry and his dad.
3. **BANG!** The door was closing.

Play what's That Sound? 





I was flying over the town when I heard a crash.

4 Listen to Emma talking about a film she saw and number the pictures in order. 




• Complete the sentences with the correct form of the verbs in parentheses.

1. She was looking (look) out of the window when she saw (see) a strange old woman.
2. The woman was walking (walk) down the street in the fog when she looked (look) at the girl.
3. The girl was telling (tell) her dad about the woman when there was (be) a knock on the door.
4. They were looking (look) inside the suitcase when they heard (hear) a crash.

5 Use the prompts to complete the sentence and start another story.

1. something you were doing
2. something you saw

I (1) \_\_\_\_\_ when I (2) \_\_\_\_\_.

• In your notebook, use the beginning of the story to create your own story. 

**Objectives of the day:**

1. Narrate a story.
2. Describe past activities interrupted by other actions.

**Materials:** Poster 5 with Cutouts, Poster Activity 5B on page XXVI.

**Open the day**

- "Gratitude" practice.
- Have students work in small groups. Ask students to make a list of sounds that they can hear at night in their homes before they go to sleep. (parents talking, TV, fridge, etc.) Then have students talk about how the sounds make them feel. Ask students to mention any sounds that might make them afraid. Invite groups to share their ideas with the class.

**Open the book!****4 Listen to Emma talking about a film she saw and number the pictures in order.**

Have students look at the pictures in pairs and describe each in detail. Then have them predict the correct order of the events. Students are going to listen to Emma talking about a film she saw. Ask them to listen and number the pictures in the correct order. To check, play Track 40 once or twice and then have volunteers retell the story in the correct order.

**Open to Learn** .....

Direct students' attention to the *Open to Learn* box. Read the sentence and copy it onto the board. Ask students to identify the verbs (*was flying* and *heard*). Draw a timeline on the board and explain that the past continuous is used to describe an activity in progress at a certain time in the past. Mark the continuity of the activity on the timeline using a wavy line. Then mark a point or vertical line, indicating the simple past action. Read the sentence again, marking the period of time and the point in time as you slowly read the sentence.

- **Complete the sentences with the correct form of the verbs in parentheses.**

Have students carefully read the sentences to identify which activity was in progress or lasted

longer and which action happened suddenly. Then ask them to complete the sentences. Have students check their answers in pairs first. Then have different pairs read out the sentences.

**5 Use the prompts to complete the sentence and start another story.**

Tell students to think about a time when something unexpected happened to them. Then have them read the prompts and complete the sentence. Invite volunteers to share their sentences with the class. Correct as necessary and use this activity to assess whether the grammar point has been understood.

- **In your notebook, use the story beginning to create and tell a story.** 

Explain to the class that they are now going to retell the story of their unexpected events. Have each student write a short account of one or two paragraphs. Then have students share their stories in pairs. Invite some volunteers to read their stories to the class.

Finally, remind students to visit the online platform for more practice at home.


**Close the day**

- Poster Activity 5B.

**Reader** 

Have students open the Reader to page 21. Ask them to recall what the text is about. (fantastic creatures) Then have them turn to page 23, read the subtitle and look at the pictures. Ask: *What do you think this part of the text will be about?* (Nessie, the Lochness Monster) Play Track R3 and pause the track at the end of page 23. Have students listen and follow along in their Readers. Then ask the class to answer the questions at the end of the text and predict what the next part of the text will be about. Continue to play Track R3 till the end of page 24. Ask questions and invite volunteers to respond: *How do you think the people who saw the creature felt? How would you feel if you saw a creature like this?* Then have students work in pairs and retell the story from the perspective of the couple, each student taking a different role. Invite a few pairs to retell the story in front of the class.



**PB**  Practice Book: Assign Activities 3 and 4 on page 59 as homework.



## Objectives of the day:

1. Practise listening for specific information.
2. Share information about favourite films or stories.

**Materials:** Genre Flashcards.

## Open the day

- "Gratitude" practice.
- Display the Genre Flashcards and elicit the names of the genres. Then have students name other genres and write them on the board. Form an even number of groups and have each group copy the genres into a notebook and write the name of a film, book or story for each genre. Ask students to keep their groups' lists of genres and films for the game in *Close the day*.

## Open the book!

## Listening

### International Certification: Listening

This type of listening activity may include a wide variety of level-appropriate vocabulary. It is important to tell students to listen to the whole dialogue before ticking the correct picture for each number. Explain that sometimes the audio will include information about more than one of the pictures, so they will need to listen to the whole dialogue in order to be able to answer correctly. Remind students that they will hear the track twice, so if they are not sure of the correct answer, they will get another chance.

### 1 Listen and tick (✓) the correct box. There is one example.

Give students a few minutes to read the instructions and the questions and to look at the pictures. Remind them that it is important to try to predict who might be speaking and what they might be speaking about. Play Track 41 once (as the dialogues are repeated twice in the same track) and have students tick the correct answers. Ask students to check their answers in pairs, and then check answers with the class. Ask how many students got each question right by having them raise their hands. Review any questions that a majority of the class had problems with.

## Speaking

### 1 Discuss the questions.

Start this activity by answering the questions about your own preferences: *I like fantasy. My favourite book and film is Lord of the Rings. It takes place in Middle Earth, an imaginary land. The characters are hobbits, dwarves, elves and men. It's about a young hobbit who receives a magical ring from his uncle that makes him disappear when he puts it on. A wizard tells him that it is an evil ring that he has to take to a mountain to destroy. The story is about a group of hobbits and other characters, their journey and the fight of good against evil.* Remind students that when they talk about their favourite films, they should include information about the setting (where and when the story takes place), the characters and the plot (what happens). Walk around the class and monitor the activity. You might want to use this activity to evaluate students' fluency.

## Close the day

### ● Play *Guess the Genre*:

Have students get into the same groups as in the *Open the day* activity with their lists of genres and films. Then have two groups play against each other as two separate teams. In turns, a student on one team names a film and a student on the other team names the genre. If the student's answer is correct, his or her team wins a point. Continue with different students naming the genres and answering so everyone has the opportunity to participate. The team with the most points wins.

## Listening

1 Listen and tick (✓) the correct box. There is one example.  

0. What is Betty's favourite kind of film?

A B C 

1. How did Betty see *The Big Adventure*?

A B C 

2. How did the film make Betty feel?

A B C 

3. How does Oliver like to read or listen to stories?

A B C 

4. What is Oliver's favourite type of story?

A B C 

5. Where was the man in the story when he heard a strange noise?

A B C 

## Speaking

1 Discuss the questions.

1. What type of films or stories do you like?
2. What is your favourite story?
3. What happens in your favourite story?





Why is it important to pay attention when doing different activities?

1 Listen and number the exercises in the order you hear them.

3 Twist and Breathe



1 Sunshine Breathing



2 Heart and Belly Breathing



• Write which exercise you should do in each situation. Listen again and check.

1. You were sitting down for a long time and concentrating hard.  
    Sunshine Breathing
2. You will take a test in a few minutes.     Twist and Breathe
3. You are working in groups and need to listen to what your classmates are saying.     Heart and Belly Breathing

**Objectives of the day:**

1. Learn an exercise to strengthen your ability to pay attention.
2. Reflect on how you can use mindfulness activities in everyday life.

**Open the day**

- "Gratitude" practice.
- Have students recall what they did in the different mindfulness practices they learned in previous units and write the names of the practices on the board. (Introduction to Mindfulness, Eagle Vision, Eagles at Night, Mindful Breathing, Body Scan Meditation) Students may not know the names of the practices, but should be able to remember what they did. They can look back to the Mindfulness pages in Units 1 and 3 for the ones in their books. (How to Stay Calm and Recognising and Responding to Emotions) Write these questions on the board: *How did each practise make you feel? When can you use this practice in your daily life?* Divide the class into three or six groups, depending on the size of your class. Ask groups to discuss the questions about each practice. Invite groups to share their ideas with the class.

**Open the book!****Paying Attention**  **Critical Thinking****Why is it important to pay attention when doing different activities?**

Have a volunteer read the question in the critical thinking box. In the same groups as in the previous activity, ask students to discuss the question and write a list of reasons why. Then have students number their lists of reasons by order of importance, 1 being the most important. Ask a volunteer from each group to share their list of reasons with the class, starting with the most important. You might want to write the five most common reasons on the board and then ask the class to decide on the order of their importance.

**1 Listen and number the exercises in the order you hear them.** 

Have students continue to work in the same groups. Assign one of the exercises illustrated in the book to each group. Have students stand up and do the actions illustrated. Play Track 42 once and have students number the exercises in the order they hear them described. Check answers with the class. Play the track again and have each group pay special attention to the instructions for its assigned exercise. Invite students to stand up and practise their groups' exercises again.

- **Write which exercise you should do in each situation. Listen again and check.**

In their groups, have students reflect on how each of these mindfulness exercises could help them in real life. Ask: *In which everyday situations could you use these exercises? When could they be helpful?* Invite volunteers from each group to answer. Then have students write the exercises for each situation individually and check answers in their groups. Play the track again for students to check their answers.

**Close the day**

- Rearrange the class into new groups, again assigning each group to one of the exercises practised earlier. Make sure that each group includes at least one student who has already practised that particular exercise. In the new groups, have the students who are already familiar with the exercises teach them to their classmates. Allow the class time to practise each of the exercises a few times. Finally, have students go back to their seats and take out their notebooks. Ask students to write the name of each exercise and how it made them feel. Students can share some of their feelings with the class.



## Objectives of the day:

1. Practise the pronunciation of the /ʃ/ and /ʒ/ sounds with words ending in *-tion* and *-sion*.
2. Learn to identify the spelling of words ending with *-tion* and *-sion*.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- "Pay Attention" practice:

Choose one of the activities from page 80 for all of the class to do together. You might like to choose a volunteer to review the actions for the class.

- **Play Word Scavenger Hunt:**

Write the following words on the board and have students read them out loud with you: *fiction* and *television*. Underline the endings: *-tion* and *-sion*. In pairs, ask students to divide a page in their notebooks into two columns and use the word endings as the headings for the columns. Each pair has to look for as many words as they can in their books with those endings and write them in the corresponding column. Give the class five minutes and then call out: *Stop, put your pencils down*. The pair with the most words wins and reads out their words. Invite volunteers to read out words that the winning pair didn't mention.

## Open the book!

- 1 **Listen and write the numbers to complete the verses of the song.** 

Have students look at the picture and the title of the song. Ask the class to predict what the song might be about. In pairs, have students read the beginning of each line and match it with the correct ending. Invite volunteers to read different lines out loud and see if the rest of the class agrees. Then play Track 43 once and check how many lines they got right. Play the track again if necessary. Finally, students practise singing the song along with the track.

- **Circle examples of *-tion* and *-sion* in the song.**

Have students do the activity individually, saying each word as they underline it. You may then have volunteers read out the words from each line.

- 2 **Complete the comic strip with the correct word endings.**

Ask students to take out a sheet of paper and cover up the song in Activity 1. Then have them read the comic strip and complete numbers 1–8 with the correct word endings (9 will be done in the next activity). To check, have them first compare with a classmate and then check their spelling by looking for the words in the song.

- **Look at the last picture and write the end of the comic strip. Use another *-sion* or *-tion* word for number 9.** 



Ask students to complete number 9 in the comic strip individually. Then have them read the comic strip in pairs to check. Invite volunteers to read the comic strip out loud.


Finally, remind students to visit the online platform for more practice at home.

## Close the day

You can do either of the two activities below to close your class:

- In groups, have students write four lines of a new verse for the song in Activity 1, using words that end in *-tion* /ʃ/ and *-sion* /ʒ/. They can use the words they found in the *Word Scavenger Hunt* game to help them. Invite volunteer groups to sing their new verses in front of the class.
- In groups, have students create a fifth comic panel to continue the comic strip. Invite groups to present their work to the class.

  Practice Book: Assign Activities 1 and 2 on page 64 as homework.

1 Listen and write the numbers to complete the verses of the song. 


## Fantastic Fiction

- |   |                                 |
|---|---------------------------------|
| 1. I think fiction needs action...      | 3 with surprising conclusions,  |
| 2. Such as alien invasions...           | 7 and other distractions,       |
| 3. Explosions and illusions...          | 1 to get a good reaction,       |
| 4. Exciting competitions...             | 8 when I get to the conclusion! |
| 5. And funny conversations...           | 6 that cause big collisions.    |
| 6. And making wrong decisions...        | 5 using strange information,    |
| 7. Yes, I think fiction needs action... | 2 and incredible creations,     |
| 8. But I don't need confusion...        | 4 with impossible missions,     |




- Circle examples of *-tion* and *-sion* in the song.
- 2 Complete the comic strip with the correct word endings.

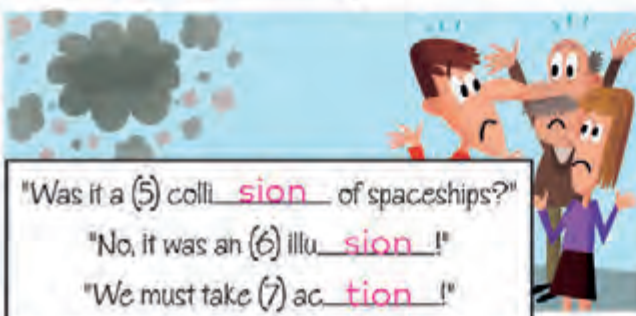
## Mars Attacks!



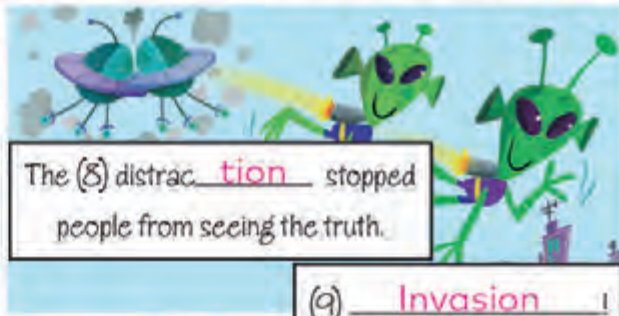
One day, there was a huge (1) explo\_ sion in the sky.



People had different (2) reac\_ tions s.  
There were lots of (3) confu\_ sion s  
and many (4) conversa\_ tion s.



"Was it a (5) colli\_ sion of spaceships?"  
"No, it was an (6) illu\_ sion !"  
"We must take (7) ac\_ tion !"



The (8) distrac\_ tion stopped people from seeing the truth.

(9) Invasion !

- Look at the last picture and write the end of the comic strip. Use another *-sion* or *-tion* word for number 9.



Reading

1 Look at the pictures and answer the questions.

1. Where does the story take place?
2. Who are the characters?

• Read the story and check your answers.

# THE GOLD IN THE TOMB

Al	Game Bike	Arm	Ball
Cup Milk	Cheese Ring	Dragon	Eagle Scary
Egg Mir.	Face Phone Vet	Go	Giraffe Jar
Hair	Little	Mother	Nics
Open Box	Pet	Queen	Zoo
Snake Face	Shoe	Toy	Under Lighthouse Boot
Feet	Box	Zoo	

Frank loved reading stories. He read at lunch and dinner. He read on the bus to school. He read on the toilet and in the bath. He especially read at night, with his head under the covers. He used the light from the screen of his tablet to see.

"Morning, Mum," he yawned as he sat down to breakfast one day before school.

"Were you reading late again last night?" his mum asked.

"Yes, sorry. But this story is great!" Frank rubbed his eyes. Then he started to read again.

It was an amazing adventure story about a young historian called Theresa Hunt. She was exploring an old temple in Egypt when she discovered some ancient hieroglyphs. She was sure that the little pictures of animals and objects were hiding a secret. She had to solve the mystery!

At school, Frank was learning about Ancient Egypt in history class. He was very interested in the topic because of the story he was reading. But he was so tired!

"Let's look at some hieroglyphs today," said his

teacher. "They are similar to letters." He gave each student a piece of paper with some pictures on them. It was a hieroglyphic code.

Then he gave each student a problem to solve. "What are the words on your paper?" he asked. Frank's paper looked like this:



Frank started studying the images.

"Here, let me help you," said a voice. Frank looked up. A friendly young woman was looking at him. She was wearing a safari hat and holding a map.

Frank looked around. He was standing in a dark, silent room. The only light came from a small hole high up in the

2 Find the adjectives in the story. Say who or what they refer to.

amazing interested tired dark frightened excited

**Objectives of the day:**

1. Practise the following reading strategy:
  - Identifying what adjectives and pronouns refer to in a text.
2. Use pictures to get information about a story.
3. Read aloud.

**Materials:** pictures of emojis.

**Open the day**

- "Pay Attention" practice. (See page 81.)
- Display pictures of emojis or copy some from your mobile phone onto the board. Elicit from the class what the emoji mean: *happy face—happy, birthday cake—someone's birthday, thumbs up—everything's OK*. Ask each student to draw two emojis that demonstrate how he or she is feeling today. Have students work in pairs and share their emojis and how they feel. Invite a few volunteers to share with the class.

**Open the book!****Reading****1 Look at the pictures and answer the questions.**

Ask the class prediction questions to guide them through this pre-reading activity. Draw students' attention to the photograph in the background and ask: *What can you see there?* (pyramids) *Where are these pyramids?* (in Egypt) Then draw students' attention to the key to the hieroglyphic code in the box on the top right-hand part of the page. Ask the class if they can figure out what the pictures represent. (sounds) Tell the class that these are called *hieroglyphs* and that it was the way Egyptian people wrote in the past. Finally, in pairs, have students look at the illustration on page 83 and answer the questions.

**• Read the story and check your answers.**

Call on different volunteers to read small sections of the story out loud while the rest of the class listens. Tell the class to follow along in their books so that they will be able to continue the story if they are called on to read.

**Reading Strategy****Identifying Pronoun and Adjective Reference**

Learning how to identify what a pronoun refers to helps students to know who is doing what. In addition, students will be able to understand a text in more detail when they understand what adjectives are referring to. In English, this might be difficult for some students because adjectives might appear before nouns or other words or after the main verb in sentences. Explain to the class that the easiest way to do these types of activities is to find the word in the text, read the whole sentence and ask themselves: *Who or what is (frightened)?* If they don't find the noun there, tell them to read the sentences that come earlier in the paragraph.

**2 Find the adjectives in the story. Say who or what they refer to.**

Write the following words on the board: *amazing, interested, tired, dark, frightened, excited*. Ask students what the words have in common. (They are all adjectives and are used to describe people or things.) In pairs, ask students to look for the adjectives in the text and circle them. Circle *amazing* on the board and help students find what it refers to in the text: *Who or what is amazing?* (the story he was reading the night before) Have students follow the same procedure in their pairs, before checking as a class.

**Close the day**

- Have each student draw a scene from the story. Then have them describe their pictures in pairs and describe what is happening at that point in the story.

**Go to video "Chris, the Comic Book Writer." ▶ || ■**

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*

  Practice Book: Assign Activity 1 on page 61 as homework.



## Objectives of the day:

1. Complete sentences using specific information from a text.
2. Write your name using hieroglyphs.

**Materials:** words from the story written in code from page 82 on separate sheets of paper (*adventure, ancient, pyramid, mystery, safari hat, bandages, handwriting*); white paper, crayons or coloured markers.

## Open the day

- "Pay Attention" practice.
- Ask the class the name of the story they read in the previous class. Explain that they are now going to solve a mystery. Divide the class into seven groups and give each group a word in code to decipher. (If you did not bring the words in code, you can have each group write a word in code and then switch words with another group.) Tell students that they can use the key on page 82 to help them. Once all of the groups have deciphered their words, ask students to look for the words in the story and read that part of the story again. Finally, have the class retell the story in order, volunteers from each group telling the part of the story that corresponds to the word they deciphered.

## Open the book!

### International Certification: Reading

A reading and writing activity often found on international exams involves reading a story and completing sentences using information from the text. Students will not be expected to produce grammar that does not appear in the text, but their answers must be grammatically correct. To do this, students might need to rearrange words from the text so that they mean the same thing in the sentence structure they are completing. They might also need to use synonyms in place of words from the text. For example, *solve the problem—find a solution*. One way to practise for this is to have students rewrite simple statements using their own words.

## 3 Complete the sentences about the story.

You can use one to four words. 

Have students read the incomplete sentences about the story. They should scan the text for the parts of the story related to each sentence, and then read that part of the story carefully again to make sure they understand it. Next, have students read the example. Remind the class that they can't always just copy words from the text, and that they might have to change the words around or use similar words so that the sentence is grammatically correct. Have students share their answers in pairs to check. Ask the class to say which question did not use words from the text to complete it. (Question 1: the same) Explain that they had to understand the text to be able to complete the sentence. Have the class look at how other sentences are similar to the story text but said differently. (Questions 2–5)

## 4 Use the chart to write your name in hieroglyphs in your notebook.

Have students use the hieroglyphic chart on page 82 in their books to write or draw their names on a sheet of paper. Collect students' work, mix up the papers and redistribute them so that no one has their own name. Ask students to solve the codes and then find the classmate whose name they have. If they get it right, they return the name to its owner. Continue until everyone has finished. Ask students to write their names using the hieroglyphics in their notebooks. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- Tell the class that they are going to create an exhibition of their names in code. Ask students to write a short message about themselves in code under their names. It could be their favourite colour, animal, sport or something else that is important to them. Give students time to decorate their messages. Then display them on the walls of the classroom. Invite students to walk around and read their classmates' messages.

  Practice Book: Assign Activities 2 and 3 on page 61 as homework.

wall. About five metres away, he could see a box-shaped structure. He looked carefully and saw something inside it. It looked like a body wrapped in bandages. Frank was terrified. It was a mummy's tomb!

He was staring at the tomb when the woman spoke again.

"I'm Theresa Hunt," she said. "Don't be frightened. That mummy hasn't moved for thousands of years and it won't move now!" Frank laughed nervously.

"I'm interested in your chart," Theresa continued. "Maybe your puzzle can help me find what I'm looking for."

Theresa explained how the chart worked.

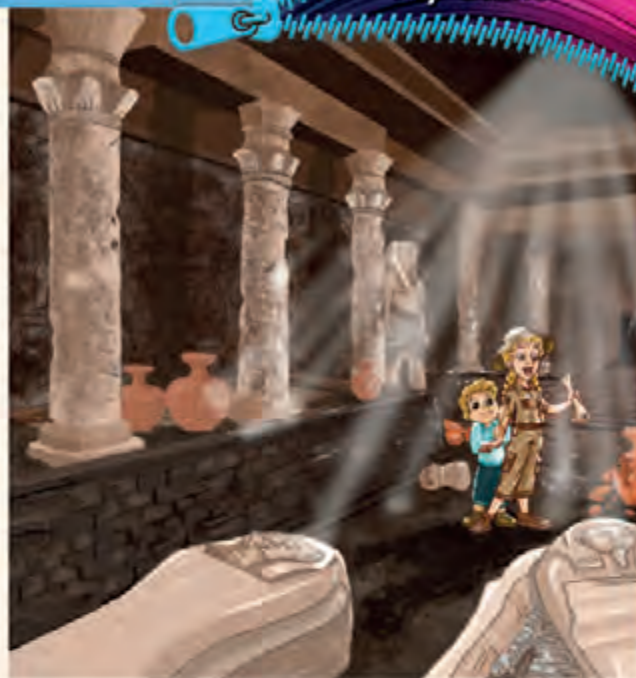
"The pictures represent sounds," she said. "So, the first picture is here." She pointed at the "G" on the chart. "It's 'g' as in 'go,' not 'g' as in 'giraffe.'"

Frank figured out the other letters and Theresa wrote them next to each picture. After a few minutes, they had **GOLD TOMB**.

Theresa was excited.

"I knew it!" she shouted. "There is gold in the tomb!"

"Yes!" shouted Frank. "There is gold in the tomb!"



"Pardon, Frank?" Frank's teacher was looking at him.

"Sorry, Sir," said Frank. *I think I fell asleep*, he thought. But then he looked down at his hieroglyphs. He couldn't believe what he saw. There, in Theresa's handwriting, was the solution to the puzzle: **GOLD TOMB**.




**3 Complete the sentences about the story. You can use one to four words.**

0. Frank was reading the story on his tablet.
1. The topic of the story was the same as the topic of Frank's history class.
2. The mummy was about five metres from where Frank and Theresa were standing.
3. Frank and Theresa solved the puzzle after a few minutes.
4. When they solved the puzzle, Theresa felt excited.
5. The solution to the puzzle was in Theresa's handwriting.

**4 Use the chart to write your name in hieroglyphs in your notebook.**



Writing

1 Read the story and write the missing words. Write one word on each line. 

0. It was the school play yesterday. The school gymnasium was very noisy and I was nervous. It was full of teachers and parents. They

1. were all talking and laughing and they were very excited. I looked through the curtains and the gym looked enormous! I saw my mum

2. and dad, but they didn't see me! The play went well and

3. people took photos with their mobile phones. Then something happened. The headteacher came to the stage. He was climbing the steps to the stage

4. when he fell over. He fell onto the drums in the orchestra and there was a loud crash. Some people

5. ran to help him because they were worried, but he was fine. When he stood up, he was laughing. Everybody cheered. It was very funny!



• Find words in the text to add to the categories.

Words to Describe Feelings

nervous  
excited  
worried  
fine  
funny

Words to Describe Places

noisy  
full  
enormous

Actions

talking climbing  
laughing fell  
looked ran  
saw help  
didn't see cheered  
took stood up  
came

• Add two more words to each category.

**Objectives of the day:**

1. Review verbs and verb tenses.
2. Review descriptive and action words.

**Open the day**

- "Pay Attention" practice.
- **Play Build a Word:**

Write across the top of the board these titles: *Base Form, Past Tense* and *Past Participle*. Write the verb go in the first column. Then invite two volunteers to complete the other two columns. Set a time limit, and in pairs, have students copy and complete the table with as many verbs as they can. Ask the pair with the most verbs to read them out to check. Tell the class that any student can challenge a word they think is incorrect and ask the pair to use it in a sentence. If one of their words is wrong, then the pair with the next longest list continues. The pair with the most correct verbs wins.

**Open the book!****Writing****International Certification: Writing**

Another common reading and writing activity in international exams involves filling gaps in a text with one word. These words can be any part of speech. Explain to students that in this type of activity, they need to understand the text and be able to use a word correctly to complete the text. To train students to do this, it is important that they always read the complete text first. Then they should read it again and complete the text and finally, they should reread the text with the answers they think are correct. Remind them to double check that their grammar is correct: in the case of both verbs and nouns, whether they are singular or plural, and in the case of verbs, whether the tense fits with the rest of the text.

### 1 Read the story and write the missing words. Write one word on each line.

Have students read the whole text first to understand the general idea. Then ask them to decide whether the text is written about a past event, something in the present or something in the future. Ask: *Who do you think wrote the text?*

(a student) Then have students read through the text and decide which words they think are missing and write them in their notebooks first. If students think there are multiple possibilities for a given blank, have them write the different options. Then have students reread the text before filling in gaps with verbs. Have students check their answers in pairs. Then check answers with the class.

- **Find words in the text to add to the categories.**

Ask the class why they think the student wrote the text. (to share an important or interesting event in his or her life with others) Then ask the class who they think will read it. (teacher, classmates, family) Tell students that when we write about interesting things in our lives, it is important that we use descriptive words so that the reader can imagine what we saw, heard and felt. Have students read the category titles and ask them to brainstorm some words that might fit into each category. Then, in pairs, have them find the words in the text. To check, write the categories on the board and invite volunteers to come up and write the words.

- **Add two more words to each category.**

Ask each student to add two or more words to the list. You might tell them to imagine that they are in their favourite places, at home, at the park, at school, etc. and to choose words to describe these places.

**Close the day**

- Have students choose two words from each category (feelings, places and actions) in the previous activity. They can be the words they added or words from the story. Ask them to write a short paragraph using all six words. Explain that they can describe a place or an event. In groups, have students read their paragraphs. Then invite volunteers to share their paragraphs with the class.

  Practice Book: Assign Activity 1 on page 62 as homework.



## Objectives of the day:

1. Answer *wh*- questions.
2. Practise the following writing strategy:
  - Writing an outline.
3. Write the description of an event using *wh*- questions.

## Open the day

- "Pay Attention" practice.

## Open the book!

### International Certification: Writing

Have students recall another certification-related activity that they did in a previous unit that consisted of matching questions and answers (Unit 4, page 64). Review the exam strategy on page T64 with them. Explain that sometimes there might appear to be more than one correct response and that to choose the correct one, they should look at words that connect the sentences, such as *because*, *but* and *so*.

## 2 Read the conversation and choose the best answers. Write a letter for each answer. There is one example.

First, ask students to read the questions in the first column. Then ask: *Who is speaking?* (two students) *What are they talking about?* (the school play and what happened) Invite volunteers to answer. Have students read through all of the answers and match them with the questions by writing the corresponding letters on the lines. Then have students read the dialogue in pairs. Invite a volunteer pair to read the dialogue out loud in front of the class.

## 3 Think of a surprising, exciting or funny event that you have experienced. Write your notes in the mind map.

Have students look at the mind map. Ask them to identify the central box and the questions all around it. Ask them to think of a surprising, exciting or funny event that they have experienced and to complete the mind map with notes. They can do this in their books or they can draw a bigger mind map in their notebooks. Walk around checking and helping students with vocabulary when needed.

## • In your notebook, write a description of the event.

Ask students to use their notes in the mind map to write an outline for their descriptions, selecting the order in which they are going to include their notes. Then have them add details to each of their notes to make the description clearer and more interesting. Finally, have students write descriptions using their outlines as a guide. Remind them to start sentences with capital letters and end them with the correct punctuation.



## Writing Strategy

### Writing an Outline













Before writing, it is important that students learn to select and organise their ideas in a logical order. You might help them do this by having them use the text on page 84 as a model and eliciting from the class the order of the main topics in the mind map. Write them in a numbered list on the board. Leave space between each title for details and ask the class what extra details were included in the text. Explain that if students do this before they write it, the writing stage will be much easier and the final product more organised.

## Close the day

- Have students work in pairs and read each other's descriptions. Ask students to make simple suggestions that might help their classmates improve their work and make it clearer or more interesting. Tell students to take their descriptions home to edit and write a final clean copy that you will collect in the next class.

  Practice Book: Assign Activities 2 and 3 on page 62 as homework.

2 Read the conversation and choose the best answers. Write a letter for each answer. There is one example.

0.  JIM: When was the school play?  
 AMY: E
1.  JIM: Where was the play?  
 AMY: H
2.  JIM: Who was there?  
 AMY: B
3.  JIM: What happened?  
 AMY: G
4.  JIM: How did people feel?  
 AMY: D
5.  JIM: Why were they laughing?  
 AMY: A

- A. Because it was funny.  
 B. There were lots of parents and teachers.  
 C. The gymnasium was enormous.  
 D. They were worried and ran to help.  
~~E. Yesterday.~~  
 F. It was a play.  
 G. The headteacher fell onto the drums.  
 H. In the school gymnasium.

3 Think of a surprising, exciting or funny event that you have experienced. Write your notes in the mind map.



- In your notebook, write a description of the event.

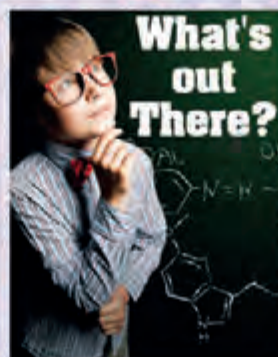


## My Skills

### Listening

1 Listen and write. There is one example.  

Join  
Bookzone  
Today!



0. Special offer: \_\_\_\_\_ one \_\_\_\_\_ book per month
1. Special offer price: it's free for one book per month
2. Laura wants to read: \_\_\_\_\_ fiction \_\_\_\_\_ books
3. The audiobooks contain: narration and \_\_\_\_\_ music \_\_\_\_\_
4. Laura will read on: a \_\_\_\_\_ tablet \_\_\_\_\_
5. Unlimited access costs: \_\_\_\_\_ five \_\_\_\_\_ pounds per month

2 Look at the online library offers and discuss which is the best one. Give reasons for your answer.



**Book Beetle**  
1 book  
access to  
**ONE book every month**  
SELECT  
**Free!**



**Book Monkey**  
Unlimited  
Unlimited access to  
**ALL audiobooks every month**  
SELECT  
**£3.50**



**Book Monster**  
Unlimited  
Unlimited access to  
**ALL books (Save 36%)**  
SELECT  
~~£6.00~~ **£3.90**

- Say why you think people join online libraries. 

**Objectives of the day:**

1. Practise listening for specific information.
2. Practise the following speaking strategy:
  - Coming to a consensus.

**Open the day**

- "Pay Attention" practice.
- Have students make a list of the books or stories they have read recently. When they are finished, have them choose one of the books or stories and tell a classmate about it. You might write these questions on the board to stimulate more conversation: *What is the book about? Was it printed or digital? Did you like it? Why?*

**Open the book!****Listening****International Certification: Listening**

Have students recall another certification-related activity that they did in a previous unit that consisted of listening for specific information (Unit 2, page 38). Review the exam strategy on page T38 with them.

**1 Listen and write. There is one example.**

Give students a couple of minutes to read the information on the webpage and the information that they will have to listen for. Remind them that this is important so that they won't have to read, listen and write at the same time. Explain that they shouldn't focus too long on one item as they listen, or they might miss the information for the next item. Remind students that if they do not complete an answer, they can complete it on the second round. Play Track 44 once (as it is repeated). To check, have volunteers read one item each.

**Speaking Strategy****Coming to a Consensus**

You might want to give students some polite language models to use when trying to come to a consensus: *I agree/don't agree with you, but..., Can I give you my point of view? Do we all agree?* Remind the class that it is always important to listen to what other people say and not only think about what you want to say. It is also important for everyone to participate and give their opinions.

**2 Look at the online library offers and discuss which is the best one. Give reasons for your answer.**

Have students read the instructions and the offers. Insist that they read all the information, compare the library offers and choose the one they think is best for them. Ask students to note down reasons for their choices. Have them work in small groups and compare the offers. Then tell them to imagine that they have to choose one offer for the whole class. Ask each group to come to a consensus, an offer they all agree on, and prepare their arguments for their selections. Next, have each group present their proposals and their arguments to the class. Finally, have students vote on which group presented the best arguments.

- **Say why you think people join online libraries.** 

Have students stay in the same groups to discuss why they think people join online libraries. Walk around monitoring, helping and prompting them with additional questions.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Have students think about their participation in the discussion. Write the following statements on the board and ask students to evaluate themselves from 1 to 5, with 5 being the highest mark: *I knew what I wanted to say. I participated actively. I listened to my classmates.* Invite students to discuss in pairs what they can do to improve.



## Objectives of the day:

1. Review noise and sound words.
2. Practise the following speaking strategy:
  - Reading with feeling.
3. Reflect on what the best ending is for a particular story.

**Materials:** paper, coloured pencils or markers.

### Open the day

- "Pay Attention" practice.

### Open the book!

## Speaking

### 1 Read the sentences and write the numbers in the pictures.

In pairs, have students look at the title and pictures and predict what they think the story is about. Ask the class what they think made the *Crunch!* noise in the first picture. Then have students match the sentences with the pictures by writing the appropriate number in each box.

### • Write notes about the characters' feelings at different stages of the story.

Ask the class what words we use to talk about feelings. (adjectives) In the same pairs, have students look at the characters in each picture and complete the chart with how they felt at different stages of the story. To check, have students compare notes with another pair.

### • Tick (✓) the best ending for the story. Give a reason for your answer.

Have students choose the best answer individually. Invite a volunteer to give his or her answer and reasons. Invite other students to share their reasons.

## Speaking Strategy

### Reading with Feeling

Tell students that when you tell a story out loud, it is always important that the narrator reads slowly and uses his or her voice to express feelings. Explain that you can do this with stress, intonation and even volume.

## 2 Look at the pictures again and retell the story to a classmate.

Assign a number from 1 to 5 to each student. Have each student look at the picture that corresponds to his or her number and prepare to retell his or her part of the story. Form groups where there is a student for each picture. Then have them retell the story in order, each student telling their part with feeling. Invite volunteers to tell their group's version aloud.

### Close the day



Have students recall what they read in the Reader at the beginning of the unit. They can check pages 22 to 24 if needed. Ask: *How do you think the people who saw monsters felt? How would you feel if you saw a monster? What other literary or film monsters do you know?* Have them choose one of the monsters mentioned and draw and colour a picture of it. You may want to create a class exhibit and invite parents or other classrooms.

  Practice Book: Assign Activity 1 on page 63.

### Time to Practise

You have now finished the first part of Topic 3, "Fact and Fiction." It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 65. Tell students that there are fifteen words to choose from but only eleven definitions, including the example. Read the example with the class. Remind students to read all of the definitions before they start to answer. Next, have students turn to page 66. Tell them that they are going to hear a dialogue and that they must identify who the people in the picture are and match them with the names around the picture. Give students one minute to look at the picture. Then play the track and have students work individually. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

## Speaking

## 1 Read the sentences and write the numbers in the pictures.

1. A family goes camping.
2. The children go to sleep.
3. They hear a scary noise.
4. They hug each other.
5. It is just their dad.

## A Scary Noise



## Write notes about the characters' feelings at different stages of the story.

Character	Beginning	Middle	End
Dad			
Brother and Sister			

## Tick (✓) the best ending for the story. Give a reason for your answer.

- They relaxed because the strange noise was just their dad.
- They were very scared when they saw their dad.

## 2 Look at the pictures again and retell the story to a classmate.

These pictures tell a story. It is called *A Scary Noise*. Nick and Anna went camping with their parents. They were happy when they arrived...




# Unit 6 Big News

1 Look at the web page and say what the stories are about.

The screenshot shows a web browser window with the URL <https://www.kidsnetworknews.com>. The website has three main navigation buttons: "News", "Sports", and "The Big Question". Below the navigation is the site title "Kids Network News" and the tagline "Exciting and interesting articles for kids!". A search bar is also present. The main content area displays four news articles in a grid:

- Article 1:** "Huge Dinosaur Footprints Discovered on Eagle Beach". It features a photo of a large hole in the ground. It was posted 5 hours ago and has 52 views.
- Article 2:** "The Wildfire: What Can We Do to Help?". It features a photo of a forest fire. It was posted 1 day ago and has 78 views.
- Article 3:** "Missing Fourth Year Class Back at Home". It features a photo of a cave entrance. It was posted 2 hours ago and has 154 views.
- Article 4:** "Your Amazing Stories Caroline: How I Learned to Walk Again". It features a photo of a girl using a walker. It was posted 2 days ago and has 137 views.

2 Listen to the news and number the stories in order. 

3 Listen again and complete the summaries with the words in the box.

accident   Firefighters   missing   follow   stones   save  
broken   hopes   torches   midnight   surprise   appear

1. It's a surprise no one has seen the prints on the stones before. They appear to be from sauropods.
2. Firefighters have been at the forest since midnight on Tuesday. They are trying to save what they can.
3. Rescuers used their torches at night to follow the footprints. They found the missing children in a cave.
4. The accident left Caroline with two broken legs. She hopes to play volleyball again soon.

# Unit 6 Big News

## Objectives of the day:

1. Make predictions about a piece of news.
2. Practise listening for specific information.

**Materials:** mandala booklets or copies of simple mandalas (1 per student), coloured markers, pencils or crayons.

## Open the day

### "Mandalas"

**Note:** In every class of unit 6, students will do the "Mandala" practice. They should have a booklet of mandalas (1 mandala per class) ready for each practice. Write the word *mandala* on the board and elicit its meaning. Some students might have already coloured mandalas at home. If they do not know what they are, give them the definition. (In common use, *mandalas* are what we call geometric patterns and images that represent the universe.) Explain that in this unit, students will be colouring mandalas. This will help them deal with their emotions and relieve stress. During each practice, students should quietly concentrate on the present moment and what they are doing. Before they start colouring, they should look at the picture, identify the forms and notice the details. They should complete a mandala each day. Observe how long students maintain concentration on their mandalas and adjust time accordingly. You can tick the beginning and end of each practice with a bell or other gentle sound.

- Have students work in groups. Ask each group to think of important news stories that have happened in their community or country recently. Then have each group choose one and write down a few notes about it. Invite volunteers to share their news story with the class. Have groups save their notes for the *Close the day* activity.

## Open the book!

### 1 Look at the web page and say what the stories are about.

Ask the class to look at the web page and say what type of information they think it contains. (news) Tell the class that every good news story should answer five question words and write them on the board: *Who...? What...? When...?*

*Where...? and How...?* Ask students to work in pairs to answer as many question words as they can about each news item by reading the headlines and looking at the pictures. Then have them note down the information that is missing. Invite volunteers to share their answers with the class.

### 2 Listen to the news and number the stories in order.



Explain to the class that they are now going to listen to news broadcasts about the events on the web page. Have them number the stories in the order in which they are mentioned. Play Track 45 only once and check the order. Then play the track again and have students listen for the missing information they need to answer the questions. Have students check their answers in pairs and then as a class.

### 3 Listen again and complete the summaries with the words in the box.

Have students read through the words in the box and then each incomplete summary. They should then think about which word goes in which space. If they are unsure of an answer, they should write it in pencil. Then play Track 45 again and have students complete the summaries. Ask students to check their answers in pairs and then as the class.

## Close the day

- Have students get into the same groups as in the *Open the day* activity. Ask each group to answer the five question words about the current event they chose, using their notes. If they do not have all of the information, ask them to research the news item for homework. Tell them they will present the information in the following class.

  Practice Book: Assign Activities 1 and 2 on page 67 as homework.



## Objectives of the day:

1. Practise listening for the order of events.
2. Predict the ending of a story.
3. Retell a story about yourself.

**Materials:** *Emergency Flashcards, Flashcard Activity 6A on page XVIII.*

## Open the day

- "Mandala" practice.
- Flashcard Activity 6A.
- Have students get into their groups from the previous class. Give them five minutes to prepare their news story and decide who says what. Suggest that each student in the group answers at least one of the questions. Then invite groups to come up and present their news stories to the class.

## Open the book!

### 4 Listen to Caroline's story and number the events in order. Then number the pictures.

In pairs, ask students to look at the pictures of an unfortunate event and try to answer the five question words about the story. Then have them read the sentences individually and try to deduce the correct order by looking at the pictures. Tell students that they are going to hear the girl talking about what happened to her. Play Track 46 once or twice and ask students to check their answers.

### 5 Listen to the end of the story and tick (✓) what Caroline wants to do.

Read each of the three options about what Caroline wants to do and have students raise their hands when they hear the option they predict is correct. Tell students that they are now going to hear the end of Caroline's story and that they should check their predictions. Play Track 47 once and have students tick the correct option. Then check as a class.



### 6 Imagine you are Caroline. Retell the story using the correct form of the words in the box.


Have students read the words in the box first. If your students are still struggling with the verb tenses, elicit from the class the past tense of the verbs in Activity 4 and write them on the board as prompts. Have students work in pairs. Tell students that they are going to retell the story from Caroline's point of view, using the pronoun *I*. (I slipped and fell into the road. I was in pain. Two nurses took care of me, etc.)

Finally, remind students to visit the online platform for more practice at home.

## Close the day


- In groups, have students brainstorm different ways of finding out what is happening in the world. (newspaper, online, radio, TV, etc.) Then ask them to talk about the ways they or their parents use the most. You may want to list all the ways on the board and have students discuss the advantages and disadvantages of each. (newspapers have more information, TV news can have videos showing what has happened, etc.) Close the activity by taking a vote on which form of news students find the most interesting, accurate and entertaining.

  Practice Book: Assign Activities 3 and 4 on page 68 as homework.


4 Listen to Caroline's story and number the events in order. Then number the pictures. 

- |  |   |
|--|---|
| <u>2</u> She's in pain. Two nurses look after her. | <u>3</u> An ambulance takes her to the hospital.            |
| <u>1</u> She slips and falls into the road.        | <u>4</u> She has operations.                                |
| <u>5</u> She can't walk for five months.           | <u>6</u> She has physical therapy and learns to walk again. |



5 Listen to the end of the story and tick (✓) what Caroline wants to do. 

- Meet the bus driver.
- Say *thank you* to the nurses.
- Enter a volleyball competition.

6 Imagine you are Caroline. Retell the story using the correct form of the words in the box. 

break   uniform   bandage   ambulance   pyjamas  
look after   nurse   operation   pain   slip



1 Listen and follow. 

The fire engines were **too noisy**.  
The chicks are **not strong enough**.

Good Buddies Helping Out



2 Read again and write the numbers to complete the sentences.

1. David heard the fire engines all night, so... 3 they are in danger.
2. Firefighters need special equipment, so... 1 he couldn't sleep.
3. The chicks can't fly, so... 2 the school has a collection.

3 Look at the comic strip again. Say how the events in the story make you feel.



A wildfire makes me worried.

**Objectives of the day:**

1. Listen and follow along with a comic strip.
2. Express how the events of a story make you feel.

**Materials:** *Emergency Flashcards, Flashcard Activity 6B on page XVIII.*

**Open the day**

- "Mandala" practice.
- Flashcard Activity 6B.
- Ask students if they have ever read or seen news about fires in their country or any other country. You may check the Internet to research the wildfires there have been in the past year or so and share this with your class. Then write these words on the board: *houses, people, animals, jobs, hospitals, roads and nature*. Ask: *How do wildfires start? Who and what do you think can be affected by a wildfire? How are they affected?* and have them discuss in groups.

**Open the book!****1 Listen and follow.** 

Have students look at the title of the comic strip and the illustrations and try to predict what it will be about. Ask them to share their ideas in pairs. Then play Track 48 and have students listen and follow along in their books.

**2 Read again and write the numbers to complete the sentences.**

Ask students to read the sentence halves and try to match them based on what they heard in the previous activity. Then, in groups, have students read the comic strip out loud to check their answers. Remind students to read their parts expressing how they think the characters are feeling.

**3 Look at the comic strip again. Say how the events in the story make you feel.**

Have students look at the emojis and brainstorm words for the emotions they portray. Write the emotions on the board and leave them there for further reference. Then read the sentence in the speech bubble three times, each time using a different emotion shown in the emojis. (sad, happy, nervous/worried) In the same groups as in the previous activity, have students share their feelings about each event in the story, following the model in the speech bubble.

**Close the day**

You can do either of the two activities below to close your class:

- In the same groups, ask students to talk about the worst accident that they have had. Have them include the answers to the five question words and say how they felt during the accident and afterwards. Encourage students to use the emotion words on the board to help them. Invite volunteers to share their stories with the class.
- Have students write a short newspaper article about the event in the comic strip. Remind students to answer the five question words and to give their article a headline.

**Go to video "Bald Eagles."** 

This might be a good time to go back to the video about bald eagles and watch it. Then have students do the "While Watching" online activities. Individually or in small groups, invite students to complete a "Web Quest" activity: to research as many additional details as they can about the bald eagle (that do not appear in the video) and present them to their classmates in the following class. Congratulate the students who bring the most interesting or unexpected facts to their presentations. Have students take notes of any new information they learned from the presentations. This might be a good time for students to work on their infographic projects.

  Practice Book: Assign Activity 5 on page 71 as homework.



## Objectives of the day:

1. Understand descriptions with *too* and *enough*.
2. Describe situations using *too* and *enough*.

**Materials:** Poster 6, Poster Activity 6A on page XXVIII.

## Open the day

- "Mandala" practice.

## Language Presentation

Poster Activity 6A.

## Open the book!

### Open to Learn .....

Direct students' attention to the *Open to Learn* box on page 90. Read the sentences aloud and ask volunteers to explain what they mean. Ask: *Were the fire engines very noisy or only a little noisy?* (very noisy) *Were the chicks very strong or only a little strong?* (only a little strong) Write the sentences on the board and underline the words that are in bold in their books. Write the following endings at the end of each sentence: *The fire engines were too noisy (for people to be able to sleep).* *The chicks aren't strong enough (to fly).* Tell the class that when we use this structure, we are often making reference to other things, even if they are not explicitly mentioned. Give the following prompts and have volunteers end them for you to check comprehension: *I am not old enough to... I am too old to... I am not tall enough to...*

## 4 Circle examples of *too* and *enough* in the comic. Then complete the sentences.

Have students circle the examples in the comic strip and read the sentences around the examples to understand the context. Then ask them to complete the sentences in the exercise with *too* or *enough*. Students check their answers in pairs and then as a class.

## • Make sentences about the story. Use *too* or *enough* plus the words in the box.

Have students read the words in the box. Ask: *What part of speech do all these words belong to?* (They are adjectives.) Tell students that adjectives help you to answer questions about how things are, and they help you to describe a scene in more detail. In small groups, ask each student to write sentences about two of the pictures using words from the box. Then have students read their sentences in their groups in the correct order to retell the story.

## Close the day

- In groups, ask students to discuss whether they would like to become firefighters and why. Have them imagine how firefighters feel when trying to put out a fire. Help them with any adjectives they might need to talk about this and encourage them to use *too* and *enough* in their conversations. (I am brave enough to run into a burning building. Firefighters are never too afraid to risk their lives.) Finally, have volunteers retell the story in the comic strip from a firefighter's point of view.
- Ask students to bring a news item they find interesting to the following class.



Practice Book: Assign Activities 3 and 4 on page 70 and Activity 6 on page 71 as homework.

5 TWO DAYS LATER...

THANK YOU, EVERYBODY. THE SCHOOL HAS ALREADY SENT A BIG DONATION TO THE FIRE STATION.



HOORAY!

6 THAT NIGHT, HARRY WATCHES THE NEWS...

AT THE MOMENT, FIREFIGHTERS ARE TRYING TO SAVE A FAMILY OF EAGLES. THEIR NEST IS AT THE TOP OF A TREE THAT HAS CAUGHT FIRE. THE CHICKS ARE NOT STRONG ENOUGH TO FLY.



OH NO! THAT MAKES ME SAD.

7 THE NEXT MORNING...

MORNING, DAD. HAVE THEY SAVED THE EAGLES YET?



YES, LOOK!

8 Newridge Gazette  
EAGLES SAVED!



Special equipment arrives after donations from local community. The wildfire is now under control.

COOL!

4 Circle examples of *too* and *enough* in the comic. Then complete the sentences.

1. Don't go near the fire. It is too dangerous.
2. David couldn't sleep because the engines weren't quiet enough.
3. The firefighters need special equipment, but it's too expensive.
4. It's difficult to control the fire. They can't get close enough.

• Make sentences about the story. Use *too* or *enough* plus the words in the box.

big hot frightening high wild safe



## My Language

### Open to Learn

There has **already** been a lot of damage.  
The fire is not under control **yet**.

5 Listen to David and Sophia talking about another news story. Tick what has (✓) and what hasn't (X) happened. 🎧



- Listen again and circle the correct options.
- 1. Rescuers have already / yet found the children.
- 2. The children have already / yet gone home.
- 3. They haven't gone back to school already . / yet
- 4. They haven't seen a doctor already . / yet

### Play Find Someone who!

make your bed	drink water	laugh at a joke
eat fruit	talk to the teacher	play a computer game
Have you made your bed?	Yes, I've already made it!	No, not yet!
	Have you drunk water?	

**Objective of the day:**

1. Talk about recent past events using *already* and *yet*.

**Open the day**

- "Mandala" practice.
- Have students take out the news items they brought to class. In groups, have them share their news items by answering the five question words. Then have them ask questions about the news items their classmates shared.

**Open the book!**

### 5 Listen to David and Sophia talking about another news story. Tick what has (✓) and what hasn't (X) happened.

Have students look at the pictures and predict what is going to happen in this story. Tell the class that only three of the pictures illustrate things that have happened, and see if they can guess which pictures they are. Then play Track 49 once or twice and have students listen and tick the correct pictures. Have students check their answers in pairs.

### Open to Learn .....

Have students read the sentences in the *Open to Learn* box individually. Then ask which sentence describes something that has happened and which doesn't. Tell the class that we use *not... yet* to describe things that haven't happened, but that we expect will happen soon. To check comprehension, you can make true or false statements about your class's daily school routine and have students raise their hands if the statements are false: *We have already had the break today. We haven't had lunch yet. You have already studied maths today. You haven't studied Spanish yet.*

- **Listen again and circle the correct options.** 

Have students read the sentences and guess the correct answers. Then play Track 49 again and have students circle the correct options. To check, have volunteers read the sentences out loud.

Finally, remind students to visit the online platform for more practice at home.

**Play Find Someone Who!**

Remind students that they have played this game before and get a volunteer to explain the rules. Explain that this time they are supposed to find students who have done the different activities already that day. Have students divide a page of their notebooks into two columns and copy the actions in the purple boxes into the first column. Invite two volunteers to read the examples in the speech bubbles out loud. Ask students to walk around the class and ask their classmates the questions. If a classmate answers yes, then they write his or her name next to the action. The game continues until all students have found someone for each activity.

**Close the day**

- In groups, have students go over the names from the previous activity and talk about who has done what. (Maya has already played computer games.) Then have each student share which actions he or she has already done or hasn't done yet today. Invite volunteers to share information with the class.



 Practice Book: Assign Activities 1 and 2 on page 69 as homework.



## Objectives of the day:

1. Learn about silent letters and the letter clusters *kn /n/* and *wr /r/*.
2. Practise tongue twisters.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- "Mandala" practice.
- **Play Hangman:**

Review the alphabet with the class. Have students play *Hangman* in pairs using words related to the news. Remind students that they should say the missing letters in English.

## Open the book!

### 1 Listen to the words and circle the silent letters.

Ask students to read the words and look at the pictures. Mime an action to represent each word and have students say the word. For example, point to your knee and say: *What's this?* or mime cutting and say: *What am I using?* Explain that in English, some words have letters that you do not pronounce and that they are called *silent letters*. Elicit from the class which letters in the words in the pictures they think are silent. Play Track 50 once or twice and ask students to listen and circle the letters that are silent. To check, have them compare their answers in pairs and say the words.

### 2 Listen to the song. Then write *kn, wr, n* or *r* to complete each word.

Have students look at the picture and read the caption below it. Ask students to point to the knight in the picture. Then ask: *What time of day is it in the picture? How can you tell?* Ask which words in the caption have silent letters and which letters they are (knight: k, g and h /naɪt/; rides: e /raɪdz/; night: g and h /naɪt/ ) Tell students that they are now going to listen to a song about some silent letters. In pairs, have students read the song and try to complete it with the missing letters. Then play Track 51 once or twice as necessary. Do not check answers at this point.

### • Listen and check your answers.

Tell students that they are now going to hear the letters that are missing so they can check their answers. Play Track 52 once or twice. Then have students read and spell the complete words in pairs.

### 3 Listen and repeat the tongue twisters. Circle the silent letters.


Write *tongue twister* on the board and elicit what it means. (a sequence of words that are difficult to say quickly because of repeated sounds) Ask students if they know any tongue twisters in their own language and invite a few volunteers to say them. If not, say: *Peter Piper picked a peck of pickled peppers.* and ask: *What letter is repeated?* (P) Next, play Track 53 and have students circle the silent letters. Then have them identify the sounds and letters that are repeated. Read the tongue twisters slowly and have students repeat. Finally, ask students to practise the tongue twisters in pairs, trying to say them as quickly as possible.

Finally, remind students to visit the online platform for more practice at home.


## Close the day

### • Play *The Tongue Twister Game:*

Explain that it is easier to say tongue twisters if you memorise them. Have each student choose one of the tongue twisters in Activity 3. Give the class five minutes to memorise them and practise saying them quickly. Divide the class into two teams. Explain the rules of the game: a student from one team comes up and says his or her tongue twister and the other team checks to make sure he or she says it correctly. Students win one point for their teams if they say the tongue twister correctly and a second point if they say it quickly as well.

1 Listen to the words and circle the silent letters. 



2 Listen to the song. Then write *kn*, *wr*, *n* or *r* to complete the words. 


### The Silent Letter Song



You can see us, but can't hear us,  
We're silent letters, you see,  
Like the "w" in "(1) write,"  
Or the "k" in "(2) knee."

Find us in words like "(3) knight" and "(4) know,"  
Which begin with the letter "k."  
While "(5) night" and "(6) no" begin with "n,"  
And sound exactly the same!

Be careful when you (7) write us,  
It's easy to get us (8) wrong,  
Study us and spell us (9) right,  
And practise with this song!



• Listen and check your answers. 

3 Listen and repeat the tongue twisters. Circle the silent letters.  

- Nervous knights know how to knock their knees.
- Ryan didn't wrap it the wright way, the wrapping paper's wrong.



## Reading and Writing

1 Complete the story using the words in the box. There is one example.

prints stones bigger too long  
heavy highest more already

## Newridge Gazette

Scientists have (0) discovered dinosaur footprints on some (1) stones on a Scottish beach. The prints are from a dinosaur called the *sauropod*. It lived on the Isle of Skye in Scotland around 170 million years ago.

The sauropods were more than fifteen metres (2) long and weighed more than ten tons. They were one of the largest animals to have ever walked on Earth. In fact, they were (3) bigger than a double-decker bus!

It appears the sauropods probably went into the water to look for food. This is

where they left their prints. Although they lived on land, they could walk in water that was not (4) too deep.

Scientists have (5) already found more than fifty prints. The weather often makes it too difficult to search in the water, but investigations haven't finished yet! Every discovery, big or small, helps us learn more about these amazing creatures.



• Now choose the best title for the story. Tick (✓) one box.

- Sauropods Were Some of the Biggest Dinosaurs
- Dinosaurs Lived on Land and in the Sea
- Dinosaur Prints Found in Scotland

2 In your notebook, make a list of all the details scientists have already learned about sauropods.

**Objectives of the day:**

1. Choose the best title for a story.
2. Create a fact file.

**Materials:** white paper (1 sheet per pair).

**Open the day**

- "Mandala" practice.
- Write the word *dinosaur* on the board. Have students brainstorm facts they know about dinosaurs or words associated with them. Make a simple drawing of a Tyrannosaurus Rex on the board. Elicit its name and write it on the board. In pairs, give the class five minutes to write as many words as they can using two or more letters from the dinosaur's name. Then call out *Stop!* and have students put down their pens or pencils. The pair with the longest list wins and writes its words on the board to check. If they have a misspelled word, the pair with the next longest list continues, until you have a winner.

**Open the book!****Reading and Writing****1 Complete the story using the words in the box. There is one example.** 

Have students look at the text and the picture and identify what kind of text it is. (an article from a newspaper) Ask students to predict what they think the article will be about. Read the instructions with the class and give them enough time to do the activity carefully by themselves. Then have students check their answers in pairs. After that, check answers as a class and note which are the most common errors: *Who got this one wrong? What did you put?* If possible, explain or get volunteers to explain why the wrong answers are incorrect.

**International Certification: Reading**

Some reading activities in international certifications ask students to choose the best title from a set of options. Often the possible answers will include distractors—topics that occur in the text but do not constitute the main idea. Remind students that the title must reflect the main idea of a text, not just something that is mentioned. One way to verify this is to ask themselves whether the possible titles apply to every paragraph or only one. Through skimming, students can quickly rule out the distractors and identify the correct answer.

- **Now choose the best title for the story. Tick (✓) one box.**

Ask: *Did you realise that the story you've just read had no title?* Tell students that the titles of news articles are called headlines. Explain that good headlines answer at least three of the five question words that news articles have to answer. In groups, have students answer the five question words about the article: *Who...? What...? When...? Where...? How...?* Then ask them to choose the best title for the article. Ask each group to also say why the other options don't work. To check, have groups share their answers to the five question words and the titles they chose.

- 2 **In your notebook, make a list of all the details scientists have already learned about sauropods.**

Ask students to reread the text and take notes about the sauropods. Then have them compare answers in pairs and add details to their notes.

**Close the day**

- Have students work in the same pairs as in the previous activity. Distribute a sheet of paper to each pair. Ask students to use their notes about sauropods to draw a picture and create a fact file about them. You can help them by writing the following on the board: *Name of Dinosaur, Length, Weight, Where It Lived, When It Lived, Other Features.* Display the fact files around the classroom.

  Practice Book: Assign Activity 1 on page 72 as homework.



## Objectives of the day:

- 1 Describe pictures using question words.
2. Write a brief story about some pictures.

**Materials:** Poster 6 with Cutouts; white paper (1 sheet per student).

## Open the day

- "Mandala" practice.

Continue the practice as usual, but from now on have students focus on their breathing at the same time. Ask them to take deep breaths. Tell them not to worry if they cannot do it well today, as they will continue to practise every day and it will become easier with practice.

- Display Poster 6 with the cutouts of your choice. Point to the first picture on the right and ask: *Who is in the picture?* (a boy) *What's he doing?* (He's standing on a high dive.) *How does he feel?* (He's scared.) *What else can you see?* Write a prompt for each question as you ask it: *Who...? What...? How...? What else?* Ask volunteers to answer your questions. Then have students work in pairs and ask questions about each of the other pictures on the poster.


## Open the book!

### 3 Look at the pictures and write notes.

Have students look at the three pictures and decide what they are showing. (a series of events, a story) Ask students to answer the questions about each picture individually. Then have them use their answers to describe the pictures in pairs. Invite volunteers to share their descriptions with the class.

## International Certification: Writing

Some international certification exams include writing a story from pictures. Tell students that every story should include the answers to the following questions: *Who is in the story?* (the characters) *When and where does the story happen?* (the setting) *What happens in the story?* (the plot or storyline) *How and why does it happen?* (extra details) It's important that students know that the answers to these questions should be in the pictures. Anything that is not there they can add as extra details, for example, the names of the characters or what happened before the events in the first picture or after the last picture.

- **Write a story about the pictures above. Write 20 or more words.** 

Have students read the instructions carefully. Ask: *How many words should you write?* (20 or more) Elicit the elements that a story should have and write them as prompts on the board. Students plan their story in their notebooks using a mind map. Tell them that they can also use their answers to Activity 3 for help. Give students enough time to write their stories.

## Close the day

- Have students check each other's stories in pairs and give constructive feedback. Remind them to make sure that their classmates answered the story questions. Students should also check that all sentences start with a capital letter and that they end with punctuation. Then have students rewrite a clean version of their stories to turn in in the following class.



Have students open the Reader to page 21. Ask them to recall what the text is about. (fantastic creatures) Ask questions and invite volunteers to respond: *What do we now know about Nessie? Who do you think the next part of the text is about?* Then have students turn to page 25, read the subtitle and look at the pictures. Ask: *Where does this creature live?* (Washington, Oregon, California, USA) Play Track R3 and pause the track at the end of page 25. Have students listen and follow along in their Readers. Ask the class to answer the question at the end of page 25 and predict what the next part of the text will be about. Continue to play Track R3 till the end of page 26. Have students discuss, in pairs, the story about *Patterson's Video* and answer the question at the end of this section of the text. Ask students to choose one of the creatures mentioned in the text and draw and colour a picture of it. You may want to create a class exhibit and invite parents or other students from other classes.

  Practice Book: Assign Activity 1 on page 73 as homework.

3 Look at the pictures and write notes.



Who is in the picture? \_\_\_\_\_  
 What are they doing? \_\_\_\_\_  
 How do they feel? \_\_\_\_\_  
 What else can you see? \_\_\_\_\_



Who is in the picture? \_\_\_\_\_  
 What are they doing? \_\_\_\_\_  
 How do they feel? \_\_\_\_\_  
 What else can you see? \_\_\_\_\_



Who is in the picture? \_\_\_\_\_  
 What are they doing? \_\_\_\_\_  
 How do they feel? \_\_\_\_\_  
 What else can you see? \_\_\_\_\_

- Write a story about the pictures above. Write 20 or more words.  ✓  ✗

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# CLIL Technology

- 1 Read the first part of the article. Say how digital storytelling is similar to or different from other kinds of storytelling.

## DIGITAL STORYTELLING

Humans have told stories since they first learned to speak. But today's technology allows us to tell stories in new and exciting ways. We are in the age of digital storytelling!

### What are Digital Stories?

Digital stories are stories people tell with digital tools. They are usually a mixture of computer-based images, text, audio, videos and music. The stories can be on any topic, from personal experiences to retelling historical events or traditional tales. A digital story "shows" as much as it "tells," so images and visuals are extremely important.



### How to Make a Digital Story

You can make a digital story by following these simple steps.

- 2 Collect information and materials: names, dates, events, digital photos or texts—anything that helps you tell the story.
- 7 Share your story!
- 4 Create a storyboard and write a script: draw your ideas and match them to the text.
- 5 Record a voice-over and add music. Don't speak too fast and choose music that fits the topic.
- 1 Decide on the story you want to tell.
- 6 Edit your work with a video-editing programme. You can put images, videos and audio onto a timeline to match your storyboard.
- 3 Select and check your equipment. Are you using a computer, laptop, tablet, video camera, smartphone or something else?

- 2 Read and write the numbers to order the steps for how to make a digital story.

**Objectives of the day:**

1. Read for general comprehension.
2. Order the steps to make a digital story.

**Open the day**

- "Mandala" practice.
- Elicit different ways of telling stories from the class. (people telling stories, reading books, audio books, digital books) Draw a KWL chart on the board: three columns titled *What I Know*, *What I Want to Know* and *What I Learned*. In groups, have each student fill out the first two columns about *digital storytelling*. Then ask students to remain in their groups and to save their charts for further use.

**Open Day Tip** KWL Charts

KWL charts are a great way to get students to reflect on their prior knowledge and to spark their curiosity about a new topic. It is important that students refer back to the chart as they do different activities related to the topic and that they reflect once they have completed the activities on what they have learned. This will allow students to take ownership of their learning process and will make their learning more meaningful and long-lasting.

**Open the book!****1 Read the first part of the article. Say how digital storytelling is similar to or different from other kinds of storytelling.**



Have students look at the titles and pictures on the page. Ask questions to help students make predictions about the text: *What is it about?* (technology, digital storytelling) *What do you think you are going to learn from this text?* (how to make a digital story) Ask students to read the first part of the text and discuss in their groups how digital storytelling is similar to or different from other kinds of storytelling. Have students note down anything they have learned from the text in the third column of their KWL charts.

**2 Read and write the numbers to order the steps for how to make a digital story.**

In the same groups, have students read the steps and agree on the most logical order. To check, ask different groups to read the steps in the correct order. Remind students to note down anything they have learned from the text in the third column of their KWL charts.

**Close the day**

- Regroup students and have them share what they wrote in their KWL charts. Have students reflect on whether they learned everything they wrote in the second column (what they wanted to know). Tell students that there is still more information they are going to learn about digital storytelling and to keep their charts for the following class.

  Practice Book: Assign Activities 2 and 3 on page 74 as homework.



**Objectives of the day:**

1. Reflect on digital storytelling
2. Make notes to write a digital story.

**Materials:** students' KWL charts.

**Open the day**

- "Mandala" practice.
- Ask students to recall from the previous class the different types of devices that you can use to create a digital story. (computer, laptop, tablet, video camera, smartphone) Have students work in small groups and discuss what you can do with each of the devices and what they know how to do. Tell them that they can look back at the text on page 96 for help. Invite volunteers to share their ideas with the rest of the class.

**Open the book!****International Certification: Reading**

In some gap-fill activities in international exams, the texts are factual, and words are provided in a multiple-choice style with three options. This activity evaluates grammatical accuracy, since the options are all usually the same part of speech: nouns, verbs, adjectives, prepositions, etc. Tell students that it is useful to review words with similar meanings—such as *already* and *yet*—and the conjugations of regular and irregular verbs to help in this kind of activity.

**3 Read the rest of the article. Choose the right words and write them on the lines.** 

Remind students to make predictions and to read the whole text before selecting the correct responses. Then tell them to reread the text slowly, reading all three options before selecting the correct option each time. Ask students to work individually. When they have finished, invite volunteers to read the text sentence by sentence to check answers. Note how many students got each item right and which items large numbers of students got wrong. Plan a review of these grammatical areas.

 **Critical Thinking****How else can people tell stories?**

Tell students that storytelling is a social and cultural activity; it exists in every culture and it involves groups of people. Storytelling began even before writing existed and is an ancient practice. Then direct students' attention to the pink box and ask them to read the question. As this might be difficult for some students to answer, you may want to reflect on it as a class, or you can have students get into small groups and discuss.

**4 Choose one of the suggestions in Powerful Projects! In your notebook, write notes on what your digital story will be about.**

Have students work in groups. Ask each group to go back to the suggestions in the text in Activity 3 and choose one of them to create a digital story. Students should write notes on what their digital story will be about, following the questions and ideas in the grey boxes. Have students decide who will do which part of the production based on the devices they have at home and what they know how to do.



● **Share your ideas with a classmate.**

Have students regroup with students from different groups. Have students share their plans for their productions with their new group members.

**Close the day**

- Have students get out their KWL charts and complete the third column. Invite volunteers to share with the class what they have learned about digital storytelling. Invite the class to work on their digital storytelling projects for homework.

  Practice Book: Assign Activity 1 on page 74 as homework.

- 3 Read the rest of the article. Choose the right words and write them on the lines.  

## Powerful Projects!

So, you can see that digital storytelling is easy to do, but what can your story be [0] about? Here are two suggestions:

1. Share a big idea! [1] Tell a story about a small moment in your life that has affected you in a big way. For example, have you [2] been kind to a family member or friend? Or has someone [3] ever helped you? Identify your big idea and make notes about the details. Then bring it to life! You can use video, narration, titles and music [4] to tell a great story. No moment is too small or not important enough!
2. Act like you're doing a real report! What is big [5] news in your community today? Have you [6] already seen a story that interested you? First, learn about your story by finding answers to [7] questions with *where, when, who, what* and *why*. Then [8] make a video! You can tell the story as a news reporter, interview your classmates or simply have a narration. The [9] choice is yours!

Have you tried digital storytelling [10] yet? What is stopping you? Combine your imagination with the latest technology and start telling stories in more creative ways!

- |            |         |                  |
|------------|---------|------------------|
| 0. for     | to      | <del>about</del> |
| 1. Give    | Tell    | Read             |
| 2. been    | be      | was              |
| 3. never   | since   | ever             |
| 4. for     | as      | to               |
| 5. news    | stories | books            |
| 6. yet     | already | for              |
| 7. stories | ideas   | questions        |
| 8. do      | make    | show             |
| 9. choice  | choose  | chose            |
| 10. since  | yet     | for              |



How else can people tell stories?

- 4 Choose one of the suggestions in *Powerful Projects!* In your notebook, write notes on what your digital story will be about.

Where and when?

Who?

What happens?

Images I can use.

- Share your ideas with a classmate.



Being Curious

1 Read the article and circle your answers.



## Are You Curious?

*When you read or listen to a story, do you want to find out more about the people, places and events in it? This is an example of curiosity. Curiosity is an important skill that helps you develop a deeper interest in the world. Let's find out if you are curious. Read the questions and circle the answers that are closest to what you do.*

1. What do you do when you read a long story or book?

- a. You ask questions like "What happens next?" as you read.
- b. You finish the story quickly so you can read another book.
- c. You think "I can't believe I haven't finished this yet. It's too long!" and stop reading.

2. How do you react when someone tells you a story?

- a. You ask for more information about people and events ("How?" "Why?").
- b. You listen quietly, but don't ask questions.
- c. You don't listen and forget what the story is about.

3. You are changing TV channels to watch your favourite cartoons and you see an interesting show. What do you do?

- a. You watch the new show and watch your cartoons later.
- b. You watch some of the show and then watch your cartoons.
- c. You skip the show and watch your cartoons.

4. Do you try to find out more about topics that interest you?

- a. Yes. You always look for more information on the internet or at the library.
- b. Sometimes, when you don't have homework.
- c. No. You've already heard the story once and that is enough.



**Answers:** a = 3 points, b = 2 points, c = 1 point  
 10-12 points: Excellent! You are very curious! 7-9 points: Good, but you can show more interest.  
 4-6 points: Oh, dear. Are you still reading this?

• Add up your points and share your results with a classmate.

2 Write a reason why it is important to be curious.

---

### Objectives of the day:

1. Take a quiz about curiosity.
2. Reflect on the importance of being curious in life.

### Open the day

- "Mandala" practice.
- Write the word *Citizenship* on the board. Form groups and have students write as many questions as they can about citizenship. Then ask students to read each question and improve it. Finally, ask students to choose their two best questions to share with the class.

### Open the book!

## Being Curious

### Open Day Tip / Curiosity

*Curiosity* is the interest and desire you show to know and learn more about other things. When our curiosity is satisfied our brains release chemicals that generate pleasure. Some people even consider it a drive, like hunger and thirst. Being curious helps us to maintain attention and enhance learning by allowing us to explore our world and create new possibilities. One strategy to help develop students' curiosity is called the Question Formulation Technique (QFT), which involves asking questions, improving your questions and selecting the best questions. For more information about QFT visit this website:

<https://rightquestion.org/what-is-the-qft/>

### 1 Read the article and circle your answers.

Have students read the titles on the page and ask what it means to be *curious* and how this might be related to citizenship. Accept any answers they give and ask questions to help students explain their ideas better. Ask students to read the article individually and to answer the questions about themselves. Tell them that these kinds of articles are called *quizzes* and that there is no correct answer, only what is true for them.

- **Add up your points and share your results with a classmate.**

Ask students to calculate their results using the upside down key below the quiz. Have students reflect on their results and whether

they agree with them or not. Ask students to share their results and reflections in pairs. Invite students to come up with a list of reasons why it is important to be curious. They can use the questions in the quiz as a place to start: *It helps you maintain interest in what you are reading.*

### 2 Write a reason why it is important to be curious.

Group two pairs and have them compare their lists of important reasons for being curious. Then ask groups to discuss and choose the best reason. Ask each group to present its reason to the class and write each reason on the board. Finally, as a class, invite students to discuss and rate the reasons by order of importance, number 1 being the most important reason.

### Close the day

- Explain to the class that we are not all curious about the same things, which might be why some students got low scores on the quiz. In groups, have students create a new question for the quiz related to an area of their interest and to include three possible answers to their question. Have each group present its questions to the class and have the class answer each question with a show of hands for the option of their choice. Have each student reflect on how they can become more curious.



Ask students to recall the name of the text for Topic 3. (*Nessie and Bigfoot: Fact or Fiction?*) Invite volunteers to describe each creature: *What does Nessie look like?* Have students open the Reader to page 21. Play Track R3 and have students follow along. Ask questions and invite students to give their opinions about the information in the text: *I think it is interesting, but I don't believe the creatures exist.* Have students work in pairs. Tell students to use their curiosity to write two questions about each creature. Then have each pair discuss their questions with another pair.



Practice Book: Assign Activities 1, 2 and 3 on page 75 as homework.



## Objectives of the day:

1. Analyse the elements of a story.
2. Create and present a storyboard.

**Materials:** Practice Book; strips of paper.

## Open the day

- “Mandala” practice.
- **Play *Guess the Title*:**

Form an even number of small teams. Have each team choose a story or film that most students know. Then ask them to answer the five question words that every story must answer without including the characters' names: *There is a boy who is a magician*. Elicit the questions from the class if necessary and write them on the board as prompts: *Who...? When...? Where...? What happened...? How...?* Explain the rules of the game: One team asks questions about the other team's story or film and tries to guess its title and the other team responds. Teams get a point for each question they have to ask before guessing the title of the story or film. The team with the fewest points wins. If time allows, students can swap groups and continue to play.

## Open the book!

## Explore

- **Look at the example storyboard and answer the questions.**

Have students look at the storyboard and say what it is. (a series of drawings or pictures that show the changes of scenes and actions for a film, TV show, etc.) In groups, ask students to look at the illustrations and the text and make a list of the elements they can see in the storyboard. (illustrations, text below each picture, music, text on screen) Then ask them to read the story and discuss the questions. Tell students that there is no title to this storyboard and ask them to agree on a good title for the story. Invite groups to share their titles with the class.

## Produce

- **Create a storyboard. Go to Practice Book page 107 to complete the template.** 

Have students continue to work in the same groups. Ask students to plan a storyboard for a story of their choice. They can do it about one of the stories from the game at the beginning of the class or they can invent a new story. The important thing is that they answer the five question words about it. Read the steps on page 99 and ask students to detach page 107 in their Practice Books. Make sure students understand the task: *What do you have to do first? And second? And third? And last?* Have students create their own storyboard for the story their groups chose. Tell students that the drawings should be simple and give them enough time to colour their illustrations.

## Present

- **Present your storyboard to the class.**

Give students time to rehearse their presentations and then establish the order in which they are going to present. If there is not enough time for each student to present in front of the class, you can form new groups with students from different groups and each student can present their storyboard. On separate strips of paper, have students write down one thing that they liked about each storyboard, one aspect that the person could improve and the student's name. Students will give their feedback strips in the following activity.







## Close the day

- Have students give their feedback strips to the corresponding students. Ask students to read their feedback strips and reflect on what they did well and what they can improve. Then tell students to evaluate themselves and how they felt about their storyboard presentations: their illustrations, texts and presentation techniques. Ask them to choose one thing that they are going to work on for the future. Invite some volunteers to share their areas of improvement with the class.


## Explore

- Look at the example storyboard and answer the questions.

- Does the text match the pictures?
- Is the story easy to follow? Why or why not?
- How could you tell this story digitally? What effects can you use?

		
Scene 1 One day, we were on a field trip in a forest.	Scene 2 Then Harriet fell over. Music: Dramatic music	Scene 3 She hurt her knee. Music: Sad music
		
Scene 4 Mr. Davies called the emergency services.	Scene 5 A helicopter arrived! Music: Dramatic music	Scene 6 They took her to the hospital. Everything was fine. Music: Happy music. Title: The End.

## Produce

- Create a storyboard. Go to Practice Book page 107 to complete the template. 

- Use the storyboard template.
- Write the script.
- Make drawings to illustrate the story.
- Add notes for effects, such as music and titles.

## Present

- Present your storyboard to the class.



Can you identify types of stories and ways to read or listen to them?



1 Read the clues and complete the crossword.

Across

1. drawings in a comic or film
4. a small computer with a touch screen
6. a piece of fiction with events that need to be investigated
7. a system including a TV, video player and speakers
8. a digital book for a computer

Down

2. an exciting or dangerous experience
3. to move a file from one device to another
5. another word for a "funny story"



Can you narrate past events?



2 Write the numbers to complete the sentences.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. David was sleeping...</li> <li>2. The children were talking in the hall...</li> <li>3. Harry was watching the news...</li> <li>4. The eagles' tree was already burning...</li> </ol> | <ol style="list-style-type: none"> <li><u>2</u> when the bell rang for their first class.</li> <li><u>3</u> when his Mum suddenly changed the channel.</li> <li><u>1</u> when the fire engine noises woke him up.</li> <li><u>4</u> when the forest rescuers arrived.</li> </ol> |
|--|--|

**Objective of the day:**

1. Self-Assessment of Topic 3.

**Materials:** *Genre* and *Device* Flashcards.

**Open the day**

- "Mandala" practice.
- Shuffle and display on the board the *Genre* and *Device* Flashcards. Divide the class into two teams. Have one volunteer from each team come to the front. Tell them to look at the flashcards and remember where they are. Then have them turn around and face the class. Remove one flashcard from the board. Ask the students to turn around and say which flashcard is missing. The first student to name it wins a point for his or her team. Continue until all students have had a chance to play. You can mix up the cards periodically to make the game more challenging.

**Open the book!**

Remind students that the purpose of these activities is to help them assess their own progress, so they should do them individually (unless stated otherwise). After each activity has been corrected, they should tick the corresponding smiley face. Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let them know that this is also a good moment to ask you for help or to clear up any questions.

**Can you identify types of stories and ways to read or listen to them?****1 Read the clues and complete the crossword.**

Have students read the crossword clues and complete the puzzle. Then ask students to check their answers in pairs. Display the word side of the flashcards so students can check their spelling.

**Can you narrate past events?****2 Write the numbers to complete the sentences.**

Remind students that when we want to talk about an action in the past that interrupts another activity in progress, we use the past simple and the past continuous tenses. You may want to draw a timeline on the board and narrate a sequence of events for students to tick on the timeline. Then have students read the sentence halves and match them by writing the corresponding number to complete the sentences. To check, have volunteers read the complete sentences and tick them on the timeline.

**Close the day**

- Have students create a word search in their notebooks with ten vocabulary words from Units 5 and 6. You might want to display the flashcards from both units to help students remember the words, or they can look back through the units. Make sure they know what a word search is and how it looks: words in a grid surrounded by other letters. Tell students to check their spelling carefully. When they have finished, ask them to switch notebooks with classmates and solve the word searches.

**PB** Practice Book: Assign Activities 1 and 2 on page 76 as homework.



## Objective of the day:

1. Self-Assessment of Topic 3.

### Open the day

- "Mandala" practice.

After finishing the practice, ask students to review their notes and share with a classmate whether the practice gradually changed the way they felt about it or not. Invite volunteers to share their conclusions with the class.

- Give students one minute and have them write as many adjectives as they can. Then ask students to work in groups and organise all of their adjectives by topic. Next, elicit from the class the topics each group has and write them across the top of the board as titles. Ask a volunteer from each group to come up and write their adjectives under the correct topics. Leave the adjectives on the board for further reference.

### Open the book!

## Can you say how things make you feel?

### 3 Say how each picture makes you feel.

In pairs, have students look at the pictures and say how each picture makes them feel. Invite volunteers to share their feelings with the class and see how many students share the same feelings: *These pictures make me feel happy. Does this picture make anyone else feel happy?*

## Can you use *too* and *enough* to express degree?

### 4 Rewrite the sentences with *too* or *enough* to mean the same thing.

Have students complete the sentences individually. Then draw students' attention to the fact that the adjectives in each sentence are opposites. Ask students to look for opposite adjectives on the board and to select four pairs. Then tell students to write sentences using these adjectives, *too* and *enough*. Have students check their sentences in pairs.

## Can you talk about things that have and haven't happened?

### 5 Tick (✓) the activities you have done today.

Have students read the list of activities and tick the ones they have done today.

- **Share your answers with a classmate.** 

Have students read the examples in the speech bubbles and share their answers in Activity 5 with a classmate. Invite some pairs to share their answers with the class.

Finally, remind students to visit the online platform for more practice at home.

## Home Connection

- **Watch a film in English and share opinions.** 

Ask students to brainstorm film genres and write them on the board. Then have them discuss whether they have ever seen a film in any of those genres in English. For those who have, ask them to share what the film was about with the rest of the class. Ask students to choose a film they would like to see at home with their families. Invite volunteers to share which film they would like to see and *why*: *I would like to see Star Wars because my parents like science fiction.*



Finally, remind students to visit the online platform for more practice at home.

### Reader

Ask students to recall what the text in their Readers is about. (two fantastic creatures) Have students open their Readers to page 21 and ask students to tell you what they remember about each creature. Play Track R3. Then, in groups, have students read the text aloud. When they have finished reading, ask them to talk about other fantastic or legendary creatures that they have heard about. Students can work together on activities related to the story on pages 78 and 79 of the Practice Book.

### Close the day

- Ask students to write about what they learned in this unit. Walk around monitoring, but do not ask them to share, so that they can be honest with their reflections and not feel self-conscious.

  Practice Book: Assign Activities 3, 4 and 5 on page 77 as homework.

Can you say how things make you feel?

3 Say how each picture makes you feel.

1 	2 	3 	4 	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>						

Can you use *too* and *enough* to express degree?

4 Rewrite the sentences with *too* or *enough* to mean the same thing.

- It's too cold. It isn't hot enough (hot).
- It's not big enough. It's too small (small).
- It's too expensive. It isn't cheap enough (cheap).
- It's not fast enough. It's too slow (slow).


Can you talk about things that have and haven't happened?


5 Tick (✓) the activities you have done today.

- |   |   |   |
|---|---|---|
| 1. listen to music <input type="checkbox"/> | 3. watch TV <input type="checkbox"/>    | 5. play a game <input type="checkbox"/> |
| 2. read a story <input type="checkbox"/>    | 4. do homework <input type="checkbox"/> | 6. eat lunch <input type="checkbox"/>   |

• Share your answers with a classmate. 

	
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Home Connection

• Watch a film in English and share opinions. 



 **Nessie and Bigfoot: Fact or Fiction?**  



# Topic 4

## Science and Nature

### Objectives of the day:

1. Introduce the main concepts of the topic.
2. Describe a location in the past.

**Materials:** small objects of different textures, such as a soft toy, a woolen glove, a plastic ball, etc. (5 per student), a box. Note: You can ask students to bring the objects from home. Each one should be labelled and you should keep them in the classroom for the duration of Unit 7.

### Open the day

#### "Mindful Touch"

Touch is a very important sense and is often used in mindfulness practice. Touching objects of different textures helps students concentrate and really stay in the "now" for several minutes. The practice calms them down and helps them focus. Before you begin, collect all of the objects and mix them up in a box. Have students close their eyes and breathe in and out while you put an object on each desk. Students touch the object for 30 seconds while they keep their eyes closed. Guide them through this practice, asking questions: *What could it be? Is it big or small? Do you like how it feels when you touch it with your hands? Touch your face with the object. Does it feel pleasant?* Then collect the objects and return them to the box. You may invite several volunteers to describe how they felt during the practice.

### Open the book!

Read the title of the topic and ask students where they usually learn about these topics. (at school in science class) Then write the two titles on different sides of the board: *Science* and *Nature*. Have students work in groups. Have students brainstorm as many words as they can relating to one of the topics. Create two mind maps on the board, one for each title. Invite groups to come up and write their ideas in the appropriate mind map.

## Unit 7 Amazing Science

### ● Look at the pictures and discuss the questions.

In their groups, have students look at and describe the pictures on pages 102 and 103. Ask students what relationship they might have to the two topics. Then have students discuss the questions. Suggest that students use the words in their mind maps to help them.



**Topic 4**  
**Science and Nature**

Condensation  
Evaporation  
Water Cycle  
Precipitation  
Collection

The Fisherman and the Kaha Bird

**Unit 7 Amazing Science**

- Look at the pictures and discuss the questions.
  1. Can you describe what's happening?
  2. Do you like science? Why or why not?
  3. What do you learn in your science classes?
- Discuss the topics related to each science. Then say why each one is important.

Biology   Physics  
Chemistry

102

Topic 4 Unit 7 Amazing Science

### ● Discuss the topics related to each science. Then say why each one is important.

Write the words *biology*, *physics* and *chemistry* on the board if they do not appear in the mind maps already. Elicit from students what types of science they are and ask them to give some examples. (biology—a science that deals with living things; physics—a science that deals with matter and energy; chemistry—a science that deals with the composition and properties of substances) Have students discuss the importance of each science. Invite groups to come up and add more words and ideas to the mind maps. Invite students to take note of any new vocabulary.



### Unit 8 A Changing World

Look at the pictures and discuss the questions.

1. What problems can you see in the pictures?
2. How can humans protect the environment?

Imagine your town 100 years ago. Describe what it looked like. You can ask a family member to help you or visit the library to find out.

Topic 4 Unit 8 A Changing World

103

## Unit 8 A Changing World

- **Look at the pictures and discuss the questions.**

In the same groups, have students look at the pictures on page 103 and answer Question 1 about each picture. Then have them discuss Question 2 and come up with a list of things people can do. Erase the mind maps on the board and divide the board into two columns titled *Problems* and *Solutions*. Invite volunteers to come up and write the problems they saw in the pictures and some of their solutions.

- **Imagine your town 100 years ago. Describe what it looked like. You can ask a family member to help you or visit the library to find out.**

Have students read the instructions. Invite volunteers to answer the questions. Then ask students to research more about their towns and bring the information to the next class. Tell them they can ask older family members, look online or visit a museum in their town.



Point to the Reader icon on page 102 and have a volunteer read the title of the story: *The Fisherman and the Kaha Bird*. Ask questions to help students make predictions based on the title: *What kind of story do you think it is? What kind of person do you think the fisherman is? Do you think the bird could be special in any way? How? Where and when do you think the story takes place? What do you think happens in the story?* Have students work in pairs, and note down their predictions about the story. Tell students to keep their predictions for when they read the story.

### Close the day

- Ask students to draw the bird from the story as they imagine it. Then have them open the Reader to page 29 and compare the illustrations with their drawings. Invite students to share their drawings with the rest of the class.

### Go to video "Saving the Flying Rivers." ▶ || ■

For unit 7, there is an accompanying video on the platform, called "Saving the Flying Rivers." The video talks about a natural phenomenon called "flying rivers" that occurs in the Amazon rainforest and about an organisation that is researching the importance of this phenomenon and trying to raise awareness about the importance of the Amazon rainforest for the world. Before students watch the video, invite them to come up with ideas on what *flying rivers* are. They can write down their ideas so that, later in the unit, they can confirm or correct them.







# Unit 7 Amazing Science


1 Read and write the number of the best title for each experiment.

1. Tornado in a Jar   2. Bicarbonate of Soda Volcano  
3. Instant Ice   4. Rubber Egg

## Amazing Science!

Do you know what happens during these experiments? Try our quiz!

- 2  1 Mix bicarbonate of soda with vinegar to make a volcano!  
Which gas does it produce?  
a) nitrogen      b) oxygen      **c) carbon dioxide**
- 1  2 Spin water around to create a tornado!  
What is this movement called?  
a) a hurricane      **b) a vortex**      c) a force
- 3  3 Take some very cold water and pour it onto an ice cube.  
What can happen?  
**a) a snap freeze**      b) a funny smell      c) an explosion
- 4  4 Put an egg into vinegar for seven days.  
What happens to the shell?  
a) It cracks.      b) It changes colour.      **c) It dissolves.**

• Circle the correct answers in the quiz. Then listen to check. 

2 Complete the lists with the words in the box.

jar    pour    gloves    bicarbonate of soda    lab    coat  
safety glasses    vinegar    bottle    mix

1. Containers for liquids: bottle, jar  
2. Ingredients: bicarbonate of soda, vinegar  
3. Actions with liquids: mix, pour  
4. Protective clothing: gloves, lab coat, safety glasses

# Unit 7 Amazing Science

## Objectives of the day:

1. Learn vocabulary related to science and a science lab.
2. Talk about science experiments.

**Materials:** Science Flashcards, Flashcard Activity 7A on page XIX.

## Open the day

- “Mindful Touch” practice.

Ask students to close their eyes, put their hands on their bellies and breathe in and out, feeling how their belly moves up and down. While they are breathing, put an object from the box on each desk. Do the “Mindful Touch” practice. You might want to remind students that the goal of this practice is to focus and calm down, and that they should not focus on guessing what the object is but on touching and feeling it.

- Flashcard Activity 7A.

## Open the book!

### 1 Read and write the number of the best title for each experiment.

Have students read the titles in the box and then take a look at the experiments (pictures, titles and each text). Ask them not to answer the quiz yet, but only to identify the correct title. Have students check their answers in pairs and say what helped them reach their decisions.

- Circle the correct answers in the quiz.

**Then listen to check.** 

Now tell students to do the quiz in the same pairs as in the previous activity. Make a list of difficult vocabulary words on the board and invite students to deduce their meanings from context. Tell students that they are going to hear someone explaining each experiment so that they can check their answers. Play Track 54 once or twice as necessary. Then check answers with the class. Finally, ask students to discuss in pairs which experiment they would like to try and why.

### 2 Complete the lists with the words in the box.

Tell students they are now going to sort the words in the box into categories. You might want to show students the flashcards again to check comprehension. Give them two or three minutes to complete the activity individually, and then ask them to compare their answers in pairs. Next, have students add a few words more to each category; some might come from the experiments on the page and others from the experiments they might have done in their science classes.

## Close the day

- Tell the class that we usually do experiments to prove something that we think is true. What we state as true is called a *hypothesis*. Ask students what they think the hypothesis for the first experiment is. (If you mix vinegar and bicarbonate of soda, it will produce carbon dioxide.) Invite students to work in groups and decide what each of the other experiments proved.

PB



Practice Book: Assign Activities 1 and 2 on page 80 as homework.



## Objectives of the day:

1. Learn some scientific facts.
2. Match texts with images.
3. Reflect on the presence of science in our everyday lives.

**Materials:** Science Flashcards, Flashcard Activity 7B on page XIX.

## Open the day

- "Mindful Touch" practice.
- Flashcard Activity 7B.

## Open the book!

### 3 Listen and complete the song.

Tell students that the text in the activity is a song. Ask them to read it first, as a regular text, with no music. Then have them read the words in the box. Ask: *How can you guess the answers before listening to the song?* (by looking for the rhyming words) Have students try to complete the song in pairs. Play Track 55 once and ask students to complete or check their answers. Check as a class by having students call out the words in order.

## Open Day Tip Rhyming Words

At this point, you may want to elicit from the class what a *rhyme* is and when you can often see it. (in poems and songs) Remind students that in English you may have words with the same sounds but different spellings. You can write the rhyming words from the song on the board: *gas/class, degrees/freeze, bright/light, around/ground, inside/outside*. Then have students look for other rhyming words in the song. (*hot/not, give/live*) Ask them to practise the rhyming words in pairs and to think of other words that rhyme with each pair.

- **Write the number of the verse that describes each picture.** 

Ask students to locate the verse number to the left of each verse. Then have them describe the pictures in pairs. Tell them to read only the verses that are numbered and to match each with a corresponding picture. Check by saying an

element of a picture and having a volunteer say the number of the corresponding verse. (glass with ice—1)

Finally, remind students to visit the online platform for more practice at home.

## My Space


- **Write one example of how science has changed your life. Choose one of the topics or another idea.**

Invite students to think about how science affects us every day. Brainstorm some ideas with the class and write them on the board. Ask each student to read the words in the box and to write an example of how science has changed his or her life regarding one of these concepts. (Free-time activities: I spend a long time chatting with friends on my smartphone.) Have students share their ideas in groups. Then ask volunteers from different groups to share with the class.

## Close the day

- Play Track 55 and have students sing along. Then assign different verses to each group and have them practise singing them. Then play the track again and have each group sing its verse.


  Practice Book: Assign Activity 3 on page 81 as homework.

3 Listen and complete the song. 

1. degrees    2. outside    3. light    4. class    5. ground

Science is liquids and solids and ice and gas.  
 What have you learned in your science **4**?  
 1 Water expands when it hits four **1**,  
 Then it turns into ice as it starts to freeze.  
 If it gets colder, there's more ice than water,  
 And more water than ice when it gets warmer.  
 2 A flame needs oxygen for it to burn bright.  
 Put it under a glass, and out goes the **3**,  
 But please watch your hands, that glass is hot.  
 You must wear these gloves, like it or not.  
 3 Earth is full of science, it's all around,  
 It's under our feet, in the soil, in the **5**.  
 Plants need the nutrients that soil can give,  
 Plus, there are animals that need it to live.  
 4 I know an experiment that always goes "pow!"  
 Don't you believe me? I'll tell you how.  
 Take a bottle of soda, then drop a mint inside,  
 And the gas will explode, so do it **2**!



● Write the number of the verse that describes each picture. 

My Space

● Write one example of how science has changed your life. Choose one of the topics or another idea.

- food    transportation  
 free-time activities



When warm, wet air meets cold air, the vapour **condenses**.

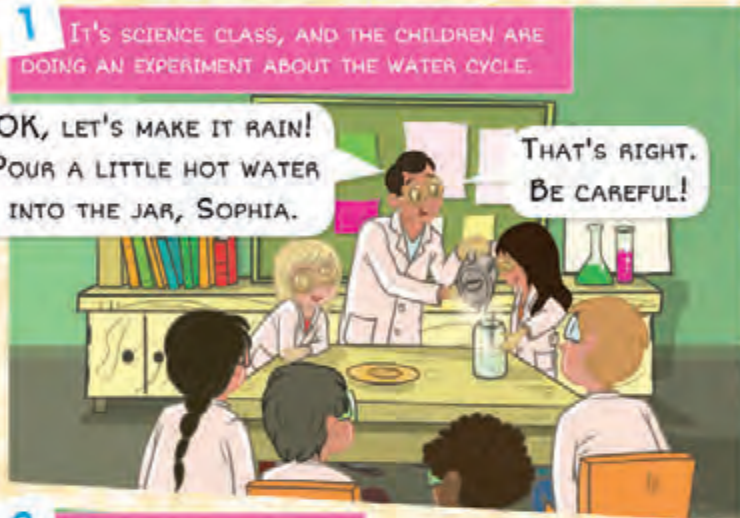
1 Listen and follow. 

## Good Buddies The Water Cycle

1 It's SCIENCE CLASS, AND THE CHILDREN ARE DOING AN EXPERIMENT ABOUT THE WATER CYCLE.

OK, LET'S MAKE IT RAIN!  
POUR A LITTLE HOT WATER  
INTO THE JAR, SOPHIA.

THAT'S RIGHT.  
BE CAREFUL!



2 NOW, EMMA, COVER THE JAR WITH THE PLATE.



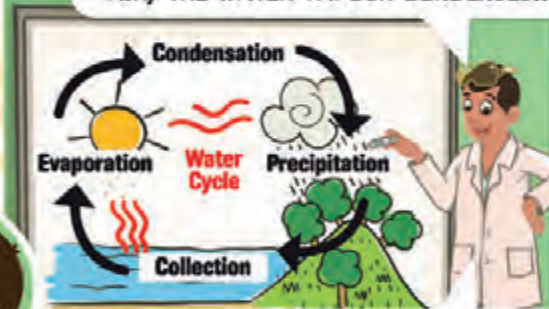
3 THREE MINUTES LATER...

NOW YOU HAVE TO PUT A FEW  
ICE CUBES ONTO THE PLATE.  
WAIT TO SEE WHAT HAPPENS...

THEN...



4 THAT'S RIGHT! JUST LIKE IN THE WATER CYCLE. WHEN WARM, WET AIR MEETS COLD AIR, THE WATER VAPOUR CONDENSES...



...AND WHEN VAPOUR CONDENSES,  
IT TURNS INTO PRECIPITATION!

• Read again and answer the questions.

1. What is the experiment about? The water cycle.
2. What protective clothing are the girls wearing? Lab coats, safety glasses and gloves.
3. How does rain or snow form? It forms when warm, wet air meets cold air.
4. Where does river water go? It goes to the ocean.
5. Why does the eagle want to go to the ocean? Because there are a few more fish there.

**Objectives of the day:**

1. Read and understand a comic strip.
2. Scan a text for specific information.

**Materials:** white paper, coloured markers or crayons.

**Open the day**

- "Mindful Touch" practice.
- **Play Hangman:**

Have students play *Hangman* in pairs using words related to science from pages 102–105 or from the *Science Flashcards*.

**Open the book!****1 Listen and follow.** 

Point out the title of the comic and the illustrations and ask students what they know about the water cycle from their science classes. Write their ideas on the board. Then play Track 56 and have students listen to the story in the comic strip and follow along in their books.

- **Read again and answer the questions.**

Ask students to read the questions. Then ask them to recall the name of the reading strategy related to looking for specific information in a text. (scanning) Ask them to scan the text for the specific information they need to answer the questions. To check, have students read one question and its answer. Ask the class what the experiment demonstrates. Tell them they can find the answer in the comic strip. (When wet, warm air meets cold air, the vapour condenses and when vapour condenses, it turns into precipitation.) Explain that this is the hypothesis. Finally, have students compare what they learned about the water cycle to the information they came up with at the beginning of the class.

**Open Day Tip Scanning**

You may want to observe the scanning activity and see which students are still having trouble mastering the skill. (They might take longer because they read the whole text.) You can recommend that these students practise this skill more at home. They can start with texts in their own language, and then move on to texts in English. This way they can focus on improving the reading skill regardless of the language.

**Close the day**

- Have students work in pairs. Ask them to draw a water cycle on a sheet of white paper. Tell them to write the hypotheses below. Display their water cycles around the classroom to create an exhibit.



**Objectives of the day:**

1. Learn to use the zero conditional to talk about scientific facts.
2. Describe the water cycle.

**Materials:** Poster 7, Poster Activities 7A and 7B on page XXVIII.

**Open the day**

- “Mindful Touch” practice.

Continue the practice in the same manner, giving each student two objects and 50 to 60 seconds to touch and feel them.

**Language Presentation**

You can choose to present the concept of the zero conditional using Poster Activity 7A.

**Open the book!**Open to Learn .....

Direct students' attention to the *Open to Learn* box on page 106. Read the sentence and ask students to identify the verb tense in each clause: *How many verbs can you see? What verb tense can you see in both verbs?* (present simple) Then have them identify the word that links the two clauses: *Which connector can you see at the beginning of the sentence?* (when) Tell students that we use the present simple to state facts. Explain that in this case the fact states cause and effect—one thing causes another thing to happen. You may give other examples for students to complete: *When you heat water, it evaporates/boils. When you put a piece of chocolate in the sun, it melts.* Then invite volunteers to come up with their own facts.

**2 Describe the water cycle to a classmate.**

Give students two minutes to review the water cycle described in the comic strip and note down the vocabulary they need to describe it. Then have them take turns describing the water cycle in pairs. They might use their pictures from the previous class as prompts.

**Play a Matching Game!**

First, have each student match the sentence parts, or clauses, to make complete sentences. Then, in pairs, ask students to take turns; one student reading the first part of a sentence and the other completing it. Then have them switch roles. Next, ask pairs to write the sentences in order to describe the water cycle. Finally, invite pairs to read their descriptions of the water cycle out loud. Students might not all start with the same sentence as they are describing a cycle.

**Go to video “Saving the Flying Rivers.”** ▶ || ◻

Now is a good time to work with this unit's video. We suggest you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the “Before Watching” section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the “While Watching” activities suggested in the Lesson Plan.

**Close the day**

- Poster Activity 7B.



 Practice Book: Assign Activities 5 and 6 on page 84 as homework.

5 ONE WEEK LATER, THE CLASS GOES ON A FIELD TRIP...

SO, WHERE IS MOST OF EARTH'S WATER?



6 My Language

AND WHAT HAPPENS WHEN THE SUN HEATS THE WATER ON TOP OF THE OCEAN?



7 A LOT OF WATER ENDS UP IN RIVERS LIKE THIS.



8 MOMENTS LATER...



2 Describe the water cycle to a classmate.

Play a Matching game!

When the sun heats the water on Earth's surface,...

If precipitation falls,...

the water evaporates!

it condenses!


When vapour condenses,...

it turns into precipitation!

If vapour rises and meets cold air,...

it collects in rivers and lakes!



3 Listen to the experiment and write the numbers of the steps in order. 







• Tick (✓) the correct definition of osmosis.

- When water passes through the cells' membranes.
- When celery leaves change colour.

• Read and circle the correct options. Then listen again to check.

Take (1) **a few** / **a little** sticks of celery. Then pour (2) **a few** / **a little** water into some jars. Next, add (3) **a few** / **a little** drops of food colouring to the water. Finally, put the celery sticks into the water and leave them there for 24 hours. What happens?

4 Write a few or a little to complete the steps of another osmosis experiment.

1.  Put a few jelly sweets into a bowl.
2.  Pour a little water over the sweets.
3.  Leave them there for a few days.
4.  What has happened?

• Retell one of the experiments on this page. Include the results. 

**Objectives of the day:**

1. Identify countable and uncountable nouns.
2. Learn when to use *a few* and *a little*.

**Materials:** Poster 7, Poster Activity 7C on page XXVIII.

**Open the day**

- “Mindful Touch” practice.
- Display Poster 8. Have students work in pairs and make a list of what they need for each experiment. (From top to bottom: 1. a bottle of soda, a test tube, mints, cardboard; 2. eggs, a pair of socks; 3. a glass of water, a sheet of paper, sunlight; 4. an empty bottle, boiling water, a balloon) Divide the board into two columns, *Countable* and *Uncountable*. Invite volunteers to come up and write the materials from the experiments in the correct columns. Remind students, if necessary, that only countable nouns have a plural form and that to specify how much of uncountable nouns you need, we use different quantifiers. Elicit from the class some quantifiers for uncountable nouns: *some, a little, a lot of, much, etc.*

**Open the book!**

Direct students' attention to the *Open to Learn* box. Have them read the sentences and ask them which is countable, *hot water* or *ice cubes*. (ice cubes) Have students use the quantifiers with other nouns to check their comprehension.

**3 Listen to the experiment and write the numbers of the steps in order.** 

Ask students to look at the picture and to predict what the experiment is going to try to prove. Tell them that they are going to hear someone explaining the experiment. Play Track 57 once or twice and have students number the steps in order. Then have them check the order in pairs.

**• Tick (✓) the correct definition of osmosis.**

Ask students to close their books. Write the word *osmosis* on the board and ask the class if they heard it in the recording. Brainstorm with the class what they think it means. Then in the same pairs, have them open their books and choose the correct definition. Ask students to list any ways in which the definition is different from the one the class came up with.

**• Read and circle the correct options. Then listen again to check.**

Ask students to read the text and the possible answers individually, and then to circle the correct options. Next, have students check their answers in pairs. Finally, play Track 57 again, and have students confirm their answers.

**4 Write *a few* or *a little* to complete the steps of another osmosis experiment.**

Tell students that we use both *a few* and *a little* to describe a small quantity. Elicit what the difference between them is. (We use *a few* with countable nouns, and we use *a little* with uncountable nouns.) Ask students to complete the activity individually. Check by having volunteers read one sentence each.



**• Retell one of the experiments on this page. Include the results.** 

Ask students to work in pairs and to choose one of the experiments on this page to retell. Give pairs a few minutes to rehearse. Remind the class that they must include the materials and the results.

Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Poster Activity 7C.

  Practice Book: Assign Activity 2 on page 82 and Activities 3 and 4 on page 83 as homework.



## Objectives of the day:

1. Practise listening for specific information.
2. Describe objects in a science lab.
3. Reflect on safety in a science lab.

**Materials:** coloured pencils or markers.

## Open the day

- "Mindful Touch" practice.
- **Play I Spy:**

Identify something in the classroom (your desk) and describe it in the following manner: *I spy with my eye something big and grey*. Have students call out the names of objects until they guess the correct one. Have students play the game in pairs, taking turns describing and identifying things in the classroom.

## Open the book!

## Listening

### International Certification: Listening

As students already practised this type of activity in Unit 3, you might want to elicit from them what they have to do: listen to a dialogue, usually in 5 parts, locate and colour items and write something. Remind students that after each part of the listening there will be a 15-second pause when they should colour or write, and that they will hear the track two times.

### 1 Listen, colour and write. There is one example.

Give students about three minutes to look at the picture and identify what things they might have to colour and where they might have to write something. Then ask: *What do you think you will hear?* (someone describing an experiment). Next, play Track 58 once through without stopping. After listening to the track, have students compare their drawings and check the spelling of the word they had to write. Finally, ask the class: *How many objects did you have to colour?* (five different things, counting the two gloves as one) Ask volunteers to describe the objects they coloured. Then have them tell you the word they wrote and write it on the board so they can check their spelling.

## Speaking

### 1 Look at the picture. Point and describe.

Invite two volunteers to read the sample sentences and ask the class to point to the objects described. In the same pairs as in the previous activity, have one student describe something in the picture and the other point to what it is. Tell pairs to write five questions about the picture. Then have two pairs work together, and take turns asking and answering their questions.

### ● Ask and answer.

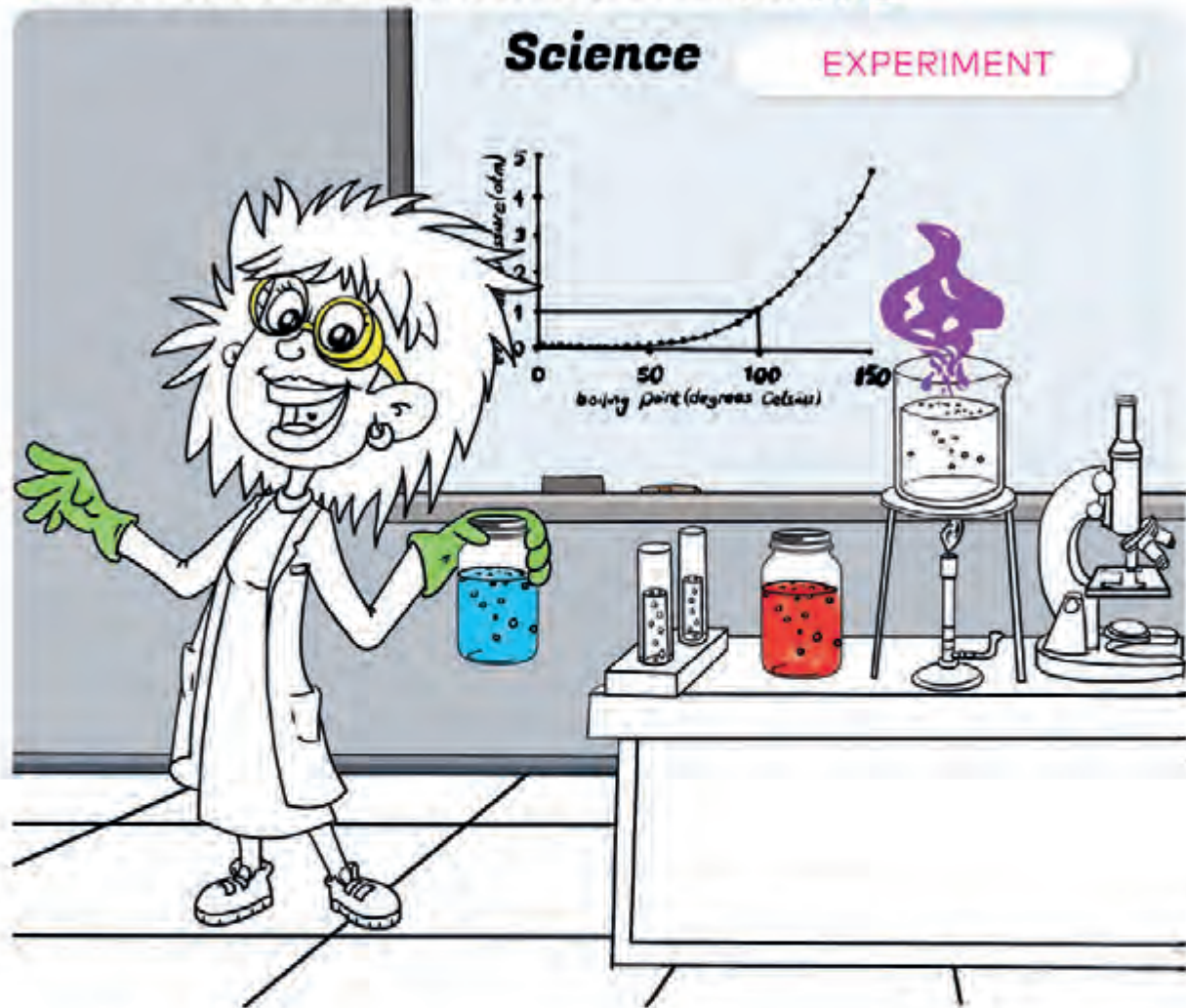
Have students get into groups of three and discuss the questions. Then ask students to write a list of safety recommendations for science experiments. Invite groups to read their lists out loud. Have students bring their lists to the following class.

## Close the day

- Have students divide a piece of paper into two columns, *Countable* and *Uncountable*. Ask students to classify everything they can see in Activity 1 into the two columns. Tell them to include what the scientist is wearing. Then have students write a short description of the picture. Invite pairs to share their descriptions with the class.

## Listening

1 Listen, colour and write. There is one example.



**Science**

EXPERIMENT

## Speaking

1 Look at the picture. Point and describe.

On the table, there is a jar of red liquid.

The scientist is holding some blue liquid in her left hand.

• Ask and answer.

1. Why is the scientist wearing glasses?
2. What other protective clothing is she wearing?
3. What can you do to stay safe when doing experiments?



**1 Tick (✓) the good ways to make a decision.**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Ask for your friends' opinion. | <input checked="" type="checkbox"/> Think about the possible results. |
| <input type="checkbox"/> Panic.                                    | <input type="checkbox"/> Make a guess.                                |
| <input type="checkbox"/> Do what you want.                         | <input checked="" type="checkbox"/> Take advice from an adult.        |
| <input checked="" type="checkbox"/> Think about other options.     | <input checked="" type="checkbox"/> Do what you feel is right.        |

**2 Look at the pictures and number the steps in order.**

## The Mindful Jar

1



2

2 Add a spoon of glue and a spoon of glitter.4 Watch the jar for a few minutes.3 Put the lid onto the jar and shake it.1 Pour water into a jar.

- Read and write each number on the correct picture.

- If you are stressed or mad, it is difficult to make decisions. Your mind is like glitter in a jar that you have shaken. You cannot think clearly.
- If you let the glitter calm down for a few minutes, the water clears. Your mind works like this. When you keep calm for a little while, you make good decisions again.

- Read the statements in Activity 1 again. Discuss which ones relate to the first picture and which ones relate to the second picture.

**3 Think about a difficult decision you made and say how you felt.**

**Objectives of the day:**

1. Reflect on the importance of making good decisions.
2. Identify different ways of reacting to stress.
3. Describe your feelings about a difficult situation.

**Materials:** students' lists of safety recommendations for science experiments.

**Open the day**

- "Mindful Touch" practice.
- Have students work in the same groups, using their lists of safety recommendations for science experiments. Ask: *What can happen if we don't follow the recommendations?* Ask students to go through their lists and to write at least one possible consequence for not following each recommendation. Invite groups to share their consequences and finally ask: *Why is it important to make good decisions?*

**Open the book!****Making Good Decisions** **1 Tick (✓) the good ways to make a decision.**

Invite volunteers to share moments in their lives when they have to make decisions. Listen to their ideas. Then say: *Close your eyes and imagine you have to make a really difficult decision.* Students should then read the ways to make decisions and tick the good ways to make a decision. Then have students share and discuss their answers in groups. Tell students to say why they did not choose the other options. Finally, volunteers share their group's ideas with the class.

**2 Look at the pictures and number the steps in order.**

Invite students to read the title of the practice and look at the pictures. Encourage them to discuss in pairs what they think the purpose of this practice is. Do not ask them to share at this point. Then students should read and number the steps in order. To check, have volunteers read the steps in order.

**• Read and write each number on the correct picture.**

Tell students to read the two paragraphs and match each with the corresponding picture. In their groups, have students discuss whether they still think the purpose of the practice is what they suggested in the previous discussion or if it has changed. Finally, ask: *What are the benefits of staying calm before making decisions?* Accept all ideas.

**• Read the statements in Activity 1 again. Discuss which ones relate to the first picture and which ones relate to the second picture.**

In the same groups, have students sort the statements in Activity 1. Divide the board into two columns titled *Jar 1* and *Jar 2*. Invite a volunteer from each group to come up and write the statements in the correct columns.

**3 Think about a difficult decision you made and say how you felt.**

Invite students to recall the decisions that they thought about in Activity 1. Have them write down how having to make those decisions made them feel. They should be able to say whether they reacted more like *Jar 1* or *Jar 2*. Have students share their notes in their groups, and then discuss whether the suggestions in Activity 1 would have been helpful. Invite volunteers from different groups to report back to the class.

**Close the day**

- Have students recall individually the different ways they have learned to keep calm when they get stressed or mad. They can list all of the mindfulness activities they have practised in class throughout the school year. Then have them number the activities according to which ones they think are most useful to them, with number 1 being the most useful. Invite students to compare their lists in pairs.



## Objectives of the day:

1. Review the diphthong /eɪ/.
2. Classify words with the diphthong /eɪ/ according to their spelling.
3. Learn and practise tongue twisters.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- “Mindful Touch” practice.

Continue the practice in the same manner, now giving each student three objects and more time to touch and feel them.

## Open Day Tip Spelling

Have students reflect on the spelling of words in English. Ask: *Is it difficult or easy? What are the main problems? What are the best ways to learn how to spell in English?* Encourage ideas, such as the fact that letters can have different sounds depending on the combination of letters, that sometimes even the same combination of letters is pronounced differently, etc. You might want to write this example on the board: *read* (present tense) and *read* (past tense). Explain that learning to spell in English takes time and constant practice. It might be a good idea to tell students that when they listen to stories in their Reader online, they should enable the option in which each word they listen to is highlighted. This will help them visualise the spelling of the word at the same time as they hear how it is pronounced.

## Open the book!

### 1 Read and listen to the words. Circle the

/eɪ/ sound.  59

Explain that in English, some letters are pronounced as vowels or diphthongs. Write *cat* and *cake* on the board and have students pronounce them. Then have them decide which word is pronounced as a diphthong (*cake*) /keɪk/. Like many sounds in English, the diphthong /eɪ/ can have many different spellings. Ask students to read the words in their books first and look at the pictures. Then play Track 59 for students to circle

the /eɪ/ sounds. Check by inviting volunteers to read the words and say the letters they circled.

### • Categorise the words.

Point out the headings in the chart and explain that they represent the different spellings of the diphthong /eɪ/. Have students say each word and put it into the correct column. Ask students to check their answers in pairs.

### • In your notebook, write more words with the same sounds in each category.

Ask students to think of more words with the /eɪ/sound. Suggest that they think of words that rhyme with the words in the charts. Tell them to first say the words, and then later look at the spelling. Next, have students classify their words according to their spelling. Encourage students to use dictionaries, if they have them, to check their spelling.

### 2 Complete the tongue twister. Then listen to check your answers. 60

Ask students to recall what a *tongue twister* is. Have students complete the tongue twister using the words from the previous activity. To check, play Track 60 once or twice.

### • Label the pictures with the activities from the tongue twister.

Have students describe the pictures in pairs. Then ask them to label the pictures using the activities from the tongue twister. To check, say the numbers and have students call out the activities.

### • Practise the tongue twister.


Read the tongue twister out loud slowly once and have students repeat. Then read it again more quickly and ask students to repeat. Ask students to practise saying the tongue twister in pairs quickly.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

### • Play *The Tongue Twister Game*:

Have students play the game with the tongue twister on this page. The rules can be found on page T93.

1 Read and listen to the words.  
Circle the /ei/ sound. 



reign



rain



wait



weight



weigh



way



eight



ate



plain



plane

• Categorise the words.

a	ai	ay	ei
ate plane	rain wait plain	way	reign weight weigh eight

• In your notebook, write more words with the same sounds in each category.

2 Complete the tongue twister. Then listen to check your answers. 

We we ighed the hay, ba ke d a ca ke,  
pla yed a ga me, and rode a tra in  
before it ra ined in Ma y.

• Label the pictures with the activities from the tongue twister.



We baked a cake.



We rode a train.



We weighed  
the hay.



We played  
a game.

• Practise the tongue twister.



## Reading

- 1 Look at the pictures and predict what they refer to. Then read and check your ideas.

## The Greatest Experiments of All Time

The basic rule of science is that if you have a theory, you need to test it. But how do we test our theories? By experimenting! The history of science is the history of experiments. The surprising thing is that many of these experiments were incredibly simple. Here are three of the best.

### 1 Galileo's Gravity Experiment

When you let a feather and a stone fall from the same height, which one hits the ground first? That's easy: the stone, of course! But why? The Ancient Greek scientist Aristotle argued that heavier objects fall faster simply because they weigh more.

In 1589, Galileo Galilei tested this idea. He stood at the top of the Leaning Tower of Pisa, in Italy, and let balls of different weights fall to the ground. He found out they hit the ground at the same time. This meant Aristotle's idea was wrong. So, what makes a feather fall more slowly?

It is not its weight. When a feather falls to the ground, air slows it down. When there is no air, feathers and stones drop at the same speed. Scientists on Apollo 15 proved this during a trip to the moon. They dropped a hammer and a feather to the ground. Can you guess what happened? That's right, the hammer and the feather fell at the same speed!



- 2 Read again and complete the chart.

	Galileo	Mendel	Pasteur
When	1589	mid-nineteenth century	1850s
Where (country)	Italy	Austria	France
Experiment	Letting balls of different weights fall.	Combine different types of peas.	Heat milk and then cool it down quickly.
Result	The balls hit the floor at the same time.	Noticed genetic characteristics in the peas.	The milk stayed fresh for longer.

**Objectives of the day:**

1. Practise the following reading strategies:
  - Prediction.
  - Scanning.
2. Complete a chart about famous experiments.

**Open the day**

- "Mindful Touch" practice.

**Open the book!****Reading****Reading Strategy****Prediction**

Write *prediction* on the board and elicit its meaning. (to anticipate what will happen) Explain to students that images, headings and titles can be very useful in predicting what the story might be about. It is important because when students make predictions, they envision what will happen by activating their previous knowledge.

**1 Look at the pictures and predict what they refer to. Then read and check your ideas.**

Ask students to read the title and headings of each paragraph and look at the images. Then have them work in pairs and predict what the text might be about. (three important historical experiments) If they have problems, guide them: *Who were Galileo and Mendel?* (scientists) *What does the picture represent?* (experiments) Next, students predict what each experiment was trying to prove. Brainstorm and write some of their predictions on the board. Then ask students to read the text individually. Go over the predictions on the board and ask which were correct and erase the ones that were not confirmed.

**Reading Strategy****Scanning**

Remind students that the best way to find specific information in a text is to use the scanning strategy. To scan a text, you need to read through the text quickly, looking only for keywords related to the information you are looking for. When looking for different pieces of information, it is important to scan the text for each piece of information separately. Once you locate the keywords, read the text around the keywords to make sure that you have found the correct information.

**2 Read again and complete the chart.**

Ask students to read the headings in the chart to identify what information they are looking for. Tell them that each time they scan the text, they need to look for one piece of information only. Explain that there are two ways to complete this chart: one is to find the information they need column by column and the other is to do it row by row. Ask: *Which way do you predict will be the fastest?* Tell the class that they are going to test their predictions. Ask one side of the class to look for the information by column and the other by row. Time how long it takes each side of the class to finish. Finally, check answers with the class and confirm their predictions about the fastest way to complete the chart.

**Close the day**

- Have students work in the same groups as in the *Open the day* activity. Ask groups to choose one of the discoveries from their lists and to think of an experiment to confirm that discovery. Have them write a list of materials, the procedure with simple illustrations and the results. Tell students that they are going to present their experiments in the next class.

  Practice Book: Assign Activity 1 on page 85 as homework.



## Objectives of the day:

1. Practise the following reading strategy:
  - Scanning for specific information.
2. Defend your ideas using evidence and facts.

**Materials:** students' experiments from the previous class.

## Open the day

- "Mindful Touch" practice.
- Have each group present their experiments from the previous class. Tell students to note down the purpose of each experiment as they watch each presentation. Finally, ask students to reflect on the importance of curiosity in relation to discoveries.

## Open the book!

### 3 Read and write **G** (Galileo), **M** (Mendel) or **P** (Pasteur).

Brainstorm with the class what they remember about the experiments in the texts. Students can use the chart they completed on page 112 to help them. Write the names of the scientists on the board. Then ask students to complete the activity by writing *G*, *M* or *P*. Finally, have them read the text to check their answers.

### 4 Rank the experiments from the most important to the least important. Give reasons for your answer.

Divide the class into an even number of small groups. Have groups discuss the impact of each experiment and the benefits humanity has got from them. Then ask them to rank the experiments in order of importance. Remind students that their opinions should always be based on facts or evidence, and that their list of benefits should provide this. Tell students to prepare to present their rankings with evidence to the class.

Finally, remind students to visit the online platform for more practice at home.

## Close the day

### Go to video "Saving the Flying Rivers."

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*

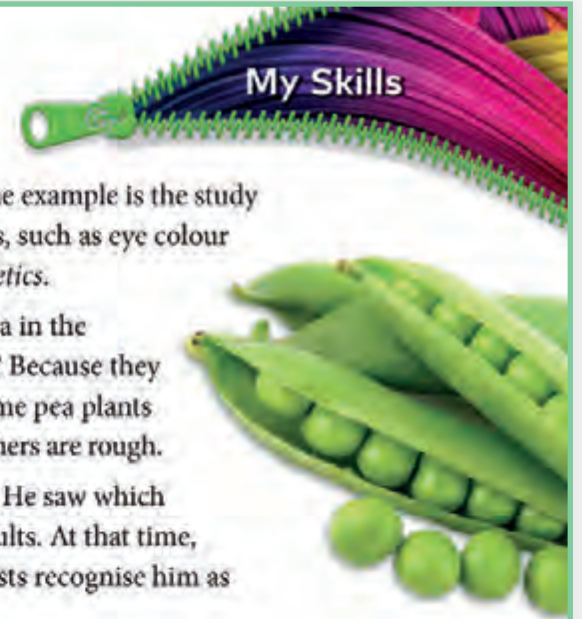
  Practice Book: Assign Activity 2 on page 85 as homework.

## 2 Mendel and His Pea Plants

Biology is another area of science that has changed the world. One example is the study of heredity. Heredity is when children have similar characteristics, such as eye colour or height, to their biological parents. In biology, this is called *genetics*.

Gregor Mendel performed the first genetic experiments in Austria in the mid-nineteenth century. He did this by studying peas. Why peas? Because they have many characteristics we can observe easily. For example, some pea plants are tall while others are short. And some peas are smooth while others are rough.

Mendel combined and grew different types of peas in his garden. He saw which peas had similar characteristics and carefully wrote down the results. At that time, many people did not agree with Mendel's work, but today, scientists recognise him as the father of genetics.



## 3 Keeping Milk Fresh

Louis Pasteur was a chemistry professor at the University of Strasbourg, in France. In the 1850s, Pasteur was studying why liquids such as milk did not stay fresh and made people sick.

Pasteur experimented by heating a little milk to a high temperature. He then cooled it down quickly before putting it into bottles. This process became known as *pasteurisation*. When milk is pasteurised, it stays fresh for longer.

Pasteurisation saved many lives. It stopped people from getting sick through eating or drinking bad food. For this reason, many scientists believe that it is one of the most important discoveries in chemistry. In fact, the food and drinks industry continues to pasteurise food today!



### 3 Read and write G (Galileo), M (Mendel) or P (Pasteur).

1. He didn't think weight made objects fall faster. G
2. He is the father of genetics. M
3. Astronauts tested his theory in space. G
4. His discovery saved many lives. P
5. He performed his experiments at home. M
6. His experiments involved heating and cooling liquids. P

### 4 Rank the experiments from the most important to the least important. Give reasons for your answer.



## Writing

## 1 Read and write the missing words. Write one word on each line. ✓ x

0. I had a great time on the field trip today. We went to the Science Museum.
1. We have to do a presentation next week on one of the exhibits.
2. I have decided to do a presentation on robots and future technology.
3. There was a whole floor about technology at the museum!
4. A lot of the exhibits were interactive, so I saw how robots work.
5. I'm interested in learning about robots because I think they are important for the future. It was fantastic to see the different things robots can do. Modern robots are able to do some complex things!
6. I am excited about this presentation! My friend Amy is working with me.
7. She is good at drawing, so she can be the illustrator. It will be fun!



## 2 Circle examples of so and because in Activity 1.

## • Complete the sentences with so and because.

- I am excited about my presentation because I'm working with Amy.
- There is a whole floor on technology, so I will see lots of exhibits.
- We are going to the Science Museum because we have to do a presentation about it.
- Technology has improved, so now robots can do more complex things.

**Objectives of the day:**

1. Practise the following writing strategy:
  - Using connectors *so* and *because*.
2. Complete a text with missing words.

**Open the day**

- "Mindful Touch" practice.

Continue the practice in the same manner as before, giving each student four objects and more time to touch and feel them.

**Open the book!****Writing****International Certification: Writing**

As students have already practised this type of activity, elicit from them the best way to do it. They should read the complete text to get the general idea of the text before filling in the gaps. Then they should complete the text using the correct forms of the words they know. Next, they should read the words in the incomplete sentence carefully, especially right around each gap, and try to figure out what is missing from the sentence, for example the subject or verb. Finally, they should complete the gap with the word that best fits the context. Remind students that they can only write one word in each gap and that it has to be spelled correctly as well.

**1 Read and write the missing words. Write one word on each line.** 

Have students read the instructions carefully. Then tell them to read the complete text. Once they have finished, ask: *Who do you think wrote the text? Why did he write it?* Ask students to notice that it is written in the first person. (I, we) Now have students complete the text. Give them enough time to finish and to check their work. Then ask students to compare their answers in pairs. Finally, invite volunteers to read the complete text out loud. Stop after each gap and ask the class if they agree. If students have different answers, ask them to defend their answers and agree on the correct one. Note down the grammar points that cause the most problems so as to be able to provide remedial work for these points at a later date.

**2 Circle examples of so and because in Activity 1.**



Have students circle the examples of *so* and *because* in the text. Ask them to read the sentences the words appear in and decide what the words do in the sentence. (They connect ideas or clauses.) Explain that these words connect ideas in the same sentence or even in separate sentences, and they tell you how the ideas relate to each other.

- **Complete the sentences with so and because.**

Ask and have students answer with information from the text: *How did the boy see how robots work?* (Because a lot of exhibits were interactive.) *Why is he interested in learning about robots?* (Because he thinks they are important for the future.) Explain that we use *so* to present a logical result of an action, and *because* to explain the reason that the action took place. Ask students to read the sentences and decide whether the second part of each sentence is a reason or a logical result of the first part. Then have them complete the sentences. Tell students they can ask *Why* questions to check. Check answers with the class and clear up any questions.

**Close the day**

- Have students work in the same groups as in the *Open the day* activity. Ask each group to choose an interesting field trip they've gone on. Tell them to write a report about the field trip that explains where they went and why it was a good place to go. You might provide a couple of examples on the board to help: *We went to the observatory because you can see the stars through an enormous telescope. We went to the animal park so we could see how animals live in a natural habitat.* Ask students to bring their field trip reports to the following class. Encourage them to illustrate their reports with photographs if they like.

  Practice Book: Assign Activities 1 and 3 on page 86 as homework.



## Objectives of the day:

1. Describe field trips.
2. Practise the following writing strategy:
  - Understanding points of view.
3. Write a diary entry.

**Materials:** students' field trip proposals.

## Open the day

- "Mindful Touch" practice.
- Have students get into their field trip groups from the previous class. Each group should present its field trip report to the class. Encourage them to use the connectors *so* and *because* when talking about reasons and results. Then have the class vote on the best field trip.

## Open the book!

### 3 Choose a good place for a field trip.

Have students look at the pictures and describe them in pairs. Find out whether students have been to similar places where they live. Then ask students to discuss in their pairs which place would be good for a field trip and why, and to choose one that interests them both. Invite some volunteers to share their ideas with the class.

- **Write notes about the place you chose.**

In the same pairs, tell students to imagine that they want to convince their classmates to choose the same field trip as they did. Ask them to write notes in the chart that will help them describe their field trip in more detail. Have each pair present its field trip to the class and then have the class vote on the best proposal.

## Writing Strategy

### Understanding Point of View

*Point of view* refers to the type of narrator a writer chooses to use in his or her text. It is important that students be able to identify the main points of view commonly used in texts, both to gain a better understanding of what they are reading and to be able to answer common questions on international certification tests. The most common points of view are the first person, the second person and the third person. The first person (for example, the diary entry on page 114) narrates the story from the point of view of the main character. It is easy to identify because of the use of *I* and *we*. In the second person point of view the writer speaks directly to you (for example the experiment on page 110) and tells you what to do using imperatives or *you*. Finally, the texts on pages 112 and 113 are examples of the third person point of view, where the writer is narrating events that occurred to others using *he/she/it...* and *they...*

- **Write a diary entry about your field trip.**

Tell students to imagine that they went on the field trip that they presented to the class. Have students read the instructions and the suggestions in their books. Then ask them to review their notes and to create a timeline with the important events of the day. Ask students to write a short diary entry like the one on page 114 about the field trip. Remind students that a diary is a book where you write daily about your personal experiences and that for this reason diary entries are always written in the first person.

## Close the day

- Ask students to exchange their diary entries in pairs. Have students read each others' work and make simple suggestions for how to improve it. Tell students to focus on the suggestions that were in their books. Have students return their classmates' work and take their own diary entries home to edit and create a clean copy to deliver in the following class.



Practice Book: Assign Activity 2 on page 86 as homework.

3 Choose a good place for a field trip.



1 science museum



2 national park



3 planetarium



4 SCIENCE science fair

- Write notes about the place you chose.

Field Trip  
(where and why)



Activities and Interests

Feelings



- Write a diary entry about your field trip.

1. Make sure the topic is clear.
2. Provide details about the topic.
3. Give reasons for your opinions.
4. Use your notes.






Listening

1 Listen and match. There is one example.  

Marie                      Olly                      Robert



William                      Richard                      Jane                      Andrea

2 Describe people in the picture. Play *Guess the Person*. 

**Objectives of the day:**

1. Practise the following listening strategy:
  - Listening for specific information.
2. Identify people from a description.
3. Describe people's appearance, actions and location.

**Open the day**

- "Mindful Touch" practice.
- **Play I Spy:**

Identify a person in the classroom and describe him or her in the following manner: *I spy with my eye someone wearing brown glasses.* Have students call out the names of classmates until they guess the correct one. If students are all wearing the same uniform, tell students to describe a distinguishing feature. Have students play the game in pairs, taking turns describing and identifying people in the classroom.

**Open the book!****Listening****International Certification: Listening**

In this exam-type activity, students listen to a dialogue between an adult and a child and draw lines from the names to the correct people in the picture. It is important students know that there is one extra name, and that some names in English can be used for both boys and girls. Tell students that they should not respond immediately when they hear a name mentioned because additional information might be given further along in the conversation. Remind students that they will hear the track twice.

**1 Listen and match. There is one example.**

Ask students to read the instructions and give them a minute or two extra to study the picture before the recording starts. Have students read the names and decide if they are for boys or girls. Then ask: *Can any names work for both girls and boys?* (Olly can be a nickname for Oliver and for Olivia.) Tell the class that they will hear the recording twice, then play Track 61. Walk around and see how students are working. Check answers by asking about the different

children in the picture: *Who is Marie?* (the girl with the flask/a purple scarf/near the river) Any description that is correct is acceptable. Finally, ask students how many names they were able to match and which answers they found the most difficult.

**2 Describe people in the picture. Play Guess the Person.** 

Divide the class into groups and each group into two teams. Explain the rules of the game. A student on one team describes a child from the picture and a student from the other team has to guess the child's name to win a point. Then that student describes another child for another student to name. They can describe the same child different times as long as they describe a different aspect of the child. Continue until each student has participated two or three times. Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- Tell students to imagine that they are one of the people in the picture and that they are showing the picture to a family member. In pairs, have students take turns asking and answering questions about the picture.



Have students open the Reader to page 29. Ask students to get out the predictions they made about this story at the beginning of the unit. Tell students that they are going to listen to the story and confirm their predictions. Play Track R4 and ask students to follow along in their books. Have students work in groups and discuss which of their predictions were confirmed. Then have students talk about what the fisherman needs and make new predictions about what the bird is going to bring him.



Practice Book: Assign Activity 1 on page 87 as homework.



## Objectives of the day:

1. Practise the following speaking strategy:
  - Describing pictures in detail.
2. Describe an experiment.

**Materials:** sheets of paper (1 per student), coloured pencils or markers; Practice Book (pages 89 and 90).

## Open the day

- "Mindful Touch" practice.
- Distribute paper and coloured pencils or markers. Tell students that you are going to describe a scene and they are going to draw it: *In the centre of the picture there is a tree. To the right of the tree there is a girl with long hair. She is wearing shorts and a T-shirt. To the left of the tree there is a boy. He has (got) short hair. He is taller than the girl. In front of the tree there is a dog. The sun is in the top right corner.* Give students five minutes to colour their pictures. Then have students compare their pictures in pairs, and notice what is the same and what is different.

## Open the book!

## Speaking

### International Certification: Listening

In this exam-type activity, students listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture. It is important students know that there is one extra name, and that some names in English can be used for both boys and girls. Tell students that they should not respond immediately when they hear a name mentioned because additional information might be given further along in the conversation. Remind students that they will hear the track twice.

### 1 Look at the pictures. Find six differences.

Have students look at the pictures and find the differences individually. Then have students work in pairs and share the differences they found using the examples in the speech bubbles as a model. Finally, ask one student in each pair to describe Picture 1 and the other student to describe Picture 2. Model the activity adapting the example sentences in the speech bubbles: *In my picture, there are two eggs*

*in two glasses. One of them is floating.* Invite a volunteer to respond. Have students continue until they have described all of the differences.

### • Read and number the steps of the experiment in order.

Have students read the experiment steps first and then number them in order individually. To check, ask them to compare answers in pairs and justify why they think their order is correct.



### • Describe the egg experiment to a classmate by answering the questions.

Tell students there is a very specific way to write an experiment. Ask students to look at the experiment on page 110 and notice how the steps are different. Ask: *Which steps are easier to understand? Why?* Help students deduce that the steps on this page are not written as instructions, they only describe what happens. In pairs, have students answer the questions about the experiment and write the steps with instructions.


## Close the day

### Time to Practise

You have finished the first part of Topic 4, "Science and Nature." It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 89. Remind students that this type of activity usually has factual texts and that, before they read the text, they should make predictions about it based on the title, the headings and the pictures. Then tell students to read the whole text before starting to fill in the gaps. Remind students that this activity evaluates grammatical accuracy, so they should carefully choose the best option and copy it correctly on the lines. Next, have students turn to page 90. Tell students that they are going to hear five dialogues and that they should tick the picture that best answers each question. Remind them to read the questions quickly and look at the different options before the recording starts. Then play the track and have students complete the task. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

  Practice Book: Assign Activities 1 and 2 on page 88 as homework.

## Speaking

1 Look at the pictures. Find six differences. 



In Picture 1, there are two eggs in two glasses. One of them is floating.



In Picture 2, the eggs aren't floating. Both are at the bottom of the glasses.

- Read and number the steps of the experiment in order.

- 3 When there is a layer of salt water, the egg cannot break this layer.
- 4 If the egg cannot break the layer, it floats to the top of the water.
- 1 If you add salt to water, the salt molecules absorb the water.
- 2 When salt molecules absorb water, they fill up and create a layer of salt water.

- Describe the egg experiment to a classmate by answering the questions.

1. What do you need?
2. What are the steps of the experiment?
3. What is the result?



# Unit 8 A Changing World

1 Read the text on this page and label the pictures with the words in orange.

## Habitat Destruction



A habitat is the natural home or environment of a plant or animal. Sometimes humans destroy these habitats.

A major cause of habitat destruction is **deforestation**. This is when humans cut down trees for agriculture. Another cause is **pollution** from factories and homes. This can affect water and land that plants and animals need.

A final cause is **climate change**.

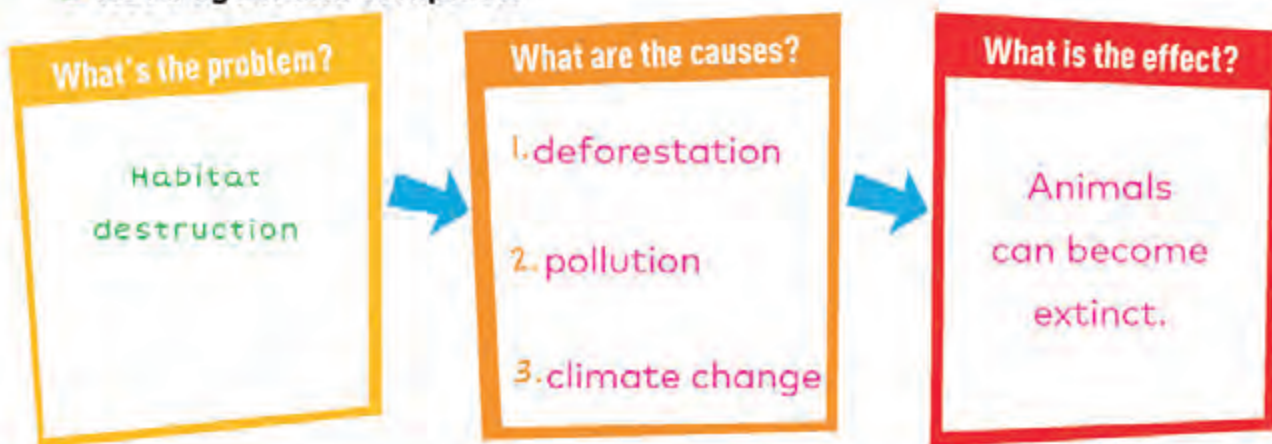
Extreme weather, such as storms and floods, can also destroy habitats.



One result of habitat destruction is that animals can become extinct. Many animals can be in danger, so let's help protect their habitats before they disappear.



2 Read again and complete.



# Unit 8 A Changing World

## Objectives of the day:

1. Introduce the topic of nature.
2. Describe the causes and effects of habitat destruction.

**Materials:** *Habitat* and *Wildlife* Flashcards, Flashcard Activity 8A on page XIX.

## Open the day

### "Mindful Walking"

Tell students that movement is an excellent way to achieve concentration and meditation, and that in this practice they will do it by walking. Depending on how much space you have, you can do this practice in the classroom or go out onto the playground. Regardless of where you take them, you should first plan the route. In the classroom, this could be up some rows and down others, zigzagging through the room, and then returning to the first row to start again. On the playground, you can lead the students on the route you have established and have them follow. Students should do this in a single file. Tell them to walk slowly, at the same pace as the students ahead of them, without bumping into the classmate in front of them or stepping on the backs of their shoes. Ask students to concentrate as they walk and to focus on their thoughts and feelings. Tell them to notice what is around them as they walk. As the days pass, you might want to increase the walking time by a few seconds at a time, and vary the routes.

- Flashcard Activity 8A.

## Open the book!

### Open Day Tip KWL Chart

KWL charts are a great way to get students to reflect on their prior knowledge and to spark their curiosity about a new topic. It is important that students refer back to the chart as they do different activities related to the topic and that they reflect, once they have completed the activities, on what they have learned. This will allow students to take ownership of their learning process and will make their learning more meaningful and long-lasting.

## 1 Read the text on this page and label the pictures with the words in orange.

Have students read the title of the text and look at the pictures. Ask: *What do you think habitat destruction refers to? Where do you think you can learn more about this topic?* (in a science book, on the Internet, in an encyclopedia, etc.) Draw a KWL chart on the board with the titles: *What I Know, What I Want to Know and What I Want to Learn*. Ask students to copy the chart into their notebooks and complete the first two columns individually with the information about habitat destruction. Then have students skim the text and label the pictures. Invite students to check their answers in pairs.

## 2 Read again and complete.

Have a volunteer read each question in the headings of the flow chart out loud. Ask students to read the text and complete the information. Check answers with the class. Have students work in groups and make a list of other short- and long- term effects of habitat destruction. Encourage them to consider their own communities, countries and the world. Invite groups to share their lists with the class. Students should keep their lists for further use.

## Close the day

- Have students stay in the same groups. Ask them to complete the third column in their KWL charts individually with anything new that they have learned. Then have groups share what they wrote in their charts. Explain to the class that sometimes when you learn something new, you want to learn more about it. Remind students that that is what it means to be curious. Tell them that throughout the unit they will be able to add more things to the second and third columns of their charts. Some of the things they want to learn might be included in the unit and others they can research online.



Practice Book: Assign Activities 1 and 2 on page 91 as homework.



## Objectives of the day:

1. Review vocabulary related to habitats and climate change.
2. Practise listening for specific information.
3. Reflect on habitat protection.

**Materials:** students' lists of the effects of habitat destruction (from previous class); *Habitat Destruction* Flashcards, Flashcard Activity 8B on page XIX.

## Open the day

- "Mindful Walking" practice.
- Flashcard Activity 8B.

## Open the book!

### 3 Listen to the interviews and circle the correct options.

Have students look at the title and pictures. Ask: *What do you think the children are talking about?* Ask students to skim the text so they have a general idea of what specific information they should listen for. Read the options aloud and check for understanding of each word. Play Track 62 once or twice and have students circle the correct options. Check with the class by having volunteers read one sentence each.

### • Read the actions and circle who takes each one, N (Noah) or C (Chloe).

Ask students to read the actions and choose the correct option for each, Noah or Chloe. To check, have them compare answers in pairs. You might want to ask pairs to write one or two more actions that Noah or Chloe do. Then check as a class.

Finally, remind students to visit the online platform for more practice at home.

## My Space

### • Make a list of three things you can do to help protect habitats.



Ask students to think about the types of habitat destruction that affect the places where they live. Then have them list the things they can do personally to help protect their habitat. Remind them to think about the problems their communities are facing.

### • Share your ideas with your classmates.

Have students work in groups. Ask them to share their lists of actions with their classmates and to say why these actions would be important for their community. Then have them decide on the three most important actions presented in their groups.

## Close the day

- Have students stay in the same groups as in the previous activity. Invite each group to present its three most important actions to the class. Tell students to note down the different actions and what part of our natural habitat they will help. Finally, as a class, choose three actions that the whole class can do. Remember to take into account what is possible for them to do. Have students try out these actions for a couple of weeks and then report back to class.

  Practice Book: Assign Activity 3 on page 92 as homework.

3 Listen to the interviews and circle the correct options.

# What Can You Do?

The best way to (1) protect / attract animals from becoming extinct is to take care of their habitats. Animals in the wild need safe places to find food and (2) raise / help their young.

I help clean the beach in the town where I live. We especially (3) search / find for plastic. I'm (4) mad / worried about the sea turtles because sometimes they eat plastic and this makes them sick.

Noah



I'm (5) lucky / happy because I have a big garden at home. I want to make it a safe place for birds and (6) butterflies / beetles. We have lots of different plants and flowers that (7) attract / protect insects for the birds. Plus, bees and butterflies also drink the flowers' nectar.

Chloe



## Protect Habitats Today!

● Read the actions and circle who takes each one, N (Noah) or C (Chloe).

1. Makes his or her home wildlife friendly. N  C
2. Volunteers to clean animals' habitats.  N C

**My Space**

● Make a list of three things you can do to help protect habitats.

● Share your ideas with your classmates.



But we aren't endangered, are we?  
That's good news, isn't it?

1 Listen and follow. 

**Good Buddies** In and Out of Danger

1 AROUND 200 YEARS AGO, THERE USED TO BE 100,000 OF US ACROSS NORTH AMERICA.



BUT IN THE 1960s, WE NEARLY BECAME EXTINCT!

2 EAGLES USED TO LIVE IN THE VALLEY, BUT PEOPLE CAME TO CUT DOWN THE TREES AND DESTROYED OUR ANCESTORS' HOMES.



3 THERE WERE OTHER PROBLEMS. PEOPLE HUNTED US BECAUSE WE SOMETIMES ATE THEIR CHICKENS.



WE DIDN'T USE TO EAT CHICKENS BEFORE PEOPLE ARRIVED. WE PREFERRED FISH!

4 THEN THINGS GOT WORSE. IN THE 1940s, FARMERS STARTED USING PESTICIDES ON THEIR CROPS.



THOSE PESTICIDES GOT INTO RIVERS AND POISONED THE WATER AND FISH.

2 Read again and complete the chart.

Cause	Effect
1. People cut down trees.	Eagles' habitat is destroyed.
2. Farmers use pesticides.	The pesticides poison the water and the fish.
3. Eagles eat farmers' chickens.	People hunt the eagles.

- Discuss what problems you think the Philippine Eagle has.

**Objectives of the day:**

1. Read and understand a comic strip.
2. Identify causes and effects.

**Materials:** white paper (1 sheet per group), coloured pencils or markers.

**Open the day**

- "Mindful Walking" practice.
- **Play Hangman:**

Have students play *Hangman* using words related to nature.

**Open the book!****1 Listen and follow.** 

Write the title of the comic strip on the board and elicit its meaning. Then invite students to look at the pictures and predict what the story will be about. Ask: *Who do you think is in danger? Why?* Students can discuss the question in pairs or you can have an open discussion. Finally, play Track 63 and tell students to listen and follow along in their books.

**2 Read again and complete the chart.**

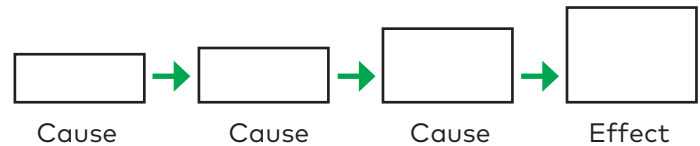
Point to the chart and ask a volunteer to read both headings aloud. Elicit examples of cause and effect. You may help them by giving a cause and asking for possible effects: *You don't study for an exam.* (You fail the exam. You don't get a good mark., etc.) Once the concept is clear, ask students to read the three causes and try to remember what the effect of each cause was as described in the story. Then they should read the comic strip again, identify each effect and complete the chart. Tell the class that many times the cause is also the effect of some other problem. Ask: *Why do people cut down trees?* (to use the land for planting; to use the wood for building) Have each pair ask and answer *Why...?* about the other two causes in the chart. Then have pairs share their ideas with the class.

- **Discuss what problems you think the Philippine Eagle has.**

Have students work in the same pairs. Invite them to talk about current climate problems that they have heard about. Then ask what they know about the Philippine Eagle. If they have trouble, tell them that this is a species endemic to four islands of the Philippines in Asia. Ask pairs to brainstorm why the Philippine Eagle might be endangered. They can create a chart similar to the one in Activity 2. Finally, have pairs share their ideas with the class. For students who would like to research the species, invite them to visit this site: <http://www.edgeofexistence.org/species/philippine-eagle/>

**Close the day**

- Draw this flow chart on the board and elicit what it shows. (causes that lead to a certain effect)



Group pairs from the previous activity and let them copy the flow chart onto a sheet of white paper. (They should make the boxes big enough to write in.) Then each group chooses one of the effects in Activity 2 and writes it in the *Effect* box of their flow chart. Make sure that at least one group chooses each of the effects. Invite groups to brainstorm first and then write three causes for the effect they chose. (ex: Causes: 1. People are cold. 2. They need to burn wood to keep warm. 3. They cut down trees. Effect: Eagles' habitat is destroyed.) Then have each group illustrate their ideas. Tell students to bring their pictures to the following class, so they can present their flowcharts and describe the causes.



## Objective of the day:

1. Learn to use tag questions to confirm information.

**Materials:** students' flow charts (from previous class); Poster 8, Poster Activity 8A on page XXIX.

### Open the day

- "Mindful Walking" practice.

### Open the book!

#### Open to Learn .....

Direct students' attention to the *Open to Learn* box on page 120. Read the sentences out loud, emphasising the intonation. Have students repeat after you. Then have students find who is saying each sentence in the comic strip. (the female and male eagles) Point to the question at the end of each sentence and elicit its purpose. (confirmation of information) Then write the sentences on the board. Have a volunteer come up and underline the information that is being confirmed. Then circle the auxiliary verb and draw a line to the verb. Ask students how the verbs are different. (When the main verb is negative, the auxiliary verb is affirmative, and visa versa.)

### 3 Read again and write the numbers to complete the sentences.

Ask students to read the sentences and choose the correct endings. Then have them look for the confirmation of the information in the story. (This is very good news. No, we are not endangered.) To check, ask them to compare answers in pairs.



### 4 Complete with tag questions. Then ask a classmate these questions.

Have students complete the sentences using the correct tag questions. If your students still have difficulties, remind them to identify the verb and decide whether it is affirmative or negative. The tag has to be the opposite. Explain that for action verbs we use the auxiliaries (the same verbs that we use to form the negative and the question forms) to form tag questions. Then write a couple of more statements from the comic strip on the board. Have volunteers come up, underline the verb and the tense (present, past, etc.) and write the tag questions in the correct verb tense: *Sometimes humans*

*destroy habitats, (don't they)? Eagles nearly became extinct, (didn't they)? There were other problems, (weren't there)?* Elicit from the class what happens when the tense changes. (The tag question changes accordingly.) Next, ask students to write five tag questions about the comic strip, individually or in pairs. Have each pair group with another pair and take turns asking and answering their questions.

### Close the day

- Poster Activity 8A.
- Have students work in groups. Assign each group one of the flow charts they prepared in the previous class. Ask students to think of solutions to stop the habitat destruction described in the flow chart. Then have each group present its solutions to the class.

  Practice Book: Assign Activities 5 and 6 on page 95 as homework.

**5** SO, WHEN OUR ANCESTORS ATE THE FISH, THEY BECAME SICK. THE PESTICIDES ALSO MADE THEIR EGGSHELLS WEAK, SO THE CHICKS DIDN'T HATCH.



SOON THERE WERE ONLY A FEW SURVIVORS. SO, THE GOVERNMENT DECIDED TO CHANGE THE LAWS.

**7** THEY PROTECTED SOME OF OUR NATURAL HABITATS, STOPPED PEOPLE FROM HUNTING US AND BANNED PESTICIDES. OUR POPULATION STILL ISN'T AS BIG AS 200 YEARS AGO...



BUT WE AREN'T ENDANGERED, ARE WE?

NO. THAT'S GOOD NEWS, ISN'T IT?

**8** WE ARE OK, BUT OTHER SPECIES NOW HAVE THE SAME PROBLEMS. FOR EXAMPLE, OUR COUSIN, THE PHILIPPINE EAGLE, IS CRITICALLY ENDANGERED.



WILL YOU PROTECT THEM, TOO?

**3** Read again and write the numbers to complete the sentences.


1. That's good news,... 2 are we?
2. We aren't endangered,... 1 isn't it?

**4** Complete with tag questions. Then ask a classmate these questions.

1. The Philippine Eagle is endangered, isn't it ?
2. Bald Eagles are protected, aren't they? ?



The roads **didn't use to** be so busy.  
The river wasn't as clean as it is now.

5 Listen to Harry and his grandpa talking about Newridge. Write P (Past) and N (Now). 



• Listen again and circle the correct options. 

1. There **used** / **didn't use** to be a shopping centre.
2. Harry's grandpa **used** / **didn't use** to ride his bike.
3. It **used** / **didn't use** to be dangerous to swim in the river.
4. Harry's grandpa **used** / **didn't use** to have a mobile phone.

 Play Find the Differences!

Past



There used to be a clean river.

Now



The river wasn't as dirty as it is now.

**Objectives of the day:**

1. Describe past situations with *used to* and *didn't use to*.
2. Make comparisons using *as... as*.

**Materials:** white paper (1 sheet per student), coloured pencils or markers; Poster 8, Poster Activity 8B on page XXIX.

**Open the day**

- "Mindful Walking" practice.
- Make tag questions about your town and have volunteers confirm: *There is a shopping centre in our town, isn't there? It isn't crowded here, is it? Our town has a restaurant, doesn't it? The parks are pretty, aren't they?* Form pairs and have students continue making similar tag questions. Encourage them to use different verb forms. Invite some pairs to share their work with the class.

**Open the book!****Open to Learn** .....

Direct students' attention to the *Open to Learn* box on page 122. Read the first sentence and ask: *Are the roads busy now?* (Yes, they are.) Explain that the sentence means that it was different in the past. Point out the phrase in bold and say that this is a phrase that helps us describe how things were in the past but now are different. Ask students to find similar examples in the comic strip on pages 120 and 121.

### 5 Listen to Harry and his grandpa talking about Newridge. Write *P* (Past) and *N* (Now).

Ask students to look at the pictures in pairs and decide which pictures they think represent the past and which the present. Have volunteers describe the pictures of the past. Next, tell the class they are going to listen to a child and his grandpa talking about their city and how it has changed. Play Track 64 and ask students to write *P* or *N*. To check, ask students to compare answers in pairs.

- Listen again and circle the correct options. 

Ask students to read the sentences and circle the options they think are correct. Play Track 64

again once and have students check their answers. Finally, ask volunteers to read their sentences aloud to check.

Finally, remind students to visit the online platform for more practice at home.

**Open to Learn** .....

Direct students' attention to the *Open to Learn* box on page 122 again. Read the second sentence and ask: *Is the river cleaner now?* (Yes, it is.) Write the sentence on the board and circle the *as... as* structure. Invite three students to the front, two the same height and one taller. Make statements comparing the children and have students say whether they are true or false: *Juan is as tall as Pedro.* (They are the same height.) *Pedro isn't as tall as Mario.* (Mario is taller.) *Mario isn't as short as Juan.* (Juan is shorter.)

**Play Find the Differences!** 

Invite volunteers to read the sentences in the speech bubbles. Then ask students to work in pairs. First, have each student describe one of the pictures: *There used to be birds.* Then have them look at both pictures and take turns comparing specific aspects of the pictures. *The buildings weren't as tall as they are now.* Explain that in both activities, they are describing differences. Invite pairs to share their differences with another pair.

**Reader**  

Ask students to recall who the story in their Readers is about. (a fisherman and a bird) Elicit from the class what has happened in the story so far. Have students open their Readers to page 29. Play Track R4 till the end of page 33, and have students follow along. Ask students to reread pages 32 and 33 and think about what the Kaha bird does for the fisherman. Have students work in pairs and answer the following questions: *How did the bird help the fisherman? What was the fisherman's life like before he met the bird? What was it like after he met the bird? What do you think the fisherman should do and why? What do you think he's going to do?* Then invite pairs to share their ideas with the class.

**Close the day**

- Poster Activity 8B

  Practice Book: Assign Activities 1 and 2 on page 93 and Activities 3 and 4 on page 94 as homework.



## Objectives of the day:

1. Recognise different spellings of the sounds /ɔɪ/ (oi) (oy) and /aʊ/ (ou) (ow).
2. Practise saying rhymes and tongue twisters.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- "Mindful Walking" practice.
- **Play I Spy:**

Tell the class that you are now going to play a different version of *I Spy* where they have to focus on rhyming words. Say: *I spy with my eye something that rhymes with toe.* (window) Other common examples might be: toy—boy, hen—pen, floor—door, hall—wall. Next, have students play in pairs for a few minutes and then invite pairs to come up and write their rhyming word pairs on the board. Finally, ask volunteers to come up and correct their classmates' spelling.

## Open the book!

### 1 Listen and repeat the sounds and words.



Have students look at the pictures and describe them in pairs. Write any new words they ask you about on the board as a reference for all students. Play Track 65 and ask students to listen and repeat. Then ask students to work in pairs and say the words out loud to each other. Invite them to think of other words with the same sounds.

## Open Day Tip Spelling

You might want to remind students that in English the same sound can be written and spelled in different ways. Help them notice the spelling of the two different sounds in Activity 1. Ask students to think about the spelling of other words that have the same sounds, and write them on the board, underlining how they are spelled.

### 2 Listen to the rhyme and underline the words with the sounds from Activity 1.



Ask students to read the rhyme quietly. Then play Track 66 and have them underline the words with the sounds from Activity 1. You may play the rhyme again in case students are struggling to separate spelling and pronunciation. Check by asking students to call out the words, and write them on the board. Finally, read the words on the board with students to check pronunciation.

### • Listen again and practise the rhyme.

Tell students they are going to learn the rhyme. Play it again, pausing after every two lines, so they can hear the rhyme scheme and repeat the lines. Then play the track through and have students join in. Next, have students practise the rhyme in pairs. Finally, invite volunteers to recite the rhyme in front of the class.

### • Categorise the words you underlined.

Ask students to classify the words they underlined in the rhyme by sound and spelling. Then have them add three or four words more to each list. To check, have them compare answers in pairs.

### 3 Make and practise tongue twisters using the words in the boxes.



Have students work in groups. Have each group create two tongue twisters, one for each sound, using the words in the tables. Remind them that tongue twisters might only be one sentence long, but that they have to express a complete idea, and that the same sounds have to be repeated over and over again. Walk around and check that each group's tongue twisters make sense and are spelled correctly. Collect all of the tongue twisters for the Close the day activity.

Finally, remind students to visit the online platform for more practice at home.

## Close the day


- Have students work in pairs. Give each pair a tongue twister that they did not write from the previous activity. Ask students to take turns practising their tongue twisters until they have memorised them and can say them quickly. Tell them they will be playing *The Tongue Twister Game* with this tongue twister the following class.

1 Listen and repeat the sounds and words. 

1. /ɔɪ/ (oi) and (oy): noisy boy

2. /aʊ/ (ou) and (ow): round owl



2 Listen to the rhyme and underline the words with the sounds from Activity 1. 

What's That Noise?

"What's that noise?" said the owl to the cow and the mouse.

"They're cutting down trees, including your house!"

"That's not allowed!" the owl shouted, "I'm very annoyed!"

I used to enjoy it here when I was a young boy.

There were thousands of trees and birds all around,

With flowers in the soil and plants in the ground.

Now people want to destroy them, they're cutting them down.

We don't have a choice—let's get out of town!"



- Listen again and practise the rhyme.
- Categorise the words you underlined.

(oi) and (oy)	(ou) and (ow)
noise	owl
annoyed	thousands
enjoy	cow
boy	around
soil	mouse
destroy	flowers
choice	down
	ground
	house
	now
	allowed
	out
	shouted
	town

3 Make and practise tongue twisters using the words in the boxes. 

boys	destroy	choices
toys	annoy	soil
voices	enjoy	noise

an owl	allows	flowers
a cow	shouts	thousands
a mouse	counts	towns



Reading and Writing

1 Read and discuss the questions.

- 1. Who or what is a habitat healer?
- 2. Would you like to join this group? Why or why not?

# Wildlife Magazine

## The Habitat Healers!

*Habitat Healers* is a new wildlife conservation project for kids. If you want to help protect animals in their natural habitats, *Habitat Healers* is for you! You can participate in surveys on local wildlife and help plan future conservation projects.

*Wildlife Magazine* spoke to Lily Hernández, a 10-year-old volunteer for the project.



2 Read the interview and choose the best answer to each question.

Write a letter for each answer. There is one example.  x

- 0. WM: How long have you been a member of *Habitat Healers*? Lily:  C
- 1. WM: How often do you volunteer? Lily:  E
- 2. WM: What's your favourite activity? Lily:  A
- 3. WM: What other activities do you do? Lily:  D
- 4. WM: Where are the endangered habitats? Lily:  F
- 5. WM: Why is *Habitat Healers* important? Lily:  B

- A. I really like planting trees. We plant native species.
- B. Because it protects the environment!
- C. ~~Only six months. I joined it last year with my dad.~~
- D. I sometimes help when there is a litter cleanup in the park.
- E. I try to come every Saturday. It's great! I used to just sit and watch TV.
- F. Everywhere! But especially in the forests where people cut down trees.



**Objectives of the day:**

1. Discuss ideas presented in a text.
2. Match questions with the correct responses.

**Materials:** blank paper or cardboard (3 per student).

**Open the day**

- "Mindful Walking" practice.
- **Play *The Tongue Twister Game*:**


Have students play the game with the tongue twisters they practised in the previous class. The rules can be found on page T93.

**Open the book!****Reading and Writing****1 Read and discuss the questions.**

Have students look at the title of the text and the pictures. Ask: *What do you think this text is about? Who do you think wrote it? Why?* Have volunteers share their ideas. Then invite students to read the text individually or read it aloud. Form pairs and have them read and discuss the questions. Finally, have volunteers say why it is important to volunteer in organisations that care about protecting the environment.

**International Certification: Reading and Writing**



As students have already done this type of exam activity before, on page 64 in Unit 4, you might want to have them tell you the best way to do this activity. (To read the complete dialogue and all of the options first.) You might want to mention that there is always one extra response and that the responses might not always be answers to questions. Tell them it might be helpful for them to identify the important information in each response and how it relates to each question.

**2 Read the interview and choose the best answer to each question. Write a letter for each answer. There is one example.** 

Ask students to read the instructions and the example. Have a volunteer read the question word aloud: *How long*. Elicit why Answer c is the correct answer. (Because it states a period of time.) Have students complete the activity following the example: identify the question word in each question and then read the complete answer to find which one answers this question. Have students check their answers in pairs and then check with the class.

**Close the day****Go to video "Bald Eagles."** 

This is the final moment to watch the video about this level's endangered species (the bald eagle). Invite students to watch the video alone or watch it as a class. Then they can do the "After Watching" online activities. Finally, students could propose a final project or a campaign they would like to organise for students from other years to learn more about bald eagles. This might be a good time for students to present their infographic projects.

  Practice Book: Assign Activities 1 and 2 on page 96 as homework.



## Objectives of the day:

1. Review vocabulary related to science and nature.
2. Ask questions to identify images.

**Materials:** *Habitat* and *Wildlife* Flashcards.

## Open the day

- "Mindful Walking" practice.
- **Play Sumo Stomp:**

Have students play *Sumo Stomp* with this unit's flashcards. For the rules see Flashcard Activity 6B on page XVIII.

## Open the book!

### International Certification: Reading and Writing

As students have already done this type of exam activity before, on page 65 in Unit 4, you might want to have them tell you the best way to do this activity. (Students should read all of the options provided before starting to match words.) You might also want to remind them that they must copy the options exactly as they appear, with articles, plurals, etc. and correct spelling.

### 3 Look and read. Choose the correct words and write them on the lines. There is one example.

Ask students to read the instructions carefully and ask if they have any questions. Then read all the options aloud and clear up any questions related to the vocabulary. Students do the activity individually, then check in pairs. Invite volunteers to read the correct answers. Tell students that they get half a point for choosing the correct answer and half a point for spelling it correctly. Find out which sentences caused the most problems for the most students and analyse each one on the board.



## Play Draw and Guess!

Ask students to read the title of the game, and explain the rules. One student draws a picture of something related to their town or natural habitat and the other student has to guess what it is. To demonstrate, have two students read the samples in the speech bubbles. Then give students a few minutes to play in pairs.

## Close the day

- Take the class for a walk around your school. Ask students to take a notebook with them and to note down any problems they see related to maintaining the school as a healthy habitat. Ask students to get into groups back in the classroom and compile their notes. Have students discuss and choose the three most important or urgent problem areas and say why. Then have groups share their observations with the class.



 Practice Book: Assign Activity 1 on page 97 as homework.

3 Look and read. Choose the correct words and write them on the lines. There is one example. ✓  
✗

a solid

a factory

a butterfly

soil

a pesticide

a hurricane

safety glasses

ice

vinegar

a habitat

a jar

a liquid

wildlife

0. When water freezes, it turns into this. ice
1. This is a building where things or products are made. a factory
2. This is the place or environment where a plant or animal naturally grows. a habitat
3. This is the material on the surface of Earth in which plants grow. soil
4. You wear these to protect your eyes when you do an experiment in science class. safety glasses
5. We can use this liquid to help preserve food, give flavour, clean things or do experiments. vinegar
6. This is a very big storm that can destroy things. a hurricane
7. This is something that is not a gas or a liquid. a solid
8. This is a kind of insect that has a long, thin body and very colourful wings. a butterfly
9. You use this as a container. It is usually made of glass or plastic. a jar
10. This is not a solid or a gas. a liquid

Play draw and guess!



Is it a jar?

No, it isn't!

Is it a hurricane?

Yes, that's right!





# CLIL History

1 Read and write the numbers of the correct headings in the boxes.

1. What animals lived in the last ice age?
2. What caused the ice ages?
3. What is an ice age?
4. What did the last ice age look like?
5. How did people use to live?
6. When was the last ice age?

## The End of the Ice Age



3 There have been a number of ice ages in Earth's history. They occur when Earth's temperature falls. When Earth gets colder, the ice on the polar caps expands. Thick ice sheets called *glaciers* start to grow. Eventually, they cover huge areas of land.



How do changes in the climate, such as the ice age and global warming, affect humans?

2 Read again and write notes about the last ice age.

The Last Ice Age	
Temperature	freezing climate, extremely cold
Environment	The ground was permanently frozen, and the ice was thousands of metres thick. It was difficult for plants to grow.
Animals	Many large animals used to walk on Earth. One example was the mammoth, which is now extinct.
Daily Life (people)	Men used to hunt. People ate meat and organs from the animals. Women and children cooked and made clothes from the skins. People made weapons and tools out of animal bones, and used animals' stomachs to carry water.

■ Say how things have changed since the last ice age.

**Objectives of the day:**

1. Skim and scan a text about the ice ages.
2. Reflect on how changes in the climate affect humans.

**Materials:** white paper, coloured pencils or markers.

**Open the day**

- "Mindful Walking" practice.
- Write *history* on the board and ask for a show of hands: *Who likes learning history?* Invite volunteers to say why it is important to know about history. Elicit statements, such as: *to understand the present, to avoid the same mistakes, etc.* Ask students to work in pairs and write the topics in history that they are interested in. Have some pairs share their ideas with the class.

**Open the book!****1 Read and write the numbers of the correct headings in the boxes.**

Have students read the title of the article and ask how much they know about the *Ice Age*. Encourage them to point to the picture of the animal and name it. (a mammoth) Maybe some students remember the film "Ice Age" and can share some ideas presented in that film. Then read the questions aloud and explain that each one is a heading that is missing from the text. In pairs, students skim each paragraph for the main idea and match the heading to it by writing the corresponding number in the box. Then have students read the text out loud and underline all the information they find new or interesting about the Ice Age.

**Lightbulb Critical Thinking****How do changes in the climate, such as the ice age and global warming, affect humans?**

Have students work in groups. First, ask them to list what happens in an ice age and think about how these things affected humans: *What could humans do and what couldn't they do during the ice age?* Then do the same with climate change and ask: *How might global warming affect humans?* Invite groups to share their ideas with the class.

**2 Read again and write notes about the last ice age.**



Ask volunteers to read the instructions and the categories. Ask: *Do you need to reread the whole text to look for this information? How else could you do it?* (by scanning for specific information) Time the activity to make it more challenging. Have students check their answers in pairs and then check them with the class.

**● Say how things have changed since the last ice age.**

Ask students to copy an empty chart, like the one in Activity 2, into their notebooks, and to title it *Nowadays*. Tell students to complete the chart individually about our world today. Then have students work in groups, and compare the information they each wrote in their tables. Next, ask them to discuss how things are different today and during the ice age. Encourage them to use the structures *used to* and *as... as*. Invite groups to share their reflections with the class.

**Close the day**

- Have students work in the same groups as in the previous activity. Tell each group to imagine that they live in the ice age, and that they all belong to the same tribe. Ask students to invent a name for their tribe and what it represents. Then ask them to write notes on what they wear and how they live. Finally, have them draw a picture of the members of their groups with the appropriate clothing and an image to represent the name of their tribes. Tell students to bring their pictures to the following class.

  Practice Book: Assign Activities 1 and 2 on page 98 as homework.



**Objectives of the day:**

1. Describe life in an ice age.
2. Draw and tell a cave-painting story.

**Materials:** students' drawings from the previous class; white paper (3 sheets per students), coloured pencils or markers; folders (1 per group).

**Open the day**

- "Mindful Walking" practice.
- Have students work in the same groups as in the Close the day activity from the previous class. Tell students to prepare a presentation about their tribes, including information about what they wear and how they live. Then have each group present its tribe to the class. Display pictures on a wall of the classroom.

**Open the book!****International Certification: Reading and Writing**

As students have already done this type of exam activity before, on page 65 of Unit 4, you might want to have them tell you the best way to do this activity. (Look at each picture carefully, notice when and where the story happens, who the characters are and what happens in the story.) Remind students to read the instructions so they understand what type of text they are expected to write, i.e. a story, a personal account or factual text, etc. They should also notice what the minimum number of words is as this will have to be respected when they take the real exam.

**3 Look at the three cave paintings. In your notebook, write about the person's day.**

**Write 20 or more words.** 

Ask: *Where did people draw pictures during the ice age? (on cave walls) What did they use to paint? (paint made from dirt or charcoal) What did they usually paint? (animals, tools, hunting scenes) Why do you think they drew pictures? (to tell stories or to record important events)* Then have students identify the characters in the story and come up with the list of words they might need to write their story. Elicit words and phrases, such as *hunter, bow and arrow, baby mammoth,*



*mother mammoth, shout,* etc. Then have students read the instructions to understand the task. Next, have students work in pairs to prepare a story map in their notebooks. It should answer the main questions: *Who? Where? When? What happened?* Finally, ask each student to use the pictures to write about the person's day. Remind them that it is important that they decide who is telling the story, the character herself or himself, or a narrator.

- **In your notebook, draw and tell your own cave-painting story.**

Have students work with their tribe groups. Tell them to think of an exciting event that might have happened to them and to complete a story map about the event. Make sure that each member of the group plays a role in the event. Then ask each student to draw three pictures on separate sheets of paper, telling the story from their point of view.

**Close the day**

- Have each group present its cave drawings and stories to the class. Tell students to take notes about each story. Invite students to ask questions about the setting, characters and events of each story. Collect each groups' pictures and store in separate folders for further use. For students to learn more about the Ice Age, you can recommend they visit this site at home: <https://www.coolaboo.com/earth-science/ice-age/>

  Practice Book: Assign Activities 3 and 4 on page 98 as homework.

**6** An ice age can last for millions of years. The last one started nearly two million years ago and ended around 10,000 years ago. Today, there are still glaciers from the last ice age high up in the mountains.

**4** During the last ice age, glaciers covered Canada, most of the United States and a lot of Europe. The ground was permanently frozen and the ice was thousands of metres thick. It was difficult for plants to grow in this environment. There didn't use to be many trees or flowers, but there were some types of bushes.

**1** Despite these extreme conditions, many large animals used to walk on Earth. One example was the mammoth, which is now extinct. We know about them because thousands of years ago, people used to paint pictures of these animals on cave walls. More recently, scientists have found remains of mammoths in the Arctic. They are in good condition and, in the future, it may be possible to use their DNA to clone them.

**5** Around 35,000 years ago, the ice age was also home to people. How did they survive the freezing climate? People used to live in groups called *tribes*. The men used to hunt for the rest of the tribe to have enough food. Everyone ate the meat and organs of the animals. Women and children prepared food and made clothes and blankets from the skins. The tribes also used to make weapons and tools out of animals' bones, and they even used animals' stomachs to carry water!

**2** Scientists aren't sure what caused the ice ages. One theory is that Earth's orbit around the sun changed. This meant some areas were not as warm as before. At the moment, the opposite is happening and glaciers are melting. When Earth gets warmer, lakes form and sea levels rise. This is called *global warming*, and it is bringing new dangers to habitats all around the world.


**3** Look at the three cave paintings. In your notebook, write about the person's day. Write 20 or more words.



• In your notebook, draw and tell your own cave-painting story.



Taking Care of Nature

- 1 Look at the pictures. Say how they are examples of taking care of nature.
  - Who takes each of these actions? Listen and write a letter in each box. There is one example. 



- 2 Make a five-point plan to take care of nature in your area.

Five-point Plan



### Objectives of the day:

1. Reflect on how taking care of nature makes you a better citizen.
2. Create a plan to take care of nature in your neighbourhood.

**Materials:** folders with students' cave drawings (from the previous class).

### Open the day



- "Mindful Walking" practice.
- Write *nature* vertically down the left-hand side of the board. Then invite volunteers to come to the board and write a word related to nature that begins with any of the letters that appear in the word *nature*. (n – nest, a – apple, t – trees, etc.). Encourage students to come with a definition of *nature*. (all the physical world not made by people)

### Open the book!

## Taking Care of Nature

### 1 Look at the pictures. Say how they are examples of taking care of nature.

Ask students to read the topic of this class and reflect on how taking good care of nature contributes to people being good citizens: *How does nature relate to your life?* Encourage them to talk about the plants in their house, their pets, the park near them, etc. Then brainstorm with the class what they do to take care of nature and note their actions on the board. Ask students to look at the pictures below the children and say why it is important to do each action. Elicit reasons why it is important to be a citizen who cares about nature.

- **Who takes each of these actions? Listen and write a letter in each box. There is one example.**  

Have students read the names of the children; then have them say a word or words that relate to each of the actions in the pictures. Play Track 67 and have students match the actions with the children by writing the appropriate letter in the box next to each child. Students check their answers in pairs. Assign the names of the children in the activity to different students and have each student talk about what he or she does to help take care of nature.

### 2 Make a five-point plan to take care of nature in your area.

Have students work in groups. Ask them to make a list of problems related to nature in their area. Draw a chart on the board with four columns: *Problem, Cause, Effect* and *Action*. Ask students to analyse the problems and complete the chart about five of them. They should make a five-point plan choosing the order in which they are going to solve the problems in their area.

### Critical Thinking

#### How can we use science to take care of nature?



Invite a volunteer to read the question out loud. Form groups and have students come up with ideas about how science can help us take care of nature. Students should brainstorm ideas they have talked about in science class or what they have read or seen on TV. Finally, they reflect on how they need science for each of their solutions in their five-point plans.

### Close the day

- Have each group present its five-point plan to the class. Tell students to take notes while they watch each group and note down any questions they might have about their solutions. Once each group finishes, allow the other groups to ask one or two questions before having the next group present. Finally, once all of the groups have presented, you might want to continue the discussion on why taking care of nature makes you a better citizen.
- Ask students to interview their relatives about how different their town is now from how it was when they were young, take notes and bring them to school for the next class.

### Reader

Ask students to recall the name of the story for Topic 4. (The Fisherman and the Kaha Bird) Elicit from the class what has happened in the story so far. Have students open their Readers to page 29. Play Track R4 till the end, and have students follow along. Then ask students to read pages 34 and 35 aloud in groups. Finally, have groups create a cause and effects map of the consequences of the fisherman's decisions. Ask the class to come up with a plan of action for the fisherman. Invite groups to share their ideas with the class.

  Practice Book: Assign Activities 1 and 2 on page 99 as homework.



## Objectives of the day:

1. Reflect on how your town has changed over the years.
2. Create and present a poster presentation about your town.

**Materials:** Practice Book (page 105); white construction paper (1 per student), coloured markers or crayons.

## Open the day

- “Mindful Walking” practice.


## Open the book!

### Explore

- **Look at the example poster and answer the questions.**

Form groups and have students read and evaluate the poster using the questions to guide them. Ask each group to note down something they like about the poster and a suggestion for how they could improve it. Then have groups report back to the class. Point out the use of the structure *used to* (*didn't use to*) in the texts to describe the differences.

### Produce

- **Go to Practice Book page 105. Write questions to ask a relative about how your town was in the past and how it is today. Then write his or her answers.** 

Ask students to open their Practice Book to page 105 and read the categories. They should complete each category for the past and present with as many questions as they have answers for from the interview they had with their relatives. (See homework.) Form groups and have students compare their notes, and together write the answers to their questions.

- **Design a poster like the one above using the information you collected. Add pictures.**

In the same groups, students design their poster on a sheet of white paper as a draft. They plan the layout of the poster, marking spaces for the illustrations and the text. Once the drafts are complete, students write the texts using the answers to the questions. You might want to walk around and help students correct them. When they are ready, students should do the final version of their posters on the construction paper. Make sure each member of the group has a task—they can illustrate, colour in the images, write the text, etc.

### Present

- **Present and display your poster in the classroom.**

Schedule time for students to finalise their posters and to do brief presentations of their work. Invite them to evaluate the posters of their peers from different groups. Have students write a short review of the posters they evaluated to give to their classmates. Remind students that positive feedback is as important as negative, so they should always start with something positive.

## Close the day

- Have students discuss in groups of four what they like the most about their city and what they like the least. Recommend that they touch on topics like traffic, parks, public transportation, technological development, pollution, bodies of water, nice landscapes, etc. Then have groups share their ideas with the class.


## Explore

- Look at the example poster and answer the questions.


1. What is the poster about?
2. Where did the information come from?
3. Is the information easy to understand? Why or why not?
4. How can you improve this poster?

# My Town

### The Past




My town used to be quiet. There didn't use to be many shops. People used to walk and there weren't many cars.




This is my grandpa. He was a miner. He used to work in the copper mine near town.

### Today




Today, my town is much bigger. There are lots of shops and shopping centres. There is a lot of traffic! People always drive.



This is my mum. She is a marketing manager for a technology company.

## Produce

- Go to Practice Book page 105. Write questions to ask a relative about what your town was like in the past and what it is like today. Then write his or her answers. 
- Design a poster like the one above using the information you collected. Add pictures.

## Present

- Present and display your poster in the classroom.



☹️	😊	😊

Can you identify words related to science and nature?

1 Circle five words for each category and write them in the table.



Science	Nature
expand	cut down
freeze	destroy
gas	disappear
solid	extinct
turn into	protect

Can you express quantity?

☹️	😊	😊

2 Complete with *a few* or *a little*.

1



a little vinegar

2



a little water

3



a few candies

4



a few drops

Can you talk about facts and things that are generally true?

☹️	😊	😊

3 Write the numbers to complete the sentences. In your notebook, draw the four stages of the water cycle.

- |                                     |   |
|-------------------------------------|---|
| 1. When warm air meets cold air,... | <u>4</u> it evaporates.                           |
| 2. If water vapour condenses,...    | <u>1</u> the water vapour condenses.              |
| 3. When precipitation falls,...     | <u>2</u> it turns into precipitation.             |
| 4. If collected water gets warm,... | <u>3</u> it collects in lakes, rivers and oceans. |

**Objective of the day:**

1. Self-Assessment of Topic 4.

**Open the day**

- "Mindful Walking" practice.
- Have students work in groups. Tell them to talk about and share the feedback they got on their poster presentations. Have them discuss and reflect on how they feel when they get negative feedback, and then how they feel when they receive positive feedback. Then have them think about and write a few tips for giving feedback. Invite groups to share their tips with the class.

**Open the book!**

Remind students that the purpose of these activities is to help them assess their own progress, so they should do them individually (unless stated otherwise). After each activity has been corrected, they should tick (✓) the corresponding emoji. Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let them know that this is also a good moment for them to ask you for help or to clear up any questions.

**Can you identify words related to science and nature?****1 Circle five words for each category and write them in the table.**

Write the two categories on different sides of the board: *Science* and *Nature*. Give the class five minutes to write as many words as they can related to each of the two categories. Go over the words on the board and have the class check spelling. Then have students look for words in the word search. Tell students that some of the items might be two-word phrases. To check, have different students call out the words.



**Can you express quantity?****2 Complete with a few or a little.**

First, have students decide whether the items in the pictures are countable or uncountable: *Which items are countable?* Then have them complete the phrases. Invite students to write a sentence using each phrase in their notebooks. Then have students check their sentences in pairs.

**Can you talk about facts and things that are generally true?****3 Write the numbers to complete the sentences. In your notebook, draw the four stages of the water cycle.**

Have students look at the parts of the sentences in the two columns. Ask students which column states the cause and which the results or effects. (The first column has the cause and the second column the results or effects.) Ask students to underline the verbs in both columns and have students identify the tense. (present simple) Then have students match the parts of the sentences. Invite volunteers to read the sentences out loud. Finally, have students write two more sentences stating facts related to science and check them in pairs.

**Close the day**

  Practice Book: Assign Activities 1, 2 and 3 on page 100 and Activities 4 and 5 on page 101 as homework.



## Objective of the day:

1. Self-Assessment of Topic 4.

### Open the day

- "Mindful Walking" practice.

At the end of today's practice, have students write in their notebooks how they feel and how the practice has made them feel, from the very first to the very last one. Ask volunteers to share their thoughts. Have students work in groups. Ask students to talk about the different mindfulness activities they did throughout the year, which ones they liked most and why. Then have groups share their ideas with the class.

### Open the book!

## Can you talk about things in the past that are no longer true?

### 4 Choose an invention that changed the world.

Have students work in pairs. Ask them to look at the pictures and write in their notebooks how each invention has helped humanity. Then ask each pair to choose the invention they think was the most important and note down their reasons why.

- **Write sentences describing what people used to and didn't use to do before the invention you chose.**

Students should write sentences about how the invention they chose in the previous activity has changed the way people live. Remind them to use the phrases *used to* and *didn't use to*. If students are having trouble producing the statements, you might elicit a couple of sample statements and write them on the board as a model.

- **Compare your table with a classmate's.**

Have students compare their tables in the same pairs as in Activity 4. Ask students to check each other's sentences and give feedback.

## Can you check information or add emphasis?

### 5 Circle the correct options.

Make a couple of statements related to the environment in your town or region and have students confirm: *We recycle aluminum cans in our town, don't we? Most people separate their rubbish, don't they?* Then have students read the questions and circle the correct options. Check by having students read their answers and explain why those answers are correct and the others are not. In pairs, have students write five tag questions about the environment in your town. Then have pairs work with another pair, reading their sentences and confirming the information.

Finally, remind students to visit the online platform for more practice at home.

## Home Connection

- **Plant a seed and make observations.** 

Ask students if they help with gardening or taking care of the plants in their homes. Explain that they are going to plant a seed at home and that they should observe the plant as it grows and keep a record of their observations. Have students work in pairs and write a list of milestones they should look out for and record, i.e. when they plant the seed, when it sprouts, etc. Finally, remind students to visit the online platform for more practice at home.

### Close the day



Ask volunteers to retell the story: *The Fisherman and Kaha the Bird*. Have students open their Readers to page 29 and read the text aloud in groups. Tell the class that this story is a fable because it has a moral and teaches a lesson. In groups, ask students to write down what they think the moral of the story is. Have student talk about other stories that teach lessons like this one. Students can work together on activities related to the story on pages 102 and 103 of the Practice Book



Practice Book: Assign Activities 6 and 7 on page 101 as homework.

Can you talk about things in the past that are no longer true?

- 4 Choose an invention that changed the world.




- Write sentences describing what people *used to* and *didn't use to* do before the invention you chose.

People used to...	People didn't use to...

- Compare your table with a classmate's.


Can you check information or add emphasis?

- 5 Circle the correct options. 



- They are not cutting down trees again,...
  - a. are they?
  - b. isn't it?
  - c. aren't they?
- You are taking care of the environment,...
  - a. are you?
  - b. is it?
  - c. aren't you?
- It's the end of the topic,...
  - a. is it?
  - b. isn't it?
  - c. are they?

### Home Connection

- Plant a seed and make observations. 



The Fisherman and the Kaha Bird





## IPA Pronunciation Guide

### Vowels

i: teacher	ɪ sit	ʊ put	u: cool
e pen	ə about	ɜ: girl	ɔ: talk
æ hat	ʌ come	ɑ: car	ɒ from

### Diphthongs

ɪə year	eɪ skate	
ʊə fewer	ɔɪ boy	əʊ know
eə hair	aɪ my	aʊ now

### Consonants

p pencil	b blue	t ten	d dog	tʃ chair	dʒ jump	k colour	g green
f family	v five	θ three	ð father	s ask	z lizard	ʃ sheep	ʒ television
m milk	n nose	ŋ long	h hat	l sleep	r grey	w swim	j yellow

# Student's Book Audioscript

## Welcome Unit

### Track 1

**Frank:** Hi, Holly.

**Holly:** Hello, Frank.

**Frank:** Did you have a good summer?

**Holly:** Yes, it was fantastic! I went to the beach with my family. It was beautiful! I had a great time!

**Frank:** What did you do?

**Holly:** Well, it was hot and sunny, so I played in the hotel pool with my brother. We ate lots of ice cream! What about you? Did you go on holidays?

**Frank:** Yes, but only for a weekend. I went camping in the mountains with my Dad.

**Holly:** Do you like camping?

**Frank:** Yeah, it's fun! We woke up early in the morning and climbed the mountain, but we took the beginner's route. Nothing dangerous, really. We took sandwiches and fruit.

**Holly:** Did you carry a rucksack?

**Frank:** Yes. I also carried my raincoat. It rained in the afternoon.

**Holly:** Oh, no! That sounds terrible!

**Frank:** It was OK. We went back

to the campsite and waited for it to stop. There was a café and I played games on my tablet.

**Holly:** I forgot to take my tablet! It was OK, though. I didn't need it.

**Frank:** Did you swim in the ocean?

**Holly:** No, I didn't. The waves were dangerous, so we played on the sand.

**Frank:** Did you eat fresh fish?

**Holly:** Ugh, no. I hate fish!

**Frank:** Really? I love it! We had a barbecue at night at the campsite.

**Holly:** What did you eat?

**Frank:** We cooked hamburgers, sausages and ate the fish we caught. It was delicious!

### Track 2

#### Good Buddies Moving In

**Eagle:** What a beautiful day! I'm glad we built our nest here. It's the tallest tree on the highest hill outside town. I can see for miles!

**Eagle:** I'm hungry. It's time to look for some food. I think I'll go to the river on the other side of town. I caught a fish there two days ago and I want another one... or

maybe a delicious rabbit from the fields behind the forest.

**Eagle:** That's the greatest thing about being an eagle. I can see my prey from three miles away. My eyes are much more powerful than human eyes! Although humans never look up and see me anyway. They are always in a rush.

**Eagle:** This town is bigger than it was before. Last year, developers chopped down trees to build those houses. Thankfully, they didn't touch the land on our side of town. It's busier than a few years ago, too!

**Eagle:** What's happening down there? It looks like more people are moving in.

**Mum:** Come on, David. You can help take some things to your new bedroom.

**David:** It's smaller than my old room.

**Mum:** Yes, but now your sister has got her own room, too.

**Eagle:** He doesn't look very happy. Maybe he misses his old friends.

**David:** Where did you put my computer games?

**Mum:** I think they are in that box over there. Can you take them up?

**David:** OK.

**Eagle:** He just needs to make some new friends, like those kids on the next street.  
He'll be OK.

### Track 3

**David:** Why did we move to Newridge, Mum?

**Mum:** Because I have got a new job here.

**David:** It's a big town. It's busier than Oldtown. There's a lot of traffic.

**Mum:** Yes, I know. But it's also more exciting. There are lots of things to do here.

- Mum:** There are cinemas with good films showing.
- Mum:** There are shopping centres and lots of clubs for you to join.
- David:** Are there any art clubs?  
**Mum:** Yes, I'm pretty sure there are.
- Mum:** Plus, the weather is nice. It's hotter and sunnier than where we lived before. There are lots of beautiful places outside town.
- Mum:** I think this the most beautiful place in the country. We can go camping in the forest at the weekends.
- Mum:** And if you want to go swimming, the beach is near here.  
**David:** It sounds OK, but I miss my old friends.  
**Mum:** Don't worry. You start your new school next week. I'm sure you'll make new friends quickly.  
**David:** I hope so.

## Unit 1

### Track 4

**Mum:** Look, George. There are some after-school clubs. Do you want to join one?

**George:** Hmm, maybe.

**Mum:** What about gardening? You can grow plants and flowers in the Green Fingers club.

**George:** Gardening? No, thanks! It doesn't sound interesting.

**Mum:** Well, why don't you try art and photography in the Creative Corner club? You like to take photos on your mobile phone and paint pictures.

**George:** Yes. That would be fun! Oh, wait. I have football practice on Wednesdays. I can't go. That means I can't go to the STEM Club either. Ooh, too bad...

**Mum:** Oh, dear. And I think you would be too tired to run in a race in the Future Olympians club. It's on Thursdays, just one day after your football practice on Wednesdays.

**George:** Yeah... I can try drama with the On Stage club. I'd like to act in a play!

**Mum:** Are you sure? You like board games. Don't you prefer playing chess in the Table Wizards club?

**George:** No. I want to try acting! It will be my first time. Can I join the On Stage club, Mum?

**Mum:** OK, let's find out more about it.

### Track 5

#### Good Buddies

#### The Wake-Up Club

**Narrator:** David is a new student at Franklin Primary School. He misses his old school.

**Emma:** Hi! You're the new boy in my class. I'm Emma.

**David:** Hi. I'm David.

**Emma:** What are you doing?

**David:** I want to join a club to make new friends.

**Emma:** Which club do you want to join?

**David:** Maybe the music club. I've never played the violin or the drums.

**Emma:** Oh, no! You can't. It's full.

**Emma:** Have you ever tried gymnastics?

**David:** No, I haven't!

**Emma:** Come to the Wake-Up club! I go with Harry and Sophia.

**David:** When is it?

**Emma:** From Monday to Thursday at 7:30 a.m., before school starts.

**David:** 7:30 a.m.? No way!

**Emma:** Come on. Give it a try. It's fun!

### The following Monday ...

**David:** I'm not sure I want to do this.

**Emma, Harry and Sophia:** Hi, David!

**Club teacher:** OK, everyone! Today is Bounce Day. Let's wake up our bodies and brains!

**David:** Aaaargh!

**Harry:** Are you OK?

**David:** Ha, ha. Yes, thanks. I've never done this before.

**Harry:** Emma has. She can help.

**Emma:** Yes, I have! Come on, let's practise!

### Moments later...

**David:** This is cool!

### Track 6

**David:** Hey, Harry. What other clubs have you joined?

**Harry:** I am in the music club. I've learned to play a tune on my guitar!

**David:** I wanted to join the music club, but it's full.

**Sophia:** There are vacancies in the cooking club.

**David:** Do you go to the cooking club, Sophia?

**Sophia:** Yes. It's fun! We cook different foods, and we make biscuits and cakes, too. Each week, there's a prize for the best cake, but I haven't won it.

**David:** Hmm, I'm not really interested in cooking. What about you, Emma? What else do you do?

**Emma:** I love sports! I'm in the sports club.

**David:** What sports do you practise?

**Emma:** I like running. I have run in lots of races.



**David:** Have you ever won anything?  
**Emma:** Yes, I won a prize at the Under-ten State Championship!  
**David:** When was that?  
**Emma:** Last summer.  
**David:** Where was the race?  
**Emma:** It was in City Park.  
**David:** What did you win?  
**Emma:** I won a silver medal.  
**David:** Wow, that's great!  
**Emma:** Why don't you join the sports club?  
**David:** I'm not sure. I think I'd prefer to join the arts club. I love drawing and painting!  
**Harry:** What do you like to draw, David?  
**David:** I've drawn my own fantasy comic. I'll bring it to school to show you.  
**Harry:** Cool!

### Track 7

**David:** What about you, Emma? What else do you do?  
**Emma:** I love sports! I'm in the sports club.  
**David:** What sports do you practise?  
**Emma:** I like running. I have run in lots of races.  
**David:** Have you ever won anything?  
**Emma:** Yes, I won a prize in the Under-ten State Championship!  
**David:** When was that?  
**Emma:** Last summer.  
**David:** Where was the race?  
**Emma:** It was in City Park.  
**David:** What did you win?  
**Emma:** I won a silver medal.  
**David:** Wow, that's great!

### Track 8

**Listen and look. There is one example.**  
**Teacher:** Remember, everybody. You are all welcome to join the STEM Club.  
**Sean:** What does STEM mean?  
**Teacher:** It means science, technology, engineering and maths.  
**Teacher:** It's a very interesting club!  
**Sean:** When is it, Sir?  
**Teacher:** It's at 3:00 p.m. every Wednesday.

**Can you see the answer? This is an example. Now you listen and write.**

**Joy:** Who organises the club?  
**Teacher:** It isn't one of the teachers. A professor from the university comes to give classes.  
**Joy:** What's his name?  
**Teacher:** Her name. Her name is Dr. Stevens.  
**Joy:** Pardon?  
**Teacher:** Stevens. That's S-T-E-V-E-N-S.  
**Martha:** What does she teach?  
**Teacher:** Well, Dr. Stevens is a specialist in robotics. She gives classes on how to design and create robots.  
**Martha:** That sounds interesting! Can we build our own robot?  
**Teacher:** Maybe.  
**Martha:** Do we need to bring any tools?  
**Teacher:** No. All you need to bring is a notebook. Dr. Stevens might ask you to bring some everyday objects to later classes, but for now, a notebook is enough. You will sometimes do other experiments, too.  
**Sean:** What kind of experiments?  
**Teacher:** Different kinds of science experiments. I don't know exactly. You'll have to join the club!  
**Sean:** Maybe I'll give it a try!  
**Teacher:** Good! I think it's a great opportunity for you to be creative. That's the main idea.  
**Joy:** I think I'll join, too!  
**Teacher:** I'm sure you'll enjoy it!

**Narrator:** Now listen again.

### Track 9

**Narrator:** **How to Stay Calm.**  
**Step one.** Rest two fingers of one hand under your bottom lip. Use the other hand to press your belly button, with the fingers pointing down.  
**Step two.** Look at the floor and breathe deeply.  
**Step three.** Move only your eyes to look up, then look down again.

Breathe...  
Follow these steps three times and relax.

### Track 10

Who and what, when and where?  
Why and whose and how?  
These are the words you need to use  
When you want an answer now!

### Track 11

**Listen and look. There is one example.**

**What is Jordan's dad's job?**

**Jordan:** What are you doing, Dad?  
**Dad:** I'm coding this new computer game.  
**Jordan:** Cool! What game is it?  
**Dad:** It's called Save the Planet.  
**Jordan:** Have you always wanted to be a computer game developer, Dad?  
**Dad:** Ha, ha. Not always.

**Can you see the tick? This is an example. Now you listen and tick the correct box.**

**One. What did Jordan's dad want to be when he was seven?**

**Jordan:** What did you want to be?  
**Dad:** Well, I think I wanted to be a dinosaur hunter when I was five.  
**Jordan:** A dinosaur hunter? But dinosaurs are extinct!  
**Dad:** Exactly! So, when I was seven, I decided to be an astronaut.  
**Jordan:** I wanted to be an astronaut when I was seven, too!

**Two. What school club did he join?**

**Jordan:** When did you stop wanting to be an astronaut?  
**Dad:** I only wanted to be an astronaut for a few months. I was also interested in drawing. I made my own comic characters.  
**Jordan:** Did you go to an art club?  
**Dad:** Yes, I joined the Creative Corner Club at school, and I drew a lot in my free time.

**Three. What did he learn in the club?**

**Jordan:** What did you learn in the club?

**Dad:** We learned how to draw and animate characters. They taught us how to turn our drawings into digital art.

**Jordan:** Wow! What did you create?

**Dad:** I created a superhero character. It was amazing to see it move on a computer screen. That was when I decided to be a computer game developer.

**Four. What did he study at university?**

**Jordan:** Did you study art at university?

**Dad:** No. When I left school, I was more interested in computers than in art. So, I studied computer science.

**Five. What else does he like doing?**

**Dad:** I have made lots of computer games. But they take a long time. Some games take years to develop.

**Jordan:** Do you enjoy it?

**Dad:** Yes, of course! But it means sitting in front of a computer all day. It's important to have other interests.

**Jordan:** Is that why you go cycling at the weekends?

**Dad:** Yes! We all need some exercise!

**Now listen again.**

## Track 12

**Jayden:** Hi, Zehra. Have you joined a school club?

**Zehra:** No, I haven't. Have you?

**Jayden:** No, I haven't. I'm not sure which club to join.

**Zehra:** Well, what are you interested in?

**Jayden:** I like playing computer games. I like anything technological really. And I'm good at building things with my hands.

**Zehra:** Why don't you join the STEM Club? They have robotics sessions. You can make a robot!

**Jayden:** Good idea! I think I'll try it! What about you? What do you like doing?

**Zehra:** I'm interested in sports.

**Jayden:** Why don't you join the running club?

**Zehra:** No, I don't think so. I prefer team sports like basketball.

**Jayden:** Hmm, there aren't any basketball clubs. But you could try football!

**Zehra:** Yes, I think I will!

## Unit 2

### Track 13

**One. Robert.**

I love sports! Last winter, I practised snowboarding. It was cool, but difficult. I fell off lots of times.

The rest of the year, I like playing football, but my favourite sport is cycling. This year, I got a BMX bike for my birthday. I love it!

**Two. Amy.**

I like hobbies that make me feel relaxed. I help my Dad in the garden. He likes gardening. I love helping him plant vegetables and flowers. Sometimes I bake cakes with my grandma, but my favourite activity is looking after my pet cat, Ringo. I love animals!

**Three. Jordan.**

This year, I started learning how to play the guitar. I love music, especially rock music! Actually, I like anything to do with performance arts. I'm in the drama club at school. I enjoy acting. In fact, I think it's my favourite hobby! I've also tried singing, but... I'm not very good at it.

**Four. Katy.**

I like arts and crafts. I especially enjoy painting, but I don't mind drawing either. I'm also interested in making crafts, like origami. I think that's my favourite hobby now. I make different shapes, like animals and flowers, out of coloured paper. I also make jewelry. It's fun!

**Five. Taylor.**

I like staying home and playing computer games. I don't mind being on my own. Sometimes,

I go online and play computer games with my friends. I also like reading, but my favourite hobby at the moment is collecting model airplanes. They are made of metal and wood. I have 28 of them!

## Track 14

**Good Buddies**

**The Kite Festival**

**At Harry's house...**

**Harry:** What's your favourite hobby, Emma?

**Emma:** I love sports! I practise karate in a club at the weekends.

**Harry:** Wow! How long have you been in the club?

**Emma:** Since last summer. What do you like doing?

**Harry:** I like playing the guitar... And there's something else!

**They go to the garage...**

**Emma:** Wow! Did you make that?

**Harry:** Well, Mum and Dad helped me. It's made of paper and wood.

**Harry:** There's a kite festival next week. I'm joining it!

**Emma:** Cool! Can I come and watch?

**Harry:** Sure! Let's ask Sophia and David, too!

**That weekend...**

**David:** Hey, Emma! How long have you been here?

**Emma:** Hi, David! Only for 20 minutes. Look! Harry's flying his kite.

**David:** Wait a minute! Is that a real eagle?

**Emma:** Yes, it is!

**Harry:** Look at that!

**Emma:** Watch out, Harry!

**David:** Oh, no!

**Eagle:** Hmm...

## Track 15

**Magazine Reporter:** *Sports Crazy.* Interview with Alicia.

**Magazine Reporter:** Hi, Alicia.

How long have you been interested in sports?



**Alicia:** Since I was a baby! When I learned to walk, I started kicking a ball. I got a tricycle when I was three, and started riding a bike when I was five. When I was older, I joined a cycling club.

**Magazine Reporter:** How long have you been in the cycling club?

**Alicia:** I have been in the club for two years. I love it! My best friend Kayla joined it, too.

**Magazine Reporter:** How long has Kayla been your best friend?

**Alicia:** Since first year. We both like the same things. We also joined the karate club. I was worried because I wear glasses.

**Magazine Reporter:** How long have you worn glasses?

**Alicia:** Only for two months. It's OK because I wear special sports glasses. Nothing stops me! I'm sports crazy!

### Track 16

This is my hobby,  
I like to fly kites,  
High in the sky,  
Day and night.

Why don't you try?  
It will be all right,  
Hold the line  
Nice and tight.

That's fine, that's right,  
Don't mind the flies,  
Oh, no, you've let go,  
That wasn't wise!

That kite was mine,  
I think I might cry,  
It's flown out of sight,  
Wave it bye-bye.

### Track 17

1. **Cook:** Why do I have to slice onions for this pie?

2. **Boy:** That cry in the night gave me a fright!

### Track 18

**Listen and look. There is one example.**

**Ben:** Hi, Carol!

**Carol:** Oh, hi, Ben!

**Ben:** What are you doing?

**Carol:** I'm reading some notes from my piano class.

**Ben:** Oh, and how do you like your piano classes?

**Carol:** They're great! My classes are at 10:00 a.m. every Saturday.

**Can you see the answer? This is an example. Now you listen and write.**

**Ben:** How many classes have you had?

**Carol:** I've been taking classes for two months. So, I've had eight or nine classes. I still don't know much, but I think it's helping me develop other skills, too.

**Ben:** How come?

**Carol:** Well, for example, my memory is improving. Since I have to memorise melodies and musical keys, I think I can remember details about other things in general, like books and films. It's difficult, though. I'm only learning simple tunes, but I keep making mistakes. I have to try again and again. So, it teaches me to keep trying and not give up.

**Ben:** It sounds difficult!

**Carol:** It is! But I also think it makes me better at maths because I'm learning how to read and count musical notes. They are like mathematical equations!

**Ben:** I bet your listening skills are improving, too.

**Carol:** They are! I'm learning how to tell the difference between musical notes.

**Ben:** Oh, that's great!

**Carol:** It also teaches me discipline. You know... I have to practise every day if I want to get better.

**Ben:** Do you practise every day?

**Carol:** Erm... most days.

**Ben:** I want to learn to play the guitar!

**Carol:** Come to our music club! We'll give a performance in two months. I have to finish learning my

first tune. I was nervous at first, but now, with more practice, I feel more confident!

**Now listen again.**

## Unit 3

### Track 19

It was only around 50 years ago that we first saw images of Earth from space. But there have been many technological advances since then. Let's have a look at some of the most important moments in space travel.

In 1957, Russia sent Sputnik 1 into space. It was the first satellite in orbit, and it started the space race! Russia was also the first country to send a person into space in 1961. He was the astronaut Yuri Gagarin. However, Gagarin was not the first person to land on the moon. That honor went to the Americans Neil Armstrong, Michael Collins and Buzz Aldrin, who were aboard the Apollo 11 mission, in 1969. Imagine what it was like to see Earth from space for the first time! The astronauts on another spacecraft, the Apollo 17, took the most famous image of Earth in 1972. It is called the "Blue Marble" and is one of the most reproduced images in history!

Since the 1970s, technology has got better, and space travel has got more common. For example, the Magellan spacecraft took off from the space shuttle in 1989. Its mission was to make studies of Venus. Other advances included the construction of the International Space Station in 1998, where astronauts can live and work. It was a collaborative project of different space agencies from different countries. And in 2015, scientists tested the Falcon 9. Part of this rocket returned to Earth so scientists could use it again.

Where will space technology take us in the future? In the 2020s, we expect humans to take the first

journey to Mars, and in the 2050s, they may even go to Saturn! Isn't that amazing?

## Track 20

### Space Quiz

1. How many kilometres is Earth from the moon?
- Around 4,000.
  - Around 40,000.
  - Around 400,000.

The answer is c. Around 400,000. To be exact, the moon is 384,400 kilometres away from Earth.

2. How hot is Venus?
- 350°C.
  - 450°C.
  - 550°C.

The answer is b. 450°C. This average surface temperature makes Venus the hottest planet in our solar system.

3. How many dollars does a spacesuit cost to make?
- 10,000.
  - 1,200,000.
  - 12,000,000.

The answer is c. 12,000,000 dollars! They are very expensive!

4. How fast does a space shuttle travel to stay in space?
- 28,968 km per hour.
  - 14,572 km per hour.
  - 8,921 km per hour.

The answer is a. 28,968 km per hour. At this speed, the crew can see a sunrise or a sunset every 45 minutes!

## Track 21

### Good Buddies

#### The Technology Museum

**Teacher:** OK, class. We'll go and see the robot exhibit first.

**David:** This museum is great! You know what? I'll take notes for our project.

#### At the robot exhibit...

**Sophia:** Look at that robot! Who

knows? We all might have robots in our homes in the future.

**Emma:** Yes. I'm sure they will help us do our chores.

**Robot:** I will always help you at home.

**Sophia:** And we read in class that robots may be more life-like. I'm not sure, but they might have hair and skin!

**Emma:** Yes, and they will definitely be thinking machines.

**David:** No way! I don't agree with that! It's not possible!

**Teacher:** Nobody knows what will happen in the future, but I'm sure technology will continue to develop.

**Sophia:** Let's go to the space travel exhibit, Mr. Waters!

#### At the space travel exhibit...

**Sophia:** Look. Here's a picture of the first moon landing. The astronauts landed aboard the Apollo Lunar Module. It was called the Eagle.

**Emma:** Why was it called the Eagle?

**Harry:** Because eagles can fly high and very fast, like a rocket!

**Teacher:** Also, it's the national bird of the United States. Look, there was a picture of it on the spaceship. Before the moon landings, many people didn't believe it was possible to fly there.

**Sophia:** Things change quickly. I think people will live on Mars one day!

**Emma:** I agree. And with thinking robots! Isn't that right, David?

**David:** Ha, ha!

## Track 22

**Harry:** Hey, guys. Let's go to the *Future of Transportation* exhibit. Look, it says that by 2025, there will be driverless cars in every city. I don't believe that! What do you think, Sophia?

**Sophia:** I like the idea! I saw a TV programme about it. I'm sure driverless cars will be great because people will relax in them. They won't need to drive in traffic

all day. What are you looking at, Emma?

**Emma:** This train. It looks like a glass tube. It's possible that trains might look like this in twenty years' time. It's cool! It's a lot smaller than trains today, but they go a lot faster: around 700 kilometres per hour!

**David:** I'm not sure about them.

**Emma:** Why not, David?

**David:** They look uncomfortable and there are no windows! I prefer this drone.

**Sophia:** What's that?

**David:** It's like a flying car. They are small and electric. People may use them as taxis very soon, but they have to pass a lot of safety tests.

**Harry:** Whatever happens, I think our cities will look very different in the future!

## Track 23

**Listen and look. There is one example.**

**Grandpa:** What are you looking at, William?

**William:** A picture of a city in the future. Look, Grandpa. It's interesting!

**Grandpa:** It is. You might see a city like this one day, but I don't think I will. Are you colouring it?

**William:** Yes, I'm colouring this person's clothes yellow.

**Grandpa:** It looks like a space suit! Is he an astronaut?

**William:** I'm not sure. I think he's just a normal person!

**Can you see the man's yellow clothes? This is an example. Now you listen, colour and write.**

### One

**Grandpa:** What else are you going to colour?

**William:** I'm not sure. What do you think, Grandpa?

**Grandpa:** That drone looks interesting.

**William:** Which one?

**Grandpa:** The one taking off from the roof of that tall building.



**William:** Hm, I think it's landing, Grandpa, not taking off.

**Grandpa:** Oh, yes, you're right. Anyway, why don't you colour it red?

**William:** Red. OK!

### Two

**Grandpa:** What's that on top of that building?

**William:** Which one?

**Grandpa:** The one in the middle.

**William:** I think it's a garden. There aren't many green areas or trees on the ground.

**Grandpa:** That's true. Well, if it's a garden of the future, you should colour it pink. What do you think?

**William:** Yes, pink is a good idea for a garden in the future.

### Three

**Grandpa:** There is a big sign on that building.

**William:** Which one?

**Grandpa:** The one in the middle.

**William:** Oh, the one above the garden?

**Grandpa:** Yes, that one.

**William:** What do you think it is for?

**Grandpa:** I think it is for the year.

**William:** I agree. What year do you think it is? It may be thousands or millions of years in the future!

**Grandpa:** I don't think so. I think the world will look like this soon. Maybe in one hundred years. Why don't you write the year 2150 on that sign?

**William:** 2150?

**Grandpa:** Yes, 2150.

### Four

**Grandpa:** The train looks very fast.

**William:** Yes, it travels inside a glass tube!

**Grandpa:** Why don't you colour the train?

**William:** I can see two trains. One behind the garden and another in the centre of the picture. Which one should I colour?

**Grandpa:** Colour the one behind the garden.

**William:** Ok. What colour?

**Grandpa:** You choose the colour.

**William:** Hm, I think I'll colour it blue.

**Grandpa:** Great!

### Five

**Grandpa:** I think that this is a train station.

**William:** Where?

**Grandpa:** At the end of the track that goes up and down and around the buildings.

**William:** Oh, yes. Look, there is a sign above the building.

**Grandpa:** You can write station on the sign.

**William:** How do you spell that?

**Grandpa:** S-T-A-T-I-O-N.

**William:** Station. Thanks, Grandpa!

**Now listen again.**

### Track 24

I don't feel angry very often, but when I do, I notice some changes in my body. My face goes red and feels hot. And sometimes, I get tears in my eyes. I can't see very well because my eyes got wet! When I am really angry, my hands start to feel shaky and my belly feels sick. My mouth goes dry and I find it difficult to speak. But the strangest thing is that my feet get sweaty! Luckily nobody sees this, but my socks feel uncomfortable!

### Track 25

I do three things when I feel angry. These things can help me calm down. First, I take some deep breaths. While I do this, I count one to ten slowly. Those two things usually make me feel better, but if I'm at home, I also listen to some of my favourite songs. That always makes me feel happier!

### Track 26

The /f/ and /v/ sounds are very similar.

For the /f/ sound, rest your top teeth on your bottom lip and blow.

*Fffffff.* Practise this phrase: *Fee-fi-fo-fum!*

The /v/ sound requires the same mouth position as the /f/ sound.

Rest your top teeth on your bottom lip. But this time, the sound comes from your throat. Put your fingers on your throat. You should feel it vibrate when it makes the /v/ sound. *Vvvvvv.* Practise making a car noise: *Vroom!*

*Fee-fi-fo-fum! Vroom!* Can you tell the difference?

### Track 27

#### Future Rhyme

I want to be an astronaut!  
My future is floating in space,  
And I really believe  
That when I leave  
I'll have a very big smile on my face.

I don't want to live on Earth's surface,  
I'm not a fan of the view half the time.  
My life's in the stars,  
I might go to Mars,  
I'll be safe and I'll be fine!

### Track 28

**Listen and look. There is one example.**

**What does Pat predict for each of these topics?**

**Pat:** We are talking about the future at school. We have to make predictions about different topics.

**Dad:** Really? What topics?

**Pat:** Like what Earth will be like in the future.

**Dad:** Oh, OK. That's interesting. Well, what do you think?

**Pat:** Well, for a start, I think there will be too many people on Earth.

**Dad:** I agree. The population is already big and it will get much bigger.

**Can you see the letter A? Now you listen and write a letter in each box.**

### One

**Pat:** I think cities will change, too.

**Dad:** I think they will need to, if there are so many people.

**Pat:** Yes, there won't be room for people to live.

**Dad:** So, what will people do? Live on other planets?

**Pat:** No, I don't think so. But they might live underground. There will be whole cities under the surface of the earth.

**Dad:** Hm. I suppose that is possible!

### Two

**Dad:** Having too many people in the world will cause other problems. For example, there won't be food for everybody to eat. What will we do?

**Pat:** I don't think that will be a problem.

**Dad:** Why not?

**Pat:** Because scientists will invent food pills. We won't need meat and vegetables. We will get all of our vitamins from one small pill a day. Every family will have bottles of food pills in their cupboards!

**Dad:** Ha, ha. That will be strange.

### Three

**Dad:** What about school? Will children still go to school?

**Pat:** No.

**Dad:** That's not good. How will you learn anything?

**Pat:** Don't worry. We will study at home.

**Dad:** How?

**Pat:** Teachers will send videos. We can watch classes on television or on our computers. It will save time!

**Dad:** Hm, I'm not sure I agree with that.

### Four

**Dad:** What other ideas do you have?

**Pat:** Well, I was thinking about what might change at home. You and mum are always busy. You need help to do jobs around the house.

**Dad:** You can help!

**Pat:** I've got too much homework! I've got a better idea.

**Dad:** What is it?

**Pat:** Every home will have its own robot. They will do all the housework.

**Dad:** That's a good idea! I hope it comes true soon!

### Five

**Pat:** So, with help from robots, we will have more free time.

**Dad:** Great!

**Pat:** We can take more holidays!

**Dad:** Yes, to the beach!

**Pat:** No, Dad. To space! There will be hotels in space. People will take spaceships to get to them.

**Dad:** That will be expensive...

**Pat:** Probably. But it will be fun!

**Now listen again.**

## Unit 4

### Track 29

**Kim:** Hi, I'm Kim. I like studying and one day, I want to have my own business. I might go to college to study how to be a manager. I think I will like that!

**Richard:** My name's Richard. I like fixing things. Last week, I helped mum repair her bike. In the future, I think I'll fix cars. I'd like to fix racing cars and work around the world at car races!

**Georgina:** Hello, I'm Georgina. Last year, we went on holiday to Europe. I was interested in all the planes at the airport. I like to design and make model planes, but I think what I'd really like to do one day is fly one.

**Mark:** My name's Mark. My dad works at the police station. One day, I went to work with him. I sat in his office all day and watched him work. It was fun! I think I might do his job one day, too!

### Track 30

**Good Buddies**

**New Lives**

**Female eagle:** The first egg is going to hatch soon.

**Male eagle:** I'll go and find some food. Keep the eggs warm!

**Male eagle:** It's going to rain. I'll find some shelter. What's happening down there?

**Dad:** Hurry! Everyone is going to get wet.

**Inside Sophia's house...**

**Mum:** Look, Sophia! Here's your new sister, Alice.

**Sophia:** Hi, Sis! Do you think she is going to look like me?

**Grandma:** Yes, she is. She has got the same eyes and hair!

**Dad:** Somebody is at the door!

**Sophia:** It might be Harry and his dad.

**Harry and Harry's Dad:** Congratulations!

**Sophia:** Harry!

**Male eagle:** They are going to meet the new baby.

**A few days later...**

**Female eagle:** Look how fast he is eating. He is going to be a strong eagle.

**Male eagle:** And here comes another new life!

**Eagle chick:** Screech!

### Track 31

**Dad:** Well, that was nice.

Everybody met your new sister, Sophia. Now we need to put everything away. I'll wash the dishes.

**Mum:** I'll put Alice to bed. She's tired and so am I. It was nice of Harry and his dad to bring something for Alice.

**Grandma:** Somebody has left a jacket.

**Sophia:** That's Harry's! I'll take it to him tomorrow.



**Grandma:** And nobody is eating the cake! I'll put it in the fridge. Can I help you with anything, Bill?

**Dad:** No, it's OK, Mum. There's nothing else to do in here.

### Track 32

A lion was looking for some food. "I'd like to eat something tasty," he said.

The lion caught a mouse. The mouse was scared.

"He's going to eat me!" he cried.

But the lion decided to let him go. A few days later, the lion fell into a net.

"I need to escape!" he shouted.

The mouse heard the lion. "I have to help him!" he thought.

He chewed a hole in the net.

"We're going to be good friends," the lion said.

### Track 33

lion, looking, food, like, eat, tasty, said

lion, caught, mouse, mouse, scared, going, eat me, cried

lion decided, let, go

few days later, lion fell, net, need, escape, shouted

mouse heard, lion, have, help, thought, chewed, hole, net

going, be good friends, lion said

### Track 34

A lion was looking for some food. "I'd like to eat something tasty," he said.

The lion caught a mouse. The mouse was scared.

"He's going to eat me!" he cried.

But the lion decided to let him go.

A few days later, the lion fell into a net.

"I need to escape!" he shouted.

The mouse heard the lion. "I have to help him!" he thought.

He chewed a hole in the net.

"We're going to be good friends," the lion said.

### Track 35

1. I'm going to help you.

2. You need to practise.

3. I'd like to speak to you.

## Unit 5

### Track 36

**Natalie:** Hi, Joe.

**Joe:** Hi, Nat!

**Natalie:** Have you seen the film *The History Maker*? It's on Webflix Kids.

**Joe:** No. What's it about?

**Natalie:** I saw it last night. It's an adventure film about a boy who travels through time. He has a time-travel machine in his schoolbag. He travels to an important moment in history and changes the way things happened. It's exciting! You have to see it!

**Joe:** Hm... it sounds nice! I don't watch many things on Webflix. My little brother is always watching cartoons. Last night he was watching something. What was it? Oh yeah, *Superpup*.

**Natalie:** *Superpup* is wonderful! I watch that!

**Joe:** Ha, ha. Really? I thought it was for little kids.

**Natalie:** No, the stories are really interesting, and the dog is so cute! I love cartoons!

**Joe:** I watched *Oops!* after my brother went to bed. Have you seen that?

**Natalie:** No. I've never seen it.

**Joe:** It's about people doing silly things when they don't know they are on TV. It's funny!

**Natalie:** Ugh. I don't like comedy programmes like that. They're horrible! But there is a film I want to watch.

**Joe:** What's that?

**Natalie:** *The Secret Club*. It's a drama/mystery film. It's about a

group of kids who solve a strange mystery. It's a great story, but it's frightening because sometimes they get into danger.

**Joe:** Let's watch it together at the weekend with Jack and Kate!

**Natalie:** That's a good idea!

### Track 37

**Natalie:** Hi, Joe! What are you doing?

**Joe:** Hi, Nat! Oh, I'm checking more information about Webflix.

**Natalie:** Nice! My mum let me download the app onto my tablet. Now I can download my favourite films to watch offline. I can watch them anywhere! It's cool!

**Joe:** Can you download it onto smartphones, too?

**Natalie:** I think so, but I haven't got a smartphone.

**Joe:** Ha, ha. I haven't got one either. I still prefer to watch films on TV. We've got a huge flat-screen TV in the living room. It's a home theatre.

**Natalie:** I like reading stories.

Sometimes the books are better than the films.

**Joe:** Yes, but I like reading e-books. Then I can listen to them at the same time!

### Track 38

#### Good Buddies

#### Eye Witness

**Female eagle:** Is anything happening in town today?

**Male eagle:** Actually, I saw something strange.

**Male eagle:** I was flying over the town when I heard a crash. What's that? It sounds like a window breaking.

**Male eagle:** When I looked down, a boy and a girl were running out of a yard and down the street.

**Male eagle:** I watched them for a while. When I looked back at the yard, a man was walking up the

path to the house. He was in a hurry.

**Male eagle:** When I looked down the street, the children were hiding. They looked suspicious!

**David:** He won't find us here.

**Male eagle:** I was watching the children behind the car when suddenly, the door opened again.

**Dad:** Where do you think they went?

**Harry:** I don't know. Maybe over there.

**Dad:** Don't go too far!

**Male eagle:** I called, but they didn't hear me. The man was walking in the wrong direction. Then, there was another crash.

**Male eagle:** The man was throwing bottles into the recycling bin at the end of the street... and the children were playing hide-and-peek!

**Female eagle:** Mystery solved!

### Track 39

#### What's that sound?

1. (A lion roaring)
2. (A door slamming)
3. (A window breaking)
4. (A bird singing)
5. (Footsteps running)
6. (A plane flying overhead)
7. (A river flowing)
8. (A baby laughing)

### Track 40

**Sophia:** Hi, Emma. What did you do at the weekend?

**Emma:** I saw a great film! It was a mystery called *The Strange Suitcase*. Have you seen it?

**Sophia:** No. What was it about?

**Emma:** Well, it is about a girl who moved to a small town in the mountains with her family. She was unhappy because she didn't have any friends. She spent her days looking out of the window. The weather was always foggy and miserable.

**Sophia:** It sounds boring!

**Emma:** Ha, ha... wait! One day, she was looking out of the window when she saw a strange old woman. She was wearing a dark raincoat and sunglasses.

**Sophia:** Sunglasses in the rain?

**Emma:** Yeah! Anyway, the woman was walking down the street in the fog when she turned and looked straight at the girl.

**Sophia:** It still sounds boring!

**Emma:** That bit was quite scary actually. The girl ran into the kitchen. She was telling her dad about the woman when there was a knock on the door.

**Sophia:** What happened then?

**Emma:** Well, the girl and her dad went to open the door. There was a strange suitcase on the doorstep. There was a message on the suitcase. It said, "Open me."

**Sophia:** Did they open it?

**Emma:** Of course! The girl and her dad opened it and they saw a bright light. But then something happened.

**Sophia:** What?

**Emma:** They were looking inside the suitcase when they heard a crash. It came from inside the house!

**Sophia:** Then what happened?

**Emma:** Well... I won't tell you! You should watch the film!

### Track 41

Listen and look. There is one example.

What is Betty's favourite kind of film?

**Oliver:** Hi, Betty.

**Betty:** Hi, Oliver.

**Oliver:** What did you do at the weekend?

**Betty:** I watched a film with Grandpa. We saw *The Big Adventure*.

**Oliver:** Is that an action film?

**Betty:** No, I don't like action films. It's a musical. It's my favourite film genre!

Can you see the tick? Now you listen and tick the correct box.

One. How did Betty see *The Big Adventure*?

**Oliver:** Did you eat lots of popcorn?

**Betty:** Yeah! We made it before we watched the film.

**Oliver:** Made it? Didn't you go to the cinema?

**Betty:** Oh, no! We watched it on Webflix at Grandpa's house.

**Oliver:** Did you watch it on your tablet?

**Betty:** No, on television.

Two. How did the film make Betty feel?

**Oliver:** I haven't seen *The Big Adventure*. Did you enjoy it?

**Betty:** Yeah, it was cool! But I think Grandpa was bored. He was looking at his phone all the time. That made me angry! Then I heard him yawn. When I looked at him, he was falling asleep!

**Oliver:** Ha, ha. Were you bored, too?

**Betty:** No, I was excited! I wanted to dance to all the songs!

Three. How does Oliver like to read or listen to stories?

**Oliver:** I don't watch many films. I prefer reading.

**Betty:** Have you got lots of books?

**Oliver:** No. I read e-books on my tablet. It's great because it means I don't have to carry them around.

**Betty:** Do you listen to them? I sometimes listen to stories on my headphones.

**Oliver:** No, I just read them.

Four. What is Oliver's favourite type of story?

**Betty:** What book are you reading?

**Oliver:** *The Dragon Hunter*.

**Betty:** That sounds like mystery.

**Oliver:** Well, it's not mystery, but it's cool, anyway. I can't stop reading it. Last night, I was reading it in bed until 11:00 p.m.



**Betty:** That's why you're tired! Is it a fantasy story?

**Oliver:** Yeah. It's my favourite genre. And there are five more books in the series!

**Betty:** Wow! Reading is better than watching sports, don't you think?

**Oliver:** Yeah!

**Five. Where was the man in the story when he heard a strange noise?**

**Oliver:** I've nearly finished the first story and I'm excited about what's going to happen. The main character goes to different places like the desert and the woods, looking for dragons. In the last chapter, he was exploring a cave when he heard a strange noise.

**Betty:** What happened?

**Oliver:** I don't know! It was the end of the chapter and I had to sleep!

**Now listen again.**

## Track 42

**1. Teacher:** OK, everyone. You've worked very hard on the last activity. And you were sitting down for a long time! Let's stand up and reset. Stand with your feet apart. Let's make a circle with our arms like a big, bright sun while breathing in and out. Extend your arms up and reach out. That's right. Now, move them up in a circle over your head as you breathe in. Now, circle your arms down and breathe out. Breathe in... breathe out... breathe in... breathe out. Now, relax your arms by your side. Are you ready to sit down and work again?

**Children:** Yes!

**2. Teacher:** OK, in a moment you will listen to each other's ideas in groups. I want you all to listen carefully and pay attention to what your classmates say. Let's do an activity to help us focus. Stand up. Rub your hands together. Just

the palms... like this. Can you feel them getting warm? Keep rubbing. That's right. Now, place one hand on your heart and the other on your stomach and breathe in deeply... breathe out... breathe in... breathe out... breathe in... breathe out. Put your hands by your sides. Can you still feel your breathing?  
**Children:** Yes!

**3. Teacher:** So, as you know, you have a test today. Before we start the test, let's do an activity to help you focus. Hold your hands together in front of you. Clasp your fingers tight. Now, move your hands apart and stretch your arms wide. Twist to the left and look left. Twist to the right and look right. Keep your back straight! Repeat the action four times. Slowly. Keep your hands clasped tight. Now, unclasp your hands and let your arms rest by your side. Are you ready for the test now?

**Children:** Yes!

## Track 43

### Fantastic Fiction

I think fiction needs action to get a good reaction,  
Such as alien invasions  
and incredible creations,  
Explosions and illusions  
with surprising conclusions,  
Exciting competitions  
with impossible missions,  
And funny conversations  
using strange information,  
And making wrong decisions  
that cause big collisions.  
Yes, I think fiction needs action  
and other distractions,  
But I don't need confusion  
when I get to the conclusion!

## Track 44

**Listen and look. There is one example.**

**Dad:** Hey, Laura. I've found a great online library for kids. Do you want to try it?

**Laura:** Yeah! I love reading. Can I see it?

**Dad:** Sure. Here it is. Look! There's a special offer. You can get one book per month.

**Laura:** I read more than that, Dad!

**Dad:** Yes, but it's a good start.

**Can you see the answer? This is an example. Now you listen and write.**

**Laura:** Can I see some of the titles?

**Dad:** Sure. Look, here is the home page.

**Laura:** Wow! There are hundreds of titles! How much does it cost, Dad?

**Dad:** That's the great thing. For one book a month, it's free!

**Laura:** Free? Really?

**Dad:** Yes. What kinds of books do you want to read?

**Laura:** Well, let's see. There are lots of interesting categories... history, art, science... hmm, I'm not sure.

**Dad:** What about fiction? There are fantasy and adventure books.

**Laura:** Yes! I want to read fiction. I like a good story!

**Dad:** Look at this! There is a special offer for all the audiobooks!

**Laura:** Cool! Have they got any music?

**Dad:** Yes, they've got narration and music. It sounds good, doesn't it?

**Laura:** It sounds great! I want to read and listen to my fiction book now! Can I do it on my tablet?

**Dad:** Of course!

**Laura:** Yay! Oh, look, dad! There's another offer.

**Dad:** Where?

**Laura:** There! A thirty-six-percent discount for unlimited access to all books! I can read as many books as I want! Not just one per month.

**Dad:** How much is that?

**Laura:** Only five pounds per month. Please, Dad!

**Dad:** Hm, why don't you try the one-book per month offer first? If you like it, we'll get the unlimited access.

**Laura:** OK. Thanks, Dad!

**Now listen again.**

## Unit 6

### Track 45

Hi everyone, and welcome to the Kids Network News! Here are the big stories for today.

Scientists have discovered more than fifty dinosaur footprints on some stones on a beach in Scotland. They are so big that it is a surprise no one has seen them before. The prints appear to be from long-necked dinosaurs called sauropods.

Firefighters are still battling the wildfire in the national forest. They have been at the forest since midnight on Tuesday. The firefighters are trying to save what they can. We'll announce soon how our community can help.

Now some good news. Rescuers have found the missing fourth-year children who were on a field trip and got lost during a storm. The rescuers used torches through the night to follow some footprints to a cave. They found the class and their teacher inside it, all safe and sound.

Finally, in *Your Amazing Stories*, meet Caroline Flint. Ten-year-old Caroline was hit by a bus last year! The accident left her with two broken legs. She tells us how she hopes to play volleyball again soon.

And that's all for now. We'll be back soon with more amazing stories!

### Track 46

**News reporter:** Now it's time for *Your Amazing Stories*. Caroline Flint tells us how she learned to walk again after a bad accident.

**Caroline:** One year ago, I had a horrible accident. I slipped on the sidewalk and fell onto the road! A bus hit me and I felt a terrible pain in my legs! Luckily, two nurses were across the street. They were going

to a party, so they weren't wearing their uniforms. In fact, they were in fancy dress!

The nurses looked after me until the ambulance came. They kept me awake. I never saw them again. I don't even know their names! When I got to the hospital, I went through many operations. I had two broken legs and I couldn't walk for five months! My legs were covered in bandages and I only wore pyjamas. Eventually, I started physical therapy sessions and now I'm starting to walk again. I hope to start playing volleyball again one day soon. It's my favourite sport!

### Track 47

I really want to meet the nurses who helped me. I want to say thank you and give them a big hug! I hope I get the chance one day.

### Track 48

#### Good Buddies Helping Out

**David:** Have you seen the news today?

**Emma:** No, I haven't. Not yet. What happened?

**Harry:** There's a wildfire outside of town!

**David:** Yeah, I heard the fire engines last night. I couldn't sleep because they were too noisy! Look! The fire is still burning!

**TV news reporter:** The fire is not under control yet, and there has already been a lot of damage.

**TV news reporter:** Firefighters need special equipment to fight this fire. Please donate to the disaster fund at the Newridge fire station.

**Emma:** I want to help! The fire makes me worried.

**Emma:** Let's have a donation collection at school!

**David:** Good idea! We can ask Mr. Waters for help.

### Two days later...

**Teacher:** Thank you, everybody. The school has already sent a big donation to the fire station.

**Students:** Hooray!

### That night, Harry watches the news...

**TV news reporter:** At the moment, firefighters are trying to save a family of eagles. Their nest is at the top of a tree that has caught fire. The chicks are not strong enough to fly.

**Harry:** Oh no! That makes me sad.

### The next morning...

**Harry:** Morning, Dad. Have they saved the eagles yet?

**Dad:** Yes, look!

**TV news reporter:** Newridge Gazette. Eagles Saved! Special equipment arrives after donations from local community. The wildfire is now under control.

**Harry:** Cool!

### Track 49

**David:** Hi, Sophia.

**Sophia:** Hi, David.

**David:** Have you seen that news story about the students who went missing during a storm?

**Sophia:** No, not yet.

**David:** Rescuers were searching all night with torches.

**Sophia:** Have they found the children yet?

**David:** Yes, they've already found them! The rescuers followed some footprints to a cave. The students were in there with their teacher! They were keeping dry and warm.

**Sophia:** Have the children gone home yet?

**David:** Yes, they've already gone home. But they haven't gone back to school yet.

**Sophia:** Why not?

**David:** They need to go to the hospital for a check-up. They were in the cave for a long time and they haven't seen a doctor yet!



## Track 50

1. Knee
2. Wrist
3. Knife
4. Knock
5. Wrap
6. Write

## Track 51

### The Silent Letter Song

You can see us but can't hear us,  
We're silent letters, you see,  
Like the "w" in "write,"  
Or the "k" in "knee."

Find us in words like "knight"  
and "know,"  
Which begin with the letter "k,"  
While "night" and "no" begin with "n,"  
And sound exactly the same!

Be careful when you write us,  
It's easy to get us wrong,  
Study us and spell us right,  
And practise with this song!

## Track 52

1. W-R
2. K-N
3. K-N
4. K-N
5. N
6. N
7. W-R
8. W-R
9. R

## Track 53

1. Nervous knights know how to knock their knees.
2. Ryan didn't wrap it the right way, the wrapping paper's wrong.

## Unit 7

### Track 54

Experiments help you understand how science works. Have you ever tried these experiments?

1. You can make a bicarbonate of-soda volcano by mixing vinegar and bicarbonate of soda in a bottle. The chemical reaction produces

carbon dioxide. The gas expands and then rises from the bottle, so wear some safety glasses, a lab coat and gloves!

2. What about a tornado in a jar?  
Just pour water into a jar and add a few drops of washing-up liquid. Then add one or two drops of food colouring. Close the jar and start spinning it around in circles. This creates a vortex. You can see it in the centre of the jar—just like in a real tornado!
3. Did you know that you can make instant ice? Put a bottle of water into the freezer for about two hours. Place an ice cube into a bowl and pour water from the bottle onto the ice cube. You have to be quick. If the water is cold enough, it will freeze as you pour! This is called a "snap freeze."
4. And this is my favourite one.  
Why not make a rubber egg? All you need is vinegar, an egg and a jar! Put the egg into the jar and cover it with vinegar. Change the vinegar after twenty-four hours and then leave the egg in it for seven days. What's happened? The shell has dissolved! The acid in the vinegar has reacted with the calcium in the eggshell. Isn't science amazing?

### Track 55

Science is liquids and solids and ice and gas.

What have you learned in your science class?

Water expands when it hits four degrees,

Then turns into ice as it starts to freeze.

If it gets colder, there's more ice than water,  
And more water than ice when it gets warmer.

A flame needs oxygen for it to burn bright.

Put it under a glass, and out goes the light.  
But please watch your hands, that glass is hot,  
You must wear these gloves, like it or not.

Earth is full of science, it's all around,  
It's under our feet, in the soil, in the ground.

Plants need the nutrients that soil can give,  
Plus, there are animals that need it to live.

I know an experiment that always goes "pow!"  
Don't you believe me? I'll tell you how.  
Take a bottle of soda, then drop a mint inside,  
And the gas will explode, so do it outside!

### Track 56

#### Good Buddies

#### The Water Cycle

It's science class, and the children are doing an experiment about the water cycle.

**Teacher:** OK, let's make it rain!  
Pour a little hot water into the jar, Sophia. That's right. Be careful!

**Teacher:** Now, Emma, cover the jar with the plate.

#### Three minutes later...

**Teacher:** Now you have to put a few ice cubes onto the plate. Wait to see what happens ...

#### Then...

**Sophia and Emma:** It's raining!

**Teacher:** That's right! Just like in the water cycle. When warm, wet air meets cold air, the water vapour condenses ...and when vapour condenses, it turns into precipitation!

**One week later, the class goes on a field trip...**

**Teacher:** So, where is most of Earth's water?

**Harry:** In the ocean.

**Teacher:** And what happens when the sun heats the water on top of the ocean?

**Emma:** It evaporates. Then the vapour rises and turns into rain.

**Teacher:** Or snow. This is called *precipitation*.

**Teacher:** A lot of water ends up in rivers like this.

**Emma:** And rivers go back to the ocean...

**Sophia:** Whoa!

**Moments later...**

**Eagle:** Missed it! Maybe I should go to the ocean, too. There are a few more fish there!

### Track 57

**Presenter:** Welcome to *Simple Science!* Dr. Dan is here to show us a water experiment you can do at home.

**Dr. Dan:** That's right! There are many experiments with water that you can do at home, especially in the kitchen. This experiment shows you how osmosis works.

**Presenter:** Wow!

**Dr. Dan:** First, take some celery sticks and chop off the ends.

**Presenter:** How many sticks do I need?

**Dr. Dan:** Only a few. Two or three per jar. Then pour some water into the jars.

**Presenter:** How much water?

**Dr. Dan:** Just a little. Five or six centimetres. Next, add a few drops of food colouring to the water.

**Presenter:** How many drops?

**Dr. Dan:** Just a few. Use about 15 drops and choose any colour! Finally, put the celery sticks into the water and leave them there for 24 hours.

**Presenter:** What do we do then?

**Dr. Dan:** Check what is happening every few hours. Here are a few celery sticks I put into the jars yesterday. What has happened?

**Presenter:** The water has changed the colour of the leaves!

**Dr. Dan:** That's right! This happens because of osmosis. The celery is made of cells and water passes through the cells' membranes. This experiment is very simple. Why don't you give it a try at home?

### Track 58

**Listen and look. There is one example.**

**Holly:** Can I colour this picture, please?

**Teacher:** Yes, of course, Holly. Can you see the gas?

**Holly:** The one coming from the jar over the flame on the table?

**Teacher:** Yes, that type of jar is a *beaker*.

**Holly:** A beaker?

**Teacher:** Yes, that's right. Colour the gas purple.

**Holly:** OK.

**Can you see the purple gas? This is an example. Now you listen, colour and write.**

**One**

**Teacher:** The scientist is mixing a few liquids, I think. She has a liquid in a jar on the table and another in a jar in her hand.

**Holly:** Can I colour the liquid?

**Teacher:** Yes. Colour the liquid in the jar in her left hand. Use blue for that.

**Holly:** All right!

**Two**

**Holly:** I think her safety glasses are cool!

**Teacher:** Do you? Well, let's colour them.

**Holly:** Great! Shall I colour them green?

**Teacher:** No, let's colour the glasses yellow.

**Holly:** OK, I like yellow.

**Three**

**Teacher:** I think you should do some writing now. Look at the board.

**Holly:** It says "Science."

**Teacher:** That's right. But I think there's a word missing.

**Holly:** Hmm. Yes, you're right. It should say "Science Experiment."

**Teacher:** Good idea! Write "experiment" on the board. That's E-X-P-E-R-I-M-E-N-T.

**Four**

**Holly:** I want to do some more colouring now.

**Teacher:** What about the scientist's gloves? They are important. They are protecting her hands from the flames.

**Holly:** That's true. Can I colour her gloves green?

**Teacher:** OK. Green's a good colour for the gloves.

**Five**

**Holly:** I think I should colour the liquid in the other jar. The one that's on the table.

**Teacher:** What colour do you think that is?

**Holly:** Well, the gas is purple, and the scientist is holding a blue liquid. You need blue and red to make purple.

**Teacher:** So, the liquid in the other jar should be red!

**Holly:** That's right!

**Now listen again.**

### Track 59

reign, rain,  
wait, weight,  
weigh, way,  
eight, ate  
plain, plane

### Track 60

We weighed the hay, baked a cake,  
played a game, and rode a train  
before it rained in May.

### Track 61

**Listen and look. There is one example.**

**Nick:** Look, Grandma. I took this photo of our science field trip last week.



**Grandma:** Oh. There was a little snow on the mountains.

**Nick:** Yes, it was cold.

**Grandma:** Who's that boy drinking water from the bottle? I think I've met him.

**Nick:** Yes. That's my friend William.

**Grandma:** Oh yes! I remember William.

**Can you see the line? This is an example. Now you listen and match.**

**One**

**Grandma:** Look at that boy!

**Nick:** Which one?

**Grandma:** The one trying to warm his hands near the fire. He is freezing cold!

**Nick:** Yes, I know. That's Robert.

**Grandma:** Did the fire get him warm?

**Nick:** Yes, it did. Eventually!

**Two**

**Grandma:** What are those two children next to the river doing?

**Nick:** They are taking a water sample for a science experiment.

**Grandma:** Oh, I see. The girl is using a flask to take water from the river.

**Nick:** Yes, that's Marie.

**Grandma:** She has a pretty scarf!

**Three**

**Grandma:** And who is the boy helping Marie?

**Nick:** Do you mean the one holding the other flask?

**Grandma:** Yes. He is wearing glasses.

**Nick:** He is new in our class.

**Grandma:** What's his name?

**Nick:** Richard. He is friendly.

**Four**

**Grandma:** That boy seems very interested in the ducks.

**Nick:** Ha, ha. Yes. They were funny. A few of them kept slipping on the ice.

**Grandma:** Who is the boy?

**Nick:** That's Olly. He got too close

to the lake. His foot broke the ice!

**Grandma:** I hope he was OK!

**Nick:** He was fine.

**Five**

**Grandma:** That girl looks busy.

**Nick:** Which girl?

**Grandma:** The one with short, brown hair.

**Nick:** Oh, the one writing in her notebook?

**Grandma:** Yes, that's right.

**Nick:** That's Jane. She is the best at science in our class!

**Now listen again.**

## Unit 8

### Track 62

**Narrator:** **Habitat Destruction.**

**What Can You Do?** The best way to protect animals from becoming extinct is to take care of their habitats. Animals in the wild need safe places to find food and raise their young. Noah and Chloe are two young people who take different actions to help the environment. Noah, what do you do?

**Noah:** I help clean the beach in the town where I live. We especially search for plastic. I'm worried about the sea turtles because sometimes they eat plastic and this makes them sick.

**Narrator:** Yes, that is important. And Chloe, how do you help?

**Chloe:** Well, I'm lucky because I have a big garden at home. I want to make it a safe place for birds and beetles. We have lots of different plants and flowers that attract insects for the birds. Plus, bees and butterflies also drink the flowers' nectar.

**Narrator:** Great!

### Track 63

**Good Buddies**

**In and Out of Danger**

**Female eagle:** Around 200 years ago, there used to be 100,000 of us

across North America. But in the 1960s, we nearly became extinct!

**Female eagle:** Eagles used to live in the valley, but people came to cut down the trees and destroyed our ancestors' homes.

**Female eagle:** There were other problems. People hunted us because we sometimes ate their chickens. We didn't use to eat chickens before people arrived. We preferred fish!

**Female eagle:** Then things got worse. In the 1940s, farmers started using pesticides on their crops. Those pesticides got into rivers and poisoned the water and fish.

**Female eagle:** So, when our ancestors ate the fish, they became sick. The pesticides also made their eggshells weak, so the chicks didn't hatch.

**Narrator:** Daily News. National Symbol in Danger of Extinction! Only 487 pairs alive.

**Female eagle:** Soon there were only a few survivors. So, the government decided to change the laws.

**Female eagle:** They protected some of our natural habitats, stopped people from hunting us and banned pesticides. Our population still isn't as big as 200 years ago...

**Male eagle:** But we aren't endangered, are we?

**Female eagle:** No. That's good news, isn't it?

**Female eagle:** We are OK, but other species now have the same problems. For example, our cousin, the Philippine Eagle, is critically endangered. Will you protect them, too?

### Track 64

**Harry:** Hi, Grandpa!

**Grandpa:** Hi, Harry, my boy! What are you doing?

**Harry:** I'm taking a break from doing my project.

**Grandpa:** Come on, then. Let's go and see a film at the shopping centre.

**Harry:** Cool! Erm... Grandpa? You've lived in Newridge since you were a boy, haven't you?

**Grandpa:** All my life! Why?

**Harry:** We are doing a project on how Newridge used to be one hundred years ago.

**Grandpa:** Well, I'm not 100! But it has changed a lot in the last 60 or 70 years.

**Harry:** Ha, ha. How?

**Grandpa:** Well, there didn't use to be a shopping centre. There used to be a forest in that part of the town. I used to play there with my friends... including your grandma!

**Harry:** What other changes have there been?

**Grandpa:** The roads didn't use to be so busy. I used to ride my bike every day. There is a lot more traffic now. And the air was cleaner, too.

**Harry:** Is Newridge as nice as when you were a boy?

**Grandpa:** Hmm. Some things were better in the past. But some things are better now. For example, the river wasn't as clean as it is now.

**Harry:** Really?

**Grandpa:** Yes! Now there are more rules to stop factories from polluting rivers. It used to be dangerous to swim there.

**Harry:** Wow! I thought everything was dirtier now.

**Grandpa:** Not necessarily. That's your dad. He's waiting for us at the shopping centre. That's another thing that's different. I didn't use to have a mobile phone!

### Track 65

1. /ɔɪ/ and /ɔɪ/: noisy boy
2. /aʊ/ and /aʊ/: round owl

### Track 66

#### What's That Noise?

"What's that noise?" said the owl to the cow and the mouse.

"They're cutting down trees, including your house!"

"That's not allowed!" the owl

shouted, "I'm very annoyed!

I used to enjoy it here when I was a young boy.

There were thousands of trees and birds all around,

With flowers in the soil and plants in the ground.

Now people want to destroy them, they're cutting them down.

We don't have a choice—let's get out of town!"

### Track 67

**Listen and look. There is one example.**

#### Jenny

**Jenny:** I think it's very important to care for nature.

**Teacher:** What do you do to help, Jenny?

**Jenny:** Well, my family and I always take our own reusable bags to the supermarket when we do grocery shopping. We used to use plastic bags, but they are very bad for the environment.

**Teacher:** Yes, there is a lot of plastic in the oceans these days.

**Can you see the letter F? This is an example. Now you listen and write a letter in each box.**

#### Sam

**Sam:** I didn't use to take care of nature.

**Teacher:** What made you change your attitude, Sam?

**Sam:** I saw a TV documentary about habitat destruction.

**Teacher:** So, what did you do about it?

**Sam:** I joined a nature conservation club. We plant trees at the

weekends. I've made lots of friends, too. It's cool!

#### Sue

**Teacher:** What do you do to care for the environment, Sue?

**Sue:** Well, lots of little things.

**Teacher:** Can you give us an example?

**Sue:** Sure. One thing I do is when I have a drink at a restaurant, I never use a straw. I used to use straws all the time, but then I saw a video about plastic in the oceans. Plastic straws are terrible for animals like seabirds and turtles.

#### Paul

**Paul:** I get angry when I see people throwing their rubbish on the ground. I always throw my rubbish into a rubbish bin.

**Teacher:** That's good!

**Paul:** I mean, it takes about two seconds.

**Teacher:** What if there isn't a rubbish bin around?

**Paul:** Then I take my rubbish home with me. There's no excuse for littering!

#### Diana

**Teacher:** Do you do anything to take care of nature, Diana?

**Diana:** I try to save water.

**Teacher:** How do you do that?

**Diana:** Well, when I wash my bike, I use a bucket of water. I used to use a hose. But using a bucket saves lots of water.

#### Ed

**Ed:** I like riding my bike in the forest with my dad at the weekends.

**Teacher:** That sounds fun. Do you like being in nature?

**Ed:** I love it! But it's important to respect nature, too.

**Teacher:** How do you do that?

**Ed:** We always stay on the assigned paths. If you go off the path, you destroy animals' homes!

**Now listen again.**



# Practice Book Audioscript

## Welcome Unit

### Track 1

**Teacher:** Hi, Mark. Did you have a good summer?

**Mark:** Yes, I did. I went camping at the beach with my family. We swam and we ate delicious fish every day! Then terrible storms started, but it was OK because we came back home.

**Teacher:** That sounds great! What did you do, Anna?

**Anna:** We went to a hotel in the mountains. We learned to climb the easy slopes. The experts climbed the dangerous parts. It was exhausting to climb so much! We were very hungry all the time!

**Teacher:** I can imagine! So, did you eat a lot?

**Anna:** Yes, we ate hamburgers every day!

**Teacher:** What about you, Lucy? What did you do?

**Lucy:** I didn't go away on holiday. But we had beautiful days in the city. It was hot and sunny, so my brother and I spent a lot of time at the pool. We ate a lot of ice cream! It was fantastic!

**Teacher:** Lucky you!

## Unit 1

### Track 2

#### One

**Teacher:** Have you ever acted in a play, Jimmy?

**Jimmy:** Yes, I have. I really like drama!

#### Two

**Teacher:** Have you ever planted a tree, May?

**May:** No, I haven't. But it sounds fun!

#### Three

**Teacher:** Have you ever painted a picture, Vicky?

**Vicky:** Yes, I have. I love art!

#### Four

**Teacher:** Have you ever run in a race, Tom?

**Tom:** No, I haven't. I don't like running.

### Track 3

**Listen and look. There is one example.**

**Tim:** My friends have tried a lot of new clubs this week, Mum.

**Mum:** Really? What sort of clubs?

**Tim:** Well, you know that Robert likes getting his hands dirty in the garden.

**Mum:** Oh, yes, he grows beautiful plants!

**Tim:** Well, he's been to the gardening club this week. He had a great time!

**Mum:** Good for him!

**Can you see the letter C? This is an example. Now you listen and write a letter in each box.**

**Tim:** My friend Sarah wasn't sure which club to join.

**Mum:** What did she do in the end?

**Tim:** She went to the drama club. She had never acted in a play before, so she was a bit nervous.

**Mum:** Did she enjoy it?

**Tim:** Yes, very much! They are doing a play about kings and queens and she got the lead role.

**Mum:** Amazing!

**Mum:** And what new club has Paul been to this week?

**Tim:** He's been to the STEM club.

**Mum:** What's that?

**Tim:** It's a science and technology club. *STEM* means science, technology, engineering and mathematics. They've done many experiments this week!

**Mum:** That sounds fun!

**Mum:** What about Katy? She's learning the piano, isn't she? Has she joined the music club?

**Tim:** No, she hasn't. Katy loves music, but she also loves art. She had never been to an art club before, so she went to it on Tuesday after school. She painted a beautiful picture of a piano!

**Mum:** That's great!

**Tim:** Michael learned a new skill in his club on Wednesday.

**Mum:** Really? What did he learn?

**Tim:** He learned how to play chess. It's hard because there are lots of things to remember.

**Mum:** Yes, there are. Do they play other board games in that club, too?

**Tim:** No, they don't. They only play chess.

**Tim:** Guess who went to the athletics club on Monday.

**Mum:** Was that Gemma?

**Tim:** That's right! She loves running in races. She can run very fast!

**Mum:** Has she tried jumping, too?

**Tim:** Yes, she has! She can jump very high!

**Now listen again.**

### Track 4

**Listen and look. There is one example.**

**Dora:** I like this picture. All the children are doing really cool activities!

**Teacher:** Would you like to colour some of the picture?

**Dora:** Sure! What should I colour first?

**Teacher:** There's a boy taking a photo of another child.

**Dora:** Yes, I can see him.

**Teacher:** Paint his camera grey.

**Dora:** OK! I'm doing that now.

**Can you see the grey camera? This is an example. Now you listen, colour, and write.**

#### One

**Dora:** What else would you like me to colour?

**Teacher:** There's a boy who is painting a picture. Can you see him?

**Dora:** Oh yes, I like his picture. He's good at painting. Can I colour his picture?

**Teacher:** Yes, good idea.

**Dora:** How about colouring the tree green?

**Teacher:** Yes, that colour looks good.

## Two

**Teacher:** I'd like you to write something, too.

**Dora:** OK! What should I write?

**Teacher:** Can you see the girl who is using a box to build a robot?

**Dora:** Yes, she has been to the STEM club!

**Teacher:** Yes! Can you write the word science on her robot?

**Dora:** OK! I can do that! How do you spell science?

**Teacher:** S-C-I-E-N-C-E.

## Three

**Dora:** Can I do some more colouring now?

**Teacher:** Yes, you can. One boy is running. Can you see him?

**Dora:** Oh yes, he's wearing a medal. Maybe he has won a race.

**Teacher:** Can you colour his medal?

**Dora:** What colour?

**Teacher:** You've got a red pencil or crayon, I think. Use that one!

**Dora:** OK.

## Four

**Teacher:** I'd like you to write something else now.

**Dora:** What should I write?

**Teacher:** Can you see the children who are playing chess?

**Dora:** Yes, I can. I love chess!

**Teacher:** Me too! Well, they're playing chess on a table. Can you write the word king in front of the table?

**Dora:** Yes, I can. That's a good word for the chess table!

## Five

**Teacher:** Could you colour one more thing for me?

**Dora:** Yes, of course.

**Teacher:** Can you see the girl on the hop ball?

**Dora:** Yes, I can. That looks fun! Can I colour the ball blue?

**Teacher:** Yes, that's a good idea! Our picture looks great!

**Now listen again.**

## Unit 2

### Track 5

**1. Teacher:** How long have you been a member of the karate club, Emma?

**Emma:** Not long! Since last summer.

**2. Teacher:** How long have you played the guitar, Harry?

**Harry:** Not long! For about four months.

**3. Teacher:** How long have you had your kite, Harry?

**Harry:** Oh, that kite is old. I've had it since I was five years old.

**4. Teacher:** How long have you lived in this town, Emma?

**Emma:** I've lived here all my life. For nine years!

**5. Teacher:** How long have you studied at this school, David?

**David:** Since September. I've made lots of good friends!

### Track 6

**Listen and look. There is one example.**

**Gaby:** Look at this photo of my friends, Grandpa. I took it last Saturday.

**Grandpa:** It's lovely! Your friends have got lots of different hobbies.

**Gaby:** Yes, they have!

**Grandpa:** Who's the girl on the bike?

**Gaby:** The one with short hair?

**Grandpa:** No, not her. The one with long, wavy hair.

**Gaby:** That's my friend Katy. She loves cycling!

**Can you see the line? This is an example. Now you listen and match.**

## One

**Gaby:** Can you see the boy who is playing the guitar?

**Grandpa:** Oh yes, he looks very happy.

**Gaby:** That's Sam.

**Grandpa:** How long has he played the guitar?

**Gaby:** Since he was six. He's very good!

## Two

**Gaby:** Look at that boy who is painting a picture.

**Grandpa:** Oh yes, I can see him. I like his painting. It's a tree, isn't it? What's his name?

**Gaby:** It's Robert. We take art classes together. He's been a member of the Art Club for years! Drawing and painting are his favourite hobbies!

## Three

**Grandpa:** Who's that girl? The one who is gardening.

**Gaby:** Her name is Lucy. She's a member of the Gardening Club and she has planted some trees in our school garden.

**Grandpa:** That's great!

## Four

**Gaby:** Do you know my friend Helen?

**Grandpa:** No, I don't think so. Is she also in the photo?

**Gaby:** Yes, she is. She's the girl who is reading a book.

**Grandpa:** Oh yes, I can see her. She's sitting under a tree.

**Gaby:** Yes, that's right.

## Five

**Grandpa:** Who's that tall boy playing football?

**Gaby:** The one who is wearing a baseball cap?

**Grandpa:** Yes. Who is he?

**Gaby:** That's Michael. He plays goalie for our school's football



team. He has saved lot of goals!

**Grandpa:** Fantastic!

Now listen again.

## Unit 3

### Track 7

1. One hundred and forty-two
2. Five hundred and seventy-eight
3. Eight thousand, four hundred and sixty-four
4. Twenty-seven thousand, six hundred and forty-three
5. Two million
6. Twelve million

### Track 8

**Emma:** What do you think robots will be able to do in the future, Sophia?

**Sophia:** I think that they will be able to do lots of the jobs that we do now.

**Emma:** I agree with you.

**Sophia:** It's quite scary. I think that one day soon, robots may be cleverer than us.

**Emma:** No, I don't agree!

Robots may be able to think for themselves, but they won't be cleverer than us!

**Sophia:** Well, we'll have to wait and see. Maybe one day, people might go and live on the moon to get away from clever robots!

### Track 9

Listen and look. There is one example.

What sort of house does Sarah want to live in in the future?

**Sarah:** What do you think life will be like in the future, Dad?

**Dad:** I think it will be very different from today! What do you think?

What sort of houses will we live in?

**Sarah:** Well, I think we'll run out of space in big cities, so we'll all live in tree houses instead.

**Dad:** That sounds fun! But what about building houses under the ground or under the sea?

**Sarah:** Oh no, I want to live in a house in a tree!

Can you see the tick? This is an example. Now you listen and tick the correct box.

One. What does Sarah think school will be like in the future?

**Dad:** What do you think schools will be like? Do you think there will be robot teachers?

**Sarah:** No, I don't! Robots won't care about children like our teachers do.

**Dad:** That's a good point.

**Sarah:** My friend Lily thinks that there won't be any schools in the future. She thinks we'll all learn at home on computers. But I don't agree with her. I think we'll still go to school, but there will be lots of new technology in the classroom.

**Dad:** I think that will be great!

Two. How does Sarah think people will travel in the future?

**Dad:** What do you think our cars will be like? Do you think we'll all have flying cars? I think we might all have cars that can drive by themselves.

**Sarah:** No, I don't agree. Cars are really bad for the planet. In the future, I think we'll all use bicycles instead, because we will learn to care more for the environment.

**Dad:** That's a great idea!

Three. What does Sarah want her phone to look like in the future?

**Dad:** Do you think our phones will look the same in the future?

**Sarah:** We might all have watches instead of phones, but I don't like wearing a watch.

**Dad:** I read an article about a special pair of glasses that you can use as a phone. When you wear

these glasses, you see all the things you usually see on your phone right in front of your eyes.

**Sarah:** Oh, that sounds cool!

**Dad:** Really? I don't like that idea. I think our phones will look the same, but they'll just get smaller and faster.

**Sarah:** No, that's boring! I'd like the glasses!

Four. What does Sarah think will happen with space travel?

**Dad:** What about space travel?

How do you think it will change?

**Sarah:** I think we'll be able to travel on spaceships and have holidays on the moon!

**Dad:** Really? Do you think people will live on the moon, too? What about Mars? Will we live there?

**Sarah:** No, we won't want to live in space. We'll visit it on holidays and then come home again!

**Dad:** You might be right!

Five. What does Sarah think will happen to our planet?

**Dad:** What about our own planet? What will happen to it? How hot will it be in the future?

**Sarah:** I think we'll change the way we live and look after nature. Earth won't be too hot and it won't be too cold either. We'll take care of our planet so that people can go on living here for millions of years after us!

**Dad:** I hope you're right!

Now listen again.

### Track 10

Listen and look. There is one example.

**Gina:** Look at this photo of me and my friends at the science museum, Grandpa!

**Grandpa:** Oh, yes! That looks fun!

**Gina:** It was amazing!

**Grandpa:** Who's the girl looking at the exhibit of a rocket?

**Gina:** That's my friend Anna. She loves spaceships!

**Can you see the line? This is an example. Now you listen and match.**

**Grandpa:** Who's that boy? The one who is looking at the model of an astronaut?

**Gina:** That's Jack. He liked the clothes the astronaut was wearing. He might be an astronaut when he grows up because he wants to go on a journey in space!

**Grandpa:** That sounds exciting!

**Gina:** Can you see the girl who is looking at the robot exhibit?

**Grandpa:** Which one?

**Gina:** The tall one with long hair.

**Grandpa:** Oh yes, I can see her.

**Gina:** That's Vicky. We did a project about robots together!

**Grandpa:** Where's your friend Sam? Is she in the photo?

**Gina:** Yes, there she is. She's sitting on the floor in front of a model of Earth and the moon. She's taking notes.

**Grandpa:** Oh yes, I see her now. She's working hard!

**Gina:** Yes, she is! We had lots of questions to answer about the exhibits.

**Grandpa:** Oh, I see.

**Grandpa:** I like those photos of Mars on the wall. They look interesting!

**Gina:** Yes, they do!

**Grandpa:** Who's the girl looking at those photos?

**Gina:** That's Sarah. She likes photography. She's always taking lots of photos with her phone.

**Grandpa:** Maybe one day she'll take photos of Mars, too!

**Gina:** Yes, maybe!

**Grandpa:** Who's the boy watching a video of a spaceship taking off?

**Gina:** That's Ben. We learned a lot

about spaceships at the museum. Do you know how fast rockets can travel?

**Grandpa:** No, I don't!

**Gina:** They can travel at 28,968 kilometres per hour.

**Grandpa:** Wow! That's very fast!

**Now listen again.**

## Unit 4

### Track 11

**Emma:** Congratulations Sophia! Somebody told me that you've got a new sister!

**Sophia:** Yes, that's right! Her name is Alice. She's very small. I'd never seen anybody so small! She's very beautiful, too. I tried to call you yesterday, but nobody answered your phone.

**Emma:** Oh, we went out to visit my grandparents yesterday.

**Sophia:** Come and visit soon. Harry and his dad visited last week.

**Emma:** Oh yes, I will! Is there anything I can bring for her?

**Sophia:** No, don't worry! She's too small for presents! You can bring something for me if you like!

**Emma and Sophia:** Ha, ha!

### Track 12

**Listen and look. There is one example.**

**Miss Brown:** Listen, girls and boys, I want to tell you about an exciting day next week at school.

**Robin:** What's going to happen, Miss Brown?

**Miss Brown:** Well, you know that we are learning about different jobs in our classes. Next week, we're going to have a Jobs Day. A parent is going to visit the school to talk to you about his job.

**Robin:** Oh, that sounds interesting!

**Can you see the answer? This is an example. Now you listen and write.**

**Nate:** What's the name of the parent who is coming?

**Miss Brown:** His name is Mr. Benson.

**Nate:** How do you spell that, please?

**Miss Brown:** That's B-E-N-S-O-N.

**Nate:** Thank you. Oh, I know.

That's Nina's dad. Her name is Nina Benson!

**Miss Brown:** Yes, you're right, Nate!

**Rose:** What job does Mr. Benson do?

**Miss Brown:** He's a journalist. He writes sports articles for a newspaper called The Racing Times. He's going to tell us about interesting sports events he has reported. He might bring some photographs to show us, too.

**Rose:** What a great job! I might become a journalist after I finish college! When is he coming?

**Miss Brown:** He's coming on Tuesday afternoon.

**Rose:** Great! I'll think of some questions to ask him!

**Now listen again.**

## Unit 5

### Track 13

1. **Harry:** What's that?

**Narrator:** It sounds like an eagle.

2. **Harry:** What's that?

**Narrator:** It sounds like a car.

3. **Harry:** What's that?

**Narrator:** It sounds like children laughing.

4. **Harry:** What's that?

**Narrator:** It sounds like a door closing.

5. **Harry:** What's that?

**Narrator:** It sounds like glass breaking.

### Track 14

**Listen and look. There is one example.**

**Katy:** I've finished my survey, Dad.

**Dad:** Really? Tell me about it!

**Katy:** Well, I asked my friends what kinds of stories they like, and how they like to watch, read or listen to them.



**Dad:** It sounds interesting. What did you find out?  
**Katy:** Do you know my friend Jack?  
**Dad:** Yes, I do.  
**Katy:** He loves watching adventure films and he usually watches them on his computer.  
**Dad:** Oh, OK.

**Can you see the letter F? This is an example. Now you listen and write a letter in each box.**

#### One

**Katy:** Sally likes watching comedies.  
**Dad:** Me too! Does she watch them in a cinema?  
**Katy:** No, she doesn't. She watches them on her flat-screen TV at home.  
**Dad:** Really? But the TV is smaller than the screen in the cinema.  
**Katy:** Her family has a huge flat-screen TV and a home theatre, too!  
**Dad:** Wow!

#### Two

**Katy:** Richard likes reading mystery stories.  
**Dad:** How does he read those?  
**Katy:** He likes reading them on his tablet. Then he can check any words that he doesn't understand on the internet.  
**Dad:** Oh, that's clever!

#### Three

**Dad:** What does Pat like to do? Does she use her smartphone to read stories?  
**Katy:** No, she doesn't. She likes reading paper books!  
**Dad:** Really?  
**Katy:** Yes! She says she likes holding a real book in her hands and turning real pages!  
**Dad:** I agree with her!

#### Four

**Dad:** What about Peter? He likes reading, too, doesn't he?  
**Katy:** Yes, he does. But he doesn't read paper books anymore.  
**Dad:** Why not?

**Katy:** Because he likes reading on the e-book reader that he got for his birthday.

**Dad:** Oh, I see.

**Katy:** He can download books and read them wherever he wants.

**Dad:** Hm, that sounds practical!

#### Five

**Katy:** And guess what Lydia likes to do.  
**Dad:** Does she like watching films?  
**Katy:** No, she doesn't.  
**Dad:** Does she like reading stories?  
**Katy:** No, she doesn't! She likes listening to audiobooks on her smartphone with her headphones.  
**Dad:** Oh, that's a good idea!

**Now listen again.**

### Track 15

**Listen and look. There is one example.**

**Louis:** Do you like this photo of my friends in our living room, Auntie Sue?

**Auntie Sue:** Oh, yes! They were all having fun when you took this photo!

**Louis:** Yes, they were!

**Auntie Sue:** Who's the boy reading an e-book, sitting on a bean bag?

**Louis:** The one with curly hair?

**Auntie Sue:** Yes. Who's he?

**Louis:** That's my friend George. He loves reading adventure stories!

**Can you see the line? This is an example. Now you listen and match.**

#### One

**Auntie Sue:** Who's that girl? The one who is sitting on the sofa and watching the flat-screen TV?

**Louis:** Which one?

**Auntie Sue:** The one who is jumping up and down. She's very excited about the film that she's watching.

**Louis:** Her name's Lucy. She loves adventures and mysteries.

**Auntie Sue:** I do, too!

#### Two

**Auntie Sue:** I don't think that the other girl on the sofa likes the film very much!

**Louis:** That's Helen. She was very bored.

**Auntie Sue:** Is she sleeping?

**Louis:** Yes, she is! The film was noisy, but she can sleep anywhere!

#### Three

**Louis:** Can you see the boy on the sofa? The one who's watching a film on his tablet?

**Auntie Sue:** Oh, yes, he looks very happy.

**Louis:** Yes, he does!

**Auntie Sue:** What's his name?

**Louis:** That's Mark. He likes watching comedies because he loves laughing!

#### Four

**Auntie Sue:** Look at that boy who's drawing a cartoon!

**Louis:** That's William. He doesn't like reading or watching stories. He likes making his own stories!

**Auntie Sue:** Oh, that's nice! Are his stories good?

**Louis:** Yes, they're wonderful!

#### Five

**Auntie Sue:** Where's your friend May? Is she in the photo?

**Louis:** Yes, she is. She's sitting in the armchair reading a big book of an adventure story.

**Auntie Sue:** Oh yes, I see her now. That book is huge!

**Louis:** Yes, it is! It has about three hundred pages!

**Auntie Sue:** Wow, that's a lot!

**Now listen again.**

## Unit 6

### Track 16

1. There was a large fire last night in a factory. Firefighters couldn't go inside the building because it was too dangerous, so they used special equipment to fight the fire from outside.
2. Police were searching deep in the forest last night for some monkeys which escaped from the zoo. They stopped searching at midnight because it was too dark, but they will start again in the morning. The zoo staff is worried that the monkeys may not know how to survive in the wild.
3. Rescuers tried to reach a cat which was stuck up a tree, but their ladder wasn't long enough, so they couldn't get to it. The cat came down later without help.
4. A thief stole a large amount of money from a local shop today. The shopkeeper tried to run after him, but he wasn't quick enough to catch him.
5. Local children celebrated the first day of spring today by meeting at the beach. A few of them went swimming, but they said the water was too cold to stay in for long.

### Track 17

Listen and look. There is one example.

**Mrs. Smith:** Now, boys and girls, as you all know, there was a horrible fire in the forest last weekend. Firefighters have already got the fire under control, but there's been a lot damage to the trees.

**James:** Can we do anything to help, Mrs. Smith?

**Mrs. Smith:** Yes, we can, James! I want to tell you about a special

open day at the fire station to make money for the disaster fund.

**James:** Oh, that sounds fun!

Can you see the answer? This is an example. Now you listen and write.

**Julia:** When is the open day, Mrs. Smith?

**Mrs. Smith:** I'll tell you in a moment. You may want to take some notes so you can tell your families about it. OK, the open day is next Saturday at the town's fire station. It will happen from 8:30 in the morning until 4:15 in the afternoon and there will be lots of exciting activities.

**Julia:** How amazing! Have they told you about the activities yet?

**Mrs. Smith:** Yes, they have. One of the fire engines will be open, so you can take a look inside it.

**Julia:** Cool! I've never been inside a fire engine before!

**Mrs. Smith:** Then at 12:30, one of the firefighters will talk to everyone about his job. His name is Mr. Morris.

**Henry:** How do you spell his name, please?

**Mrs. Smith:** It's M-O-R-R-I-S.

**Henry:** Do we need to bring any money with us?

**Mrs. Smith:** Yes, Henry! They want to make money for the disaster fund! You can donate some money when you go in or there will be some cakes on sale, too!

**Henry:** Oh, great! I love cakes! I'll buy some!

Now listen again.

## Unit 7

### Track 18

**Sophia:** Let's do some fun science experiments in the kitchen!

**Emma:** Great idea! What do we need?

**Sophia:** Let me see... We need a little bicarbonate of soda and

a few eggs. We've got a little vinegar.

**Emma:** I'll go to the supermarket!

**Sophia:** While you're at the supermarket, can you get a few more things for me?

**Emma:** Sure. What do you need?

**Sophia:** Can you buy a little butter and a few bananas? We've got a little flour in the cupboard.

**Emma:** OK... Are these things for another science experiment?

**Sophia:** No, I want to make a banana cake!

### Track 19

Listen and look. There is one example.

**Mr. Parks:** Now listen, children, I want to tell you about our field trip next week. Please take a few notes, so you can tell your families about it.

**Mickey:** Where are we going, Mr. Parks?

**Mr. Parks:** Good question, Mickey! We're going to visit a river so we can learn more about the water cycle. There's an interesting science centre there, too.

**Mickey:** That sounds fun!

Can you see the answer? This is an example. Now you listen and write.

**Karla:** When is the trip, Mr. Parks?

**Mr. Parks:** It's next Wednesday. We're going to leave early because we want to have lots of time at the river, so please make sure you're at school by 7:30 a.m.

**Karla:** Are we going by bus?

**Mr. Parks:** No, not this time. We're going by train because it's faster.

**Karla:** Wow, I've never travelled by train before! How long does it take to get there?

**Mr. Parks:** It takes about two hours.

**Ben:** Do we need to bring a packed lunch?

**Mr. Parks:** No, you don't. The science centre will offer us lunch, but you might want to bring a



little money because there's a nice gift shop there.

**Ben:** Are you coming with us on the trip, Mr. Parks?

**Mr. Parks:** Yes, of course! And Ms. Wilson is coming, too.

**Mickey:** Excuse me. How do you spell her surname?

**Mr. Parks:** W-I-L-S-O-N.

**Mickey:** Thank you!

Now listen again.

## Track 20

Listen and look. There is one example.

What does Jack need to buy for his experiment?

**Jack:** Mum, can I do a science experiment?

**Mum:** Sure. What are you going to do?

**Jack:** I'm going to put an egg into a little vinegar and leave it for seven days to see what happens.

**Mum:** Well, we have a few eggs and I have a jar you can use. But we don't have any vinegar. Why don't you go to the supermarket and get some?

**Jack:** OK!

Can you see the tick? This is an example. Now listen and tick the correct box.

One. Where is Sue going on her school trip?

**Sue:** We're going on a school science trip tomorrow, Grandma.

**Grandma:** Oh, great! Are you going to the Science Museum?

**Sue:** No, we aren't. We're going to the beach to learn about the water cycle.

**Grandma:** That sounds fun! I remember I went on a school trip to a river to learn about the water cycle. But that was a long time ago!

Two. What does Lucy borrow?

**Mr. Black:** OK, children. We're going to do an experiment now. Please make sure you wear all the protective clothing. So, please put on your lab coat, your gloves and safety glasses.

**Lucy:** Excuse me, Mr. Black. I don't have any safety glasses.

**Mr. Black:** Don't worry, Lucy. There are a few pairs in the cupboard over there. You can borrow a pair.

**Lucy:** Thank you.

Three. What do Matt and Tom use in their experiment?

**Tom:** Let's do an experiment to make rain, Matt.

**Matt:** How can we do that?

**Tom:** I'll show you. Pour a little hot water into this jar and then cover the jar with a plate. When you put a few ice cubes on the plate, it rains in the jar!

**Matt:** Wow! That's so cool! I saw another cool experiment on TV the other day. A scientist mixed bicarbonate of soda and vinegar to make a volcano.

**Tom:** Cool! I love science!

Four. What does Tina do to the water?

**Tina:** Can we do a fun experiment, Dad?

**Dad:** Sure. I have an idea!

**Tina:** Why are you pouring water into that jar? Are you going to mix it with something?

**Dad:** No, I'm not. All we need for this experiment is water. Now, do you want to make a tornado in the jar?

**Tina:** Yes!

**Dad:** Ok. If you spin the water around in the jar, it turns into a tornado.

**Tina:** Let me try! Wow! That's so cool!

Five. What did Sam do in his science class?

**Mum:** How was your day, Sam?

**Sam:** It was good! We had science class this afternoon.

**Mum:** Oh, did you do another experiment about the water cycle?

**Sam:** No. We've finished that topic. We did an experiment to observe osmosis. We put some jelly sweets into a glass with water, and we'll see what happens in a few days.

**Mum:** Oh yes, I remember we did a similar experiment when I was at school with celery, food colouring and water.

Now listen again.

## Unit 8

### Track 21

Three years ago...

**Uncle George:** Do you have any hobbies, Layla?

**Layla:** Yes, I've got lots of hobbies! I like collecting stamps!

**Uncle George:** Do you go to any clubs?

**Layla:** Yes, I go to the STEM Club every Wednesday.

**Uncle George:** And do you do any sports?

**Layla:** Yes, I play football on Fridays.

**Uncle George:** What about music? Do you play any instruments?

**Layla:** Yes, I've got a piano lesson every Tuesday.

Now...

**Uncle George:** What do you do during your free time, Layla?

**Layla:** I'm very busy studying for my exams and I haven't got any free time for hobbies.

### Track 22

Listen and look at the picture. There is one example.

**Jim:** Look at this cool picture! All the children are doing things to help the environment!

**Teacher:** You're right! Would you like to colour some of the picture?

**Jim:** Yes, please! There's a girl who is watering some flowers to attract insects.

**Teacher:** I like her T-shirt!

**Jim:** Me too! There's a turtle on it! I used to have a T-shirt like that!

**Teacher:** Nice! Why don't you colour the turtle grey?

**Jim:** Right away!

**Can you see the grey turtle? This is an example. Now you listen, colour and write.**

#### One

**Jim:** What else can I colour?

**Teacher:** There's a boy who's planting a tree. Can you see him?

**Jim:** Yes, I can see him. It's good to plant new trees. Can I colour the tree?

**Teacher:** Yes, good idea. How about colouring it purple?

**Jim:** That's a funny colour for a tree, isn't it?

**Teacher:** Ha, ha, I guess you're right. But it's our tree!

**Jim:** OK, I'll colour it purple then.

#### Two

**Teacher:** I'd like you to write a word.

**Jim:** OK! What should I write?

**Teacher:** Can you see the children who are picking up rubbish and putting it into a large box?

**Jim:** Yes, I can!

**Teacher:** Can you write the word *recycle* on the box?

**Jim:** Yes, no problem! How do you spell it?

**Teacher:** R-E-C-Y-C-L-E.

#### Three

**Jim:** I'd like to do some more colouring now.

**Teacher:** OK. Can you see the boy who's carrying a bag?

**Jim:** Oh, yes. He isn't using a plastic bag. That's good, isn't it?

**Teacher:** Yes, it is!

**Jim:** Can I colour his bag yellow?

**Teacher:** Yes, that's a good idea!

#### Four

**Teacher:** I'd like you to write one more word now.

**Jim:** OK. What should I write?

**Teacher:** There's a girl who's making a pile of wood. Can you see her?

**Jim:** Yes. What's she doing?

**Teacher:** She's making a safe home

for beetles. They like living under pieces of wood.

**Jim:** Really? Can I write the word beetle on her T-shirt?

**Teacher:** Sure!

**Jim:** How do you spell it?

**Teacher:** That's B-E-E-T-L-E.

**Jim:** Done!

#### Five

**Jim:** Can I colour one more thing?

**Teacher:** Yes, of course. Can you see the two butterflies? Colour one of them orange.

**Jim:** Which one?

**Teacher:** You can choose.

**Boy:** I'll colour the small butterfly orange. It isn't as big as the other one, but now it's more colourful, isn't it?

**Teacher:** Yes, you're right!

**Now listen again.**



# Practice Book Answer Key

## Welcome Unit: A New Start

### Page 4

1

1. Mark; 2. Lucy; 3. Anna

2

1. delicious – M; 2. terrible, M; 3. dangerous, A;  
4. beautiful, L; 5. fantastic, L

3

Answers will vary.

### Page 5

4

1. beach; 2. ice cream; 3. a sausage; 4. a hamburger;  
5. a mountain; 6. a fish; 7. a campsite; 8. a rucksack;  
9. a sandwich; 10. barbecue

### Page 6

1

1. put; 2. caught; 3. had; 4. met; 5. slept; 6. built;  
7. took; 8. forgot; 9. ate; 10. flew; 11. saw; 12. woke up;  
13. went; 14. did; 15. swam

m	t	x	s	l	e	p	t	a	v
e	d	i	d	n	l	d	c	q	q
t	v	l	c	a	u	g	h	t	n
n	b	n	f	l	e	w	e	n	t
k	u	w	s	s	e	p	f	q	p
h	i	o	m	w	a	u	o	a	i
c	l	k	h	a	d	t	r	t	a
w	t	e	c	m	s	v	g	e	g
p	k	u	v	k	a	t	o	o	k
z	q	p	b	j	w	i	t	j	j

2

1. Did you have; 2. What did you do; 3. was;  
4. climbed; 5. played; 6. Did you have; 7. rained;  
8. didn't cook; 9. was; 10. waited

### Page 7

3

1. older; 2. bigger; 3. longer; 4. shorter

•

1. oldest; 2. longest; 3. tallest; 4. smallest

4

1. No. 2. No. 3. Yes. 4. Yes. 5. Yes. 6. No.

## Unit 1 School Clubs

### Page 8

1

1. gardening – c; 2. photos, pictures – d; 3. race – b;  
4. plays – e; 5. chess – a

### Page 9

2

1. board games – cutout of chess board; 2. athletics – cutout of medal and trainer; 3. art and photography – cutout of paint, paintbrush and camera; 4. drama – cutout of theatre masks; 5. science and technology – cutout of test tubes and microscope; 6. gardening – cutout of hands planting a seed

### Page 10

1

1. I've; 2. Have; 3. haven't; 4. has; 5. Has; 6. hasn't;  
7. has; 8. has

2

1. acted / Yes, he has. 2. planted / No, she hasn't.  
3. painted / Yes, she has. 4. run / No, he hasn't.

### Page 11

3

1. Have you ever tried gymnastics? 2. No, I've never done it before. 3. I've never played the drums before. 4. Have you ever played the violin? 5. Yes, I've done it before.

4

1. Have you ever acted in a play? 2. Have you ever played an instrument? 3. Have you ever played chess? 4. Have you ever used a hop ball? Answers will vary.

### Page 12

5

1. Have you ever acted; 2. haven't; 3. went; 4. have never acted; 5. Have you ever acted; 6. haven't;  
7. have never done

6

1. No. 2. Yes. 3. Yes. 4. Yes. 5. No. 6. No.

### Page 13

1

c. Facing Your Fears

2

1. No, he hasn't.  
2. The athletics club.  
3. Her grandmother.  
4. Sarah.  
5. Alex.

Page 14

- 1  
1. wanted; 2. went; 3. was; 4. did; 5. cracked; 6. made
- 2  
4, 5; 6; 2; 1; 3
- 3  
calm, relaxed, nervous, excited, happy

Page 15

- 1  
Sarah – E; Paul – A; Katy – G; Michael – F; Gemma – D

Page 16

- 1  
Answers will vary.
- 2  
Answers will vary.

Page 17

- 1  
1. E; 2. A; 3. D; 4. C

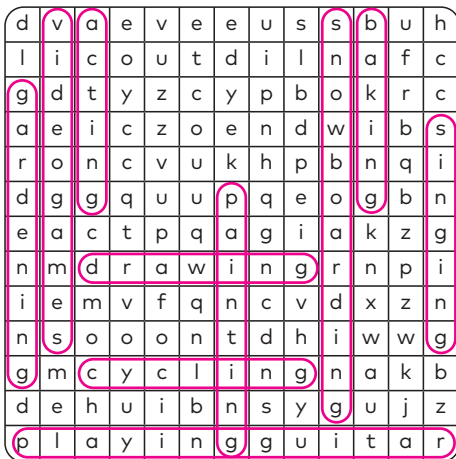
Page 18

- 1  
1. Students colour the tree in the picture green.  
2. Students write *science* on the girl's robot.  
3. Students colour the boy's medal red. 4. Students write *king* in front of the table. 5. Students colour the girl's hop ball blue.

Unit 2 My Hobbies

Page 19

- 1  
1. playing guitar; 2. gardening; 3. video games;  
4. singing; 5. drawing; 6. acting; 7. cycling;  
8. snowboarding; 9. painting; 10. baking



- 2  
1. playing; 2. reading; 3. looking after; 4. making;  
5. collecting

Page 20

- 3  
1. cutout of the plastic pencil holder; 2. cutout of the glass vase; 3. cutout the wooden go-kart; 4. cutout of the paper planes; 5. cutout of the birthday card; 6. cutout of the bicycle
- 4  
plastic, glass, wood, paper, card, metal

Page 21

- 1  
1. have you played the guitar? 2. have you been at the kite festival? 3. have you practised karate? 4. have you known Emma? 5. have you made kites?
- 2  
1. since last summer 2. for four months 3. since he was five 4. for nine years 5. since September

Page 22

- 3  
1. for; 2. Since; 3. since; 4. for; 5. for
- 4  
1. George has lived in Buenos Aires for six years.  
2. May has liked snowboarding since last winter.  
3. I have been a member of the gardening club for eight weeks. 4. Lucy has played the guitar since she was four years old. 5. I have known Holly for five months.

Page 23

- 5  
1. The bottles are made of plastic. 2. The glasses are made of glass. 3. The bike handle is made of metal. 4. The boxes are made of wood. 5. The bag is made of paper. 6. The birthday card is made of card.
- 6  
1. last summer; 2. Harry; 3. paper and wood; 4. week;  
5. for 20 minutes; 6. the eagle's nest

Page 24

- 1  
1. played; 2. since; 3. after; 4. for; 5. long

Page 25

- 1  
1. Students match *Sam* to the boy playing the guitar.  
2. Students match *Robert* to the boy painting a picture. 3. Students match *Lucy* to the girl gardening. 4. Students match *Helen* to the girl reading a book. 5. Students match *Michael* to the tall boy playing football.



**Page 26**

1

1. decided; 2. started; 3. joined; 4. planted; 5. since;  
6. loved; 7. since

a. Fred; b. Tina; c. Paul

2

1. T; 2. F; 3. F; 4. T



Answers will vary.

**Page 27**

1

1. discipline; 2. memory;  
3. listening; 4. maths; 5. trying;  
6. confident

2

Answers will vary.

**Page 28**

1

Across

1. guitar; 3. race; 6. photography; 7. board; 8. reading

Down

2. technology; 4. plays; 5. gardening

2

1. made; 2. did not/didn't want; 3. used; 4. were;  
5. did not/didn't win; 6. had

**Page 29**

3

paper, wood, plastic, paint

4

1. Have you ever practised karate? 2. Have you ever  
looked after a pet? 3. Have you ever played the guitar?  
Answers will vary.

5

1. since; 2. for; 3. for; 4. since; 5. since

**Page 30**

1

1. *Double Dutch*; 2. *Pick-Up Sticks*; 3. *Stickball*;  
4. *Yo-Yos*; 5. *Red Rover*

2

1. Yes; 2. No; 3. Yes; 4. No; 5. No; 6. Yes

**Page 31**

3

1. e; 2. d; 3. a; 4. b; 5. c

4

Answers will vary.

**Unit 3 Where Will Technology Take Us?****Page 32**

1

1. 142; 2. 578; 3. 8,464; 4. 27,643; 5. 2,000,000;  
6. 12,000,000

2

1. two hundred thirty-four; 2. nine hundred three;  
3. four thousand, six hundred twenty-two; 4. fifteen  
thousand, seven hundred forty-nine; 5. six million;  
6. twenty-two million

3

1. journey; 2. rocket; 3. mission; 4. Mars; 5. Station;  
6. spaceship

**Page 33**

4

1. astronaut – cutout of the astronaut; 2. space –  
cutout of the space (the second one); 3. spaceship –  
cutout of the spaceship flying toward Earth; 4. stars  
– cutout of the stars in the horizon (the last one);  
5. take off – cutout of the spaceship taking off; 6. land  
– cutout of the spaceship landing; 7. Earth – cutout  
of planet Earth; 8. moon – cutout of the moon (the  
second-to-last)

**Page 34**

1

1. How big is Mars? – d; 2. How fast is a rocket? /  
How fast does a rocket travel? – b; 3. How hot is  
the sun? – a; 4. How cold is (it in) space? – c

2

1. 'll (will) download; 2. 'll (will) visit; 3. 'll (will) go;  
4. 'll (will) call; 5. 'll (will) leave

**Page 35**

3

1. Robots may be more life-like. – Sophia; 2. They will  
help us do our chores. – Emma; 3. We all might have  
robots in our homes in the future. – Sophia; 4. Robots  
will definitely be thinking machines. – Emma

4

1. may become; 2. may work; 3. will get; 4. will design;  
5. might work; 6. might become

**Page 36**

5

1. jobs; 2. think; 3. cleverer;  
4. moon; Answers will vary.

6

1. No. 2. Yes. 3. No. 4. Yes. 5. No.

**Page 37**

1 architect, engineer

2 4, 1, 5, 3, 2

3 1. He loves building models with toy bricks. 2. He likes finding answers to difficult questions. 3. He is always on his computer at home. 4. He likes working with his friends when they do projects at school. 5. He loves talking to people.

**Page 38**

1 Will people keep robots as pets in the future instead of real animals?

2 1. These; 2. hand, example; 4. However; 5. summary, believe

3 1. b; 2. a; 3. d; 4. c

4 Answers will vary.

**Page 39**

1 1. C; 2. C; 3. B; 4. A; 5. C

**Page 40**

1 a

2 Answers will vary.

3 Answers will vary..

**Page 41**

1 Answers will vary.

**Page 42**

1 1. Students match *Jack* to the boy looking at the model of an astronaut. 2. Students match *Vicky* to the taller girl looking at the robot exhibit. 3. Students match *Sam* to the girl sitting on the floor in front of the model of Earth. 4. Students match *Sarah* to the girl looking at Mars's photos. 5. Students match *Ben* to the boy watching a video of a spaceship taking off.

**Unit 4 Our Futures****Page 43**

1 1. airport; 2. police station; 3. racing car; 4. college; 5. repair; 6. design; 7. office; 8. business

**Page 44**

2 1. designer – cutout of the designer working on her computer; 2. waiter – cutout of the waiter serving coffee; 3. artist – cutout of the artist painting; 4. police officer – cutout of the police officer by her car; 5. mechanic – cutout of the mechanic fixing a car; 6. journalist – cutout of the journalist interviewing a person; 7. businesswoman – cutout of the businesswoman making a presentation; 8. pilot – cutout of the pilot flying an airplane

**Page 45**

1 1. a; 2. b; 3. b; 4. a

2 1. aren't; 2. are; 3. sit; 4. keep; 5. go; 6. find; 7. to rain; 8. going to; 9. look; 10. stay

**Page 46**

3 1. everybody; 2. nobody; 3. something; 4. anything

4 1. everything; 2. anything; 3. Everybody; 4. anybody; 5. Somebody

**Page 47**

5 1. a; 2. a; 3. c; 4. b; 5. c

6 1. No. 2. No. 3. No. 4. Yes. 5. No. 6. Yes.

**Page 48**

1 1. airport; 2. excited; 3. front of; 4. about two hours; 5. took off; 6. grey clouds; 7. a pilot

**Page 49**

1 1. Benson; 2. Nina; 3. journalist; 4. *Racing*; 5. interesting; 6. photographs; 7. Tuesday



Page 50

1

c

2

- 1. ears; 2. fur; 3. warmer;
- 4. weaker; 5. planets

3

- 1. Because our planet is getting warmer every year.
- 2. Because we'll use more and more technology and won't do as much exercise as we do today.
- 3. Because we're running out of space on Earth, so we'll need to find other places to live.

Page 51

1

b

2

Answers will vary.

3

Answers will vary.

Page 52

1

- 1. takes off; 2. lands; 3. spaceship; 4. Earth;
- 5. astronaut

2

- 1. 'll (will) take; 2. 'll (will) close;
- 3. 'll (will) call; 4. 'll (will) tidy

3

- 1. will continue; 2. may have; 3. might look;
- 4. might do; 5. may study

Page 53

4

- 1. designer; 2. mechanic; 3. artist; 4. journalist;
- 5. pilot; 6. waiter

y	r	d	b	h	r	a	n	h	n
j	o	u	r	n	a	l	i	s	t
k	y	u	w	u	r	c	r	o	e
b	g	w	a	i	t	e	r	i	j
d	e	s	i	g	n	e	r	c	p
m	v	c	g	v	v	o	z	k	i
m	e	c	h	a	n	i	c	t	l
p	j	g	a	r	t	i	s	t	o
z	w	n	o	u	v	n	z	z	t

5

- 1. c - 's (is) going to rain; 2. a - 's (is) going to reach;
- 3. b - 's (is) going to be

6

- 1. Somebody; 2. anything; 3. everybody

Page 54

1

b

2

- 1. Merlin; 2. Arthur; 3. King Uther; 4. Igraine

3

- 1. Yes; 2. No; 3. No; 4. Yes; 5. No

Page 55

4

- 1. b; 2. d; 3. c; 4. a

5

- 1. Merlin expects that Arthur will be king one day.
- 2. Merlin makes Kay's sword disappear.
- 3. Arthur realises that Kay's sword is not there.
- 4. Merlin appears when Arthur pulls the sword from the stone.

## Unit 5 Telling Stories

### Page 56

1

1. comedy; 2. cartoons; 3. drama / mystery
4. adventure 5. Answers will vary.

2

1. wonderful; 2. frightening; 3. funny; 4. exciting

### Page 57

3

1. home theatre – cutout of the home theatre;
2. offline – cutout of the *offline* symbol; 3. apps – cutout of the app icons on the smartphone;
4. e-book – cutout of the e-book reader;
5. smartphone – cutout of the smartphone;
6. tablet – cutout of the tablet; 7. flat – cutout of the flat-screen TV; 8. download – cutout of the *download* symbol

### Page 58

1

1. d; 2. c; 3. b; 4. a

2

The children were playing hide-and-seek when they heard a crash.

### Page 59

3

1. was watching; 2. rang; 3. came; 4. looked;
5. crashed

4

1. were walking; 2. started; 3. were looking; 4. heard;
5. were trying; 6. arrived; 7. were playing; 8. called;
9. were leaving; 10. said

### Page 60

5

1. It sounds like an eagle. 2. It sounds like a car.
3. It sounds like children laughing. 4. It sounds like a door closing. 5. It sounds like glass breaking.

6

1. Yes. 2. Yes. 3. No. 4. No.

### Page 61

1

b

2

1. F; 2. F; 3. T; 4. F; 5. T

3

Answers will vary.

### Page 62

1

1. loud; 2. nervous; 3. climbed; 4. enormous;
5. excited; 6. fell

2

Students should tick sentences 1, 2 and 3.

3

1. a. enormous, b. loud; 2. a. nervous, b. excited;
3. a. climbed, b. fell

### Page 63

1

Sally – A; Richard – B; Pat – G; Peter – D; Lydia – C

### Page 64

1

b

2

Answers will vary.

### Page 65

1

1. a comedy; 2. a tablet; 3. an app; 4. an adventure;
5. a smartphone; 6. a home theatre; 7. offline;
8. download; 9. a cartoon; 10. online

### Page 66

1

1. Students match *Lucy* to the girl watching TV. 2. Students match *Helen* to the girl asleep on the sofa.
3. Students match *Mark* to the boy watching a film on his tablet. 4. Students match *William* to the boy drawing a cartoon on the floor. 5. Students match *May* to the girl reading a book.



## Unit 6 Big News

### Page 67

- 1  
1. firefighter; 2. torch; 3. stone; 4. midnight;  
5. follow
- 2  
1. e; 2. f; 3. b; 4. a; 5. c; 6. d

### Page 68

- 3  
1. uniform – cutout of the nurse's uniform;  
2. ambulance – cutout of the ambulance; 3. break –  
cutout of the broken leg; 4. bandage – cutout of the  
bandages; 5. look after – cutout of the nurse taking  
care of a child; 6. Pyjamas – cutout of the pyjamas
- 4  
1. pyjamas; 2. broke; 3. ambulance; 4. looked after;  
5. uniform; 6. bandage

### Page 69

- 1  
1. b; 2. b; 3. a; 4. a
- 2  
1. The fire engine hasn't arrived yet. 2. Emma's dad  
has already donated money to the disaster fund.  
3. The adult eagle has already flown away. 4. The  
eagle chicks haven't flown away yet.

### Page 70

- 3  
1. too dangerous; 2. too dark; 3. long enough;  
4. quick enough; 5. too cold
- 4  
1. too noisy; 2. not strong enough; 3. too busy;  
4. not old enough

### Page 71

- 5  
1. made me sleepy; 2. make/made Emma sad/  
worried; 3. makes Harry worried/sad; 4. made the  
children proud/happy; 5. made Harry happy
- 6  
1. Yes. 2. No. 3. Yes. 4. Yes. 5. No. 6. No.

### Page 72

- 1  
1. D; 2. A; 3. E; 4. B

### Page 73

- 1  
1. Saturday; 2. 4:15; 3. fire engine; 4. Morris; 5. cakes

### Page 74

- 1  
4, 1, 5, 2, 3
- 2  
b
- 3  
4, 2, 3, 6, 5, 1

### Page 75

- 1  
a
- 2  
a. 5; b. 6; c. 1; d. 3; e. 2; f. 4
- 3  
Answers will vary.

### Page 76

- 1  
**Types of Story:** 1. drama; 2. mystery; 3. adventure;  
4. comedy; 5. cartoons; **Ways to Read Stories:**  
1. tablet; 2. smartphone; 3. e-book; 4. apps;  
5. home theatre

u	g	r	c	a	r	t	o	o	n	s
y	z	w	m	y	s	t	e	r	y	z
c	o	m	e	d	y	d	t	o	n	o
k	e	m	n	w	t	k	h	v	n	c
h	o	m	e	t	h	e	a	t	r	e
s	m	a	r	t	p	h	o	n	e	n
u	m	v	e	b	o	o	k	f	m	n
a	j	h	t	a	b	l	e	t	t	y
p	n	w	o	j	k	a	o	h	d	v
p	a	d	v	e	n	t	u	r	e	e
s	g	t	g	d	r	a	m	a	p	x

- 2  
1. was reading; 2. rang; 3. started; 4. were watching;  
5. were getting into

**Page 77****3**

1. The wildfire made Sarah frightened. 2. The good news made the children happy. 3. Tests make Tom very worried. 4. My test results made me proud.

**4**

1. quiet enough; 2. safe enough; 3. too cold

**5**

1. yet; 2. already; 3. already; 4. yet; 5. already

**Page 78****1**

1. Bigfoot; 2. Loch Ness Monster; 3. dragon; 4. Komodo dragon

**2**

1. Yes; 2. No; 3. Yes; 4. Yes; 5. No; 6. Yes

**Page 79****3**

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

**4**

1. People often come to Scotland to search for Nessie. 2. Did you discover any footprints on the mountain? 3. I want to investigate more about the legend of Bigfoot. 4. Do you believe in dragons?

**Unit 7 Amazing Science****Page 80****1**

1. bottle; 2. safety glasses; 3. pour; 4. jar; 5. vinegar; 6. glove; 7. bicarbonate of soda; 8. mix

**2**

1. bottle; 2. jar; 3. bicarbonate of soda; 4. vinegar; 5. mix; 6. pour; 7. glove; 8. safety glasses

**Page 81****3**

1. liquid – cutout of the bottle and glass of water; 2. explodes – cutout of the volcano erupting; 3. freeze – cutout of the ice-cube tray in the freezer; 4. expands – cutout of the foamlike substance expanding; 5. gas – cutout of the tea kettle releasing vapour; 6. soil – cutout of the hands planting a seed; 7. solid – cutout of the ice cubes next to the tray; 8. heat – cutout of the flame

**Page 82****1**

1. a few; 2. a little; 3. a little; 4. a few; 5. a few; 6. a few

**2**

1. a few; 2. a few; 3. a little; 4. a little; 5. a little; 6. a few

**Page 83****3**

1. a few science books; 2. a few bottles of vinegar; 3. a little soil; 4. a little warm water; 5. a little ice; 6. a few ideas

**4**

1. a little; 2. a few; 3. a little; 4. a little; 5. a few; 6. a little

Students should tick items 1, 2, 4 and 5.

**Page 84****5**

1. explodes; 2. put; 3. becomes; 4. spin; 5. rains; 6. leave

**6**

1. No. 2. Yes. 3. No. 4. No. 5. Yes. 6. Yes.



**Page 85**

1

a

•

1. The ball of paper.
2. Because when an object falls, the air slows it down. An object with a lot of flat space on the outside will slow down more than an object with a small amount of flat space on the outside.

2

1. home; 2. the same; 3. shape; 4. chair; 5. slowly

**Page 86**

1

1. because; 2. so; 3. so; 4. because

2

- 3, 1, 4, 2

3

1. b; 2. a

**Page 87**

1

1. 7:30; 2. train; 3. two; 4. money; 5. Wilson

**Page 88**

1

B, A

2

Answers will vary.

**Page 89**

1

1. heats; 2. into; 3. When; 4. into; 5. which; 6. starts; 7. at; 8. a little; 9. If; 10. a few

**Page 90**

1

1. A; 2. C; 3. C; 4. C; 5. B

**Unit 8 A Changing World****Page 91**

1

1. attract; 2. butterflies; 3. beetles; 4. habitat; 5. cut down; 6. destroying

2

1. a; 2. c; 3. a; 4. c

**Page 92**

3

1. Deforestation – cutout of tree logs in a engine;
2. Climate change – cutout of the tree that has died due to climate change; 3. environment – cutout of the environment (the first one); 4. Pollution – cutout of the factory polluting the environment; 5. protect – cutout of the boy planting a tree; 6. disappeared – cutout of the girl making a beetle house out of pieces of wood; 7. worried – cutout of the worried boy; 8. search – cutout of the girl picking up rubbish on the beach

**Page 93**

1

1. used to; 2. used to; 3. didn't use to; 4. used to; 5. used to

2

1. stamps; 2. STEM; 3. football; 4. piano

1. Layla used to collect stamps. 2. She used to go to the STEM club every Wednesday. 3. She used to play football on Fridays. 4. She used to have a piano lesson every Tuesday.

**Page 94**

3

1. tall; 2. small; 3. light; 4. endangered

4

1. as endangered as the Philippine Eagle; 2. as dirty as it used to be; 3. as old as his sister; 4. as tall as David; 5. as long as Emma's hair

**Page 95**

5

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

6

1. 100,000. 2. In the 1960s. 3. Because the eagles sometimes ate people's chickens. 4. In the 1940s. 5. 487 pairs. 6. The government decided to change the laws.

**Page 96**

1

- environment; 2. volunteered; 3. butterflies;
- cutting down; 5. destroy

2

Matt and Sue Volunteer in the Forest

**Page 97**

1

- Students colour the tree the boy is planting purple. 2. Students write *recycle* on the rubbish bin.
- Students colour the boy's reusable bag yellow.
- Students write *beetle* on the T-shirt of the girl who is making a wood pile.
- Students colour the small butterfly orange.

**Page 98**

1

a

2

- Picture of the big ice sheets. 2. Picture of the eroded land. 3. Picture of the mammoth.

3

- two million years, 10,000 years; 2. one-third;
- three kilometres; 4. three metres, six tons

4

Answers will vary.

**Page 99**

1

Students tick: Picking up rubbish. Saving energy. Planting trees.

2

Answers will vary.

**Page 100**

1

4, 1, 6, 2, 3, 5

2

- Deforestation; 2. extinct; 3. pollution; 4. habitat.

3

- worried; 2. protect; 3. disappeared; 4. destroyed;
- raise; 6. attract

**Page 101**

4

- a few; 2. a few; 3. a little

5

- plant; 2. turns; 3. cut down; 4. pollutes

6

- Kay used to have some safety glasses. 2. Dad used to do lots of experiments at school. 3. There used to be lots of trees in this area.

7

- isn't it? 2. aren't they? 3. are you?

**Page 102**

1

b

2

2 5

1 3

6 4

**Page 103**

3

- Because it protected the animals and helped people. 2. Because he worked extremely hard, but most days he didn't catch anything. 3. Because he wanted to give the bird to the king. 4. When people learn to take care of nature and live in harmony with animals again.

4

- f; 2. e; 3. c; 4. d; 5. a; 6. b

5

People should take care of nature. Answers will vary.





# Open Day 4

**Open Day** is a fun seven-level topic-based series for primary schools in which students learn to communicate confidently in English. A wide range of activities acquaints them with internationally accepted exams while providing practice in all four skills.

At each level, students are accompanied by children called the *Good Buddies*, who appear in stories with animals that are or have been endangered. These characters inspire students to become balanced human beings who care about the world they live in.

It is in this way that the series develops empathy and tolerance. It successfully engages students through active learning and by encouraging them to analyse how they work as individuals and interact with others.