



# Open Day 3

Teacher's  
Guide





# Open Day



# 3

## Teacher's Guide

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# Welcome to *Open Day 3!*

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 six 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, 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 challenges 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 to 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 this type 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 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 of 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.



## Open Day and 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. Another key aspect 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.

# 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 Units' Structure:

### My Words

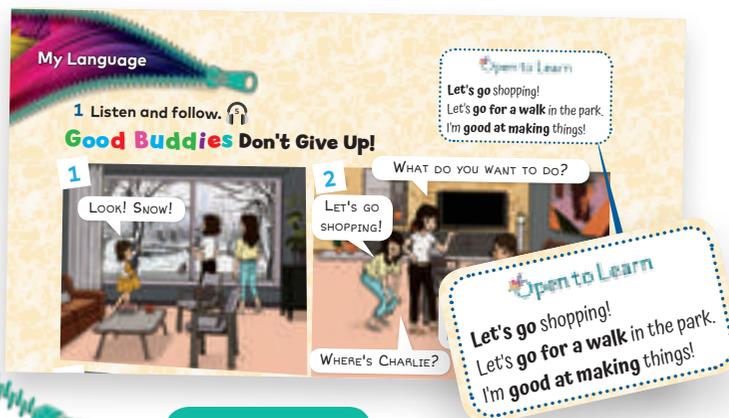
These first two pages focus on presenting and practising key thematic vocabulary in the context of the unit.



### 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.



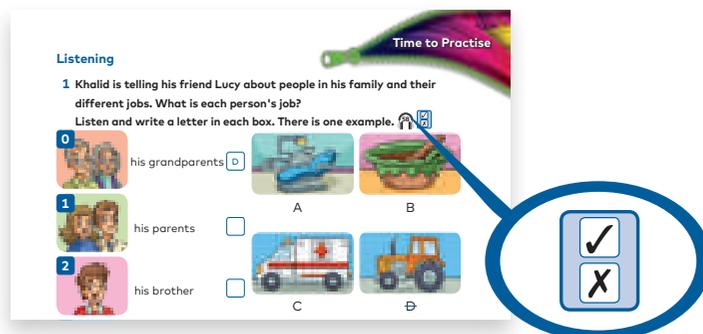
### Sounds Fun!

- ◆ 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

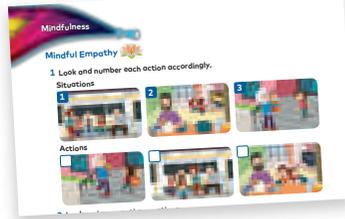
- ◆ This section offers activities in international certification formats. In addition to providing further language and skills practice, they familiarise students with specific international certification-type activities. Additional guidance about specific strategies for exam preparation are provided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



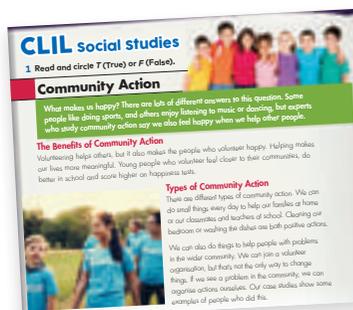
### My Skills

- ◆ 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 do 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.



### Home Connection

- ◆ Make an exhibit of a place.



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.

**5 Circle the correct options.**

**Good Buddies Quiz**

1. Lin wants to go shopping. Yes. / No.  
 2. This is Lin's first time ice-skating. Yes. / No.  
 3. Lin thinks ice-skating is easier than walking. Yes. / No.  
 4. Charlie can make the most complicated move. Yes. / No.  
 5. Charlie is good at making things. Yes. / No.  
 6. Charlie and Lin make a snow panda. Yes. / No.

**Don't Give Up!**



### 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**

**1 Read the text. Choose the right words and write them on the lines.**

**Household Chores**



**Example:** The average person spends about above 490 hours a year on household chores! Here are some tips to make chores easier:

- \_\_\_\_\_ a meal, leave the dishes in hot, soapy water for 15 minutes before washing them.
- Remember \_\_\_\_\_ shake out the clothes before hanging them up.
- Things \_\_\_\_\_ the floor make cleaning more difficult. Pick them up.
- You \_\_\_\_\_ have to use a broom. Robotic vacuum cleaners collect dust from carpets and polish the floor!
- With these tips, you can spend less time on chores.

**5. With these tips, you can spend less time on chores. \_\_\_\_\_ more time doing the things you enjoy!**

**Example:**

spend	spends	spending
when	after	before
the	of	to
behind	on	in
do	don't	doesn't
and	but	or

Unit 5 Around the House

### Sections Specific to Odd Units:

#### My Skills

**Reading**

**1 Read and number the pictures in the correct order.**



**My Skills**

Mary and Alex like to visit their uncle Tom. He lives near Sandy Beach and has got a boat called "Little Monster." It's the smallest boat on Sandy Beach and the children love it. When they arrive, Alex wants to go swimming, but Mary wants to go sailing. "Let's go sailing first," Mary says. "OK," says her uncle. They go out in the boat. "This is more fun than swimming," Mary says.

**My Space**

**1 Read and circle the best title for the quiz. Write it in the space provided.**

a. My Favourite Place    b. My Town    c. My Country



**2 Underline the options that are true for you.**

- How big is your city/town? small / big / enormous
- Where do most people live? far / not very far / near in houses / in flats
- Where do you live? bus station / supermarket / library / park / sports centre / in the countryside cinema / university
- How far is your home from your school?

**3 Answer the questions.**

- What do you like about your city/town?
- What does your city/town need?

**4 Take the quiz.**

Topic 2 Unit 3 My Town

### 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 Geography**

**1 Read the text and complete the table.**

The names in the western hemisphere are the opposite of the names in the eastern hemisphere. When it is summer in the northern hemisphere, it is winter in the southern hemisphere.

	Northern Hemisphere	Southern Hemisphere
spring	from March to May	from September to November
summer	from June to August	from December to February
autumn	from September to November	from March to May
winter	from December to February	from June to August

**2 Listen and match the structures to the cities they are visiting.**



**3 Listen again and complete what the speakers say. Use the words in the box.**

cooler    the best    the hottest    hotter    faster

Cape Town    Chicago    London    Santiago    Sydney    Toronto

- London is \_\_\_\_\_ months for visiting London.
- London is usually \_\_\_\_\_ than Chicago.
- Sydney is \_\_\_\_\_ than Santiago.
- Caracas is \_\_\_\_\_ time of the year in Sydney.
- Toronto is \_\_\_\_\_ than Cape Town in October.

Topic 1 CLIL

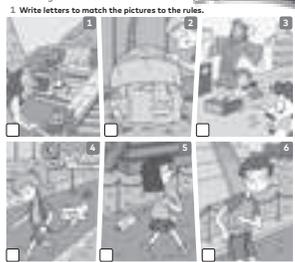
#### Citizenship

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

**Citizenship**

**Protecting Ancient Sites**

**1 Write letters to match the pictures to the rules.**



- Do not touch the objects.
- Do not litter.
- Do not take any pieces with you.
- Stay on the designated path.
- Do not take pets.
- Do not run.

**2 Write three more rules people should follow when visiting ancient sites.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Topic 2 Citizenship

#### My Progress

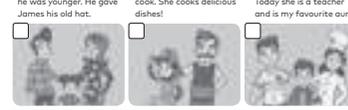
These two pages provide additional follow-up activities to be done after the self-evaluation section in the **Student's Book**.

**My Progress**

**Can you talk about your family?**

**1 Number the pictures according to the descriptions.**

- This is Tony with his grandson, James. Tony was a firefighter when he was younger. He gave James his old hat.
- These are my parents. My dad is an ambulance driver and my mum is a cook. She cooks delicious dishes!
- These are my grandparents with their oldest daughter, Joanne. Today she is a teacher and is my favourite aunt.

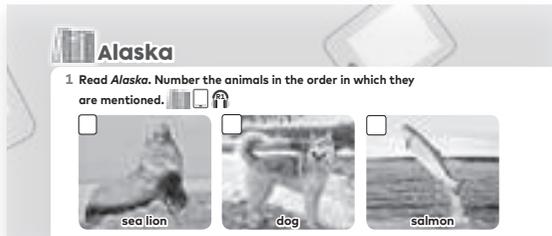


**Can you talk about what you could or had to do?**

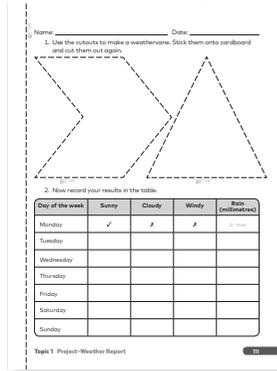
**2 Read and circle the correct options for you.**

- When I was five years old, I **could / couldn't** swim.
- When I was three years old, I **could / couldn't** speak English.
- Last week, I **had to / didn't have to** do house chores.
- Yesterday, I **had to / didn't have to** go to school.

- ◆ 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. **Reader** includes four texts, one per *Topic*. (two fiction and two informative texts) These texts 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 aim at allowing 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.

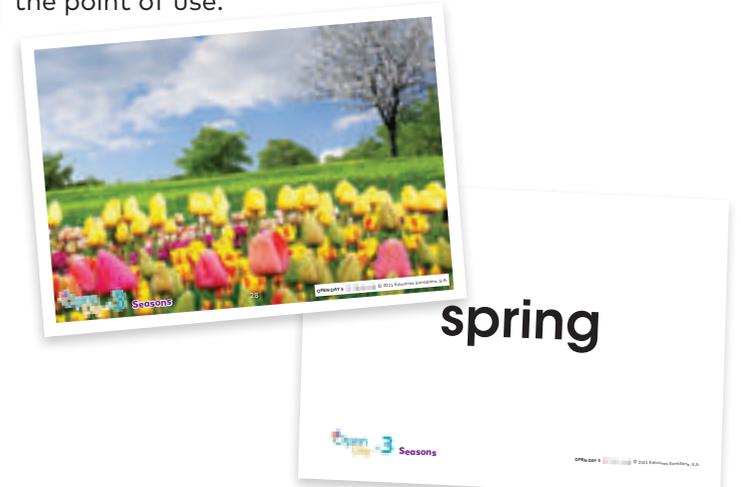
Each *Topic* begins with a short introduction and ideas on how to introduce the two units. It presents the **Reader** that corresponds to this *Topic* and gives suggestions on how to exploit the vulnerable animal video and the high interest topic-related video.

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. On one side of each flashcard, there is an image that depicts key topic vocabulary and, on the other side, the corresponding word. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.





## 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:

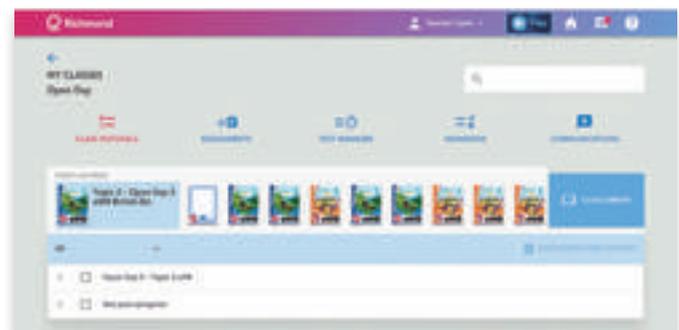
- ◆ all audio recordings for listening activities in both the **Student's Book** and the **Practice Book**.
- ◆ additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- ◆ instructions in English and students' native language 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 lesson.
- ◆ **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**

**Vocabulary Review**

**Welcome Unit  
Back in Touch**

**There Is / Are**  
There is a closet for your clothes.  
There are two beds.

**Would You Like?**  
Would you like a drink?  
I'd like some rice and chicken, please.

**Simple Present for Routines**  
We practise at 5 p.m.  
I go to an art class at 3 p.m.

**School Subjects**  
art, geography, languages, music

**Family Members**  
aunt, (baby) sister, brother, cousin, dad, mum

**Countries**  
Ireland, Singapore, United States

**School and Free Time Activities**  
basketball, bike ride, painting pictures, playing the guitar

**Days of the Week**  
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

**Telling the Time**  
three thirty, 5 p.m.

**Language**

**Vocabulary**

**Life Skills and  
Extra Features**

**Project**

**Topic 1 Getting Out**

**Unit 1  
Adventure Park**

**What / How about + -ing**  
How about climbing?  
What equipment do we need?

**Let's Go + -ing / for a...**  
Let's go shopping. Let's go for a walk.

**Good at + noun / -ing**  
I'm good at sports. I'm good at skiing.

**Comparatives and Superlatives with More and Most**  
Stilt racing is more dangerous than normal racing.  
Badminton is the most popular sport in China.

**Outdoor Activities and Equipment**  
climbing, go-karting, harness,  
helmet, ice-skating, ice skates,  
kneepads, life jacket, pony riding,  
riding boots, rope, sailing, skates

**Mindfulness**  
Mindful Focus

**Sounds Fun!**  
/ʃ/ and /s/ sound  
followed by a vowel:  
shell, shore, sea, sell

**Unit 2  
Four Seasons**

**What's it Like?**  
What's the weather like today? It's hot/cold.

**Verb + to Infinitive**  
He doesn't want to go. They need to find more bamboo.

**Indirect Objects**  
Give it to me / him / them etc.

**Irregular Comparative**  
good, bad Winter is better / worse than summer.  
The best / worst time of year for pandas is...

**Weather**  
cloud, cloudy, cold, hot, icy, rainy,  
sky, snow, snowy, sunny, wind, windy

**Seasons**  
autumn, spring, summer, winter

**Seasonal Clothing**  
cap, coat, gloves, scarf, sweater,  
swimsuit

**Sounds Fun!**  
Different spellings of /i:/  
sound: beach, leaf, see, me,  
green, stream, cloudy

**CLIL**  
Geography

**Citizenship**  
Being Prepared

**Home Connection**  
Make an appreciation jar.

Weather Detectives Report

**Topic 2 Places**

**Unit 3  
My Town**

**Asking for Directions**  
How do I get to...?

**Look Like**  
This one looks like a fish!

**Numbers 20-55**  
What time is the next bus? It's at 11:55.

**Have to / Don't Have to**  
You have to buy a ticket.  
Do we have to leave our bags in a locker?  
You don't have to take an audio guide.

**Places in a Town**  
amusement park, block of flats,  
bus station, hospital, library, main square,  
cinema, car park, shopping centre,  
sports centre, supermarket

**Directions**  
after, behind, before, go straight ahead,  
in front of, map, near, next to, turn left,  
turn right

**Mindfulness**  
Mindful Remembering

**Sounds Fun!**  
Different spellings of /əʊ/  
sound preceded by a  
consonant: go, cold, home,  
nose, coat, toe

**Unit 4  
Into the Past**

**Asking about Locations**  
What floor is it on?

**Affirmative and Negative with Was / Were**  
He was an emperor. He wasn't a king.  
They weren't poor. They were very rich.

**Questions with Was / Were**  
Were there any roads?  
Yes, there were. / No, there weren't.

**Past Tense Verbs**  
People lived in houses beside the Nile.  
They ate a healthy diet.

**Ordinals 1st-10th**  
first, second, third, fourth, fifth,  
sixth, seventh, eighth, ninth, tenth

**Places in a Building**  
basement, lift, floor, roof

**Describing People**  
beard, blond, curly, moustache, thin

**Sounds Fun!**  
Different spellings of /ɔ:/  
sound preceded and followed  
by a consonant: fort, wall,  
talk, four, saw

**CLIL**  
History

**Citizenship**  
Respecting Ancient Sites

**Home Connection**  
Make an exhibit of a place.

Artifact Exhibit

## Topic 3 Helping Hands

Unit 5  
Around the House**Reminders**

Remember to clean your room.  
Don't Forget to wash the dishes.

**Ask / Want + Object + to Infinitive**

Mum wanted us to tidy our rooms.  
He asked me to wash the car.

**Past Simple**

I didn't have time to finish.

**Past Tense Questions and Negatives**

Did you make your beds? Yes, we did. / No,  
we didn't. We didn't wash the dishes.

**When Clauses in the Past**

When we arrived, we took off our coats.

**Chores at Home**

cook, dust the furniture, feed the pets,  
make your bed, mop the floor, put  
away toys, set the table, take out the  
rubbish, vacuum

**Household Objects**

broom, bucket, cloth, iron, mop,  
rubbish bags, vacuum cleaner

**Mindfulness**

Mindful Empathy

**Sounds Fun!**

Different spellings of  
/u:/ sound preceded by  
a consonant: few, do,  
blue, rule

Unit 6  
Good Health**Expressing Health Problems**

What's the matter? I'm not feeling very well.

**Should / Shouldn't for Suggestions and Advice**

You should go to bed. You shouldn't talk a lot.

**Relative Clauses with Who, That, Where**

The dentist is the woman who is wearing a  
white coat. This is the place where she works.  
These are the tablets that you need to take.

**How Much / How Many for Questions about Quantity**

How many tablets should she take?  
How much water should she drink?

**A lot / Some / None for Quantity**

She should drink some water.

**Health Problems**

backache, cold, cough, earache, fine,  
headache, ill, infection, nauseous, runny  
nose, sick, sore throat, stomachache,  
temperature, tired, toothache

**Sounds Fun!**

Different spellings of  
/3:/ sound preceded by  
a consonant: first, her,  
bird, hurt, soldier

**CLIL**

Geography

**Citizenship**

Safety at Home

**Home Connection**

Write a helping diary.

First Aid Leaflet

## Topic 4 Everyday Heroes

Unit 7  
Family Stories**Question Words**

Who's that? Where does / did she live?  
What does / did she do?

**Had to for Past Obligations**

He had to wear special clothes.

**Could / Couldn't for Past Ability**

They could see the baby panda. It couldn't  
get out.

**Adverbs of Manner Including Comparative and Superlative Adverbs**

He spoke very loudly. He ran more quickly  
than the other people.

**Family Members**

children, daughter, granddaughter,  
grandparent, grandson, parents, son

**Jobs**

ambulance driver, cook, farmer,  
firefighter, film star, teacher

**Mindfulness**

Mindful Moments

**Sounds Fun!**

/t/, /d/, /ɪd/ for different -ed  
verb endings: worked, lived,  
acted

Unit 8  
A Better Future**Should for Offers and Suggestions**

Should I help you?

**To Infinitive for Purpose**

People will use robots to clean their houses.

**Will / Won't for Future Predictions**

The pandas will be OK. We won't keep them  
here. Will pandas live in the wild? Yes, they will.  
/ No, they won't. Will we live in cities? Will we  
live more than 100 years?

**Technology at Camp**

blu-ray, internet, e-book, laptop,  
message, mp3 player

**Food at Camp**

noodles, pancakes, tea

**Activities at Camp**

cooking, hiking, making a campfire,  
setting up camp, taking cows out

**Places at Camp**

field, island, lake, moon, stars, waterfall

**Sounds Fun!**

*ll, ff, ss, zz endings:* call, fluff,  
dress, buzz /l/, /f/, /s/, /z/

**CLIL**

Social Studies

**Citizenship**

Helping Others

**Home Connection**

Make an everyday hero badge.

Hall of Fame

# Flashcard Activities



## Activity WA

**Objective:** Introduce bedroom furniture vocabulary

Tell students they are going to review bedroom furniture vocabulary. Provide an example of the term *furniture* by pointing at some classroom furniture and eliciting their names. (whiteboard, desk, chairs) Hold up the *Furniture* Flashcards one at a time, model the name of each piece of furniture and have students repeat chorally and individually. Place the flashcards on the board. Next, say the name of the different pieces of furniture and invite volunteers to come to the front, pick the correct flashcard, show the written form on the back to the class and spell the word.

## Activity WB

**Objective:** Reinforce bedroom furniture vocabulary

**Materials:** slips of paper.

**Preparation:** Prepare slips of paper with simple definitions for the flashcards written on them, for example: *You sleep in it. You go there at night. You decorate your bedroom wall with it. You do your homework at it. You eat your dinner on it. You sit on it when you're doing your homework. You turn it on when it is dark. It is on the wall and you put books or other things on it. You put your clothes in it. It has got arms, you sit on it, and sometimes you make it into a bed. You sit on it. You put books on it. It is small, and it is next to your bed.* You can write more than one definition for each item.

Place the definitions face down on a table. Hold up the *Furniture* Flashcards one at a time and have students name them chorally and individually and display them on the board. Then divide the class in two teams. In turns, invite a volunteer from both teams to come to your desk, pick a piece of paper, and read it to their team so that they can guess the piece of furniture described. If the team guesses correctly, they get a point. The team with the most points after all the definitions have been read, wins.

## Activity 1A

**Objective:** Introduce outdoor activities and related equipment.

Sit with students in a circle. Explain that they are going to practise the names of different outdoor activities (activities that you do outside a building) and some of the equipment you need to practise them. Hold up the *Outdoor Activities* Flashcards in turn, saying the words for the students to repeat after you. After several rounds, hand a flashcard to the student on your left and have them repeat the word. Ask students to continue doing the same, passing the flashcard and saying the word, one student at a time. In the meantime, show a second flashcard and say the word. Do this with all the cards. When you have used up all the flashcards, you should be receiving them back from the student on your right. Follow the same procedure with the *Equipment* Flashcards. Do this activity several times until students can do it without mistakes. Finally, encourage students to give you the names of places where they can do outdoor activities. (the beach, a park, the mountains, a camp)

## Activity 1C

**Objective:** Review names of outdoor activities and related equipment.

Place the picture side of the *Outdoor Activities* Flashcards on one side the board and the word side of the *Equipment* Flashcards on the other. Draw lines from the *Outdoor Activities* Flashcards according to the number of pieces of equipment used to practise them. (pony riding: two lines, ice-skating: two lines, sailing: one line, climbing: four lines, etc.) Point to the *sailing* flashcard and say: *I want to go sailing. What do I need?* Invite a volunteer to choose the correct piece of equipment. (life jacket) Elicit or model the following sentence: *You need a life jacket for sailing.* Repeat with another activity and another volunteer. Then divide the class into two teams. In turns, invite a volunteer from each team to come to the front, write the name of one piece of equipment on one of the lines from the activity and produce a sentence. *You need...* (name of the piece of equipment) *to...* (name of the activity). The team gets one point for the correct placing of the equipment, one point for the correct spelling and one point for a the correct sentence. When all of the lines around the activities are complete, the team with the most points wins.

**Activity 2A**

**Objective:** Learn the names of the seasons and related activities.

Place the *Seasons Flashcards* on the board. Ask questions to elicit descriptions of each picture, for example: *Is it hot, or cold? What colour are the leaves? What colour are the flowers? What place is this?* etc. Point to the pictures and say the name of the season and have students repeat chorally and individually. Repeat several times, getting faster each time. Next, hold up the *Activities Flashcards*, one at a time, saying the activity, with students repeating after you. Continue for several rounds. Then call four volunteers to the front. Give each one an *Activities Flashcard*, and have them show it to the class. Elicit the name of the activity illustrated in each one: *picking flowers, going to the beach, making a snowman, playing in the fallen leaves*. Ask: *In which season do we pick flowers?* Once students have answered, ask the volunteer with the corresponding flashcard (girl picking flowers) to place it under the correct season. Do the same with the rest of the seasons.

**Activity 2B**

**Objective:** Practise the name of the seasons and season related activities.

Place the *Seasons* and *Activities Flashcards* on the board. Divide the class in two teams. (A and B) Explain that volunteers from each team are going to take turns coming to the front, telling the teacher the name of one activity and the season they do it in. Then they mime the activity for their team to guess the activity and the season, for example: *You're making a snowman. You can make a snowman in winter*. Teams get a point for each correct guess. The team with the most correct guesses at the end, wins.

**Activity 2C**

**Objective:** Practise the names of the seasons and related activities, using the expressions *the best* and *the worst*.

Attach the *Seasons Flashcards* to the board and have students call out their names. Invite four volunteers to the front. Give each one an *Activities Flashcard*, and have them show them to the class. Then ask: *Which is the best season for going to the beach / making a snowman / picking flowers / playing in the fallen leaves?* After you have elicited answers, repeat with *the worst*: *Which is the worst season for going to the beach?* etc. Then write the following question: *Which is the best / worst season for...?* and the following set of activities on the board: *skiing, swimming in the sea, flying a kite, watching baby birds, planting flowers, collecting leaves, decorating pumpkins, going to Halloween parties, having a picnic, eating ice cream, playing board games*. Organise students into pairs and have them take turns asking and answering questions using the model questions and the activities. Invite volunteers to report their answers to the class at the end.



**Activity 3A**

**Objective:** Talk about the time someone does certain activities every day.

Hold up the *Time Flashcards* and elicit what each picture shows, modelling vocabulary as needed. Then hold up the cards again, saying the activity and the time and have students repeat chorally and individually. Do several rounds until students can name the activities and times confidently. Next, place the flashcards showing the text side in random order on the board. Ask students to form groups and make a list with the activities and times in the order they think they should go. (from early in the morning to the evening) Have students from the different groups take turns to come to the board, turn over a flashcard and place it in the correct order. Write the words a.m. and p.m. on the board and explain their meaning (a.m. before midday and p.m. after midday). Encourage students to say which times belong to each list and invite volunteers to write them below the correct heading. Then show the flashcards again and have students talk about the girl's (Sally's) routine during the week.

**Activity 3B**

**Objective:** Ask and answer questions about daily routines.

Place the *Time Flashcards* on the board and write the following question next to them: What time does Sally...? Ask the question several times using different activities for the students to produce the correct answers. Then write *What time do you...?* Point at the flashcards in random order and say: *Sally (gets up at six forty five). What time do you (get up)?* Invite students to answer using their own information. Next, write the following activities on the board: *get up, arrive at school, get home from school, eat lunch, go to bed*. Ask students to copy the activities in their notebooks and write the times they do each one. Have students move around and ask their classmates questions to find students who do the activities at similar times. Tell students to write the name of their classmates next to each activity and sit down when they have finished. Invite students to report their information to the class: *Pablo and I get up at seven. Maria and I eat lunch at three thirty, etc.*

**Activity 4A**

**Objective:** Practise describing people's physical characteristics with the following adjectives: *short, long, curly, straight, blond, dark, thin, and big*.

Place the *Physical Characteristics Flashcards* on the board. Point to them one at a time and describe each person. Have students repeat chorally and individually after you.

Describe the people in the flashcards without saying their names and ask students to write their names in their notebooks in the order you describe them. Give students some time to look at the pictures before you read the descriptions. Read each description twice. 1. *He has got short, curly, red hair. (Steve)* 2. *She has got long, dark hair. (Melissa)* 3. *He is big and has got a thin moustache. (Mr. Myers)* 4. *She has got short, blond hair. (Sue)* 5. *She has got long, straight, red hair. (Amy)* 6. *He is short and thin. He has got a big beard. (Mr. Roberts)* 7. *He has got long, dark hair. (Ron)* 8. *She is thin and wears a mask. (Ann)* 9. *He has got short, blond hair. (Mark)* To check the answers, invite volunteers to come to the front, write the correct number under each flashcard and provide the corresponding description. Finally, divide the class in two teams and have volunteers from both teams take turns describing the people for their teammates to

guess.

**Activity 4B**

**Objective:** Reinforce giving descriptions.

Place the *Physical Characteristics Flashcards* on the board. Describe some of the people in the flashcards and ask students to say if the descriptions are correct or wrong, for example: *Amy has got curly hair. (wrong) Mark has got blond hair. (correct)* Encourage students to give a correct description for the wrong ones.

Then invite students to play *My Mystery People* in pairs. Ask students to choose six classmates as their mystery people (three girls and three boys). In turns, students describe them to their classmates for them to guess who they are. Each student has two chances to guess per turn. If they do not guess correctly after two tries, the turn goes to the other student. The students who guess all of their classmate's mystery classmates first, win the game.

## Activity 5A

**Objectives:** Present household chores and the objects used to do them. Talk about the most and least popular household chores.

Place the *Chores Flashcards* on the board and introduce their names. Point to each one, say the chore and have students repeat chorally and individually. Hold up the *Household Objects Flashcards* one by one. Name them and have students repeat. Then place them on the classroom walls in random order. Divide the class in two teams (A and B). Give team A *Chores Flashcards* 1 to 5 and team B, flashcards 6 to 9. Ask each team to find the objects they need to do their chores. When they have found all of their cards, have students hold up and describe their cards. Encourage them to use the following sentence structure: *You need / use... to... .* (You need a mop and a bucket to mop the floor.) Next, organise students in small groups. Write the following question on the board: *What chores do you do at home?* Explain that in their groups they are going to take turns telling their group members the chores they do at home most often. At the end, have students report their answers to the class and draw ticks below the chores they mention to find out which chores are the most and the least popular.

## Activity 5B

**Objective:** Practise chores vocabulary and the structure *wanted / asked (me) to*

Before students come into class, place the *Household Objects Flashcards* in different parts of the room. (inside a cupboard, behind the door, inside a drawer, under a student's chair, etc.) When the students are in the classroom, in turns, invite pairs of volunteers to the front, show them different *Chores Flashcards* and say: *I wanted to mop the floor but I didn't have time to finish. Please help me. The mop and the bucket are behind the door.* Encourage students to look for the objects according to your instructions. Form two teams (A and B). Ask half of the students in each team to sit down, cover their eyes and put their heads down on the table. (no peeping!) Hide the *Household Objects Flashcards* again, in different parts of the room. (Make sure the other students can see where you put them.) When all of the cards are hidden, students can open their eyes. Give four *Chores Flashcards* to the 'seeing' students in each team. Write the following on the board: *The teacher asked me to... but I didn't have time to finish. Please help me. The... is / are... .* Invite a pair of 'non-seeing' students (one from team A and one from team B) to the front of the class. The students with the *Chores Flashcards* take turns asking the two students for help. The first student to find the correct *Household Objects Flashcard* gets a point for their team. Invite a new pair of 'non-seeing' students to help for the next round. When all word cards have been found, swap seeing / non-seeing roles and play again (making sure all students get a turn).



**Activity 6A**

**Objective:** Present and practise symptoms vocabulary.

Write the names of the nine symptoms on the board in order and place the *Symptoms* Flashcards around the room. Divide the class into teams. Tell students that you are going to mime and talk about each symptom. One student from each team should get up and run to the corresponding flashcard. Mime each word. For example, rub your back and pull a face. Say: *Ooh, I have got a backache. I lifted heavy bags yesterday (mime lifting bags) and now my back hurts. I have got a backache. Ow!* The first team member to get to the *backache* flashcard wins a point for their team. Then ask that student to hold up the card and read out the symptom (*backache*) for the class to repeat. Then they leave the card where it is. Repeat with the other cards, miming some words more than once if students don't understand them. At the end, invite volunteers to take a card and attach it next to the corresponding word on the board.

**Activity 6B**

**Objective:** Practise short dialogues at the doctor's.

Students will need to mingle to play this game. First, hold up the cards one at a time for students to call out the names of the nine symptoms. Then ask for nine volunteers and give them each a flashcard. Tell students without cards that they are "doctors" and they have to walk around asking *What's the matter?* to the "patients" with the cards. Patients should reply with *I feel bad / I'm not feeling very well* and the doctor should guess the problem: *Have you got a headache?* Patients reply *Yes, I have. / No, haven't.* depending on what's on their card. If the doctor has guessed correctly, they win the card and become a patient. Demonstrate the dialogue with one of the nine volunteers, if necessary. Continue the activity for several minutes until all students have practised a conversation as a doctor and a patient a number of times. If you have a large class, students can walk around the class as pairs of doctors and patients: *Have you got a headache? Yes, we have. / No, we haven't.*

**Activity 6C**

**Objective:** Practise the use of *should* for advice.

Divide the class into teams. Invite a volunteer from one team to the front. Give them a flashcard and ask them to act out the symptom for their classmates to guess. When the class has guessed the symptom, each team should give the volunteer at the front as many pieces of advice as they can. Make sure teams take turns giving advice so that not everyone is shouting at once. *You should go to the doctor. You should sleep. You should drink water, etc.* Award points for every reasonable piece of advice. Repeat with the other *Symptoms* Flashcards, with different volunteers miming each time.

**Activity 7A**

**Objective:** Present and practise jobs vocabulary.

Hold up the *Jobs* Flashcards one at a time. Say the name of the jobs and encourage students to repeat after you. Do this for several rounds. Write the names of the nine jobs on the board in order, then place the flashcards around the room. Divide the class into teams. Tell students that you are going to mime a job. One person from each team should get up and run to the corresponding flashcard. Mime each word. For example, mime milking cows or collecting and carrying crops to show *farmer*. If students still don't know the word, give verbal clues. Say: *I work with animals. I have got lots of fields with food, etc.* The first team member to get to the *farmer* flashcard wins a point for their team. Then ask that student to hold up the card and read out the job for the class to repeat. Then they leave the card where it is. Repeat with the other cards. Mime some jobs more than once if students don't understand them. At the end, invite volunteers to take a card and place it next to the corresponding word on the board.



**Activity 7B**

**Objective:** Practise jobs vocabulary.

Divide the class into teams and place the *Jobs* Flashcards around the room. Tell teams they need to write a gapped sentence about five of the jobs. Write an example on the board: *A \_\_\_\_\_ works with animals.* When teams have five sentences, have them take turns reading them out to the class, one at a time. Tell the listening teams to nominate a runner. Teams listen to the sentence, and send the runner to the corresponding flashcard for the missing word. The first runner to reach the correct card wins a point for their team. Each team reads out their five gapped sentences in the same way.

**Activity 7C**

**Objective:** Practise the use of *had to* for past obligation.

Put the *Jobs* Flashcards on the board and have the class call out the words. Then divide the class into teams and tell them that you are going to describe different situations in the past. Students need to give a response which includes the name of one of the jobs on the flashcards and what the person had to do in that situation. The first student to raise their hand and respond correctly wins a point. Give an example: *There was a dangerous fire. The firefighters had to be careful.* You can use these sentences: *The cows were hungry. The film director wasn't happy. The students had a test. There was a car accident. The restaurant was full of people. Joe's tooth hurt. A panda couldn't get out of a ravine.*

**Activity 8A**

**Objective:** Present and practise natural world vocabulary.

**Additional materials:** paper (1 sheet per team).

Hold up the *Natural World* Flashcards one at a time and read each word for students to repeat. Then write the words in separate circles on the board: *island, field, waterfall* and *moon and stars*. Ask: *What have these words got in common?* Help students with ideas. (They are all related to the natural world.) Elicit other words that they associate with each word in the circle. (water, boat, cows, night, etc.) Guide students

by asking questions: *What activities can you do on an island / in a field? What can you find in a field? How do you get to an island? Where can people stay on an island? What can you do under the moon and stars?* etc.

After you have elicited a number of ideas, divide students into small groups. Tell them to imagine that they are on a camping trip. Ask them to write a diary entry of one day / night on the trip. It needs to be a short entry of four or five sentences maximum, but the challenge is to include every flashcard word. Allow groups a few minutes to write their entries. Then invite volunteers to read their entries aloud to the class.

**Activity 8B**

**Objective:** Review technology vocabulary.

Place the *Technology Activities* Flashcards on the board. Quickly review the verb-noun collocations. Call out the verb phrase and have the class say the noun that goes with it: *send a (message), watch a video on (blu-ray)*, etc. Then conduct a survey of popular technology activities. Ask: *Who sends messages on mobile phones?* Have students raise their hands and count the number. Write the number on the board. Repeat with the other activities. Find out which activity is the most popular and the least popular and ask students for reasons why. Then divide the class into groups to discuss what other technology activities they do. Have them share ideas with the class and write a list on the board.

**Activity 8C**

**Objectives:** Practise unit vocabulary. Use the infinitive of purpose.

Put the *Natural World* and the *Technology* Flashcards on the board and have the class call out the words. Then divide the class into teams. Tell the first team to choose a flashcard and make a sentence with an infinitive of purpose. Give a couple of examples. Point to the *message* flashcard and say: *I need my mobile phone to send a message.* Point to the *waterfall* flashcard and say: *We went to the waterfall to take a picture.* Give the team twenty seconds to think of a sentence, say it, and have the other teams decide if it is correct or not. Award points, and have teams take turns making sentences.

# Poster and Cutout Activities



## Welcome Unit – Back in Touch

### Activity WA

**Objectives:** Review *There is / There are* using food related vocabulary.

Display the poster on board and ask: *What part of the house is it?* (the kitchen) Have students say the word *kitchen* chorally and individually and write it on the board. In turns, point to the *table, chairs, cupboard, shelf* and *fridge* and elicit their names. Place the *food* cutouts around the poster one at a time and elicit the name of the foods in them. Describe a place for where the different food items are, for example, *There is a chocolate cake on the table.* Invite a volunteer to come to the front, choose the right cutout and put it in the correct place in the poster. Have students repeat the sentences once the cutout is on the poster. Repeat with the other food items. Once all the cutouts are on the poster, ask the following questions: *Is there an apple pie on the shelf? Are there any bottles of water in the cupboard? Is there a chocolate cake in the fridge? Are there any peas on the table?* Have students reply with *Yes, there is / are.,* or *No, there isn't / aren't.* Students can then work in pairs to ask each other similar questions.

### Activity WB

**Objective:** Review *Would you like...?* to offer people something to eat.

Put the poster on the board and the *food* cutouts on your desk. Invite volunteers to the front and ask them to choose different cutouts, place them on the poster and say the corresponding sentences: *There are some carrots on the table. There is a chocolate*

*cake in the fridge,* etc.

Put the *woman* cutout on one side of the board and write *Mrs. Miller* on top. Facing her, put the *boy* cutout and write the name *Sam.* Explain that Mrs. Miller is offering Sam something to eat. Place the speech bubble with *What would you like...?* next to the woman's face, and model the sentence: *What would you like, Sam?* Have students repeat chorally and individually. Next, write *I'd like a...* next to the cutout of Sam. Place the *pizza* cutout from the poster and say *I'd like a pizza, please.* Have students repeat chorally and individually. Place the speech bubble with the words *Would you like...?* under the first one, along with the *salad* cutout. Model *Would you like some salad, Sam?* Point at Sam, nod your head and elicit *Yes, please.* Repeat the question with another food item, this time eliciting *No, thanks.* Continue adding parts to the conversation and adding more cutouts and cues on the board, until a complete dialogue has been presented:

Mrs. Miller: *What would you like, Sam?*

Sam: *I'd like a pizza, please.*

Mrs. Miller: *Would you like some salad?*

Sam: *Yes, please.*

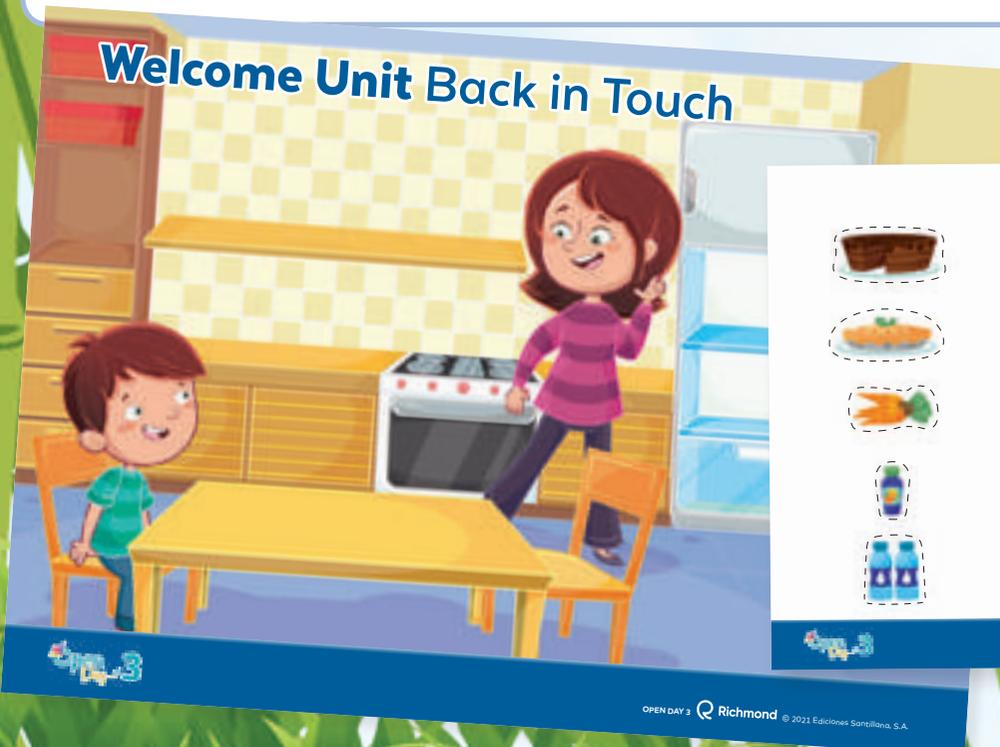
Mrs. Miller: *Would you like some peas?*

Sam: *No, thanks. But I'd like some carrots.*

Mrs. Miller: *Would you like some dessert?*

Sam: *Yes, please, I'd like some apple pie.*

Divide the class in two. Have the groups take the roles of Mrs. Miller and Sam and act out the conversation. Finally, divide the class into pairs. Have students invent their own dialogues. Invite volunteers to act out their dialogues for the class.



## Unit 1 – Adventure Park

### Activity 1A

**Objective:** Describe outdoor activities vocabulary and practise *He / She wants to...*

Display the poster on the board and ask: *What is it?* (An outdoor sports centre.) Point at the different areas on the poster and ask: *What activities can people do in this area?* (sailing, pony riding, etc.) Use the cutouts to elicit or teach the names of the new activities students might not know yet, like *stilt racing, bamboo canoeing* and *badminton*. Place the cutouts around the poster. Point to the cutout of Sam, mime and ask: *What is Sam putting on?* (a helmet) *What does he want to do?* (He wants to drive a go-kart.) Then ask a volunteer to place the cutout in the correct place. Continue with the other cutouts, checking that students are using *want to* correctly. Then divide the class in two teams. Have volunteers from each team take turns to come to the front and mime actions related to the activity they want to do. (putting on riding boots or a life-jacket, or rowing with a bamboo pole) Their teammates need to guess the activity by saying *You want to...* . The team with the most correct guesses at the end wins the game.

### Activity 1B

**Objective:** Practise questions using superlative adjectives.

Display the poster on the board. Teach or elicit the following adjectives and write them on the board: *dangerous, fast, slow, difficult, popular, unusual, exciting, complicated*.

Have students look at the poster and ask the following questions:

*Which is / are the fastest / slowest activity / activities?*

*Which is / are the most dangerous / difficult / popular / unusual / exciting activities?*

Encourage students to express their own opinions. Then write the following on the board: *Which is the... est activity? Which is the most... activity?*

Explain to students that we use *-est* with short, one-syllable adjectives and *the most* with long adjectives. Encourage students to ask you questions to find out your opinion about the activities. Finally, organise students in pairs to ask and answer the questions and report their answers to the class at the end.





## Unit 3 - My Town

### Activity 3A

**Objective:** Practise prepositions of place: *near, behind, in front of, next* and *between* to locate places in a town.

**Examples:** *The bank is between the cinema and the library. The cinema is next to the bank.*

Place the poster on the board and elicit the name of the city. (Palmville) Point at the main square and model the sentence: *The main square is in the middle of the town.* Have students repeat after you. Next, place the different cutouts on different parts of the map so that students can practise describing where the buildings are while using the prepositions *near, behind, in front of, next* and *between*.

Once all the buildings have been placed on the map and their locations described, ask students to close their eyes. While you move some of the buildings around, explain that some of the buildings have moved places. Invite students to open their eyes and ask: *Where is the (name of a building) now?* Have the students locate the places and say where they are. Finally, encourage students to describe the location of some buildings near their school.

### Activity 3B

**Objective:** Present and practise giving directions using the expressions *go straight ahead, go past the..., turn left / right after... It is on the left / right.*

Review the location of the different places on the map by inviting volunteers to come to the front, place buildings on the poster and describe their location.

Then place the *left* and *right* cutouts on each side of the board or the front classroom wall. Have students make a line in the middle of the room and play *Simon Says* with the expressions *turn left* and *turn right*. You can use the following instructions: *Raise your left / right hand / leg.* Next, place the cutout of the boy and the woman at the bus stop. Explain that the boy is asking the woman for directions.

On one side of the board draw the faces of the boy and the woman facing each other. Point at the boy and say: *How can I get to (name of a place)?* Using the *direction* cutouts, guide students to answer the question. Write the frame of the conversation next to the two faces:

Boy: *How can I get to...?*

Woman: *Go straight ahead, go past the..., turn... . The... is on the... .*

Invite different pairs to the front to act out different conversations.

Finally, play *Guess the Place*. Explain to students that you are going to give directions on how to get to a place on the map for them to follow and find out which place it is. While giving the directions, use the *direction* cutouts to help them. Students can then play the game in pairs.



## Unit 4 – Into the Past

### Activity 4A

**Objectives:** Practise *There was / There were* to describe buildings and places in an ancient city.

Ask students: *What is the capital city of your country? What buildings, places and things are there in most big cities? Then ask: Were cities in the past similar or different from modern cities now?*

Place the poster on the board and ask: *Is this a modern city? Point at the title and say: This is a map of Tenochtitlan, the capital of the ancient Aztec Empire. This city was very important many years ago. Let's talk about what the city was like in the past.* Place the *buildings and places* cutouts on the poster one at a time, describing them using *There was / There were: There was a school. There were many houses, etc.* Point to other elements on the poster and describe those, too: *There was a big square. There were long roads, etc.* Make a list of the vocabulary to one side of the poster as you describe the city: *a school, houses, a ball court, a marketplace, a zoo, an aquarium, temples, a big square, long roads, a wall.* Once all the cutouts are on the poster, invite volunteers to the front to take turns pointing at the places and describing the city. Next, model questions and answers with volunteers: Teacher: *Were there any roads?* Student 1: *Yes, there were.* Teacher: *Was there a zoo?* Student 2: *Yes, there was.* Teacher: *Were there any cinemas?* Student 3: *No, there weren't.* Finally, have students practise their own questions and answers in small groups.

### Activity 4B

**Objective:** Practise the simple past tense forms of some regular and irregular verbs.

Display the poster and place the *buildings and places* cutouts around it.

Invite volunteers to the front to place the buildings on the poster and describe the city.

Then say: *Let's talk about how the Aztecs lived in the past.*

Write the following verbs as headings on the board: *Lived, Ate, Drank, Wore, Liked, Moved, Paid with, Made*

Place the *activities* cutouts on one side of the board in random order. Invite students to come to the board and place the cutouts under the correct verbs.

Model sentences using the verbs and have students repeat them: *Aztecs lived in adobe houses. They ate corn, beans, fruit, vegetables and chili peppers. They drank a chocolate drink. They wore masks and feathers. They liked to play ball, etc.*

Ask the following questions, then have students practise the questions and answers in pairs.

*Where did the Aztecs live? What did they eat? What did they drink? What did they pay with? What did they wear? What did they like to play? How did they move? What did they make?*

Finally, divide the class in two teams (A and B). Leave the list of verbs and the cutouts on the board. Invite pairs of volunteers to the front to take turns using the verbs to ask and answer questions. The teams score points for correct questions and answers.



## Unit 5 – Around the House

### Activity 5A

**Objectives:** Tell a story using verbs in the simple past. Review vocabulary from the unit.

Place the poster on the board and explain to students that the pictures illustrate three different stories.

Call students' attention to pictures for the first story. Ask the following questions to elicit the events in each scene. Help students with unfamiliar vocabulary.

Scene 1: *Where were the children? What did they want to bake? Where did Sue put the cookies? What did Jack do? Where did she go? What did their brother Timmy do?*

Scene 2: *Where did Sue put the cookies when they were ready? What did Jack do? What did Timmy do?*

Scene 3: *What did the children do? What did Timmy do? Have students form pairs and invite them to guess what the end of the story is.*

Finally, show students the last scene cutout and invite them to compare their endings with the one in the cutout.

#### Sample Story One

Scene 1: *One day Sue and her brother Jack were in the kitchen. They wanted to bake some cookies. Sue put the cookies in the oven and Jack waved goodbye to his mother. She went to the market. Their brother Timmy looked at them.*

Scene 2: *When the cookies were ready, Sue put the cookies on the table and Jack washed the dishes. Timmy looked at them.*

Scene 3: *Sue and Jack went to the living room to watch television. Timmy ate all the cookies.*

Scene 4: *Sue and Jack were very angry with Timmy. Then their mother arrived with a chocolate cake. All the children were very happy again.*

Follow the same procedure with the second set of pictures. Use the following questions.

Scene 1: *Where did Tom work? What did the owner of the shop ask Tom to do one day? Who was outside the shop?*

Scene 2: *What happened to the woman's grocery bag? What happened to the groceries? What did Tom do?*

Scene 3: *What did the reporter do? Where did Tom appear in the evening?*

Ask students to predict what happened at the end of the story, then show the cutout to compare.

Finally, have children form pairs to take turns retelling the story. They can use their own endings for this.

#### Sample Story Two

Scene 1: *Tom worked at a grocery shop. One day the shop owner asked Tom to sweep the entrance of the shop. Outside the shop there was a lady with a grocery bag and a reporter interviewing a famous actress.*

Scene 2: *Suddenly the woman's grocery bag broke and all her groceries fell on the street. Tom ran and helped the lady to pick up her groceries.*

Scene 3: *The reporter interviewed Tom.*

Scene 4: *In the evening, Tom appeared on television.*



### Activity 5B

**Objective:** Write a story using pictures and questions.

Have students work in small groups and write a story for the third set of pictures (without the last scene). You can write the following questions on the board to guide them:

Scene 1: *Where did Mrs. Brown go into one day? Where were all the girls' toys? What did Mrs. Brown ask the girls to do? What did the girls say? What did their cat (Cleo) do?*

Scene 2: *What did the girls do? What did their cat do?*

Scene 3: *How did the girls feel? What did they do?*

Encourage students to use their imagination to write the last scene. When they have finished, invite the different groups to read their stories to the

class. Finally, show students the last scene of the story for them to compare with their own endings.

#### Sample Story Three

Scene 1: *One day Mrs. Brown went into her daughters' (Tina and Amy's bedroom) bedroom. All the toys were on the floor. She asked the girls to put all the toys away. "We did not put the toys on the floor, mum" they said. Their cat Cleo looked at them.*

Scene 2: *Tina put the toys away and Amy vacuumed the carpet. Their cat (Cleo) looked at them.*

Scene 3: *They were tired and went to sleep.*

Scene 4: *When they woke up the next morning the room was a mess again. All the toys were on the floor again. Cleo was looking behind the door. "Oh I know what happened," said Amy.*

## Unit 5 Around the House



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## Unit 6 – Good Health

### Activity 6A

**Objective:** Present *how much / many?* and the quantifiers *a lot / some / none*.

Place the poster on the board and tell students what it is. (a medicine cabinet) Ask them if they have a cabinet like this at home and what their family keeps in it. Hold up the cutout of a box of pills and say: *I have got some pills*. Place it in the cabinet. Ask: *How many pills are there?* Elicit: *There are some*. Write the question and answer on the board and underline *How many, pills, are and some*.

Now, take the pills off the cabinet. Ask: *How many pills are there?* Elicit or give students the answer. (There are none.) Write the answer on the board, under the previous answer, and underline *are and none*. Then place three boxes of pills on the cabinet. Ask: *How many pills are there?* Elicit or give students the answer. (There are a lot.) Again, write the answer on the board, and underline *are and a lot*.

Repeat this process with a bottle of cream or cough syrup: *How much cream is there?* Underline *How much, cream and is*. Point out that we use *many* with plural items we can count, (two pills, three pills, etc.) and *much* with things we can't count. Say we use the singular form of the verb with *much*.

Invite volunteers to the front to place different cutouts in the cabinet and ask the class questions with *How much / How many...?* Have the class reply together. You may need to give volunteers the word

for *bandage*, as this isn't shown on the cutout. Leave all the sample sentences on the board.

### Activity 6B

**Objective:** Practise dialogues using *how much / many?* and the quantifiers *a lot / some / none*.

**Materials:** paper (1 sheet per team).

Place the poster and cutouts at the front of the class where students can see them. Divide the class into teams. Ask each team to draw a medicine cabinet on a piece of paper and include some of the items in the cutouts. Tell them to make sure there are different quantities of different things. (a lot / some / none) When all teams are ready, you can start the game. Tell the class that each team will take turns answering questions from the other teams about what is in their medicine cabinet. Model some examples, using the questions from the dialogues on page 92 of the Student's Book: *Are there any bandages in the cabinet? How many bandages are there?* etc. The team describing their cabinet answers each question and a member of the team who asked the question goes to the front and places the corresponding number of cutouts on the poster. (If the answer is *none* they don't have to do this.) Each team asks questions until every cutout item has been asked about. Then the describing team shows their picture to the class and they compare it to the poster on the board. Repeat with other teams.



## Unit 7 – Family Stories

### Activity 7A

**Objective:** Practise *could* / *couldn't* for past ability.

Place the poster on the board and ask students what they can see. (a ravine and a rescue centre) Ask them if they can remember the ravine and rescue centre from the story. Ask: *What happened in each place?*

Tell students that they only need to use the ravine part of the poster for this activity. Divide the class into three teams and explain that they need to think of things the characters *could* and *couldn't* do at the ravine. Give one cutout to each team. (one of the pandas, or the rescue worker) Tell them they need to think of sentences for their character. They can refer to the story for initial ideas, but need to come up with their own. Give them two or three minutes. Then one team nominates one of their members to go to the board. They place their cutout on the ravine, and write their teams' *could* / *couldn't* sentences. Repeat with each team. As they write, classmates check the sentence and awards a point if it is correct. Finally, review all the sentences. You can choose to award extra points for original ideas.

### Activity 7B

**Objective:** Present and practise adverbs of manner.

Place the poster and cutouts at the front of the class where students can see them. Write some adverbs

next to them: *loudly*, *quietly*, *carefully*, *badly*, *slowly*, *quickly*. Elicit the meaning of each word, by miming or describing them. Then give an example of an adverb used in a sentence. Pick up the *rescue worker* and *climbing rope* cutouts and place them on the ravine part of the poster. Say: *The rescue workers climbed down the ravine carefully*. Mime the action to aid understanding. Then divide the class into teams. Each team thinks of a sentence to describe events from the story, using an adverb. Have volunteers from each team take turns to come to the front and place one or two cutouts on either part of the poster and say their sentences. Have the class say whether the sentence is correct or not, and award points.

### Activity 7C

**Objective:** Review the comic strip story and language: *had to*, *could* / *couldn't*, adverbs of manner

Use the poster and cutouts for students to retell the story. Place the poster on the board with the cutouts around it. Start off the story by placing both pandas on the ravine. Say: *The pandas were walking near a ravine*. Then invite a volunteer to come to the front to tell the next part of the story. Tell them that they can use any cutouts and either part of the poster. Invite different volunteers to come to the front until the class has retold the whole story. Encourage them to use *had to*, *could* / *couldn't* and adverbs of manner in their sentences.



## Unit 8 – A Better Future

### Activity 8A

**Objective:** Present and practise the infinitive of purpose.

Place the poster on the board and ask students what places they can see. (an airport, a classroom, a mountain forest, and a shopping centre) Ask: *Why do people go to these places?* Elicit and write some ideas on the board. (to go on holidays, learn, go walking, buy clothes, etc.) Then hold up the cutouts one at a time and have students say what they are. Now, demonstrate the activity. Place one of the cutouts on an appropriate part of the poster. For example, put the *airplane* cutout on the airport section of the poster. Say: *I went to the airport to catch a plane.* Write the sentence on the board and underline the *to-* phrase. Give another example. Place the *panda* cutout on the mountain and say: *The panda climbs the mountain to find bamboo.* Again, write the sentence on the board and underline the *to-* phrase. Divide the class into teams. Have each team think of sentences for each of the cutouts using infinitives of purpose. Each time they say why something performs an action or uses an object at the place. Teams take turns sending someone to the front to place a cutout on the poster and to say a sentence. Write the sentences on the board and award points for correct examples.

Underline the *to-* phrase each time and say that this structure is used to give the purpose of an action. Leave the sentences on the board.

### Activity 8B

**Objective:** Present and practise *will / won't* for predictions.

Place the poster and cutouts at the front of the class where students can see them and ask them what the places are and what each cutout shows. Explain that in this class they are going to learn how to make predictions. Tell them that a prediction is something that someone thinks will happen in the future. Give a couple of examples. Place the *airplane* cutout on the airport and say: *I will visit Europe.* Put the *panda* cutout on the mountain and say: *I won't see a panda in the wild.* Write the two sentences on the board and underline *will* and *won't*. Explain that we use these words before the main verb when we make predictions.

Divide the class into small groups and have them make personal predictions related to each place. Encourage them to write the sentences down if necessary. Then volunteers from each group take turns to place a cutout on the poster and say a sentence. Write the sentences on the board and award points for correct examples.



# Welcome Unit Back in Touch

## 1 Read and answer the questions.

All Over the World!

Tell us about your friends and family, wherever you are!



My name's Paul. I'm from New York. I'm nine and I live in a small flat with my mum and dad. My favourite school subjects are art and music. My best friend is from Singapore. Her name's Sally. We chat online three times a week.

My name's Sally. I'm eight years old. I'm from Singapore. I live in a big flat with my two brothers and baby sister. I have also got a dog named Chow. My favourite school subjects are music and languages. I have got a really good friend in the United States, and I love chatting with him!



My name's Jack. I'm ten years old. I live in a house in Dublin, Ireland. My favourite subject is geography. I love learning about other countries. My mum is from the US, and I visit my aunt and my cousin Paul in New York once a year. It's great fun!



- Which kids are cousins? Paul and Jack
- Which kids are friends? Paul and Sally
- Who has got a pet? Sally



## 2 Complete the table using information from the texts.

	Home	Family	Favourite subjects
Paul	small flat	mum and dad	art and music
Sally	big flat	two brothers and a baby sister	music and languages
Jack	house	mum, aunt and cousin	geography
You			

- Complete the last part of the table giving information about you. Then share your information with a classmate.

# Welcome Unit Back in Touch

## Objectives of the day:

1. Review vocabulary related to school subjects, family members and countries.
2. Share information about home, family and favourite subjects.

**Materials:** recycled paper (1 sheet per student).

## Open the day

### ◆ "Mindful Doodling"

Explain to students that throughout the year they will practise activities that will help them to feel relaxed and able to concentrate better. For the Welcome Unit, have them take out a pencil and paper. Ask students to get ready to draw and focus on the feeling of the pencil between their fingers. Ask: *Where is the pencil resting? Are you holding it tightly? Is your hand relaxed?* Then invite students to doodle freely. Have them close their eyes and make simple shapes on the paper. (squiggles, spirals, zig-zags, etc.) They don't have to draw anything in particular—just make shapes that feel good to make! Emphasise that there is no right or wrong drawing and encourage them to change their shape if they get tired or bored. After two minutes, ask students to stop doodling and ask volunteers to share how they feel.

### ◆ Play *Unscramble the Letters*:

Divide the class into teams. Review school subjects by writing their names in scrambled order one at a time, for example, *cuims*. (music) Award points to the team that guesses the subject first. If students need help, write the first and last letter of the word with the correct number of gaps for the other letters in between. Ask: *What is your favourite subject?* Encourage students to say why.

## Open the book!

### 1 Read and answer the questions.

Call students' attention to the title of the unit: *Back in Touch*. Explain that this means getting together again with friends or relatives after a break. Have them read the title and subtitle of the text and elicit what it is about: *Who is the text about?* (children around the world) *What information do they give?* (about their friends and family) Tell students to read the text individually and ask them to underline the following information about each child: their names, where they live, who is in their family, and their

favourite school subjects. Then ask students to work in pairs to answer the questions. Invite volunteers to read out the parts of the text that justify their answers.

### 2 Complete the table with information from the texts.

Remind students that in the previous activity, they underlined key information about Paul, Sally and Jack, and that they can now use that information to complete the table. To check he answers, call out the name of each child and have volunteers read aloud the information they wrote in each column. Have the rest of the class confirm or correct the information.

### ◆ Complete the last part of the table with information about you. Then share the information with a classmate.

Point to the last row in the table. Ask students what information they need to include. (where they live, who is in their family, and what their favourite subjects are) After they have shared information in pairs, invite volunteers to say what they learned about their classmate.

## Close the day

### ◆ Play *The Alphabet Game*:

Ask: *Where are the children in the text from?* (the United States, Singapore, Ireland) Divide the class into groups. Write the alphabet vertically on the board. Go around the class asking each group to give you the name of a country that starts with each letter. Continue until the class can't think of any more names.

  Practice Book: Assign Activity 1 on page 4 as homework.

## Objectives of the day:

1. Review vocabulary related to school subjects and days of the week.
2. Talk about free-time activities.

**Materials:** recycled paper (1 sheet per student).

### Open the day

- ◆ "Mindful Doodling" practice.
- ◆ Divide the class into groups of seven (or fewer) and have them stand at the back of the room. Write the days of the week in random order on the board. Explain that teams should write the days in order starting from Monday. One member from each team should race to the board, write Monday, and race back to his or her team to pass the board marker or piece of chalk to the next person. The first team to write the weekdays correctly in order, wins.

### Open the book!

#### 3 Read the planner and write the corresponding days of the week.

Point to the planner and explain that we have planners to list things we do each day. Ask students if they have a planner. Have students look at the planner and ask: *What information can you see?* (the days of the week, free-time or after school activities) Have them circle the activities. (band practice, basketball practice, art class, bike ride) Next, point to each picture and have students identify the objects. (guitar, paints, basketball and bike) Now students can go back to the planner and match each object with the activities in order to work out the corresponding days of the week.

#### ◆ Listen and complete the information in the planner.

Point to the missing information in the planner and encourage students to guess what type of information is missing. (times, places, etc.) Explain that they are going to listen to some children talking about the activities, and that they should write down the missing information. We suggest you play Track 1 three times. The first time have students listen to check their predictions. Then play it again and pause at the relevant points for students to write the missing words. Play it a third time for students to double check their answers.

#### 4 Ask and answer with your classmates.

Ask students to get together in groups of three or four. Have them read the questions silently. Tell them to focus on the question words (what, how often, when, and who) to help them identify what kind of information the questions ask about. After groups have discussed the questions, invite volunteers to share interesting information with the whole class.

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

### Close the day

Tell students that they are going to make their own planner. Invite them to draw a table with two columns in their notebooks or on a sheet of paper. Have them write the days of the week in the left column, using the planner in Activity 3 as a model. Ask them to write sentences about what they do every day in the right column. Encourage them to write the time and place they take classes or do their activities. Invite students to draw icons or symbols to illustrate their planners. Finally, tell them to keep their planners and update them when their activities change. You could also keep a class planner on the wall to remind them of extra activities or events.

### Open Day Tip Keeping a planner

It is a good idea to encourage students' sense of responsibility throughout the whole course. Encouraging them to keep their own planners is a good way of doing this. By keeping track of their time and activities, your students will be better organised and feel more confident.

  Practice Book: Assign Activities 2 and 3 on page 5 as homework.

3 Read the planner and write the corresponding days of the week.

1  Monday \_\_\_\_\_  
Wednesday \_\_\_\_\_

3  Tuesday \_\_\_\_\_  
Thursday \_\_\_\_\_

2  Friday \_\_\_\_\_

4  Saturday \_\_\_\_\_

## Weekly Planner

Monday	Band practice (1) _____ 5 _____ p.m. at the school gym
Tuesday	Basketball practice (2) _____ after _____ school
Wednesday	Band practice again!
Thursday	Basketball practice again!
Friday	Extra art class with Mr. Green – 3:30 p.m. in the (3) _____ arts classroom _____!
Saturday	Bike ride with friends at (4) _____ 10 _____ a.m. in the park

◆ Listen and complete the information in the planner. 

4 Ask and answer with your classmates. 

1. What activities do you enjoy doing in your free time?
2. How often do you do the activities?
3. When do you do them?
4. Who do you do them with?



## My Language

1 Listen and follow. 

### Good Buddies Charlie and Lin

1

DO YOU WANT TO COME TO THE PARK WITH US?



OH WOW!

I CAN'T. MY MUM'S SISTER, AUNT LILY, AND MY COUSIN LIN ARE ARRIVING FROM CHINA!

2

LATER THAT AFTERNOON, AUNT LILY AND LIN ARRIVE.



HELLO, AUNT LILY. HELLO, LIN.

HI, CHARLIE. YOU'RE A BIG BOY NOW!

HI, CHARLIE.

3

CHARLIE, CAN YOU SHOW LIN HER ROOM?



SURE! COME ON, LIN. FOLLOW ME!

4

THIS IS YOUR ROOM.



IT'S VERY NICE.

THERE ARE TWO BEDS. ONE FOR YOU AND ONE FOR AUNT LILY.

2 Read and name the characters.

Charlie's mum

Charlie's dad

Charlie

Lin

1. Lin is visiting her cousin Charlie.
2. Charlie is not playing in the park today.
3. Charlie's mum and Aunt Lily are sisters.
4. Charlie's dad is making a special meal for their guests.

◆ Discuss the questions.

1. How do you think Charlie feels about the visit? Give reasons.
2. What do Charlie and Lin like? Do you like that too?

### Objectives of the day:

1. Read and listen to a comic strip about a family visit.
2. Identify specific information about the comic strip characters.

**Materials:** recycled paper (1 sheet per student).

### Open the day

- ◆ "Mindful Doodling" practice.
- ◆ Brainstorm the names of family members. Write *Family* in a circle in the centre of the board. Have students call out the names of family members and write them on the board to form a word web. Ask students to copy the word web into their notebooks.

### Open the book!

#### 1 Listen and follow.

Tell students that in Open Day 3 there is a new comic strip story with new characters. Point to the comic strip and ask students to look at the pictures. Elicit information or have students make predictions about what they can see: *Who are the main characters? Where are they from? Where are they? What are they talking about?* etc. Write some ideas on the board. Next, play Track 2 and have students listen and follow along. Check the students' predictions and ask them further comprehension questions to check understanding: *Who is Aunt Lily? Where is Lin from? What's on the poster? Where do giant pandas live?* etc.

#### 2 Read and name the characters.

Read out the names of the characters in the box and have students point to them in the comic. Ask: *What is... doing?* for each character. Then ask students to read and complete the sentences individually. After checking answers, ask students if they have relatives who live in another country and if they ever visit them. Find out where different family members live and how often students see them.

#### ◆ Discuss the questions.

This activity provides a good opportunity for students to personalise their learning. For example, in question 1 students can relate what Charlie feels about the visit to how they would feel in a similar situation. Have students discuss the questions in groups. Encourage them to support their answers with passages from the text or with what they can see in the pictures. If they say they like animals (like Charlie and Lin), encourage them to say why.

### Close the day

#### ◆ Play *Who Said That?*

Tell students they are going to play a memory game. Ask them to close their books. Write the names of the comic strip characters on the board. Explain that you will read out pieces of dialogue from the story and that students must say who said each sentence. Have students play this in teams and award points to the first team who answers correctly. Some possible sentences are: *Hi, Charlie. You are a big boy now!* (Aunt Lily) *Charlie, can you show Lin her room?* (Charlie's dad) *Are there any shelves for my things?* (Lin) *What's that?* (Charlie) *It's a poster of giant pandas.* (Lin) *Cool, I love animals!* (Charlie) *Would you like to eat now?* (Charlie's dad)

**Objectives of the day:**

1. Review *there is / there are*.
2. Ask and answer questions about your room.

**Materials:** Furniture Flashcards, Flashcard Activities WA and WB on page XIV; recycled paper (1 sheet per student).

**Open the day**

- ◆ “Mindful Doodling” practice.
- ◆ Flashcard Activity WA.

**Open the book!****3 Write *there is, there are* or *there aren't* to complete the description of Lin's new bedroom.**

Read the comic again with the class or play Track 2 for students to recall the story. Then ask questions about Lin's bedroom: *Are there any shelves? Is there a table?* When students answer, call attention to the relevant frame in the comic strip. Have them work individually to complete the task and check answers by inviting volunteers to read the sentences aloud.

Once students have reviewed the use of *there is* and *there are* in context, you can give them extended practice. You could draw the furniture or other things that are in your bedroom and use *there is* or *there are* sentences to describe what is there. Then have students say whether your sentences are true or false. Alternatively, you could encourage students to describe your bedroom based on your drawings.

- ◆ **Write a sentence describing Charlie's living room.**

Have students point to the frame in the comic strip that depicts Charlie's living room. (frame 3) When they have written their sentences, invite volunteers to write examples on the board. Encourage classmates to confirm or correct the descriptions.

**4 Ask and answer questions about your room.**

Have students work individually for three minutes to write three questions to ask a classmate about their bedroom. Ask volunteers to read the examples in the speech bubbles aloud. Then divide the class into pairs to ask and answer questions. If there is time, ask volunteer pairs to have their conversations in front of 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:

- ◆ Flashcard Activity WB.
- ◆ Have students form pairs. Ask them to look carefully around the classroom. Then have them write two true and two false sentences about what *there is* and *there are* (or what *there isn't* or *aren't*) in the classroom. When pairs have finished, have them work with another pair. Ask them to exchange their sentences, and decide if the other pair's sentences are true or false. Set a time limit and have pairs check each other's answers.

  Practice Book: Assign Activity 1 on page 6 as homework.



3 Write *there is*, *there are* or *there aren't* to complete the description of Lin's new bedroom.

1. There are some chairs, but there aren't any shelves.
2. There is a closet and there are two beds.
3. There aren't any sofas, but there is a table.

◆ Write a sentence describing Charlie's living room.

\_\_\_\_\_

4 Ask and answer questions about your room. 📱

Is there a cupboard in your bedroom?

Yes, there is.

Are there any chairs?

No, there aren't.

5 Listen and tick (✓) the food Lin would like to eat. 



◆ Read and match. 

- |                                    |   |
|------------------------------------|---|
| 1. What would you like, Lin?       | Yes, some chocolate cake, please.       |
| 2. Would you like some carrots?    | Yes, please. I'd like some water.       |
| 3. Would you like a drink?         | I'd like some rice and chicken, please. |
| 4. And would you like any dessert? | No, thanks. But I'd like some peas.     |

 Play Magic Drawing!



### Objectives of the day:

1. Listen for specific information.
2. Review offers and requests: *Would you like...? I would like...*

**Materials:** Welcome Unit Poster with Cutouts, Poster Activities WA and WB on page XX; recycled paper (1 sheet per student).

### Open the day

- ◆ "Mindful Doodling" practice.
- ◆ Poster Activity WA.

### Open the book!

#### 5 Listen and tick (✓) the food Lin would like to eat.

Ask students if they remember what happens at the end of the comic strip. (Charlie's dad tells Charlie and Lin he is making something special to eat.) Have them reread the last scene of the story. Ask: *What do you think Lin would like to eat?* Point to the pictures on page 10 and elicit the names of the food and drink. Tell students that they are going to listen to Charlie's Dad asking Lin what she would like to eat. Play Track 3 twice, first to have students tick the pictures and then to check answers.

#### ◆ Read and match.

Ask students to cover the right column with a notebook or piece of paper. Invite volunteers to read the questions aloud. Ask them if they remember the story. Once you have elicited answers, have students uncover the right column to match. To check, play Track 3 again. Finally, call their attention to the form of the questions and the corresponding answers. Write the questions on the board and underline *What* and *Would*. Point out how the answers differ: if the question includes *What*, the answer should include the name of the food and drinks they would like. If the question starts with *Would*, the expected answer includes *Yes, please.*, or *No, thanks*. Remind students that we say *please* and *thank you* to be polite when responding to offers.

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



### Play Magic Drawing!

Tell students that it is time to play a game. Ask them to choose a food or drink from Activity 5. Tell them that they should not say which food or drink it is. Then ask them to get together in pairs. Explain that they should make an air drawing with their finger of the food or drink they chose. Their classmate needs to guess which food or drink it is. To guess, they should make an offer of the food or drink they think their classmate wants. Call attention to the example: *Would you like a pizza?* The student that is drawing in the air should answer *Yes, please.*, or *No, thanks*. Encourage them to be polite. Tell pairs they should keep guessing until they offer the correct food or drink.

### Close the day

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

- ◆ Poster Activity WB.
- ◆ Review food vocabulary. Write the following headings on the board: *Main Dishes*, *Vegetables*, *Desserts*, *Drinks*. Elicit one example of each from the class and write the word under each heading, for example, *pizza*, *carrots*, *cake*, *soda*. Divide the class into groups and give them three minutes to write as many words as they can in each category. Check the answers with the class and see which group has the most words.



 Practice Book: Assign Activities 2 and 3 on page 7 as homework.

## Objectives of the day:

1. Read for specific information about pandas.
2. Role-play an interview.

**Materials:** picture of a panda; recycled paper (1 sheet per student).

### Open the day

- ◆ "Mindful Doodling" practice.
- ◆ Show the picture of the panda and elicit the animal's name. Point out at this stage that the panda is the focus animal for this level. Ask: *Which character in the comic strip is interested in pandas?* Elicit information about pandas. *What colour are they? Where do they live? What do they eat?* etc. Encourage students to share what they already know.

### Open the book!

## Reading Strategy

### Using K-W-L charts

You can raise students' interest in reading by encouraging them to use a K-W-L (Know, Want to Know and Learn) chart. These charts are graphic organisers with three columns. Students complete the first two columns (Know and Want to know) before they read a text. For example, students write what they know about pandas in the first column. (they are black and white, they are from China.) In the second column, students write questions about what they want to know. (what do pandas eat?) Students complete the third column to note what they have learned after reading a text. You may want to have your students complete a K-W-L chart about the reading in this lesson, or use this technique with other texts throughout the year.

## 1 Read the article and choose the best title.

First, have students look at the pictures and describe what they see. Point to the keepers and say: *Who are they? What do they do?* Write the word *keeper* on the board and say that keepers work to help pandas. For example, they give them food and medicine. Then say that volunteers also help pandas. Write *volunteer* on the board and explain that volunteers are different to keepers because they work for

no money and because they want to help. Have students read and decide the best title individually. When checking, encourage them to justify their answer by quoting passages from the text.

## 2 Read and circle T (True) or F (False).

Ask students to work in pairs to complete this task. Tell them to underline specific information in the text that supports their answers. Invite volunteers to call out the answers and read the part of the text where they found them.

## 3 Read the questions a volunteer asks. Write another question.

Elicit the tasks that volunteers do at the Panda Centre. Next, call students' attention to the questions. Explain that they are questions that volunteers might have about the Centre. Invite volunteers to read the questions aloud. Encourage students to call out answers to the questions using information from the text. Then have them work in pairs to write another question and tell them that they will use this question in the following task.

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

## ◆ Role play an interview between a panda keeper and a volunteer.

Ask students to work with a different classmate. Say that one of them is going to be a panda keeper and the other one is going to be a volunteer. Tell students that the volunteers should ask the keepers the questions from the previous activity. Keepers should answer the questions using the information from the text. When pairs have finished, have students swap roles.

### Close the day

- ◆ If students used a K-W-L chart in this class, have them complete the third column and share what they learned. If not, simply have students find two facts about pandas in the text. (They eat bamboo and they don't like people touching their ears.) Tell students that they will be learning more interesting facts about giant pandas throughout the course.

**1 Read the article and choose the best title.**

- a. A Day in the Life of a Panda Keeper
- b. A Day in the Life of a Panda Volunteer**

**T**he Panda Centre in Dujiangyan, China, has got more than 150 pandas. Visitors come from all over the world to see them. Some visitors are volunteers for a day. They help the keepers in the morning and then they learn more about the pandas in the afternoon.

Volunteers arrive at eight thirty in the morning. They change their clothes and take a bus to the panda area. They clean the pandas' cages. Then they prepare food and give it to the pandas. Pandas eat bamboo.

After that, some volunteers take photos with the baby pandas. They shouldn't touch their ears. Pandas don't like that.

The volunteers have lunch with the keepers in the cafeteria. They can ask questions about pandas. After lunch, they watch videos about pandas.

At three o'clock in the afternoon, volunteers go to the gift shop to buy souvenirs. Then, at four thirty, they say goodbye.



**2 Read and circle T (True) or F (False).**

- 1. The volunteers clean cages and prepare food for the pandas.  T  F
- 2. They have lunch with the pandas.  T  F
- 3. After lunch, the volunteers watch videos.  T  F
- 4. They go back to their hotels at four o'clock.  T  F

**3 Read the questions a volunteer asks. Write another question.**

- 1. What time do we arrive?
- 2. What do the pandas eat?
- 3. Where do we eat lunch?
- 4. \_\_\_\_\_



◆ **Role-play an interview between a panda keeper and a volunteer.**

# Topic 1

## Getting Out

### Objectives of the day:

1. Learn a mindful practice to relax and help focus attention.
2. Get acquainted with concepts of Topic 1: outdoor activities, the seasons and weather.
3. Activate previous knowledge with photos and illustrations.

### Open the day

#### "Body Scan"

Many of your eight-year-old students will feel restless at the beginning of class, so muscle relaxation practice (also known as a "Body Scan") is a good way for students to focus their attention. We suggest you do this activity to start classes throughout Units 1 and 2. Ask students to sit comfortably and make sure there are no distractions. (If there is room, you could ask them to lie down.) Tell them to breathe deeply and begin by tensing the muscles in their faces. Have them squeeze their eyes shut, wrinkle their foreheads and clench their jaws. Have them hold this position for five seconds, then relax the muscles and breathe deeply again. Move onto the neck and shoulders, squeezing the muscles and holding them for five seconds as before. Continue by moving down the body: back, chest and stomach, thighs, calves, and finally feet. Remind them to squeeze their muscles as tightly as possible. At the end of the routine, tell students if any of their muscles feel tense to shake their limbs to make sure that their muscles are relaxed.

### Open the book!

Read the title of the topic and call students' attention to the pictures. Encourage them to guess where the children are and if they are having fun. Then point to the pictures, one by one, and have students say if they like the activities shown. For example, point to the picture of the boy sailing and say: *Sailing. Who likes sailing? Raise your hand.* On the board, write *Sailing* and then the number of students who like it. Continue with the remaining pictures and activities to find the most popular ones. Leave the information on the board.

## Unit 1 Adventure Park

### Outdoor Activities

As with all levels of Open Day, each topic is divided into two units. Point to the *Unit 1 Adventure Park* heading on page 12. Elicit the meaning of *outdoor*



### Unit 1 Adventure Park

**Outdoor Activities**

- ◆ Look at the pictures and identify the activities. Then make a list in your notebook of other outdoor activities you know.

**Equipment**

- ◆ Find and circle these items in the big picture.

12

Topic 1 Unit 1 Adventure Park

activities. (something we do outside) Ask: *Is watching TV an outdoor activity? (no) Is going to the park and outdoor activity? (yes)* Have students look at the pictures in their books and ask what each activity is. They can identify the name of the activity from the list you wrote on the board in the *Open the book!* section. Once students have identified all of the pictures, encourage them to name other outdoor activities. Allow them to say the activities in their native language and then help them with the English translation or encourage students to use a bilingual dictionary if they have one. Have students work in pairs and set a time limit for them to say as many outdoor activities as possible.

### Equipment

Point out the pictures of the equipment needed for different outdoor activities. Focus on the picture of the ice skates and say: *These are ice skates. Which activity do we use ice skates for?* Encourage them to point to the corresponding picture of the activity. (ice-skating) Students circle the ice skates in the picture of the activity. Continue in the same way with the remaining pieces of equipment. Finally, point to the activities and have students mime doing them.

**Unit 2 Four Seasons**

**Weather**

- ◆ Number the pictures.

1 2   
 3 4

**Clothes and Accessories**

- ◆ Find and discuss the picture that relates to these items.

Topic 1 Unit 2 Four Seasons 13

what the picture is. (a beach) Finally, elicit the names of objects they would use or wear in the remaining pictures. Provide help with any unknown vocabulary. Have students work in pairs and set a time limit for them to write down or say as many items of clothing as possible for each picture.



Point to the Reader icon on page 12 and have students find it in their books. Elicit what it refers to. Once several volunteers have replied, remind students that there is a story or text for each topic in the Reader. Ask them what they see in the picture on page 5 of the Reader. (a mountain, snow, cold weather) Ask them to read the title. (Alaska) Encourage students to say what they know about Alaska. If they do not know anything, invite them to guess the continent where it is, what the weather is like, which animals live there, and so on. Ask them what they would like to know about Alaska and write ideas on the board. Explain to students that they will learn more about Alaska when they use the Reader later in Topic 1.

### Close the day

- ◆ Point to the pictures of weather symbols on page 13. Have students draw a symbol for how the weather is today in their notebooks.

### Go to video "Storm Chasers."

For Unit 2, there is an accompanying video on the platform, called "Storm Chasers." It relates to the topic of weather. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

## Unit 2 Four Seasons

### Weather

Have students look at the pictures and describe what they see. (a house, trees, snow, leaves, sand, etc.) Tell them that these pictures illustrate different seasons. Point to the illustration of the pandas. Ask: *What colour are the leaves on the trees?* (green) Explain that later in the year, the leaves will change colour and fall off the trees. Have students point to the photo where this is happening. Point to the weather symbols and give examples, such as: *Today, the weather is cold.* Use body language, such as wrapping your arms around yourself and shaking to help convey meaning. Then allow students to work individually to match the icons with the types of weather represented in the photographs. Remember that students do not need to know and produce the vocabulary related to weather at this stage. Explain to students that in Unit 2 of Topic 1 they will be learning about the seasons and weather.

### Clothes and Accessories

Point to the pictures of summer clothes and accessories. Ask students when or where they usually wear them. Then have them say which photograph corresponds to these objects. When they point to the picture with the sand and the footprints, ask them

# Unit 1 Adventure Park

1 Read the leaflet and label the equipment below using the words in bold.

## Adventure Land

An exciting day out with lots of activities to try!



### 1 Ice-Skating Zone

Here at Adventure Land, you can ice-skate all year round! Get your **ice skates** from the reception. We have also got **kneepads** to protect your knees in case you fall down.



### 2 Pony Riding Zone

Take an hour-long pony ride in the woods. You need **riding boots**. We have got riding boots available to protect your feet and give you balance when riding. Ask the instructors for a pair in your size.

1



ice skates

2



riding boots

3



harness

4



kneepads

5



helmet

6



life jacket

◆ Choose your favourite activity and say why.

My favourite activity is riding ponies because I love animals.

# Unit 1 Adventure Park

## Objectives of the day:

1. Learn about activities at an adventure park.
2. Identify vocabulary related to equipment needed to do activities.
3. Choose favourite activities and give reasons.

**Materials:** a leaflet or leaflets; *Outdoor Activities* and *Equipment* Flashcards, Flashcard Activity 1A on page XV.

## Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1A.

You may want to use this activity to present outdoor activities and equipment at the beginning of the class. However, you can also choose to use it as a review at the end of the class.

## Open the book!

### 1 Read the leaflet and label the equipment below using the words in bold.

Call students' attention to the picture of the leaflet on pages 14 and 15. Ask them if they know what a leaflet is and, if possible, show examples of real leaflets you have brought to class. Explain that this leaflet is showing several exciting activities to do at a park. Tell students to read the leaflet to find out which activities they are. When they finish reading, elicit answers. (ice-skating, pony riding, go-karting, climbing and sailing) Ask: *What's the name of the place? What time does it open? Who can go there? What equipment do you need for ice-skating?* Have students scan Text 1 to find and call out the words in bold that refer to the corresponding pieces of equipment. (ice skates and kneepads) Have students find the picture of the ice skates below the text and ask them to label it. Do the same with kneepads. Continue in the same way with the rest of the equipment.

#### ◆ Choose your favourite activity and say why.

Use the *Outdoor Activities* Flashcards to review the outdoor activities in the leaflet. As you hold up each flashcard, ask students what they remember about each activity and the equipment they need. Then have students choose one of the outdoor activities mentioned in the text. Allow them time to think of reasons

why they like that activity. Tell them to use the sample sentence in the speech bubble as a model. Next, have them work in pairs to share their ideas. Make sure both students in each pair participate. Finally, invite volunteers to say how their opinions were similar or different to their classmates'.

## Close the day

### ◆ Play Hangman:

You can use this game to review words related to outdoor activities and equipment. First, model the game with the class. Write short lines for each letter of a word on the board. You could leave some letters as clues if you think it is necessary. Have a volunteer call out a letter of the alphabet to fill one of the spaces. If the letter is contained in the word, write it in the corresponding space. If it is not, draw a part of the "Hangman" structure. Continue in the same way until the class guesses the word, or the structure and the figure of the hangman is complete. Now, divide the class into teams of three or four students. Have each team choose three words for another team to guess. Allow teams to lead the activity themselves.

- ◆ (Optional) If you didn't use Flashcard Activity 1A at the beginning of the class, you can do so now.

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

## Go to video "Giant Pandas."

Tell students that on the platform they will find a video related to this level's animal characters (the giant pandas), along with related activities. It is important to begin raising awareness of this species. Ask students what they know about giant pandas. Remind them of the ideas they came up with in the Welcome Unit. You might want to show the opening of the video (up to the information about panda's poop!) to help elicit information and jog their memories. Ask students to talk to their families about pandas and encourage them to make a note of anything new they learn. You could ask the class to find images of pandas and bring them to class to make a collage for the classroom. Then they can do the "Before Watching" activity online. This might be a good time to introduce one of the recycling projects.

## Objectives of the day:

1. Read for general information.
2. Listen for specific information.
3. Discuss activities that you would like to do.

**Materials:** sheets of paper, coloured pencils or markers.

## Open the day

- ◆ "Body Scan" practice.
- ◆ **Play Charades:**

Divide the class into teams of three or four students. Ask a volunteer from one of the teams to go to the front. Whisper the name of an activity (climbing, sailing, riding, skating, racing) to the volunteer and tell them to mime the activity to the class. Encourage all the teams to guess which activity it is. The first team to guess wins a point.

## Open the book!

### 2 Write the best zone according to each sentence.

Write *Adventure Land* on the board. Encourage students to say what they remember about the leaflet. Then have them remember which activity they chose as their favourite at the end of the last class. Next, explain that they are going to read sentences about what Jasper and Daisy enjoy doing. They should read the text again to decide which of the five zones matches each sentence. When students have finished, have them work in pairs to compare their answers. Check the answers as a class and invite volunteers to justify their answers by quoting parts of the texts or pointing out key words or phrases.

### 3 Listen and circle the activity the children choose to do.

Tell students that they are going to listen to Daisy and Jasper deciding which activity to do. Play Track 4 twice. The first time is for students to listen for key words, such as activities and equipment that the children mention. The second time is to focus on Daisy and Jasper's final choice. Students circle the name of the activity on the leaflet in their books.

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

## My Space

### ◆ Find a classmate to do an activity with.

Tell students that they will work in pairs. Explain that they are going to individually choose one of the activities in *Adventure Land* that they would like to do. Then they should ask questions to invite their classmate to do the activity with them. Ask a volunteer to go to the front to help you model the activity. Act out the dialogue using the questions and ideas on the page. Tell students that they should use *What about...?* or *How about...?* to suggest alternatives. Encourage other volunteers to act out the dialogue in front of the class.

## Close the day

- ◆ Distribute sheets of paper and coloured pencils or markers, or have students take out their coloured pencils or markers. Explain that they are going to imagine their own adventure park and make part of a leaflet about it. Ask students to think of a name for their park and the opening hours. Have them draw themselves doing the activity they chose to do in *My Space*. Encourage them to write two or three sentences describing the activity, such as why it is fun and which equipment they need. Finally, display students' work on a classroom wall.

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

2 Write the best zone according to each sentence.

1. Daisy enjoys the water. Sailing Zone
2. Daisy isn't afraid of high places. Climbing Zone
3. Jasper really likes to go fast. Go-Karting Zone



3 Go-Karting Zone

For a fast and exciting experience, try one of our go-karts! Race with your friends or drive alone. But be careful! You should wear a **helmet**. Don't worry about your hair! The helmet protects your head in case you crash into other go-karts.



4 Climbing Zone

Our fun climbing wall has got different routes for you to try. To be a good climber, you need to learn how to use a rope and a **harness**. Don't be afraid! The harness holds your legs and connects you to the rope to keep you safe.



5 Sailing Zone

Do you want to learn how to sail? Our expert sailing instructors can show you how! Always wear your **life jacket**. It covers your chest and back and helps you float in case you fall into the water.

**Open 10 a.m. to 6 p.m. every day!**

3 Listen and circle the activity the children choose to do.  

My Space

- ◆ Find a classmate to do an activity with.

What activity do you want to do?

What about sailing?

No, I don't like sailing! I can't swim.

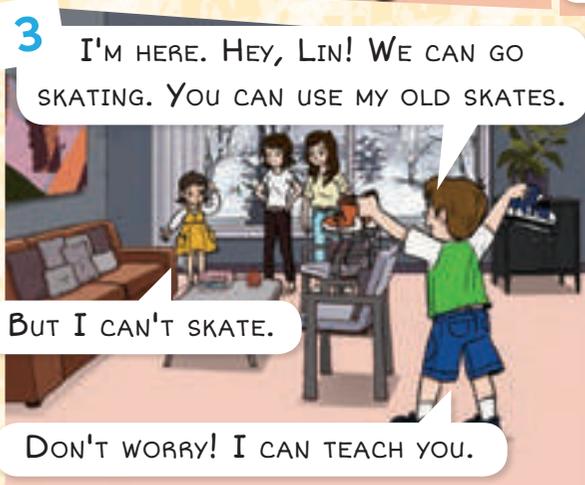
Good idea!

How about climbing?

Let's go shopping!  
Let's go for a walk in the park.  
I'm good at making things!

1 Listen and follow. 

## Good Buddies Don't Give Up!



2 Complete the sentences with the names of the characters.

1. Aunt Lily / Lin's mum wants to go shopping.
2. Lin wants to go for a walk in the park.
3. Charlie wants to go ice-skating.

◆ Write one thing that Lin learns to do and one thing that Charlie learns to do.

Lin: how to ice skate Charlie: how to make a snowman

3 Decide what you want to do after school. Tell your classmates.

### Objectives of the day:

1. Read and listen to a comic strip about learning new things.
2. Learn how to make suggestions.
3. Learn how to use *want to*.

**Materials:** Poster 1 with Cutouts, Poster Activity 1A on page XXI; *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1A on page XV.

### Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1A.

You may want to use Flashcard Activity 1A to review activities and equipment vocabulary. Alternatively, hold up the *Outdoor Activities* Flashcards one at a time and have students call out the names of equipment associated with each.

### Language Presentation

#### Using the Structure *Want to*

In this lesson, students will talk about what they want to do using the structure *want to*. We suggest that you do Poster Activity 1A on page XXI to familiarise students with the target language. This will help them to feel more confident when doing the activities in this lesson.

### Open the book!

#### 1 Listen and follow.

Point to the comic strip and ask students to identify the characters. (Charlie, Lin, Charlie's mum and Aunt Lily) Have them say what they remember about them. Ask them to look at the pictures and identify the outdoor activity and equipment Charlie and Lin are using. Ask: *Does Lin enjoy skating? What about Charlie? Why?* Play Track 5 and have students read as they listen. After the first listening, check their predictions. Then write the following questions on the board: *Does Lin like shopping? Can Charlie skate? Can Lin skate? What do they do with the snow at the end?* Encourage students to answer the questions as a class. Play Track 5 again if necessary. Finally, read the comic strip aloud using different voices for the different characters.

#### 2 Complete the sentences with the names of the characters.

Ask students if they remember what each character wants to do in the story. If they don't, have them work in pairs and go back over the comic strip. Encourage them to underline the key words or phrases that help them with their answers.

### Open to Learn .....

At this point, we suggest you call students' attention to the *Open to Learn* box. Students should have underlined the first two sentences in Frame 2 of the comic strip during the previous activity. Write them on the board and underline *let's*. Explain that we use this word to make suggestions for doing something. Review students' first two answers in Activity 2. Say: *Aunt Lily wants to go shopping. What does she say?* (Let's go shopping.) Repeat with number 2.

#### ◆ Write one thing that Lin learns to do and one thing that Charlie learns to do.

Invite volunteers to summarise the story. Have students call out what Charlie and Lin learned and write the answers in their books. (walk in the park / skate) Ask: *Which skill do you think is more difficult?* Encourage students to give reasons for their answers.

#### 3 Decide what you want to do after school. Tell your classmates.

Allow students a few minutes to think of two or three activities that they want to do after school, along with a suggestion for what they should do. Give them an example as a model: *I want to go shopping. Let's go to the shopping centre.* Tell them they can write down their ideas if they wish. Finally, have students work in small groups to share their ideas. Make sure that all students participate.

### Close the day

- ◆ Write the following summary of the story on the board: *Charlie's mum wants to go shopping. Lin wants to go shopping. Charlie invites her to go pony riding. They go skating at school. Finally, Lin learns how to ride and teaches Charlie how to draw a snowman.* Then invite students to rewrite the text using the correct information in their notebooks. Invite volunteers to read out their corrected text to the class.

  Practice Book: Assign Activities 1 and 2 on page 10 as homework.

## Objectives of the day:

1. Read for specific information.
2. Learn to talk about your skills: *I'm good at + -ing.*

**Materials:** *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV.

## Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1B.

## Open to Learn .....

Call students' attention to the *Open to Learn* box on page 16. Write the third sentence on the board (*I'm good at making things.*) and circle the *-ing* form. Elicit what the structure *good at ...-ing* means. To help students, give them an option to choose from. Ask: *Is it used to express how you feel or to talk about things you can do well?* Tell them that they will practise this structure in today's class. Then say: *In the story, Lin and Charlie go ice-skating. I like ice-skating, too. I'm good at ice-skating.* Pretend you are ice-skating and use body language to show you are "good at" different moves. Give a further example to clarify meaning. For example: *I'm good at speaking English. That's why I'm an English teacher.*

## Open the book!

### 4 Read and answer the questions.

Have students read the comic strip or play Track 5 again for students to recall the story. Next, read the first question aloud and have students reply as a class. They can call out the scene number where they find the information. (5) Do the same with the second question. Make sure students say complete sentences when giving the answers. (Charlie is good at ice-skating. Lin is good at making things.) To end this activity, ask students which activities Lin and Charlie are not good at.

## Play Snap!

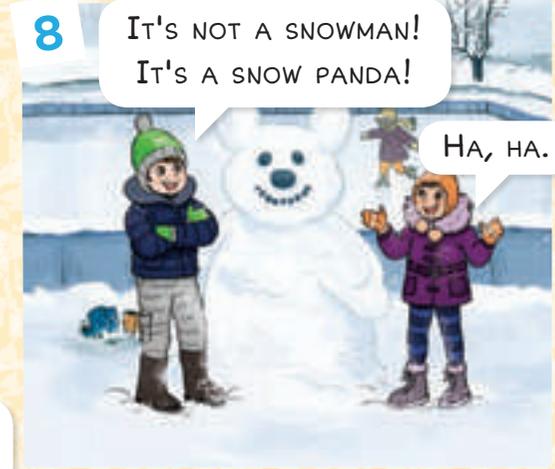
Have students think of two activities that they are good at and write them down. They can use the ones listed in the examples or their own ideas. Tell students they're going to work in small groups to play *Snap!* Explain that they will take turns reading out activities that they are good at. If any team member hears someone mention the same activity that they have written down, they say: *Snap!* Point to the model dialogue in the game box as an example. Say that students who call out *Snap!* first, get a point. You can also play this game as a class, once students have completed it in groups.

## Close the day

### ◆ Play Find Someone Who:

You can use this activity to extend the previous game and close the class. First, write *skate, sail, ride a bike, climb, run, make things, speak English, draw, dance, and sing* on the board. Ask students if they know of anyone who is good at doing each activity. Then tell them to get up and walk around the classroom asking each other if they are good at the different activities: *Are you good at sailing?* Tell them to write down the names of students they find who are good at different things. Challenge them to find a different student for each activity and assign a time limit.

  Practice Book: Assign Activity 3 on page 11 as homework.



4 Read and answer the questions.

1. What is Charlie good at? skating
2. What is Lin good at? making snowmen

**Play snap!**

making things      speaking English

swimming

ice-skating      skateboarding

What are you good at?

I'm good at skateboarding.

Snap! Me too!

It is **more complicated than** walking.  
This is **the most complicated** move!

5 Listen to Lin and circle the correct options. 



Badminton is one of the most 1) **popular** / **unusual** sports in China. I think it's more 2) **challenging** / **exciting** than football because it's really fast.



Stilt racing is one of the most 3) **unusual** / **exciting** sports in China. It is more 4) **dangerous** / **complicated** than normal racing because runners sometimes fall.



Bamboo canoeing is one of the most 5) **popular** / **difficult** sports. It is more 6) **dangerous** / **challenging** than normal canoeing because people have to balance on a piece of bamboo.



◆ Read and answer the questions.

1. Why is badminton more exciting than football?

Because it is really fast.

2. Why is stilt racing more dangerous than normal racing?

Because runners sometimes fall.

3. Why is bamboo canoeing more challenging than normal canoeing?

Because people have to balance on a piece of bamboo.

◆ Say which is the most exciting, dangerous, or unusual sport in your country and why. 

 Play guess the sport!



This is the most popular sport in the USA. It's more dangerous than baseball.

It's American football!

That's right!

**Objectives of the day:**

1. Listen for specific information.
2. Compare sports using comparative and superlative adjectives.

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

**Open the day**

- ◆ "Body Scan" practice.
- ◆ Write the following words on the board: *unusual, popular, challenging, exciting, dangerous, complicated, difficult*. Elicit the meaning of the words using various techniques. You can act out the meaning, for example cheering or jumping up and down for *exciting* or give sample sentences using the words and ask questions: *Football is popular. Millions of people watch and play football. What other sports are popular?* Encourage students to define the words, give a synonym or use them in a sentence.

**Open the book!****5 Listen to Lin and circle the correct options.** 

Point to the picture of Lin. Tell students that they are going to hear Lin talk about other exciting outdoor activities. Point to each picture and say what sports they can see. (badminton, stilt racing and bamboo canoeing) Two of these sports are unusual, so you will probably need to give them the answers! Have students say if they are familiar with these sports and if they are popular in their country. Tell them to read the text and predict answers. Then play Track 6. Play the audio three times. First, have students listen for general information only. Ask them which sport they found interesting and why. Next, have them listen for and circle the specific information in the text. Pause the audio to give students time to circle the option they hear. Continue in the same way with the rest of the items. Finally, play Track 6 once more for students to check their answers as a class.

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

Call students' attention to the *Open to Learn* section. Have them read both sentences and find them in context in the comic strip on pages 16 and 17. Ask: *In the first sentence, is Lin comparing two or more things? (two) What is she comparing? (walking and*

*skating) To express this comparison, do we use "more" or "most"? (more) In the second sentence, is Charlie comparing his move with one other move or a group of moves? (a group) To express this idea, do we use the word "more" or "most"? (most) Once they have answered the questions correctly, tell them that they will now practice these adjectives.*

**◆ Read and answer the questions.**

Ask students to work in pairs to answer the questions according to the information in the text. Check ideas with the class and have students say in which paragraph they found each answer. Finally, divide the class into groups to compare these three sports with the other outdoor activities they have learned so far in the unit. Encourage volunteers to share their comparative and superlative sentences: *Badminton is more exciting than climbing.*

**◆ Say which is the most exciting, dangerous or unusual sport in your country and why.** 

Give students time to think of different sports individually and reasons why they are exciting, dangerous or unusual. Allow them to make notes if necessary. Invite students to discuss their ideas as a class. You could have a class vote on which sport is the most exciting, dangerous, etc. Write the results on the board.

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

** Play Guess the Sport!** 

Encourage students to think of a sport. Have them write down two facts about it, such as where it is popular and how it compares to other sports. Read the example in the game box as a model. If there is time and it is possible to do so, allow students to go online to search for information. Then have them work in pairs to describe and guess each other's sports. Invite a couple of volunteers to describe their sports to the class.

**Close the day**

- ◆ Poster Activity 1B.

  Practice Book: Assign Activities 4 and 5 on page 12 as homework.

## Objectives of the day:

1. Understand simple descriptions about people and objects.
2. Listen for specific information.
3. Compare elements in a picture.
4. Discuss an outdoor activity.

## Open the day

- ◆ "Body Scan" practice.
- ◆ Many listening activities depend on identifying and understanding people's names. You can do the following activity to help students identify male and female names, or ones which can be either. Write the following names on one side of the board: *Fred, Paul, Vicky, Julia, Jack, Sam, Peter, Clare, Alex, Pat*. On the other side, write the following headings: *Male, Female, Both*. Invite volunteers to go to the board to write the names they think belong to each category. You could also have students call out other names to add further examples to the table.
- ◆ This is the first Time to Practise section for Level 3, so tell students that all the activities on these pages are geared towards their preparation for international certifications. Point to the symbol next to each instruction for students to always recognise these types of activities. Finally, tell students that they will notice these activities might have an example marked with number 0.

## Open the book!

## Listening

### International Certification: Listening

Tell students that in the Listening section of international certification tests, they will always hear the recording twice. Tell them that they can listen and complete the task the first time they listen, but that they will have a second opportunity to double-check their work. Making students aware of this can help reduce their stress levels.

### 1 Listen and draw lines. There is one example.

We suggest you guide students through this activity at this early stage of the year, as it follows international certification formats. In this activity, students are expected to listen for

specific information. In this case, descriptions so that they can match names with the people in the picture. Read the names aloud before listening, as students may not be familiar with their pronunciation. Then have students read the instructions and look at the picture. Ask questions about where the people are and what they are doing. Have students point to the example in their book and trace their finger along the line from Clare's name to the person in the brown go-kart. Ask volunteers to explain what they should do to complete the task. Once the procedure is clear to all students, remind them that they will listen twice. Play Track 7. Students listen in silence as they match the names with the pictures. Then play it again and have students double-check their work before checking the answers as a class.

## Speaking

### 2 Compare the go-karts in the scene. Use the words in the box.

Point to the go-karts in the picture and ask: *What are these?* Ask students to work in pairs and help them start their conversation: *Which go-kart is the fastest? Is Clare faster than Jack?* etc. Remind students that they should use the adjectives in the box to describe the go-karts in the picture. Make sure that students are taking turns.

### 3 Ask and answer with a classmate.

Join pairs together into small groups. Ask them to read the questions and think for a moment about their answers. Tell them to think of at least one reason why they would or wouldn't like to drive a go-kart. Then have students share their ideas in their groups. If necessary, model an example: *I wouldn't like to drive a go-kart because they are very small!* Finally, have volunteers share their ideas with the class. Encourage them to give as much information as they can.

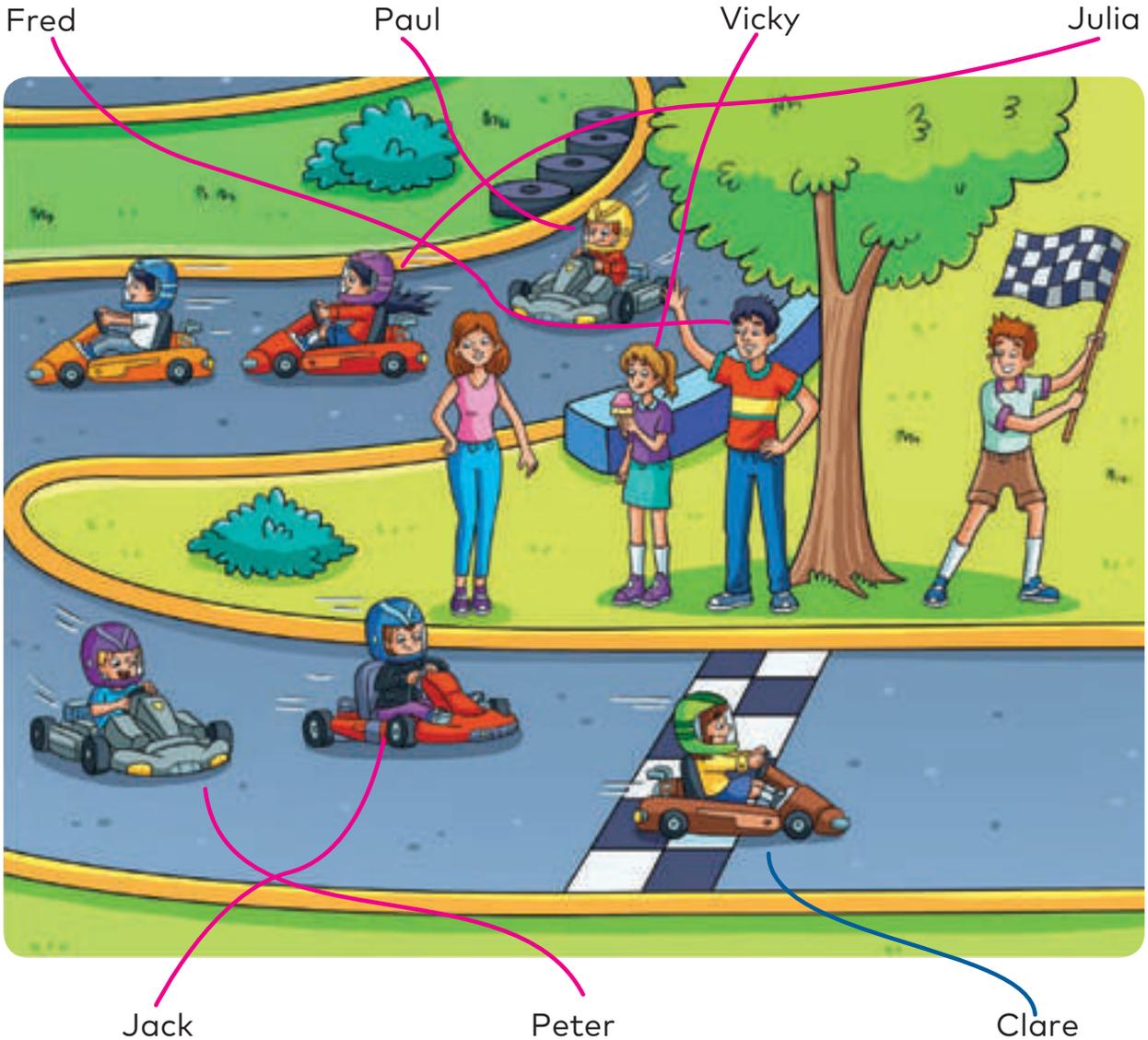
## Close the day

### ◆ Play *Guess Your Classmate*:

Give students more practice of the type of listening in Activity 1, by having them write a description of two classmates. Allow them a few minutes to write a brief description. They can refer not only to physical descriptions and clothes, but also to what students are good at or something more specific to the individual classmates. Have volunteers read their descriptions for the class to guess who the classmates are.

Listening

1 Listen and draw lines. There is one example.  



Speaking

2 Compare the go-karts in the scene. Use the words in the box.

fast    slow

3 Ask and answer with a classmate.

1. Would you like to drive a go-kart?
2. Why? Why not?

## Mindfulness

### Mindful Focus



#### 1 Discuss the questions about the picture.

1. What is the person doing?
2. What is he touching?
3. What can he see or smell?
4. How do you think he feels?

#### 2 Imagine that you are climbing.

Listen and do the movements. 

##### ◆ Number your feelings on the climb.

1. At the beginning
2. In the middle
3. At the end



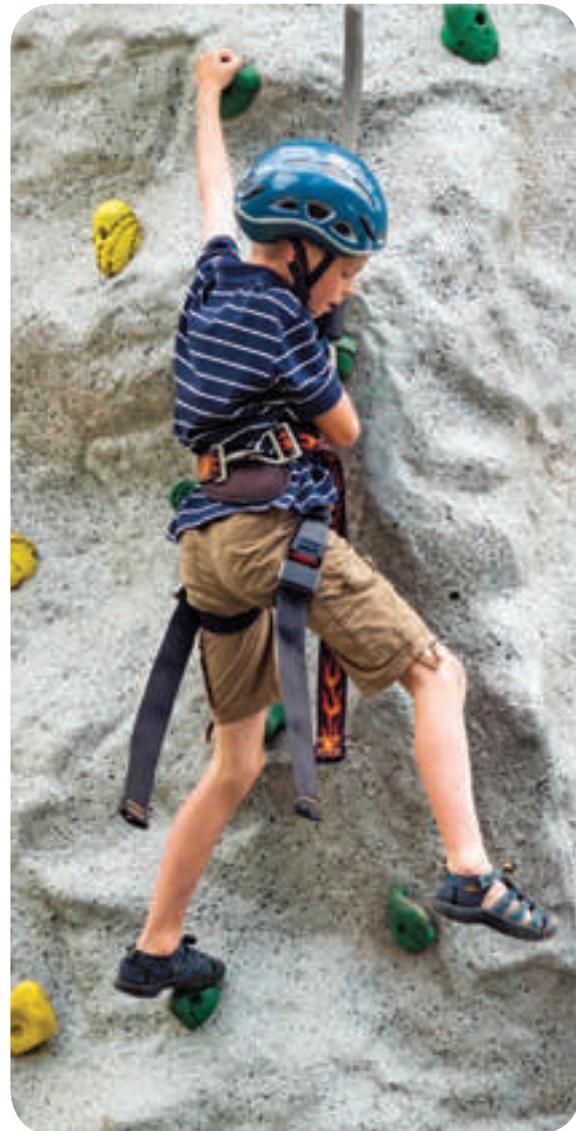
concentrated



happy and relaxed



nervous



#### 3 Choose a sport and write out a list of simple movements to describe what you do in that sport.



- ◆ Read your set of movements to some classmates for them to act out. Tell them to close their eyes and ask them how they feel.

**Objective of the day:**

1. Focus on how different physical activities make you feel.

**Open the day**

- ◆ "Body Scan" practice.
- ◆ "Mindful Focus 1" practice.

One way of redirecting students' focus is to direct their attention to sensations in their body. You can try this heartbeat exercise at the start of the class or at any time during the lesson when you feel students need to take a break. Have students feel their pulse. Then simply ask students to stand up and jump in place for one minute. At the end of the minute, have them feel their pulse again and place their hand on their heart and pay attention to how their breathing feels. By focusing on the physical body in this way, students will feel motivated to complete the upcoming tasks.

**Open the book!****Mindful Focus** **1 Discuss the questions about the picture.**

Read the first question aloud and elicit answers from volunteers. Ask students what equipment the boy is using. (a harness and helmet) For the other questions, you may want to get students in pairs. Alternatively, go through the questions with the class. Read Question 2 aloud and encourage students to close their eyes, breathe deeply and slowly, and concentrate on accurately picturing what the boy feels. Repeat with Questions 3 and 4. Invite volunteers to share their ideas with the class and accept all reasonable responses.

**2 Imagine that you are climbing. Listen and do the movements.** 

Invite students to imagine that they are climbing. Help them by acting out climbing movements and saying how you feel: *This is difficult. I'm tired. I don't want to look down!* etc. Ask: *Would you do it quickly or slowly? How would you feel? Is it exciting / difficult / scary?* Explain that they are going to listen to instructions for how to climb. Have students stand up. Say that they should close their eyes and follow the directions. Play Track 8 and make sure all students are following instructions correctly and that they are comfortable and calm. Repeat the audio two or three times if necessary.

**◆ Number your feelings on the climb.**

Elicit from students the feeling each emoji represents. Then allow a few moments for them to think about how they felt at the three different moments of the climb in Activity 2. Have them write the number of each stage next to the emoji that best represents how they felt. Next, ask volunteers to read their answers aloud and have the rest of the class say if they felt the same. Finally, ask students whether climbing slowly and focusing on each separate body movement helped them to feel more relaxed.

**3 Choose a sport and write out a list of simple movements to describe what you do in that sport.**

Have students name the sport in each picture and then choose the one that they are most interested in. Students write a list in their notebooks of three to five movements that they should do in each sport. Encourage them to use the description of the movements in Track 8 as a model. Play the audio again if necessary, pausing and writing different movements on the board.

**◆ Read your set of movements to some classmates for them to act out. Tell them to close their eyes and ask them how they feel.**

Have students work in groups of three. Explain that they should use the list of movements they wrote in Activity 3 and read them aloud for their group members to act out. Ask students to take turns reading their lists while the others close their eyes to listen attentively and perform the movements. Make sure that they do it slowly. Allow time for students to share their feelings in their groups before inviting volunteers to share their group's ideas with the whole class.

**Close the day****◆ Play *Climb Freeze*:**

Play Track 8 again and have students follow the movements. However, pause the audio for 15 seconds at four or five different places. As you do this, call out *Freeze!* Students should hold their positions without moving. While they are still, tell them to breathe deeply and focus on how they feel. If any student falls over or loses focus, have them sit down and breathe deeply for a few seconds, then join in again. Continue to the end of the track and ask students how they felt.

## Objective of the day:

1. Decode and practise using the consonant sounds *s/s/* and *sh /ʃ/*.

**Materials:** *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "Mindful Focus 2" practice.

Tell students that they can concentrate on what their bodies are experiencing at the present moment by focusing on the five senses. Explore the idea by writing the names of the five senses on the board (sound, sight, touch, taste and smell) in the form of a word web. Ask questions to brainstorm examples of each sense: *What things can we hear / see / feel / taste / smell?* Write examples around the web.

- ◆ Flashcard Activity 1B.

## Open the book!

### 1 Listen and number the words according to their sounds.

Write *s* and *sh* on the board. Point to the letter *s*, make the sound and have students repeat it */s/*. Explain that their tongue tip should be close to the bottom of their front teeth. Then do the same with *sh /ʃ/*. Here, tell students that their tongue tip raises to the middle of the mouth and does not touch the teeth. Now tell students they will hear some words that contain these sounds. Play Track 9, pausing after each word for students to repeat and identify the *s /s/* or *sh /ʃ/* sounds.

### 2 Read and number the pictures in order.

Have students describe what they can see in the pictures. Ask: *What are the children doing? What is on the beach? What is inside the shoe?* etc. Then have students read the descriptions and number the pictures. When they have finished, ask more questions to elicit the *s /s/* and *sh /ʃ/* sounds: *What are the children's names? What time is it? Where is the pearl?*

### ◆ Listen to the story. Circle the *sh* sounds and underline the *s* sounds.

Tell students that they will now listen to the story twice. The first time, they should listen for the words that contain a *sh /ʃ/* sound and circle them. The second time, they should underline the words that contain an *s /s/* sound. Play Track 10 twice. Check the answers by reading the words with a *sh /ʃ/* and *s /s/* sounds aloud.

### ◆ Read the story aloud.

You might want to read the story to the class again, emphasising the *s /s/* and *sh /ʃ/* sounds, before they read it themselves. Then divide the class into pairs for students to practise reading the story aloud. Have them take turns reading, and make sure that they are pronouncing the *s /s/* and *sh /ʃ/* sounds correctly.

### 3 Listen and repeat the tongue twister.

Tell students that they will now have fun with a tongue twister to practise *s /s/* and *sh /ʃ/*. Play Track 11 once for students to listen and read. Then play the track again for students to read the tongue twister aloud with the audio. Next, you can ask students to practise the tongue twister with a classmate. Encourage them to say the tongue twister faster and faster. Invite volunteers to perform the tongue twister for the group.

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

## Close the day

- ◆ "Mindful Focus 3" practice.

Have students notice what their bodies are experiencing at the present moment. Tell them to take slow, deep breaths. Ask the following questions with a pause between each one: *What are three things you can hear? see? feel? smell? taste?* Tell students to answer the questions to themselves slowly, one sense at a time.

1 Listen and number the words according to their sounds. 



she 1 sea 2 sell 2 shoe 1 Sue 2 shell 1

2 Read and number the pictures in order.

1. Sue likes swimming in the sea with her sister Shirley.
2. On Saturday at six, they see an old shoe on the shore.
3. In the shoe is a shiny shell with a pearl. They wash the shell and the pearl.
4. Then Shirley and Sue take it to a jewelry shop to sell it.



◆ Listen to the story. Circle the *sh* sounds and underline the *s* sounds. 

◆ Read the story aloud.

3 Listen and repeat the tongue twister.  

She sells seashells by the seashore.

The shells she sells are seashells for sure!



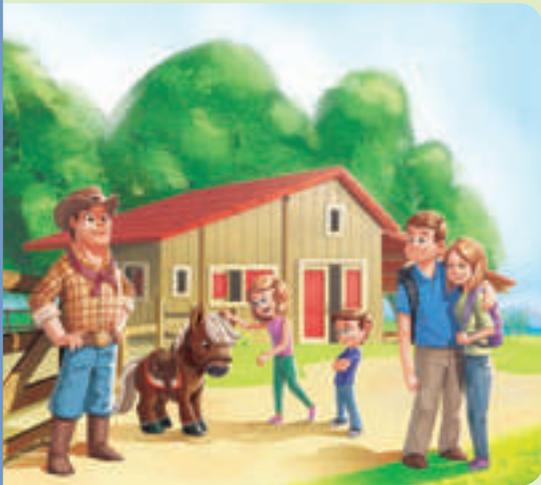
Reading

1 Look at the first picture. Discuss the questions.

- 1. Where are the people?
- 2. How are they feeling? Why?

◆ Read to check.

# Get Back On!



Part 1

Connor is eight years old, and he is spending the weekend at an adventure park with his family. His parents and sister want to go on a pony ride, but Connor is worried. This is his first time on a pony.

*Maybe I won't be good at riding a pony!* he thinks. *It looks more complicated than riding a bike.*

But he doesn't tell his family that he is scared. They all choose a pony for the ride. Connor chooses the smallest pony.

"Come on, get on!" the instructor says. "Your pony is the easiest to ride."

He helps Connor get on. Connor is feeling very nervous.

They start the ride. Connor is the most careful rider. Then his pony stops to eat some grass. Soon, Connor is behind all the others. They are in the distance talking and laughing with each other. Connor doesn't know what to do, so he shouts at his pony.

"Come on! Hurry up!"



2 Read Part 1 and circle T (True) or F (False).

- 1. Connor is at an adventure park with his family.  T  F
- 2. Connor has got the biggest and fastest pony.  T  F
- 3. Connor's pony is slower than the rest.  T  F
- 4. His family and friends aren't having a good time.  T  F
- 5. Connor shouts at his pony.  T  F

### Objectives of the day:

1. Read a story.
2. Practise the following reading strategy:
  - Using story maps to organise general and specific information.
3. Reading comprehension: Identifying true and false statements about the story.

**Materials:** *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV.

### Open the day

- ◆ "Mindful Focus 3" practice. (See page T21.)
- ◆ Flashcard Activity 1B.

After reviewing the activities and equipment, draw attention to the *pony riding* flashcard and write the corresponding sentence on the board: *You need to wear riding boots for pony riding.*

### Open the book!

## Reading

### Reading Strategy

#### Using Story Maps to Organise General and Specific Information

Write the following headings in five vertical boxes on the board: *Characters, Setting, Problem, Key Events, Solution*. Leave space for notes under the heading in each box. Explain to students that this is a story map that organises the essential elements of a story. Think of a story that students are familiar with and elicit examples of characters, setting, problem, key events and solutions. Write them in the corresponding boxes. Tell students that using story maps in this way can help them to get a clear picture of events and aid comprehension. Leave the story map on the board.

### 1 Look at the first picture. Discuss the questions.

Tell students that they are going to read a short story. Call their attention to the pictures on page 22 and have students describe what they see. Have them make predictions about what the story is about. Then they should discuss the questions about the first picture in pairs. Invite volunteers to share their ideas and justify their

answers. Finally, point to the first picture again and ask: *What do you need to wear for pony riding?* (riding boots) *Is anyone wearing riding boots?* (Yes, the instructor.)

### ◆ Read to check.

Tell students that they will now read Part 1 of the story to check if their predictions were correct. Have them read individually and in silence. Encourage them to underline the parts of the text that support their answers in Activity 1 or that make them change their opinion. Finally, check ideas with the class.

### Open Day Tip A Reading Corner

Try to give your students opportunities to read for pleasure. You can prepare a reading corner in your classroom, with age and level-appropriate stories or nonfiction books. This space can be very helpful to manage fast-finishers or students who need to relax. Encourage students to keep a log of things they read throughout the school year. At the end of the year, they may be surprised and motivated by how much they have read.

### 2 Read Part 1 and circle T (True) or F (False).

Have students go back to the text as necessary in order to answer the questions. Tell them to circle the parts of the text that support their answer. To check the answers, have individual students call out the answers and quote the parts of the text that support it. Have the rest of the class confirm or correct their answers.

### Close the day

- ◆ Have students create a story map at this point. Point to the example on the board and tell students to create their own maps about "Get Back On!" in their notebooks. Ask them to copy the five boxes and headings onto a new page. Encourage them to use the whole page so that there is space in each box for notes. At this stage, tell students to only make notes in the first three boxes. (Characters, Setting and Problem) Have students share ideas in groups.

## Objectives of the day:

1. Read a story for specific information (identifying context).
2. Discuss feelings about learning new activities.

### Open the day

- ◆ "Mindful Focus 1" practice. (See page T20.)
- ◆ Ask students questions about the first part of the story to review characters, setting and events: *Who are the main characters? How old is Connor? Which animal is Connor riding? How does he feel?*

### Open the book!

#### International Certification: Reading

Identifying the context of words and sentences in a text is an important skill for students to practise and learn. The certification activity on this page gives students practice in finding specific information in a text. They read the incomplete sentences and look for information in the story. Then they need to read the words, sentences or ideas that come before or after the information they find. Finally, they can circle the words in the text that they can use to complete the sentences.

### 3 Read Part 2 and write some words to complete the sentences about the story.

You can use 1, 2 or 3 words. 

To do this activity, students should use the strategy to identify context. Complete the first sentence together. Read the rubric and the first incomplete sentence. Ask: *Where in the story does the pony start running?* When students find the information (at the beginning of part 2) have them look for *why* it starts running. Tell them to read the sentences around "it starts to run faster and faster." Elicit the answer and invite a volunteer to read the sentence where it can be found. (The pony is scared by Connor's shouting.) At this point, remind students of the importance of following the rubric. Ask: *How many words can you use to complete the sentence?* Emphasise that they can only use one, two or three words. Say: *The pony starts running because it... and have students complete the sentence aloud. (is scared)* Now, have students complete the task individually, before checking their answers together with the class.

### 4 Say how you feel when you are learning a new activity. Explain why it is important not to give up.

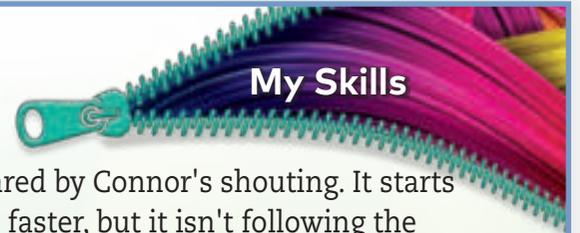
Ask students again about how Connor felt at different stages of the story: before he started pony riding, while he was doing it, and when he gets back to the adventure park. Then have them think of something they have learned to do recently. Ask them to write three sentences in their notebooks: one for how they felt before they learned the activity, one for during, and one for after. Ask if they had a similar experience to Connor's. Remind students of the meaning of "give up". (to stop doing something) Ask: *Did Connor give up when he learned pony riding? Did you give up when you learned your activity?* Have students discuss the importance of not giving up in groups.

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

### Close the day

- ◆ Encourage students to complete the story maps that they started in the previous class. When they finish, have them compare their work with a classmate's work. Make sure students understood what the problem in the story was and how it was solved. (The pony runs into the woods; Connor is friendly to the pony.)

  Practice Book: Assign Activity 1 on page 13 as homework.



## My Skills

### Part 2

The pony is scared by Connor's shouting. It starts to run faster and faster, but it isn't following the other riders. It goes deeper into the woods. Connor holds on tight, but it is more complicated than before! He is very scared now. Suddenly, the pony stops and Connor falls off. Luckily, he falls onto soft grass. He looks for the pony. It is eating again. Connor doesn't know where the others are, and he doesn't know what to do.

*I have to get back on the pony to get home, Connor thinks. He pats the pony's head.*

"Good pony," he says and gets on. He feels better. "Home!" he says and pats the pony's head again.

The pony takes Connor back to the adventure park. The others are waiting. Connor is smiling. He is happy he got back on the pony.

"Do you want to go on a pony ride again tomorrow?" his mum asks.

"Of course," Connor says. "I'm good at pony riding." He winks at the pony and it looks like the pony smiles back!



### 3 Read Part 2 and write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

1. The pony starts running because it \_\_\_\_\_ **is scared** \_\_\_\_\_.
2. When the pony stops, Connor \_\_\_\_\_ **falls off** \_\_\_\_\_.
3. When Connor gets back to the adventure park, his family \_\_\_\_\_ **is waiting** \_\_\_\_\_.
4. Connor feels \_\_\_\_\_ **happy** \_\_\_\_\_ when he gets back to the adventure park.
5. Connor says he \_\_\_\_\_ **wants to go** \_\_\_\_\_ on another pony ride tomorrow.

### 4 Say how you feel when you are learning a new activity.

Explain why it is important not to give up.

Writing

1 Complete the poster with the headings.

Goodbye!    Getting Ready    Having Fun

# The ABCs of How to Ride a Pony

Riding a pony is easy when you follow some simple steps.

## 1. Getting Ready

It's a good idea to check your equipment before you start. Make sure your hat and boots fit properly. Also, before you get on your pony, get to know the pony. Pat it gently and say "Hello!"



## 2. Having Fun

It's most important to relax and have fun. Never panic when things go wrong. No one is good at riding the first time they try. Sometimes ponies stop. When they do, say "Keep walking!"



## 3. Goodbye!

The most complicated thing is saying goodbye to your pony. How about giving it a snack after you finish? Ponies love apples and carrots!



◆ Number each tip with the matching numbered section of the poster.

1. Check your equipment.

1

4. Relax!

2

2. Give your pony some food.

3

5. Say "Keep walking!"

2

3. Pat the pony.

1

**Objectives of the day:**

1. Read for general information.
2. Practise the following reading strategy:
  - Using text layout to aid understanding.

**Materials:** Reader (1 per student).

**Open the day**

- ◆ "Body Scan" practice. (See page T12.)
- ◆ **Play *Unscramble the Letters*:**

Divide the class into teams. Have a quick review of the unit vocabulary by writing words on the board with the letters out of order. For example: *dskeneap*. (kneepads) The first team to send a member to the board to write the word correctly wins a point. Repeat with five or six words.

**Open the book!****Writing****Reading Strategy****Using Text Layout to Aid Understanding**

In Process Writing, there is a need for students to read and understand a model text first. This is the reason for adding a reading strategy in this section. Allow students time to analyse the model texts. Have them focus on layout, such as titles, subtitles, sections and images. Ask them how the text layout helps with the overall purpose of the text. For example, the text on this page is a "How to..." guide. Ask: *Are the different tips in clear sections? Do the images help you to understand? Are the steps easy to follow?* etc. Have students keep these ideas in mind when they come to write their own texts.

**1 Complete the poster with the headings.**

Have students look at the text and say what it is. (a poster) Read the title and have students make predictions about the steps people need to take to ride a pony. Ask: *What should you do before / during / after you ride a pony?* Then tell students to read the headings and then the text of the poster. Encourage them to circle words in the poster that relate to each heading. This will help them to complete the headings correctly.

- ◆ **Number each tip with the matching numbered section of the poster.**

Have students summarise what the three parts of the poster are about. Next, read the list of tips aloud. Have students call out the section of the poster each tip belongs to one by one. Have them find sentences in the poster that are directly related to each tip. (Check your equipment. Make sure your hat and boots fit properly. etc.)

**Close the day**

- ◆ Have students work in pairs. Ask them to think of one more tip for each section. If possible, allow them to search for information in books, magazines or online. Have them share their tips with the class or in groups.



**Reader**

Have students open the Reader to page 6. Ask them if they remember what place the text is about. (Alaska) Ask students to remind you of the facts they know about Alaska and write ideas on the board. Tell them that they are going to read and listen to more facts about Alaska. Play Track R1 for students to listen to pages 6, 7 and 8. Then ask students to read the text again and underline the most interesting fact on each page. Have students share ideas and encourage personal responses to the text. Ask: *Would you like to live in Alaska? Do you think it is easy to live there? Why or why not?* etc. Tell students that they will learn more about Alaska in future classes.

## Objectives of the day:

1. Analyse elements of a *How to...* poster.
2. Practise the following writing strategy:
  - Dividing a text into clear sections.
3. Write a *How to...* poster.

**Materials:** (Optional) poster paper (1 sheet per group).

## Open the day

- ◆ "Mindful Focus 3" practice.
- ◆ Review the steps for how to ride a pony. You can ask specific questions: *What should you do before you start? Which equipment do you need? What can you do if your pony stops? What can you give your pony when you finish?* etc.

## Open the book!

## Writing

### Writing Strategy

#### Dividing a Text into Clear Sections

Text organisation is a fundamental skill that helps make written work more readable and attractive. There are many different ways to do this depending on the type of text. Explain to students that headings are the first thing that people read, so they should describe what the text or corresponding section is about. Bulleted or numbered lists also make certain types of content easier to read, and images can bring texts to life.

## 2 Look at the pictures from a poster for *How to Sail a Dinghy*. Complete the sentences.

Call students' attention to the pictures. Ask: *What can you see? What are the people doing?* Encourage them to identify the activity. (sailing) Then ask them to read the options in the box and clarify meaning when necessary. Invite volunteers to read out the completed sentences and have the rest of the class confirm or correct the answers.

## ◆ Read the other tips and match them to the sections.

Have students say which sections they remember from the poster on page 24. If they find it difficult, tell them to go back to that page to check. Then have students match the tips with the sections in this activity. When they have finished, tell them to read the sentences in the first part of Activity 2 again and match them with the same sections. Have students list the six tips in a logical order. Invite a volunteer to explain how to sail a dinghy to the group using all of the tips in order.

## 3 Think of an adventure activity. Write a *How to...* poster in your notebook.

Tell students to think of an adventure activity that they would like to do, or that they have practised, as they are going to create a poster similar to the one on page 24. Go through the steps with the class. Make sure they divide their poster into three sections and think of a clear heading for each section. Encourage students to write their tips / sections in a logical order. (i.e. before, during and after the activity) Highlight the sample phrases in the text that they can use and remind students to illustrate their posters or find pictures they can use.

## Close the day

- ◆ You may want students to present their ideas in groups. Invite volunteers to say which of their classmates' adventure activities they would like to try and why. Alternatively, you can hand out poster paper for students to make a clean version. Then have a wall display in the classroom. Students can walk around the classroom reading each other's posters and asking questions.

  Practice Book: Assign Activity 1 on page 14 as homework.

2 Look at the pictures from a poster for *How to Sail a Dinghy*. Complete the sentences.

buckle your life jacket    have fun    take everything



1 It's important to \_\_\_\_\_  
\_\_\_\_\_ have fun \_\_\_\_\_.



2 Remember to \_\_\_\_\_  
\_\_\_\_\_ take everything \_\_\_\_\_.



3 It's a good idea to \_\_\_\_\_  
\_\_\_\_\_ buckle your life jacket \_\_\_\_\_.

◆ Read the other tips and match them to the sections.

- |   |  |               |
|---|--|---------------|
| 1. Say <i>thank you</i> to the instructor.          |  | Getting Ready |
| 2. Check that the dinghy is safe to sail.           |  | Having Fun    |
| 3. Don't panic. Raise your hand and shout for help. |  | Goodbye!      |

3 Think of an adventure activity. Write a *How to...* poster in your notebook.

Step 1: Write the title of your poster.



Step 2: Decide what tips to include on your poster. Divide them into sections.



Step 3: Write the tips on your poster. Use some of these phrases:  
*It's a good idea to... / Remember to... / The most important thing is to...*



Step 4: Draw a simple illustration for each tip.

Listening

1 Describe what the kids are doing in the different pictures.

# High Ropes Adventure Park



2 Listen and number the activities on the obstacle course in order. 

◆ Say which of your classmates would be good at this obstacle course. Give reasons.

3 Design your own obstacle course that includes the actions in the box. Tell a classmate about it. 

climb    jump    skip    kick    crawl    hop

**Objectives of the day:**

1. Listen for specific information.
2. Practise the following listening strategy:
  - Listening for key words.

**Open the day**

- ◆ "Mindful Focus 1" practice.
- ◆ **Play *Simon Says*:**

Write six actions on the board. (climb, jump, skip, kick, crawl, hop) Act out each action and have students do the actions on the spot. Then play *Simon Says*. Students should do the actions when you precede an instruction with "Simon says": *Simon says jump!* (Students jump.) *Hop!* (Students don't hop.) Students should sit down when they don't follow an instruction correctly.

**Open the book!****Listening****Listening Strategy****Listening for Key Words**

This is an important skill that helps students identify specific information. Have students make predictions about what words they will hear before they listen. They can use pictures or questions to predict details, such as what people are doing, how they feel, where they are, what they are wearing and so on.

**1 Describe what the kids are doing in the different pictures.**

Hold up the book and point to the pictures. Ask students to look at the pictures in their books and call out what the people are doing. Then ask about details in each picture, such as what equipment people are using and how they feel. Ask students for personal responses to the activities: *Do you like doing any of these things? Are they easy / difficult?*

**2 Listen and number the activities on the obstacle course in order.** 

Explain to students that the pictures in Activity 1 are showing what children do on an obstacle course and ask if they have ever completed one. Then tell students that they will listen to someone describing the course and they should number the pictures accordingly. Ask students what key words they should listen to help them identify the order. (climb, jump, skip, kick, crawl, hop) Play Track 12 twice and check the answers with the class.

**◆ Say which of your classmates would be good at this obstacle course. Give reasons.**

Have students work individually. Ask them to think of one or two classmates who would be good at this obstacle course and why. Allow students time to write one or two reasons in their notebooks. Then ask them to share their opinions and have the class decide which three students would be best at the course.

**3 Design your own obstacle course that includes the actions in the box. Tell a classmate about it.** 

Ask students to think of a fun obstacle course they could have in the school yard or in their community. Tell them to use the actions in the box in any order. Allow from 5 to 10 minutes for them to complete this task individually and encourage them to draw diagrams. Then have them share their designs with a classmate.

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

**Close the day**

- ◆ "Mindful Focus 3" practice.

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

## Objectives of the day:

1. Find and describe differences between two pictures.
2. Practise the following speaking strategy:
  - Describing pictures.
3. Ask and answer questions about pictures.

**Materials:** *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV; paper (3 or 4 sheets per team); Practice Book (page 17).

## Open the day

- ◆ "Mindful Focus 1" practice.
- ◆ Flashcards Activity 1B.

## Open the book!

## Speaking

### Speaking Strategy

#### Describing Pictures

Tell students that to express comparisons they can use "but" to link sentences clearly. Write an example on the board: *In this picture the boy is wearing a helmet, but in this picture he isn't.* Underline "in this picture" (twice) and circle "but". Encourage students to use this structure when they do the exam activity and leave it on the board.

### International Certification: Speaking

When students do a describing differences activity in the Speaking part of an international exam, they will be looking for differences in colour, size, number, position, appearance, activity, etc. We suggest that you point out to students what they should look for.

#### 1 Find four differences and tell a classmate what they are.

Explain that you are going to ask questions about Picture 1 and that they should look at the picture carefully. Ask: *How many go-karts are there? What is the boy riding the horse wearing? What colour are the boy's skates?* etc. Do the same with Picture 2.

Ask them to work in pairs to find and describe the differences between the two pictures. Point to

the example sentence on the board and remind them to link the descriptions of each picture by using "but". Finally, invite volunteers to point out the differences to the class.



## Play a Memory Game!

Have students observe the pictures very carefully for two more minutes. Ask students to write two questions about each picture in their notebooks using the ones in the speech bubbles as models. Ask them to close their books and work in pairs to ask and answer the questions they wrote down. Encourage them to answer the questions based on what they remember. Finally, have them open their books to confirm or correct their answers.

## Close the day

### ◆ Play Draw and Guess:

Play a drawing game to review the vocabulary words learned in this unit. Divide the class into teams of three or four students. Give each team a few sheets of paper. Ask one student from each team to go to the front. Whisper the first word to them so that the rest of the class can't hear. The students at the front should then go back to their team and draw a representation of the word as quickly as possible on a sheet of paper. Set a time limit of one minute. The first team to guess correctly, gets a point.



 Practice Book: Assign Activity 1 on page 16 as homework.

## Time to Practise

You have now finished the first part of Topic 1 "Getting Out." It is now time to practise some skills using the certifications' format. Have students open their Practice Book to page 17. Read the sample sentence together with students and have them recognise that "of" was the best option to complete the sentence from 3 options. Tell them to complete the rest of the sentences in the same way by themselves. Then on page 18, tell students that they will listen to a description of outdoor activities and they should colour the picture or write information according to what they hear. Play the audio twice. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities in the class at the beginning of the next class.

Speaking

1 Find four differences and tell a classmate what they are.



 Play a Memory Game!

What colour is the girl's helmet in Picture 1?

In Picture 2, what is the boy in the red jacket doing?

# Unit 2 Four Seasons

1 Listen and number the map. 

1 sunny      2 cloudy

3 rainy      4 windy

5 snowy      6 icy

New York 5

Virginia 6

North Carolina 3

South Carolina 4

Georgia 2

Florida 1

◆ Listen again and write the name of the place next to each piece of advice.

1. Take an umbrella. North Carolina
2. Go to the beach. Florida
3. Be careful near the ocean. South Carolina
4. Be careful driving. Virginia

2 In your notebook, draw a map of your country. Add weather symbols and give a weather report.

What's the weather like today?

It's cloudy in Lima.

# Unit 2 Four Seasons

## Objectives of the day:

1. Learn the names of types of weather.
2. Listen for specific information in a weather report.
3. Create and give a weather report for your own country.

**Materials:** Poster 2 with Cutouts, Poster Activity 2A on page XXII; poster paper (1 per group); Reader (1 per student).

## Open the day

- ◆ "Mindful Focus 1" practice. (See page T20.)
- ◆ You may want to present weather vocabulary using Poster Activity 2A. However, you can present the vocabulary using Activity 1 in the book and do the poster activity as a review at the end of the class.

## Open the book!

### 1 Listen and number the map.

Call students' attention to the weather map. Point to the symbols and invite volunteers to read the words aloud. Have the class repeat. Ask: *What's the weather like in January / July / October?* etc. Ask students what places they can see on the map. Ask: *What is the weather like in these places?* Encourage students to make predictions and write them on the board. Tell students that they are going to listen to a weather report. We suggest you play Track 13 twice. The first time students listen, they identify the order in which each place is mentioned. The second time, they match the weather symbols with the places.

### ◆ Listen again and write the name of the place next to each piece of advice.

Have students read each piece of advice. They may remember which piece of advice corresponds to which place. If not, have them make predictions based on the information on the map. Ask questions to elicit ideas: *When do we need an umbrella?* (when it rains) Tell students that they will now listen to the weather report one more time for this specific information. Play the audio and have students write their answers before checking the answers as a class.

### 2 In your notebook, draw a map of your country. Add weather symbols and give a weather report.

Allow students time to draw a map of their country. Help them with important cities or areas and point to where they should be. You could draw or place a map on the board if necessary. Then point to the weather symbols on page 28 and review what each one means. Have students draw different symbols on their maps. Then invite a pair of volunteers to read out the sample dialogue at the bottom of the page. Follow this by asking a student a question about their map: *What's the weather like today? What's the weather like in...* After you have modeled the conversation, divide the class into pairs to complete the activity.

## Close the day



Before you ask students to open their Reader, elicit what they remember about the story. *What is it about? What is the weather like? How do people travel?* etc. Write ideas on the board. Have students open the Reader to page 6 and ask students what they can see in the pictures. Then divide the class into groups of three to read the text aloud. Tell them that each person should read one page. (pages 6, 7 and 8) Have them check their ideas on the board. Ask: *How is the weather in Alaska similar or different to here?* Finally, tell students to look at page 9 and make predictions. *What are the dogs doing? What other animals live in Alaska? What free-time activities do people do?*

- ◆ Have students work in groups to give weather reports. Ask them to copy their maps onto poster paper. Then individual volunteers can stand in front of their map and present the weather. If possible, have students film or record each other's reports.

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

## Objectives of the day:

1. Learn the names for the different seasons, types of weather, and the clothes people wear.
2. Read for general and specific information.
3. Discuss favourite seasons.

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

## Open the day

- ◆ "Mindful Focus 3" practice. (See page T21.)
- ◆ Flashcard Activity 2A.

## Open the book!

### 3 Read the website and number the photos.

Point to the website and ask: *Whose website is this?* (a school's) Have students identify different elements of the website. (the logo, the name of the school, links to different pages, etc.) Ask which year the website is for and what the class project is about. Point to the photos and have students call out the seasons. (they should know them after doing Flashcard Activity 2A) Then allow students time to read the text. Tell them to circle the names of the seasons and any types of weather that are mentioned. Have them number the photos and check the answers in pairs.

### ◆ Complete the chart with information from the website.

Explain to students that they only have to make notes in the chart—they don't have to copy out complete sentences. If they have already circled weather words in the previous activity, tell them to complete the first column. Then have them read the website again to find the other specific information. Check the answers with the class by inviting volunteers to read out the sections of the text where they found the answers.

### ◆ Find out what your classmates' favourite season is and why. Say which season is the most popular.

Ask the model question to a number of students and elicit answers. If they are having trouble explaining why, ask: *What is the weather like* (in your favourite season)? *What clothes do you wear?* *What activities do you do?* *How do you feel?* etc. Next, have students discuss their favourite seasons in groups. Then hold a class vote to find out the most popular season.

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

## Close the day

- ◆ Invite students to draw their favourite season. They can draw themselves wearing the clothes they like to wear. Organise an exhibition in class with all students' drawings.

  Practice Book: Assign Activity 3 on page 20 as homework.

3 Read the website and number the photos.

Royal Bamboo Primary School

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YEAR 3 | Class project: Seasons

1. I love the winter in Canada because it's snowy. This is me in my warm red **coat** and new gloves. I love playing in the snow and making snow **stars**! It's cold, cold, cold!

👍 10

3. I love the spring and seeing all the flowers and the birds. Sometimes it's rainy, but it's not too **cold** or too **hot**. I'm collecting butterflies in this picture. I always let them go! I'm wearing my favourite red cap in this picture too.

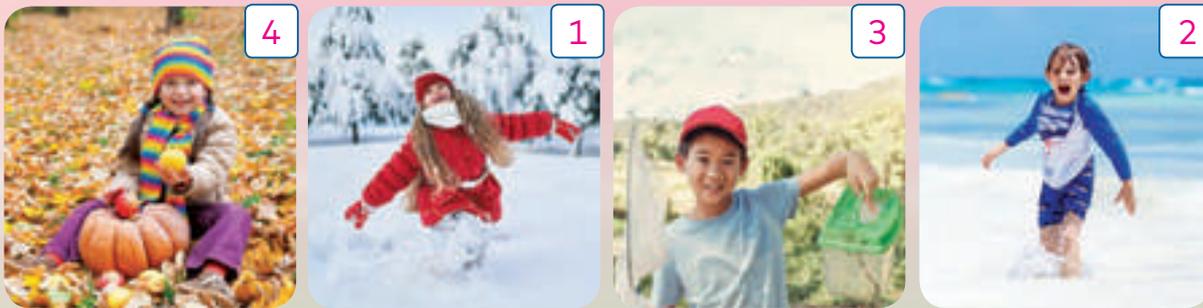
👍 5

2. Summer is here! Not a **cloud** in the **sky**! Yippee! This is my favourite time of the year. I love going to the beach in my **swimsuit** and playing in the ocean. Sunny days!

👍 20

4. I love the **wind**. I go to the park on windy days. I wear my favourite **sweater** and **scarf** and I kick the leaves! Autumn is great!

👍 15



◆ Complete the chart with information from the website.

	Weather	Clothes	Activity
Spring	not too cold or too hot	cap	collecting butterflies
Summer	sunny	swimsuit	going to the beach
Autumn	windy	sweater and scarf	going to the park
Winter	snowy	coat and gloves	making snow stars

◆ Find out what your classmates' favourite season is and why. Say which season is the most popular.

What's your favourite season? Why?

Can you **give it to** Lin?  
I don't **want to go!**  
We **need to go higher!**

1 Listen and follow. 

**Good Buddies** The Best Weather

1

AUNT LILY! YOUR PHONE IS RINGING!



CAN YOU PLEASE GIVE IT TO LIN? IT'S FOR HER.

YES, SURE!

2

LIN'S DAD IS CALLING FROM CHINA.



YES, BUT IT'S REALLY COLD HERE. WHAT'S THE WEATHER LIKE THERE?

IT'S VERY HOT AND SUNNY.

3

HOW ARE THE PANDAS IN THE MOUNTAINS, DAD?



YOU KNOW THEY DON'T LIKE HOT WEATHER. IT'S WORSE FOR THEM.

4

THE GIANT PANDAS ARE IN THE MIN MOUNTAINS. THEY'RE NOT VERY HAPPY.



PHEW! I'M HUNGRY. IT'S VERY WARM.

YES, AND VERY DRY. THERE'S NO FOOD.

2 Read the story and complete the sentences. Use one to three words.

1. Lin's dad is calling from China.
2. The weather there is very hot and sunny.
3. The pandas are not happy because there's no food.

◆ Read again and complete the sentences with **to** and a verb.

1. The baby panda doesn't want to leave their home.
2. The pandas need to go higher up the mountains.
3. They need to find more bamboo to eat.
4. The pandas decide to stop because they want to eat.

**Objectives of the day:**

1. Read and listen to a comic strip about the weather.
2. Read for specific information.
3. Identify characters' wants and needs using the *to* infinitive.

**Materials:** *Seasons* Flashcards, Flashcard Activity 2B on page XVI; Poster 2 with Cutouts, Poster Activity 2B on page XXII.

**Open the day**

- ◆ "Body Scan" practice. (See page T12.)
- ◆ Flashcard Activity 2B.

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

Point to the characters in the first two or three pictures of the comic strip. Activate previous knowledge and ask for predictions: *Who are they?* (Lin and Charlie) *Where are they?* (in the kitchen in Charlie's house) *What are they doing?* (eating; Lin is having a video chat) *Who do you think Lin is talking to?* (her dad) *Where is he?* (at home in China) *How does Lin feel?* (sad, worried) Play Track 14 and ask comprehension questions. *Why is Lin worried?* (because the pandas aren't happy) *Why aren't the pandas happy?* (because it is too hot) *What do the pandas do?* (move up the mountain) *What do they find there?* (bamboo) *How do they feel at the end?* (happy) Play the audio again to check the answers.

**2 Read the story and complete the sentences. Use one to three words.**

We suggest that you complete the first sentence together. Read the rubric and the first incomplete sentence. Ask: *Where in the story does Lin's dad call?* (frame 2) Have students reread the frame to find where her dad is calling from. Invite a volunteer to read the sentence where it can be found. Then remind students to follow the rubric. Ask: *How many words can you use to complete the sentence?* (one to three) Say: *Lin's dad is calling from...* and have students complete the sentence aloud. (China) Now have students complete the other sentences individually, before checking the answers together with the class.

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

At this point, we suggest that you call students' attention to the *Open to Learn* box. Have students underline the last two sentences in context in the comic strip. Invite two volunteers to read frame 6 aloud. Tell students to circle the examples of *want* and *need* in the dialogue (you can point out there are two examples of *need*). Ask: *What follows want and need?* (*to* + a verb) Write the complete sentences on the board and circle the *to* infinitive. Explain that we use this structure after certain verbs. Leave the information on the board.

◆ **Read again and complete the sentences with *to* and a verb.**

Point to the sentences and have students call out the word before each gap. (*want* and *need*) Ask them what structure follows these verbs. If you did the previous presentation, point to the examples on the board. Have students read the comic strip again and complete the activity individually. Check the answers as a class, and invite volunteers to read out the parts of the comic strip where they found them.

**Close the day**

- ◆ Poster Activity 2B.

  Practice Book: Assign Activity 1 on page 21 as homework.

## Objectives of the day:

1. Read for specific information.
2. Practise telling people to give things to others.

### Open the day

- ◆ "Mindful Focus 3" practice.
- ◆ **Play Backs to the Board:**

Divide the class into two teams. Invite one volunteer from each team to the front of the class and have them stand or sit facing their team. The teams should be facing the board. Explain that you are going to write a weather word on the board and that each team should act out the word to their team member at the front. Emphasise that no one should speak or write the word, or do any drawings: they should only mime. The first team member to guess the word and say it correctly wins a point for their team. Repeat with other weather words and different team members sitting at the front.

### Open the book!

#### Open to Learn .....

Call students' attention to the *Open to Learn* box on page 30. Have them locate the first sentence (Can you give it to Lin?) in the comic strip. (frame 1) Write the sentence on the board. First, ask: *Who is "you" in the sentence?* Elicit *Charlie*, and write it on the board. Then ask: *What is the verb?* Elicit *give* and continue the sentence on the board: *Charlie gives...* Next, ask: *What does Charlie give?* or *What is "it" in the sentence?* Elicit *the phone* and add it to the sentence on the board. Finally, ask: *Who does Charlie give the phone to?* Elicit *Lin* and complete the sentence on the board: *Charlie gives the phone to Lin*. Circle Lin and emphasise that she is the person who receives the phone.

### 3 Answer the questions.

If you did the above presentation, students will be able to answer question 1. Then have them find the answer to question 2. If students are struggling, show them the frame where they can find the answer (eight). When students have found the answer, go through the same procedure as in *Open to Learn* to produce the following sentence: *Mother panda gives bamboo to baby panda*. Write the sentence on the board, circle the indirect object (baby panda) and have students copy it in their notebooks.



### Play Return the Object!

Divide the class into groups of four. Tell each student to put three or four of their personal possessions on the table. (pens, pencil, rubbers, notebooks, etc.) Tell them to mix up all the objects. Demonstrate the game by walking to one group, picking up an object, and saying: *This (object) is (student's name with 's)*. Then turn to a student in the group and say: *Give (the object) to (student's name)*. The student who receives the object should then refuse and give the correct information: *No, that's not my... Give it to...* Point out the examples in the game box to help them. Have groups play the game until everybody has their own objects back.

### Close the day

- ◆ Extend the game activity by collecting a few school objects from different students and putting them at the front of the class. Hold up an object and say: *Whose... is this?* Ask the student whose object it is to raise his or her hand. Then give the object to a different student and elicit an instruction from the class: *Give (the object) to (student's name)*. The student holding the object should get up and pass the object to whom it belongs. Repeat with the other objects.



Practice Book: Assign Activity 2 on page 22 as homework.

5 THEY CAN SEE SNOW HIGH IN THE MOUNTAINS.

IT NEEDS TO START RAINING.



LOOK! IT'S COOLER UP THERE. COME ON, LET'S GO!

6 BUT, MUM! I DON'T WANT TO GO! THIS IS OUR HOME!

I KNOW, BUT WE NEED TO GO HIGHER. WE NEED TO FIND MORE BAMBOO!



7 THE PANDAS ARE MOVING HIGHER UP THE MOUNTAIN.

THAT'S GOOD. IT'S COOLER THERE.



8 HIGH UP IN THE MOUNTAINS, THERE'S SNOW ON THE GROUND. THE PANDAS DECIDE TO STOP. THEY WANT TO EAT. THERE'S A LOT OF BAMBOO.

THIS IS BETTER.

MUM! GIVE SOME TO ME, PLEASE!



3 Answer the questions.

1. What does Charlie give to Lin? Her mum's phone
2. What does the mother panda give to the baby panda? Bamboo

Play Return the Object!



The pencil is Sally's. Give the pencil to Sally.

No, that's not my pencil. Give it to Paul.



Yes, it's my pencil!

Open to Learn  
It's **worse** for them.  
This is **better**!

4 Listen and number the bears. 



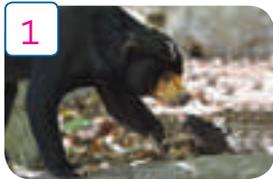
2

Polar bears



3

Brown bears



1

Sun bears



4

Giant pandas

1. They are small and live in the jungle.
2. These bears like cold weather with ice and snow.
3. These bears hibernate in the winter.
4. They have got their babies in the spring.

◆ Listen again and underline the correct options.

1. Hot, dry weather is **bad** / worse for pandas than rain.
2. Summer is the worst / **bad** time of year for them.
3. Polar bears don't like hot weather. Cold weather is better / **worse** for them.
4. The best / **A good** time to see pandas is in the springtime.
5. Autumn is also a good / **better** time, but not so much because it rains a lot.

Cold weather is good for polar bears!

5 Look at the diagrams and talk about polar bears. 



**Objectives of the day:**

1. Listen for specific information.
2. Learn to make comparisons using the irregular adjectives *good* and *bad*.

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

**Open the day**

- ◆ "Mindful Focus 1" practice.
- ◆ **Play *Compare the Places*:**

Write weather adjectives on the board: *sunny, cloudy, rainy, windy, snowy, icy, hot, cold, wet, dry*. Divide the class into teams. Tell them that you are going to call out the names of two places and that they should make a sentence comparing their weather or climate. Give an example: *Alaska and Australia. Alaska is colder than Australia*. Review the *-ier* ending for comparatives of adjectives ending in *-y*. The first team to give a correct comparative sentence wins a point. Erase the adjectives that teams use from the board to ensure a variety of sentences.

**Open the book!**

**4 Listen and number the bears.** 

Have students look at the pictures and ask: *Where do these bears live? What weather do they like? How big are they?* etc. Then have students read the sentences and predict which bear each sentence is talking about. Tell them that they are going to listen to Charlie and Lin talking about bears and they should listen for the information in the sentences. Play Track 15 twice. The first time, students number the bears. The second time, have students check their answers by pausing after each piece of information.

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

Read the two sentences in the *Open to Learn* box. Have students go back to the comic strip on pages 30 and 31 and underline the two sentences in context. Draw a table on the board with three columns: *Adjective*, *Comparative*, and *Superlative*. Write the adjectives *good* and *bad* in the first column, and the superlatives *best* and *worst* in the corresponding row in the third column. Invite two volunteers to come to the board to write each of the comparative forms. Have students copy the table in their notebooks.

◆ **Listen again and underline the correct options.**

Remind students that we use comparative adjectives when we compare two things, and superlative adjectives when we compare one thing or person to a group. Read the sentences together with students and explain that they need to identify the correct comparative or superlative form. Give students the opportunity to choose the correct option without listening. Then tell them to listen to the audio again for this information. When you check the answers, ask what is being compared in each sentence.

**5 Look at the diagrams and talk about polar bears.** 

Have students look at the pictures and say how the polar bear feels in each. Elicit sentences: *In the cold pictures, the polar bear is happy. He is happiest when it is very, very cold.* etc. Then have students work in pairs to compare which weather is good for polar bears. Tell them to use the comparative or superlative form of *good* and *bad*. Invite students to share their ideas with the class, and write good examples on the board: *Hot weather is worse for polar bears than cold weather. Very, very cold weather is the best.* etc. Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- ◆ Flashcard Activity 2C.

  Practice Book: Assign Activity 3 on page 22 and Activities 4 and 5 on page 23 as homework.

## Objectives of the day:

1. Learn to identify and produce the long ee sound.
2. Recognise different spellings of the long ee /i/, /i:/ sound.

**Materials:** *Weather Symbol Cutouts*. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "Body Scan" practice.
- ◆ Place the *Weather Symbol Cutouts* around the room. Call out a weather word and have students run to the corresponding symbol. (If you have a large class, divide it into teams and have each team nominate a runner.) After you have called out each word a number of times, collect the cutouts and place them on the board. Ask students to listen and repeat the words. Ask: *Which sound is similar in each word?* Have students identify the long ee /i/, /i:/ sound. Write some examples on the board and invite volunteers to underline the part of the words which make the ee /i/, /i:/ sound.

## Open the book!

### 1 Listen to and underline the long ee sound in the words.

Tell students that they will now listen to some other words that contain the long ee /i/, /i:/ sound. Play Track 16 and have students repeat the words. Then write the words on the board. Have volunteers come up and circle the letters that make the long ee /i/, /i:/ sound in each word. Then have students underline them in their books.

### ◆ Write the different spellings of the long ee sound.

Students can now copy the letters from the previous activity into the corresponding space. Emphasise that although there are different spellings, the sound is the same.

### 2 Listen to the song and write the missing letters.

All of the words in the song are words that students should know. Ask: *What sound are we focusing on in this lesson? What are the four different spellings of this sound?* Have students complete as many of the words as they can

before listening. Then play Track 17. Check the answers by going through the song and having students call out the words. Then ask volunteers to spell each word. Encourage the class to confirm or correct answers.

### ◆ Read the song and complete the picture.

Ask: *What is the song about?* (a sunny day; eating ice cream) *What is the boy standing next to?* (a tree) Then say: *There are three things missing from the picture. What are they?* (the sun, a tree, and an ice cream) Allow students a few minutes to draw the missing elements. Then form groups for students to show their work.

### 3 Categorise the words you completed from the song according to the spelling of the long ee sound.

Students can continue working in their groups to categorise the words. Tell them to refer back to the completed song.

### ◆ Sing the song.

Play Track 17 again for students to sing along. If they enjoy this activity, have them sing it again. You may want to try singing it without the audio, or you can repeat the audio as many times as you need.

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

## Close the day

### ◆ "Mindful Focus 4" practice:

Close the day by having the students relax and focus on how their body feels. Tell them to close their eyes and breathe deeply. Ask: *How hot or cold does your body feel?* Tell students to slowly scan their bodies from head to toe. Encourage them to touch their own faces and arms or feel the clothes they are wearing. Ask: *Which parts of your body feel hot / cold? Is your temperature changing?* After a minute, invite volunteers to describe how they felt.

1 Listen and underline the long ee sound in the words. 

1. see                      2. me                      3. cloudyy                      4. ice cream

◆ Write the different spellings of the long ee sound.

1. ee                      2. e                      3. y                      4. ea

2 Listen to the song and write the missing letters. 

The Sunny Day Ice Cre am Song!

It's sunny! Sunny! Sunny!  
 Can you se e me next to the tre e?  
 It's not cloudy or windy,  
 rainy or snowy.  
 It's sunny! Sunny! Sunny!  
 I'm happy and fre e!  
 Can you se e me next to the tre e?  
 I'm e a ting ice cre am!  
 Ice cre a m, ice cre am  
 It's sunny! Sunny! Sunny!  
 And I'm happy and fre e,  
E a ting my ice cre a m next to the tre a!



◆ Read the song and complete the picture.

3 Categorise the words you completed from the song according to the spelling of the long ee sound.

ee	e	y	ea
see tree free	me	sunny cloudy windy	rainy snowy happy
			eating ice cream

◆ Sing the song. 

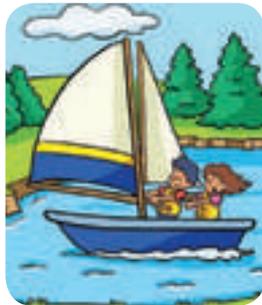
Reading and Writing

1 Look and read. Choose the correct words and write them on the lines.

There is one example.



summer



sail



boots



a helmet



climb



ice



a life jacket



an umbrella

0. This is the hottest season.

summer

1. You use a rope to do this.

climb

2. This helps you float in the water.

a life jacket

3. You wear this on your head when you go bike riding.

a helmet

4. You skate on this.

ice

5. People open this when it starts to rain.

an umbrella

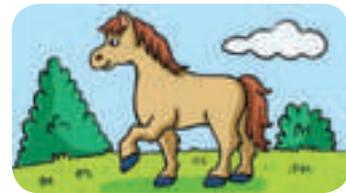
2 In your notebook, write definitions for these pictures.



winter



harness



pony

**Objectives of the day:**

1. Identify previously learned vocabulary by matching words with definitions.
2. Write definitions for other key vocabulary words.

**Materials:** small cards (6 per student).

**Open the day**

- ◆ "Mindful Focus 3" practice.
- ◆ Give students a spot quiz. Divide the class into pairs. They have two minutes to write a list of six types of weather, five outdoor activities, four seasons, and three pieces of equipment that you can use for outdoor activities. Stop students after two minutes and have them exchange their lists with another pair. Tell them to check each other's answers. The pair with the most correct words is the winner.
- ◆ Remind students that, in this section, all the activities are geared towards their preparation for international certifications. Point to the symbol next to each instruction for students to always recognise these types of activities. Finally, tell students that only these activities will have an example marked with the number 0.

**Open the book!****Reading and Writing****International Certification: Reading and Writing**

In the Reading and Writing sections of the international certifications, students need to match words with definitions. There are eight pictures with the words they illustrate under them, and five definitions. We suggest that you give students plenty of practice of writing definitions for words from the vocabulary lists at the back of their student's books. It is also an opportunity for them to practise using dictionaries. It is important that students practise copying the words carefully next to the definition. Explain that they shouldn't add words, but they should copy the whole phrase. (e.g. *a life jacket*, not only *life jacket*)

**1 Look and read. Choose the correct words and write them on the lines. There is one example.** 

First, read the instructions aloud. Point out that there is one example, and call students' attention to it. Elicit why summer is the correct option. (There is a picture of the sun; it is hot in summer; the definition uses the adjective hot.) Tell students that they should use the pictures as well as the definitions to help them decide which words are correct. Have students work individually. Finally, read each definition aloud and have volunteers call out the answers.

**2 In your notebook, write definitions for these pictures.**

Encourage students to use dictionaries for this activity if they have them. Tell them the definitions should be short, similar to the ones in Activity 1. If necessary, do the first example together. Elicit information: *What is winter?* (a season) *What is the weather like in winter?* (cold) *Is it the coldest season?* (yes) Write a definition on the board: *This is the coldest season.* Have students work in pairs to write the other definitions and then share their ideas with the class.

**Close the day**◆ **Play Memory:**

Tell students to continue working in their pairs. Hand out six cards to each student. Tell them to write six words from this class on six of the cards (three each), and six definitions on the other six cards (three each). Tell pairs to make sure there are six different words and definitions. Have students put their twelve cards together, shuffle them, and put them face down on the table at random. One student turns over two cards. If they show a word-definition pair, he or she keeps the pair. Then the other student takes a turn. They continue until all the pairs have been found.

  Practice Book: Assign Activity 1 on page 24 as homework.

## Objectives of the day:

1. Review outdoor activities, equipment, and weather.
2. Describe a picture.

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

## Open the day

- ◆ "Mindful Focus 4" practice. (See page T33.)
- ◆ Flashcard Activity 2C.

If you have used this activity before, ask the students about different activities to the ones listed on page XVI.

## Open the book!

## Writing

### International Certification: Writing

Explain to students that in the Writing section of the international certifications, they need to write words, phrases and complete sentences. This involves identifying elements of, and describing, a picture. It is important that students write as carefully and clearly as possible, and if they make any corrections they should do so as neatly as they can. You can allow your students to make corrections if necessary, and we suggest using it as an opportunity for students to practise self-correction in a clear and legible way.

### 3 Look and read and write. There are two examples.

Tell students that in this activity they will need to write a word or short phrase to answer questions 1 and 2, a longer phrase or sentence for questions 3 and 4, and sentences for questions 5 and 6. In 5 and 6, the sentences students write must be different from one another. Tell students that in the exam, if they write identical or near identical sentences here, they will only get one mark. They should also avoid repeating sentences they can see in questions 1 to 4 or the examples. Ask students to look at the examples. Ask: *How do you know these are examples?* (because they are marked with the number 0 and they have the answers) Ask: *Where are the ducks?* and have students point to them. Ask: *What are they doing?* (swimming) Ask similar questions about the

man. Then invite volunteers to describe other things they can see in the picture. When you have elicited a few examples, have students complete the activity individually. They will probably need five to ten minutes for this. Check by having students read their answers aloud. For questions 5 and 6, volunteers could write their sentences on the board for the class to confirm or correct.

## Close the day

### ◆ Play *Sentence Charades*:

First, make sure students have their books closed. Tell them that they are going to act out and guess sentences that describe the picture. Divide the class into teams of four or five students. Ask a volunteer from one of the teams to go to the front. Whisper a sentence that describes the picture in the student's ear: *The man is eating an apple.* Have the volunteer act out the sentence and encourage students from all the teams to guess what it is. The first team to guess wins a point.

  Practice Book: Assign Activity 1 on page 25 as homework.

3 Look and read and write. There are two examples.



0. The ducks are swimming.
0. What's the man eating? He's eating an apple.

**Complete the sentences.**

1. The woman is wearing a purple hat.
2. The boy wearing a helmet is riding a pony.

**Answer the questions.**

3. What's the weather like? It's sunny.
4. What's the girl with the blue sweater doing? She's climbing.

**Now write two sentences about the picture.**

5. \_\_\_\_\_
6. \_\_\_\_\_

# CLIL Geography

## 1 Read and write the number to complete the quiz.

1. Winter.
2. There are four seasons: spring, summer, autumn and winter.
3. Bears and bats.
4. Summer.

## 8 Fun Facts Quiz: The Seasons

How much do you know about the seasons?

Try our 8 Fun Facts Seasons Quiz to test your knowledge. Good luck!

1 How many seasons are there?

Answer: 2

2 Have all places got the same number of seasons?

Answer: No! At the North and South Pole there are only two seasons—summer and winter. And in tropical places there is only a wet season and a dry season.

3 What season starts on the longest day of the year?

Answer: 4

4 How long is the summer at the South Pole?

Answer: The summer at the South Pole is usually three months long. The winter lasts for nine months.

5 What season starts on the shortest day of the year?

Answer: 1

6 What two animals beginning with the letter *b* sleep during the winter?

Answer: 3

## 2 Read and underline the information that is not correct. Then correct it.

1. Tropical places have got four seasons. **two**
2. Spring starts on the longest day of the year. **Summer**
3. It is summer for six months at the South Pole. **three**
4. Bats and bears sleep during the summer. **winter**

◆ In your notebook, rewrite the sentences with the correct information.

**Objectives of the day:**

1. Expand students' knowledge of the world.
2. Read for specific information to correct sentences.

**Materials:** Poster 2 with Cutouts, Poster Activity 2A on page XXII.

**Open the day**

- ◆ "Mindful Focus 3" practice.
- ◆ Turn the first six questions on page 36 into an oral quiz. Before students open their books, divide the class into teams. Read out questions 1 to 6 for teams to answer. Have teams shout out answers or write them on a sheet of paper to exchange with another team at the end. You could also give teams multiple choice answers to choose from. *What season starts on the longest day of the year? a. Spring. b. Summer. c. Autumn.* Teams can check their answers when they do the first reading activity.

**Open the book!****1 Read and write the number to complete the quiz.**

If you did the oral quiz at the start of the class, you can have teams read the quiz and check their answers. If not, have students read the quiz individually. Allow them time to check their answers in pairs, then check the answers with the class. Ask them if they found anything surprising or interesting about the quiz answers.

**2 Read and underline the information that is not correct. Then correct it.**

Read the first sentence with the class. Ask: *Have tropical places got four seasons?* Have students go back to the quiz to find the answer. (no) Write *Tropical places have got four seasons* on the board and elicit the negative: *Tropical places haven't got four seasons.* Insert *haven't* into the sentence on the board. Have students complete the other sentences in a similar way.

**◆ In your notebook, rewrite the sentences with the correct information.**

Rewrite the first sentence with the class.

Ask: *How many seasons have tropical places got? What are they?* Students should find the information in the quiz and call out the answer. Write the information on the board as a new sentence: *Tropical places have got a wet season and a dry season.* Point out there is more than one correct way of rewriting the sentences as students do the activity.

**Close the day**

- ◆ Poster Activity 2A.

Use the cutouts on an alternative map, if available.



Practice Book: Assign Activity 1 on page 26 as homework.

**Open Day Tip / Error Correction**

Before students do different production activities, think about how you are going to correct them. First, should you concentrate on accuracy or fluency? For a class discussion or freer activity, fluency is more important. However, when students have time to analyse texts and prepare sentences, as in the above activity, you might want to check accuracy. Make sure that your students are aware of what you expect from them. If the purpose is to produce correct sentences, give students the chance to correct themselves, then each other, before calling attention to errors yourself.

**Objectives of the day:**

1. Expand students' knowledge of the world.
2. Learn about seasons and hemispheres.
3. Listen for specific and general information.

**Materials:** poster paper or card, scissors, coloured pencils.

**Open the day**

- ◆ "Body Scan" practice.
- ◆ Review some of the facts that students learned in the last class. Write sentences on the board with missing information: *There are \_\_\_\_\_ seasons. \_\_\_\_\_ starts on the longest day of the year, etc.* Invite volunteers to complete the sentences, and allow the class to help them.

**Open the book!****Writing****3 Listen and tick (✓) the correct answers.**

Have students read the second part of the quiz individually and predict the answers. Point to the diagrams and ask students what they show. (the Earth moving around the sun and the seasons in the Northern Hemisphere) Focus on one of the pictures of the Earth and ask: *What is the red line?* (the equator) *Where is the Northern Hemisphere?* (above the equator) *Where is the Southern Hemisphere?* (below the equator) *Which Hemisphere do we live in?* Tell students they are going to hear a boy talking about his geography homework with his mum. Play Track 18 twice, first to tick the answers, and then to check them.

- ◆ **Listen again and complete the Southern Hemisphere calendar with the correct months.**

If you live in the Southern Hemisphere, your students will know the answer to this already. However, play Track 18 again to check. Whichever Hemisphere you live in, call attention to the fact that the months and seasons for the north and south are opposite to each other.

**Close the day**

- ◆ Divide the class into groups to make a Hemisphere Season Wheel. Hand out poster paper or card and scissors. Ask students to draw and cut out a large circle and draw lines to divide it into four quarters. Then have them write the names of the twelve months in order close to the edge of each circle, making sure there are three months in each quarter. (January–March, April–June, etc.) Next, tell them to label each quarter with the name of the season that the months from that quarter fall into in their Hemisphere. Finally, they can decorate each quarter with illustrations of the type of weather they experience in that season. If you need to see examples of Hemisphere Wheels, there are many images online. (search for "Hemisphere Season Wheels" in images)

**Go to video "Storm Chasers."**

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 Activity 2 on page 26 as homework.

3 Listen and tick (✓) the correct answers. 

**Northern Hemisphere Seasons**



**7 Why has the year got different seasons?**

- Because the earth goes around the sun. When a particular part of the earth is closer to the sun, that part is colder. When a particular part of the earth is farther from the sun, it is hotter.
- Because the earth goes around the sun. When a particular part of the earth is closer to the sun, that part is hotter. When a particular part of the earth is farther from the sun, it is colder.
- Because the sun shines more in the winter and less in the summer.

**8 What are the summer months in the northern hemisphere?**

- December, January, February
- June, July, August
- March, April, May
- September, October, November

- ◆ Listen again and complete the Southern Hemisphere calendar with the correct months.

Southern Hemisphere

**Spring (warm and rainy)**

September, October and November

**Summer (hot and sunny)**

December, January and February

**Autumn (windy and cloudy)**

March, April and May

**Winter (cold, snowy and icy)**

June, July and August

Being Prepared

1 Read and number the pictures.

# World in Focus: Heat waves

All over the world the climate is getting warmer. This means that summers are getting longer and the weather is getting hotter. It is more important than ever to be prepared for hot weather and to keep cool.

## How to Keep Cool

There are five simple things you can do:

- 1 Know what weather to expect. Listen to or watch the weather forecast or news.
- 2 Children and the elderly especially need to replace lost fluids. Drink plenty of water.
- 3 Wear the right clothes. Cover your skin with light clothes and wear sunglasses and hats.
- 4 Slow down. Avoid extreme physical activity.
- 5 Keep your home cool. Cover windows with external shutters. These protect your rooms from direct sunlight.



2 Tick (✓) the things you do in hot weather.

	Always	Sometimes	Never
1. Watch the weather forecast.			
2. Drink a lot of water.			
3. Wear protective clothing.			
4. Avoid extreme exercise.			
5. Keep my home cool.			

◆ Compare charts with your classmates. Discuss more ways to keep cool.

### Objectives of the day:

1. Read for general information.
2. Understand the importance of being prepared in extreme weather.

**Materials:** Poster 2 with Cutouts, Poster Activity 2B on page XXII.

### Open the day

- ◆ "Mindful Focus 4" practice.

You can use either of the following activities to open the day:

- ◆ Poster Activity 2B.
- ◆ Check the answers to the "While watching" activities from the "Storm Chasers" video. Ask students if they liked the video and what interesting information they learned.

### Open the book!

## Being Prepared

### 1 Read and number the pictures.

Point to the title and ask students what a heatwave is. Give them a clue by pointing to the picture of the thermometer. Ask: *What is the temperature? (50 degrees) Is it hot? (yes!)* Tell them that a heatwave is a long period of hot weather. Ask: *Which parts of the world have got heatwaves?* Write a few places on the board. Point to the pictures at the bottom of the text and have students describe what they see. Then have them read to match the tips with the pictures.

### 2 Tick (✓) the things you do in hot weather.

Check understanding by doing the first statement together with the class. Ask: *Do you watch the weather forecast?* If students say *no*, tell them to tick the *never* column. If they say *yes*, ask: *How often?* If students say *every day* then tell them to tick *always*, and so on. Have students complete the rest of the chart individually.

### ◆ Compare charts with your classmates. Discuss more ways to keep cool.

Divide the class into groups to find out how their answers were similar to or different from each other. Then ask groups to think of three more ways to keep cool. After a few minutes, have them share answers with the class. Write a list of ideas on the board.

### Open Day Tip Comfortable Environment

Some of the issues covered in this class can also be applied to your classroom. It is important that students have a comfortable environment to work in. If your classroom spends part of the day in direct sunlight, you can close blinds or shutters (if you have them) to keep the room from overheating. In hot conditions, it may also be necessary to allow your students to drink water during class, but you should check your school's policy on this.

### Close the day

#### ◆ Play *Find Someone Who*:

You can use this game as an extension of the final activity. Tell students to write down the things they do in hot weather. Then have them get up and walk around the classroom asking each other about the things they do in hot weather. Tell them to write down the names of people they find who have the same answers as their own. Challenge them to find a different person for each tip and assign a time limit.

  Practice Book: Assign Activities 1 and 2 on page 27 as homework.



### Objective of the day:

1. Follow steps to develop a project.

**Materials:** Seasons Flashcard, Flashcard Activity 2B on page XVI; Cardboard, straw, pencils (with rubber at top), pins, plastic cups, plastic bottles, tape (enough for groups of 4 to 6 students); Practice Book (page 111).

### Open the day

- ◆ "Mindful Focus 3" practice.
- ◆ Flashcard Activity 2B.

### Open the book!

### Explore

- ◆ **Look at the picture and discuss.**

Tell students that they are going to do a project. Invite a volunteer to read out the name. Then point out three stages of a project lesson: *Explore, Produce and Present*. Form pairs for students to discuss the questions. Then point to the picture and elicit suggestions for what the girl is doing and what the instruments do. (She is making notes; the instruments are a weathervane and rain collector.) Explain that a weathervane is something that shows the direction of the wind.

### Produce

- ◆ **Make a weathervane and rain collector.**

Point to the pictures and instructions and explain that students are going to make these objects. Divide the class into pairs and hand out materials. One student can make the weathervane while the other makes the rain collector. Tell students to follow the instructions carefully. For the weathervane, they can use a template on page 111 of the Practice Book.

- ◆ **Use the weathervane to check the wind's direction and speed. Use the rain collector to measure the amount of daily rain.**

Have individual students set up their weathervanes and rain collectors outside at home. If this isn't possible, find a place for them in the school yard. Tell students to check their weathervane or rain collector each day.

- ◆ **Write your notes in a weather report. Use the template on page 111 of the Practice Book.** PB

Direct students to the weather reports on page 111 of the Practice Book. Tell the students with the weathervane to observe the weather and complete the three columns *Sunny, Cloudy* and *Windy* every day. The other student in each pair can check rainfall. Students in each pair can exchange each other's data to complete their reports.

### Present

- ◆ **Make a presentation of the results of your weather report for your class.**

Set aside some time in a class next week for students to present their results. Tell them to use the information in their reports. Give each pair one to two minutes to say what they found. Have the class identify any similarities and differences between pairs' observations. Ask if they enjoyed being weather detectives and encourage them to continue making observations in the future.

### Close the day

- ◆ Have students say how the results of their project might be different in different months and seasons of the year. Ask: *Which season is rainiest / windiest / sunniest? How much rain is there in January? etc.*

## Explore

- ◆ Look at the picture and discuss.

1. What is the girl doing?
2. What do you think the instruments do?



## Produce

- ◆ Make a weathervane and a rain collector.

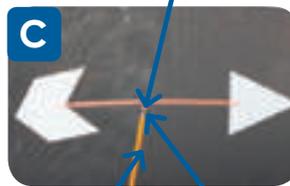
### Weathervane



cardboard

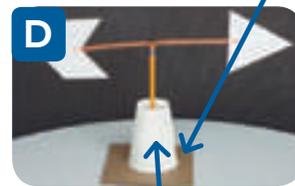


straw



pencil

rubber



plastic cup

### Rain Collector

1. Cut the top of the bottle open.
2. Attach a piece of tape to the side of the bottle, lengthwise.
3. Write measurements on the tape from 0 to 10 centimetres.
4. Put stones into the bottle so it doesn't fall over in the wind.
5. Add water up to the zero mark.



- ◆ Use the weathervane to check the wind's direction and speed. Use the rain collector to measure the amount of daily rain.
- ◆ Write your notes in a weather report. Use the template on page 111 of the Practice Book. PB

## Present

- ◆ Make a presentation of the results of your weather report for your class.

Can you identify the sports equipment?


1 Label the pictures.



Can you tell people to give things to others?


2 Look and complete the sentences.

Use equipment from Activity 1.



1. Give the skates to Peter. He wants to go ice skating.
2. Give the kneepads to Jane. She wants to go skating.
3. Give the helmet to Nick. He wants to go pony riding.
4. Give the harness to Sarah. She wants to go climbing.

Can you say what you and others are good at?


3 In your notebook, write a sentence about what you are and aren't good at.

**Objective of the day:**

1. Self-assessment of Topic 1.

**Materials:** *Activities* and *Equipment* Flashcards, Flashcard Activity 1A on page XV.

**Open the day**

- ◆ "Mindful Focus 1" practice.
- ◆ Flashcard Activity 1A.

**Open the book!****Can you identify the sports equipment?****1 Label the pictures.**

Remind students that the activities on these pages are to check how much they have learned in Units 1 and 2. Point to each picture and have the class call out the name for each piece of equipment. Ask: *What activity is this equipment used for?* Then have students write the names. Call students' attention to the box with emojis. Have them draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better)

**Can you tell people to give things to others?****2 Look and complete the sentences. Use equipment from Activity 1.**

Point to the first picture and ask: *What does Pete want to do?* (ice-skating) Then elicit from the class what activity the other children are thinking about. Ask: *What equipment does Pete need to go skating?* (ice skates) Then read the first sentences and have the class call out the answers to complete the gaps. Tell students to complete the rest of sentences individually. Point out that in some cases they will need to write a phrase to complete a sentence, rather than just one word. Remind students to draw a tick below the emoji that represents how well they did on this task.

**Can you say what you and others are good at?****3 In your notebook, write a sentence about what you are and aren't good at.**

Model the activity by writing a sentence about what you are and aren't good at on the board: *I'm good at swimming. I am not good at speaking French.* Circle the *-ing* form of the verb after *good at* in each case. When students have written their sentences, invite volunteers to read theirs aloud to the class. Then have students draw a tick below the emoji that represents how well they did on this task.

**Close the day**

  Practice Book: Assign Activities 1 to 3 on pages 28 and 29 as homework.

**Go to video "Storm Chasers."**

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: *Do you think storm chasing is dangerous? What did you think was the scariest part of the video? Which part did you like the most? Was there a part of the video that you didn't like?*

## Objective of the day:

1. Self-assessment of Topic 1.

**Materials:** Seasons Flashcards, Flashcard Activity 2C on page XVI; Reader (1 per student).

### Open the day

- ◆ "Mindful Focus 4" practice.
- ◆ Flashcard Activity 2C.

### Open the book!

## Can you compare adventure activities?

### 4 Write the name of an adventure activity.

Elicit the names of different adventure activities and write them on the board. Then have students read the adjectives and write an adventure activity next to each word.

- ◆ **Complete the sentences using names of adventure activities and the adjectives in parentheses.**

Complete the first sentence together with your class, using their ideas from the previous activity. Ensure students are using the comparative form correctly.

## Can you talk about the weather and compare seasons?

### 5 Complete the sentences to compare the seasons.

Point to the words in the box and have students say which words are weather adjectives, which are comparatives and which are superlatives. Have students complete the sentences individually, and then check ideas with the class.

## Home Connection

- ◆ **Make an appreciation jar.** 

This section of the book aims to get your students' families involved in their learning. Remind students that it is important to ask their family members to work on this project with them. Families will find the instructions for how to do the project in the Home Connection section online (in English and their own language). Furthermore, they will

be able to learn more about what their children have learned in Topic 1. This is a great opportunity for students to show their families how much progress they have made.



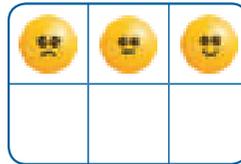
Have students look at page 9 of the Reader. Ask them what they remember about Alaska and their predictions for the next part of the text. Have students read pages 9 to 11 individually. When they have finished, ask: *What sports event happens every March? What do the dogs need to do? What can you do on holidays in Alaska? What animals can you see? What problems are there?* Have students open their Practice Books to page 30. Then play Track R1 and have students follow along in their books. Next, have them do Activities 1 and 2. Tell them they can refer back to the Reader if necessary. Ask them to read the questions in Activity 3 on page 31 and have them find the information in the text. Finally, have them imagine that they were going to visit Alaska and ask what types of things they can do. Have them complete activity 4. Follow up by asking personal response questions about the text: *Would you like to visit Alaska? Why or why not? What is interesting /exciting / dangerous there?*

### Close the day

- ◆ Tell students that they have now finished Topic 1. Ask them what they enjoyed about the topic, what was the most interesting thing they learned, and what they found easy or difficult. Discuss students' responses with the class.

  Practice Book: Activities 4 and 5 on page 29 as homework.

**Can you compare adventure activities?**



**4 Write the name of an adventure activity.**

- 1. dangerous \_\_\_\_\_
- 2. exciting \_\_\_\_\_
- 3. unusual \_\_\_\_\_
- 4. interesting \_\_\_\_\_

**◆ Complete the sentences using names of adventure activities and the adjectives in parentheses.**

- 1. \_\_\_\_\_ is \_\_\_\_\_ (exciting) than \_\_\_\_\_.
- 2. \_\_\_\_\_ is \_\_\_\_\_ (interesting) than \_\_\_\_\_.
- 3. The \_\_\_\_\_ (dangerous) activity is \_\_\_\_\_.
- 4. \_\_\_\_\_ is the \_\_\_\_\_ (unusual) activity.

**Can you talk about the weather and compare seasons?**



**5 Complete the sentences to compare the seasons.**

better best worse good cold rain snowy windy

- 1. Autumn is **better** than summer for flying kites. It's **windy**.
- 2. The **best** season for skiing is winter. It's **snowy**.
- 3. There is a lot of **rain** in spring. It's **good** for planting flowers.
- 4. Winter is **worse** than spring for going bike riding. It's **cold**.

**Home Connection**

**◆ Make an appreciation jar.**



## Topic 2

### Places

#### Objectives of the day:

1. Learn a mindful practise to become more observant.
2. Get acquainted with the concepts of Topic 2: places in town and places in the past.
3. Activate previous knowledge through images.

#### Open the day

#### "The Five Senses"

At all stages, it is important for your students to relate what they learn to their personal experiences, and they will get more from these experiences if they learn to observe things in a mindful way. At the start of each class, we suggest that you conduct the following mindfulness activity to practise using the five senses. For the following activity, you can choose to have students focus on one sense in each class, or practise them all if time permits. First, make sure that your students are sitting comfortably and taking slow, deep breaths. Tell them to notice five things they can see. Encourage them to look at things they wouldn't normally pay attention to, like a crack in the wall or a mark on the ceiling. Then have them notice four things they can feel, like the texture of their clothes, the air on their face, etc. Next, tell them to notice three things they can hear, both inside and outside the classroom. Then have them think about two things they can smell, pleasant or unpleasant. Finally, have them focus on one thing they can taste. If they can't taste anything, they might want to open their mouths to search for a taste in the air! For each of the five senses, give students time to really explore their feelings.

#### Open the book!

Read the title of the topic and call students' attention to the pictures. Encourage them to say what places they can see on page 42 and write ideas on the board. Ask: *Have we got these things where we live?* Then point to the picture on page 43 and ask: *What place is this building?* Have students look at the four pictures and elicit ideas. The aim at this stage is to raise students' interest in the topic, not to go into great detail.



#### Unit 3 My Town

##### ◆ Read and number.

1. a place to get a bus
2. a place to do exercise
3. a place to watch a film
4. a place where you can eat
5. a sign that gives directions

##### ◆ Look at the sign in the picture. Then label the directions *hospital* or *bridge*.



*hospital*



*bridge*

42

Topic 2 Unit 3 My Town

#### Unit 3 My Town

##### ◆ Read and number.

Point to the Unit 3 *My Town* heading on page 42. Explain to students that in Unit 3 they will learn about places in a town and the things you can do in those places. Read the first description together and have students point to and tick the corresponding picture. Elicit what this is called. (a bus stop) Repeat with the other descriptions. Ask for further details about each picture, such as what the people are doing, or what else you can do at the places.

##### ◆ Look at the sign in the picture. Then label the directions *hospital* or *bridge*.

Point to the picture of the sign and ask: *How does this sign help people?* (It tells them where places are.) Have a volunteer read out the names of the places on the signs. Ask students where they think the sign is (London) and who might need it (visitors to the city). Point to the directions and have students write the names of the places.

Point to the Reader icon on page 42 and remind students what the icon refers to. Tell students that Topic 2 is accompanied by a story. Open the reader to page 13. Ask them to identify what they see in the picture. (children at the entrance to a dangerous mine) Then ask a volunteer to read the title. Ask: *What do you think the discovery is? Why is it lucky?* Brainstorm a list of ideas and write them on the board. Tell students that they will find out the answers when they use the Reader later in the topic.

**Close the day**

- Show pages 42 and 43 again. Ask: *What interests you about this topic? What do you want to learn?* Have students write one thing they would like to learn about in their notebooks. Tell them they will check what they learned at the end of the topic.

**Go to video "Life in 1927."**

For Unit 4, there is an accompanying video on the platform, called "Living in 1927." It relates to the topic of the past. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.



**Unit 4 Into the Past**

- Look at the photos and match.
  - The queue for tickets — 1st floor
  - The Viking exhibit — 4th floor
  - The bathrooms — 3rd floor
  - The café — 2nd floor
- Count the people who have got...
  - blond hair two
  - a moustache two

Topic 2 Unit 4 Into the Past 43

**Unit 4 Into the Past**

◆ **Look at the photos and match.**

Have students look at the four pictures and ask *What are these places? What are the people doing?* Point to the arrows and say: *The arrows are pointing to different floors in the building. How many floors has the building got?* Point to the bottom floor and say: first. Then count upwards as you point to each floor of the building. Divide the class into pairs to complete the activity. When they have finished, check answers as a class and ask what place the building is. (a museum)

◆ **Count the people who have got...**

First, point to the picture of the hair. Ask: *What's this? (hair) What colour is it? (blond)* If students don't know, tell them it is blond hair and write blond on the board. Ask: *Have you got blond hair? Have I? Have the pandas?* Then have them find and count the people with blond hair in the picture. Repeat with moustache. Elicit descriptions of other physical characteristics of the people in the pictures. At this point, draw attention to the picture of the pandas. Ask: *Where are they? Why is the mother panda saying "ssssh"? Who are the people behind them?* Elicit different ideas, and tell students that they will find out the answers when they read the comic strip in Unit 4.

# Unit 3 My Town

1 Listen and number the places. 



- |                   |                    |
|-------------------|--------------------|
| 1. main square    | 6. bus station     |
| 2. block of flats | 7. car park        |
| 3. library        | 8. shopping centre |
| 4. cinema         | 9. amusement park  |
| 5. supermarket    |                    |

## • Listen again and answer the questions.

1. What is in town at the weekend? A circus.
2. Where is it? In front of the shopping centre.
3. Where does Vicky live? Behind the main square.
4. Where can Vicky meet Jean? At the bus station.

## 2 Talk about places near where you live.

I live in front of the park. It is near a bus station.

# Unit 3 My Town

## Objectives of the day:

1. Listen for specific information.
2. Learn vocabulary for the names of places.
3. Talk about places where you live.

**Materials:** Poster 3 with Cutouts, Poster Activity 3A on page XXIII.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "sight" part of the activity for this class.

- ◆ Poster Activity 3A.

You may want to present and practise the names of places and prepositions of place using this activity at the beginning of the class. However, you can also choose to use it as practice after Activity 1.

## Open the book!

### 1 Listen and number the places.

Point to the map and elicit the names of the places the students can see. If you did Poster Activity 3A, this is an opportunity for students to practise the new words they learned, and say where the places are in relation to others. Ask about different places: *Where is the shopping centre?* (It's opposite the park.) *Where is the cinema?* (It's next to L & O.) Point to the key and read all the place names aloud. Tell students that they are going to listen to two people talking about an event that is in town this weekend. Tell them to listen for the place names in the key as well as prepositions of place to help them identify where the places are. Then play Track 19. After listening, point to each building and have students call out their names.

- ◆ **Listen again and answer the questions.**

Students may be able to answer some or all of the questions without listening again. Give them a few moments to read the questions and think of the answers. Then play Track 19 again to check. Ask: *How do you spell circus?* Elicit the answer and write it on the board. Have volunteers read each answer aloud. If you didn't do Poster Activity 3A at the start of the class, you can do it now to practise new language.

### 2 Talk about places near where you live.

Ask the class which places on the map they have got where they live and write a list on the board. Add the names of other places the students know. Ask questions about one or two of the places: *Where is the cinema? Where is the park?* Invite volunteers to describe where they are: *The park is next to the hospital*, etc. Then read out the model sentence on page 44, and divide the class into pairs to talk about where they live in relation to other places. Make sure that they are using prepositions of place correctly.

## Close the day

- ◆ **Play Guess the Place:**

Divide the class into teams. Invite a volunteer from one team to the front and whisper the name of a place to them. Ideally, it should be a place that everyone knows in the area where they live, but if this is not possible use the map in the book or on the poster. Tell the student to describe where that place is, without mentioning its name. (It's next to the park.) The first team to guess the place correctly wins a point.

  Practice Book: Assign Activities 1 and 2 on page 32 as homework.

## Objectives of the day:

1. Listen for specific information.
2. Understand directions.
3. Ask for and give directions.

**Materials:** Poster 3 with Cutouts, Poster Activity 3B on page XXIII; a blindfold or scarf.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "touch" part of the activity for this class.

- ◆ Poster Activity 3B.

You may use this activity to teach directions at the beginning of the class. Alternatively, you can use it after Activity 4 to practise asking for and giving directions.

## Open the book!

### 3 Find the woman and boy on the map. Listen and complete the dialogue.

Have students find the woman and boy on the map. Ask where they are. (near the hospital, school or park) Review the names of the places on the map. Tell students they are going to hear the woman asking the boy for directions to a place on the map. Tell students to read the dialogue and ask what information is missing. (the names of places) Play Track 20. Check the answers with the class. Then invite two volunteers read out the dialogue and tell students to trace the route with their fingers.

### 4 Find the man and girl on the map. Now listen and mark the route.

Follow the same procedure as in Activity 3. Tell students that this time they will hear a man asking a girl about how to get to a place, and they should draw the route on the map. Play Track 20 twice; the first time for students to trace the route with their fingers, the second time to draw a line. If you didn't do Poster Activity 3B at the start of class, now would be a good time to use the activity to practise asking for and giving directions.

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

## My Space

### ◆ Choose a place on the map. Ask a classmate for directions to another place.

Students should now be familiar with the three directions shown in the My Space box. Review the question for asking how to get to a place and write the sentence frame on the board: *How do I get to...?* Then divide the class into pairs for students to ask for and give directions to places on the map. You can personalise this activity more by telling students to ask for and give directions from your school to other places nearby. Invite volunteers to perform their dialogues for the class.

## Open Day Tip **Phrase Book**

We suggest that students keep a record of new phrases in their notebooks. You can encourage them to organise this into functional areas. For example, for today's class, they could have a page entitled *Asking for and Giving Directions*. Suggest that they write down the question for asking for directions, along with the three phrases for giving directions. They could also add an illustration of each sign.

## Close the day

### ◆ Play *Follow the Directions*:

Divide the class into teams. Invite volunteers from each team, one at a time, to the front and blindfold them with a scarf. Tell that volunteer's team that they should give directions to a specified place in the classroom. (the door, the window, the back of the room, etc.) The team should use the three directions they have learned in class (go straight on, turn left, turn right), and also "stop!" Make sure that blindfolded students move slowly so they don't bang into desks (or other students!).

  Practice Book: Assign Activity 3 on page 33 as homework.



3 Find the woman and the boy on the map. Listen and complete the dialogue. 

WOMAN: How do I get to the (1) sports centre ?

Boy: Go straight ahead, and then turn right after the (2) hospital.  
Go just past the (3) cinema, and then turn left. It will be  
on your left. It's next to the (4) amusement park.

4 Find the man and the girl on the map. Now listen and mark the route.  

**My Space**

◆ Choose a place on the map. Ask a classmate for directions to another place.

How do I get to the library?

 go straight ahead       turn right       turn left

This one **looks like** a horse!  
That's perfect! It's **9:40** now.

1 Listen and follow. 

Good Buddies In Town

1 HAVE YOU GOT ANY PLANS FOR TODAY?



2 AT THE BUS STOP...



3 I DON'T HAVE TO BUY A TICKET. I HAVE GOT A STUDENT BUS PASS.



4 THEY ARRIVE AT THE MUSEUM.



2 Read and circle **T** (True) or **F** (False).

- 1. Charlie's mum can't go to the museum. (T) F
- 2. Charlie takes Aunt Lily and Lin by bus. (T) F
- 3. Aunt Lily buys a ticket for Charlie. T (F)
- 4. One of the statues at the museum looks like a fish. (T) F
- 5. The exhibit is about local history. T (F)

3 Look and say what these statues look like.



**Objectives of the day:**

1. Read and listen to a comic strip about a trip into town.
2. Read for specific information.
3. Describe pieces of art using *look like*.

**Materials:** recycled paper (1 sheet per student).

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "sight" part of the activity for this class.

- ◆ Ask students if there any museums where they live. If not, ask them if they know any museums in their country. Ask: *What kind of museum is it? What can you see? Do you like it?* If students have been to a museum, encourage them to give extra information about what they saw.

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

Point to the comic strip and ask students to identify the characters in frame 1. (Charlie, Charlie's mum, Lin, and Aunt Lily) Ask where they are. (in Charlie's kitchen) Tell students that in this story, Charlie and Lin go on a trip into town. Have students look at the pictures in the comic strip and make predictions. Ask: *How do they go to town? What places do they visit? How do they feel?* Play Track 22 once and have students read along as they listen. Check their predictions and ask some personal response questions: *Do you like the exhibit? What is the most interesting or unusual statue?*

**2 Read and circle T (true) or F (false).**

Have students read through the true / false statements and then do the first sentence together. Say: *Read frame 1. Who goes to the museum? Does Charlie's mum go? Why not?* Elicit answers with students using the information from the dialogue. Read sentence 1 and ask students if it is true or false. Then have them complete the activity individually. Check the answers by reading the sentences aloud for students to call out their answers.

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Have students find the first sentence in context in the comic strip. (frame 6) Then have them find another example. (This one looks like a fish, in frame 5.) Write the examples on the board and underline the phrase *look like*. Tell students that we use this phrase to describe things that look similar to something else. Give them some real examples. If two students look similar, have them stand up and come to the front. Say: *...looks like... ..has got short, brown hair and brown eyes, and... has too. ...is tall and so is..., etc. alternatively, compare objects: ...'s bag looks like ...'s bag, etc.*

**3 Look and say what these statues look like.**

Have students think about each item individually before comparing ideas in pairs. Then elicit ideas from the class. Make sure that they use the full sentence: This statue *looks like*... Find out the most common, popular, or creative answers.

**Close the day**

- ◆ Play *What Does My Doodle Look Like?*

Remind students what a doodle is and draw one on the board. Ask: *What does it look like?* Elicit a number of ideas. Hand out a sheet of paper to each student and tell them to draw a doodle. Encourage them to close their eyes and let their hand draw freely. Then have each student hold up their doodle and ask the class what each one looks like. If you have a large class, students can do this in groups.

  Practice Book: Assign Activities 1 and 2 on page 34 as homework.

## Objectives of the day:

1. Read for specific information.
2. Listen for specific information.
3. Ask and answer questions about times for doing different activities.

**Materials:** *Time* Flashcards, Flashcard Activities 3A and 3B on page XVI.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "hearing" part of the activity for this class.

## Language Presentation

### Different Times

In this class, students will practise saying the times they do different activities. We suggest that you do Flashcard Activity 3A at this stage to present and practise the topic. This will help students to complete the activities on this page.

## Open the book!

### 4 Circle the time the bus arrives.

Have students read the comic strip again. You may want them to read silently or you could divide them into groups of five to each take a character, including the narrator, and read aloud. Then have students scan the comic for the time the bus arrives. Invite a volunteer to point to where the information is in the comic strip. (frame 2, at 9:45)

## Open to Learn .....

At this point, you may want to review times in more detail. Read out the second sentence in the *Open to Learn* box and write the time on the board: 9:40. Ask for other times and invite students to write them on the board: *What time is it now? What time is lunch? What time do you go to bed?* etc.

### ◆ Listen and write the time.

Tell students they will hear some short dialogues where people ask for the time. Play Track 23 once for students to write the answers, then play it again to check their answers, and pause the audio after each sentence for students to repeat.

### 5 Work in pairs. Ask and answer about the time you do these things.

Point to the example in the speech bubbles and invite two volunteers to read the dialogue aloud. Then ask a number of students the same question and write their answers on the board. Point the prompt in number 1 and ask: *What time do you get up on the weekend?* Elicit more answers from different students. Finally, divide the class into pairs to ask and answer the other questions. If students finish quickly, encourage them to ask questions about other activities. *What time is football practice? What time is your favourite TV show?* etc.

## Close the day

- ◆ Flashcard Activity 3B. Do the first part of the activity, then ask students about some of the activities they mentioned in Activity 5.

  Practice Book: Assign Activities 3 and 4 on page 35 as homework.



**4** Circle the time the bus arrives.



◆ Listen and write the time.

**1**

11:55

**2**

8:30

**3**

3:20

**5** Work in pairs. Ask and answer the time you do these things.

1. get up during the week / at the weekend
2. arrive at / get home from school
3. eat lunch during the week / at the weekend
4. go to bed during the week / at the weekend

What time do you get up during the week?

At 7:45.

## My Language

## Open to Learn

We **have to** take bus number 62.  
I **don't have to** buy a ticket.

1 Listen and tick (✓) the place the people are talking about. 



2 Listen again and underline the correct option.

1. Charlie **has to** / **doesn't have to** pay for a ticket.
2. You **have to** / **don't have to** take an audio guide.
3. You **have to** / **don't have to** be quiet.

◆ Match the questions and answers. 

1. Do I have to leave my bag in a locker? No, he doesn't. It's free for him.
2. Does he have to buy a ticket? You have to leave before one o'clock.
3. What time do we have to leave? Yes, you do.

## Play Guess Where!



Arrive on time.

Don't need to buy a ticket.

Listen to the teacher.

You have to arrive on time  
and listen to a teacher.  
You don't have to buy a ticket.

That's right!

It's a school!

**Objectives of the day:**

1. Listen for general information.
2. Listen for specific information related to obligation and lack of necessity: *have to* / *don't have to*.
3. Talk about obligations and lack of necessity in a game.

**Materials:** Time Flashcards, Flashcard Activity 3B on page XVI.

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "hearing" part of the activity for this class.

- ◆ Do Flashcard Activity 3B to review times.

**Open the book!****1 Listen and tick (✓) the place the people are talking about.** 

Point to the photographs and ask students what places they can see. Tell them that they will now hear two people talking about one of the places. Play Track 24 and have students call out the name of the place and tick the correct box. Then ask who is talking. (Charlie and Lin) Point out that the conversation is a continuation of the story they read in the comic strip in the previous class.

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

At this point, we suggest you call students' attention to the Open to Learn box. Have students find the two sentences in context in the comic strip on pages 46 and 47. Ask: *How do Charlie and Lin go to town?* (by bus) *What number do they need?* (sixty two) *Can they take a different bus?* (no) Emphasise that *have to* means that we have no choice. To get to town, Charlie and Lin *have to* take bus number sixty two. Then ask: *Does Charlie need a bus ticket?* (no) *Why not?* (He has got a student pass.) Stress that we use *don't have to* when it is not necessary to do something: Charlie has got a student pass, so he *doesn't have to* buy a ticket. Then write the two sentences on the board, and have a volunteer circle the words *have to* and *don't have to*. Elicit a few examples of things students have to or don't have to do. *What time do you have to get up during the*

*week?* (I have to get up at 7:00) *Do you have to get up at 7:00 at the weekend?* (I don't have to get up at 7:00 at the weekend)

**2 Listen again and underline the correct option.**

Point out that the sentences are about the entrance to the museum that Charlie and Lin are visiting. Have students read them and see what they can remember. Then play Track 24 again for students to check. Ask comprehension questions: *Why doesn't Charlie have to pay for a ticket?* (He lives near the museum.) *Why do they have to be quiet?* (because it's a museum)

◆ **Match the questions and answers.** 

After students have completed the activity, check the answers and write: *No, he doesn't.* and *Yes, you do.* on the board. Point out that for yes / no questions with *have to*, we use the auxiliary *do* in short answers. Practise by going around the class asking students yes / no questions: *Do you have to do your homework?* *Do you have to go swimming at weekends?* etc.

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

◆ **Play Guess Where!** 

Point to the pictures and ask what places students can see (a school, a park and a swimming pool or sports centre). Tell students that each place has its own rules and that we have to do certain things when we are there. Have a volunteer read out the example. Then divide the class into pairs to describe the other places by saying what people have to or don't have to do there.

**Close the day**

- ◆ Divide the class into groups, and tell them to continue the previous activity by describing other places. Have groups read out their descriptions for the class to guess the place.

  Practice Book: Assign Activities 5 and 6 on page 36 as homework.

## Objectives of the day:

1. Understand description of a place in a picture.
2. Listen for specific information.
3. Discuss favourite places.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "smell" part of the activity for this class.

- ◆ **Play *Unscramble the Letters*:**

Have a quick review of place names. Divide the class into teams and write the names of different places in scrambled order on the board, for example: *rceten psoighp*. (shopping centre) The first team to send a student to the front to write the word correctly, wins a point.

## Open the book!

## Listening

### International Certification: Listening

This task is a note-taking exercise and is often one of the most challenging activities in the international exams. Some words are spelled out on the audio, but not all. Encourage students to be as accurate as possible with their spelling. We suggest that you practise the spelling of each word in class at this stage. It is also important that students read the prompts carefully, so that what they write makes sense. Give them time to read through the prompts carefully before listening and think about what they mean.

### Listening Strategy

#### Using Prompts

At this stage of the course, it is helpful to give students some guidance in analysing the prompts in this activity. Read each prompt together and ask students what type of information they are listening for. (names of places, names of things they can or can't do, names of clothes and food, etc.) In later units, you can encourage students to do this for themselves.

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



On this occasion, we suggest that you spend some time looking at the picture together and eliciting information about it: *What can you see? What do you have to do at amusement parks? What food is there? What can you smell / hear / feel?* Tell students that they will need to listen for specific information. Then have students read the instructions. Go through the listening strategy prompts together and tell them that they will hear the conversation twice. Then play Track 25. Check the answers with the class. As this is the first time they have done this type of activity this year, you can play the audio again to check, pausing after each section of the dialogue for students to tell you the answer.

## Speaking

### 2 Ask and answer with a classmate.

Tell students to read the questions first. Then divide the class into pairs to discuss them. Encourage them to give reasons for their answers and discuss ideas for two to three minutes.

## Close the day

- ◆ Extend the speaking activity by writing a list of the class's favourite places on the board. Then divide the class into groups and have them agree on the top three favourite places where they live. Encourage groups to justify their decisions. Then have groups share their ideas with the class, and finally have a class vote on their favourite place.

Listening 1 Listen and write. There is one example. 

Going to the Amusement Park

0. Going to the amusement park by \_\_\_\_\_ bus \_\_\_\_\_
1. Amusement park near the \_\_\_\_\_ park \_\_\_\_\_
2. Name of amusement park the \_\_\_\_\_ Monster \_\_\_\_\_ Park
3. Can't \_\_\_\_\_ swim \_\_\_\_\_
4. Have to wear a \_\_\_\_\_ hat \_\_\_\_\_
5. Food at the café burgers and \_\_\_\_\_ salad \_\_\_\_\_

## Speaking

2 Ask and answer with a classmate.

1. What's your favourite place to go in your city/town?
2. Who do you go with?
3. What do you do there?
4. Why is it your favourite place?

## Mindfulness

### Mindful Remembering



What is your earliest memory?  
Can you describe it?

#### 1 Look and answer.

wearing they colours can any

Are there  
(1) any people?

What are they  
(2) wearing ?

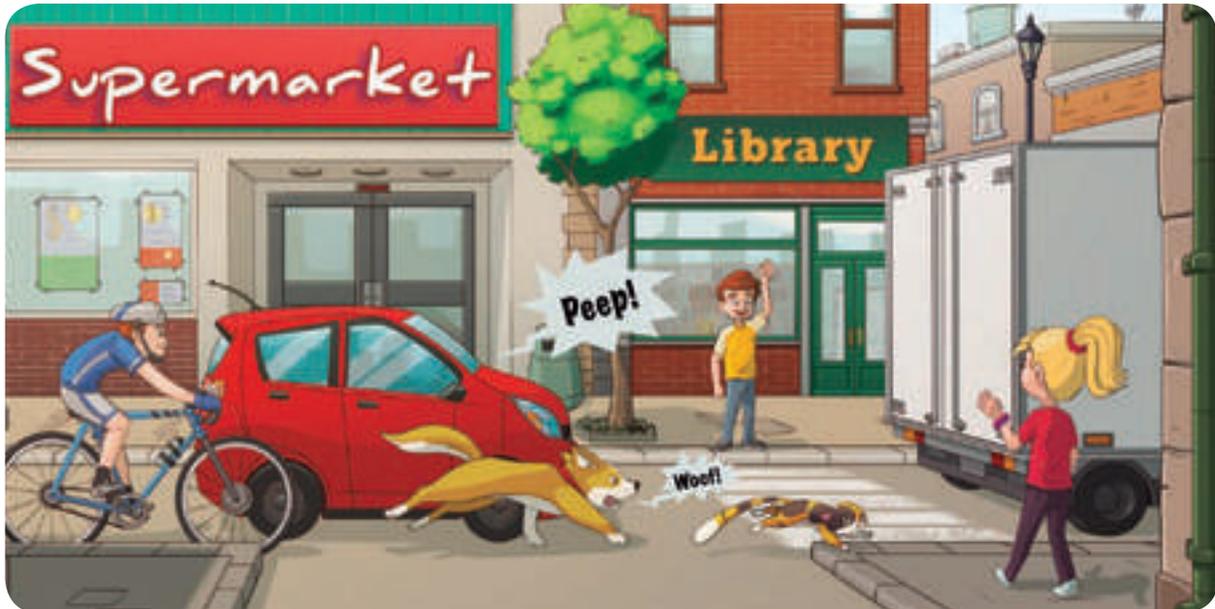


What are  
(3) they doing?

What (4) can I see?

What (5) colours  
can I see?

◆ Look at the picture and listen. Then discuss the questions. 



#### 2 Listen and answer. What can you hear?

1. A park  2. A family party  3. A school playground

3 In your notebook, draw a happy memory you have got. Ask the questions from Activity 1 about each other's drawings.

**Objectives of the day:**

1. Focus on remembering details.
2. Listen to sounds in a street and a park.
3. Describe a happy memory.

**Materials:** picture of an everyday scene (people in a park, centre etc.) from a magazine or projected on the wall from the internet; paper (1 sheet per student), coloured markers or crayons.

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "taste" part of the activity for this class.

- ◆ Tell students that you are going to show them a picture for 30 seconds, and they should look at it carefully and remember as much about it as they can: where, who, colours, objects, etc. Show them the picture. After thirty seconds, put the picture away and brainstorm what students remember. Write as much information as possible on the board, then check the information using the picture.

**Open the book!** **Critical Thinking****What is your earliest memory? Can you describe it?**

Allow students to discuss the question in groups for a few moments and then invite volunteers to share ideas. Tell students to close their eyes and ask questions to elicit more information about their memory: *How old are you? Where are you? Who are you with?* etc. Find out who has the earliest memory.

**Mindful Remembering** **1 Look and answer.**

Have students look at the picture and point out that the girl is sitting in a mindful position. Tell them she is breathing deeply and has her eyes closed as she is thinking carefully about something. Explain that she is asking herself questions about what she is thinking. Point to the questions and have students complete them. Invite volunteers to read out completed questions to check the answers.

◆ **Look at the picture and listen. Then discuss the questions.** 

Have students describe what they can see in the picture. Point to different items and ask questions: *What places can you see? What is in the street? What noises can you see?* Then play Track 26 for students to listen to the street scene. Ask students what they heard. Then have them close their books to review what they can remember. Ask them the questions in Activity 1. Elicit as much information as you can. If you prefer, students could answer the questions in small groups to discuss ideas and jog each other's memories.

**2 Listen and answer. What can you hear?** 

Tell students that they will now hear noises from a different place. Play Track 27 twice; once to identify the place, and again for students to identify specific sounds. Encourage them to sit in the mindful position, close their eyes, and breathe deeply while they listen. Write a list of the things they can hear on the board.

**3 In your notebook, draw a happy memory you have got. Ask the questions from Activity 1 about each other's drawings.**

First, have students sit in the mindful position to think about happy memories as they breathe in and out. Then give them a few moments to draw their memory before dividing the class into pairs to discuss the questions. Encourage students to give as much information as possible about their memory. Model the activity by talking about a happy memory of your own.

**Close the day**

- ◆ Hand out a sheet of paper to each student, and have students copy their picture into the centre. Then tell them to make notes around the picture in the form of a spider plan. Encourage them to make notes about each of the five senses (what I saw / heard / felt / smelled / tasted) at the ends of five arrows leading from the picture. Have students display their spider plans around the classroom.

## Objectives of the day:

1. Decode and practise saying the long *oh* /əʊ/ sound.
2. Identify different spellings of the long *oh* /əʊ/ sound.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "The Five Senses" practice..

We suggest you have students do the "hearing" part of the activity for this class.

- ◆ **Play Odd One Out:**

Say groups of four words aloud to students and have them identify the word with the different vowel sound: *go, no, toe, new; note, not, goat, float; phone, home, ham, bone; road, toad, load, made.* Then have them repeat the long vowel sound that they heard in most of the words. (oh /əʊ/)

## Open the book!

### 1 Listen and say.

After students repeat the words, ask them what sound the words have in common. Elicit any more words they know with this sound and write them on the board.

- ◆ **Write the different spellings of the long *oh* sound.**

Point to the underlined letters in each word in Activity 1. Remind students that in English, the same sound can be spelled in many different ways. When they have identified the different spellings, write them as different headings on the board. Then divide the class into groups to think of another word with each spelling that contains the same sound. For example: *old, home, coat, know, Joe, though*. They may not be able to think of a word for each spelling, in which case you can provide them with an example.

### 2 Complete the story with the words.

Point to the story and have students look at the pictures. Ask: *Who is the main character of this story?* (Joe) *What is Joe?* (He is a gnome.) Explain that a gnome is a legendary creature from children's fairy tales and that they are small and live in yards and gardens. Explain to students that they should complete the story with the correct spellings of the words from Activity 1. Tell them that each line only needs one letter. Check the answers by reading the story aloud and having students spell out each incomplete word when you come to them.

### 3 Listen and circle more words with the long *oh* sound.

Tell students that there are many more words in the story with the long *oh* /əʊ/ sound. Divide the class into pairs to read the story aloud and identify any more long *oh* /əʊ/ sound words they can find. Then play Track 29 to check the answers. Ask students to call out the words to write a list on the board.

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

## Close the day

- ◆ Divide the class into groups to make tongue twisters with the long *oh* sound, using the list of words on the board. Give some examples: *Joe the gnome combs his toes. He dozes by the window in his coat.* Explain that the tongue twisters don't have to make sense, the point is that they practise the long *oh* sound. Encourage them to add more *oh* sound words they can think of. Then have volunteers stand up to read their tongue twisters aloud and challenge the class to repeat them as fast as they can. Have them vote on the most difficult tongue twister to pronounce.

1 Listen and say. 



cold



gnome



toost



swollow

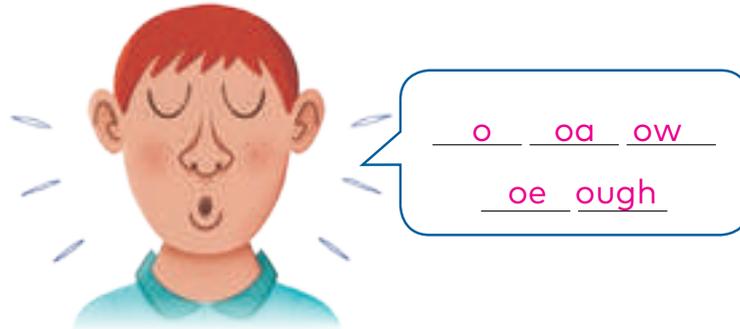


too



doogh

◆ Write the different spellings of the long *oh* sound.



2 Complete the story with the words.

## Joe's Home

Joe is a gnome. His home is a hollow in a meow. The swollows are his friends. They don't like the cold, so when it snows, they go home.

Joe coloses his wind ow, blows his nose and then combs his toes. He makes his ough to make bread for his toast, then eats it and dozes in his old coat.

3 Listen and circle more words with the long *oh* sound.  

# Ljubljana

This week we're looking at Ljubljana, the capital of Slovenia in Central Europe.



There is a zoo with more than 500 animals.

## Fun facts



The most famous bridge in the city has got huge dragon sculptures on it.



The pronunciation of Ljubljana is "Leeubleana".

The symbol of Ljubljana is a white castle with a green dragon.

### 1 Read and answer the questions.

1. Where is Ljubljana? in Slovenia
2. What building is part of the symbol of the city? a white castle
3. Where can you find dragon sculptures? on the city's bridge
4. How many animals are there in the zoo? more than 500

### 2 Match the words to the definitions.

- |            |   |   |
|------------|---|---|
| 1. capital | — | a place where you can see wild animals              |
| 2. famous  | — | very big  |
| 3. huge    | — | known by many people                                |
| 4. zoo     | — | a strong building used to protect the people inside |
| 5. castle  | — | the political centre of a country                   |

**Objectives of the day:**

1. Read an article.
2. Read for specific information.
3. Practise the following reading strategy:
  - Identify the meaning of words from context.

**Materials:** Poster 1 with Cutouts, Poster Activity 3A on page XXIII; poster paper (1 sheet per group), coloured markers or pencils.

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "hearing" part of the activity for this class.

- ◆ Poster Activity 3A.

**Open the book!****Reading****Reading Strategy****Identifying the Meaning of Words from Context**

Explain to students that identifying the meaning of words from context is an important skill when coming across new vocabulary in texts. Tell them that if they find a word they don't understand in a text, they can still work out its meaning by reading the words around it, the sentence before and / or after it, or by looking at associated pictures. On this page, point out that the pictures that come with each text are especially helpful.

**1 Read and answer the questions.**

Point to the text on page 52 and have students say what it is about. Help them to make predictions: *What kind of text is it? What is the name of the place?* (You can challenge students to say it!) *Where is it?* Tell them to look at the pictures and describe what they see. For the big picture, have them describe the houses and buildings. Point to the castle on the hill and ask: *What does this building look like?* Then have students read the short texts on page 52 individually and answer the questions. Check

the answers with the class, and invite volunteers to point to and read out the section of the text where they found them. Finally, have students pronounce "Leeubleana."

**2 Match the words to the definitions.**

Have students read through the words and definitions. You might want to match the first word and definition together before having students complete the rest. If students do not know what the words mean, have them practise the strategy of identifying meaning from context. Tell them to use the pictures in the text to help them identify the words.

**Close the day**

- ◆ Divide the class into groups of four and hand out one sheet of poster paper to each group. Tell groups to create a poster about where they live, with Fun Facts similar to the information about Ljubljana in their books. If possible, and if there is time, they could research information on the internet. Tell them to write a short sentence to present each fact and illustrate it. Alternatively, they could find and download images online. If necessary, have groups complete their posters for homework and present them in the next class or display them in the classroom.

## Objectives of the day:

1. Identify section topics in an article and insert sentences.
2. Practise the following reading strategy:
  - Reading for general information.
3. Discuss places to visit.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "touch" part of the activity for this class.

- ◆ Have students recall what they learned about Ljubljana. If you want, give them a spot quiz: *Where is Ljubljana? What is its symbol? What is on its famous bridge? How many animals are in the zoo?* etc. Divide the class into teams or pairs to answer the questions.

## Open the book!

## Reading

### Reading Strategy

#### Reading for General Information

Reading for general information is similar to skimming, in that students can look at each section of the text and pictures and understand the topic without needing to read every word. Tell students that they should practise this skill whenever they read. On this page, you can practise by having students skim one of the texts quickly before asking them questions: *Where are the people? What are they doing? What else can they do there?* Then have them read the missing sentences carefully to find which one matches the topic.

### 3 Add the sentences below to the article.

Tell students that they should practise the strategy of reading for general information as they do this activity. You may want to ask students to read the texts first without attempting to find the missing sentence. Tell them to pay attention to subtitles and pictures, and to summarise what each section is about. Then ask them what each section is about before they read the missing sentences carefully to decide which goes where. Alternatively have students complete the activity in one go, before checking to answers with the class.

### 4 Choose one of the places. Discuss with the class why you want to visit it.

You may want students to discuss this in pairs first, or you could turn it into the following group activity: Write the names of the five places from the article as headings on the board. Tell students to close their books, and elicit as much information as you can about each place. Make notes under each heading. Then divide the class into five groups and give each group a place to discuss. Tell groups they should think of as many reasons as possible why someone should visit their place. Encourage them to use ideas from the text and also be creative. Then have groups share their ideas with the class and vote on the best place to visit.

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

## Close the day

- ◆ **Play Backs to the Board:** (See page T31.)

On this occasion, explain that you are going to write the name of a place from the Ljubljana article on the board and that each team should act out what people do at that place to their team member. Remind students that no one should speak or write a word, or do any drawings: they should only mime. The first team member to guess the place and say it correctly, wins a point for their team. Repeat with other weather words and different team members sitting at the front.

  Practice Book: Assign Activity 1 on page 37 as homework.

# Fun in the Sun!

It's summer in Ljubljana, and it's time to have fun! Here are some things you can do.



## Tivoli Park

Go for a bike ride or see famous sculptures of dogs without tongues. (2) 2 Or you can just sit and relax and have a picnic after a fabulous day in fantastic Ljubljana!



## Trampoline Park

If you're feeling very energetic, WOOP Trampoline Park is the place for you. (4) 3 You can also see the amazing acrobatic basketball team, Dunking Devils. They have got special classes where they teach you some of their tricks!



## Puppet Shows

The Mini-Summer Festival has got puppet shows in the streets every Sunday. (1) 5



## Minicity

(3) 4 There are also more than 40 activities for you to do, including driving a mini car, helping to make a TV programme, learning to make cookies and building a mini house!



## Museum of Illusions

(5) 1 There is also a mirror room where you grow taller and smaller, and a special room where you can do logic puzzles and games.

### 3 Add the sentences below to the article.

1. Visit the Anti-Gravity Room, where nothing is in its normal place, and the Vortex Tunnel, where it's impossible to stay on your feet.
2. There's also an adventure golf course and a large playground with swings, slides and tunnels.
3. It has got more than 100 trampolines for you to jump on.
4. This city has got streets with tiny houses, as well as shops, a police station, a bank and a park.
5. You can even learn how to make your own puppets and masks!

### 4 Choose one of the places. Discuss with the class why you want to visit it.

# My Skills

## Writing

**1 Read and number the texts according to the children's interests.**

1. I have got a big collection of toy dinosaurs at home.



2. I'm good at making model cars.



3. I want to be an astronaut.

**2** I live in Billund in Dentick. Billund is famous because Legoland is there. Legoland is great! They have got amazing models of cities from around the world.



**1** I come from the busy city of London. There are lots of brilliant museums to visit there, but the best is the Natural History Museum. I love the incredible dinosaur exhibit there.



**3** I live near the Kennedy Space Centre in Florida. It's an entertaining place. You can see real space rockets there, and you can take a virtual trip to Mars!



**2 Write three adjectives from each text.**

1. famous , great , amazing      Legoland
2. busy , brilliant , incredible      Horniman Museum
3. entertaining , real , virtual      Kennedy S C

**3 Complete the chart with information about where you live.**

Where I live	Famous for	What to do

◆ In your notebook, write a description of your city using this information. Use some of the adjectives from Activity 2.

**Objectives of the day:**

1. Read for general information.
2. Identify adjectives in a text.
3. Write a description of a town or city.

**Materials:** Reader (1 per student).

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "sight" part of the activity for this class.

- ◆ Ask students what their interests are and how they can follow their interests where they live: *Where do you practise...?* Ask students about other places where they could follow their interests and if their town or city is the best place to follow their interests.

**Open the book!****Writing****1 Read and number the texts according to the children's interests.**

Have volunteers read what the children say aloud. Then point to the pictures and have students describe them. Ask: *Which person in the pictures has got interests connected to each place?* Then ask students to read the texts individually to check.

**Writing Strategy****Using Adjectives**

Tell students that adjectives are very useful words when writing a description. Point out that adjectives describe a noun. Write some examples on the board or write set of adjectives on one side and nouns on the other for students to match: *big city, colourful houses, beautiful park*, etc. Remind students that when they write descriptions it isn't necessary to use lots and lots of adjectives. Their descriptions should be clear and concise.

**2 Write three adjectives from each text.**

Students will now need to read each text closely to find three adjectives. Remind students that adjectives often come before the nouns they describe, but they can also come after the verb

to be. (Legoland is great, Billund is famous) Check the answers by having volunteers read each text aloud while the class shouts "stop!" when they reach an adjective.

**3 Complete the chart with information about where you live.**

Students have by now had plenty of practice talking about where they live in this unit, so allow them a few minutes to complete the chart individually. Then compare ideas as a class.

- ◆ **In your notebook, write a description of your city using this information. Use some of the adjectives from Activity 2.**

Students can now combine all of the work they have done in Activities 1 to 3 in order to produce their own texts. Tell them to use the texts in Activity 1 as a model, remind them to use adjectives to describe places and feelings, and finally use their notes from Activity 3.

**Close the day**

- ◆ Invite volunteers to read their texts aloud to the class. Alternatively, divide the class into groups for students to read their texts to each other. Encourage them to peer correct each other's texts. Have them focus on the use of adjectives and make suggestions for other adjectives their classmates could use.

**Reader**

Have students recall what the Reader was about. Write the title on the board and have students remind you what they think the lucky discovery is. Point to the picture on page 13 and have students describe what they can see. Ask: *What do the signs say? Why is the mine closed? Why is it dangerous?* Tell them that they are going to read and listen to a story about a lucky discovery. Play Track R2 for students to listen to pages 14, 15 and 16. Ask comprehension questions: *Why isn't the town busy? What does it look like? Where is the mine? Who wants to go in? What does Barbara see on the ground?* Tell students they will find out what happens later in the topic.

## Objectives of the day:

1. Read and understand the content of a description.
2. Practise the following reading strategy:
  - Reading for specific information and gist.
3. Describe a specific place in a town or city.

**Materials:** Poster 3 with Cutouts, Poster Activity 3B on page XXIII.

### Open the day

- ◆ "The Five Senses" practice.  
We suggest you have students do the "touch" part of the activity for this class.
- ◆ Poster Activity 3B.

### Open the book!

#### International Certification: Reading

The description and gap fill on this page is the same kind of activity that students will find when they take international certifications. Like in the exam, there are six gaps and nine illustrated words to choose from (including the example). There are three words, plus the example, that students do not need to use. Point out that the missing words will always be nouns, adjectives or verbs. In the second part of the activity, students need to choose the best title for the text. This means that both the skills of reading for specific information and reading for gist are tested.

#### Reading Strategy

##### Reading for Specific Information and Gist

Encourage students to read the whole text to get a general idea of what it is about before completing the first gap. Have them first identify the type of word (noun, adjective, verb) that fits in each gap. Then discuss what the specific word could be, based on the topic and the words that come before and after the gap. Later in the course, you could also focus on the form of the word (singular / plural, present / past) that fits best.

## 4 Read the text. Choose a word from the box. Write the correct word next to numbers 1–5.

See the Reading Strategy for tips on how to run this activity. However, if you feel your class is ready, have them do the activity in exam conditions. Check the answers with the class. If they struggled with the activity, help by asking questions about what kind of information is missing (time, feelings, actions, objects, etc.).

### ◆ Now choose the best name for the text. Tick one box.

Remind students that this question also appears in exams. If students are doing these activities under exam conditions, they should complete this activity immediately after Activity 1 without interruption. When checking the answer, point out that there is usually reference to two or more of the options, but that only one of them summarises the whole text. For example, you could mention that this text mentions "beach" but does not talk about problems.

## 5 Describe a place in your town. Use adjectives.

In the last class, students described their whole town or city. Point out that this time they need to describe a specific place within their town. Tell them to use the exam text as a model and make sure students understand what information they need to include.

### Close the day

- ◆ Divide the class into groups to read their descriptions to each other. Tell them to peer correct each other's work. If they did Activity 5 as a speaking activity, invite volunteers to give descriptions to the class.

### Open Day Tip Peer Correction

Peer correction can be an effective technique although it is important for students not to be over-critical. Give students specific things to look for, rather than trying to correct every error. For example, in this case they can focus on adjectives.

  Practice Book: Assign Activities 1 and 2 on page 38 as homework.

4 Read the text. Choose a word from the box.

Write the correct word next to numbers 1–5.



I am from Blackpool in (0) England.

My favourite place to visit is the famous Blackpool funfair called Pleasure Beach. The funfair is open every

(1) day from 10 a.m. to 6 p.m. It has got fantastic

(2) rides, but some of them are just too scary for

me! There's an incredible (3) water park with a water show every 30 minutes. You can also (4) skate on an ice rink.

It's fun! There's an interesting "Believe it or not" museum, too.

I (5) like the funfair because there's lots to do. It's amazing!



~~England~~



like



dislike



day



night



rides



water park



fish



skate

◆ Now choose the best name for the text. Tick one box.

My Holidays  A Place with Lots of Attractions  Beach Problems

5 Describe a place in your town. Use adjectives.

Things to do      Why I like it

Listening

1 Read and say whether the game looks fun. Give reasons.

# Build My Town

The objective of the game is to plan and build your ideal town.

Build houses for people to live in and places for people to work and be happy. You decide everything your town needs.

People move in and your town gets bigger... that's when the fun starts! Play now and watch your town grow!

2 Listen to the first part of the review. Number the steps. 

Add buildings.  Build a road.  Bring in water and electricity.

◆ Now listen to the second part of the review and answer the questions. 

- How many different zones do you have to build in your town?
  - one
  - two
  - three
- How do you get more money to build your town?
  - People pay you.
  - You get money from the bank.
  - You sell houses.
- What can be the biggest problem for the town?
  - the roads
  - the water
  - pollution
- What happens when people aren't happy?
  - They go to the park.
  - They go to the cinema.
  - They leave the town.

3 Listen and match the opinions with the people. 

- It's a great game for families.
- You learn how to make your town better.
- You have to use your imagination.



Jean



Jenny



Scott

◆ Discuss what you can learn from playing building games. 

**Objectives of the day:**

1. Read for general information.
2. Listen for general and specific information.
3. Practise the following listening strategy:
  - Listening for opinions.
4. Discuss building games.

**Materials:** Time Flashcards, Flashcard Activity 3B on page XVI.

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "smell" part of the activity for this class.

- ◆ Flashcard Activity 3B.

We suggest reviewing times with students here, before the end of the unit.

**Open the book!****Listening****Listening Strategy****Listening for Opinions**

Listening tests often ask students questions about people's opinions. Students can identify opinions in various ways, and we offer two here. First, listening for expressions such as *like*, *believe*, *don't like*, *disagree* and *agree* can demonstrate a speaker's point of view. Second, listening for reactions and tone of voice can help students identify emotions like excitement or happiness. Phrases such as *It's awesome!* or *It's cool!* (both heard in the activities on this page), show excitement, and are usually said with a high voice.

**1 Read and say whether the game looks fun. Give reasons.**

Have students look at the title and the background picture. Tell them the text is about a computer game. Ask: *What is the game about? What do players have to do?* Elicit ideas. Then have students read the text individually and check their predictions. Ask: *What is the game's objective? What do players do? What do they need to decide? What do you think happens when the town grows?* Then have students discuss

whether the game looks fun or not in pairs. Remind them to give reasons for their opinions.

**2 Listen to the first part of the review.****Number the steps.** 

Have students read the three steps and predict the order in which players have to do things. Encourage the class to come to an agreement and write the steps on the board. Then play Track 30 for students to listen and check the answers.

**◆ Now listen to the second part of the review and answer the questions.** 

Tell students that they need to listen for specific information. Allow a few moments to read through the questions and look at the options. Make sure that they understand what type of information they are listening for. (objects, actions, etc.) Play Track 31 twice. The second time, have students tell you to pause when they hear the answer to a question.

**3 Listen and match the opinions with the people.** 

Point to the people and invite volunteers to read the opinions aloud. Ask: *Are these opinions positive or negative?* You can give students tips related to the Listening Strategy. Play Track 32 once and check the answers.

**◆ Discuss what you can learn from playing building games.** 

Divide the class into groups to discuss ideas. If they play building games themselves, they can talk about their personal experiences. To move the discussion forward, ask: *Do you learn how to plan when playing these games?* (yes) Then ask students what kinds of things players need to plan when building a city.

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

**Close the day**

- ◆ With students still in their groups, ask them what places they would have in their perfect city. Allow them a few minutes to discuss ideas and then share them with the class. Write their ideas on the board in the form of a spider plan, and have students copy it into their notebooks.

  Practice Book: Assign Activities 1 and 2 on page 39 as homework.

## Objectives of the day:

1. Find differences between pictures.
2. Listen for specific information.
3. Draw and discuss ideal towns.

**Materials:** Poster 3 with Cutouts, Poster Activity 3A on page XXIII; paper (1 sheet per student); Practice Book (page 41).

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "taste" part of the activity for this class.

- ◆ Poster Activity 3A.

## Open the book!

## Speaking

### 1 Look at the towns. Find the differences between the pictures.

Students have now had plenty of practice of identifying places in a town. Divide the class into pairs to find the differences between the pictures. Tell them to focus on what places there are in each town, how many there are, and their location.

- ◆ **Discuss the questions.**

Use these questions to review students' findings in Activity 1. For question 3, encourage students to give reasons for their answers.

- ◆ **Listen and circle the town the children prefer.** 

Tell students that they will now hear two children discussing the two towns and coming to a decision about which one they prefer. Play Track 33. Ask students if the children came to the same decision about which town they prefer and if they had similar reasons. Play the audio again to check the answer.

### 2 Draw your ideal town.

Tell students to use their ideas from the end of the last class. Hand out paper. To make things easier, you can suggest students draw their town as a grid, like the example on page 57, but encourage them to be creative. Tell them

to make sure they have all their favourite places in their town, and to think of reasons why they should be there.

- ◆ **Talk about your town to your classmates. Vote on the best town.**

Divide the class into groups and read the speech bubble aloud. Tell students to present their ideal towns to their classmates. Remind them to say what there is and where the places are in relation to each other.

## Close the day

- ◆ **Play Draw and Guess:**

Have students play a drawing game to review place names. Divide the class into teams of three or four students. Invite one volunteer from each team to go to the front. Whisper a different place to each of these students and tell them to draw it on the board. Set a time limit of one minute. Then have each group identify what their classmate has drawn. If their team guesses correctly, they get a point.

  Practice Book: Assign Activity 1, on page 40 as homework.

## Time to Practise

You have now finished the first part of the Topic 2 "Places." 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. Remind students that they do not need to use all of the words. Then on page 42, tell students that they will listen to descriptions of people town and that they will need to match the names with the people. Tell them they should listen to the recording twice. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking

1 Look at the towns. Find differences between the pictures.



- ◆ Discuss the questions.
  1. What can you see in the towns?
  2. What buildings are missing from the towns?
  3. Which town do you prefer? Why?

◆ Listen and circle the town the children prefer. 33

2 Draw your ideal town.

◆ Talk about your town to your classmates. Vote on the best town.

Our ideal town has got a sports centre and two supermarkets. The sports centre is near the park.

# Unit 4 Into the Past

1 Listen and write the numbers on the map. 



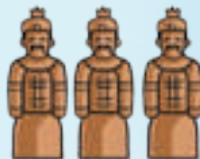
(1) Kids' Museum



(2) Meet the Vikings



(3) African Masks



(4) Terracotta Army Exhibit



(5) Art Gallery



(6) Local History Museum

Roof

Ninth floor

Eighth floor

Seventh floor

Sixth floor

Fifth floor

Fourth floor

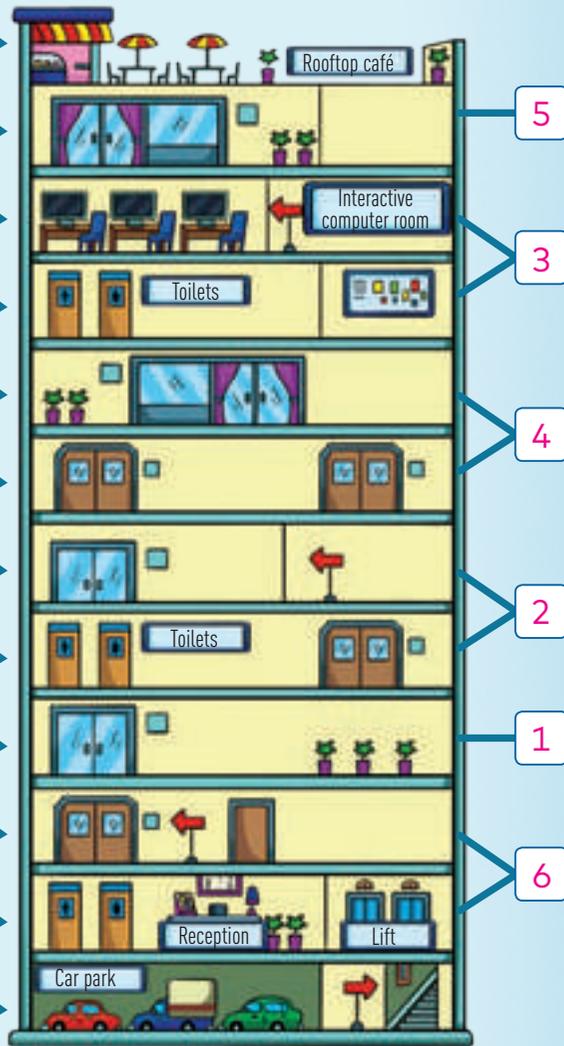
Third floor

Second floor

First floor

Ground floor

Basement



## 2 Answer the questions.

1. What floors are the toilets on?
2. Where is the café?
3. Where is the car park?
4. What floor is the computer room on?

On the third and seventh floors

On the roof

In the basement

On the eighth floor

◆ Cover the leaflet. Ask and answer more questions with a classmate.

# Unit 4 Into the Past

## Objectives of the day:

1. Listen for specific information.
2. Learn ordinal numbers.
3. Ask and answer questions about a museum layout.

**Materials:** Reader (1 per student).

## Open the day

- ◆ "The Five Senses" practice. (See page T42.)

We suggest you have students do the "sight" part of the activity for this class.

- ◆ Preview ordinal numbers with the students. Write the numerals 1 to 10 around the board in random order. Then write the words first to tenth randomly around the numbers. Say one and point to the number 1 on the board. Then draw a line from the number to the word 'first' and say: *first*. Invite volunteers to come to the board one at a time and match the other numerals with the ordinal words. Leave the words on the board for the end of the class.

## Open the book!

### 1 Listen and tick (✓) the numbers on the map.

Call students' attention to the museum plan on page 28. Ask: *How many floors has the museum got?* (nine, plus the basement and roof) Ask what exhibits there are and if they would like to visit the museum. Point to the boxes and explain that each of the exhibits can be found on different floors. Tell them that they will hear a family asking questions at the reception of the museum. They will need to listen carefully to find out which floor or floors each exhibit is on. Play Track 34 twice. The second time pause the audio when each exhibit is mentioned so that students can check their answers.

### 2 Answer the questions.

Have students answer the questions individually. Then read out each question and have them call out the answers. Make sure students use the correct prepositions: *on the...* (floor); *on the roof*; *in the basement*. Then have students look at the museum plan for one minute. Tell them to try and remember which floor everything is on.

- ◆ **Cover the leaflet. Ask and answer more questions with a classmate.**

Divide the class into pairs to do this activity or you can do a spot quiz with students divided into teams. Ask a variety of questions: *What is on the eighth and ninth floor? Where is the car park? What is on the roof? Where is reception?* etc.

## Close the day

- ◆ Point to the ordinal numbers on the board from the Open the day activity. Then tell students to write the ten ordinal numbers in order as fast as they can. The first student to finish should shout "Stop!" Have that student read out the ten numbers in order for the class to check the answer.



Before you ask students to open their Reader, elicit what they remember about the story. *Who are the children? What are they exploring? What does Barbara see on the floor?* etc. Write ideas on the board. Then divide the class into groups of three to read the text aloud. Have students open their Reader to page 13. Tell them that one student should read a page each (pages 14, 15 and 16). Have them check their ideas on the board. Ask: *What happens next?* Tell students to look at the picture on page 17 and make predictions: *Where are the children? Is the coin important? Why?* Tell them that they will find out later in the unit.

  Practice Book: Assign Activity 1 on page 43 as homework.

## Objectives of the day:

1. Read for specific information.
2. Learn vocabulary for describing people.
3. Draw and describe a mask.

**Materials:** *Physical Characteristics* Flashcards, Flashcard Activity 4A on page XVII; (optional) paper (1 sheet per student), scissors, coloured pencils, markers, etc.

## Open the day

- ◆ "The Five Senses" practice.

We suggest you have students do the "touch" part of the activity for this class.

- ◆ Flashcard Activity 4A.

## Open the book!

### 3 Read and circle the correct options.

Point to the second part of the leaflet and ask: *Which exhibits can you see? What objects can you see in these exhibits?* Point to the pictures and have students describe them. Elicit ideas: *Which figures have got a moustache? What activities can visitors do?* etc. Allow students time to read the texts individually and circle the options. Then have them check their answers in pairs.

- ◆ **Now listen and check your answers.** 

Explain to students that the family they heard in reception in the previous listening have now entered the museum and are looking at the exhibits. Tell them to listen to their conversation in order for them to check their answers to Activity 3. Then play Track 35.

- ◆ **Draw your own mask and describe it using some of the words in bold.** 

Have students draw the masks in their notebooks. Encourage them to be creative and ask questions as they draw: *What does your mask represent? When will people wear it? What does it look like?* etc. Then have students form groups to describe their masks and what they are used for.

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

## Close the day

- ◆ If time allows, have students copy their masks onto sheets of paper, decorate them and cut them out. Have them display their work around the classroom.

  Practice Book: Assign Activity 2 on page 44 as homework.

3 Read and circle the correct options.

## Things to Do

### Meet the Vikings

Meet Eric and Hilda. Eric is tall with

- (1) **dark** / **blond** hair and a big  
(2) **hat and gloves** / **moustache and beard.**

Hilda has got (3) **curly** / **straight**

red hair. She is (4) **thin** / **big,**

and she is holding

a sword. They

are Viking

warriors from

Scandinavia.



Dress up like a Viking!



### Learn About the Terracotta Army

There are more than 8,000 Terracotta Army figures and all of them are different. We are lucky to have some in our exhibit.

This figure has got a very distinctive black

- (5) **moustache** / **belt.**



Paint your own model figure!

### Discover African Masks

Dancers in traditional ceremonies in Africa often wear masks. The masks usually represent people or animals.

One of the masks in our exhibition has got long (6) **black** / **fair** hair and looks like a lion.



Make your own mask!

◆ Now listen and check your answers.  35

◆ Draw your own mask and describe it using some of the words in bold. 

Someone **was** here.  
They **were** very good builders.  
**Was** this an important place?

1 Listen and follow. 

**Good Buddies** An Ancient Site



2 Read and circle the correct options.

1. The temple **was** / **wasn't** an important place.
2. The people **were** / **weren't** bad builders.

3 Complete the sentences.

1. There **were** roads and canals.
2. There **was** a wall around the temple.
3. The temple **wasn't** easy to find.
4. The people **weren't** poor.

◆ Write another sentence about the temple.

**Objectives of the day:**

1. Read and listen to a comic strip about discovering an ancient site.
2. Read for specific information.
3. Write a sentence about the temple in the comic strip using *was* / *were*.

**Materials:** Poster 4 with Cutouts, Poster Activity 4A on page XXV; *Physical Characteristics* Flashcards, Flashcard Activity 4B on page XVII.

**Open the day**

- ◆ "The Five Senses" practice.

We suggest you have students do the "sight" part of the activity for this class.

**Language Presentation*****Was* / *Were* Affirmative Sentences**

In this class, students will learn how to use *was* and *were* to describe places in the past. Use Poster Activity 4A at this stage to present and practise the language. This will help students to complete the activities on this page. We suggest that you just do the first part of the activity that practises affirmative sentences.

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

Point to the pandas in the first two or three pictures of the comic strip. Activate previous knowledge and ask for predictions: *Where do pandas live?* (China) *What do they eat?* (bamboo) *What are they doing now?* (maybe looking for bamboo) *Where are they?* (in the forest near an old building) *What happens?* (They find something.) Next, tell students that they are going to read and listen to find out where the pandas are. Play Track 36 and ask comprehension questions. *Where are they?* (at a lost temple) *Who lived there?* (a lot of people) *What do the pandas find?* (a gold bracelet) *Who comes to the temple?* (some explorers) *What are they doing?* (learning about the temple) *What do they find in the end?* (the panda's footprints) Play the audio again to check the answers. Finally, divide the class into groups of four. Tell students to take a character each and read the comic strip in groups.

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

At this point, we suggest that you call students' attention to the *Open to Learn* box. Have students underline the first two sentences in context in the comic strip. (frames 5 and 8) Write the sentences on the board, and ask volunteers to come to the front and circle *was* and *were* in each sentence. Ask: *Do these sentences describe the past or present?* (past) *Which refers to a singular subject?* (*was*; someone) *Which refers to a plural subject?* (*were*; they) Point out that *was* and *were* are the past tense forms of the verb *to be*, and we use them to describe past states and events.

**2 Read and circle the correct options.**

Before students answer the questions, write *was-wasn't* and *were-weren't* on the board. Ask: *What is the negative of was?* Have students call out the answer. Repeat with *were*. Give and elicit examples of positive and negative sentences: *There were some roads. There weren't any TVs. There was a temple. There wasn't a shopping centre.* Then have students complete the activity using the information from the comic strip.

**3 Complete the sentences.**

Students should now be familiar with the use of *was* and *were*. Point out that to complete the questions they should use each form in positive and negative once. Have volunteers read out their completed sentences.

◆ **Write another sentence about the temple.**

After they have written their sentences, have volunteers read them out to the class. Write good examples on the board and check that students are using *was* and *were* correctly.

**Close the day**

- ◆ Flashcard Activity 4B.

  Practice Book: Assign Activities 1 and 2 on page 45 as homework.

## Objectives of the day:

1. Read for specific information.
2. Practise telling people to give things to others.

**Materials:** Poster 4 with Cutouts, Poster Activity 4A on page XXV; (Optional) information about your local area in the past from the internet, poster paper (1 sheet per group).

## Open the day

- ◆ "Mindful Remembering 1" practice.

Now that students have started to learn past tense forms you can use a variation of the five senses activity that incorporates the "Mindful Remembering" exercises from the mindfulness page in Unit 3. (See page T50.) Have students close their eyes and think about a happy memory. Ask them what they can see. Ask: *Where were you? What was there? Who was there? What was the weather like?* Then allow students to think about their happy memory for a few moments while breathing in and out deeply. Invite volunteers to share what they thought about.

## Language Presentation

### Was / Were Questions and Short Answers

Students will learn how to use *was / were* questions and short answers. Use the second part of Poster Activity 4A to make students feel more confident while doing the activities on this page.

## Open the book!

### Open to Learn .....

Call students' attention to the *Open to Learn* box on page 60 and have them locate the final sentence in context in the comic strip. (frame 4) Write the question on the board and circle *Was this*. Point out that the subject and verb are inverted to make a question. Ask: *What is the answer to this question?* (Yes, it was) Have students find other yes / no questions and short answers in the comic.

## 4 Read and match.

Read the first question together and ask students to find the correct answer, using the information on the notepaper. Then have them match the questions and answers individually. To check the answers, read out the questions and invite volunteers to give the answer.

- ◆ **Search for information about your town 100 years ago. Then discuss it with a classmate.**

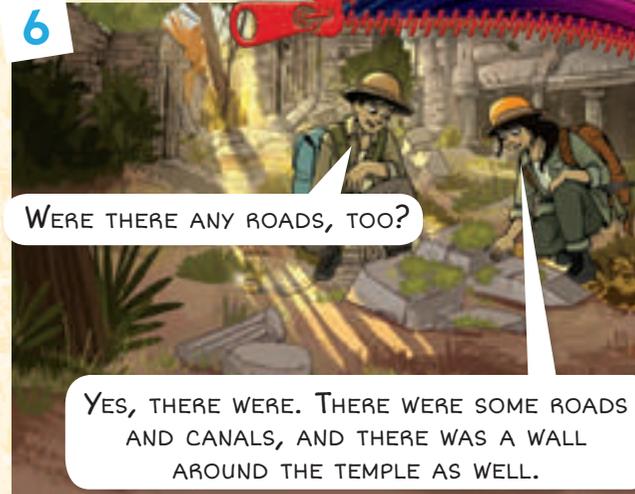
If possible, have students research information online. Otherwise, share information that you have prepared beforehand. Point to the different ideas in the box and encourage students to provide others. Have them think of places that are specific to their area. Then divide the class into pairs to discuss their ideas.

## Close the day

- ◆ Divide the class into groups of four and hand out poster paper. Tell groups to share what they know about the place where they live in the past. Have them draw a simple map of their town as it was 100 years ago. Tell them to include important places: buildings, roads, or natural features. Then have them label each element on the map with a sentence: *There was a market. There was a palace.* etc. Invite groups to present their posters to the class, and display them around the classroom.



Practice Book: Assign Activity 3 on page 46 as homework.



**4 Read and match.**

- |                               |                    |
|-------------------------------|--------------------|
| 1. Were there any roads here? | No, there wasn't.  |
| 2. Were there any parks?      | Yes, there was.    |
| 3. Was there a market?        | No, there weren't. |
| 4. Was there a castle?        | Yes, there were.   |

roads ✓  
houses ✓  
a castle X  
a market ✓  
shops ✓  
parks X  
a school X

◆ **Search for information about your town 100 years ago. Then discuss it with a classmate.**

schools   roads   a market   computers   cars   a park

Were there any schools?

Yes, there were. / No, there weren't.

Was there a ticket?

Yes, there was. / No, there wasn't.

The pharaohs **lived** in palaces.  
Most people usually **ate** a healthy diet.

5 Listen and complete the information. 

had    was    slept    lived    cooked

## The Ancient Egyptians

In ancient Egypt, most people (1) lived in houses next to the Nile. The houses (2) had a flat roof so when the weather (3) was hot, people (4) slept on the roof at night. They (5) cooked outside in the courtyard.



6 Read the other texts and number the pictures.



1 The pharaohs lived in palaces with beautiful gardens. Servants cleaned and cooked for them.

2 Most people usually ate a healthy diet with vegetables, salad and fruit. They made bread and ate meat and fish, too.

3 In their free time, people liked listening to music. Children played with toys, too. The Egyptians also liked parties. They often went to large public festivals, where thousands of people listened to music and danced.

4 Men wore a short kilt and shirt. They had long hair and big beards. They wore jewelry, too.

◆ Circle the past tense forms of verbs in the texts. Look at the examples. 

 Play past Tense Bingo

Bingo		
<del>had</del>	<del>danced</del>	<del>slept</del>
was	listened	wore
went	liked	cooked

Have.

Dance.

Sleep.

Bingo!

**Objectives of the day:**

1. Listen for specific information.
2. Read for general and specific information.
3. Play a game to practise past tense forms of verbs.

**Materials:** Poster 4 with Cutouts, Poster Activity 4B on page XXV.

**Open the day**

- ◆ "Mindful Remembering 1" practice.

**Language Presentation****Regular and Irregular Past Tense Verbs**

In this class, students will learn the past tense forms of some regular and irregular verbs. We suggest that you do Poster Activity 4B at this stage to present and practise the verbs. This will help students complete the activities on this page.

**Open the book!****5 Listen and complete the information.** 

Have students look at the picture and describe what they can see. Ask: *Where are the people? When was this? What are they doing?* Have students make predictions. Then point to the words in the box and say that these are past tense forms of verbs they already know. Elicit the present form of the verbs. Read the first sentence of the text together and ask students what verb could go in the gap. Then have them make predictions about the rest of the text. Play Track 37 to check the answers and have students complete the information.

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Invite a volunteer to read out the sentences. Ask: *Do these sentences talk about what is happening now?* (no) *What time do they refer to?* (the past) Tell students that when we talk about the past the form of the verb changes. Write the present tense form of the verbs from Activity 5 in a list on the board: *have, be, sleep, live, cook*. Invite volunteers to write the past tense forms next to each present tense example. Remind students there are two past forms of *be*.

Point out that we add *-ed* to many verbs in the past, though it isn't necessary to draw a distinction between irregular and irregular verbs at this stage. Leave the list on the board.

**6 Read the other texts and number the pictures.**

Tell students to look at the pictures and describe what they can see. Point out that the pictures show other aspects of life in Ancient Egypt. Have students make predictions. (There was music. People ate nice food, etc.) Then have students read the texts and match them with the pictures individually.

◆ **Circle the past tense forms of verbs in the texts. Look at the examples.** 

Look at the examples together with the class. Remind students that every sentence contains a verb and that they are all in the past tense. Allow students time to read the texts closely for this specific information. Check the answers together and invite volunteers to add verbs to the list on the board. Invite volunteers to indicate the verbs that end in *-ed*, and those that don't.

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

◆ **Play Past Tense Bingo!** 

Tell students to draw a nine-square grid in their notebooks. Point to the example in the game box. Then have them write a past tense verb in each square. Make sure that they don't just copy the example in their notebooks. They can use any verb from today's class and can use the list on the board as reference. Explain that you will call out the present tense form of the verbs. If they hear a verb that they have in their grid they should cross it out. When a student gets a line of three, they should shout "Bingo!" Repeat the game a number of times.

**Close the day**◆ **Play Past Tense Tennis:**

Have students stand in two lines facing each other. Tell the first student to call out a present tense verb. The person opposite should then call out the corresponding past tense verb. Continue down the lines.

  Practice Book: Assign Activity 4 on page 46 and Activities 5 and 6 on page 47 as homework.

## Objectives of the day:

1. Learn to identify and produce the o /ɔ:/ sound.
2. Recognise different spellings of the o /ɔ:/ sound.
3. Act out a story.

**Materials:** Poster 4 with *Activities* Cutouts. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide to sounds.

## Open the day

- ◆ "Mindful Remembering 2" practice.

Now focus on the "hearing" sense. Have students close their eyes and think about a happy memory as before. Ask: *Where were you? What was there? Who was there? What were the sounds?* Then allow students to think about their happy memory for a few moments while breathing in and out deeply. Invite volunteers to share what they thought about.

- ◆ **Play Sentence Charades:**

Divide the class into teams. Invite a volunteer from one of the teams to the front. Show them an *Activities* Cutout and tell them to act out the action to the class. The first team to give a full sentence describing the action wins a point. Award an extra point if a team member can write the correct verb in the past tense on the board. (Say: *They ate beans.* Write: *ate.*) Repeat with all the cutouts.

## Open the book!

### 1 Read and number the pictures.

First, have students look at the pictures and describe what they can see. Ask: *Who is the story about? Where do they go? What do they play? What is the weather like?* etc. Ask whether they think the story takes place in the past, present or future. Read sentence 1 aloud and have students point to the corresponding picture. Then divide the class into pairs to number the rest. Finally, check their picture predictions about the story.

- ◆ **Listen and underline the words with an o sound. Look at the examples in the first line of the story.** 

Model the o /ɔ:/ sound by reading the first sentence again. Tell students to shout "Stop!" when they hear the sound. Then play Track 38 twice; the first time all the way through for students to underline words and the second time pausing each time they hear the o /ɔ:/ sound to check their answers.

- ◆ **Make a list of the different spellings.**

Students can now copy the letters from the previous activity into the spaces. Emphasise that although there are different spellings, the sound is the same.

### 2 Work in groups. Tell the story and act out the scenes.

There are a number of ways you could have students do this activity. You could divide the class into groups or have them act out the story as a class. Students could choose one narrator while the others mime the actions, or they could take turns speaking. You or the students may want to film the scenes on a tablet or phone camera. The possibilities are endless. However, while your students perform and watch the scenes, encourage positive feedback and check students pronunciation.

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

## Close the day

- ◆ **Play Find a Rhyme:**

Write a list of words from the story on the board: *four, fort, storm, wall, talk*. Divide the class into pairs. Tell them to copy the list into their notebooks. Then say: *You have got two minutes to find and write a rhyming word for each word in the list. Go!* If a pair finishes before two minutes is up, they can try to find additional rhymes. If students are struggling to find rhymes, give them some clues, such as: *I'm not cold, I'm... (warm) Don't run in school!, ... (walk) Football is a... (sport)* Check the answers with the class.

1 Read and number the pictures.

# The History of the Fort

1. In fourteen forty-four, Norsemen arrived on the shore in a storm.
2. They launched an attack on the fort with their long swords.
3. The people saw and closed the doors.
4. The Norsemen paused at the tall walls.
5. They talked and decided to organise a day of ball sports.
6. The people in the fort scored more and that was the end of the war!



◆ Listen and underline the words with an o sound. Look at the examples in the first line of the story. 

◆ Make a list of the different spellings.

ou / o / oo / a

2 Work in groups. Tell the story and act out the scenes. 

Reading and Writing

1 Read the text and choose the best answer. 



0. **SUE:** What did you do last night, Mike?  
**MIKE:**  A I watched television.  
B I watch television.  
C I'm watching television.
1. **SUE:** What was on?  
**MIKE:**  A There was a documentary.  
B There is a documentary.  
C There wasn't any.
2. **SUE:** What was it about?  
**MIKE:** A No, it wasn't.  
B Yes, it was.  
 C the ancient Romans
3. **SUE:** Was it interesting?  
**MIKE:** A Yes, me too.  
B Yes, I am interesting.  
 C Yes, I liked it a lot!
4. **SUE:** Where can we find out more?  
A What a good idea!  
 B What about going to the museum?  
C That's nice of you.
5. **SUE:** OK. Where can we meet?  
 A next to the supermarket  
B Turn left at the park.  
C It opens at 4.50.

2 Imagine that you saw an interesting TV programme last night. Role-play a conversation about it.

- Student A: Ask the questions. Use questions in Activity 1.
- Student B: Give details about the programme.

**Objectives of the day:**

1. Check knowledge of functional language.
2. Read a dialogue and choose the correct responses.
3. Role-play a conversation.

**Materials:** Poster 4 with Cutouts; Poster Activity 4A on page XXV

**Open the day**

- ◆ "Mindful Remembering 2" practice.
- ◆ Poster Activity 4A.

Do the second part of the activity, to review questions and short answers.

**Open the book!****Reading and Writing****International Certification: Reading and Writing**

In the Reading and Writing sections of the international certifications, students read a short, written dialogue where there are three different responses to what the second speaker says. Students have to choose the correct response. We suggest that you give students plenty of practice with set expressions (in this case, questions and short answers). Tell students to read all of the options before selecting the answers. They should look for differences in overall meaning, as well as grammar. There are many multiple-choice activities throughout the course for students to practise this skill.

**1 Read the text and choose the best answer.**  

First, point to the illustration and tell students that this provides context for the dialogue. Ask: *Who is speaking? Where are they? What do you think they are talking about?* Point out that as in all the exam activities there is one example, and call students' attention to it. Elicit why A is the correct option. (The question is in the past tense.) Tell students that they should use grammar clues and overall meaning of the dialogue to help them choose the correct response. Have students work individually. Finally, read each question aloud and have students call out the answers.

**2 Imagine that you saw an interesting TV programme last night. Role-play a conversation about it.**

Divide the class into pairs and tell students in each pair to choose a role (Student A or Student B). Tell them to have a dialogue similar to the one in Activity 1. Tell them that they can use some of the same questions, but encourage them to give personalised answers and ask and answer different follow-up questions. Allow students to make notes before practising their conversations in pairs.

**Close the day**

- ◆ Invite pairs of volunteers to role-play their dialogues for the class. For this activity, we suggest letting students talk as freely as possible and encourage fluency over accuracy.

**Open Day Tip Fluency vs Accuracy**

Speaking with a high level of accuracy means making few mistakes, whereas fluency is speaking easily without too many pauses. Different activities require different focus. We suggest that you pay more attention to accuracy when your students are practising set phrases in a closed activity with lots of guidance, but focus on fluency in freer activities such as role-plays. It is often the case that when we pay too much attention to accuracy in freer activities, students make more mistakes and forget what they want to say.

  Practice Book: Assign Activity 1 on page 48 as homework.

## Objectives of the day:

1. Read and understand a factual text.
2. Write true / false sentences about a text.

**Materials:** Poster 4 with Cutouts, Poster Activity 4B on page XXV.

### Open the day

- ◆ "Mindful Remembering 3" practice.

Now focus on the "smell" sense. Have students close their eyes and think about a happy memory as before. Ask: *Where were you? What was there? Who was there? What were the smells?* Then allow students to think about their happy memory for a few moments while breathing in and out deeply. Invite volunteers to share what they thought about.

- ◆ Poster Activity 4B.

### Open the book!

## Writing

### International Certification: Reading and Writing

Explain that in international certifications, students need to read a factual text which contains five gaps. They need to choose the correct word from a choice of three and copy it carefully into the corresponding gap. This is a test of their grammatical and lexical knowledge, so students will need practice with identifying the correct forms of words or parts of speech that are missing from texts. Remind students that they do not have to think of a word: they should choose from the options given. It is important therefore that they choose an answer from the correct set of options for each gap.

### 3 Read the text. Choose the right words and write them on the lines.

First, ask students if they have heard of Pompeii. Ask: *What is Pompeii famous for? What can you see in the picture?* Point out to students that in this activity, as in all certification activities, an example is provided. Have students identify why *was* is the correct answer. (because the sentence talks about the past, and Pompeii is singular)

Tell students to read the whole text first, then read each sentence that contains a gap more carefully. Tell them that the words before and after each gap will help them to identify the answers. Have students complete the activity individually. Check the answers by having volunteers read the text aloud, one sentence at a time. Then ask comprehension questions about the text: *Where is Pompeii? What happened on August 24, in the year 79? Who visits Pompeii today?* etc.

### 4 Make and say a false sentence from the text in Activity 3. Then have your classmate correct it.

Model the activity with the class. Write a false statement on the board: *Pompeii was a quiet Roman town in southern Italy.* Have the class identify the false information, and invite a volunteer to correct it on the board. Tell students to write their own false sentence, using information from anywhere in the text. Then divide the class into pairs to read and correct each other's sentences.

### Close the day

#### ◆ Pompeii Quiz:

Tell students to put their books away and divide the class into teams. Have each team put all their true / false statements together and quiz another team from the class. Tell teams to take turns asking and reading and correcting each other's statements. The team that corrects the most statements wins. For strong groups, you might have them make true / false statements about their own town, or another place that everyone knows well.

  Practice Book: Assign Activity 1 on page 49 as homework.

**3 Read the text. Choose the right words and write them on the lines.**

Pompeii by Sam Jones, 9

In the year 79, Pompeii (0) was a busy Roman town in southern Italy. The Romans (1) built the town next (2) to the sea and many important people from Rome (3) had summer houses there. There were beautiful squares with statues, markets and public baths. But on August 24, Mount Vesuvius erupted and covered the city with volcanic ash. 1,600 years (4) later, builders discovered the lost city. Soon archaeologists found the remains of many items, buildings and people as they were at the time of the eruption. Today, Pompeii (5) is a popular tourist destination.

- |    |        |                |       |
|----|--------|----------------|-------|
| 0. | is     | <del>was</del> | were  |
| 1. | built  | watched        | went  |
| 2. | to     | from           | on    |
| 3. | have   | has            | had   |
| 4. | before | later          | after |
| 5. | was    | is             | are   |

**4 Make and say a false sentence from the text in Activity 3.**

**Then have your classmate correct it.**

Pompeii was a busy American town.

Stop! Pompeii was a busy Roman town.



# CLIL History



What can we learn from visiting ancient sites?

**1 Look at the picture of Machu Picchu and discuss the questions. Then read the article to find out.**

1. What do you know about Machu Picchu?
2. Why do you think people visit it? Was it an important place in history?

## Famous discoveries: **Machu Picchu**

On July 23, 1911, Hiram Bingham, an American explorer, talked to a Peruvian farmer named Melchor Arteaga. Arteaga told the American about ruins in the nearby mountains. He called them *Machu Picchu*, which in Quechua, the language of the Incas, means "Old Mountain." The next day, a local boy named Pablito Álvarez took Bingham there. On July 24, Hiram Bingham discovered Machu Picchu for the outside world.



Hiram Bingham



Pablito Álvarez



Machu Picchu was a city of the Inca Empire. The Incas built the city around the year 1450, but they abandoned it later. Nobody knows why. The city had three sections: The Sacred District, the Popular District and the District of Priests and Nobility.

The most important temples, including the Temple of the Sun, were in the Sacred District. The common people who worked for the nobles and the priests lived in the Popular District. It had small houses and places for storing food. The priests and nobles lived in nicer houses in their own district.

Today the city is a UNESCO World Heritage Site and is one of the Seven New Wonders of the World. It is the most visited tourist destination in Peru. People go there to enjoy the incredible location and to find out how the Incas lived.

**2 Read and circle T (True) or F (False).**

1. Hiram Bingham was the first European to visit Machu Picchu. T  F
2. Pablito Álvarez, a young Peruvian, took the explorer to the city.  T F
3. The Incas built the city in different sections.  T F
4. The important people lived in the popular district. T  F
5. Machu Picchu is one of the Seven New Wonders of the World.  T F

◆ **Underline the three most interesting things you learned about Machu Picchu.**

**Objectives of the day:**

1. Expand students' knowledge of the world.
2. Read for specific information to answer true / false statements.
3. Reflect on the topic.

**Open the day**

- ◆ "Mindful Remembering 3" practice.
- ◆ Ask students what happened in the comic strip in this unit. Ask: *Where were the pandas? What was in the forest? Who were the people?* Write *Famous Discoveries* on the board and ask students if they know of any famous discoveries or historical sites in their country or around the world. Write their names on the board and ask what and where they are.

**Open the book!****1 Look at the picture of Machu Picchu and discuss the questions. Then read the article to find out.**

Point to the picture of Machu Picchu and ask students where it is. (Peru) Then divide the class into groups to discuss the questions. After a few moments, ask the class for their ideas and write their predictions on the board. Then have students read the article to check their ideas.

**2 Read and circle T (True) or F (False).**

Do the first question together with the class. Read the true / false statement and ask students to find the relevant information in the article (the first sentence). Ask questions to elicit the answer: *Who was Hiram Bingham?* (an American explorer) *Was he European?* (no) Tell students to write the corrected false statements in their notebooks. Tell students to complete the other sentences individually. Remind them to refer back to the article.

**◆ Underline the three most interesting things you learned about Machu Picchu.**

Students can do this individually, then compare their ideas in pairs. Encourage them to find things they didn't know already. Then have students share ideas and have a vote on the most interesting thing they learned.

**💡 Critical Thinking****What can we learn from visiting ancient sites?**

Call students' attention to the critical thinking question. Have students continue to work in pairs to discuss ideas. You can help them by writing topic titles on the board: *People, Places, Traditions, Food, Nature, Objects*, etc. Tell them they can refer back to the article to find ideas: *What do we know about the Incas? What does Machu Picchu tell us?* Finish with a short discussion about why it is important to protect ancient sites (this is developed further in the Citizenship topic). Ask what people learn from ancient sites in your country.

**Close the day**

- ◆ Have students write a fact file about Machu Picchu in their notebooks. Elicit the kind of information found in fact files: names, dates, important people and events, description of the place and why it is important today. Tell students that fact files are short and only contain essential information. If students have time, they can also illustrate their work.

## Objectives of the day:

1. Expand students' knowledge of the world.
2. Listen for specific information.
3. Identify and give opinions.

## Open the day

- ◆ "Mindful Remembering 4" practice.

Focus on the "touch" sense. Have students close their eyes and think about a happy memory as before. Ask: *Where were you? What was there? Who was there? What were the things you touched?* Then allow students to think about their happy memory for a few moments while breathing in and out deeply. Invite volunteers to share what they thought about.

- ◆ Review some of the facts that students learned in the last class by having a spot quiz. Divide the class into teams, and ask five or six questions about Machu Picchu: *Who discovered it? What is the language of the Incas?* etc. Make sure students don't open their books!

## Open the book!

## Listening

### International Certification: Listening

In the certification activity on this page, students listen to five dialogues, including one example, and tick the correct picture. Point out that in actual exams there are six dialogues including the example. As with other listening activities it is important that students listen to the whole of each dialogue before choosing the answer. Very often, there is a lot of vocabulary in these activities so you can help your students by familiarising them with exam word lists.

- 3 Listen and tick (✓) the box. There is one example.**  

Give students a few moments to look at the pictures. Ask: *What do you think the audio is about? Who do you think is talking? What buildings and artifacts can you see?* Tell them that they will hear a professor answering questions from different callers on a radio show about Machu Picchu. Remind students they will hear the dialogues twice. Play Track 39. Check answers by playing the track again and pausing after each dialogue.

- ◆ **Listen to the last caller again and complete the professor's opinions.** 

Point to the adjectives in the box and check that students understand their meaning. Ask what each opinion is about. (Peru, Inca culture, and the site) Then play Track 40. Have volunteers read each opinion aloud to check their answers.

- 4 Discuss in groups.**

Students have already talked about what ancient sites there are in their country, but now ask them to decide which is their favourite. Encourage students to give reasons for their opinions. Remind them to use adjectives when giving opinions and point to the examples in the previous activity.

## Close the day

- ◆ Ask students if they would like to visit Machu Picchu and say why or why not. Divide the class into groups to discuss what they think.

## Go to video "Life in 1927."

Now is a good time to work with this unit's video. We suggest that 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 Activity 1 on page 50 as homework.

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

0. Who is the first caller?



A



B



C

1. Where did Hiram Bingham send the artifacts?



A



B



C

2. Which piece of jewelry comes from Machu Picchu?



A



B



C

3. Which artifact was the professor's favourite?



A



B



C

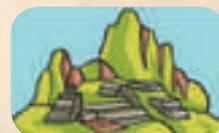
4. Why do most people visit Machu Picchu?



A



B



C

**◆ Listen to the last caller again and complete the professor's opinions.** 

friendly    peaceful    interesting    beautiful    delicious

1. Peru is a wonderful country with friendly people and delicious food.

2. Inca culture is very interesting.

3. The site is beautiful and peaceful.

**4 Discuss in groups.**

1. What ancient sites are there in your country?
2. Where are they? Which is your favourite site? Why?

## Respecting Ancient Sites



Why is it important to preserve ancient sites?

### 1 Read, look and answer the questions with a classmate.

1. Where are the children?
2. What does the boy want to do?
3. What idea has the teacher got?

**Welcome to the Magic Cave**

Here are some ancient paintings.

What are the animals?

They're called buffalos. They lived here many years ago. People hunted them.

Any questions?

Oh, no! You can't draw on the rocks. We have to protect the paintings for people to enjoy in the future.

Can I draw on the rocks, too?

I've got an idea. Let's make our own buffalo pictures on stones in class!

### 2 Tick (✓) the pictures that show respect.

## Protect Your Ancient Site



### 3 Choose an ancient site in your country. Make a rules leaflet.

1. Write rules for the site based on the pictures above.
2. Add two more rules and draw pictures.

**Objectives of the day:**

1. Read for general and specific information.
2. Understand the importance of protecting ancient sites.
3. Make a rules leaflet.

**Materials:** paper (1 sheet per student).

**Open the day**

- ◆ "Mindful Remembering 4" practice.
- ◆ Check the answers to the "While watching" activities from the video. Ask students if they liked the video and what interesting information they learned.

**Open the book!**

**Respecting Ancient Sites**

**1 Read, look and answer the questions with a classmate.**

Point to the comic strip and have students say where the characters are and what they are looking at. Then tell them to read the story to check their ideas. Divide the class into groups for them to each take the role of a character and read aloud. Then divide the class into pairs to discuss the questions. Check the answers and extend the discussion by asking more questions: *Who do you think painted the pictures? Why are they protected?*

**2 Tick (✓) the pictures that show respect.**

Have students describe what they can see in each picture. Ask: *Where are the people?* (at an ancient site) *What are they doing?* (taking things from the site, walking along a path, throwing rubbish in a bin, drawing on rocks) Have students tick the pictures and ask them what else visitors can do to protect ancient sites. Make notes on the board.

**Lightbulb Critical Thinking**

**Why is it important to preserve ancient sites?**

At this point, we suggest that you read out the question in the critical thinking box and elicit ideas from the students. You could have students relate the question to ancient sites in their country and ask why the sites are important. Have students recall their ideas from the previous critical thinking question on page 66. Have them make a list of the three most important reasons for preserving ancient sites.

**3 Choose an ancient site in your country. Make a rules leaflet.**

Hand out sheets of paper for students to make their leaflets. Encourage them to illustrate their work and think of rules that are not on the Student's Book page. Students can present their leaflets in groups and then you can display them around the classroom. Make a list of new rules on the board.

**Close the day**

◆ **Play Charades:**

Divide the class into teams of three or four students. Ask a volunteer from one of the teams to go to the front. Whisper the name of a rule for preserving ancient sites to the student and tell them to mime the rule to the class. They can be rules from page 68, or new rules students have thought of in class. Encourage all the teams to guess which activity it is. The first team to guess wins a point.

**Open Day Tip Respecting the Classroom**

Some of the issues covered in this class can also be applied to your classroom. Remind students to always respect the school's property, as well as their classmates' belongings and their own. Encourage students to put things away properly and treat their books and other items with care. Showing respect in this way models good behavior for outside the classroom.

  Practice Book: Assign Activity 1 on page 51 as homework.

## Objective of the day:

1. Follow steps to develop a project.

**Materials:** cardboard, scissors, glue, coloured markers, crayons or paints, paper (1 sheet per student); Practice Book (page 109).

## Open the day

- ◆ "Mindful Remembering 5" practice.

Focus on the "taste" sense. Have students close their eyes and think about a happy memory as before. Ask: *Where were you? What was there? Who was there? What were the things you tasted?* Then allow students to think about their happy memory for a few moments while breathing in and out deeply. If they want, they can share what they thought about.

- ◆ **Play A Line at a Time:**

Check that students know what an artifact is. (an object, usually from the past, made by humans) Elicit the names of some artifacts (bracelet, vase, cup, etc.) and write them on the board. Divide the class into teams. Tell them that you are going to draw an artifact on the board, but only one line at a time. After drawing one line, have students guess what it is. Then draw another line, and so on, until a team guesses correctly. Then have volunteers from each team come up and draw. We suggest keeping the artifacts simple. (tables, chairs, cups, etc.)

## Open the book!

## Explore

- ◆ **Read the texts and number the pictures.**

Tell students that they are going to do a project. Invite a volunteer to read out the project name in the top corner of page 69. Then remind students of the three stages of a project lesson: *Explore*, *Produce* and *Present*. Then have students read and number the pictures individually, before checking the answers in pairs, and finally as a class.

- ◆ **Choose your favourite artifact and say why.**

When students have chosen their favourite artifact, ask them for reasons for their decision. Ask: *Why is this artifact important? What does it tell us about Ancient Egypt?* Have students go back to the texts to give you the answers.

## Produce

- ◆ **Follow the steps to make your own artifact.**

Point to the pictures and instructions and explain to students that they are going to make the artifact they chose. Hand out materials. Each student can make his or her own artifact, using the template on page 109 of the Practice Book. Encourage students to decorate their artifacts however they wish, and if you don't have paint available, use crayons or markers. Finally, help students to use the information in the texts to write clear descriptions.

## Present

- ◆ **Hold an artifacts exhibit. Show the artifacts and explain what they are, what they look like and what they were used for.**

Set aside some time in a class for students to present their artifacts in groups. Preferably, divide the class into groups of three with each person having a different artifact in the group. For big classes, you can have groups of six. Give each student one to two minutes to present their artifact to their group. Then join groups together for students to find any similarities or differences between their artifacts (if they have made the same one).

## Close the day

- ◆ Have a class vote on the most interesting, colourful, or original artifact. Encourage students to give reasons for their choice.

## Explore

- ◆ Read the texts and number the pictures.



1

1. Tutankhamun was a young pharaoh (king of Egypt). He died when he was nineteen. His tomb is famous because it contained a fantastic gold mask.



3

2. In ancient Egypt, many people had amulets. People thought amulets had special magical powers and they wore them to get power. Amulets were in the shapes of animals, gods, symbols or tiny objects.



2

3. Cats were very important in ancient Egypt. Bastet was the goddess of protection. She had the head of a cat and the body of a woman. Cats were very popular, and people made statues inspired by them.

- ◆ Choose your favourite artifact and say why.

## Produce

- ◆ Follow the steps to make your own artifact.



**Step 1:** Go to Practice Book page 109. Choose your artifact and cut out the template. Glue your artifact onto a piece of cardboard.



**Step 2:** Paint your artifact and then decorate it.



**Step 3:** Write a short description of your artifact.

## Present

- ◆ Hold an artifacts exhibit. Show the artifacts and explain what they are, what they look like and what they were used for.

# My Progress

Can you identify places in a town and give directions?


1 Complete the names of the places. Then give directions to a classmate.

1 s <u>upermarket</u>	2 l <u>ibrary</u>		
 *You are here	3 s <u>ports</u> c <u>entre</u>	4 h <u>ospital</u>	
 c <u>inema</u>	5 b <u>us</u> s <u>tation</u>	6 a <u>musement</u> p <u>ark</u>	

Can you guess what something looks like?


2 Write a sentence about each picture.

1 It looks like a <u>dog / wolf</u>	2 <u>bird / dove</u>
--	-------------------------

Can you talk about things you have to do and don't have to do?

3 Write sentences about your school using *have to* and *don't have to*.


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Objective of the day:**

1. Self-assessment of Topic 2.

**Materials:** Poster 3 with Cutouts, Poster Activity 3B on page XIV.

**Open the day**

- ◆ "Mindful Remembering 5" practice.
- ◆ Poster Activity 3B.

You can use this Poster Activity to review places and directions.

**Open the book!****Can you identify places in a town and give directions?**

- 1 **Complete the names of the places. Then give directions to a classmate.**

Remind students of the objective of these pages: To check how much they have learned in Units 3 and 4. Then point to each picture on the map and have the class call out the name of each place. When students have completed the names, divide the class into pairs to practise giving directions. If you completed Poster Activity 3B in the Open the Day section, this should be fresh in students' minds. Call students' attention to the box with emojis. Have them draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better)

**Can you guess what something looks like?**

- 2 **Write a sentence about each picture.**

Have students say what the shapes look like, and help them with spelling if necessary. If you or your students know how to make any shadow shapes, you could do a few more together. Alternatively, you could have students look at the clouds outside the window (if there are any!) and say what they look like. Once again, remind students that they should draw a tick below the emoji that represents how well they did on this task.

**Can you talk about things you have to do and don't have to do?**

- 3 **Write sentences about your school using *have to* and *don't have to*.**

Model the activity by writing a sentence about what you have to do at school each day. Then write an example of something you don't have to do. Point to the sentences on the board, and ask students if they have or don't have to do the same things. Tell them to write their own ideas in their books, and invite volunteers to read them out to the class. Then have students draw a tick below the emoji that represents how well they did on this task.

**Close the day**

  Practice Book: Assign Activities 1 to 3 on page 52 as homework.

**Go to video "Life in 1927."**

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: *Would you like living in 1927? What is the best thing about living in 1927? What would you miss the most about your life as it is now?*

## Objective of the day:

1. Self-assessment of Topic 2.

**Materials:** *Physical Characteristics* Flashcards, Flashcard Activity 4A on page XVII; Reader (1 per student).

### Open the day

- ◆ "Mindful Remembering 5" practice.
- ◆ Flashcard Activity 4A.

### Open the book!

## Can you describe people?

### 4 Write a description of the second person.

Students should by now have had plenty of practice of giving physical descriptions. Invite volunteers to read out their ideas and encourage them to describe other people. Then have them complete the emoji activity.

## Can you talk about people and places in the past?

### 5 Circle the correct options.

Point to the highlighted words in the sentences and ask: *What verb is this?* (to be) *Is it the past or present?* (past) *Which is singular?* (was) *Which is plural?* (were) Have students circle the options individually, and then check ideas with the class.

### ◆ Complete the text with the past tense form of the verbs.

You might want to review the past tense form of the verbs in the box before students complete the text. Point out that they have seen them all in the units. Give students a few moments to complete the text, and then have volunteers read it aloud, one sentence at a time.

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

## Home Connection

### ◆ Make an exhibit of a place.

Remember that this section of the book aims at getting the families of your students involved in their learning. Remind students that it is important to ask their family members to do this project with them. Families will find the instructions for how to do the project in the *Home Connection* section online (in English and their own language). Furthermore, they will be able to learn more about what their children have learned in Topic 2. This is a great opportunity for students to show their families how much progress they have made.

### Reader

Have students look at page 17 of their Reader. Ask them what they remember about the story and what they remember about their predictions for the next part of the story. Have students read pages 17 to 19 individually. When they have finished, ask: *What do Adrian and Barbara see in the museum? Why is the museum director excited? What was the mine in the past? How does Adrian and Barbara's discovery change the town?* Then play Track R2 from start to finish and have students follow along in their books. Next, have students open their Practice Book to page 54 and do Activities 1 and 2. Tell them that they can refer back to the Reader if necessary. Then have them complete the table in Activity 3 on page 55 by finding the information in the text. Finally, have them draw and describe the coin that Adrian and Barbara found. Invite volunteers to read their descriptions.

### Close the day

- ◆ Tell students they have now finished Topic 2. Ask them what they enjoyed about the topic, what was the most interesting thing they learned, and what they found easy or difficult. Discuss students' responses with the class.

  Practice Book: Assign Activities 4 to 6 on page 53 as homework.

Can you describe people?

4 Write a description of the second person.



1

He has got a black beard and short hair.



2

She has got long, curly and red hair.


Can you talk about people and places in the past?

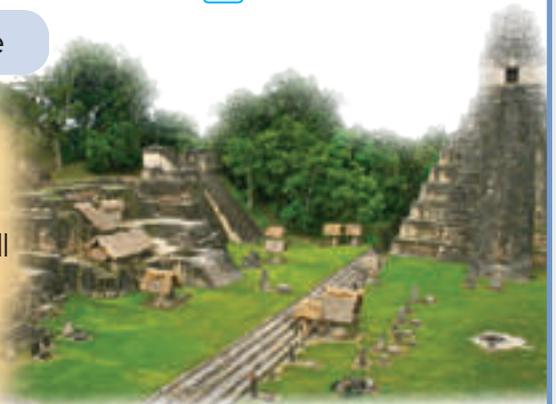
5 Circle the correct options.

- The Vikings **was** / **were** explorers.
- Julius Caesar **was** / **were** an emperor.
- Julius Caesar **wasn't** / **weren't** from Greece.
- Were there any computers 200 years ago? **Yes, there were** / **No, there weren't**


◆ Complete the text with the past tense form of the verbs.

wear go be live eat have

The ancient Mayans (1) **were** from Central America. Rich people (2) **lived** in big houses made of stone, and they (3) **wore** colourful clothes. Poor people (4) **had** small houses made of mud. They (5) **went** to their fields every day to work. They (6) **ate** simple food, like corn and vegetables!



Home Connection

◆ Make an exhibit of a place.



A Lucky Discovery

# Topic 3

## Helping Hands

### Objectives of the day:

1. Learn a mindful practice to become more observant.
2. Get acquainted with the concepts of Topic 3: chores around the house and good health.
3. Activate previous knowledge with photos.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students).

### Open the day

#### "The Empathy Ball"

This topic covers the theme of helping hands. Students will learn about chores around the house, parts of the body, and good health. At all stages, we think it is important for your students to relate what they learn to their personal experiences, and by practising mindfulness they can learn to think about things in a positive way.

At the start of each class, we suggest that you conduct the following mindfulness activity to practise empathy. After they complete the "Mindful Empathy" activities on page 80, students can apply empathy to different situations. We give ideas for alternative activities later in the unit. For the following activity, have students stand in a circle. If you have a large class, have groups of 6 to 8 students form smaller circles. Make sure that each circle has a small ball, or something else to throw and catch. Demonstrate the activity by asking a student to throw the ball to you. When you catch it, look the thrower in the eyes and say something kind, like: *I like your hair. You are good at football. That's a nice sweater,* etc. Tell students they should throw the ball to each other, and that the person who catches the ball should look at the thrower and say something kind. Tell them to continue until everyone has given and received a kind comment. Then have them close their eyes and think about the kind comment they received. Ask: *How do you feel about the comment?*

### Open the book!

Read the title of the topic and call students' attention to the pictures. Encourage them to say where the people are on page 72. Ask: *Do you help at home? Who do you help?* Then point to the pictures on page 73 and ask: *Where are the children in the pictures? What do we do in these places?* Have students look at the four pictures and elicit ideas. The aim at this stage is to raise students' interest in the topic, not to go into great detail.



### Unit 5 Around the House

- ◆ Identify the chores in the big picture. Then write the names of the people who do the chores in your house.

1. mop the floor
2. make meals
3. iron clothes
4. feed the pet
5. clean the kitchen
6. sweep the floor

- ◆ In the big picture, circle the items.



72

Topic 3 Unit 5 Around the House

### Unit 5 Around the House

- ◆ Identify the chores in the big picture. Then write the names of the people who do the chores in your house.

Point to the Unit 5 *Around the House* heading on page 72. Explain to students that in Unit 5 they will learn about chores around the house and helping others. Look at the first picture together and elicit what the girl is doing. If students don't know, write the chore on the board. Ask: *Who does this chore in your house? Do you ever mop the floor? When? Where?* Repeat with the other pictures. You might want to ask for further details about each picture, such as who or what else they can see, or why they are doing those specific chores.

- ◆ In the big picture, circle the items.

Point to the picture of the broom and have students find it in the big picture. (picture 6) Ask if anyone knows the name of the object and have students circle it in their big picture. (It doesn't matter if students don't know the words, because they will learn them later in the unit.) Have students circle the other objects in the big pictures.



### Unit 6 Good Health

◆ Read, look and write the parts of the body.

1. The dentist is looking at the girl's m outh.
2. The doctor is looking at the boy's e ar.
3. The nurse is taking care of the boy's k nee.
4. The doctor is touching the girl's h ead.

◆ In the big picture, circle the children with these health problems.



What are they looking for? How do you think they feel? How can mother panda help the baby panda while it grows up? Elicit different ideas, and tell students that they will find out some of the answers when they read the comic strip in Unit 6.



Point to the Reader icon on page 72 and remind students what the icon refers to. Tell students that Topic 3 is accompanied by a nonfiction text. Show the Reader to the class and open it to page 21. Encourage them to identify what they see in the picture. (children playing games while cleaning) Then ask a volunteer to read the title. Ask: *Do you think helping is fun? Why or why not?* Brainstorm a list of ways helping might be fun and write them on the board. Tell students they will find out some ideas when they use the Reader later in the topic.

### Close the day

- ◆ Point to the title of the topic again. Ask: Is it important to help others? Then have students think of one person they have helped this week and how, and one person who has helped them this week and how. Have students share ideas with the class or in groups.

### Go to video "Truths About Common Illnesses."



For Unit 6, there is an accompanying video on the platform, called "Truths about Common Illnesses." It relates to the topic of good health. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

### Unit 6 Good Health

◆ Read, look and write the parts of the body.

Have students look at the four pictures on page 73 again. Ask: *Which picture is at the dentist? Who is the doctor? What happened to the boy? Why is the girl sad?* etc. Point to the picture of the girl at the dentist again and ask: *What is the dentist looking at?* Students might say teeth, which is also correct, but point to the sentence and have them complete the word beginning with "m". Repeat with the other pictures and sentences.

◆ In the big picture, circle the children with these health problems.

First, have students identify the problems in the small pictures. Ask: *What is the person holding in picture 1? (a thermometer) Who needs a thermometer in the big picture? (the girl at the doctor's office) Why? (Maybe she has got a fever.)* Repeat with picture 2: *Who does this person need to see? (a dentist) Who is at the dentist in the big picture? (the girl in the picture at the top)*

At this point, call students' attention to the picture of the pandas. Ask: *Where are they?*

# Unit 5 Around the House

1 Listen and complete the house chores survey. 

Home

Explore

Contact

Search

## Manor Grange Primary School | House Chores Survey

Class: 3B

Student: Shawn Sands

Age: 9

(Answer the questions with a ✓ or an X in the appropriate boxes.)

1. Do you do chores at home? Yes  No

2. What chores do you do?



Take out the rubbish.

Feed the pets.

Dust the furniture.

Vacuum.

Mop the floor.



Cook.

Set the table.

Put away toys.

Make the bed.

3. When do you do the chores?

Before school

After school

At the weekend

4. How often do you do chores?

Once a week

Four times a week

Six times a week

Twice a week

Five times a week

Every day

Three times a week

5. Which are your favourite and least favourite chores?

Favourite chore cooking Least favourite chore making the bed



2 Interview a classmate about his or her house chores.

Do you do chores at home?

Yes, I do.

What chores do you do?

# Unit 5 Around the House

## Objectives of the day:

1. Listen for specific information.
2. Learn vocabulary for different chores.
3. Ask and answer questions about chores at home.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); *Chores and Household Objects* Flashcards, Flashcard Activity 5A on page XVIII.

## Open the day

- ◆ "The Empathy Ball" practice.
- ◆ Flashcard Activity 5A.

## Open the book!

### 1 Listen and complete the house chores survey.

Point to the text and pictures and ask what it is. (a survey) Explain that a survey asks questions about specific topics. Ask: *Who is the survey for?* (primary school children) *What is it about?* (house chores) Ask what chores the students can see in the pictures. If you did Flashcard Activity 5A, this is an opportunity for students to practise the new words they learned. Tell students that they are going to listen to a boy asking his friend Shawn the questions in the survey. First, allow students to read through the questions and identify what kind of information they need to listen for. Tell them to listen for the names of chores, times, and numbers (how often). Then play Track 41 twice. When playing the audio the second time, pause the audio after each of Shawn's answers to check.

### 2 Interview a classmate about his or her house chores.

Divide students into pairs. Ask them to ask and answer the questions to complete the survey. When they have finished, ask volunteers about the chores their classmate does. Finally, have a class vote on their favourite and least favourite chores.

## Open Day Tip Turn Taking

For extended pair work, such as that in Activity 2, it is important that students take turns to listen and speak. Some students may be stronger speakers, but stress that real communication also involves listening attentively. In international speaking exams, students are expected to listen to their classmate, so this is a skill worth practising.

## Close the day

### ◆ Play Chores Charades:

Divide the class into teams of three or four students. Ask a volunteer from one of the teams to go to the front. Whisper the name of a chore to the student and tell them to mime the activity to the class. Encourage all the teams to guess which activity it is. The first team to guess wins a point.

  Practice Book: Assign Activities 1 and 2 on page 56 as homework.

## Objectives of the day:

1. Read for specific information.
2. Learn words for household objects.
3. Create a weekly class cleaning schedule.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); *Chores* and *Household Objects* Flashcards; sticky notes (3 per student).

## Open the day

- ◆ "The Empathy Ball" practice.
- ◆ Hide the *Household Objects* Flashcards around the room. Divide the class into teams and invite a volunteer from each team to the front. Hold up a *Chores* Flashcard and say: *I want to (chore). The (household object) is (place where you put it).* The first student to find the correct object flashcard wins a point for their team.

## Open the book!

### 3 Read and complete.

Point to the pictures of the household objects and have students call out the names. Elicit what chores you need the items for. Tell them that this knowledge will be helpful when they complete the notes. Do the first note together. Ask questions to elicit the correct answers: *What does Tom's dad ask him to clean?* (the kitchen floor) *What do you need to clean a kitchen floor?* (a mop and bucket) Have students complete the other notes individually.

- ◆ **Name a chore and say what you need in order to do it.** 

Do this as a fast-paced revision activity with the class. Tell students to close their books. Divide the class into two teams and tell the first team to call out the name of a chore. The second team should answer immediately and then call out the name of another chore, and so on.

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

## My Space

- ◆ **Create a weekly class cleaning schedule.**

Students should now be familiar with a number of different chores. Ask: *Which of these chores do we need to do in the classroom? What other chores do we need to do?* Point to the two examples in the schedule on page 75. Brainstorm a list of chores and write them on the board. Tell students to choose two of the chores and write their own class cleaning schedule in their notebooks. Encourage them to put different classmates' names on different days.

- ◆ **Write notes to people about what to do, when to do it and what to use.**

Hand out sticky notes to each student and tell them to write notes to three different people from their chart. Tell them to address their notes to the person and sign them, as in the examples in Activity 3. Point to the example in the My Space box. Remind students to follow the instructions in the rubric: they should say what to do, when to do, and what to use.

## Close the day

- ◆ **Play *Who's a Busy Bee?***

Have students stick their notes randomly around the classroom. Then ask them to walk around and look for notes that are addressed to them. When all of the notes are collected, have students count their chores and find out who has the most jobs to do. Keep things good-humoured by passing that person a duster or whatever they need to get started on their chores. Ask the class if they want to help their classmate. (If they say "no", ask them what the topic of the unit is again!)

  Practice Book: Assign Activity 3 on page 57 as homework.

## My Words

### 3 Read and complete.



iron



cloth



rubbish bags



vacuum cleaner



mop and bucket



broom

Tom

Remember to clean the kitchen floor after you cook. Use the

(1) mop and  
bucket.

Thanks, Dad

Sally

When you clean your room, don't forget to dust the furniture. There is a

(2) cloth

on the table.

Love, Mum

Mike

Remember to sweep the floor. There's a

(3) broom

behind the door.

Thanks  
FC

Karen

Remember to collect the rubbish and take it out. I bought some new

(4) rubbish bags.

They are in the cupboard next to the cooker. Thanks.

Henry

Sharon

Could you vacuum the living room? The

(5) vacuum cleaner

is in the cupboard.

Henry!

Remember to iron my white shirt. The

(6) iron

is in the cupboard.

Karen :)



- ◆ Name a chore and say what you need in order to do it. 

### My Space

- ◆ Create a weekly class cleaning schedule.

	Dust books	Clean board
Monday	Jean	Kate
Tuesday		Jason
Wednesday	Andy	David
Thursday		Monica
Friday	Kate	Mike

- ◆ Write notes to people about what to do, when to do it and what to use.

Don't forget to clean the board on Monday. The cloth is under the desk.

Open to Learn

He **asked me to wash** the car.  
She **wanted me to wash** the dishes.  
I **didn't have time** to finish.

1 Listen and follow. 

Good Buddies Making a Donation

1

LOOK AT THIS, CHARLIE. MY DAD SENT IT TO ME. HE WORKS AT THE RESCUE CENTRE.

DONATING MONEY IS A GOOD IDEA, BUT WE HAVEN'T GOT ANY.

LET ME TALK TO GRANDPA.

2 EARLY THE NEXT DAY...

ENJOY YOUR DAY!

DO YOU WANT TO MAKE SOME MONEY FOR THE RESCUE CENTRE?

YES, GRANDPA!

OK. COME WITH US!

3 THAT EVENING...

HOW WAS YOUR DAY?

TIRING.

DID YOU MAKE ANY MONEY?

YES, WE DID. WE MADE 20 DOLLARS!

4

GRANDPA ASKED ME TO COLLECT THE LEAVES AND WASH THE CAR.

2 Match to make sentences.

- 1. Grandma wanted me \_\_\_\_\_ to walk the dog.
- 2. Grandpa asked me \_\_\_\_\_ to clean the living room.
- 3. They wanted us \_\_\_\_\_ to collect the leaves.

• Mime a chore you want a classmate to do.

You asked me to set the table.

Yes, that's right.

No, I didn't. I wanted you to dust the furniture.

**Objectives of the day:**

1. Read and listen to a comic strip about doing chores to raise money.
2. Use the structure *ask / want + object + infinitive*.
3. Mime and guess chores that you want people to do.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students).

**Open the day**

- ◆ "The Empathy Ball 2" practice.

Run the activity as described on page T72, but with one change. Instead of saying something kind to the thrower, students who receive the ball can say kind things to friends or family who are elsewhere. If they want, they can close their eyes as they think of them and send their thoughts. Ask them how sending these kind thoughts makes them feel.

- ◆ Write *donation* on the board and explain what it is. (something you give in order to help a person or organisation) Divide the board into two columns and brainstorm a list of things people donate (food, money, clothes, etc.) on one side, and who they donate them to (people without homes, animal organisations, etc.) on the other.

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

Point to the comic strip and ask students to identify the characters in frame 1. (Charlie, Charlie's mum, Lin, and Aunt Lily) Ask where they are. (in Charlie's kitchen) Tell students that in this story, Charlie and Lin do some chores for their grandparents. Read the title and ask: *Why do Charlie and Lin do chores for their grandparents?* Have students look at the pictures in the comic and make predictions. Ask: *What chores do they do? How do they feel?* Play Track 42 once and have students read along as they listen. Check their predictions and ask if they do similar chores to Charlie and Lin for members of their own families.

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Have students find the first two sentences in context in the comic strip. (frames 4 and 5) Then see if they can find another example. (They wanted us to walk Bruno, in frame 5.) Write the examples on the board and circle *asked* and *wanted*. Ask: *Who asks or wants something?* (He - grandpa, and she - grandma) Point out that the verbs *ask* and *want* are often followed by the object, or person that is being asked. Underline *me* in the two examples, and ask: *Who do Grandpa and Grandma ask?* (me - Charlie; me - Lin) Finally, point out the infinitive *to wash*. Ask: *What does Grandpa want Lin to do?* (He wants Lin to wash the car.) Leave the structure on the board.

**2 Match to make sentences.**

Have students refer to the comic strip to match the sentences. When you check the answers, point out the structure you presented in *Open to Learn* each time, and ask similar questions to elicit information.

◆ **Mime a chore you want a classmate to do.**

Have two volunteers read the examples. Tell students that this activity is similar to *Charades*, but that instead of just guessing the activity, students should say what their classmate wants them to do. Read the examples in the speech bubbles then divide the class into pairs to complete the activity.

**Close the day**◆ **Play Backs to the Board:**

On this occasion, explain that you are going to write the name of a chore on the board and that each team should act out that chore to their team member. The first team member to give a correct sentence (He or She asked me to...), wins a point for their team. Repeat with different chores and different team members sitting at the front.



 Practice Book: Assign Activities 1 and 2 on page 58 as homework.

## Objectives of the day:

1. Read for specific information.
2. Identify past actions: past simple affirmative and negative
3. Talk about past events.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); *Chores* and *Household Objects* Flashcards, Flashcard Activity 5B on page XVIII.

## Open the day

- ◆ "The Empathy Ball 2" practice. (See page T76.)
- ◆ Review the comic strip. Before students open their books, ask them what they remember. *What chores did Charlie and Lin do? Who wanted them to do the chores? Why? How did they feel?* Write ideas on the board.

## Open the book!

### Open to Learn .....

At this point, we suggest you call students' attention to the *Open to Learn* box. Have students find the third sentence in context in the comic strip. (frame 5) Then see if they can find another example. (*We didn't stop all day*, in frame 6.) Ask: *Do these sentences refer to the past or present?* (past) *Are they positive or negative?* (negative) Point to the words in bold in the example in the box or underline them on the board. Tell students that they will see more examples in the following activities.

### 3 Circle the correct options.

Have students read the comic strip again and check the list of what they remembered on the board. You may want them to read silently or alternatively, divide them into groups of seven to each take a character, including the narrator, and read aloud. Then have students scan the comic strip for the correct information. Invite a volunteer to read out the text and check the answers with the class. Ask them to point to the information in the comic strip.

### ◆ Complete the sentences using the words in parentheses.

Point out that two of the prompts contain the word *not*, and that this means they will have to complete the sentence with the negative form of the past simple. Remind students of the examples in the previous activities. Have students complete the sentences individually and invite volunteers to read them out.

### ◆ Talk with a classmate about the things you did yesterday.

Allow students a few moments to make notes about what they did yesterday. Help them with the past tense form of verbs and tell them to include two or three things they didn't do. Then divide the class into pairs to describe what they did. Remind them to take turns and listen to each other respectfully. Ask them to find similarities and differences between what they did. Invite volunteers to share what they did and didn't do with the class.

## Close the day

- ◆ Flashcard Activity 5B.

  Practice Book: Assign Activities 3 and 4 on page 59 as homework.



### 3 Circle the correct options.

The children (1) **cooked** / **didn't cook** lunch, but they (2) **walked** / **didn't walk** the dog. Charlie (3) **finished** / **didn't finish** all his chores, but the children (4) **made** / **didn't make** 20 dollars.

#### ◆ Complete the sentences using the words in parentheses.

1. Charlie didn't wash (wash, not) the car.
2. Lin cleaned (clean) the living room.
3. Lin and Charlie didn't cook (cook, not) something delicious.

#### ◆ Talk with a classmate about the things you did yesterday.

Did you water the plants?  
Yes, I did. / No, I didn't.

4 Listen and tick (✓) when Charlie did each chore. 



◆ Read and match.

1. Did you clean the living room? No, I didn't.
2. Did you water the plants? Yes, I did.

5 Look, ask and answer questions about Charlie's weekend. 



1. woke up early



2. read a comic



3. rode his bike to the park



4. ate spaghetti



5. took a nap



6. went to the cinema

Did he wake up early?

No, he didn't.

 Play Find Someone Who...

Did you go to a birthday party last weekend?



No, I didn't.

**Objectives of the day:**

1. Listen for specific information.
2. Identify past events.
3. Ask and answer questions about past events:  
*Did you...? Yes, I did. / No, I didn't.*

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); Poster 5 with Cutouts, Poster Activity 5A on page XXVI.

**Open the day**

- ◆ "The Empathy Ball 2" practice.

**Language Presentation****Past Tense Questions and Short Answers**

In this class, students will learn how to use past tense questions and short answers (*Did she?* etc. *Yes, she did. / No, she didn't.*) to ask and answer about past events. We suggest that you do Poster Activity 5A at this stage to present and practise the topic. This will help students to complete the activities on this page. Alternatively, you could do this activity at the end of class as practice.

**Open the book!****4 Listen and tick (✓) when Charlie did each chore.** 

Point to the note on the fridge door. Tell them that it is a list of chores for Charlie, and invite a volunteer to read them out. Ask which days Charlie does these chores. (Saturday and Sunday) Ask: *What chores do you do at the weekend?* Tell students they will hear Charlie talking to his mum about the chores he did last weekend. Play Track 43 and have students tick the list. Read out each chore and have the class call out when Charlie did it.

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

At this point, we suggest that you call students' attention to the *Open to Learn* box. Point to the words in bold and remind students that *did* is the past form of *do*. Tell students that we use this form when we ask questions and give short answers in the past. Have students refer to the chart in Activity 4 and answer the question: *Did Charlie*

*water the plants?* (No, he didn't.) Ask: *Did Lin water the plants?* (Yes, she did.) Tell students that they will practise asking and answering questions in the past for the rest of the class.

**◆ Read and match.**

When students have matched the sentences, ask more questions based on the chart in Activity 4: *Did Charlie clean the living room on Saturday?* etc. Then ask students personal questions: *Did you help your dad last weekend?* etc.

**5 Look, ask and answer questions about Charlie's weekend.** 

Point to the pictures and ask what Charlie is doing in each. Then point to the ticks and crosses and elicit some examples. Say: *Charlie didn't wake up early last weekend. Did Charlie wake up early?* (No, he didn't.) *Did Charlie read a comic?* (Yes, he did.) Divide the class into pairs to take turns asking and answering about the remaining pictures.

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

** Play Find Someone Who!** 

Tell students to write a list of three things they did last weekend in their notebooks. Point to the example in the book. Tell students that the objective of the game is to find someone who did the same chore. Ask them to walk around the class asking other students if they did the chores on their list. Tell them that they should find someone different for each item on their list.

**Close the day**

- ◆ Have volunteers report their findings to the class. (David and I went to a party last weekend. etc.)

  Practice Book: Assign Activities 5 to 7 on page 60 as homework.

## Objectives of the day:

1. Listen for words, colours and specific information.
2. Practise the following listening strategy:
  - Listening for specific information.
3. Describe pictures.
4. Practise the following speaking strategy:
  - Giving reasons.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); Poster 5 with Cutouts, Poster Activity 5B on page XXVI.

## Open the day

- ◆ "The Empathy Ball 3" practice:

Run the "The Empathy Ball" activity but this time have students say one kind thing to themselves. When each person in the circle has participated, allow them a few moments to think about how having these kind thoughts made them feel.

- ◆ Poster Activity 5B.

## Open the book!

## Listening

### International Certification: Listening

In this task, students hear an adult asking a child to colour different items in a picture and spell one word. The point is that they show that they have understood the instructions correctly, not how well they can colour. However, also make sure students know that they should only colour what they are asked to colour—the artists in class will need to control themselves!

## Listening Strategy

### Listening for Specific Information

Students need to listen for specific information in most listening activities, but here you can give a bit more guidance on the type of information they should listen for. Tell students they will hear lots of prepositions of place (Colour the one *near* the door) that will help them to identify which objects to colour. Give students practice with prepositions of place and call attention to them when you check the answers.

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

On this occasion, we suggest that you spend some time looking at the picture together and eliciting information about it. *What can you see? Where is the ball? What is on the poster?* etc. Remind students that they will hear the information twice, and play Track 44. Play the audio again to check the answers, pausing after each section of the dialogue for students to show you where the answer is and identify prepositions of place.

## Speaking

### International Certification: Speaking

In international exams, students get four sets of pictures to look at. They need to identify the odd one out in each set and say why. Odd one out activities can be subjective, so it is fine if students find an alternative difference to the one intended. The important thing is that they say why.

## Speaking Strategy

### Giving Reasons

Students only need to give simple reasons for choosing a picture. For example: *These are all things for cleaning. This isn't.* Give students practice in giving contrasting information using *but*, or positive and negative forms of *to be*.

## 2 Look at the pictures. Say which picture is different in each set and why.

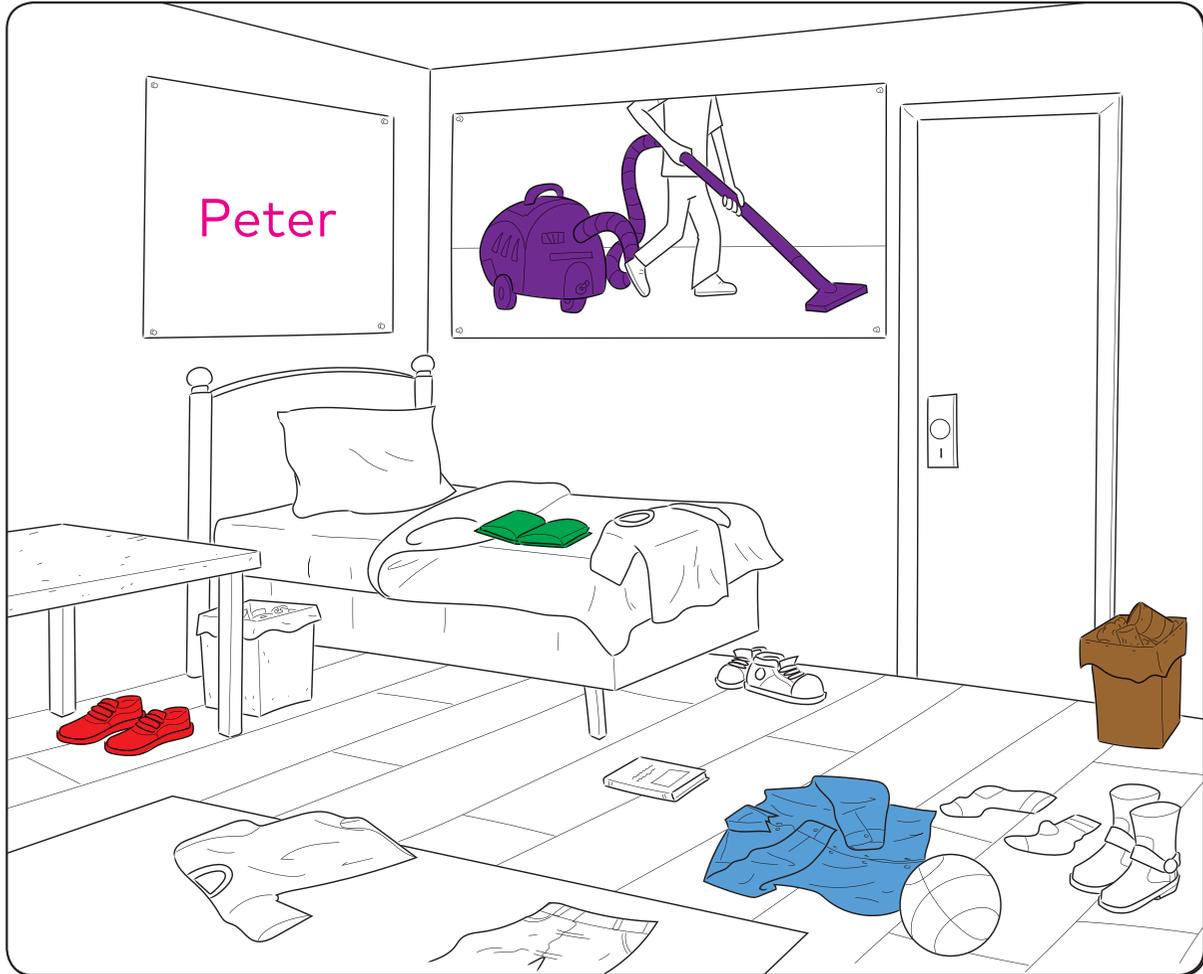
Divide the class into pairs to discuss the pictures. Then invite two volunteers to say which picture is different in each question and why. Ask the class if they agree. Remember it is fine to accept alternative answers if students give reasons.

## Close the day

- ◆ Have students write their own "odd one out" example to test a classmate. Have them do quick sketches of activities or objects that they have seen in the unit. Then form pairs and ask students to describe the odd one out in their classmate's pictures.

Listening

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



Speaking

2 Look at the pictures. Say which picture is different in each set and why.



## Mindfulness

### Mindful Empathy



1 Look and number each action accordingly.

#### Situations



#### Actions



2 Look and answer the questions.

1. Where are the people?
2. What are they doing?
3. How do you think they feel?

• Listen and answer the questions. 

1. What does the woman do?
2. How do you think she feels?



3 Imagine you are one of the children in the picture. Discuss with a classmate what you can do.



**Objectives of the day:**

1. Identify how to help in different situations.
2. Listen for general information.
3. Make suggestions for helping people and showing empathy.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); Poster 5 with Cutouts for Story 1, Poster Activity 5A on page XXVI.

**Open the day**

- ◆ "The Empathy Ball 3" practice. (See page T79.)
- ◆ Poster Activity 5A.

We suggest that you review describing past events using only Story 1.

**Open the book!****Mindful Empathy** **1 Look and number each action accordingly.**

Have students look at the first row of pictures and describe the situation in each. Ask: *What is the problem in each picture? How can people help?* Elicit suggestions before students match to the pictures below. Write *Empathy* on the board and ask students what it means. Explain that it is the ability to understand and share other people's feelings. Ask students which row of pictures has got people showing empathy. (the second one)

**2 Look and answer the questions.**

Have students describe what they can see in the picture. Point to the man and boy behind the crowd. Ask: *What is the boy's problem?* and elicit ideas. Then discuss the questions with the class.

◆ **Listen and answer the questions.** 

Tell students that they are going to hear a conversation between the people in the picture. Play Track 45 and ask who is speaking and why. Then play the audio again for students to answer the questions. Elicit different positive feelings in answer to question 2. Tell students that the woman is probably feeling good because she is showing empathy. Remind students about how they feel when they sent kind thoughts to others in the mindfulness activities at the start of class.

**3 Imagine you are one of the children in the picture. Discuss with a classmate what you can do.**

Point to the elderly people in the picture and ask students what they are doing and what problems they have. Ask: *Do they need help? Do you think the children can help?* Then divide the class into pairs to discuss what they could do if they were the children in the picture. Elicit ideas from the class.

**Close the day**

- ◆ "Feeling Empathy 1" practice:

Tell students to imagine that they are the girl in the picture in Activity 3. Tell them to close their eyes and breathe deeply. Pause after each question. Say: *You saw a man. His shopping was on the floor. How did you help him? What did you do? Was the man happy? Did he say "thank you"? Did you feel good? How do you feel now?* Have students breathe deeply for a few more moments and then open their eyes.

## Objectives of the day:

1. Decode and practise saying the long *u* /u:/ sound.
2. Identify different spellings of the long *u* /u:/ sound.
3. Sing a song and act out the actions.

**Materials:** You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "Feeling Empathy 2" practice.

Follow the instructions on page T80, but this time ask students to imagine that they are the boy in the picture helping the elderly woman. If necessary, show them the picture on page 80 of the Student's Book to remind them of the situation.

- ◆ **Play Odd One Out:**

Say groups of four words aloud to students and have them identify the word with the different vowel sound: *soon, moon, sun, tune; few, new, so, true; move, love, prove, boot; pool, rule, cool, cold*. Then have them repeat the long vowel sound that they heard in most of the words. (long *u*) /u:/

## Open the book!

### 1 Listen and write the number of each missing sentence.

First, read out the missing sentences and have students repeat them. Then point to the song and ask students what chores they can see. Ask which chore goes with which sentence. Then play Track 46 for students to match the sentences to the appropriate verses or chorus of the song.

### 2 Write the different spellings of the long *u* sound.

Point to the underlined letters in red in each word in Activity 1. Remind students that in English, the same sound can be spelled in many different ways. When they have identified the different spellings, write them as different headings on the board with the example words underneath. Then divide the class into groups to think of other words with each spelling that contains the same sound. For example: *true, new, to, room, use*.

### 3 Complete the last verse of the song.

Have students read out the words in the box and identify the long *u* /u:/ sound. When they have completed the verse, divide the class into groups to check the answers. Then have them practise singing the verse together and invite a group or two to sing it to the class. Encourage them to exaggerate the *u* /u:/ sound.

- ◆ **Sing the song and act out the actions.** 

Have students continue working in their groups. Now tell them to practise the whole song. Groups can do this in a number of ways. They can all sing and act together, or half the group could sing while the other half acts. Alternatively, they could take turns singing and acting different verses. At the end, have the class sing and act the song together.

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

## Close the day

- ◆ Divide the class into groups to make tongue twisters with the long *u* /u:/ sound, using the list of words on the board. Give some examples: *Sue vacuums her room. My new boots are on the barbeque*. Explain that the tongue twisters don't have to make sense, the point is that they practise the long *u* /u:/ sound. Encourage them to add more long *u* /u:/ sound words they can think of. Then have volunteers stand up to read their tongue twisters aloud and challenge the class to repeat them as fast as they can. Have them vote on the most difficult tongue twister to pronounce.

1 Listen and write the number of each missing sentence. 

1. Vacuum the rooom.      2. Pass me the brooom.      3. Clean yooor shoooes.

## House Chores Blues

### Chorus

I'm feeling blue.  
A few jobs to do.

**2**  
Boohoo! Boohoo!

Please don't argue.  
Do your duty!

**1**  
And finish soon!

**3**  
'Till they're shiny and new.  
And don't forget  
The barbecue!



2 Write the different ways of spelling the long u sound.

uu / oo / ou / oe / ue / ew / o / u

3 Complete the last verse of the song.

Sue   boots   do   ruler

Pick up your (1) boots / ruler

And your (2) ruler / boots, too.

Then you can (3) do

Your homework with (4) Sue.

◆ Sing the song and act out the actions. 



# A Surprise Delivery

## Part 1

Nick and Lucy live with their mum, dad and grandpa. One day Mum and Dad went out. Nick, Lucy and Grandpa were in charge of the house for the day.

"Your lunch is in the fridge," Mum explained. "Please don't make a mess! And remember to clean your rooms and wash the dishes!"

"See you at eight! Be good!" Dad shouted.

And they left.

Nick took out all his favourite toy soldiers to play with in his bedroom. Lucy drew pictures in the living room while Grandpa read his newspapers. After lunch, Grandpa took a nap. The children looked at the rooms.

They weren't happy. "What a mess!" they thought.

The doorbell rang. It was the postman with a large package. When the postman left, the children decided to open it. It was a robot!

They read the instructions.

"I am a house-cleaning robot. Turn me on and ask me to clean the house."

The children looked at the kitchen and the living room and had a good idea!



### 1 Read Part 1 of the story and answer the questions.

1. Who do Nick and Lucy live with? Their mum, dad and grandpa
2. Why are the children unhappy after lunch? Because the rooms were a mess.
3. Who rang the doorbell? The postman
4. What can the robot do? Clean the house.

### 2 Match the parts of the sentences.

- |                            |  |                          |
|----------------------------|--|--------------------------|
| 1. When Mum and Dad left,  |  | Grandpa took a nap.      |
| 2. When he finished lunch, |  | they opened the package. |
| 3. When the postman left,  |  | Nick started to play.    |

### ◆ Complete this sentence.

When the children read the instructions, they looked at the bedroom and the living room and had a good idea!

**Objectives of the day:**

1. Read the first part of a story.
2. Read for specific information.
3. Practise the following reading strategy:
  - Paraphrasing.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); Poster 5 with Cutouts for Story 2, Poster Activity 5A on page XXVI.

**Open the day**

- ◆ "The Empathy Ball" practice.
- ◆ Poster Activity 5A.

We suggest that you review describing past events using only Story 2.

**Open the book!****Reading****Reading Strategy****Paraphrasing**

Explain that paraphrasing is a way of saying what happened in a story or text, but in different words. It is a good way of showing that the reader has understood a text, and it is also a way of summarizing the main points or events. Practise by having students paraphrase what happened in the comic strip on pages 76 and 77. Give them sentence frames: *Charlie and Lin feel... at the end of the story because...* Write ideas on the board.

**1 Read Part 1 of the story and answer the questions.**

Point to the text on page 82 and have students read the title and look at the pictures. Ask questions to elicit predictions: *What is the surprise delivery? Who is it for? What problem can you see in the house?* Then have students read the first part of the story. They can do this in groups, reading alternate paragraphs aloud, or they can do so individually. Then go through the questions and answers with the class. Have students read out the part of the story where they found the answers.

**2 Match the parts of the sentences.**

Have students refer to the story to match the sentence halves. When they have finished, check the answers and write an example on the board: *When Mum and Dad left, Nick started to play.* Circle *When* and the comma. Ask: *Which action happened first?* (Mum and dad left.) *What happened next?* (Nick started to play.) Then have a volunteer read out the part of the story where they found the information. Point out the *when* sentence that paraphrases this part of the story.

**◆ Complete this sentence.**

Students can now use the paraphrasing strategy to complete the sentences. Have them find the part of the story after the children read the instructions and summarise what happens next. Write an example answer on the board.

**Close the day**

- ◆ Tell students to close their books and ask them what they think happens next in the story. Write predictions on the board and, if possible, leave them for the next class.

## Objectives of the day:

1. Sequence events from a story.
2. Identify connecting words.
3. Create a different ending to a story.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); poster paper (1 sheet per 4 students).

## Open the day

- ◆ "The Empathy Ball 2" practice.
- ◆ Review what happened in the story, and students' predictions for what happens next. Ask questions to elicit information: *Where are Nick and Lucy? What are they doing? What does the postman leave? What happens next?*

## Open the book!

### Reading Strategy

#### Sequencing Events

In order to gain a better understanding of a text, it is important that students understand the order of events. At this level, these often appear chronologically, but students can also use clues such as sequencing words (first, next, finally, etc.). Over the next few lessons, students will start identifying and using these types of words.

### 3 Read Part 2 of the story and number the events.

Allow students to read the story individually and then check their predictions. Ask: *What jobs does the robot do? Does he do them well? Why or why not? How does Grandpa help? What do Mum and Dad think happened?* Have students read through the sentences and ask them which event happened first. (The children turned on the robot.) Invite a volunteer to read out the sentence in the story where they found this information. Have students number the rest of the sentences individually then check the answers in the same way as you did the first one.

### ◆ Circle the connecting words (*first, then, next, finally, when*) in the story.

Have students find examples of connecting words and then check their answers in pairs. Ask students what these words are for. (to help sequence events) Then read the two paragraphs that contain the words aloud. Tell students to act out each activity as you read. Hold up your hand and show one, two, three fingers, etc. to signify a new event.

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

### 4 Choose a different ending for the story. Tell the story.

Have students work in pairs. Tell them to choose an ending and make notes about it. Then have them practise telling their ending to each other. This is a good opportunity for them to practise using the past tense. Join two pairs together to tell their stories. Encourage the pair who are listening to ask questions: *Did the robot escape? Did it go to another house?* etc. Invite volunteers to tell their ending to the class.

## Close the day

- ◆ Have students continue to work in their groups of four. Hand out poster paper and tell them to make an advert for the house-cleaning robot. Tell them to say what the robot can do, how it can help, and why a family needs it. Encourage them to illustrate their posters and present them or display them around the room.

  Practice Book: Assign Activity 1 on page 61 as homework.

## Part 2

Nick and Lucy turned on the robot and asked it to clean the rooms. It started in the kitchen. It put all the dirty dishes into the cupboards. **Next**, it went to the living room and hung all of Lucy's pictures on the walls. **Then** it went to the bedroom and put all of the soldiers into rubbish bags. **Finally** it went into Grandpa's bedroom and started to wash his glasses! He woke up!

"Oh no!" the children shouted. They wanted the robot to stop, but they didn't know how to turn it off.

Grandpa knew what to do. He opened the door to the garden and asked the robot to clean the garden.

"What do we do now?" Nick and Lucy asked.

"Don't worry. I can help," Grandpa said.

**First**, they washed the dishes. **Next** they took the pictures down and then **they** took the toy soldiers out of the rubbish bags. **Finally** they put the robot back in the box.

**When** Mum and Dad came home, Dad looked at the label on the package.

"This is for next door!" he said.

The children didn't say anything.

"Everything is very neat and clean," Mum said. She looked out of the window. "And you cleaned the garden, too. Good job! Thank you!"

"Did you have a good day, Dad?" she asked Grandpa. He smiled.

"Yes, we did. It was really quiet," he replied and winked at the children.

## 3 Read Part 2 of the story and number the events.

- 7   Dad read the label on the package.
- 2   The robot put the dirty dishes in the cupboards.
- 1   The children turned on the robot.
- 3   The robot hung pictures on the walls.
- 4   Grandpa woke up.
- 6   Mum and Dad came home.
- 5   The children cleaned the house with Grandpa.

◆ Circle the connecting words (*first, then, next, finally, when*) in the story.

4 Choose a different ending for the story. Tell the story. 

The robot escaped.      The children didn't clean the house.  
Mum and Dad came home early.

Writing

1 Read Ben's story. Choose a word from the box. Write the correct word next to each of the numbers 1–5. There is one example.

I went to my grandma's house last Sunday. What a day! When I arrived, Grandma asked me to walk Patch. Patch is her (0) dog. First, I took him to the (1) park. When we arrived, Patch saw a cat. When he saw the cat, he ran after it. Then he stopped chasing the cat because he saw a colourful (2) duck. Next, he jumped into the (3) lake, but the duck flew away. Finally, we got back home. Patch was very (4) wet! I told Grandma the story and she started to (5) laugh.

		
dog	tree	duck
		
park	wet	money
		
lake	cry	laugh

◆ Now choose the best name for the story. Tick (✓) one box.

1. Grandpa's Cat  2. Patch's Exciting Day  3. Ben's New Dog

**Objectives of the day:**

1. Read for specific information and gist.
2. Practise exam-style activities.
3. Practise the following reading strategy:
  - Reading for gist.

**Materials:** (optional video project) coloured pencils or markers, poster paper (1 sheet per group); Reader (1 per student).

**Open the day**

- ◆ "Feeling Empathy 3" practice:

Tell students to close their eyes and breathe deeply. Tell them to think of a situation when they helped a friend or family member. Pause after each question. Ask: *How did you help them? What did you do? How did the other person feel? How did you feel? How do you feel now?* Have students breathe deeply for a few more moments and then open their eyes.



Have students recall what story in the Reader was about. Write the title on the board and elicit ways helping can be fun. Write ideas on the board. Point to the picture on page 21 and ask students what the children are doing. Ask: *Are they having fun? How?* Tell them they are going to read and listen to a text about ways to have fun when they do work around the house. Play Track R3 for students to listen to pages 22, 23 and 24. Ask comprehension questions: *How can you turn chores into a competition? What are the rules of basketsock? When is a good time to do a scavenger hunt?* Tell students they will find out more ideas later in the topic.

**Open the book!****Writing**

- 1 **Read Ben's story. Choose a word from the box. Write the correct word next to each of the numbers 1–5. There is one example.**

To give students practice in guessing which word completes each gap, have them cover the options and read through the text. Have students think about what type of information gap might contain (places, animals, objects, adjectives, verbs, etc.). Then elicit possible answers for each gap and write them on the board. Finally, have

students complete the text while looking at the options. Remind students they don't need to use every word.

**Reading Strategy****Reading for Gist**

The second part of this exam activity asks students to choose the correct name for the story. This involves reading for gist. Students have already read the text for specific information. They should now read the three possible titles and skim the text for clues that relate to the title. In this text, students should notice that the dog Patch (Grandma's dog) is mentioned on several occasions. This should help them to choose the correct option.

- ◆ **Now choose the best name for the story. Tick (✓) one box.**

Students can now use the strategy of skimming the text to choose the best option. When you check the answers, ask them to give reasons for their decision.

**Close the day****Go to video "Giant Pandas."**

As you are now over halfway through the course, this is a good time to review what students know about pandas. Remind them that on the platform they will find a video along with online activities related to this topic. You can watch the whole video in class, or have students watch it at home. If possible, ask students to talk to their families about pandas and make a note of anything new they learn. Follow up by running a small poster project on panda facts. Divide the class into groups of four and hand out poster paper and other materials. Encourage them to present facts mentioned in the video as well as others they can research online, such as their diet, habitat and other data regarding their lifestyle. Tell groups to illustrate their posters. They can find out more information about pandas here: <https://www.natgeokids.com/za/discover/animals/general-animals/ten-panda-facts/>.

Then they can do the "While Watching" activity online. This might be a good time for students to work on their recycling projects.

## Objectives of the day:

1. Read and understand a text.
2. Complete a story in the past tense.

**Materials:** Chores and Household Objects Flashcards, Flashcards Activity 5A on page XVIII.

### Open the day

- ◆ "Feeling Empathy 3" practice.
- ◆ Flashcards Activity 5A.

Review chores with the class before doing the certification activity.

### Open the book!

#### International Certification: Reading and Writing

Make your students aware that the type of certification activity found in Activity 2 has a grammatical focus. They are expected to choose the correct word from a choice of three. These could be nouns, verbs or adjectives. However, in this activity they are tested on what they have seen so far, with a focus on linking words and connectors for sequencing events.

## Reading

### Writing Strategy

#### Sequencing Events

Before doing the exam activity, elicit some sequencing words and write them on the board. Ask students in which order they would use them. Ask: *What did you do this morning before school?* Elicit activities and have students recall them in order, using the sequencing words. Tell students that they will have to choose sequencing words in some of the options in the exam activity.

## 2 Read Zoe's diary. Choose the right words and write them on the line.

If you feel your class is ready, have them do the activity as they would in exam conditions. Check the answers with the class. If students struggled with the activity, tell them to read the whole text again and identify the order of events. Make sure that students choose the missing word from the correct set of options.

## 3 Complete the story using the verbs. Remember to use the past tense.

Students have now had plenty of practice in telling stories or recalling events in the past. Before completing the text, point to the pictures and have students describe what is happening. Then read out each verb in the box and have the class call out the past tense form in return. Ask: *Which verbs relate to each picture?* Tell students that the pictures appear in order, and they should use them to complete the story correctly.

### Close the day

- ◆ Divide the class into groups of three to act out the story in Activity 3. Tell them that they can change names and details if they wish. They can take turns narrating, or have one narrator and two actors. Make sure that they use the past tense forms of verbs. Invite one or two groups to act out their stories to the class.

  Practice Book: Assign Activity 1 on page 61 as homework.

**2 Read Zoe's diary. Choose the right words and write them on the line.** 

Last Saturday, I had a very busy day. First, I took a bus to Grandma's house, (1) and she asked me to clean Pinky's cage. Pinky is her parrot, and she can talk. Grandma went into the garden. (2) When I finished, I sat down in the living room to watch a film. (3) Then Grandma asked me to wash the dishes. (4) Next, she asked me to vacuum the bedroom and, (5) finally, she wanted me to make the beds! Of course it wasn't Grandma talking to me. It was Pinky the whole time! When I told Grandma, we laughed and laughed!

- |            |         |       |
|------------|---------|-------|
| 0. First   | Sally   | Next  |
| 1. finally | for     | and   |
| 2. And     | When    | But   |
| 3. Who     | Finally | Then  |
| 4. Next    | On      | First |
| 5. but     | finally | when  |



**3 Complete the story using the verbs. Remember to use the past tense.**



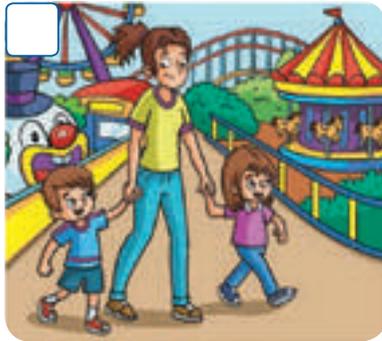
- jump   trip   get   come   escape  
see   fall   find   put

What a day! My cousin Dan asked me to look after Spike, his spider, because he had to do his homework. It is a very large tarantula. First, Spike (1) escaped. I (2) jumped onto the chair when I (3) saw it. Then Dan (4) came into the room, but he (5) tripped over the skateboard on the floor and (6) fell down. He (7) got some paint on his head, but he was OK. Finally, Dan (8) found Spike and (9) put it back into its box.

## My Skills

### Listening

1 Listen and tick (✓) the activity Sue did. 



◆ Read and match.



Jerry



Vin and Sasha



Bob

1. Jerry is  Sue's uncle.
2. Vin and Sasha are  Sue's cousins.
3. Bob is  Sue's friend.

2 Listen again and number the events in order.

- 2 Sue took Vin and Sasha to the park. They ran off.
- 6 Vin and Sasha ran upstairs and downstairs all afternoon.
- 3 Sue found Vin and Sasha on the swings.
- 1 Vin and Sasha arrived early in the morning.
- 4 After the park, they went shopping and Sue bought some toys.
- 7 Uncle Bob picked up Vin and Sasha.
- 5 Sue, Vin and Sasha had lunch.

◆ Retell the story. 

**Objectives of the day:**

1. Listen for general information.
2. Listen for specific information.
3. Retell a story.

**Materials:** Chores and Household Objects Flashcards, Flashcard Activity 5B on page XVIII.

**Open the day**

- ◆ "Feeling Empathy 3" practice.
- ◆ Flashcard Activity 5B.

It is a good idea to check vocabulary before the end of the unit, so we suggest reviewing it with the flashcards here.

**Open the book!****Listening****Listening Strategy****Listening for Sequence**

Students have now identified and used sequencing words in reading and writing activities. In this class, they will be asked to sequence events in a listening text. One way that they can do this is by listening for sequencing words they have previously learned. (after, when) Tell them they can also listen for time expressions, such as *early*, *in the morning*, *afternoon*, etc. that will also give them clues.

**1 Listen and tick (✓) the activity****Sue did.** 

Ask: *Who is in the pictures? Are they enjoying the activities?* Tell students that they will hear the older girl (Sue) telling her friend about her day looking after her little cousins. Tell them they only need to identify what activity they did at this stage. Tell them they did a number of activities, but only one of the things is shown in the pictures. Then play Track 47 for students to tick.

**◆ Read and match.**

See if students can do this from memory. Ask questions to help them: *Who is Sue talking to? Who is she looking after in the pictures in Activity 1? Who picks up the cousins?* Play Track 47 again if necessary.

**2 Listen again and number the events in order.**

Tell students that they will now have to listen for specific information. Give them the ideas mentioned in the strategy box above. Have students read the list of events and use context clues to predict or remember the order. Then play Track 47 a final time for students to listen and check their answers.

**◆ Retell the story.** 

Have students close their books and divide the class into pairs. Tell them to take turns retelling events from the story. Encourage them to correct each other if their classmate skips an event or tells it in the wrong order. Make sure students are using past tense forms. Finally, review the story as a class by inviting volunteers to call out the events in order.

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

**Close the day****◆ Play Draw and Guess:**

Have students play a drawing game to review activities. These can be chores or activities from the class. Divide the class into teams of three or four students. Invite a volunteer from each team to go to the front. Whisper a different chore or activity to each of these students and tell them to draw it on the board. Set a time limit of one minute. Then have each group identify what their classmate has drawn. If their team guesses correctly, they get a point.

  Practice Book: Assign Activity 1 on page 63 as homework.

## Objectives of the day:

1. Describe things and events.
2. Practise an examination-style speaking activity.
3. Practise the following speaking strategy:
  - Describing events.

**Materials:** Poster 5 with Cutouts; Practice Book (page 65).

## Open the day

- ◆ "Feeling Empathy 3" practice.
- ◆ Display Poster 5 with the cutouts in place. Divide the class into three groups and assign one story each. Have students take turns to describe each scene and retell their story to their group.

## Open the book!

### International Certification: Speaking

The examination activity on this page is quite challenging but you can remind students that they don't need to tell a detailed story: their main objective is to describe the pictures. On this page, there are question prompts to help students. In the exam, they receive the instruction "Look at the picture first" and then students describe what they see. The examiner gives question prompts only when necessary. Throughout this series, we give many suggestions for students to describe pictures or tell picture stories. This is great practice for this activity.

### Speaking Strategy

#### Describing Events

For this activity, students are only expected to say a few words about each picture. On this occasion, simple answers to the prompts is enough. For the exam, tell students that they need to use phrases such as *there is / there are*, the present tense of the verbs *be* and *got*, action verbs, the present continuous for describing pictures, and descriptions of feelings. (The girl is sad.) When students describe pictures in other activities throughout the book, encourage them to use these words and expressions. On this page, students describe what is happening in the past tense, as that is what they have been learning in this and the previous unit.

## Speaking

### 1 Look at the pictures and discuss the questions with a classmate.

Students have now had plenty of practice in describing pictures. Do the first picture together. Write prompts on the board: *time, place, people, actions, feelings*. Elicit ideas. Then divide the class into pairs to describe the pictures. Finally, review the story with the class. Have students close their books and elicit what happened. Tell students to give you the details in the correct sequence.

## Close the day

- ◆ Review the topic of the unit. Ask: *What chores do you do around the house? How do you help others? Who do you help? Why? How does it make you feel?* Finally, have students write in their notebooks one interesting thing they learned in this unit, and one thing they would like to know more about.

  Practice Book: Assign Activities 1 and 2, on page 64 as homework.

### Time to Practise

You have now finished the first part of the Topic 3 "Helping Hands." 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 they have already completed one of these activities in the Student's Book (page 85). Remind students that they do not need to think of a word, they must use one of the options given. Then on page 66, tell students that they will listen to different dialogues about daily activities. Once again, they have already seen this type of activity. Tell them that they should listen to the audio twice. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking

1 Look at the pictures and discuss the questions with a classmate. 

**Last Saturday**



1. When was this?
2. Where were the children?
3. What was on the table?



4. What did the girl paint?
5. What did the baby do?



6. What did the children do?
7. What did the baby do?



8. Who came back?
9. What did the children say?
10. What did Mum buy?

# Unit 6 Good Health

1 Listen and label the problems *J* (Jane) or *P* (Paul) have got. 

## What's the matter?

Have you got any of these problems? Tell your parents.



P

backache



P

toothache



P

stomachache



J

earache



J

headache



J

sore throat

### Play Mime and Guess!

You have got a toothache.



That's right!

# Unit 6 Good Health

## Objectives of the day:

1. Listen for specific information.
2. Learn words for different symptoms.
3. Play a guessing game.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); *Symptoms* Flashcards, Flashcard Activity 6A on page XVIII; Reader (1 per student).

## Open the day

- ◆ "The Empathy Ball" practice.
- ◆ Flashcard Activity 6A.

## Open the book!

### 1 Listen and label the problems *J* (Jane) or *P* (Paul) have got.

Call students' attention to the poster. Ask: *What symptoms can you see?* Students should be familiar with them after completing the flashcard activity. Ask: *Where can you see posters like this?* (doctor's waiting rooms, hospitals) Tell students that they are going to hear two children talking in a doctor's waiting room. Say that each speaker has got some of the symptoms on the poster. Play Track 48 twice. When playing the audio for the second time, pause the audio when each symptom is mentioned so that students can check their answers

### Play Mime and Guess!

This game is very similar to *Charades*, which students should be familiar with. Divide the class into pairs and tell them to take turns acting out different symptoms for their classmate to guess. Encourage them not to look in their books. Alternatively, turn this into a team game and award points to the first team that guesses each symptom.

## Reader

Have students look at page 21 of their Reader and see if they can remember what the text is about. Ask a volunteer to read the title and ask: *What are the children doing? How do they feel? Why?* Write ideas on the board. Then divide the class into groups of three to read the text aloud. Have students turn to page 22. Tell them that one person should read a page each (pages 22, 23 and 24). Have them check their ideas on the board. Ask comprehension questions: *Why are chores good for us? Which activity involves following instructions? Which activity is like a sport? How? When is a good time to play scavenger hunt? Which activity looks most fun? Why?* Discuss ideas with the class.

## Close the day

### ◆ Play *Simon Says*:

Have the class stand up and give *Simon Says* instructions for acting out symptoms. Follow the usual rules of students not doing the action when you don't say *Simon says*... It's a good idea to play this faster and faster in order to make it more fun. *Simon says you have got a headache. Simon says you have got a backache. You have got a toothache!* etc.

  Practice Book: Assign Activity 1 on page 67 as homework.

**Objectives of the day:**

1. Read for general and specific information.
2. Learn vocabulary for illnesses and symptoms.
3. Act out a dialogue between doctor and patient.

**Materials:** *Symptoms* Flashcards, Flashcard Activity 6B on page XVIII.

**Open the day****"Superhero Poses"** 

The topic of Unit 6 is "Good Health" so it would be good to focus on physical well-being in the mindfulness activities at the start of class. This simple activity asks students to pose in different ways and reflect on how they make them feel. Start with a Superman or Superwoman pose. Ask students to stand with their feet just wider than their hips, clench their fists, and reach up to the sky, stretching their bodies as tall as they can. Ask them to do this a few times before asking how they feel.

- ◆ Have students recall the symptoms from the previous class. Ask: *When was the last time you had these symptoms? Did you go to the doctor? What else did you do?* Have students discuss in groups.

**Open the book!****2 Listen and number the pictures in order.** 

Point to the four pictures and ask what the problem is in each. Then invite a volunteer to read the text at the top of the poster. Ask: *Why does the doctor need to know about a person's symptoms?* (so he or she knows what the problem is) Tell them they will hear four conversations at a doctor's office and each of the children is suffering from one of the problems in the pictures. Remind them that they do not need to understand every word in order to number the pictures. Play Track 49 twice. When playing the audio for the second time, pause after each conversation so students can check their answers.

- ◆ **Listen again and match the illnesses with the symptoms.**

Ask students to match the illnesses with the symptoms before listening again. Check vocabulary by acting out new words. (swallow, nauseous, dizzy, runny nose) Encourage students to write new words in their notebooks with definitions.

**3 Choose a problem and act out a dialogue.** 

Point to the example speech bubbles. Explain that this forms the first part of the dialogue. Ask: *Which sentence does the doctor say?* Explain that they should continue the conversation by describing and asking about symptoms and diagnosing the illness. If necessary, play Track 49 again for students to listen to examples. Encourage them to refer to the symptoms in the previous activity. Finally, remind students to visit the online platform for more practice at home.

**Close the day**

- ◆ Flashcard Activity 6B.

  Practice Book: Assign Activity 2 on page 68 as homework.

2 Listen and number the pictures in order. 

**Remember: Your doctor is here to help you!**

Tell your doctor about your symptoms. Have you got a cough or a temperature? Do you feel tired?

**Your doctor needs to know!**



3

A throat infection



4

An ear infection



1

A cold



2

A stomach infection

◆ Listen again and match the illnesses with the symptoms.

- |                        |                                 |
|------------------------|---------------------------------|
| 1. a cold              | high temperature, can't swallow |
| 2. an ear infection    | stomachache, tired and nauseous |
| 3. a stomach infection | dizzy, high temperature         |
| 4. a throat infection  | headache, cough, runny nose     |

3 Choose a problem and act out a dialogue. 

What's the matter?

I'm not feeling very well.

## My Language

### 1 Listen and follow.

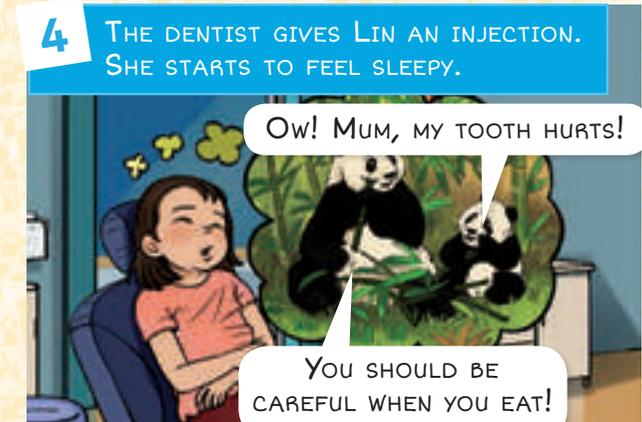
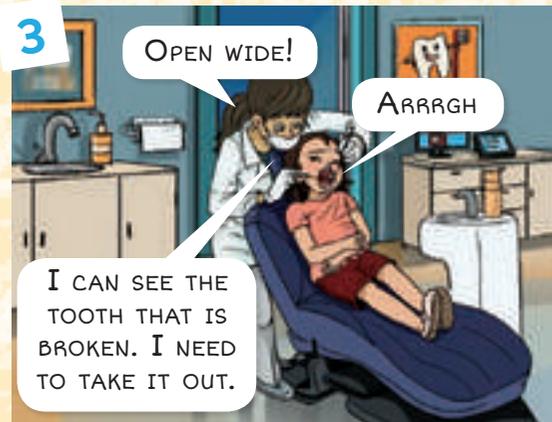
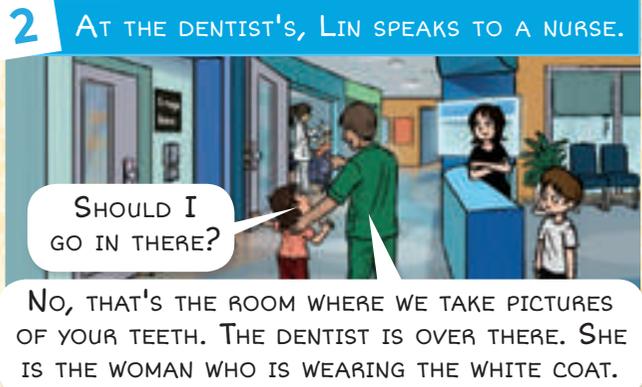
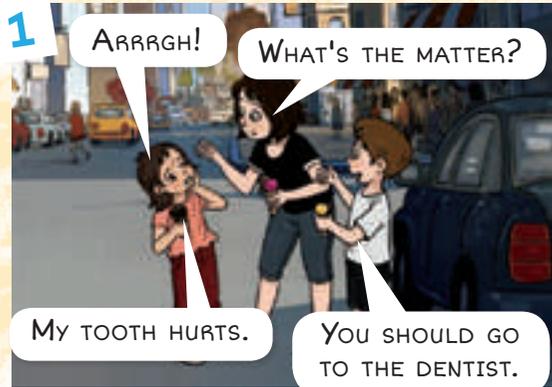
## Good Buddies I Have Got a Toothache!

### Open to Learn

You **should go** to the dentist.

She is the woman **who is wearing a white coat**.

The place **where I work** is a hospital.



### 2 Answer the questions.

1. What problem has Lin got?
2. What does the dentist find?
3. What does the dentist do?
4. What does Lin dream about?

She has got a toothache.

A broken tooth

She takes it out.

A baby panda with a toothache

### 3 Circle the advice Lin gets from the dentist.

1. You **should** / **shouldn't** eat hot food.
2. You **should** / **shouldn't** take a pill later.

- ◆ In your notebook, write two suggestions for keeping your teeth healthy.

**Objectives of the day:**

1. Read and listen to a comic strip about a visit to the dentist.
2. Read for specific information.
3. Identify and give suggestions and advice: *should* / *shouldn't*.

**Materials:** *Symptoms* Flashcards, Flashcard Activity 6C on page XVIII.

**Open the day**

- ◆ "Superhero Poses" practice.
- ◆ Review vocabulary for parts of the body. Draw a simple outline of a human body on the board for volunteers to come to the front and label. Also, draw a close-up of a head showing teeth and hair. Elicit labels for *tooth* and *teeth*.

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

Point to the first two or three pictures of the comic strip. Ask: *Who are the characters?* (Lin, Charlie and Aunt Lily) *What is the matter with Lin?* (she has got a toothache) *Where do they go?* (the dentist) Tell students that they are going to read and listen to find out what happens at the dentist. First, have students read the comic strip silently to themselves. Then play Track 50 for them to listen and read along. Ask comprehension questions: *What happened to Lin's tooth?* (It broke.) *What happens after the injection?* (Lin feels sleepy.) *What does she dream about?* (the pandas) *What does Lin do when she wakes up?* (drinks water) *What can she eat?* (cold soup) Ask volunteers to read out the sections of the text where they find the answers.

**2 Answer the questions.**

Ask students to answer the questions individually and check their answers in pairs.

**Open to Learn** .....**Should / Shouldn't**

At this point, we suggest that you call students' attention to the *Open to Learn* box. Have students underline the first sentence in context in the comic strip. (frame 1) Write it on the board and ask a volunteer to come to the front and circle *should*. Explain that we use *should* to give advice or make

suggestions. Have students find other examples in the comic strip and read them aloud. Ask: *What is the negative of should?* Tell students to find the example in the comic strip and write it on the board. (She shouldn't eat anything hot today.) Invite a volunteer to circle *shouldn't*.

**3 Circle the advice Lin gets from the dentist.**

Students should now be familiar with the use of *should* and *shouldn't*. Point out that to complete the sentences they should use each form in the positive and negative once. Invite volunteers to read out the completed sentences.

**◆ In your notebook, write two suggestions for keeping your teeth healthy.**

After students have written their suggestions, ask volunteers to read them out to the class. Write good examples on the board and check that students are using *should* and *shouldn't* correctly.

**Close the day**

- ◆ Flashcard Activity 6C.

  Practice Book: Assign Activities 1 and 2 on page 69 as homework.

## Objectives of the day:

1. Read for specific information.
2. Give extra information about places, people and things using *where*, *who*, and *that*.

**Materials:** paper (1 sheet per group).

## Open the day

- ◆ "Superhero Poses" practice.
- ◆ Before students open their books, ask them what they remember about the comic strip for this unit. Brainstorm information and write it on the board. When they read the comic strip again, they can check whether what they remembered was correct.

## Open to Learn .....

### Where / That / Who

Call students' attention to the *Open to Learn* box on page 90 and have them locate the second sentence in context in the comic strip. (frame 2) Write the sentence on the board and circle *who is wearing a white coat*. Also, write the third sentence from the *Open to Learn* box on the board and circle *where I work*. Point out that these phrases give extra information about places, people or things. Ask: *Who is wearing a white coat?* (the dentist) *What is the place where the person works?* (a hospital) Write *who*, *that* and *where* in one column and *places*, *people* and *things* in another. Invite volunteers to come to the front to match the words, according to which ones we use to talk about different things. Leave them on the board.

## Open the book!

### 4 Read and match.

Students should now be able to match the sentence halves individually. Tell them to go back to the comic strip and find references to the sentences in context. Check the answers by inviting volunteers to read the complete sentences aloud.

### ◆ Complete the sentences.

Elicit the names of the people or things: *Where do people go when they are sick? Who works with a doctor? What do you use to clean your teeth?* Have students work in pairs to complete the sentences. Tell them to refer to the information on the board if necessary, to remind them when to use *who*, *that* or *where*.

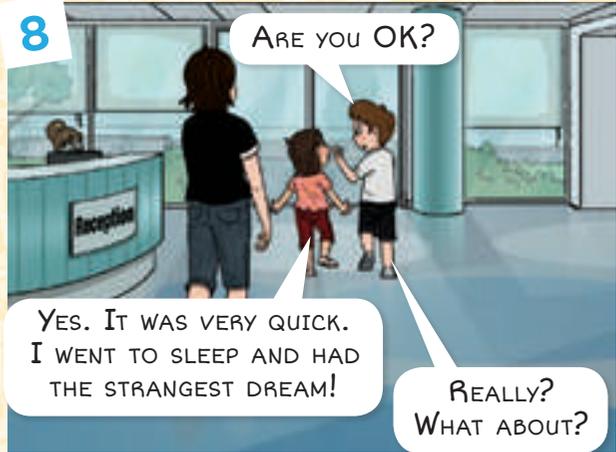
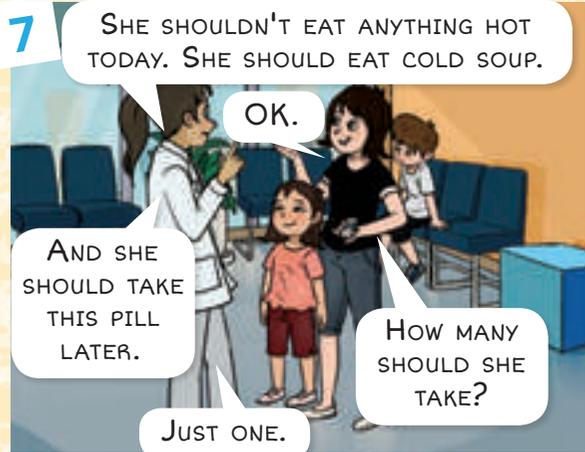
### ◆ Write a *place, person or thing* sentence for a classmate to complete.

Tell students to use the sentences in the previous activity as a model, only leaving the last word blank for a classmate to complete. Give a couple of examples if students are struggling: *A place where students study is called a \_\_\_\_\_.* *A thing that you use to eat your dinner is called a \_\_\_\_\_.* *A person who flies a plane is called a \_\_\_\_\_.* Invite volunteers to read out their examples to test the class.

## Close the day

- ◆ Extend the final activity into a team game. Divide the class into groups of four to make a list of eight sentences. Have them write the sentences in a list on a sheet of paper with blanks. Then have students exchange papers with another group for them to complete. Groups can exchange papers back again to check each other's answers.

  Practice Book: Assign Activities 3, 4 and 5 on page 70 as homework.



**4 Read and match.**

1. The dentist is the woman who \_\_\_\_\_ is broken.
2. The X-ray room is the place where \_\_\_\_\_ is wearing a white coat.
3. That's the tooth that \_\_\_\_\_ Lin should take.
4. This is the pill that \_\_\_\_\_ they take pictures of your teeth.

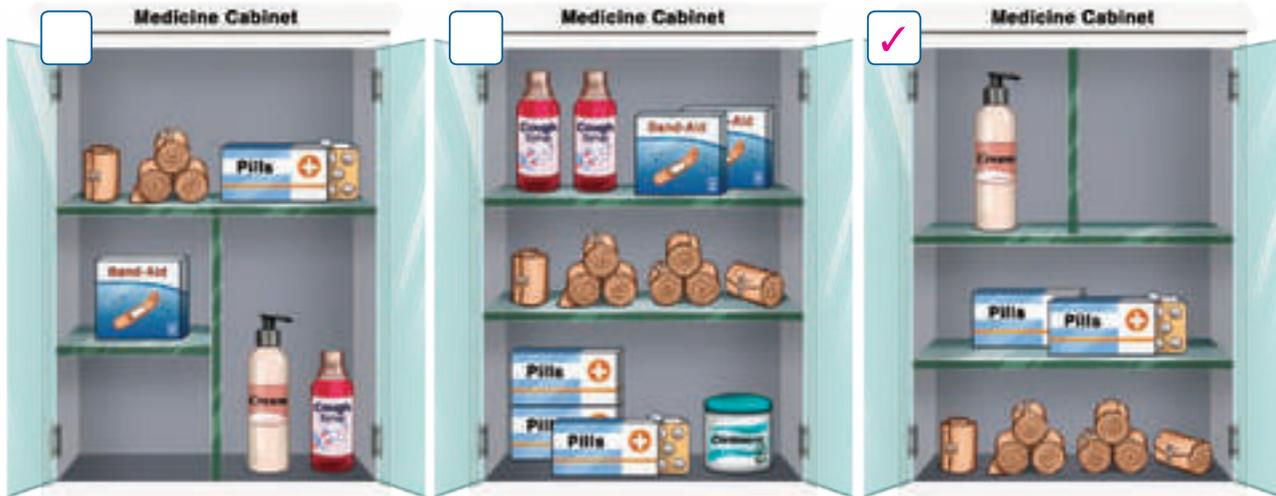
◆ **Complete the sentences.**

1. A place where you go when you are ill is called a doctor's office.
2. A person who helps a doctor is called a nurse.
3. A thing that you clean your teeth with is called a toothbrush.

◆ **Write a place, person or thing sentence for a classmate to complete.**

5 Listen and tick (✓). 

How many bandages are there?  
 How much cream is there?  
 A lot. / There's some. / No, there's none.



6 Complete the dialogue. Then listen again and check.

many Are lot

AUNT LILY: (1) Are there any bandages in the cabinet?

MUM: Yes, there are.

AUNT LILY: How (2) many bandages are there?

MUM: A (3) lot. There are eight rolls.

much Is none

AUNT LILY: (4) Is there any cough syrup?

MUM: No, there's (5) none.

AUNT LILY: How (6) much cough syrup should I buy?

MUM: Get two bottles.

some there

AUNT LILY: Is (7) there any cream?

MUM: Yes, there's (8) some.

◆ Write a dialogue about one of the other cabinets and act it out. 

**Objectives of the day:**

1. Listen for specific information.
2. Identify quantity.
3. Ask and answer about quantity.

**Materials:** Poster 6 with Cutouts, Poster Activity 6A on page XXVII.

**Open the day**

- ◆ "Superhero Poses 2" practice.

Ask your students to try another superhero pose. Tell them to stand tall with legs wider than hip-width apart. Then tell them to place their hands or clenched fists on their hips. Once again, ask them to do this a few times before asking how they feel.

**Language Presentation****Quantifiers**

In this class, students will learn how to ask about quantity with *how much* and *how many* and respond with the quantifiers *a lot*, *some* and *none*. We suggest that you do Poster Activity 6A at this stage to present and practise the topic. This will help students to complete the activities on this page.

**Open the book!****5 Listen and tick (✓).**  <sup>51</sup>

If you did Flashcard Activity 6A in the *Open the Book* section, students should now be able to describe what is in each medicine cabinet. Tell them that they will listen to Aunt Lily and Charlie's mum discussing what they need to get for their cabinet. Tell students to listen for the names of the items in the cabinets. Play Track 51 once for students to tick the cabinet they are talking about.

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Have a volunteer read out the sentences. Remind students of what they learned in the flashcard activity. Ask: *Which quantifier refers to a large amount? (a lot) Which refers to a medium amount? (some) Which refers to nothing at all? (none)*

**6 Complete the dialogue. Then listen again and check.**

Tell students to use the information from the cabinet they ticked in Activity 5. Have students work in pairs to complete the dialogue. Then listen to Track 51 again to check.

◆ **Write a dialogue about one of the other cabinets and act it out.** 

Divide the class into pairs, and tell students that they can use the dialogue in Activity 6 as a model. Encourage them to ask about all of the different items in the medicine cabinet they choose. Allow students a few minutes to practise their dialogues. Then divide the class into groups or pairs to perform their dialogues to their classmates.

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

**Close the day**◆ **Play *Guess the Place*:**

Write a list of places on the board, e.g., *classroom, school yard, outer space, jungle, park, shopping centre, hospital*. Then write the following: *Yes, there is / are a lot. Yes, there is / are some. No, there is / are none*. Invite a volunteer to think of one of the places.

Ask them questions: *Are there any people? Is there any water?* They reply according to the place, using the model on the board. Encourage students to ask more questions until they guess the place. Then divide the class into pairs to play the game. Remind them to use *a lot, some* or *none*, with *is* or *are*.

  Practice Book: Assign Activities 6, 7 and 8 on page 71 as homework.

## Objectives of the day:

1. Learn to identify and produce the *er /ɜː/* sound.
2. Recognise different spellings of the *er /ɜː/* sound.
3. Make and practise tongue twisters.

**Materials:** Poster 6 with Cutouts, Poster Activity 6B on page XXVII. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

- ◆ "Superhero Poses 2" practice.
- ◆ Poster Activity 6B.

Use this activity to review and practise quantifiers from the previous class.

## Open the book!

### 1 Read and complete the story.

First, have students look at the pictures and describe what they can see. Ask: *Where is the woman? What is her job? When does this story take place?* etc. Then read aloud the words in the first box and have students repeat them. Ask: *What sound have these words got in common?* (the *er /ɜː/* sound). Ask students to complete the first part of the story with the words, using the corresponding picture and text for context. Repeat with the next two sections and check the answers as a class.

### 2 Categorise the words from the story according to the spelling of their highlighted sounds.

Model the *er /ɜː/* sound by reading the words in the first box from Activity 1 again. Tell students to categorise these words according to their spelling. Play Track 52 to check. Repeat with the other two sections. Also, use the audio to check the answers to Activity 1.

### ◆ Make and practise tongue twisters with the words.

Point to the tongue twister in the speech bubble and read it aloud. Have the class repeat it faster and faster. Then invite individual volunteers to say it as fast as they can. Check the pronunciation of the *er /ɜː/* sound. Then divide the class into pairs to write and practise short

tongue twisters using the words from the story. Encourage them to use other words with *er /ɜː/* sounds if necessary. Provide some examples: *Thirty nurses were in Turkey. The soldiers were thirsty and dirty.* Explain that the tongue twisters don't have to make sense, the point is that they practise the *er /ɜː/* sound

## Close the day

- ◆ Have volunteers stand up to read their tongue twisters aloud and challenge the class to repeat them as fast as they can. Have them vote on the most difficult tongue twister to pronounce.

1 Read and complete the story.



thirty were nurse Turkey third

On the (1) third of November 1854, Florence Nightingale sailed to (2) Turkey. England and Russia (3) were at war. Florence Nightingale was a (4) nurse. She was (5) thirty -four.



first dirty hurt

She gave (6) first aid to soldiers who were (7) hurt. She cleaned wounds that were (8) dirty.



her thirsty

She gave water to the men who were (9) thirsty. The soldiers called (10) her "the lady of the lamp."



2 Categorise the words from the story according to the spelling of their highlighted sounds. 

er	ir	ur
were her	thirty third first dirty thirsty	nurse Turkey hurt

◆ Make and practise tongue twisters with the words. 

The soldiers were hurt in Turkey!

# Time to Practise

## Reading and Writing

1 Look and read. Choose the correct words and write them on the lines.

There is one example.



~~a doctor~~



a finger



socks



a mop



a headache



a pill



a shoulder



a dentist

0. You visit this person when you don't feel well.

a doctor

1. These are things that you wear on your feet.

socks

2. You use this to clean the floor.

a mop

3. People sometimes wear a ring on this.

a finger

4. You can take this when you have got a headache.

a pill

5. This is a person who looks after your teeth.

a dentist

• Write definitions for these words.



bucket



phone



baby

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Objectives of the day:**

1. Match words with their meaning in an exam-style activity.
2. Write definitions for other words.

**Open the day**

- ◆ "Superhero Poses 2" practice.
- ◆ **Play Backs to the Board:**

On this occasion, use the game to review vocabulary from the unit. Instead of acting out the word for their team member, teams give definitions without mentioning the word. This will serve as a warm-up activity for the exam practice below.

**Open the book!****Reading and Writing****International Certification: Reading and Writing**

Students have already practised this matching-words-with-definitions activity in previous units. Remind them that there are eight pictures with the words they illustrate under them, together with five definitions. Also remind them that when they copy the word, they should include any article that appears in the examples, and that they shouldn't add any other words.

**1 Look and read. Choose the correct words and write them on the lines. There is one example.** 

First, read the instructions aloud. Point out that there is one example, and call students' attention to it. Elicit why *a doctor* is the correct option. If necessary, you can complete one or two examples with the class, but we suggest that you run this under test conditions at this stage. Tell students that they should use the pictures as well as the definitions to help them decide which words are correct. When they have finished, read each definition aloud and have students call out the answers.

◆ **Write definitions for these words.**

Point to the pictures and invite volunteers to read out the words. Elicit ideas for the definitions: *What do we use a bucket for? What does it look like? Who uses it?* etc. Then have students work in pairs to write a one-sentence definition of each word. Finally, join pairs together to check each other's definitions. Have them compare similarities and differences.

**Close the day**

- ◆ Have students continue to work in groups of four. Tell them to now think of three more words from the unit that they can write a definition for. Allow groups time to go back through the unit and write appropriate definitions. Encourage them to use dictionaries if available. Then have groups take turns to read out their definitions for other groups to guess the words. The first group to guess correctly each time, wins a point. If no one can guess a word, give them more clues, or extend the definition.

**Open Day Tip Using Games**

Turning coursebook activities into games can be a useful way of focusing attention, improving interaction, increasing energy levels and building confidence. At the end of class, it is also a way for students to show what they have learned. This includes quieter or shy students who might not normally participate so much in group activities. There are a number of suggested games throughout this book, but we suggest that you use the coursebook activities as a starting point to create quick, simple games of your own that are tailored to your students' needs.

  Practice Book: Assign Activity 1 on page 73 as homework.

## Objectives of the day:

1. Read and understand a story.
2. Practise the following reading strategy:
  - Predicting a story from pictures.

**Materials:** *Symptoms* Flashcards, Flashcard Activity 6B on page XVIII.

## Open the day

- ◆ "Superhero Poses 3" practice.

Ask your students to try another superhero pose. Tell them to stand with their knees slightly bent with legs wider than hip-width apart. Then tell them to lean forward and hold their arms in front of them, bent at the elbow and pushing slightly forward. They can also curl their fingers as if grabbing something. This is a "Spiderman/woman" pose. Once again, ask them to do this a few times before asking how they feel.

- ◆ Flashcard Activity 6B.

## Open the book!

### Writing

#### International Certification: Reading and Writing

Your students have already seen this type of certification activity earlier in the book. Remind them that in the Writing section of the international certifications, they need to write words, phrases and complete sentences. Also remind them that it is important that they write as carefully and clearly as possible, and if they make any corrections they should do so as neatly as they can.

#### Reading Strategy

##### Predicting a Story from Pictures

Pictures are particularly helpful for predicting or understanding the content of stories. In this certification activity, the pictures don't answer the questions, but they do support the story. You can practise eliciting information about each picture in activities like these, and write key vocabulary on the board if you feel it appropriate.

## 2 Look and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

First, point out to students that in this activity they need to write words or phrases to complete sentences (there are no complete sentences to write). Then use the picture prediction strategy to elicit information about the story. When you have elicited a few ideas, have students complete the activity individually. We suggest that you run the activity under test conditions at this stage. Students will probably need five to ten minutes. Check the answers by having volunteers read their answers aloud.

## Close the day

- ◆ Divide the class into pairs to retell the story. Tell them to cover the text in their coursebook with their notebooks or a sheet of paper, and just use the pictures as prompts. Then have students close their books and elicit the story one sentence at a time from different volunteers. Allow classmates to help if anyone gets stuck.

  Practice Book: Assign Activity 1 on page 72 as homework.

2 Look and read the story. Write some words to complete the sentences about the story.

You can use 1, 2 or 3 words.  

### The Lost Necklace



Last weekend Vicky went to the beach with her dad. They had a great time playing volleyball, but Vicky lost her favourite necklace. They looked for it everywhere, but they couldn't find it. "Don't worry," Dad said. "I'm sure we can get you another one."

0. Last weekend Vicky and her dad played at the beach.
1. Vicky lost her favourite necklace.
2. They looked for it, but they couldn't find it.



On the way home, Dad's foot started to hurt. "What's the matter, Dad?" Vicky asked. "My foot hurts," Dad replied. He sat down and it felt much better. But, when he got up, the foot hurt again. When they got home, Vicky's mum drove them to see the doctor.

3. Vicky's dad sat down because his foot hurt.
4. When he stood up, his foot hurt again.
5. Vicky's mum took Vicky and her dad to see the doctor.



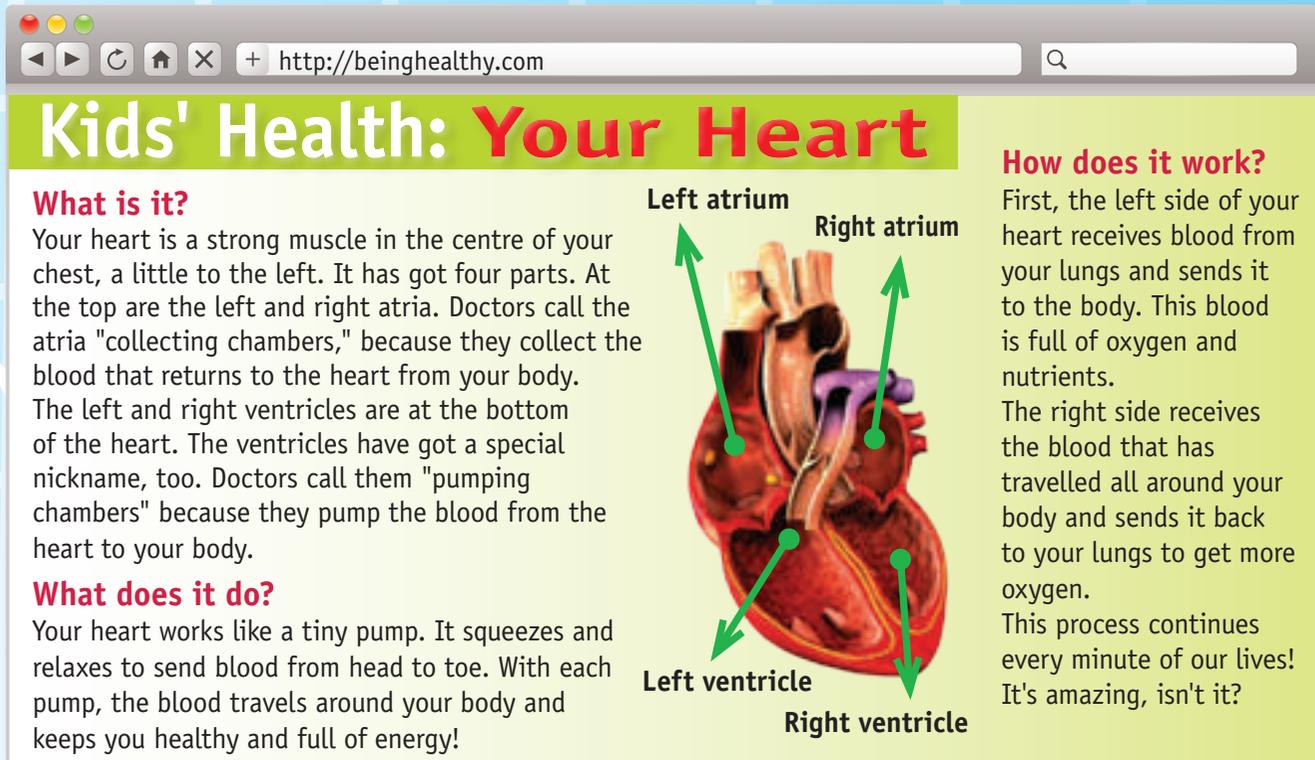
"What's the matter?" the doctor asked. "My foot hurts," Dad explained. The doctor asked Vicky's dad to take off his shoes and then his socks. Vicky's necklace fell out. "It was the necklace!" the doctor said. Vicky and her dad laughed.

6. The doctor told Vicky's dad to remove his shoes.
7. When he removed his shoes, Vicky's necklace fell out.

# CLIL Natural Science

## 1 Discuss the questions. Then read the website to check.

1. What is a heart?
2. Where is your heart?
3. Why is your heart important?
4. How does it work?



The screenshot shows a web browser window with the address bar containing 'http://beinghealthy.com'. The page title is 'Kids' Health: Your Heart'. The content includes two sections: 'What is it?' and 'How does it work?'. The 'What is it?' section describes the heart as a strong muscle with four parts: two atria at the top and two ventricles at the bottom. The 'How does it work?' section explains the flow of blood: oxygenated blood from the lungs goes to the left side of the heart and is pumped to the body, while deoxygenated blood from the body goes to the right side and is pumped back to the lungs. A diagram of the heart is shown with green arrows indicating the flow of blood between the four chambers: Left atrium, Right atrium, Left ventricle, and Right ventricle.

**What is it?**  
Your heart is a strong muscle in the centre of your chest, a little to the left. It has got four parts. At the top are the left and right atria. Doctors call the atria "collecting chambers," because they collect the blood that returns to the heart from your body. The left and right ventricles are at the bottom of the heart. The ventricles have got a special nickname, too. Doctors call them "pumping chambers" because they pump the blood from the heart to your body.

**What does it do?**  
Your heart works like a tiny pump. It squeezes and relaxes to send blood from head to toe. With each pump, the blood travels around your body and keeps you healthy and full of energy!

**How does it work?**  
First, the left side of your heart receives blood from your lungs and sends it to the body. This blood is full of oxygen and nutrients. The right side receives the blood that has travelled all around your body and sends it back to your lungs to get more oxygen. This process continues every minute of our lives! It's amazing, isn't it?

## ◆ Read again and complete the sentences using the words in the box.

oxygen    muscle    nutrients    atria    ventricles    lungs    body

1. Your heart is a muscle in the centre of your chest.
2. The atria receive the blood coming back from your body into the heart.
3. The ventricles pump blood to your body.
4. The left side sends blood with nutrients and body to the oxygen.
5. The right side sends blood to the lungs.

**Objectives of the day:**

1. Expand students' knowledge of the world.
2. Activate previous knowledge about a topic.
3. Read for specific information.

**Material:** poster paper (1 sheet per group), coloured pencils, crayons, etc.

**Open the day**

- ◆ "Superhero Poses 3" practice.
- ◆ **Play *The Drawing Game*:**

Divide the class into teams. Tell them that you are going to draw a part of the body on the board and the first team to name it correctly wins a point. Then draw a picture of a heart. When a team has said the word, invite a volunteer from that team to the front to draw another part of the body. Tell them it can be an internal or external organ. Repeat a few times, with different students and make sure students change over quickly to keep them game fast-paced.

**Open the book!****1 Discuss the questions. Then read the website to check.**

Point to the picture on the webpage and ask students what it is. Tell them that they are going to learn more about the heart in this class. You might like to write the four questions on the board and elicit information about them as a class. Make notes next to each question for students to check their ideas when they read. Alternatively, have students discuss the questions in pairs or groups and check their ideas together.

- ◆ **Read again and complete the sentences with the words in the box.**

Read each word in the box and have students scan the webpage to find them and say what they are. Then have them complete the sentences individually. Tell them to refer back to the text again if necessary. Invite volunteers to read each sentence aloud for the class to check their answers.

**Close the day**

- ◆ Divide the class into groups of four to make an informational poster of the heart. Hand out poster paper and materials. First, ask students to copy the picture of the heart (or draw something similar) with labels. Then tell them to add information to their diagrams, using the sentences from the second part of the activity on page 96. Explain that they don't need to use all of the sentences, or copy them word for word. They should just use them as a source of information to provide clear details on their diagrams / posters. When they have finished, invite groups to present their ideas to class.

**Objectives of the day:**

1. Expand students' knowledge of the world.
2. Read for specific information using context.
3. Listen for general and specific information.
4. Take pulses and share information.

**Open the day**

- ◆ "Superhero Poses 3" practice.
- ◆ Review some of the facts that students learned in the last class by having a spot quiz. Divide the class into teams, and ask five or six questions about the heart: *Where is the heart? What do doctors call the atria? Which side of the heart receives blood? What substances does the blood carry?* etc. Make sure students don't open their books!

**Open the book!**

**2 Look at the pictures and complete the Fun Facts.**

Point to the webpage and ask students what type of text it is. Point out that it is part of the same webpage as on page 96. Ask students what they can see in the pictures and how they think they relate to the heart: *Why are the children exercising? Why is there a pump next to the heart? Why is there a bottle of ketchup on the scales?* etc. Elicit as much information as possible and write ideas on the board. Then have students complete the facts individually. Check the answers by inviting volunteers to read out sentences. Have students talk about which facts they found most interesting or surprising. Finally, have a class vote on the most interesting or surprising fact.

**3 Listen to the podcast and number the pictures in order.** 

Point to the podcast icon in the corner of the webpage. Ask: *What is a podcast?* (an audio programme, like the radio, but one which you can download and listen to whenever you want) Tell students to read the title of the podcast and look at the pictures in Activity 3. Ask: *What is your pulse? Why do doctors take your pulse?* (to check your heart rate) Tell students that they are going to hear a doctor explain how to take their pulse. Play Track 53 once for students to number the pictures, and a second time to check their answers.

◆ **Take your pulse. Then find the lowest and highest pulses in your class.**

Review how to take a pulse. Invite a volunteer to demonstrate it, or demonstrate it yourself. Make notes of the key points on the board: *Sit comfortably. Find your pulse. Count beats for ten seconds, etc.* When the class finds the lowest and highest rates, ask those students if they are OK, if they have been running, etc. as if you were a doctor. It's a good idea to keep this light-hearted, and not do it if anyone has a very low or high pulse rate. (It should be between 70–110 beats per minute.)

**Close the day**

- ◆ Encourage students to research another fun fact about the heart. When they have found one, have them share ideas in groups. There are more facts at websites such as [coolkidfacts.com](http://coolkidfacts.com).

**Go to video "Truths About Common Illnesses."** 

Now is a good time to work with this unit's video. We suggest that 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 Activity 1 on page 74 as homework.

**2 Look at the pictures and complete the Fun Facts.**

bottle exercise fist 70 pumps

**Did You Know?** **Fun Facts About Your Heart**

Today's podcast: **How to take your pulse**

- ★ Your heart is about the same size as your (1) fist.
- ★ It weighs about the same as a (2) bottle of ketchup.
- ★ The average adult heart beats at (3) 70 beats per minute. That is 144,000 times a day!
- ★ Your heart (4) pumps 280 litres of blood per hour!
- ★ To keep your heart healthy, you should do 30 minutes of physical (5) exercise every day.

**3 Listen to the podcast and number the pictures in order.**

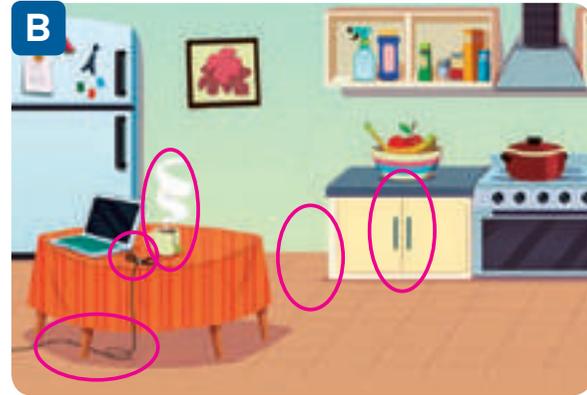


◆ **Take your pulse. Then find the lowest and the highest pulses in your class.**

My pulse: \_\_\_\_\_

Safety at Home

1 Work in pairs. Find differences between the pictures.



2 Listen and number the pieces of advice in the order you hear them. 

- 2 You should always close cupboard doors.
- 1 You should never leave anything hot in a place where it can fall.
- 4 You should never leave bottles in a place where young children or pets can find them.
- 3 You should never have cables in places where people walk.

3 Read the dangers and number the solutions.

- 1. A broken window
- 2. A skateboard near the door
- 2 Move the board. Don't leave it near the door.
- 1 Pick up the broken glass. Cover the window.



- ◆ Say what you should or shouldn't do.
- ◆ Choose a room from the box below. In your notebook, write four pieces of advice.

bedroom    bathroom

You shouldn't leave soap on the floor.

- ◆ Share your ideas with a classmate and guess each other's rooms.

### Objective of the day:

1. Find differences between pictures.
2. Listen for general information.
3. Give advice about safety.

**Materials:** paper (1 sheet per student).

### Open the day

- ◆ "Superhero Poses 4" practice.

Ask your students to try another superhero pose. Tell them to stand tall with legs wider than hip-width apart. Then tell them to hold their arms out in front of them, stretching as far as they can, with their palms facing forwards and outwards as if telling someone to stop. Once again, ask them to do this a few times before asking how they feel.

- ◆ Check the answers to the "While watching" activities from the video. Ask students if they liked the video and what interesting information they learned.

### Open the book!

## Speaking

### International Certification: Speaking

The first activity on this page is a describing pictures test. Remind students that they are looking for differences related to colour, size, number, position, appearance, activity, etc. They only need to give simple sentences: *Here the door is open. Here it isn't.* Tell them that the idea is only to describe what they see, not to give extra information.

## Safety at Home

### 1 Work in pairs. Find differences between the pictures.

Tell students that there are four differences between the pictures. Divide the class into pairs to identify them. Then check the answers with the class. When the class have agreed on the four differences, point to the pictures and ask: *Which kitchen is safe? Which is dangerous? Why?* Elicit ideas and write them on the board.

### 2 Listen and number the pieces of advice in the order you hear them.

Tell students that they will now hear a safety worker giving advice about safety in the home. Play Track 54 for students to number the pieces of advice.

### 3 Read the dangers and number the solutions.

Point to the picture and elicit what the dangers are. Then ask a volunteer to read them aloud. Have another volunteer read the solutions and ask the class to match.

- ◆ **Say what you should or shouldn't do.**

Elicit the sentence for the first solution with the class: *What should you do?* (You should pick up the broken glass.) Write the advice on the board and have pairs discuss the second solution.

- ◆ **Choose a room from the box below. In your notebook, write four pieces of advice.**

Refer to the advice in Activity 2, or the advice that they gave in the previous activity, to give students ideas. Remind them they can use *should* or *shouldn't*.

- ◆ **Share your ideas with a classmate and guess each other's rooms.**

Have students discuss their ideas in pairs. Then invite students to share their ideas with the class to come up with a longer list of advice.

### Close the day

- ◆ **Play Charades:**

Divide the class into teams of three or four students. Ask a volunteer from one of the teams to go to the front. Whisper a piece of safety advice to the student and tell them to mime it to the class. Encourage all the teams to guess what the advice is. The first team to guess wins a point.

### Open Day Tip Safety in the Classroom

It is important for students to be aware of safety in the classroom as well as at home. Ask them to create a list of advice in groups. (You should pick up your bags off the floor. You shouldn't run, etc.) Have students share ideas and create a final list to display on the classroom wall.

  Practice Book: Assign Activity 1 on page 75 as homework.

## Objective of the day:

1. Follow steps to develop a project.

**Materials:** Symptoms Flashcards, Flashcard Activity 6B on page XVIII; poster paper (1 sheet per pair), coloured pencils, markers, crayons, etc.; Practice Book (page 107).

## Open the day

- ◆ "Superhero Poses 4" practice.
- ◆ Flashcard Activity 6C.

## Open the book!

## Explore

- ◆ **Read and number the leaflets with the minor accidents.**

Tell students that they are going to do a project. Invite a volunteer to read out the name in the top corner of page 99. Remind students of the three stages of a project lesson: *Explore*, *Produce* and *Present*. Then point to the pictures and ask students what the problem is in each. Elicit ideas for what people should and should not do in these situations. Tell students to number the pictures individually with the names of the problems, before checking answers in pairs.

- ◆ **Discuss the questions.**

Have students continue to work in pairs to answer the questions. Check with the class and ask: *Did you ever have problems like these?* If anyone answers "yes", ask them if they followed the advice in the leaflet.

## Produce

- ◆ **Go to Practice Book page 107 and use the organiser to make notes about the accidents.**

Point to the pictures and read the instruction. Explain to students that they are going to make their own leaflet. Tell students to continue to work in pairs, using the template on page 107 of the Practice Book. Encourage them to think of as many ideas as possible in the *dos* and *don'ts* sections for each problem. If students are struggling, elicit a few ideas and write them on the board. Then allow them some time to think of a third problem. Tell them to think of problems

they have experienced. Encourage them to make a quick sketch and complete the columns.

- ◆ **Make a leaflet using your *Dos* and *Don'ts* notes.**

Hand out materials. Ask pairs to copy their leaflets onto poster paper and colour the pictures. Alternatively, and if possible, they could find images of each problem online at home and print them out to use. Have students check each other's work, including spelling and grammar.

## Present

- ◆ **Show your leaflet to the class.**

Set aside some time in a class for students to present their leaflets. Preferably, have students present their leaflets to the class, but if you have a lot of students, divide the class into groups. Give each pair one to two minutes to present their leaflet. Encourage the class to ask questions and identify similarities and differences between each other's leaflets.

- ◆ **Vote on the most useful leaflet.**

Hold a class discussion before having a vote. Ask students to give reasons for why they think one pair's leaflet is useful. Then hold the vote. Tell students that they cannot vote for their own leaflet.

## Close the day

- ◆ Have students play a variation of Flashcard Activity 6C. Instead of acting out a symptom on a flashcard, volunteers act out a minor health problem from page 99 for teams to guess and give advice about.

## Explore

◆ **Read and number the leaflet with the minor accidents.**

1. Nose Bleeds      2. Feeling Dizzy      3. Minor Burns

First Aid for Minor Health Problems		
For major problems stay calm, tell an adult or call 911.		
Situation	Dos	Don'ts
 <p>3</p>	<p>Hold the burn under water for ten minutes. Take off jewelry. Burns can swell quickly. Tell an adult.</p>	<p>Cover the burn.</p>
 <p>1</p>	<p>Sit up straight. Keep your head forward. Pinch your nose.</p>	<p>Lean back.</p>
 <p>2</p>	<p>Lie down. Drink plenty of water. Call a doctor if it continues.</p>	<p>Lean forward.</p>

◆ **Discuss the questions.**

- How long should you hold a burn under water?
- What shouldn't you do when you have got a nose bleed?
- What should you drink when you feel dizzy?

## Produce

◆ **Go to Practice Book page 107 and use the organiser to make notes about the accidents.**

◆ **Make a leaflet using your *Dos* and *Don'ts* notes.**



A cut finger



A sprained ankle

## Present

- ◆ Show your leaflet to the class.
- ◆ Vote on the most useful leaflet.

☹️	😐	😊

## Can you talk about chores at home?

1 Write about the chores people do and don't do at home.

	Make the bed	Dust the furniture	Mop the floor	Take out the rubbish	Set the table
Sue	✓	✗	✗	✓	✓
Tom	✓	✓	✗	✗	✓

- Sue makes the bed, takes out the rubbish and sets the table.  
She doesn't dust the furniture or mop the floor.
- Tom makes the bed, dusts the furniture and sets the table.  
He doesn't mop the floor or take out the rubbish.

◆ Find a classmate who does chores similar to yours.

## Can you say what people wanted or asked you to do?

☹️	😐	😊

2 Use the prompts to write sentences.

- Mum/want/Sally/clean the garden  
Mum wanted Sally to clean the yard.
- Dad/ask/Terry and John/mop the floor  
Dad asked Terry and John to mop the floor.

## Can you talk about what you did yesterday?

☹️	😐	😊

3 Look and write sentences.



I woke up early.



I didn't clean  
my room.

◆ Find out what a classmate did yesterday.

**Objective of the day:**

1. Self-assessment of Topic 3.

**Materials:** *Chores and Household Objects* Flashcards, Flashcard Activity 5A on page XXVI.

**Open the day**

- ◆ "Superhero Poses 4" practice.
- ◆ Flashcard Activity 5A.

**Open the book!****Can you talk about chores at home?****1 Write about the chores people do and don't do at home.**

Remind students of the objective of the activities on these pages: To check how much they have learned in Units 5 and 6. Then point to each column in the chart and have students call out what Sue does and doesn't do at home, and then what Tom does and doesn't do at home. Then have them complete the sentences individually.

- ◆ **Find a classmate who does chores similar to yours.**

Tell students that they can talk about the chores in the chart or any other chore they do. Invite students to walk around asking their classmates questions about what chores they do. Tell them to find a different person for each chore on their list. Call students' attention to the box with emojis. Ask them to draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better) Suggest a variety of ways to achieve better results.

**Can you say what people wanted or asked you to do?****2 Use the prompts to write sentences.**

Give or elicit examples of the structure: *My son asked me to help him with his homework.* Then have students complete the sentences individually. Have students draw a tick below the emoji that represents how well they did on this task.

**Can you talk about what you did yesterday?****3 Look and write sentences.**

Model the activity by writing a sentence about something you did yesterday: *I cooked dinner yesterday. I didn't take out the rubbish.* Point to the pictures and ask what the activities are. Have student write sentences individually, before checking the sentences with the class.

- ◆ **Find out what a classmate did yesterday.**

Divide the class into pairs to ask and answer questions about what they did yesterday. Invite volunteers to tell the class about their findings, for example: *Emma played volleyball.* Then have students draw a tick below the emoji that represents how well they did on this task.

**Close the day**

- 
 Practice Book: Assign Activities 1 to 3 on page 76 as homework.

**Go to video "Truths About Common Illnesses."**

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: *Which part of the video did you find most interesting? Which part of the video did you dislike?*

## Objective of the day:

1. Self-assessment of Topic 3.

**Materials:** a small ball (or balls, 1 per group of 6 to 8 students); *Symptoms* Flashcards, Flashcard Activity 6A on page XVIII; Reader (1 per student).

### Open the day

- ◆ "The Empathy Ball" practice. (See page T72.)
- ◆ Flashcard Activity 6A.

### Open the book!

## Can you name different illnesses?

### 4 In your notebook, write the symptoms of an illness for a classmate to guess.

Students should know the names of different illnesses by now, especially if you reviewed them with the flashcard activity. Allow students a few moments to write a sentence, then have them form pairs to guess each other's illness. Invite volunteers to read out their sentences for the class to guess. Then have them complete the emoji activity.

## Can you say what people *should* and *shouldn't* do?

### 5 Complete the article with *should* or *shouldn't*.

Point to the picture and elicit ideas about what people should and shouldn't do to stay fit and healthy. Write them on the board. Then have students complete the texts, check their answers in pairs, and compare the information in the article with ideas on the board.

## Can you ask about quantity with *much* and *many*?

### 6 Complete the health questionnaire with *much* or *many*.

Give students a few moments to complete the text. Ask volunteers read each question aloud to check the answers.

### ◆ Use the questions to interview a classmate.

Remind students to use the quantifiers *a lot*, *some* and *none* in their answers. Invite some pairs to role-play their interviews for the class. Then have them complete the emoji activity.

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

## Home Connection

### ◆ Write a helping diary.

Remember that this section of the book aims at getting your students' families involved in their learning. Remind students to ask family members to do this project with them. Families will find the instructions for how to do the project in the Home Connection section online (in English and their own language). They will be able to learn more about what their children have learned in Topic 3. This is a great opportunity for students to show their families how much progress they have made.



Have students look at page 24 of their Reader. Ask them which ideas they remember about having fun while doing chores. Then have students read pages 25 to 27 individually. When they have finished, ask: *What is clutter?* (mess, a lot of things out of place) *Which chores can you do with one hand?* *What songs would you put on a "dance it out" playlist?* Then play Track R3 from start to finish and have students follow along in their books. At the end, ask: *Which idea is the most fun?* Have a class vote on the most fun activity in the whole text. Next, have students open their Practice Book to pages 78 and 79 and do Activities 1 to 4. Tell them that they can refer back to the Reader if necessary. You can choose to have them do this for homework if necessary.

### Close the day

- ◆ Tell students that they have now finished Topic 3. Ask them what they enjoyed about the topic, what was the most interesting thing they learned, and what they found easy or difficult. Discuss students' responses with the class.



Practice Book: Assign Activities 4, 5 and 6 on page 77 as homework.

Can you name different illnesses?

4 In your notebook, write the symptoms of an illness for a classmate to guess.


Can you say what people *should* and *shouldn't* do?

5 Complete the article with *should* or *shouldn't*.


Six Tips for Staying Fit and Healthy

To stay fit and healthy, you (1) should eat a balanced diet and you (2) should do exercise. You (3) shouldn't eat a lot of sweets. You (4) should eat fruit and vegetables. You (5) shouldn't drink a lot of soda. You (6) should drink water. It is much healthier for you.



Can you ask about quantity with *much* and *many*?

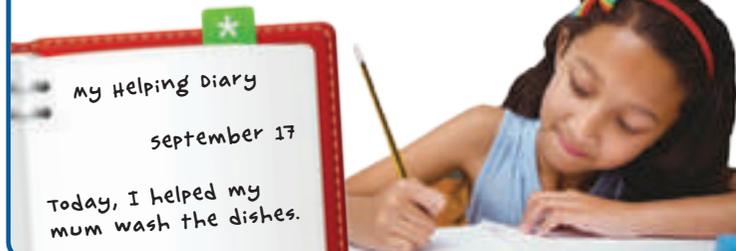
6 Complete the health questionnaire with *much* or *many*.


1. How <u>many</u> pieces of fruit do you eat every day?	3. How <u>much</u> exercise do you do every day?
2. How <u>much</u> water do you drink every day?	4. How <u>many</u> times do you brush your teeth every day?

◆ Use the questions to interview a classmate.

Home Connection

◆ Write a helping diary.



Helping Is Fun!

# Topic 4

## Everyday Heroes

### Objectives of the day:

1. Learn a mindful practice to become more aware of others.
2. Get acquainted with the concepts of Topic 4: family stories and a better future.
3. Activate previous knowledge with photos.

### Open the day

#### "Back-to-Back Breathing"

This topic covers the theme of everyday heroes. Students will learn about how people in communities and families help one another and how to look to the future with optimism and confidence. At all stages, we think it is important for your students to relate what they learn to their personal experiences. At the start of each class, we suggest that you conduct the following mindfulness activity to practise awareness of others. We give ideas for alternative activities later in the unit. For the following activity, divide the class into pairs and have them sit or stand back-to-back. It is important that their backs are resting against each other. Tell them to stand or sit tall with a good posture and place their hands on their bellies. Tell them to close their eyes and breathe deeply and slowly. As they breathe, encourage students to notice their partner's breath. Ask: *Is it shallow or deep? Fast or slow? Can you feel your partner's back moving? Have you got the same breathing rhythm as your partner?* Allow students to continue for a few minutes while thinking about these questions. Then tell the class to stop and conduct a feedback session. Ask: *How do you feel?*

### Open the book!

Read the title of the topic and ask: *What are heroes?* (people we admire for great actions) Call students' attention to the pictures. Then ask: *How are the people in the pictures heroes?* Then point to the pictures on page 103 and ask: *Are these actions heroic? How?* The aim at this stage is to raise students' interest in the topic, not to go into great detail.

### Unit 7 Family Stories

#### ◆ Read and number the photos in the big picture.

Call students' attention to the Unit 7 Family Stories heading on page 102. Explain that in Unit 7 they will learn about the jobs different family members do and how they help in the community. Look at the pictures and ask who



### Unit 7 Family Stories

#### ◆ Read and number the photos in the big picture.

1. I love singing.
2. I give students important knowledge.
3. These are our grandparents.
4. I put out fires.

#### ◆ Find and circle the things in the big picture. Say why people use them.



Topic 4 Unit 7 Family Stories

the people are and what they are doing. Then have them read the sentences so that they can number the photos.

#### ◆ Find and circle the things in the big picture. Say why people use them.

Point to the picture of the microphone and have students find and circle it in the big picture. Ask if anyone knows the name of the object. Elicit and write it on the board. Ask why the singer needs the microphone. (so that people can hear her singing) Repeat with the other two objects.



### Unit 8 A Better Future

◆ Look and tick (✓) how these people are helping.

- Teaching someone how to use a computer.
- Playing board games.
- Giving people something to eat and drink.
- Collecting rubbish.

◆ Discuss in groups.

1. What things do you do to help other people?
2. How often do you do these things?



Point to the Reader icon on page 102 and remind students what the icon refers to. Tell them that Topic 4 is accompanied by a story. Ask students what they see in the picture on page 29. (children in a storm wearing superhero clothes) Then ask a volunteer to read the title. Ask: *Do you think these children are real heroes? Why or why not?* Brainstorm a list of ways they might be heroes and write them on the board. Tell students that they will find out more when they read the story later in the topic.

### Close the day

- ◆ Point to the title of the topic again. Ask: *Do you think "everyday heroes" do special things?* Explain that "everyday" in this context means "ordinary" or "normal" and that the "heroes" in this topic are ordinary people. Elicit some everyday actions that help others.

### Go to video "Sky Lodge."



For Unit 8, there is an accompanying video on the platform, called "Sky Lodge." It relates to the topic of amazing places to stay. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

## Unit 8 A Better Future

◆ Look and tick (✓) how these people are helping.

Point to the picture at the top and elicit what is happening. (People are giving others something to eat and drink.) Have students find that activity in the list and tick it. Then tell them to look at the other pictures and tick the list. Ask: *Why are people doing these things? How are they helping others? How can these things make the future better?*

◆ Discuss in groups.

Ask students if they do any of the things in the pictures. Explain that there are many ways to help others and elicit some ideas. Then divide the class into groups to discuss the questions. After a few minutes, have them report back to the class. Tell students they will learn more about this in Unit 8. At this point, call students' attention to the picture of the pandas. Ask: *Where are they? What are they looking at? How do you think they feel? What are they thinking about?* Remind students that this is the last topic of the book, and the pandas might be thinking about the future.

# Unit 7 Family Stories

1 Look at the photo. Listen and number the people. 

1. Archie    2. Helen    3. Paul    4. Lesley    5. Rebecca    6. Simon



◆ Listen again and complete the texts with the words below.

grandparents    son    granddaughter    grandson  
parents    children    daughter

1. Simon and Rebecca are Paul and Lesley's children.
2. Archie and Helen are Simon and Rebecca's grandparents.  
Simon is their grandson and Rebecca is their granddaughter.
3. Paul and Lesley are Simon and Rebecca's parents.  
Simon is their son and Rebecca is their daughter.

◆ In your notebook, write sentences about your family.

# Unit 7 Family Stories

## Objectives of the day:

1. Listen for specific information.
2. Learn vocabulary for family members.
3. Write sentences to describe family relationships.

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Draw a simple family tree on the board. It could be your own family tree, with just three rows to represent three generations. Circle your name and point to other people on the tree. Model a sentence. For example: *Diego and Maria are my parents*. Elicit other relationships from students and write them under the names on the board. Leave them on the board for the following activities.

## Open the book!

### 1 Look at the photo. Listen and number the people.

Call students' attention to the picture and have them predict how the people are related to each other. Elicit descriptions of what each person looks like and what they are wearing. Then ask a volunteer to read out the names. Explain that they are the names of the people in the pictures. Tell them that they will hear a boy and girl talking about the picture and describing the people in it. Play Track 55 for students to number the people. Finally, point to each person in the picture and have students call out their names.

### ◆ Listen again and complete the texts with the words below.

Invite volunteers to call out sentences about the picture before completing the sentences. Ask questions to elicit information: *Who is Simon? Who is Archie? What is the relationship between Simon and Archie?* (Simon is Archie's grandson.) Have students complete the sentences individually, then play Track 55 again to check answers.

### ◆ In your notebook, write sentences about your family.

Tell students to use the sentences from the previous activity as a model to write their own. Allow children to draw their own family trees before writing the sentences. Elicit or explain other words students can use, such as *aunt*, *uncle*, *brother*, *sister* and *cousin*. Divide the class into groups to read their sentences.

## Close the day

### ◆ Play *Unscramble the Letters*:

Divide the class into teams. Have a quick review of the vocabulary from the lesson by writing words on the board with the letters out of order, for example: *nosrdnag*. (grandson) The first team to send a member to the board to write the word correctly, wins a point. Repeat with five or six words.



Practice Book: Assign Activity 1 on page 80 as homework.

## Objectives of the day:

1. Read for general information.
2. Learn words for jobs.
3. Ask and answer questions about family members.

**Materials:** Jobs Flashcards, Flashcard Activity 7A on page XIX.

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Flashcard Activity 7A.

## Open the book!

### 2 Look at the people in the photo album and number the sentences.

After doing Flashcard Activity 7A, students should be familiar with the jobs in the pictures. Ask questions to elicit more information about them: *Where do farmers / teachers / cooks work? What do firefighters do? What skills does an ambulance driver need?* etc. Then have students read the sentences and number them. To check the answers, invite volunteers to read the sentences and have the class call out the number and job.

### ◆ Act out and guess the different jobs.

Tell students that now it is their turn to act out the jobs for their classmates to guess. Divide the class into small groups and make sure all students take turns acting and guessing. Encourage students to act out other jobs they know, for example, doctor, artist or vet, if they can. Invite volunteers to act out any new jobs for the class.

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

## My Space

### ◆ Draw a picture of someone in your family.

Students can sketch their pictures in their notebooks. They don't need to draw a perfect picture as this is not a test of their drawing ability, just preparation for the next activity. Do a simple sketch of someone in your family as an example.

### ◆ Show the picture to a classmate. Ask and answer.

Point to the examples in the speech bubbles and have volunteers read them out. Hold up your example sketch and invite students to ask you the same questions. Give them full answers. Then divide the class into pairs to discuss their pictures.

## Close the day

### ◆ Play the Yes / No Game:

Tell students that you are thinking of a job from the lesson and they have to ask you yes / no questions to guess what it is. *Do you work with animals? Do you work in the fields? Are you a farmer?* etc. When students have guessed the job, invite a volunteer to the front. Have the volunteer think of another job for the class to guess and invite classmates to ask questions. Repeat a few times.



Practice Book: Assign Activity 2 on page 81 as homework.



## My Language

1 Listen and follow. 

### Good Buddies The Rescue

1

WHERE ARE WE GOING, MUM?

TO SEE WHERE YOUR GRANDPARENTS LIVED.

YIPPEE!

COME ON. WE HAVE TO WALK MORE QUICKLY. IT'S A LONG JOURNEY.

2

SUDDENLY...

MUM! MUM!

CHEN! WHERE ARE YOU? I CAN'T SEE YOU!

3

LATER THAT DAY, LIN'S DAD PHONES LIN.

HI, DAD! WHERE ARE YOU?

I'M AT THE RESCUE CENTRE.

OH!

WE RESCUED A BABY PANDA TODAY. IT FELL INTO A RAVINE AND COULDN'T GET OUT.

4

LUCKILY, WE HEARD THE BABY PANDA CRYING LOUDLY. WE COULD SEE IT AT THE BOTTOM OF THE RAVINE.

### Open to Learn

They **could** see the baby panda.  
It **couldn't** get out.  
They **had to** climb down with ropes.

2 Read and number the events in order.

- 4   They take the pandas to the Rescue Centre.
- 1   The baby panda falls down a ravine.
- 2   Lin's dad hears a panda crying.
- 3   Lin's dad climbs down into the ravine.

3 In your notebooks, write three things from the story that the rescue workers had to do.

**Objectives of the day:**

1. Read and listen to a comic strip about a panda rescue.
2. Read for general information.
3. Express obligations in the past: *had to*.

**Materials:** Jobs Flashcards, Flashcard Activities 7B and 7C on page XIX.

**Open the day**

- ◆ "Back-to-Back Breathing" practice.
- ◆ Flashcard Activity 7B.

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

Point to the comic strip and have students look at the first two frames. Ask students where the pandas are. Ask: *What has happened to the baby panda?* Play Track 56 and have students read along as they listen. Then ask comprehension questions: *Where were the pandas going? How did the rescue workers find the baby panda? How did they get to the bottom of the ravine? What did baby panda hurt? How do the pandas feel at the end of the story?*

**2 Read and number the events in order.**

Divide the class into groups to read the comic strip again. Then invite volunteers to read the sentences aloud. Ask: *What happened first?* and have students call out the answer and number the sentence. Repeat with the other sentences.

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

Call students' attention to the *Open to Learn* box. Ask them to find the scene in the comic strip that the third sentence refers to. (frame 5) Students have already seen *have to* for obligation so point out that we use *had to* for obligations in the past. Write the example on the board and circle *had to*. Ask: *Why did they have to use a rope to climb down the ravine?* (It was impossible without a rope.) Have students find more examples in the comic strip. Invite volunteers to write them on the board and circle *had to* each time.

**3 In your notebook, write three things from the story that the rescue workers had to do.**

Tell students to copy the sentences on the board into their notebooks. Ask what other things they think the rescue workers had to do. Elicit examples: *They had to wear helmets. They had to be careful.* etc.

**Close the day**

- ◆ Flashcard Activity 7C.

  Practice Book: Assign Activities 1 and 2 on page 82 as homework.

**Objectives of the day:**

1. Read for specific information.
2. Identify and discuss past ability: *could* / *couldn't*.
3. Give a personal response to the comic strip.

**Materials:** Poster 7 with *Pandas and Rescue Worker* Cutouts, Poster Activity 7A on page XXVIII.

**Open the day**

- ◆ "Back-to-Back Breathing" practice.
- ◆ Before students open their books, ask them what they remember about the comic strip: *What happened to the baby panda? What did Lin's dad do? Where did the rescue workers take the pandas?* Write ideas on the board.

**Open the book!**

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

Call students' attention to the *Open to Learn* box. Have students find the scenes in the comic strip that the first two sentences refer to. (frames 3 and 4) Then ask them to find another example. (The panda couldn't move, in frame 5.) Ask: *Do these sentences refer to the past or present? (past) Which are positive and which are negative? (could positive, couldn't negative)* Ask: *What is the present tense of could? (can)* Remind students that we use *can* to talk about ability, so *could* refers to past ability.

**4 Read and circle the correct word.**

Have students read the comic strip again if necessary. You may want them to read silently or alternatively, divide them into groups of five to each take a character, including the narrator, and read aloud. Then have students scan the comic for the correct information. Invite volunteers to read out each sentence and have the class confirm their answers. Encourage students to point to the information in the comic strip.

◆ **Answer the questions.**

Point out that both questions practise the use of *could* for past ability. Divide the class into pairs to discuss answers and then review ideas with the class.

**5 Say whether the pandas are happy at the end of the story. Give reasons.**

Have students discuss their ideas in small groups. They may not agree, so give them time to give reasons why the pandas are happy or not. Then have them share ideas with the class. Write a selection of the students' ideas on the board. For example: *The pandas are happy because the baby is getting better and they are safe. The pandas are unhappy because they had a bad experience.* Ask: *What other feelings have the pandas got at the end of the story?* Discuss the ideas.

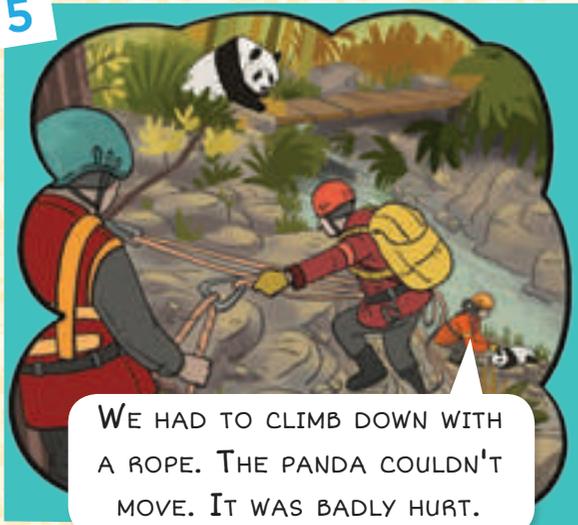
**Close the day**

- ◆ Poster Activity 7A.

  Practice Book: Assign Activity 3 on page 83 as homework.

**Go to video "Giant Pandas."**   

As this is the final topic, this is a good time to review what students have learned about pandas. Remind them about the video and the panda facts poster activity they did in unit 5. Elicit which facts they remember, then watch whole video again. Ask why pandas were so endangered and why they are now only vulnerable. Then have students form groups to discuss what we can do to make the future better for pandas. Then they can do the "After Watching" activity online. This might also be a good time for students to present their recycling projects.



5

WE HAD TO CLIMB DOWN WITH A ROPE. THE PANDA COULDN'T MOVE. IT WAS BADLY HURT.



6

WE FOUND ITS MOTHER. SHE WAS IN THE TREES. WE HAD TO TAKE THEM BOTH TO THE RESCUE CENTRE.



7

WHAT DID YOU DO THERE?

WE HAD TO PUT A BANDAGE ON THE BABY PANDA'S LEG.

DAD, YOU'RE MY HERO!



8

THAT NIGHT, AT THE RESCUE CENTRE.

HOW ARE YOU FEELING?

A LITTLE BETTER. WHERE ARE WE, MUM?

I DON'T KNOW. BUT DON'T WORRY. WE'RE SAFE.

**4 Read and circle the correct word.**

1. The mother panda **could** / **couldn't** see the baby panda after he fell.
2. She **could** / **couldn't** help him.
3. The rescue workers **could** / **couldn't** hear the baby.
4. They **could** / **couldn't** go down the ravine.

**◆ Answer the questions.**

1. Why couldn't the baby panda climb out of the ravine?
2. Why could the rescue workers find the panda?

**5 Say whether the pandas are happy at the end of the story. Give reasons.**

The pandas cried **loudly**.  
They ate **more quickly than** usual.  
I like her **the best**.

**6 Read the sentences and number the pictures.**

1. The baby panda cried loudly.
2. The vet bandaged the baby panda's leg carefully.
3. The mum slept badly.
4. The next day, the baby panda could walk slowly.



◆ **Underline the adverbs in the sentences.**

**7 Listen to the news report and circle the correct form in each sentence.** 

1. The mother panda cried more loudly / more quietly than the baby panda.
2. The vet put a bandage on the panda more slowly / more carefully than usual.
3. The baby panda walked more quickly / more slowly than normal.
4. Both pandas are feeling better / worse now.
5. Lin's dad likes pandas the best / the worst.

◆ **Use adverbs to compare things people in your family do.** 

My mum eats more slowly than I do.

I like my dog the best.

 **Play Pick a Card!**

My friend talks more quietly than I do.



Correct! You keep the card!

**Objectives of the day:**

1. Read and understand events from a story.
2. Listen for specific information.
3. Compare how people do different activities.

**Materials:** Poster 7 with Cutouts, Poster Activities 7B and 7C on page XXVIII; small pieces of paper or card (10 per group).

**Open the day**

- ◆ "Back-to-Back Breathing" practice.

**Language Presentation****Comparing Adverbs of Manner**

In this class, students will learn how to use adverbs of manner in their base and comparative form. We suggest that you do Poster Activity 7B at this stage to present and practise adverbs.

**Open the book!****6 Read the sentences and number the pictures.**

Point to the pictures and have students describe what is happening in each. Explain that the pictures describe events from the story they saw previously in the comic strip. Ask questions to elicit ideas: *Who is the person in the first picture? Why are the people carrying the baby panda? How do the pandas feel? What are they doing?* etc. Ask students to number the pictures, then invite volunteers to read out the sentences one at a time for the class to point to the corresponding picture.

◆ **Underline the adverbs in the sentences.**

Remind students of the adverbs they saw in Flashcard Activity 7B. Alternatively, copy the first sentence from the *Open to Learn* box onto the board and circle the example of the adverb. Then have students call out the adverbs from the sentences.

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

At this point, we suggest that you call students' attention to the *Open to Learn* box. Invite volunteers to read out the second and third sentences. Point out that we can compare the way we do things in a similar way with how we use comparative adjectives. Copy the sentences onto the board and invite volunteers to circle the comparative and superlative forms. Call attention to the irregular forms *badly-worse-worst* and *well-better-best*.

**7 Listen to the news report and circle the correct form in each sentence.** 

Have students read through the sentences first to predict what the answers will be. Then tell them that they will hear a news report about the panda rescue. Play Track 57 once and have students circle the correct comparative form. To check the answers, invite volunteers to read their sentences.

◆ **Use adverbs to compare things people in your family do.** 

Invite two volunteers to read out the sample sentences. Then give students a few moments to think of activities that they and their family members do. Then tell them to write two or three sentences comparing the way different family members do things. Give them some examples: *I talk more quietly than my brother. My sister speaks English better than my dad.* Have them share sentences in pairs.

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

 **Play Pick a Card!** 

Divide the class into groups of five. Hand out the pieces of card, and ask students to write an adverb on each. Then have them put the cards face down in a pile. Tell students to take turns picking up an adverb and making a comparative sentence. Tell them that the sentences can be about anything, as long as they use the adverbs correctly. The winner is the person with the most cards.

**Close the day**

- ◆ Poster Activity 7C.

  Practice Book: Assign Activities 4 and 5 on page 84 as homework.

## Objectives of the day:

1. Listen for words, names and detailed information.
2. Practise the following listening strategy:
  - Using previous knowledge.
3. Talk about family visits.

**Materials:** Poster 7 with Cutouts, Poster Activity 7C on page XXVIII.

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Poster Activity 7C.

## Open the book!

### Listening

#### International Certification: Listening

In this exam task, students have to match a person with a picture related to that person's job. In the actual exam, they might have to match a person with an activity, place or another picture. Therefore, it is important students read the introductory question carefully so that they understand what the specific task is about.

#### Listening Strategy

##### Using Previous Knowledge

Once they have read the introductory question, students should look at the pictures related to the jobs and predict what the jobs are, using their previous knowledge. Tell them to think about what words they are likely to hear: what people do in these jobs, what equipment they use, etc. Remind students that they know a lot about different topics from previous experience, and that they already know a lot of related words and concepts in English.

- 1 **Khalid is telling his friend Lucy about people in his family and their different jobs. What is each person's job? Listen and write a letter in each box. There is one example.**  

Remind students of the importance of reading the introductory question. Check that they understand the specific task. Then give them a few minutes to look at the pictures. Tell students that they will hear Khalid talking about who does these jobs twice, and play Track 58. Play the audio again to check answers, pausing after each section of the dialogue for students to say which picture relates to which person. Ask students about the details they heard that led them to their answers.

### Speaking

- 2 **Talk about people in your family.**

Divide the class into groups to discuss the questions. Encourage students to ask more questions about the topic: *When / How often do you visit? Do you like visiting them? What is your favourite activity?* etc.

## Close the day

- ◆ Invite groups to share the information with the class. Elicit different activities students do with their families and write a list on the board. Then conduct a quick survey to find out what the most popular family activity is.

Listening

1 Khalid is telling his friend Lucy about people in his family and their different jobs. What is each person's job?

Listen and write a letter in each box. There is one example.  



0

his grandparents



A



B



1

his parents



C



D



2

his brother



E



F

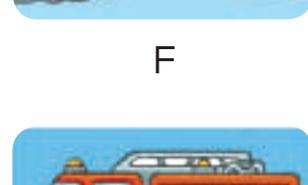


3

his aunt



G



H



4

his cousin



5

his sister

Speaking

2 Talk about people in your family. 

1. Who do you visit the most in your family?
2. What do you do when you visit them?
3. What do they like to do in their free time?

Mindful Moments



1 Share with a classmate some words you associate with the concepts below.

**My Family**

**My Friends**

2 Listen and number the instructions. 

1 Draw two bubbles.

2 Write words inside the bubbles.

6 Breathe deeply.

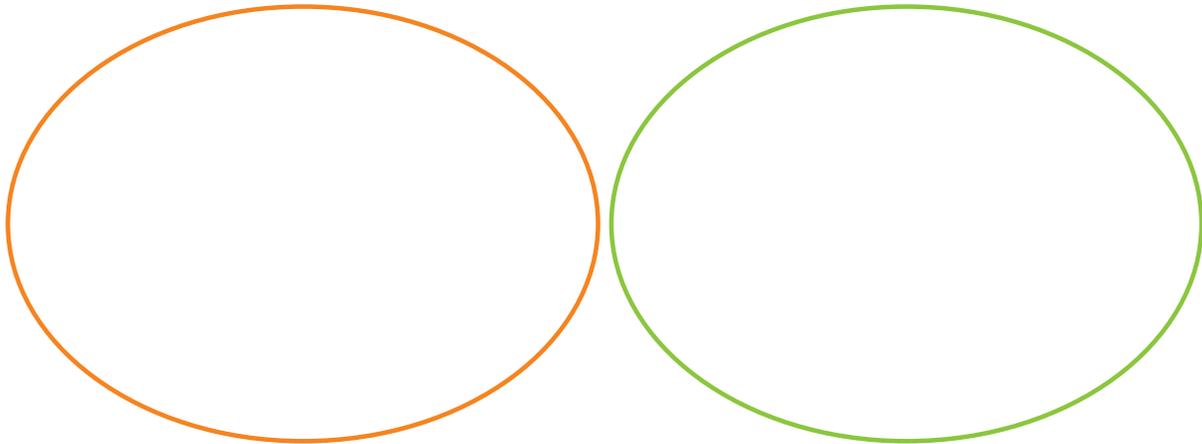
7 Open your eyes and say how you feel.

3 Look at the bubbles and identify how the words make you feel.

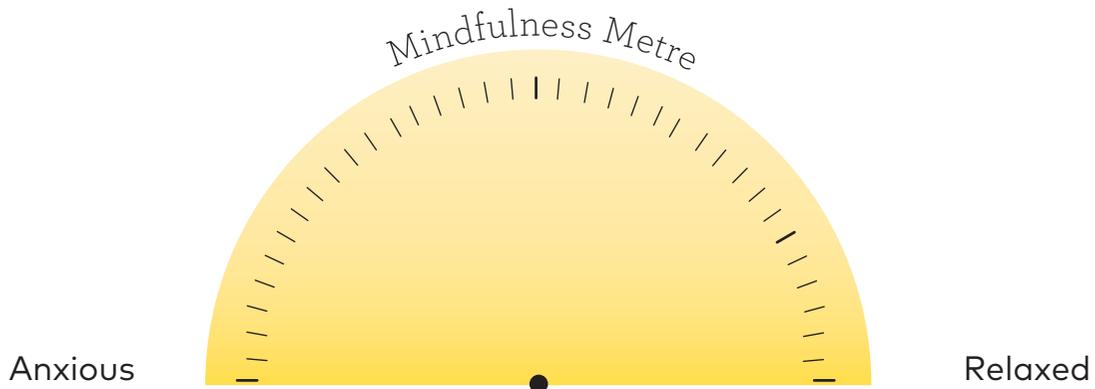
5 Think of the colours orange and green.

4 Sit quietly and close your eyes.

3 Do the mindfulness activity.



◆ Draw an arrow on the mindfulness metre to say how you are feeling at this moment.



**Objectives of the day:**

1. Share ideas about family and friends.
2. Listen for general information.
3. Identify feelings associated with family and friends through a mindfulness activity.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors.

**Open the day**

- ◆ "Back-to-Back Breathing" practice.
- ◆ Review the different activities students like doing with their families that they talked about at the end of the last class. Ask: *How do these activities make you feel?*

**Open the book!****Mindful Moments** **1 Share with a classmate some words you associate with the topics below.**

Allow students a few moments to think of words in pairs. Then write *My Family* and *My Friends* on the board in circles. Invite volunteers to come to the front and write associated words around the circles in the form of spider plans.

**2 Listen and number the instructions.** 

Have students read the instructions first and predict the order. Tell them that they are going to hear a teacher give instructions for a mindfulness activity. Ask: *What do you think the activity is about?* Play Track 59 for students to number the steps in order. Then play the audio again and tell students to shout "Stop!" when a step is mentioned.

**3 Do the mindfulness activity.**

Students can do this activity in their books, but we suggest that they make their own thought bubbles to use in future classes. Hand out an orange and green card to each student, and have them cut out their own thought bubbles. If you do not have coloured card, draw and colour two thought bubbles (one orange, one green) onto a sheet of paper or card, before cutting them out. Then have students write words that they associate with their family in the orange bubble, and words they associate with friends in

the green bubble. Tell them to write words that are personal to them, not just copy words from the class spider plan. Finally, either play Track 59 again for students to do the activity, or give the instructions yourself. Make sure students are ready to complete the activity below immediately after they finish this mindfulness exercise.

**◆ Draw an arrow on the mindfulness metre to say how you are feeling at this moment.**

Ask students to draw an arrow on the Mindfulness Metre to show how the mindfulness activity made them feel. Invite students to show their mindfulness metre arrows to classmates. Explain that concentrating on positive emotions for a few moments each day will help them to be calmer and more focused. Have students save their thought bubbles for future classes.

**Close the day**

- ◆ Ask students what other things they have positive feelings about. Tell them that they can be anything: favourite objects or toys, food they like, activities they do, or even famous people. Elicit a list of ideas.

## Objective of the day:

1. Decode and practise saying the different *-ed* /d/, /t/, /ɪd/ sounds.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; Poster 7 with Cutouts, Poster Activity 7C on page XXVIII. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

## Open the day

◆ "Mindful Moments" practice. (See page T110).

Tell students to take out their thought bubbles. Play Track 59 for students to do the mindfulness activity, or give similar instructions yourself.

◆ Poster Activity 7C.

Instead of focusing on *had to*, *could* / *couldn't*, and adverbs, have students tell the story in the past simple. Write any regular past simple verbs they use on the board. At the end of the story, have students listen to and repeat the verbs in unison.

## Open the book!

### 1 Listen and match each verb with the correct *-ed* sound.

These are common verbs that students should know, so invite volunteers to read them out to the class. Ask students if they can identify any differences in the way the *-ed* /d/, /t/, /ɪd/ sound is pronounced in each word. Then play Track 60 to check. Encourage students to repeat each word after they hear it on the audio. If they still cannot recognise the difference between the sounds, say the words again yourself, while really emphasizing the different *-ed* endings (/d/, /t/, /ɪd/).

## Open Day Tip *-ed* Endings

It might help students to point out the rule for *-ed* endings at this stage. However, we suggest that you keep it simple: It is enough to quickly explain the rule, but spend more time on giving examples for students to repeat. Tell students that the *-ed* sound depends on the sound the verb ends with. So, if a verb ends in *k*, *s*, *ch*, *sh*, *f*, *o* or *th*, the *-ed* sound is /t/. (*washed*, *dressed*, *packed*, etc.) If a verb ends in *t* or *d*, the *-ed* sound is /ɪd/. (*wanted*, *needed*, etc.) All other verbs end in /d/. (*played*, *waved*, *learned*, etc.)

### 2 Listen to Sally talking about her grandpa and circle his job.

Ask students to look at the pictures and tell you what the jobs are. Ask: *What are the people doing in the pictures?* Tell them that they will hear Sally talking about her grandpa, who does one of the jobs. Remind them that they might hear more than one of the jobs mentioned. Play Track 61 once for students to circle the picture.

#### ◆ Listen again and circle the sound of the *-ed* ending on each line.

Point to the three endings of the *-ed* sound again. Read out the first sentence and ask students what *-ed* sound they can hear at the end of the word in bold. (**worked**) Tell them to circle the /t/ sound. Then play Track 61 again for students to complete the rest.

#### ◆ Practise reading the sentences and shout out the *-ed* endings.

Divide the class into groups to do this activity. When they have practised the sentences a few times, invite volunteers to read them aloud one at a time, and have the class call out their answers.

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

## Close the day

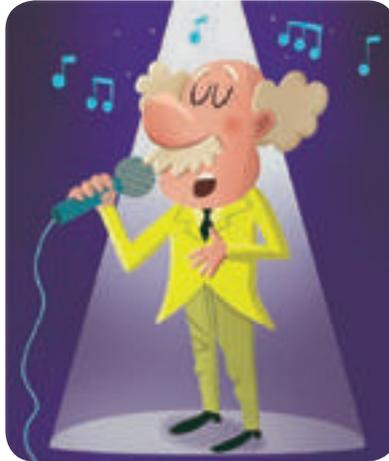
#### ◆ Play *Mime the Sentence*:

Tell students that this game is the same as *Charades*, but instead of acting out words, students act out sentences (or lines) from the story. Divide the class into teams and invite a volunteer from each team to come to the front. Point to a line in the story for the volunteers to act out. They all act out at the same time and the first team to guess the line, wins a point. Repeat with other lines and volunteers.

1 Listen and match each verb to the correct **-ed** ending sound. 

- |              |   |      |
|--------------|---|------|
| 1. asked     |  | /t/  |
| 2. travelled |  | /d/  |
| 3. needed    |  | /id/ |

2 Listen to Sally talking about her grandpa and circle his job. 



• Listen again and circle the sound of the **-ed** ending on each line.

- |   |                                       |                                      |                                      |
|---|---------------------------------------|--------------------------------------|--------------------------------------|
| 1. My grandpa <b>worked</b> in a circus.      | /id/                                  | <input checked="" type="radio"/> /t/ | /d/                                  |
| 2. The circus <b>arrived</b> in his city.     | /id/                                  | /t/                                  | <input checked="" type="radio"/> /d/ |
| 3. He <b>decided</b> to ask for a job.        | <input checked="" type="radio"/> /id/ | /t/                                  | /d/                                  |
| 4. He <b>danced</b> , but he fell over.       | /id/                                  | <input checked="" type="radio"/> /t/ | /d/                                  |
| 5. Everyone <b>laughed</b> .                  | /id/                                  | <input checked="" type="radio"/> /t/ | /d/                                  |
| 6. He <b>started</b> the next day as a clown. | <input checked="" type="radio"/> /id/ | /t/                                  | /d/                                  |
| 7. He <b>travelled</b> a lot.                 | /id/                                  | /t/                                  | <input checked="" type="radio"/> /d/ |
| 8. He <b>loved</b> his job.                   | /id/                                  | /t/                                  | <input checked="" type="radio"/> /d/ |
| 9. He <b>liked</b> making people laugh!       | /id/                                  | <input checked="" type="radio"/> /t/ | /d/                                  |

• Practise reading the sentences and shout out the **-ed** endings. 

My grandpa worked as a clown.

t! t!

## My Skills

### Reading

- 1 Read the first part of the story. Choose the right words and write them on the lines. 

## A Real Life Hero

Chesley Sully Sullenberger is a real-life hero. He (0) worked as a pilot for US Airways. On January 15, 2009, he took off from LaGuardia Airport in New York. There were 155 people on the plane.

A few minutes after takeoff, some big birds flew into the plane, and the engines stopped. The plane started to descend (1) quickly. Sully had to land immediately, but he couldn't go back to LaGuardia (2) because he didn't have enough time. Sully looked down and saw the

Hudson River below the plane. He decided to land there.

Landing a plane on water is very difficult and dangerous, (3) but Sully kept calm. Without the noise of the engine, it was very quiet inside the plane. Everyone was very frightened. When the tail of the plane touched the water, Sully brought the nose down (4) carefully. The plane continued along the top of the water, but (5) finally it stopped. Luckily, it floated.

- |            |           |                   |
|------------|-----------|-------------------|
| 0. lived   | needed    | <del>worked</del> |
| 1. quick   | quickly   | quickest          |
| 2. what    | why       | because           |
| 3. that    | but       | or                |
| 4. careful | carefully | more careful      |
| 5. finally | when      | for               |

- 2 Number the pictures in order.



**Objectives of the day:**

1. Read the first part of a factual story.
2. Choose the correct words from a lexical set to complete a text.
3. Read for general information to understand sequence.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors.

**Open the day**

- ◆ "Mindful Moments" practice.

Tell students to take out their thought bubbles. Play Track 59 for students to do the mindfulness activity, or give similar instructions yourself.

- ◆ Ask students what they think a "real life hero" is. (an ordinary person who does something heroic as part of their job or in everyday life) Ask if they can think of any examples of people who are real life heroes. Elicit ideas. (doctors, nurses, fire officers, maybe some teachers! etc.)

**Open the book!****Reading****International Certification: Reading and Writing**

A good way to prepare for this type of activity is to give students plenty of practice in choosing the correct type of word or part of speech. Students have now seen a variety of nouns, verbs, adjectives and adverbs, as well as present and past tenses. They should use context to work out what type of word is missing from each gap. Remind students that they do not need to think of a word themselves, and that they should be careful to choose from the correct set of options.

**1 Read the first part of the story. Choose the right words and write them on the lines.** 

Before students complete the activity ask them to read the title and look at the pictures at the bottom of page 112. Ask: *Who is the real-life hero? What job does he do? What do you think he*

*did to be a hero?* Tell students that the text is a true story. Then have students complete the text individually. Tell them to read the whole text first before going back and completing the answers. Invite volunteers to read the text aloud to check the answers.

**2 Number the pictures in order.**

Students should be able to complete this activity without reading the text again. However, to check, have volunteers read out the part of the story that relates to each picture. Ask students what they think happens next.

**Close the day**

- ◆ Divide the class into pairs. Tell students to retell the story so far. Encourage them to include as many details as they can. Then go around the room asking each pair to provide a sentence that tells the story in sequence. If anyone misses any details, encourage classmates to help.

## Objectives of the day:

1. Read for specific information.
2. Complete an organiser with personal ideas about a story.
3. Practise the following reading strategy:
  - Inferring.

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Review what happened in the story so far, and students' predictions for what happens next. Write some of the predictions on the board. Ask questions to elicit information: *Why did the plane's engines stop? Where did Sully land? How did the passengers feel?*

## Open the book!

### 3 Read the second part of the story and answer the questions.

Allow students to read the story individually and then check their predictions on the board. Then have them answer the questions and check their ideas in pairs. Ask: *What does Sully do today? How do his family feel about him?* Then ask students if they liked the story and to give reasons why or why not.

## Reading Strategy

### Inferring

Inferring requires students to use their prior knowledge as well as information stated in a text to draw conclusions. The graphic organiser on this page allows students to give a more personal response to what they have just read. They can use the information in the text, but also add their own ideas so that they draw conclusions about what makes a hero in other everyday situations.

### 4 Make notes in the organiser. Use Sully's story for ideas.

Copy the organiser onto the board and invite volunteers to make notes on it. Start off by using ideas from Sully's story, but then have students make their own inferences. Encourage them to think about people they know or other stories they have seen or heard in the news. Ask them what personal characteristics these "heroes" have and how they are similar or different.

### ◆ Share ideas with your classmates.

Have students work in groups to share ideas. Tell each group to reach an agreement about what makes a hero: *How can you describe them? What actions do they do?* Then come to a class consensus.

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

## Close the day

- ◆ Ask students to imagine that they are reporters who want to interview Sully about his experience. Elicit ideas for questions and write some examples on the board: *How did you know the engines stopped? What did you think? How did you stay calm?* etc. Then divide the class into pairs. Tell them to take turns being Sully or the reporter and interview one another. Finally, invite pairs to role-play their interviews for the class.



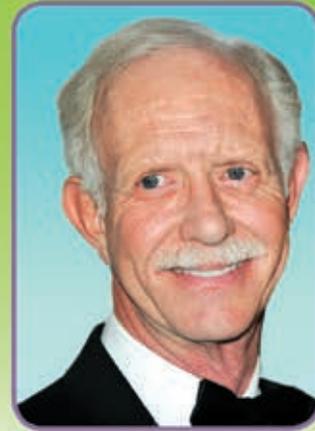
Practice Book: Assign Activity 1 on page 85 as homework.

**3 Read the second part of the story and answer the questions.**

The flight attendants opened the doors quickly, and the passengers got out and waited on the wings. Boats came to rescue them. Sully was the last person to leave the plane. Before he left, he walked through the cabin because he wanted to check that nobody was left inside the plane.

A lot of reporters wanted to talk to Sully when he got out of the rescue boat. He was very modest. He told them he just did his job. President Barack Obama invited him to the White House and gave him a medal.

Today Sully is retired. He lives quietly in California with his wife and two daughters. They are all very proud of their hero.



1. What did the flight attendants and the passengers do after the plane stopped?

They opened the door quickly and got out of the plane.

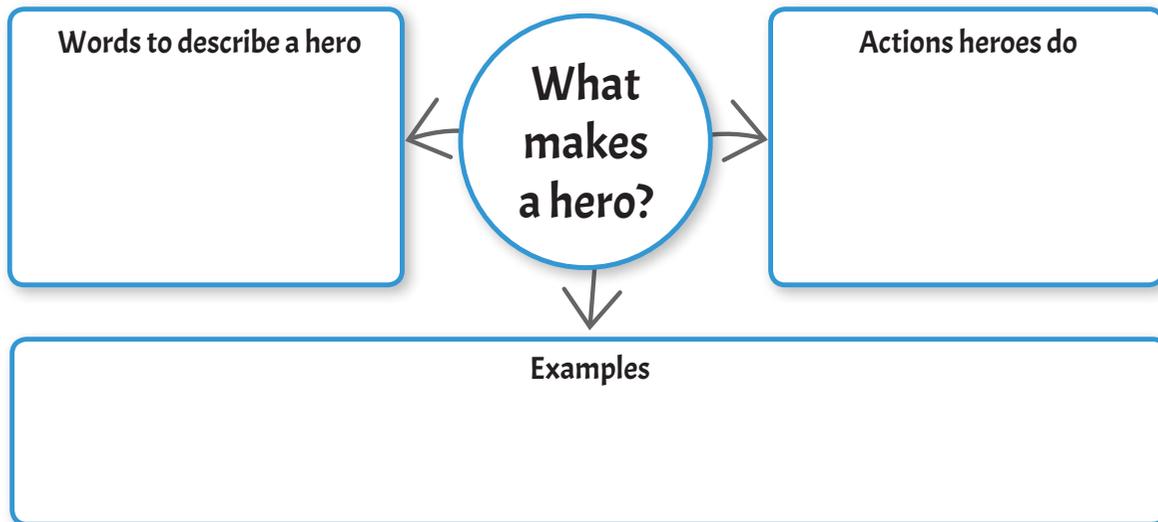
2. Why did Sully walk through the cabin?

To check that nobody was inside the plane.

3. What did President Barack Obama do?

He invited him to the White House and gave him a medal.

**4 Make notes in the organiser. Use Sully's story for ideas.**



◆ Share ideas with your classmates.

Writing

1 Read and complete the text with the phrases.

because he was worried about Dan      because the waves were very big  
because it was a sunny day

Weekly News

MONDAY, PAGE 88

Last weekend, Daisy Fisher and her husband Joe decided to take their children to the beach  
1) because it was a sunny day. They wanted to swim and play on the sand. Joe took their young son Dan out into the ocean on a small boat. Everyone was very happy.



Then the wind started to blow. Joe couldn't get back to the beach 2) because the waves were very big. He shouted for help 3) because he was worried about Dan.

When Daisy saw him from the beach, she jumped up and shouted to other people to help. They didn't understand at first, but then they saw Joe's boat. Everyone held hands to make a chain to reach the boat. Daisy was at the front of the chain.

Finally, Daisy got to the boat. Everyone pulled Joe and Dan back to the beach. "My mum's a hero!" Dan said. That's certainly true!

2 Tick (✓) the best title for the article.

- A Day at the Beach       Mum's a Hero!       A Small Boat

3 Read again and answer the questions.

- Why did Daisy shout?  
Because she was scared.
- Why did everyone hold hands?  
To make a chain to reach the boat.
- Why did Dan say "My mum's a hero?"  
Because she saved his life.

**Objectives of the day:**

1. Read for specific information and gist.
2. Answer questions about a news story.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; Reader (1 per student).

**Open the day**

- ◆ "Mindful Moments" practice.

Tell students to take out their thought bubbles. Play Track 59 for students to do the mindfulness activity, or give similar instructions yourself.

- ◆ Spend a few moments reviewing the unit language. Tell students to think about Sully's story from the last class. Ask: *What did Sully have to do? How did he do it?* Elicit sentences with *had to* and adverbs: *He had to land the plane carefully. He had to make a decision quickly.* etc. Ask students to copy these sentences into their notebooks.

**Open the book!****Writing****1 Read and complete the text with the phrases.**

Ask students what type of text this is. (a newspaper article) Tell them to look at the picture and predict what the story is about. Remind students that the topic is about heroes. Ask: *How can people be heroes at the beach?* Then have students complete the text individually. Remind them that they should read the whole text first before inserting the information. Invite volunteers to read the story aloud to check. Ask: *Do you think Dan's mum is a hero?* Encourage students to give reasons.

**2 Tick (✓) the best title for the article.**

Tell students that the most appropriate title is the one that can be applied to the whole story, not just a specific part of the story. Ask: *What is the story about? Who is the main character? What did she do?* etc. This should help them to identify the correct answer.

**3 Read again and answer the questions.**

Have students answer the questions individually before checking as a class. When checking, have students refer to the specific part of the story where they found the answers. Finally, ask: *How does Dan feel about his mum? How would you feel?*

**Close the day**

Have students recall what they remember about the story in the Reader. Write the title on the board and elicit ways people can be heroes in real life. Write ideas on the board. Point to the picture on page 29 and ask students how the children could be heroes. Ask: *What is the weather like in the picture? What problems can this weather cause? How do you think the children can help with these problems?* Tell them that they are going to read and listen to a story about Daisy and Fred, the children in the picture. Play Track R4 while students read pages 30, 31 and 32. Ask comprehension questions: *What do Daisy and Fred like doing? Why? Are they superheroes? Why or why not? What things couldn't they do? How do they feel about the costume party? Why did their neighbours laugh?* Tell students that they will find out what happens in the story later in the topic.

## Objectives of the day:

1. Predict information about a story using pictures and prompts.
2. Make notes.
3. Practise the following writing strategy:
  - Using *wh*- questions.
4. Write an article.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; paper (1 sheet per group and 1 per pair).

### Open the day

- ◆ "Mindful Moments" practice.

Tell students to take out their thought bubbles. Play Track 59 for students to do the mindfulness activity, or give similar instructions yourself.

- ◆ **Play *What's the Question?***

On the board, write *Who? What? Where? When? Why? and How?* Underneath, write the following answers: *my mum, a sandwich, the beach, 100, Tuesday, quickly, the moon, because she was scared, pandas, relaxed.* Divide students into small groups. Ask them to write a question for each of the answers. The questions can be in the past or present, but must include one of the question words on the board. When they have finished, ask volunteers to read out their group's questions. Correct questions win a point.

### Open the book!

## Writing

### Writing Strategy

#### Using *Wh*- Questions

Remind students that we use *wh*- questions to ask for information. Elicit the question words and write them on the board. Ask students what kind of information each question word asks about (time, place, etc.). Tell students that they can use these questions as prompts to make notes about setting, character and events in a story.

## 4 Read, look and make notes.

Point to the three sections of the story. Have students read the questions and ask them to identify what type of information they ask about. Point out that the beginning of a story describes setting and characters before moving on to events. Have students use the pictures to answer the questions. Allow them a few minutes to do this activity and compare their answers in groups, then check ideas with the class. Explain that they don't have to have exactly the same answers to each question, as they are going to write their own stories. Make sure that they answer each question and that there is no missing information.

- ◆ **Work in pairs. Write an article about the rescue for a local newspaper. Use the story map.**

Divide the class into pairs to write their stories. Tell them to make sure that they include all the information from their notes. If individuals have different ideas for one or more of the questions, they need to agree on what information to include. Give students time to write their stories, read them together and make any corrections. Then have students exchange their articles with another pair to make final corrections.

### Close the day

- ◆ Have students work in groups of four (the two pairs that corrected each other's work). Ask them to think of a title for the article. Then have a class vote on the best title. Finally, invite volunteer pairs to read their article to the class, or have the class display all of the articles around the classroom. This is an extensive piece of writing, so make sure students keep their work.

  Practice Book: Assign Activity 1 on page 86 as homework.

4 Read, look and make notes.

Beginning



1. Who are they?

\_\_\_\_\_

\_\_\_\_\_

2. Where were they?

\_\_\_\_\_

\_\_\_\_\_

Middle



3. What did they see?

\_\_\_\_\_

\_\_\_\_\_

4. What did they do?

\_\_\_\_\_

\_\_\_\_\_

5. Why did the girl put the dog in her rucksack?

\_\_\_\_\_

\_\_\_\_\_

End



6. What happened next?

\_\_\_\_\_

\_\_\_\_\_

7. Why are they heroes?

\_\_\_\_\_

\_\_\_\_\_

- ◆ Work in pairs. Write an article about the rescue for a local newspaper. Use the story map.

Last weekend, Jim and his sister Beth went for a walk in the mountains.

Listening

1 Describe the pictures.



2 Listen and number the pictures in order. 

3 Answer the questions.

1. Where do the children go?
  - a) to a friend's house
  - b) to a senior centre**
  - c) to their grandparents' house
2. What do the children learn about from the photo albums?
  - a) how to have a better memory
  - b) history for school
  - c) the seniors' lives**
3. How do the children feel about their visits?
  - a) They love them.**
  - b) They think they are boring.
  - c) They want to stop going.

◆ Discuss the questions. 

1. Would you like to visit a senior centre?
2. What other activities could you do with seniors?
3. What would you like to ask an older person about when they were young?
4. What special skill could you teach an older person?

**Objectives of the day:**

1. Describe pictures.
2. Listen for general and specific information.
3. Discuss the topic of caring for the elderly.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; *Jobs Flashcards*; paper (1 sheet per group).

**Open the day**

- ◆ "Mindful Moments" practice:

Tell students to take out their thought bubbles. Play Track 59 for students to do the mindfulness activity, or give similar instructions yourself.

- ◆ **Play *Find the Job*:**

Use the *Jobs Flashcards* to review unit vocabulary. Divide the class into teams. Place the flashcards around the room, then describe the job in each picture one at a time, without mentioning the name of the job. One student from each team should run to the corresponding card. The first student to take the correct card wins a point for their team.

**Open the book!****Listening****1 Describe the pictures.**

Point to the pictures and have students describe what they can see. Students could do this in pairs or you can ask questions as a class: *How old are the people in the pictures? What are they doing? Where are they? How do the people feel?* Write ideas on the board.

**2 Listen again and number the pictures in order.** 

Tell students that they will hear a TV programme. Explain that the presenter is asking a boy about the things he does at a *senior centre*. Write *senior centre* on the board. Tell students that this is a place where elderly people live, or do activities. Say that younger people can volunteer to help at senior centres. Tell students to listen for the activities they described in the pictures and number them in order. Play Track 62 twice. When playing the audio for the second time, pause when students hear one of the activities mentioned and check the answers with the class.

**3 Answer the questions.**

Students should be able to answer these questions without hearing the audio again. However, you can choose to play Track 62 again if they are struggling. Ask students if there are senior centres in their area. Ask: *What do elderly people in your family like to do?*

- ◆ **Discuss the questions.** 

Divide the class into groups to discuss the questions. Allow them a few minutes to talk about each question in detail and make notes if necessary. Then have groups share ideas with the class. Have them identify similarities and differences between their ideas. Ask students which older people in their families they like spending time with, and what they can learn from them.

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

**Close the day**

- ◆ Have students continue working in their groups. Ask them to think of a daily schedule for a senior centre, with a list of interesting activities they could do with elderly people. Remind them of the skills they talked about in the last activity. Distribute paper and tell them to write a full schedule from 9:00 a.m. to 5:00 p.m. Finally, have groups share schedules and vote on the most interesting one.

  Practice Book: Assign Activities 1 and 2 on page 87 as homework.

## Objectives of the day:

1. Describe a picture.
2. Listen for specific information.
3. Talk about memories related to objects.

**Materials:** Practice Book (page 89).

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Divide the class into groups to talk about their earliest memory. Ask: *How old were you? Where were you? Who were you with? What happened?* Ask what objects they associate with their memories and if they still have these objects. Invite volunteers to share their ideas with the class.

## Open the book!

### Speaking

#### 1 Describe the items in the box.

Point to the picture and ask students what they think this is. Explain that it is a memory box.  
*Say: This is a box where people keep objects that are important to them. The objects remind them of moments from their past.* Have students say what they can see in the box and write a list on the board. Ask: *Why do you think these items are important? How does the person feel about them?* Elicit ideas.

#### ◆ Listen and match the names and numbers with the items.

Tell students that they will hear a boy asking his grandma about the memory box in the picture. Tell them to read the names and numbers and ask them what they think they refer to. Write some predictions on the board. Then play Track 63 for students to match the names and numbers.

#### 2 Think about what you can put in a memory box and draw it.

Allow students a few minutes to draw some objects. Tell them it's not a test of their drawing skills, but rather about the variety of objects they would put in the box. Encourage them to include at least five objects. Help them with the names of objects when necessary and ask students why their objects are important.

#### ◆ Talk about the memories related to each item.

Have students talk about their memories in groups. Then encourage students to share their memories with the class. Ask: *Have you got a memory box? Do you think they are a good idea? How do these memories make you feel?*

## Close the day

- ◆ Review the topic of the unit. Ask: *What makes a real-life hero? What heroic actions have you seen in this unit?* Remind students of the comic strip, Sully's story, Dan's mum, and children working at senior centres. Finally, have students write one interesting thing they learned in this unit, and one thing they would like to know more about in their notebooks.



Practice Book: Assign Activities 1 and 2, on page 88 as homework.

## Time to Practise

You have now finished the first part of Topic 4 "Everyday Heroes." 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 they have already seen activities like this one. Tell them that they have to write words, phrases or complete sentences. Then, on page 90, tell students they will listen to Emily talking about her family. Once again, they have already seen this type of activity. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

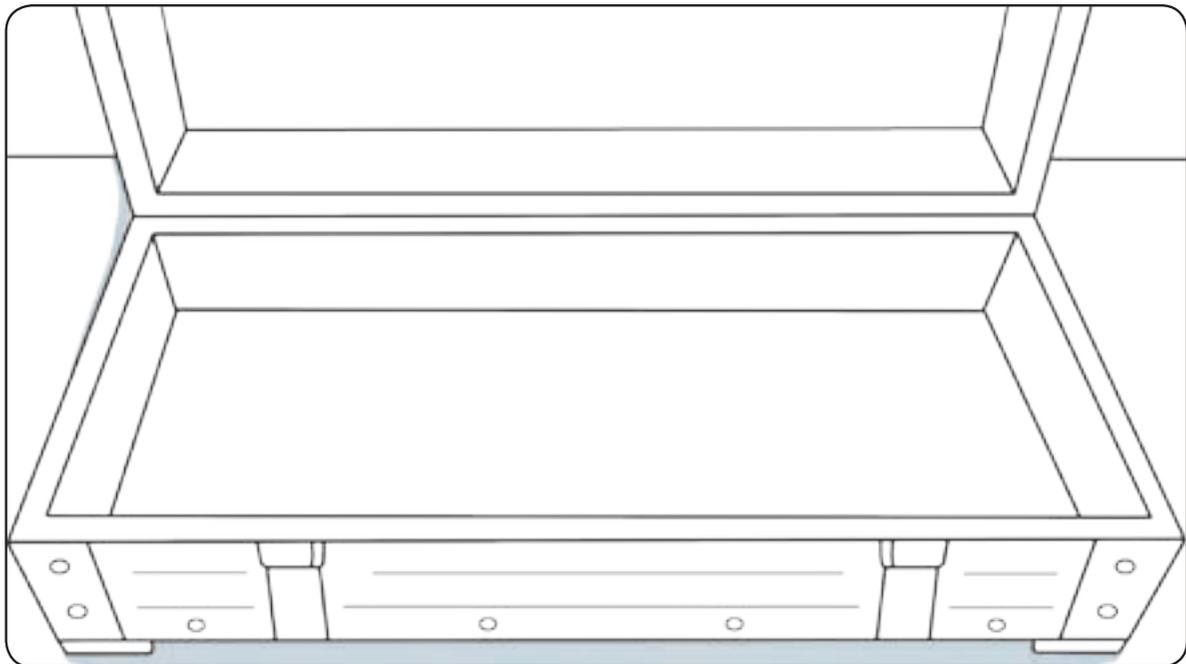
### Speaking

1 Describe the items in the box.



◆ Listen and match the names and numbers with the items. 

2 Think about what you can put in a memory box and draw it.



◆ Talk about the memories related to each item.

# Unit 8 A Better Future

1 Read and answer the questions.

Home OLC Message Board About Us Contact

## Onowa Lake Camp

Building a better world since 1960

### About the camp

Onowa Lake Camp is set on a beautiful piece of land in the middle of Lake Onowa. This **island** is a fantastic place for kids to explore nature and make new friends. They can also develop their talents, personality and confidence there. Every six months, OLC offers new programmes to help kids and adults build better families, better communities and a better world.

### What we do

OLC takes school kids into the countryside where they can learn new skills, breathe fresh air and have fun. We organise activity programmes for different ages to explore the natural world.

Activities include

- taking cows out into the **field**.
- hiking to a beautiful **waterfall**.
- setting up an overnight camp under the **moon** and **stars**.
- learning how to make a campfire and cook camp food.

**Find out more**  
For more information, you can follow the blogs on our website or send us an e-mail:  
[olc@naturelearning.com](mailto:olc@naturelearning.com)

Cows relaxing in the field

A beautiful waterfall

Camp under the moon and stars

1. How often can you go to the camp?

every six months

2. What is the main reason for the camp?

To allow kids to explore nature and make new friends.

2 Complete the chart using the words in bold.

Activities	Where
taking cows into the field hiking setting up a camp learning how to make a campfire and cook	the field a beautiful waterfall under the moon and stars

# Unit 8 A Better Future

## Objectives of the day:

1. Read for specific information.
2. Learn vocabulary for camp activities and places.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; *Natural World* Flashcards, Flashcard Activity 8A on page XIX; Reader (1 per student).

## Open the day

- ◆ "Mindful Moments 2" practice:

Students should now be familiar with the mindful moments activity for thinking about family and friends (see page T110). Hand out another piece of orange and green card to each student and have them draw and cut out two thought bubbles. Alternatively, have them draw and color thought bubbles (one orange, one green) onto a sheet of paper, before cutting them out. Then have them write words that they associate with places they like in the orange bubble, and words that they associate with activities they do there in the green bubble. Tell them to write words related to personal memories. Follow the Mindful Moments procedure. Have students close their eyes and think about how these words make them feel. Tell them to focus on positive emotions as they breathe in and out. Then have students open their eyes and ask them how they feel.

- ◆ Flashcard Activity 8A.

## Open the book!

### 1 Read and answer the questions.

Point to the text and ask what it is. (a webpage)  
Ask: *What is the webpage for?* (a camp) Ask what sections the website has got and point to the "buttons" at the top of the page. Then have students look at the pictures and discuss what activities people might do on this camp. Finally, allow students a few moments to read the webpage individually and to answer the questions. Then check ideas with the class.

### 2 Complete the chart using the words in bold.

Point to the words in bold in the text and remind students that these are the words they saw on the flashcards. Tell students to write these words in the second column. Then have them scan the text to find activities that they can do at each place. (For *moon* and *stars*, help students by explaining that the "place" is "under the moon and stars.")

## Close the day

- ◆ Play *Unscramble the Letters*:

Divide the class into teams. Have a quick review of the vocabulary that students saw in the webpage by writing scrambled words on the board: *onom*. (moon) The first team to send a member to the board to write the word correctly, wins a point. Repeat with five or six words (they can be the words in bold from the text or other words).



Reader

Have students look at page 29 of their Reader and see if they can remember what the text is about. Ask a volunteer to read the title and ask: *What are the children doing? How do they feel? Why?* Write ideas on the board. Then divide the class into groups of three to read the text aloud. Tell them that one person should read a page each (pages 30, 31 and 32). Ask: *What do you think happens next in the story?*



Practice Book: Assign Activity 1 on page 91 as homework.

## Objectives of the day:

1. Learn vocabulary for food and objects on a camp.
2. Identify common verb-noun phrases.
3. Discuss a camp and the activities there.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; *Technology Activities* Flashcards, Flashcard Activity 8B on page XIX.

## Open the day

- ◆ "Mindful moments 2" practice.
- ◆ Have students recall the webpage from the previous class. Ask: *What was the webpage about? What activities can people do? Who can go on this camp?* Have students discuss in groups.

## Open the book!

### 3 Label the pictures using some of the words in bold.

Invite four volunteers to each read what one of the people says. Check comprehension with the class. Ask: *How does Clare listen to music? Why? What did Paul learn to do? What was the video Dave watched about? What did Paul do before he fell asleep?* Then point to each picture and ask students what they can see. Ask: *Which person talks about these things?* Then ask students to label the pictures. Remind them to use the words in bold.

### 4 Read and match. Then listen and check.

Ask students to match the verb-noun collocations before listening. Tell them that they will hear Clare talking to her mum about the camp. Then play Track 64 for students to check.

### ◆ Discuss whether you would like to go to Onowa Lake Camp and what activities you would like to do there.

Brainstorm the different activities people can do at Onowa Camp. Tell students to think of activities from this class and the previous class. Then divide the class into small groups to discuss the question. Encourage students to give reasons for their answers.

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

## Close the day

- ◆ Flashcard Activity 8B.

  Practice Book: Assign Activity 2 on page 92 as homework.



# Onowa Lake Camp

Building a better world since 1960

**Clare:** We woke up early this morning. We couldn't get a good **Internet** connection for my **laptop**, so we couldn't listen to my music. But one of the instructors had an old **mp3 player**, and we listened to music. It was great!

**Paul:** We had a hot cup of **tea** and some sweet and fluffy **pancakes** for breakfast. I don't like tea! Last night the instructors showed us how to make a campfire, and we cooked **noodles**, which is a type of pasta. That was tasty.

**Dave:** Last night, we watched a video on **blu-ray** about surviving in the jungle, and we played some team-building games. When it got dark, I went to my tent and tried to call my mum, but the signal was terrible.

**Paul:** I read my **e-book** before I fell asleep last night. Having a digital copy of my favourite book is very useful.

### 3 Label the pictures using some of the the words in bold.



1 e-book



2 laptop



3 noodles



4 tea



5 pancakes

### 4 Read and match. Then listen and check.

- |                          |            |
|--------------------------|------------|
| 1. send a                | blu-ray    |
| 2. connect to the        | message    |
| 3. watch a video on      | Internet   |
| 4. listen to music on an | e-book     |
| 5. read an               | mp3 player |

- ◆ Discuss whether you would like to go to Onowa Lake Camp and what activities you would like to do there. 

## My Language

Open to Learn

Should I help you?

They went to the airport **to catch** a plane.

### 1 Listen and follow.

## Good Buddies Time to Go Home!

1 AUNT LILY AND LIN ARE PACKING.  
THEIR HOLIDAY IS OVER.



2 WHAT'S WRONG?



3 IS THIS IT?



4 I FOUND IT!



### 2 Read and discuss the questions.

1. Why is Lin packing?
2. Where is the cable?

3. What does Lin give Charlie?
4. How do Lin and Charlie feel?

### 3 Read and circle the answers.

1. Should I help you pack?
2. Should I look for it?
3. Should I carry your rucksack?

Yes, please. **No, thanks.**

**Yes, please.** No, thanks.

**Yes, please.** No, thanks.

### ◆ Make offers for these situations.

- A friend can't do her maths homework.
- A bag is too heavy.

**Objectives of the day:**

1. Read and listen to a comic strip about the end of Lin's holidays.
2. Read for specific information.
3. Making offers and suggestions using *should*.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors;

**Open the day**

- ◆ "Mindful moments 2" practice.
- ◆ Review the comic strip story about Charlie and Lin. Ask students what they remember from the whole book. Talk about the things Charlie and Lin did, what they are interested in, and what they learned about pandas. Make notes on the board.

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

Point to the first picture in the comic strip. Ask: *Where is Lin?* (in her room) *What is she doing?* (packing) Point to the title and ask: *Why is Lin packing?* (She is going home.) Then have students read the comic strip silently to themselves. When they have finished, play Track 65 for them to listen and read along. Ask comprehension questions: *How does Charlie help Lin?* (He finds her cable for her charger.) *What news has Lin's dad got?* (The pandas are better.) *Where are they at the end of the story?* (the airport) Have students read out the sections of the text where they find the answers.

**2 Read and discuss the questions.**

Divide the class into groups to answer the questions. Check answers as a class and have students point to the frames where they found them. Students may infer different ideas for the last question. Elicit information by asking how they would feel at the end of a long holiday. Ask: *Will Charlie and Lin see each other again soon?* (probably not)

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Copy the first sentence onto the board and underline *should*. Remind students that they have already seen *should* to give advice and make suggestions. Ask: *Which use is this?* (making suggestions) Point out that these suggestions can also be an offer to do something for someone. Have students find other examples in the comic strip and read them aloud.

**3 Read and circle the answers.**

First, invite volunteers to read the questions aloud and have students find them in the comic strip. Ask who is making an offer or suggestion and to whom. Then have students look for Lin's answers in the comic strip and circle them in the activity.

◆ **Make offers for these situations.**

Divide the class into pairs to make offers. Invite volunteers to share their ideas with the class. Write some examples on the board to highlight the use of *should*.

**Close the day**

- ◆ Have students continue working in pairs. Call out other situations for them to make suggestions. For example: *Your friend can't do his / her homework. The table needs setting for dinner. There isn't any milk in the fridge. Your baby brother / sister is crying,* etc. Elicit as many ideas as possible from the class.

  Practice Book: Assign Activities 1 and 2 on page 93 as homework.

## Objectives of the day:

1. Read for specific information.
2. Identify the reason for doing things: *to* infinitive.
3. Play a guessing game.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; Poster 8 with Cutouts, Poster Activity 8A on page XIX.

## Open the day

- ◆ "Mindful Moments 2" practice.
- ◆ Poster Activity 8A.

## Language Presentation

### Infinitive of Purpose

In this class, students will learn how to express purpose using the *to* infinitive. We suggest that you do Poster Activity 8A at this stage to present and practise the language. Leave the sentences on the board. This will help students complete the activities on this page.

## Open the book!

### Open to Learn .....

Call students' attention to the *Open to Learn* box on page 120 and read the second sentence. Ask: *Where did Lin and Aunt Lily go?* (to the airport) *Why?* (to catch a plane) Write the sentence on the board with the other sentences from Poster Activity 8A and underline *to catch a plane*. Remind students that we use *to* infinitives to give reasons for doing different actions.

## 4 Read and match to complete the sentences.

Divide the class into groups of six to read the comic strip again. Tell them to each take a role. Then have them stay in their groups to match the sentences halves. Remind students that the second column contains the reasons why the characters did the different actions. Check the answers with the class and ask students to point to the frame in the comic strip where they found each answer.

## 5 Think of something you did yesterday and why. Write one true and two false sentences.

Students should now have seen enough examples of *to* infinitive to use it independently. Have them read the three further examples in Activity 5. Tell them to work by themselves to write their own examples. Remind them that two of these should not be true.

### ◆ Share your sentences with a classmate. Guess the true sentence.

Ask students to get into pairs to read their sentences to each other. Tell them that they should listen to each other's sentences and identify the real reason why their classmates did their activities. Encourage volunteers to share their sentences with the class.

## Close the day

- ◆ Extend the final activity into a team game. Have students form teams of four to play against another team. Students can write a new set of sentences or use the ones they already have. Teams take turns reading their sentences to each other, and get points for guessing the correct sentences each time.

  Practice Book: Assign Activities 3 and 4 on page 94 as homework.

**5 LIN'S DAD CALLS HER.**

Hi, DAD.

ARE YOU READY TO GO?

YES, ALMOST. HOW ARE THE PANDAS?

I CALLED TO TELL YOU THAT THEY'RE MUCH BETTER. WE WILL LET THEM GO ON THE RESERVE NEXT WEEK.

**6**

WILL THEY BE HAPPY THERE?

YES, THEY WILL. THEY'LL HAVE LOTS OF BAMBOO TO EAT AND THEY'LL BE SAFE. THEY WON'T HAVE ANY MORE PROBLEMS.

FANTASTIC! IT WILL BE A BETTER WORLD FOR THEM!

**7 A FEW HOURS LATER...**

COME ON OR WE'LL BE LATE!

SHOULD I CARRY YOUR RUCKSACK, LIN?

YES, PLEASE. YOU'RE VERY KIND.

**8**

I HAVE GOT SOMETHING FOR YOU.

THE PANDA POSTER! THANK YOU, LIN.

I'LL NEVER FORGET THIS HOLIDAY.

I WON'T FORGET IT EITHER!

**4 Read and match to complete the sentences.**

1. Lin and Aunt Lily packed their suitcases \_\_\_\_\_ to find Lin's cable.
2. Charlie looked under the bed \_\_\_\_\_ to charge her phone.
3. Lin wanted the cable \_\_\_\_\_ to go back to China.
4. Lin's dad called \_\_\_\_\_ to tell them about the pandas.

**5 Think of something you did yesterday and why. Write one true and two false sentences.**

I went to the zoo yesterday to meet a friend.

I went to the zoo yesterday to see the kangaroos.

I went to the zoo yesterday to entertain the animals.

◆ Share your sentences with a classmate. Guess the true sentence.

6 Listen and tick (✓) the things Lin and Charlie talk about.

The pandas **will be** safe.  
 They **won't have** any more problems.  
**Will they be** happy? **Yes, they will.** / **No, they won't.**



Lin's dad      The Rescue Centre  
 Chinese food      The pandas

Circle the correct options. Then listen again and check.

- Lin's dad will / **won't** be happy when he sees her.
- Lin's dad will / **won't** take her to the Rescue Centre.
- Lin **will** / won't work with pandas when she grows up.
- Charlie **will** / won't be there when Lin comes back to the USA.
- Lin and Charlie will / **won't** miss each other.

7 Read and match.

- Will you go to China, Charlie? ~~No, I won't.~~
- Will you work with pandas, Lin? ~~Yes, I will.~~

Play a Predictions Game!

Friend's name	What he / she will do	Where he / she will live
Pedro	teacher	London

Will you be a teacher when you grow up?

Yes, I will.

No, I won't.

**Objectives of the day:**

1. Listen for specific information.
2. Identify future predictions: *will / won't*.
3. Play a predictions game.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; Poster 8 with Cutouts, Poster Activity 8B on page XXIX.

**Open the day**

- ◆ "Mindful Moments 2" practice.
- ◆ Poster Activity 8B.

**Language Presentation****Will / Won't for Future Predictions**

In this class, students will learn how to make predictions using *will* and *won't*. We suggest that you do Poster Activity 8B at this stage to present and to practise the topic. This will help students to complete the activities on this page.

**Open the book!****6 Listen and tick (✓) the things Lin and Charlie talk about.** 

Point to the picture and ask: *Where are Lin and Charlie? How do you think they feel? Who is leaving? Where is she going?* Tell students that they are going to hear Lin and Charlie talking about the future. Point to the images on the right of the main picture and read out the topics. Say that Lin and Charlie will talk about some of these things. Play Track 66 once for students to tick the topics.

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

At this point, we suggest you call students' attention to the *Open to Learn* box. Have a volunteer read out the sentences. Copy the sentences onto the board and circle the words in bold. Ask: *When do we use will / won't?* (to make predictions) Refer students to the sentences they came up with in Poster Activity 8B.

**◆ Circle the correct options. Then listen again and check.**

Invite volunteers to read each sentence aloud and have the class say which option is correct. Write the answers on the board. Then play Track 66 again to check the answers.

**7 Read and match.** 

Tell students to think about what Charlie and Lin talked about and have them work in pairs to match the questions and answers. Then read out the questions for students to call out the answers in unison.

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

** Play a Predictions Game!** 

Have students look at the first row of the table and explain the game. Say: *Make predictions about two of your friends. Look at the prediction for Pedro. In the future, he will be a teacher and he will live in London.* Tell students to write the names of two classmates in the table, and predict what they will do and where they will live. Then point to the speech bubbles and invite volunteers to read them aloud. Tell students to refer to the notes in their table to ask their classmates questions and check their predictions. Have students get up and walk around to ask and answer questions.

**Close the day**

- ◆ Invite students to share their findings from the *Predictions Game* with the class. Ask students if their classmates agreed with each prediction they made about them. Encourage them to say why or why not.

  Practice Book: Assign Activities 5, 6 and 7 on page 95 as homework.

## Objectives of the day:

1. Listen for specific information.
2. Recognise words with *-ll/l/, -ss/s/, -zz/z/* and *-ff/f/* endings.
3. Act out a story.

## Open the day

- ◆ "Back-to-Back Breathing" practice. (See page T102.)

- ◆ **Play Fizz Buzz:**

Have students stand in a circle, if possible. Tell students that they are going to count, but when they get to three or a multiple of three, they should say "fizz." When they get to five or a multiple of five, they should say "buzz". Count to ten in this way to give an example: *One, two, fizz, four, buzz, fizz, seven, eight, fizz, buzz*. Then have students take turns counting around the circle. Allow the class to help each other and have them go as high as they can. Point out that when a number is a multiple of three and five (for example, fifteen or thirty) they should say "fizz buzz!"

## Open the book!

### 1 Listen and number the missing parts of the story

First, have students look at the pictures in the story and describe what they can see. Read the title and ask: *What is the story about?* Then invite volunteers to read the missing sentences aloud. Then play Track 67 for students to number the sentences. Ask comprehension questions about the story: *What is the problem? What does the man look like? How does Fluff find them? What sense does he use? Where are the man and woman now?*

- ◆ **Write the words that end with these letters.**

Model the different sounds and have students call out an example of a word that ends in each. Tell students to categorise these words according to their spelling. Then have students work in pairs to find as many words as they can with these endings in the story. Check answers with the class.

- ◆ **Work in groups. Act out the story.** 

Divide the class into groups of six to act out the story. (five students to act out the characters, plus one to act out the narrator) First, have students practise reading the story. Encourage them to use different intonation to show different emotions, such as excitement, anger and fear. Then have students act out the story in their groups. Allow them to practise with their books open at first, then tell them to act from memory. Tell them that they don't have to memorise the words exactly, they just have to act out the main events from the story. Finally, remind students to visit the online platform for more practice at home.

## Close the day

- ◆ Invite groups to perform the story to the class. Encourage classmates to watch and listen carefully to each other's performances and give positive feedback.

**1 Listen and number the missing parts of the story.** 🎧

- |   |                                     |
|---|-------------------------------------|
| <b>6</b> How do you spell that?                               | <b>1</b> Should I call the sheriff? |
| <b>3</b> They'll soon be in a cell!                           | <b>5</b> It's all over!             |
| <b>2</b> The woman wore a red dress, and her hair was a mess. | <b>4</b> he's got some handcuffs.   |

## Fluff the Sheriff's Dog



◆ Write the words that end with these letters.

-ll	-ss	-zz	-ff
call, bill, ill, full, tall, basketball, smell, They'll, cell, still, hill, all, cell, spell	dress, mess, pass, across, grass, success, Jess	buzz, Buzz	Fluff, Sheriff, jiffy, sniff, handcuff(s)

◆ Work in groups. Act out the story. 📱



**Objectives of the day:**

1. Understand a dialogue in an exam-style activity.
2. Personalise and practise a dialogue.

**Materials:** Poster 8 with Cutouts, Poster Activity 8B on page XXIX.

**Open the day**

- ◆ "Back-to-Back Breathing" practice.
- ◆ Poster Activity 8B to review the use of *will* and *won't* for predictions.

**Open the book!****Reading and Writing****International Certification: Reading and Writing**

Remind students to read all of the options before choosing an answer. Students have seen all of the functional language present in the dialogue, but they need to understand the differences in meaning between the options in order to choose the correct one. Write a few of the questions on the board for students to come up with their own answers before they read the dialogue. This will help them to identify the kinds of structures they need to use.

**1 Read the text and circle the best answer.** 

Tell students to look at the picture first to help them identify the context of the conversation: *Who is speaking? Where are they? What do you think they are talking about?* Then have them look at the example. Point out that both *b* and *c* are grammatically correct but *b* is the correct answer because we can see from the context that Zoe isn't skateboarding, Peter is. Then have students complete the activity individually, under test conditions, before checking answers with the class.

**2 Read the questions in Activity 1 again and write new answers.**

Tell students to imagine that they were having a similar conversation with their friend, and that they can give their own personalised answers. Explain that they are still answering similar questions, and that they should use the same

language structures as the correct answers in Activity 1. Encourage students to use their imagination.

**◆ Work in pairs. Practise the conversation using your answers.**

Ask students to form pairs to take turns asking and answering questions. Point out that they may have to change some of the questions slightly, depending on their classmate's response to the previous question.

**Close the day**

- ◆ Invite students to perform their conversations in front of the class. Let them complete their whole conversations without interruption. If there are any areas you feel need correcting, do so at the end.

**Open Day Tip Role-Plays**

If used properly, role-plays can be an engaging activity. They are fun and motivating, give quieter students a chance to express themselves, and provide essential speaking practice. We suggest that you give students every opportunity you can for them to practise real and natural language. Do not demotivate students by jumping in and correcting every mistake. Make a note of common mistakes and correct them later, or even better, encourage peer correction.

  Practice Book: Assign Activity 1 on page 96 as homework.

## Objectives of the day:

1. Read for specific information and gist.
2. Practise the following reading strategy:
  - Confirming predictions.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; *Natural World* and *Technology Activities* Flashcards, Flashcard Activity 8C on page XIX.

## Open the day

- ◆ "Mindful Moments 2" practice.
- ◆ Flashcard Activity 8C.

## Open the book!

### Writing

#### International Certification: Reading and Writing

Your students have already seen this type of certification activity earlier in the book. Remind them that they need to read the text surrounding the question in order to complete each gap correctly. You can help students identify what kind of word goes in each gap by having them identify the structures or types of word around it. Tell them to think about verb-noun or adjective-noun phrases, or what words best fit the topic of a sentence.

### Reading Strategy

#### Confirming Predictions

In many cases, students may be able to guess which word goes in each gap without looking at the options. This is a useful strategy, as even if students don't guess the exact word, they can identify the correct type of word, which they can then confirm when they look at the pictures.

### 3 Read the story. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

Tell students to read through the text once and guess the possible answers. Then they should read the text again and check with the pictures. Run the activity under test conditions, including choosing the best title in the next part.

### ◆ Now choose the best name for the story. Tick (✓) one box.

Remind students that the title should refer to the text as a whole, not one specific part. Tell them to think about the general topic and choose the most appropriate option. When they have finished, check the answers to this activity and the previous activity as a class.

## Close the day

- ◆ Divide the class into small groups and challenge them to write another short text using the nine words with pictures on page 125. Tell them that their texts can be about anything, as long as they make sense and use all of the words. Invite groups to read out their texts when they have finished.

  Practice Book: Assign Activity 1 on page 97 as homework.

3 Read the story. Choose a word from the box.

Write the correct word next to the numbers 1–5.

There is one example.

Jim's (0) grandparents moved to a remote (1) island in Scotland. They had to travel by boat to see their family on the mainland.

"What will you do when the weather is bad?" Jim asked them before they moved.

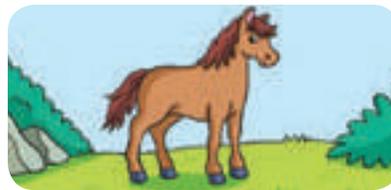
"We'll have to stay on the island," they said (2) sadly.

One day at school, Jim had an idea. He decided to organise a "fun run" to raise (3) money to get Internet for the island. The "fun run" was a great success, and now his grandparents can have their own island blog.

In the past, Jim's grandparents had to wait for (4) letters to arrive, but now they get e-mails from all around the world. Of course, they (5) chat with Jim every day, too.



~~grandparents~~



horse



money



island



laptop



sadly



chat



boat



letters

◆ Now choose the best name for the story. Tick (✓) one box.

1. My Favourite Island  2. Jim's Good Idea  3. Bad Weather

# CLIL social studies

1 Read and circle *T* (True) or *F* (False).



## Community Action

What makes us happy? There are lots of different answers to this question. Some people like doing sports, and others enjoy listening to music or dancing, but experts who study community action say we also feel happy when we help other people.

### The Benefits of Community Action

Volunteering helps others, but it also makes the people who volunteer happy. Helping makes our lives more meaningful. Young people who volunteer feel closer to their communities, do better in school and score higher on happiness tests.



### Types of Community Action

There are different types of community action. We can do small things every day to help our families at home or our classmates and teachers at school. Cleaning our bedroom or washing the dishes are both positive actions.

We can also do things to help people with problems in the wider community. We can join a volunteer organisation, but that's not the only way to change things. If we see a problem in the community, we can organise actions ourselves. Our case studies show some examples of people who did this.

1. Sports and music make everyone happy. T  F
2. There is no connection between community action and happiness. T  F
3. People who volunteer often do well at school.  T F
4. There is only one type of community action. T  F
5. To do community action, you have to join a volunteer organisation. T  F

### 2 Discuss the questions.

1. What are the benefits of community action?
2. Why does community action make us happy?
3. What makes you happy?

### Objectives of the day:

1. Expand students' knowledge of the world.
2. Read for specific information.
3. Discuss community action.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors.

### Open the day

- ◆ "Mindful Moments 2" practice.
- ◆ Write the heading *Community Action* on the board and remind students what a volunteer is. (someone who offers to do something without pay) Ask: *How can people help in their communities?* Elicit ideas and write them under the heading.

### Open the book!

#### 1 Read and circle *T* (true) or *F* (false).

Ask students what type of text this is. (a textbook) Tell them that they are going to learn more about community action in this class. Ask students to read the introductory paragraph. Elicit examples of when helping other people can make us happy. You could remind students of the "Feeling Empathy 1" practice they did in Unit 5. (See page T80.) Then have students read the rest of the text. It is a long text, so allow students a few minutes to read it. When they have finished, read the first statement and ask students to say whether it is true or false. Ask them to find the place in the text that gives the information. Then have students work in pairs to read and tick the remaining true or false statements and find the supporting part of the text. To check the answers, invite volunteers to read the statements and have students call out if they are true or false and why.

#### 2 Discuss the questions.

Divide students into small groups to discuss the questions. Then have them share their ideas with the class and ask them if they agree with what the textbook says and give reasons.

### Close the day

- ◆ Remind students what the article says about being happy. (We feel happy when we help others.) Have students continue working in their groups and ask them to write a list of five things that make them happy. Tell them that they should all agree about what goes on their list. Then have groups share their lists with the class. Have the class vote on the best top five list.

### Objectives of the day:

1. Expand students' knowledge of the world.
2. Read for general information.
3. Write a community action and result.
4. List community problems and discuss solutions.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; poster paper (1 sheet per small group).

### Open the day

- ◆ "Mindful Moments" practice. (See page T110.)
- ◆ Review what students learned about community action in the last class. Make notes on the board.

### Open the book!

#### 3 Write the number of the problem that matches each case.

Call students' attention to the "Actions speak louder than words!" logo at the top of the page and ask what they think it means. Explain that on this page there are three examples of community action that people have organised. Tell them that each case study describes an action and its result. Have students read the three case studies, then ask them why they think different people started these actions. Then have students form pairs to read the options in Activity 3 and match them with the cases. Check answers as a class and ask students if they think the actions were good ideas and why.

- ◆ **Explain how you would help your community. How would it make you feel?**

Ask students how they think people in the case studies felt and why. Ask them if they have got any of these problems in their communities, what they would do and how it would make them feel.

#### 4 Work in pairs. Write an action and result for the following problem.

Invite a volunteer to read the problem aloud. Have students form pairs to discuss possible actions and results. Tell each pair to choose their favourite idea. Then have pairs share their actions and results with the class and write them on the board. Ask: *Have the different actions got the same result?* Finally, have the class vote on the best action. Encourage them to give reasons for their choice.

- ◆ **Make a list of problems in your community and discuss possible community actions to solve them.**

Have students work in small groups to share ideas of problems and solutions. Invite volunteers for each group to share some of their group's ideas.

### Close the day

- ◆ Have students stay in the same groups as the previous activity and hand out poster paper. Ask them to choose one of the problems from their discussion and make a community action poster about it. Tell them to mention the problem, the proposed action, and the expected result. Encourage them to illustrate or decorate their posters. Display the posters around the classroom.

### Go to video "Sky Lodge."

Now is a good time to work with this unit's video. We suggest that 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 1 and 2 on page 98 as homework.

## Case Studies

Actions  
speak louder  
than words!



### Case 1 2

She created a website to advertise all of the monuments in her city. She wanted people to know about them and visit.

### Result

Soon her social media campaign got the attention of local people. Now the monuments are clean and more people visit them.



### Case 2 1

They started a campaign called "Yappy Homes." They wrote to the local newspaper and organised a demonstration in the park.

### Result

Now there is a new animal rescue centre next to the park.



### Case 3 3

She started "The Best Presents" to raise money for families who need help to buy gifts, decorations and cakes. She organises fundraising events with her friends during the year.

### Result

This year, they will help more than ten families to have a very special birthday party.

### 3 Write the number of the problem that matches each case.

1. One day at the park, Kyle and Josh saw lots of dogs that didn't have a home. Kyle and Josh love animals, but their town didn't have an animal rescue centre.
2. One day when Sandra visited a local monument with her parents, she noticed that it was covered in paint and nobody cared.
3. Carla is 10. She knows children in her community who haven't got birthday parties because their parents are having problems with money.

- ◆ Explain how you would help your community. How would it make you feel?

### 4 Work in pairs. Write an action and result for the following problem.

Aisha lives near a park, but the swings are old and broken. Nobody fixes them. There is a pond too, but it is full of rubbish. There aren't any flowers in the park either.



- ◆ Make a list of problems in your community and discuss possible community actions to solve them.

## Helping Others

### 1 Read the text and write the correct title.

Friendship Loneliness Happiness

#### Loneliness

When people move to a new neighbourhood, change schools, or have to stay in a nursing home or hospital, they can feel very lonely. Often, they haven't got contact with family or friends and they don't know people in the new place. This problem is worse for people who are shy. They do not feel comfortable starting a conversation with strangers. Being lonely can affect their health and make them ill.



### ◆ Discuss the questions.

1. When do people feel lonely?
2. Why do people feel lonely?
3. Why is the problem worse for shy people?
4. How can loneliness affect people?

### 2 Listen and circle the correct options.

1. The girl felt lonely because she **moved** / **nobody talked to her**.
2. When you sit on a "Buddy Bench," other students **move to another seat** / **invite you to play**.
3. "Buddy Benches" make students feel **less lonely** / **more ignored**.



### 3 Select one of these groups and suggest ideas for how to make them feel less lonely. Then share your ideas with a classmate.

- new neighbours
- new students
- people in a nursing home

### Objectives of the day:

1. Read for general information.
2. Listen for specific information.
3. Make suggestions for helping others.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors.

### Open the day

- ◆ "Mindful Moments" practice.
- ◆ Check the answers to the "While watching" activities from the "Sky Lodge" video. Ask students if they liked the video and what interesting information they learned from it.

### Open the book!

## Helping Others

### 1 Read the text and write the correct title.

After students have written the title, explain that is normal for everyone to feel lonely sometimes in different situations. Then ask what people can do to stop feeling lonely. (join clubs, find people with similar interests, start conversations, etc.) Write some ideas on the board.

#### ◆ Discuss the questions.

Have students refer to the text again to answer the questions. Then elicit other situations when people feel lonely and why. Ask: *What age does loneliness affect people? (any age) How can we help lonely people? Write ideas on the board.*

### 2 Listen and circle the correct options.

Tell students that they are going to hear a girl called Carla talking about a time when she was lonely, and an idea she had to help other lonely people. Tell students to read the sentences and options and predict the correct answers. Then play Track 68 twice. When playing the audio for the second time, pause the audio at the relevant sections for students to check their answers. Finally, point to the pictures and ask: *What is a buddy bench? Do you think it is a good idea? Why / Why not?* Discuss ideas.

### 3 Select one of these groups and suggest ideas for how to make them feel less lonely. Then share your ideas with a classmate.

Have students think about ideas individually before discussing in pairs or groups. Make sure that there are pairs or groups discussing each topic. Then have students share their ideas with the class. Write *Helping Others* on the board, and write some of the students' ideas around it in a spider plan. Have students copy the spider plan into their notebooks.

### Close the day

- ◆ Have students think of all the different ways people helped others in this unit. Tell them to think about the comic strip, the textbook about community action, and other texts. Remind students of the title of the unit and ask how these actions might help towards a better future.

### Open Day Tip Helping Others

Students may be in a situation where they can put the ideas from this class into practice. If a new student joins the group, encourage the rest of the class to be welcoming and to create a friendly atmosphere.

  Practice Book: Assign Activities 1 and 2 on page 99 as homework.

### Objective of the day:

1. Follow steps to develop a project.

**Materials:** orange and green card (optional, 1 sheet per student), orange and green markers or crayons, paper (1 sheet per student), scissors; Poster 8 with Cutouts, Poster Activity 8A on page XXIX; paper (1 sheet per student), poster paper for a class display, scissors, glue; Practice Book (page 105).

### Open the day

- ◆ "Mindful Moments" practice.
- ◆ Poster Activity 8A.

### Open the book!

### Explore

- ◆ **Read and tick (✓) the information each text gives.**

Tell students they are going to do a project. Invite a volunteer to read out the name of the project in the top corner of the page. Elicit the three stages of a project lesson: *Explore*, *Produce* and *Present*. Then point to the pictures. Ask students if they know who the people are and what they know about them. Tell them that the texts are profiles for a "Hall of Fame." Ask what type of information they might find in a Hall of Fame description. Then have students read and tick the information.

### Produce

- ◆ **Choose a person for your Hall of Fame.**  
Tell students that they can choose anyone who they think is a "hero". Stress that they don't have to be famous people; they can be friends, family members, neighbours, or anyone else they know.
- ◆ **Find information about the person. Go to Practice Book page 105 to organise your notes.**

Explain to students that they are going to make their own Hall of Fame profile. If they have chosen a famous person, allow them time to research information about them online, if needed. However, as students are giving their own reasons why that person is their hero, they should be able to make notes without further help. Tell them to make notes in all sections of the organiser on page 105 of the Practice Book.

- ◆ **Write a short extract about the person and attach a picture.**

Have students write a draft version of their profiles in their notebooks first. Tell them to use the profiles on page 129 as a model, as well as the notes in their organiser. Tell them to make sure that they include the information they ticked in the first activity. Have students check each other's work in pairs. Then hand out paper for them to copy a clean version for a class display. If possible, give students time to find photos to go with the text or encourage them to draw their own picture of their hero.

### Present

- ◆ **Create a Hall of Fame exhibit in your classroom.**

Divide the class into groups and hand out poster paper for students to make a display of their Hall of Fame profiles. Encourage them to make a decorative *Hall of Fame Heroes* title.

- ◆ **Give a short presentation about the person you chose.**

Finally, invite volunteers to present their profiles, either to their poster group or to the whole class. Encourage students to listen carefully to their classmates and give a round of applause after each presentation.

### Close the day

- ◆ **Play *Guess the Person*:**

Divide the class into teams. Tell them to choose one of the people in the *Hall of Fame Heroes* exhibit and write three sentences about them. When they are ready, ask volunteers to read out their sentences for the other teams to guess who that person is.

**Explore**

◆ Read and tick (✓) the information each text gives.

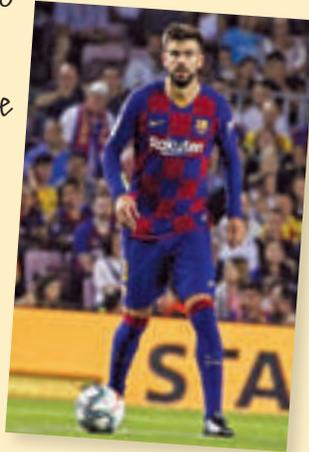
1. Name

3. Likes/dislikes

2. Where they are from

4. Why the person is a hero

My Hall of Fame hero is Gerard Piqué. He is from Barcelona. He is my hero because he worked very hard to become a football player. I think he is a superstar!



My Hall of Fame hero is Malala Yousafzai. She is from Pakistan. She is my hero because she fought for girls' education in her native Swat Valley in Pakistan. She had to fight more bravely than anyone because education was banned for girls where she lived. She won the Nobel Peace Prize in 2014.



My Hall of Fame hero is Greta Thunberg. She comes from Sweden. She is my hero because she organises young people all over the world to protest about climate change. I think she will make the world a better place.



**Produce**

- ◆ Choose a person for your Hall of Fame.
- ◆ Find information about the person. Go to Practice Book page 105 to organise your notes.
- ◆ Write a short extract about the person and attach a picture.

**Present**

- ◆ Create a Hall of Fame exhibit in your classroom.
- ◆ Give a short presentation about the person you chose.


Can you talk about your family?

1 Unscramble the words to complete the text.

### Tom's Family

Tom's (1) grandparents (graparendnts) are (2) farmers (ferarms). They have got a (3) son (osn) named Vincent and a (4) daughter (hdaugter) named Vicky. Vincent is a (5) firefighter (fighrefiter) and Vicky is a (6) cook (okoc). They have got three (7) grandchildren (grhildreandcn).

Can you talk about what you could or had to do?


2 Tick (✓) what is true for you.

1. When I was six, I could...



2. When I was six, I had to...



Can you compare how people do things?


3 In your notebook, write sentences comparing your classmates. Use the ideas in the box.

speaks loudly    runs quickly    eats slowly    writes carefully

**Objective of the day:**

1. Self-assessment of Topic 4.

**Materials:** Jobs Flashcards, Flashcard Activity 7C on page XIX.

**Open the day**

- ◆ "Back-to-Back Breathing" practice.
- ◆ Flashcard Activity 7C.

**Open the book!****Can you talk about your family?****1 Unscramble the words to complete the text.**

Remind students of the objective of the activities on these pages: To check how much they have learned in Units 7 and 8. Then point to the text and tell students that the scrambled words are related to family members or jobs. Have them complete the text individually before checking answers with the class. Have students draw a tick below the emoji that represents how well they did on this task. (happy = very good; serious = ok; sad = you can do it better)

**Can you talk about what you could or had to do?****2 Tick (✓) what is true for you.**

First, look at the pictures and have students describe what they can see in each. Give an example sentence: *When I was six, I could ride a bike.* Then have students tick the pictures according to what they *could* or *had to* do. Encourage them to think of other things they *could* or *had to* do when they were six, and have volunteers share their ideas with the class or in groups. Have students draw a tick below the emoji that represents how well they did on this task.

**Can you compare how people do things?****3 In your notebooks, write sentences comparing your classmates. Use the ideas in the box.**

Elicit adverbs from the class. Model how they are used: *My brother runs more quickly than me. Our baby eats slowly. He eats more slowly than us.* Then have students write their own sentences in their notebooks. Remind them to compare themselves with their classmates. Invite volunteers to share their ideas with the class. Remind students to tick one of the emojis next to the activity.

**Close the day**

  Practice Book: Assign Activities 1 to 3 on page 100 as homework.

**Go to video "Sky Lodge."**

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: *Would you like to stay in the Sky Lodge? What was your favourite part of the video? What didn't you like about the video?*

## Objective of the day:

1. Self-assessment of Topic 4.

**Materials:** *Natural World* and *Technology Activities* Flashcards, Flashcard Activity 8C on page XIX; Reader (1 per student).

## Open the day

- ◆ "Back-to-Back Breathing" practice.
- ◆ Flashcard Activity 8C.

## Open the book!

### Can you say why people did things?

#### 4 Read and match.

Match the first sentence together with the class and point out the *to* infinitive structure. Then have students match the rest of the sentences individually. Invite volunteers to read out each sentence for the class to check the answers.

- ◆ **Write two things you did yesterday. Say why.**

When students have written their sentences, invite volunteers to write some examples on the board. Check why each person did each activity with the class, and underline the *to* infinitive in their sentences. Then have them complete the emoji chart.

### Can you make predictions?

#### 5 Circle *will* or *won't* to make predictions.

Ask students how we make predictions. (with *will* or *won't*) Elicit a few from the class: *It will rain tomorrow. We'll finish this book today!* etc. Write them on the board. Then have students complete the activity individually and check answers in pairs.

- ◆ **Write one more prediction about the future.**

Erase the examples from the board before students complete this part of the activity. Invite volunteers to read out their sentences.

- ◆ **Compare the predictions with a friend.** 

Divide the class into pairs. Point to the examples in the speech bubbles and tell students to turn their prediction from the previous activity into a question to ask their classmate's opinion. *Will we finish this book today?* Have them share ideas and then complete the emoji activity. Finally, remind students to visit the online platform for more practice at home.

## Home Connection

- ◆ **Make an everyday hero badge.** 

Remind students to work with family members to do this project. Instructions for how to do the project are in the Home Connection section online (in English and their own language). Families will be able to share what their children have learned in Topic 4 and see how much progress they have made.



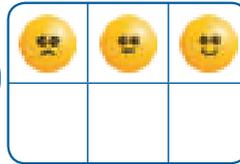
Have students look at page 32 of the Reader. Ask them what they remember about the story. Then have students read pages 33 to 35 individually. When they have finished, ask: *Why did people have to leave their homes? How do Fred and Daisy feel about it? What is Daisy's idea? What do they sell? How does this help the families?* Then play Track R4 from start to finish and have students follow along in their books. At the end, ask: *Do you think Fred and Daisy are heroes? Why / Why not?* Next, have students open their Practice Book to pages 102 and 103 and do Activities 1 to 4. Tell them that they can refer back to the Reader. Alternatively, have students do these activities for homework.

## Close the day

- ◆ Tell students that they have now finished Topic 4. Ask them what they enjoyed about the topic, what was the most interesting thing they learned, and what they found easy or difficult. Discuss students' responses with the class.

  Practice Book: Assign Activities 4 and 5 on page 101 as homework.

Can you say why people did things?



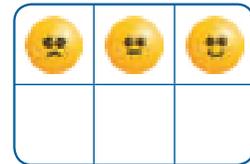
4 Read and match.

- 1. Yesterday Sally looked at an app to eat after the game.
- 2. She decided to go to the sports centre to go to another village.
- 3. She made a sandwich to play volleyball.
- 4. She called her friends to find something to do in town.
- 5. She caught the train to invite them to play with her.

Write two things you did yesterday. Say why.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

Can you make predictions?



5 Circle will or won't to make predictions.

- 1. Mobile phones **will** / **won't** float in the future.
- 2. People **will** / **won't** use mp3 players and blu-rays in the future.
- 3. It **will** / **won't** rain tomorrow.
- 4. My mum **will** / **won't** make spaghetti sauce for dinner tonight.

Write one more prediction about the future.

\_\_\_\_\_

Compare the predictions with a friend.

Will machines control humans in the future? Yes, they will. No, they won't.

Home Connection

Make an everyday hero badge.



## 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

**Sally:** Hi, Paul. How are you?

**Paul:** Hi, Sally. I'm fine, thanks. What are you doing?

**Sally:** I'm doing a free time survey for homework. Can I ask you some questions?

**Paul:** Yeah, sure.

**Sally:** What do you enjoy doing in your free time?

**Paul:** Well, I love doing sports. I enjoy playing basketball.

**Sally:** How often do you play basketball?

**Paul:** I play basketball twice a week.

**Sally:** When do you play?

**Paul:** I play on Tuesdays and Thursdays after school.

**Sally:** And are you still in a band?

**Paul:** Yes! I love playing the guitar.

We practise on Mondays and Wednesdays at five in the afternoon at the school gym. It's great fun! Then on Fridays, I go to an extra art class with

Mr. Green, my teacher. That's after school too, at 3:30 in the arts classroom.

**Sally:** What about Saturdays? Do you do anything on Saturdays?

**Paul:** Yes, I usually go for a bike ride with a group of friends. We usually meet in the park at ten in the morning.

**Sally:** Wow! You do a lot of things! Thanks, Paul.

### Track 2

#### Good buddies

#### Charlie and Lin

**Boy:** Do you want to come to the park with us?

**Charlie:** I can't. My mum's sister, Aunt Lily, and my cousin Lin are arriving from China!

**Girl:** Oh wow!

Later that afternoon, Aunt Lily and Lin arrive.

**Charlie:** Hello, Aunt Lily. Hello, Lin.

**Aunt Lily:** Hi, Charlie. You're a big boy now!

**Lin:** Hi, Charlie.

**Charlie's Dad:** Charlie, can you show Lin her room?

**Charlie:** Sure! Come on, Lin. Follow me!

**Charlie:** This is your room.

**Lin:** It's very nice.

**Charlie:** There are two beds. One for you and one for Aunt Lily.

**Lin:** Are there any shelves for my things?

**Charlie:** No, there aren't, but there is a closet for your clothes and there is a table with some chairs.

**Charlie:** What's that?

**Lin:** It's a poster of giant pandas. They live in the Min Mountains in China. That's near where I'm from.

**Charlie:** Cool! I love animals.

**Lin:** Me too!

**Charlie's Dad:** Would you like to eat now?

**Lin:** Yes, I would. I'm really hungry.

**Charlie's Dad:** Good. I'm making a special meal for you!

### Track 3

**Charlie's Dad:** What would you like, Lin?

**Lin:** I'd like some chicken and rice, please.

**Charlie's Dad:** Would you like some carrots?

**Lin:** No, thanks. But I'd like some peas.

**Charlie's Dad:** Would you like a drink?

**Lin:** Yes, please. I'd like some water.

**Charlie's Dad:** And would you like any dessert?

**Lin:** Yes, some chocolate cake, please.

## Unit 1

### Track 4

**Boy:** Hi, Daisy. What activity do you want to do?

**Daisy:** What about sailing?  
I like that!

**Boy:** I don't like sailing. I'm not a very good swimmer, even with a life jacket.

**Daisy:** How about riding ponies?

**Boy:** Umm... riding ponies is boring. How about go-karting?  
I love driving fast!

**Daisy:** No, I don't like that. What about climbing?

**Boy:** Good idea! That sounds fun. We can learn how to use a rope and a harness!

### Track 5

**Good buddies**

**Don't give up!**

**Lin:** Look! Snow!

**Aunt Lily:** What do you want to do?

**Charlie's Mum:** Let's go shopping!

**Lin:** I don't want to go shopping, Mum! Let's go for a walk in the park.

**Charlie's Mum:** Where's Charlie?

**Charlie:** I'm here! Hey, Lin! We can go skating. You can use my old skates.

**Lin:** But I can't skate!

**Charlie:** Don't worry! I can teach you!

They go to the park. Charlie goes skating a lot, but this is the first time for Lin.

**Lin:** Oh! I'm not very good at this! It's more complicated than walking.

**Charlie:** Don't give up! Look at me!

**Charlie:** Look! This is the most complicated move!

**Lin:** You're really good at skating!

**Lin:** Let's make a snowman. I'm good at making things.

**Charlie:** I'm not.

**Lin:** Don't worry. I can show you.

Later...

**Man:** That's the funniest-looking snowman in the park!

**Charlie:** It's not a snowman! It's a snow panda!

**Lin:** Ha, ha.

### Track 6

**Charlie:** What's your favourite sport, Lin?

**Lin:** I really like playing badminton. It's one of the most popular sports in China.

**Charlie:** Not football?

**Lin:** No, not football. I think badminton is more exciting than football because it's really fast.

**Charlie:** Have you got any unusual sports in China? You know, sports that only people in China play?

**Lin:** Yes, there are sports that people play at special festivals, like stilt racing. That's one of the most unusual sports in China. Runners use bamboo stilts that are a metre high.

**Charlie:** Isn't that dangerous?

**Lin:** Yes, a little. Stilt races are more dangerous than normal races because runners sometimes fall. And then there's another sport called bamboo canoeing.

**Charlie:** What's that?

**Lin:** It's one of the most difficult sports in China. It's more challenging than normal canoeing because people have to balance on a piece of bamboo.

**Charlie:** That's impossible...

**Lin:** Not if you practise... like me with ice-skating!

### Track 7

**Look at the picture. Listen and look. There is one example.**

**Boy:** Look, Grandma. My friends and I like to go racing on Saturdays. Here is a picture of us in our go-karts.

**Woman:** Who's winning the race?

**Boy:** That's Clare. She's the fastest!

**Woman:** Yes, she is. How old is she?

**Boy:** She's only nine.

**Can you see the line? This is an example. Now you listen and draw lines.**

**One**

**Woman:** And who is the boy with the blue helmet?

**Boy:** Which one? There are two boys with blue helmets.

**Woman:** The one wearing the black jacket.

**Boy:** That's Jack. He's good at go-karting.

**Woman:** Yes, he is.

## Two

**Woman:** Is that Jack's dad waving?

**Boy:** That's the referee.

**Woman:** No. Not the man waving the flag. The man next to the tree. He's waving to Jack.

**Boy:** Oh, yes. That's his dad.

**Woman:** What's his name?

**Boy:** I think he's called Fred.

## Three

**Woman:** Who's the boy in the grey go-kart?

**Boy:** You mean the slowest one?

**Woman:** Yes, he's behind everyone else.

**Boy:** That's Paul. He is the most careful driver. He does everything slowly.

**Woman:** Good idea. It's more dangerous if you go fast.

## Four

**Woman:** What about the girl in the red go-kart?

**Boy:** The one wearing the purple helmet?

**Woman:** Yes. She has got very long hair.

**Boy:** That's Julia.

## Five

**Woman:** And I can see your sister is there, too.

**Boy:** Yes, she is eating an ice cream cone.

**Woman:** Yes, Vicky loves ice cream!

**Boy:** Mmm. It looks delicious. Can I have an ice cream cone too?

**Woman:** Yes, sure. Let's go and get one!

**Now listen again.**

## Track 8

Stand up. You are in the mountains. Look up. What can you see?

The mountains are high. How do you feel?

Now close your eyes.

You are climbing.

Lift your right arm and close your hand.

Now lift your left arm and close your hand.

Open your right hand.

Now lower your right arm.

Open your left hand.

Now lower your left arm.

You are climbing higher and higher.

How do you feel?

Lift your right arm again and close your hand.

Now lift your left arm and close your hand.

Open your right hand.

Now lower your right arm.

Open your left hand.

Now lower your left arm.

Now you are at the top of the mountain.

Breathe in... Breathe out...

Open your eyes.

How do you feel?

## Track 9

she

sea

sell

shoe

Sue

shell

## Track 10

Sue likes swimming in the sea with her sister Shirley.

On Saturday at six, they see an old shoe on the shore.

In the shoe is a shiny shell with a pearl. They wash the shell and the pearl.

Then Shirley and Sue take it to a jewelry shop to sell it.

## Track 11

She sells seashells by the seashore.

The shells she sells are seashells for sure!

## Track 12

**Instructor:** Welcome to the obstacle course here at High Ropes Adventure Park. We have got lots of activities for you on the course, so listen carefully and I'll explain what they are before you have a try, OK? And this is important: I'll tell you the order you do the activities in, OK?

**Kids:** OK.

**Instructor:** So, we start with the rope ladder climb. It's not easy — that's why we wear helmets. And after that, we have got ring hopping. There are five rings that you have to hop in. Never put both feet down at the same time. You need good strong legs for this. It's harder than it looks. Then you stop to kick the ball into the net. You can see there is a hole for the ball to go through. You can have five tries, but there is a penalty of one second for every time you miss. Then it's on to the rope skipping. There are two ropes you have to skip through, and you have to complete five skips for each one. After that, you jump over the stream — that's more difficult than you think. It is more complicated than it seems because everyone is tired by that point. And finally, crawling through the tunnel. The fastest time wins. OK. Any questions?

## Unit 2

### Track 13

**Newsreader:** Let's hear the weather from Colin. What's the weather like today, Colin?

**Weather forecaster:** Hi, Zoe. Well, let's start on the East Coast and down in the south with Florida. It's hot and sunny there—perfect weather for going to the beach. Moving up to Georgia, the weather gets cloudy, but it is still warm. South Carolina is very windy today, so be careful if you are walking near the ocean. There is lots of rain in North Carolina, so don't forget your umbrella if you live there! Further north in Virginia, it starts to get cold, and there is ice on the roads, so be careful driving! And up in New York... that's right! There is snow on the ground! And there is more snow forecast for later today...

### Track 14

#### Good Buddies

#### The Best Weather

**Charlie:** Aunt Lily! Your phone is ringing!

**Aunt Lily:** Can you please give it to Lin? It's for her.

**Charlie:** Yes, sure!

Lin's dad is calling from China.

**Lin:** Hi, Dad!

**Lin's Dad:** Hi, Lin. Are you enjoying your visit?

**Lin:** Yes, but it's really cold here. What's the weather like there?

**Lin's Dad:** It's very hot and sunny.

**Lin:** How are the pandas in the mountains, Dad?

**Lin's Dad:** You know they don't like hot weather. It's worse for them.

The giant pandas are in the Min Mountains. They're not very happy.

**Baby Panda:** Phew! I'm hungry. It's very warm.

**Mother Panda:** Yes, and very dry. There's no food.

They can see snow high in the mountains.

**Baby Panda:** It needs to start raining.

**Mother Panda:** Look! It's cooler up there. Come on, let's go!

**Baby Panda:** But, Mum! I don't want to go! This is our home!

**Mother Panda:** I know, but we need to go higher. We need to find more bamboo!

**Lin's Dad:** The pandas are moving higher up the mountain.

**Lin:** That's good. It's cooler there.

High up in the mountains, there's snow on the ground. The pandas decide to stop. They want to eat. There's a lot of bamboo.

**Mother Panda:** This is better.

**Baby Panda:** Mum! Give some to me, please!

### Track 15

**Charlie:** What's wrong?

**Lin:** It's very hot and dry in the mountains back home.

**Charlie:** What's wrong with that? That's the best weather. This cold weather is worse.

**Lin:** Not for pandas. Hot, dry weather is bad for them. Summer is the worst time of the year for them.

**Charlie:** You know a lot about pandas.

**Lin:** I love bears, especially small bears.

**Charlie:** Are pandas the smallest bears in the world?

**Lin:** No, sun bears are the smallest. They live in the jungle.

**Charlie:** What's the largest kind of bear?

**Lin:** Polar bears. They don't like hot weather either. Cold weather with ice and snow is better for them.

**Charlie:** What do bears do in the winter?

**Lin:** Some bears sleep in the winter. It's called hibernating. Brown bears make a hole under the ground and stay there for months.

**Charlie:** What about pandas? Do they hibernate?

**Lin:** No, they don't. They stay active all year.

**Charlie:** What's the best time to see pandas?

**Lin:** The best time to see them is the springtime. They have got their babies in the spring. The babies are really cute. Autumn is a good time, but not much because it rains a lot.

**Charlie:** Good to know!

### Track 16

see  
me  
cloudy  
ice cream

### Track 17

#### The Sunny Day Ice Cream Song!

It's sunny! Sunny! Sunny!  
Can you see me next to the tree?  
It's not cloudy or windy,  
rainy or snowy.  
It's sunny! Sunny! Sunny!  
I'm happy and free!  
Can you see me next to the tree?  
I'm eating ice cream!  
Ice cream, ice cream  
It's sunny! Sunny! Sunny!  
And I'm happy and free,  
Eating my ice cream next to  
the tree!

### Track 18

**Boy:** Mum, can you help me with my geography homework?

**Mum:** Sure! I love geography.

**Boy:** Why have we got different seasons?

**Mum:** That's because the earth goes around the sun. When a particular part of the earth is closer to the sun, that part is hotter. And when a particular part of the earth is further from the sun, it is colder.

**Boy:** OK. And the earth has got two hemispheres, right?

**Mum:** Yes, that's right. The Northern Hemisphere and the Southern Hemisphere.

**Boy:** So, what months are the summer months in the Northern Hemisphere?

**Mum:** Well, the Northern Hemisphere is closer to the sun in June, July, and August.

**Boy:** So the summer months in the Northern Hemisphere are June, July, and August?

**Mum:** That's right. Winter in the Northern Hemisphere is in December, January, and February. Spring is in March, April, and May. And then autumn is in September, October, and November. Now it's your turn. What are the spring months in the Southern Hemisphere?

**Boy:** Well... it must be the opposite to the seasons in the north. So, spring in the Southern Hemisphere is in September, October, and November, am I right?

**Mum:** That's right!

**Boy:** Then summer is in December, January, and February... autumn in March, April, and May, and winter in June, July, and August!

**Mum:** That's my son! You're very intelligent. You're right. Seasons are interesting, aren't they?

### Unit 3

#### Track 19

**Girl 1:** Hi, Vicky!

**Girl 2:** Hi, Jean!

**Girl 1:** There's a circus in town this weekend.

**Girl 2:** Where?

**Girl 1:** In the park, in front of the shopping centre. There is also an amusement park next to that park on the right.

**Girl 2:** Wow! I'd like to go, but I live out of town. It's not easy for me.

**Girl 1:** You can stay at my flat. For a sleepover. I can ask my mum and dad.

**Girl 2:** Where do you live?

**Girl 1:** Near the main square.

There's a big supermarket opposite the main square.

**Girl 2:** I know that supermarket. It's called "L & O." There is a cinema next to it. They're showing an animated film I want to see, Panda York.

**Girl 1:** That's right. The main square is so big! I live in the block of flats behind the main square. Actually, there's a library in front of my block.

**Girl 2:** Cool.

**Girl 1:** There's a bus station near my flat, too. It's next to the car park. We can meet you there.

**Girl 2:** Fantastic! I'll ask my mum and dad tonight.

#### Track 20

**Woman:** How do I get to the sports centre?

**Boy:** Go straight ahead, and then turn right after the hospital. Go just past the cinema, and then turn left. It will be on your left. It's next to the cinema.

### Track 21

**Man:** How do I get to the museum?

**Girl:** Go straight ahead and then turn right after the park. Then take the next left. The museum is opposite the William West Elementary School.

### Track 22

#### Good buddies

#### In Town.

**Charlie's Mum:** Have you got any plans for today?

**Aunt Lily:** Not really.

**Charlie's Mum:** The museum has got interesting exhibits. I have to work, but Charlie can take you.

**Charlie:** Yes, we can go on the bus.

At the bus stop...

**Charlie:** We have to take bus number 62.

**Aunt Lily:** What time is the next bus?

**Charlie:** At 9:45. That's perfect! It's 9:40 now.

**Charlie:** I don't have to buy a ticket. I have got a student bus pass.

**Lin:** This is fun! I like visiting new places.

They arrive at the museum.

**Charlie:** Here we are!

**Aunt Lily:** I like the statues.

**Lin:** This one looks like a fish!

**Aunt Lily:** And this one looks like a horse!

They go inside the museum.

**Lin:** Look, Mum!

Temporary exhibit. One week only! A photo journey around China.

**Aunt Lily:** What a coincidence!

**Lin:** It's all about home!

**Charlie:** Yes! Ha, ha!

### Track 23

**One**

**Boy:** What time is the next bus?

**Girl:** It's at 11:55.

**Two**

**Boy:** What time does the sports centre open?

**Girl:** At 8:30.

**Three**

**Boy:** What time do you usually get home from school?

**Girl:** About 3:20 in the afternoon.

### Track 24

**Charlie:** Let's go in.

**Lin:** Do we have to buy tickets?

**Aunt Lily:** I don't know. Let's ask.

**Assistant:** Good morning.

**Aunt Lily:** Good morning. Do we have to buy tickets?

**Assistant:** Do you live here?

**Aunt Lily:** Lin and I don't.

Charlie does.

**Assistant:** OK, he doesn't have to buy a ticket because he lives here. You have to buy tickets.

**Aunt Lily:** OK.

**Assistant:** Here you are. The audio guides are over there.

**Charlie:** Do we have to take an audio guide?

**Assistant:** No, you don't have to. One more thing! You have to leave your bag in a locker.

**Charlie:** OK.

**Aunt Lily:** What time do you close?

**Assistant:** The museum closes for lunch, so you have to leave before one o'clock. And remember, you can't take pictures.

**Aunt Lily:** All right!

**Assistant:** And you have to be quiet. Please don't talk too loudly. Enjoy your day at the museum!

**Lin and Charlie:** Thank you!

### Track 25

**Listen and write. There is one example.**

**Woman:** Come on, everybody! We're going to the amusement park.

**Boy:** Look! There's the bus!

**Woman:** Yes, now be careful getting on.

**Boy:** I love going on the bus.

**Woman:** Yes, it's fun!

**Can you see the answer? Now you listen and write.**

**One.**

**Boy:** Where's the amusement park? Is it near the museum?

**Woman:** No, it's not near the museum. It's near the park.

**Boy:** The big park in the city centre?

**Woman:** Yes, that's right.

**Two**

**Boy:** What's the amusement park called?

**Woman:** It's called the Monster Park.

**Boy:** The Lobster Park?

**Woman:** No, not lobster. Monster. M-O-N-S-T-E-R.

**Boy:** That's a funny name for a park!

**Three**

**Boy:** Can we swim at the fair?

**Woman:** No, we can't. They haven't got a swimming pool, but they have got a water ride. We can go on that.

**Boy:** A water ride! Great!

**Four**

**Woman:** It's very hot today, so you have to wear your hat.

**Boy:** I haven't got a hat!

**Woman:** Don't worry. I've got an extra one. You can use that.

**Boy:** Thank you!

### Five

**Boy:** Where can we eat lunch?

**Woman:** There's a café at the amusement park. They have got burgers.

**Boy:** Burgers and fries?

**Woman:** No, they have got burgers and salad.

**Boy:** Good! We can eat there then.

**Now listen again.**

### Track 26

1. a dog barking excitedly
2. a bicycle bell ringing insistently
3. a boy calling 'Vicky! Vicky!'
4. a car horn tooting impatiently

### Track 27

*Sound of kids laughing, dogs barking, water in a fountain, a bicycle, wind going through the leaves while the birds are tweeting.*

### Track 28

cold  
gnome  
toast  
swallow  
toe  
dough

### Track 29

**Joe's Home.**

Joe is a gnome. His home is a hollow in a meadow. The swallows are his friends. They don't like the cold, so when it snows they go home. Joe closes his window, blows his nose and then combs his toes. He makes his own dough to make bread for his toast, then eats it and dozes in his old coat.

### Track 30

Welcome to our weekly game review. My name's Mark and today we want to talk about a great new game called "Build My Town." This is a game where you plan and build your ideal town and watch people move in. It sounds simple, but you have to be creative. And it's great fun! So how does it work? Your first step is to build a road. Once you have got a road, you plan different zones for people to live, work and go shopping. The second step is to bring in water and electricity. You also need to think about waste and what to do with it. The next step is to put buildings in the different zones of your town: houses for people to live in, factories where people work, and shops where they can buy things.

### Track 31

In total, there will be three places to build in. Now, all this costs money, but don't worry, because people pay you to move into the town. And remember, you have to build the town thinking about the people that live there. Have they got children to take to school? How do they spend their free time? Some want to go shopping after work, and others like going to a local park or a cinema. You have to plan so that everyone enjoys living in your town. If not, they'll start leaving! But you have to be careful. Pollution can be the biggest problem. Pollution makes people unhappy or sick and when people are unhappy, they leave!

### Track 32

**Interviewer:** Hello, gamers! It's a beautiful day at Queen's Park in Toronto. We are here to find out about people's experiences with "Build My Town," the game everybody's talking about. Let's hear some opinions.

**Jean:** Hi, I'm Jean. Build My Town is a great family-friendly game. I play with my daughter. It's really easy to play and lots of fun.

**Scott:** My name's Scott. I really enjoy playing the game. And you learn a lot about making your own town a happy place to live, how to stop problems with pollution and work and things like that. It's cool!

**Jenny:** I'm Jenny. I'm nine, and I love the game. It's awesome! You have to use your imagination to build a town or people leave. My town has got 30,000 people and it's getting bigger!

### Track 33

**Boy:** Look at these towns. Which one do you prefer?

**Girl:** I don't know. They look very similar.

**Boy:** No, they aren't! Look again. Barton has got a sports centre and two supermarkets, but it hasn't got an amusement park.

**Girl:** Yes, that's true. I like amusement parks.

**Boy:** Well, Greenville has got an amusement park and a circus, which is good, but it hasn't got a sports centre.

**Girl:** That's not so good! Has Barton got a cinema?

**Boy:** Yes, it has.

**Girl:** Greenville has got two cinemas. I like going to the cinema.

And I can see there's a bus station.

**Boy:** Oh, yes! That's important, and Barton hasn't got a bus station.

**Girl:** Uhm... It's not easy to choose.

**Boy:** No, it isn't.

**Girl:** What about the school? Where's the school in Barton?

**Boy:** It's next to the library.

**Girl:** Oh, I like that! Then we can go to the library after school if we've got homework. I think I prefer Barton.

**Boy:** Me too.

## Unit 4

### Track 34

**Receptionist:** Good morning, can I help you?

**Dad:** Yes, can I have some information about the museum, please?

**Receptionist:** Yes, here's a brochure. We're here at the reception. Now, you can see on the ground and first floors we have got our local history museum. It tells you about the history of the town.

**Dad:** OK...

**Receptionist:** Then there's the kids' museum on the second floor. It's very popular with children.

**Dad:** And I think you have got an exhibit about the Vikings?

**Receptionist:** Yes, *Meet the Vikings*. That's on the third and fourth floors. And if you like history, we have got another temporary exhibit too, about the Terracotta Army.

**Dad:** What floor is that on?

**Receptionist:** It's on the fifth and sixth floors. Then on the seventh and eighth floors we have got an exhibit of masks from Africa.

**Dad:** That's interesting.

**Receptionist:** Yes, some of them are really beautiful. And finally,

on the ninth floor, we have got an art gallery. There's also a café on the roof, with fantastic views of the city.

**Dad:** Thank you very much. Come on, children. What do you want to see?

**Boy:** I want to see the Vikings!

**Girl:** I want to see the Terracotta Army.

**Dad:** All right. Let's go!

### Track 35

**Dad:** Here we are! The Viking exhibition.

**Boy:** Great! Look, they have got two models... Eric and Hilda.

**Girl:** Their hair is very different. Eric has got blond hair and a big beard and Hilda is thin and has got curly red hair.

**Boy:** Yes, and they're warriors. Can you see? Hilda is holding a sword. She's very good with it. I think they're great!

**Dad:** Do you want to dress up like a Viking?

**Boy:** Yes, please!

**Girl:** Can we go to the Terracotta Army now?

**Dad:** OK, let's take the lift.

**Girl:** Wow! Look at all the soldiers!

**Boy:** Yes, and they're all different!

**Girl:** Look at this one! He has got a big black moustache.

**Boy:** Is it OK to take a picture?

**Dad:** Yes, but don't use a flash.

**Boy:** OK

**Dad:** So, what do you want to do now?

**Boy:** Let's see the African masks. I want to wear one.

**Girl:** Me too!

**Dad:** Come on...

**Dad:** So this is the African masks exhibit.

**Girl:** Some of them are really scary!

**Boy:** Look at this one. The one with the long fair hair... It looks like a lion!

**Girl:** I want to make my own mask.

**Dad:** OK, come over here then...

### Track 36

#### Good Buddies

#### An Ancient Site

**Mother Panda:** Come on!

Follow me!

**Baby Panda:** Where are we, Mum?

**Mother Panda:** I don't know.

**Baby Panda:** What's this?

**Mother Panda:** Don't touch it.

It isn't ours.

Chop! Swish!

**Baby Panda:** What's that noise?

**Mother Panda:** It sounds like people. Shh! Let's hide!

**Female Archaeologist:** Look! We found it! The lost temple.

**Male Archaeologist:** Wow! Was this a very important place?

**Female Archaeologist:** Yes, it was. A lot of people lived here.

**Male Archaeologist:** Look at that! They were very good builders.

**Female Archaeologist:** Yes, they were. It's amazing!

**Male Archaeologist:** Were there any roads, too?

**Female Archaeologist:** Yes, there were. There were roads and canals, and there was a wall around the temple as well.

**Male Archaeologist:** And what's this?

**Female Archaeologist:** It's a gold bracelet. The people here were very rich.

**Male Archaeologist:** And look! Footprints! Someone or something was here before we arrived!

**Mother Panda:** Come on! We have to leave now.

### Track 37

Welcome to our exhibit about the ancient Egyptians. Let's see how people lived. In ancient Egypt, most people lived in houses next to the Nile. Every house had a flat roof. People slept on these roofs when it was hot at night. Outside you can see an example of a courtyard. People cooked there. Let's move on to the next exhibit.

### Track 38

#### The History of the Fort

In fourteen forty-four, Norsemen arrived on the shore in a storm.

They launched an attack on the fort with their long swords.

The people saw and closed the doors.

The Norsemen paused at the tall walls.

They talked and decided to organise a day of ball sports.

The people in the fort scored more and that was the end of the war!

### Track 39

**Look at the pictures. Listen and look. There is one example.**

**Host:** Hello and welcome to today's history programme. Professor Calvin is here to answer your questions about Machu Picchu. Our first caller is Adriana. She's ten years old. Hello, Adriana.

**Adriana:** Hello. How old was Hiram Bingham when he discovered Machu Picchu?

**Professor:** Well Adriana, he was quite young. He was 35.

**Adriana:** Wow! Only 35? I thought he was 50!

**Can you see the tick? Now you listen and tick the box.**

**One. Where did Hiram Bingham send the artifacts?**

**Host:** Our next caller is Pete. Hi, Pete.

**Pete:** Hi. Professor, where did Bingham send the artifacts? Did he keep them in his house?

**Professor:** Well, today we can find many artifacts in museums.

But Bingham worked with different American universities. When he found the artifacts at Machu Picchu in 1911, he sent them to Yale University.

**Pete:** Not to a museum?

**Professor:** No, not to a museum.

### Two. Which piece of jewelry comes from Machu Picchu?

**Host:** Our next caller is Miguel.

**Miguel:** Hello!

**Host:** What's your question, Miguel?

**Miguel:** Did the Incas have gold jewelry?

**Professor:** Yes, they did. There are some very famous pieces of gold jewelry. Some of the masks are spectacular and there is a very famous figure of a gold llama.

**Miguel:** Are they from Machu Picchu?

**Professor:** No, they don't come from Machu Picchu. One of the best pieces of jewelry from Machu Picchu is part of a necklace. It looks like a boat with people sailing in it.

### Three. Which artifact was the professor's favourite?

**Host:** Next, we have got Laura.

**Laura:** Hi. Have you got a favourite artifact, professor?

**Professor:** A favourite artifact? Well, I think they're all fantastic. There's one jar that has got a face and another one that has got a nose and a mouth on the side.

**Laura:** I like the one with the face. It's my favourite.

**Professor:** Yes, it's beautiful, but my favourite is one that is a hand holding a cup. I like it because it's very unusual.

### Four. Why do most people visit Machu Picchu?

**Host:** One last question, from Daniel.

**Daniel:** Yes, Professor. Why do you think most people visit Machu Picchu?

**Professor:** That's a difficult question, Daniel. Peru is a wonderful country with friendly people and delicious food, so some people come for that. Inca culture is very interesting, and some people go to Machu Picchu to learn about that. But I think most people come because the site is beautiful and peaceful. They come to enjoy the views and take pictures.

### Now listen again.

#### Track 40

**Host:** One last question, from Daniel.

**Daniel:** Yes, Professor. Why do you think most people visit Machu Picchu?

**Professor:** That's a difficult question, Daniel. Peru is a wonderful country with friendly people and delicious food, so some people come for that. Inca culture is very interesting and some people go to Machu Picchu to learn about that. But I think most people come because the site is beautiful and peaceful. They come to enjoy the views and take pictures.

## Unit 5

### Track 41

**Boy:** Hi, Shawn. Can I ask you some questions for my survey?

**Shawn:** Hi, what is it about?

**Boy:** It's about house chores. It's for school.

**Shawn:** Sure.

**Boy:** Thanks. Do you do house chores?

**Shawn:** Yes, I do.

**Boy:** Which of these chores do you do?

**Shawn:** Let me have a look. OK... I sometimes help my mum cook something simple, like pizza or salad. And I take out the rubbish. Now, what else is there? Um... I help dust the furniture sometimes and I usually set the table. Um... I always put away my toys. And I make my bed... oh and I sometimes vacuum the carpets too!

**Boy:** OK. When do you do the chores?

**Shawn:** Well, I do my homework in the mornings, so I always have to do the chores after school. Some of my friends do their chores at the weekend, but I don't. I spend the weekend having fun with family and friends.

**Boy:** OK, how often do you do chores?

**Shawn:** Every day.

**Boy:** OK... And which is your favourite chore?

**Shawn:** I like to help my mum cook. That's fun.

**Boy:** And your least favourite?

**Shawn:** That's easy... making my bed.

## Track 42

### Good Buddies

#### Making a Donation.

**Lin:** Look at this, Charlie. My dad sent it to me. He works at the rescue centre.

**Charlie:** Donating money is a good idea, but we haven't got any.

**Charlie's Mum:** Let me talk to Grandpa.

Early the next day...

**Aunt Lily:** Enjoy your day!

**Grandpa:** Do you want to make some money for the Rescue Centre?

**Lin and Charlie:** Yes, Grandpa!

**Grandma:** OK. Come with us!

That evening...

**Charlie's Mum:** How was your day?

**Charlie:** Tiring.

**Charlie's Mum:** Did you make any money?

**Lin:** Yes, we did. We made 20 dollars!

**Lin:** Grandpa asked me to collect the leaves and wash the car.

**Charlie:** And Grandma wanted me to wash the dishes and clean the living room! I didn't have time to finish everything. Lin helped me.

**Lin:** Then they wanted us to walk Bruno! We didn't stop all day!

**Charlie's Mum:** Poor things! No wonder you're tired. But at least you have got the 20 dollars!

**Aunt Lily:** We made you something nice to eat!

**Charlie and Lin:** Mmm, delicious. Later...

**Charlie's Mum:** Now, don't forget to wash the dishes.

**Aunt Lily:** And clean the kitchen before you go to bed.

**Charlie and Lin:** But...

**Mum and Lily:** Ha! ha! We're only joking!

## Track 43

**Charlie's Mum:** Oh, Charlie.

Did you do all your chores last weekend?

**Charlie:** Yes, I did.

**Charlie's Mum:** Did you clean the living room?

**Charlie:** Yes, I did. I cleaned it on Saturday.

**Charlie's Mum:** OK, and did you put away your toys?

**Charlie:** Yes, I did. I did that on Sunday before I went to the park.

**Charlie's Mum:** What about the fish? Did you give food to the fish?

**Charlie:** Yes, I gave them food on Saturday and on Sunday.

**Charlie's Mum:** Did you help Dad in the garage?

**Charlie:** Yes, I helped him on Saturday morning.

**Charlie's Mum:** What else... oh yes, the plants. Did you water the plants?

**Charlie:** The plants? Oh, no I didn't water the plants.

**Charlie's Mum:** It's important to water the plants, Charlie...

**Charlie:** Sorry, I forgot.

**Lin:** Don't worry! I watered the plants.

**Charlie:** Thanks, Lin!

**Lin:** No problem.

**Charlie's Mum:** Great. Good job, you two. Thanks!

## Track 44

**Look at the picture. Listen and colour and write. There is one example.**

**Man:** Can you colour this room?

**Girl:** Yes. It isn't very clean.

**Man:** No, it isn't. Do you see the shirt on the floor?

**Girl:** Yes.

**Man:** Can you colour it blue, please?

**Girl:** Yes, OK.

**Can you see the blue shirt? This is an example. Now you listen and colour and write.**

## One

**Man:** Now, I'd like you to colour the trainers, please. Can you see them?

**Girl:** Yes, they're under the table.

**Man:** That's right. Colour them red.

**Girl:** There are some boots near the rubbish bin, too.

**Man:** Yes, there are, but colour the trainers.

## Two

**Girl:** Can I colour a book now?

**Man:** OK. Colour the one that's on the bed.

**Girl:** Can I colour it green?

**Man:** Yes, OK.

**Girl:** Great!

## Three

**Girl:** I like the poster on the wall. It's funny.

**Man:** Yes, it is. Do you see the man with the vacuum cleaner?

**Girl:** Yes. Do you want me to colour him?

**Man:** No. Colour the vacuum cleaner. Colour it purple.

**Girl:** OK.

## Four

**Man:** There's another poster on the wall that is blank.

**Girl:** Yes, I see it.

**Man:** OK, I want you to write a boy's name on it. The name is Peter.

**Girl:** Peter?

**Man:** Yes. P-E-T-E-R. Write Peter on the blank poster on the wall.

**Girl:** OK.

## Five

**Man:** OK, now finally, I want you to colour the rubbish bin.

**Girl:** There are two rubbish bins.

**Man:** Yes, there are. Colour the one near the door.

**Girl:** Can I colour it yellow?

**Man:** No, not yellow. Colour it brown.

**Girl:** OK.

**Man:** Good! Well done!

**Now listen again.**

### Track 45

**Boy:** Dad! I can't see!  
**Dad's voice:** I can't hear you.  
There are a lot of people.  
**Boy:** Dad! I can't see!  
**Dad:** Wait a minute. Let me ask  
someone. Excuse me...  
**Woman:** Yes?  
**Dad:** Can my son go in front of  
you? He can't see.  
**Woman:** I'm sorry, I didn't see  
you. Yes, of course he can. Come  
on... what's your name?  
**Boy:** Jamie.  
**Woman:** OK, Jamie, you stand  
here. Can you see now?  
**Boy:** Yes, I can. Thank you!  
**Dad:** Yes, thank you very much.  
**Woman:** You're welcome.

### Track 46

I'm feeling blue  
A few jobs to do  
Pass me the broom  
Boo hoo! Boo hoo!

Please don't argue  
Do your duty!  
Vacuum the room  
And finish soon!

I'm feeling blue  
A few jobs to do  
Pass me the broom  
Boo hoo! Boo hoo!

Clean your shoes  
'Till they're shiny and new  
And don't forget  
The barbeque

I'm feeling blue  
A few jobs to do  
Pass me the broom  
Boo hoo! Boo hoo!

### Track 47

**Jerry:** Hi, Sue. This is Jerry. How  
was your day?  
**Sue:** Hi, Jerry. Very busy. My little  
cousins visited.  
**Jerry:** Vin and Sasha?  
**Sue:** Yes, they're only six.

**Jerry:** Did you have them all day?  
**Sue:** Yes. They arrived early.  
**Jerry:** What did you do with them?  
**Sue:** Well, I took them to the park  
in the morning.  
**Jerry:** That sounds fun.  
**Sue:** Yes, but they ran off.  
**Jerry:** That's naughty!  
**Sue:** I found them later on the  
swings.  
**Jerry:** Phew!  
**Sue:** After the park, we went  
shopping. I bought some toys.  
**Jerry:** Great!  
**Sue:** Then we had lunch.  
**Jerry:** I bet they were tired after  
lunch? Did they have a nap?  
**Sue:** No, they didn't. When we  
got home, they didn't want to  
take a nap, and they didn't want  
to play with the toys.  
**Jerry:** Really?  
**Sue:** I ran after them all afternoon...  
upstairs and downstairs.  
**Jerry:** Poor you!  
**Sue:** Yes. Finally, Uncle Bob picked  
them up. I had a very tiring day!  
**Jerry:** I can imagine!  
**Sue:** What about you? What did  
you do? Did you have a good day?

## Unit 6

### Track 48

**Paul:** Hi, Jane!  
**Jane:** Hello, Paul.  
**Paul:** You weren't at school today.  
Are you OK?  
**Jane:** I'm not feeling very well.  
I have got an earache and a  
headache. I have also got a sore  
throat.  
**Paul:** I'm sorry.  
**Jane:** What about you?  
**Paul:** I have got a stomachache  
and a backache. And I've got a  
toothache.  
**Jane:** The doctor can't help you  
with your toothache. You need to  
see a dentist about that.  
**Paul:** Yes, I know.

### Track 49

**One**  
**Doctor:** What's the matter?  
**Boy:** I feel bad. I have got a  
headache.  
**Doctor:** Have you got a cough?  
**Boy:** Yes, I have. And I have got a  
runny nose.  
**Doctor:** You have got a cold.

#### Two

**Doctor:** What's the matter?  
**Girl:** I'm not feeling very well. I  
have got a stomachache.  
**Doctor:** Do you feel nauseous?  
**Girl:** Yes, I do. And I feel very tired.  
**Doctor:** You have got a stomach  
infection.

#### Three

**Doctor:** What's the matter?  
**Boy:** I feel bad. I've got a sore  
throat.  
**Doctor:** Have you got a high  
temperature?  
**Boy:** Yes, I have, and I can't talk.  
**Doctor:** You have got a throat  
infection.

#### Four

**Doctor:** What's the matter?  
**Girl:** I'm not feeling very well. I've  
got an earache.  
**Doctor:** Do you feel dizzy?  
**Girl:** Yes, I do, and I have got a  
high temperature.  
**Doctor:** You have got an ear  
infection.

### Track 50

#### Good Buddies

#### I Have got a Toothache!

**Lin:** Arrrgh!  
**Aunt Lily:** What's the matter?  
**Lin:** My tooth hurts.  
**Charlie:** You should go to the  
dentist.

At the dentist's, Lin speaks to  
a nurse.

**Lin:** Should I go in there?  
**Nurse:** No, that's the room where  
we take pictures of your teeth.  
The dentist is over there. She is

the woman who is wearing the white coat.

**Dentist:** Open wide!

**Lin:** Arrrgh!

**Dentist:** I can see the tooth that is broken. I need to take it out.

The dentist gives Lin an injection. She starts to feel sleepy.

**Baby Panda:** Ow! Mum, my tooth hurts!

**Mother Panda:** You should be careful when you eat!

**Baby Panda:** What should I do?

**Mother Panda:** Drink some water.

**Baby Panda:** How much should I drink?

**Mother Panda:** Not a lot. Just drink a little to clean your mouth.

Suddenly...

**Dentist:** Wake up, Lin!

**Lin:** I fell asleep!

**Dentist:** How are you feeling?

**Lin:** I'm OK.

**Dentist:** Drink a little water to clean your mouth. Then spit it out.

**Dentist:** She shouldn't eat anything hot today. She should eat cold soup.

**Aunt Lily:** OK

**Dentist:** And she should take this pill later.

**Aunt Lily:** How many should she take?

**Dentist:** Just one.

**Charlie:** Are you OK?

**Lin:** Yes. It was very quick. I went to sleep and had the strangest dream!

**Charlie:** Really? What about?

### Track 51

**Aunt Lily:** I'm going to the chemist's. Do we need any medicine?

**Charlie's Mum:** Let me check.

**Aunt Lily:** Are there any bandages in the cabinet?

**Charlie's Mum:** Yes, there are.

**Aunt Lily:** How many bandages are there?

**Charlie's Mum:** A lot. There are eight rolls.

**Aunt Lily:** OK, that's good. Is there any cough syrup?

**Charlie's Mum:** No, there's none.

**Aunt Lily:** How much cough syrup should I buy?

**Charlie's Mum:** Get two bottles.

**Aunt Lily:** Is there any cream?

**Charlie's Mum:** Yes, there's some. But we need more.

**Aunt Lily:** How much cream should I buy?

**Charlie's Mum:** Buy a bottle.

**Aunt Lily:** OK, what about pills? How many pills are there?

**Charlie's Mum:** There are two boxes.

**Aunt Lily:** How many should I buy?

**Charlie's Mum:** None. We have got enough.

**Aunt Lily:** OK. See you later!

### Track 52

On the third of November, 1854 Florence Nightingale sailed to Turkey.

England and Russia were at war. Florence Nightingale was a nurse. She was thirty-four.

She gave first aid to soldiers who were hurt.

She cleaned wounds that were dirty.

She gave water to the men who were thirsty.

The soldiers called her "the lady of the lamp."

### Track 53

Hi, I'm Doctor Kate. Welcome to my podcast. On this podcast we're going to talk about your heart rate, or pulse. It sounds like this. Normally, for an adult, the pulse is between 60 and 100 beats per minute, but it is higher in children. Children have often got a heart rate of 70 to 110

beats per minute. In my podcast today, I'm going to show you how you can take your pulse in just five easy steps. So, here goes.

First, sit down and relax. OK? After that, when you're relaxed, turn your left arm so that you can see the inside of your wrist and find the artery where you can take your pulse. It's not in the middle — it's towards the left side. Great.

Now for the third step. Put two fingers carefully on your wrist over the pulse. Can you feel your pulse beating? Good, now wait for a moment. You need to have a watch or clock for the next step. This is the fun part — counting the number of beats in ten seconds. Ready? Start counting for ten seconds.

OK. Finally, for the fifth step, I want you to write down the number of beats on a piece of paper and multiply the number of beats by six. That gives you the number of beats per minute. So how many beats have you got?

It's easy, isn't it? Remember, if you have got any questions you can post them online. In my next podcast, I'll be talking about the things you should and shouldn't do to keep your heart healthy. Goodbye!

### Track 54

**Red Cross worker:** OK, now, how many differences did you find?

**Child 1:** Three?

**Red Cross worker:** No, there are more than three...

**Child 2:** Four?

**Red Cross worker:** That's right. There are four differences. And which picture shows the kitchen with the dangerous situations?

**Child 1:** Picture A.

**Red Cross worker:** Yes, that's right, picture A. Now, let's look at the different situations. The first one is the hot cup of tea on the table. Why is this dangerous?

**Child 2:** Because it can fall and burn you.

**Red Cross worker:** That's right. You should never leave anything hot in a place where it can fall. Now, what other dangerous situations are there?

**Child 1:** The cupboard door. You should always close cupboard doors.

**Red Cross worker:** Yes, you should. Open doors are dangerous. People can hit their heads and hurt themselves. Now, what other dangerous things did you see?

**Child 2:** The cables.

**Red Cross worker:** Yes, the cables. Why are they dangerous?

**Child 1:** Because people can trip over them and hurt themselves.

**Red Cross worker:** That's right. You should never have cables in places where people walk. Now, finally, do you see the bottles on the floor next to the cabinet?

**Child 2:** Yes.

**Red Cross worker:** You should never leave bottles like these in a place where young children or pets can find them. They're very dangerous. Now, any questions?

**Child 1:** Yes, what should we do if...

## Track 55

**Simon:** Look, Julie. I found an old picture.

**Julie:** Let me see. Oh yes, I know who that little boy is.

**Simon:** Really?

**Julie:** Yes, the one with the short hair and green T-shirt. That's you, Simon!

**Simon:** Yes, you're right. It's a picture of me when I was six years old. Next to my sister Rebecca. She was two years older.

**Simon:** And look... next to my

sister and me... those are my grandparents.

**Julie:** Are they your dad's or your mum's parents?

**Simon:** My dad's parents. My grandmother's name is Helen, and my grandfather's name is Archie.

**Julie:** Your grandpa has got beautiful grey hair! Is it only Rebecca and you, or did they have other grandsons and granddaughters?

**Simon:** No, I have got a lot of aunts and uncles... six altogether. And they have got children too.

**Julie:** So you have got a big family.

**Simon:** Yes, we have. Look, those are my parents.

**Julie:** What are their names?

**Simon:** My dad's name is Paul and my mum is Lesley.

**Julie:** Your dad looks very good with that beard; and that's a nice check pattern shirt he's wearing.

And your mum has got very long dark hair. They look very young.

**Simon:** Yes, they are. In the picture, they were only 32. Now they are 38.

**Julie:** They look very proud of their son and daughter.

**Simon:** Yes, it's a nice picture.

## Track 56 Good Buddies The Rescue

**Baby Panda:** Where are we going, Mum?

**Mother Panda:** To see where your grandparents lived.

**Baby Panda:** Yippee!

**Mother Panda:** Come on. We have to walk more quickly. It's a long journey.

Suddenly...

**Baby Panda:** Mum! Mum!

**Mother Panda:** Chen! Where are you? I can't see you!

Later that day, Lin's dad phones Lin.

**Lin:** Hi, Dad! Where are you?

**Lin's Dad:** I'm at the Rescue Centre.

**Charlie:** Oh!

**Lin's Dad:** We rescued a baby panda today. It fell into a ravine and couldn't get out.

**Lin's Dad:** Luckily, we heard the baby panda crying loudly. We could see it at the bottom of the ravine.

**Lin's Dad:** We had to climb down with a rope. The panda couldn't move. It was badly hurt.

**Lin's Dad:** We found its mother. She was in the trees. We had to take them both to the Rescue Centre.

**Lin:** What did you do there?

**Lin's Dad:** We had to put a bandage on the baby panda's leg.

**Lin:** Dad, you're my hero!

That night, at the Rescue Centre.

**Mother Panda:** How are you feeling?

**Baby Panda:** A little better. Where are we, Mum?

**Mother Panda:** I don't know. But don't worry. We're safe.

## Track 57

**Reporter:** Now we go to a big story in China, where people are following the news of a baby panda that was rescued from a ravine. We are here with Lee Wang, a worker at the Panda Rescue Centre. Mr. Wang, you rescued the baby panda last week. Can you tell us about that?

**Lin's Dad:** Yes, we brought a baby panda and its mother to the Rescue Centre. The mother wasn't very happy. She cried more loudly than the baby.

**Reporter:** And the vet put a bandage on the baby's leg.

**Lin's Dad:** Yes, she did. She put it on very carefully. Even more carefully than usual, because the panda was so young. The pandas rested that night, though the

mum slept badly.

**Reporter:** Why was that?

**Lin's Dad:** She was worried about the baby... but it was OK. It started to walk again the next day. Of course, it walked more slowly than normal.

**Reporter:** Yes... and how are the pandas now?

**Lin's Dad:** Both pandas are feeling better now. They're playing happily and, when we give them bamboo, they eat it very quickly. They are very hungry.

**Reporter:** That's good news. Tell me, do you only work with pandas?

**Lin's Dad:** Yes, I'm a panda expert. I like pandas the best. They're beautiful animals.

**Reporter:** Thank you, Mr. Wang.

**Lin's Dad:** Thank you.

### Track 58

**Look at the pictures and listen. There is one example.**

**Khalid is telling his friend Lucy about people in his family and their different jobs. What is each person's job?**

**Woman:** Wow, Khalid! There are a lot of people here! Are they all your family?

**Boy:** Yes, they are.

**Woman:** Who's that man in the corner?

**Boy:** That's my grandfather. He and my grandmother had a farm when they were younger. I loved going there when I was small and playing on the tractor.

**Can you see the letter D? Now you listen and write a letter in each box.**

**One**

**Woman:** Are those your parents?

**Boy:** Yes, they are.

**Woman:** Are they farmers, too?

**Boy:** No, they aren't. My dad

didn't want to work on the farm. He went to college and studied music. He met my mum there. They're both teachers now. My mum teaches science and my dad teaches music.

**Two**

**Woman:** Your brother likes music, too. He's in a band, isn't he?

**Boy:** He was in a band, but he stopped. He decided he wanted to be a firefighter.

**Woman:** A firefighter? Really?

**Boy:** Yes, he loves it, even though driving a fire engine can be dangerous.

**Woman:** I think he's very brave!

**Three**

**Woman:** And who's that woman over there?

**Boy:** That's my aunt.

**Woman:** I think I know her. Is she a nurse?

**Boy:** No, she works at the hospital, but she isn't a nurse. She's an ambulance driver. She drives very fast to help people.

**Four**

**Woman:** That boy looks like you. Is he your brother, too?

**Boy:** No, he isn't. He's my cousin. He's older than me.

**Woman:** Does he work?

**Boy:** Yes, he does. Do you know that new hotel in the city centre?

**Woman:** Yes, I do.

**Boy:** Well, he's a cook there. He makes delicious dishes. He loves it.

**Five**

**Woman:** So where's your sister?

**Boy:** She isn't here. She's out of the city right now.

**Woman:** She's a pilot, isn't she?

**Boy:** Not really. My cousin, Sarah, is a pilot, but my sister is studying to become an actress. She wants to be a film star when she's older. Right now, she's just looking around the film set and taking

notes.

**Woman:** Good for her!

**Now listen again.**

### Track 59

OK, class, today we're going to practise stimulating our positive emotions so that we can use them when we are having a bad day. Doing this helps you concentrate. So please listen to me carefully and follow the instructions. First, draw two bubbles... colour them orange and green. Ready? Good. Now, write words in the bubbles. In the orange bubble, write words that you associate with your family; in the green bubble, write words that you associate with your friends. Very good! Now, put the two bubbles in front of you. Look at them for a second and identify how these words make you feel. Good. Now, sit quietly and close your eyes. Think of the colours orange and green while you remember those emotions. As you breathe deeply in and out, bring those positive emotions to the present. Concentrate... open your eyes. How do you feel? Calm? Relaxed? In future, when you want to feel calm and focused, close your eyes and think of the colours orange and green.

### Track 60

1. asked /t/ asked
2. travelled /d/ travelled
3. needed /ɪd/ needed

### Track 61

Do you know what my grandpa did as a young man? He worked in a circus. The circus arrived in his town when he was a boy. My grandpa needed to and he decided to ask for a job. They asked him to sing and dance. When he danced, he fell over.

Everyone laughed. He started the next day as a clown. He travelled a lot. He loved his new job. He liked making people laugh!

## Track 62

**Presenter:** Welcome to Kids in Action, a programme about kids who help in their local communities. Today we have got Harry Clark with us to tell us about how he helps. Hello, Harry.

**Harry:** Hi.

**Presenter:** You work with the elderly, don't you, Harry?

**Harry:** Yes, I do. My grandpa goes to a senior centre, and I go to visit him there. Some of my friends come, too.

**Presenter:** And what do you do there?

**Harry:** Well, my grandpa likes playing board games, so we do that. We play with my grandpa and with other people at the centre. It's fun.

**Presenter:** What other things do you do?

**Harry:** Some of my friends have got pets, like dogs, cats and rabbits. They bring them in to show them to the seniors.

**Presenter:** Do you do anything special on people's birthdays?

**Harry:** Yes, we make birthday cards for them. Sometimes we bring flowers, too. But the best thing is when we look at the photo albums.

**Presenter:** Tell us more.

**Harry:** The seniors open their photo albums, and they talk about their lives and important memories. You learn lots of interesting things.

**Presenter:** That sounds great, Harry. Well done.

**Harry:** Thank you. It's fun. My friends and I love visiting the senior centre now.

## Track 63

**Boy:** Hi, Grandma. What's that?

**Grandma:** It's my memory box.

**Boy:** What's in it?

**Grandma:** Things that remind me of people and places from my life.

**Boy:** Is that a ballet shoe?

**Grandma:** Yes, it is. I was in the dance club at school when I was 15. I was a very good dancer.

**Boy:** Who is that girl in the photo?

**Grandma:** She was my best friend at school. Her name's Mary. We still see each other sometimes.

**Boy:** Where is this postcard from?

**Grandma:** It's from London. I went there on my first school trip. It was really fun.

**Boy:** What's this medal for?

**Grandma:** I won that in a horse-riding competition when I was ten. I loved horses.

**Boy:** This is a pretty necklace.

**Grandma:** Your grandpa bought that for me when we went to Paris.

**Boy:** Can I make a memory box, Grandma?

**Grandma:** Of course! What do you want to put in it?

**Boy:** Well... I was thinking...

## Unit 8

### Track 64

**Clare's Mum:** How are you, Clare?

**Clare:** I'm good, Mum. It's great here!

**Clare's Mum:** You didn't send me a message when you arrived.

**Clare:** We couldn't connect to the Internet.

**Clare's Mum:** What did you do today?

**Clare:** We got up really early. The instructor had an mp3 player and put some music on to wake us all up. We listened to that while we had breakfast.

**Clare's Mum:** What did you have?

**Clare:** Orange juice and cereal. Then we visited some villages on another island.

**Clare's Mum:** That sounds fun!

**Clare:** Yeah, there's a lake and we visited the island.

**Clare's Mum:** Are the instructors nice?

**Clare:** Yes, they showed us how to light a campfire and make pasta and noodles.

**Clare's Mum:** That's brilliant. What did you do last night?

**Clare:** We watched a video on bluray and then played some games.

**Clare's Mum:** Where are you now?

**Clare:** I'm in my tent. I want to read my e-book before I go to sleep.

**Clare's Mum:** OK, sleep tight. And see you soon!

**Clare:** Goodnight, Mum.

## Track 65

### Good Buddies

#### Time to Go Home!

Aunt Lily and Lin are packing. Their holiday is over.

**Aunt Lily:** Should I help you pack?

**Lin:** No, thanks. It's OK. I can do it.

**Charlie:** What's wrong?

**Lin:** I can't find the cable. I need it to charge my phone.

**Charlie:** Should I look for it?

**Lin:** Yes, please.

**Charlie:** Is this it?

**Lin:** No, that's the cable for charging my camera.

**Charlie:** I found it!

**Lin:** Where?

**Charlie:** Here! Under the bed.

Lin's dad calls her.

**Lin:** Hi, Dad.

**Lin's Dad:** Are you ready to go?

**Lin:** Yes, almost. How are the pandas?

**Lin's Dad:** I called to tell you that they're much better. We will let them go on the reserve next week.

**Lin:** Will they be happy there?

**Lin's Dad:** Yes, they will. They'll have lots of bamboo to eat and

they'll be safe. They won't have

any more problems.

**Lin:** Fantastic! It will be a better world for them.

A few hours later...

**Aunt Lily:** Come on or we'll be late!

**Charlie:** Should I carry your rucksack, Lin?

**Lin:** Yes, please. You're very kind.

**Lin:** I have got something for you.

**Charlie:** The panda poster! Thank you, Lin.

**Lin:** I'll never forget this holiday.

**Charlie:** I won't forget it, either!

### Track 66

**Charlie:** What will you do when you go back to China?

**Lin:** I don't know.

**Charlie:** Your dad will be happy to see you.

**Lin:** Yes, he will. I'll be happy to see him too.

**Charlie:** Will he take you to the Rescue Centre?

**Lin:** Yes, he will. That'll be fun.

**Charlie:** Lucky you. I'll work with pandas when I grow up.

**Lin:** Really? That's fantastic!

**Charlie:** What about you? Will you work with pandas?

**Lin:** No, I won't. I like to travel.

**Charlie:** Will you come back here one day?

**Lin:** Yes, I will. I'll come back and I'll travel all over the USA.

**Charlie:** I won't be here!

**Lin:** Why not?

**Charlie:** I'll be in China... with the pandas!

**Lin:** Charlie! You never know what will happen in the future!

**Charlie:** Goodbye, Lin!

**Lin:** Goodbye, Charlie!

**Charlie:** I'll miss you, Lin.

**Lin:** I'll miss you, too.

### Track 67

#### Fluff the Sheriff's Dog

**Waiter:** Help! Help!

**Passer-by:** Should I call the sheriff?

**Waiter:** Yes, please. Give him a buzz!

The sheriff and Fluff arrive in a jiffy!

**Sheriff:** Tell me everything!

**Waiter:** They didn't pay the bill! I'm feeling quite ill!

**Sheriff:** Describe them in full.

**Waiter:** The man was tall, like a basketball player. The woman wore a red dress and her hair was a mess.

**Sheriff:** Pass me the spoons.

**Waiter:** Should I clean them?

**Sheriff:** No! Fluff, sniff these and follow the smell! They'll soon be in a cell!

**Woman:** Shhh! Be very still. He won't find us here!

**Man:** But I can see the sheriff and he's got some handcuffs!

Fluff sees them running up a hill across the grass.

**Man:** Oh no! It's Fluff! It's all over!

**Woman:** I'm off!

Now they're in a cell. It's another success story for Fluff the sheriff's dog!

**Guard:** Names?

**Man and woman:** Jess and Buzz

**Guard:** How do you spell that?

### Track 68

Hi, my name is Carla and I want to tell you about what I experienced when I got to my new school. Nobody talked to me at first, and I felt very sad. The next day, I didn't want to go to school. I cried, but my parents said I had to go. Luckily, another girl started talking to me. Her friends were very nice. Soon I was happy at the school. But I didn't forget how I felt on my first day.

I had an idea. I talked to my

teachers about a Buddy Bench. When somebody sits on the Buddy Bench, other kids can go and talk to them or invite them to play. Last week, another new girl came to school. Nobody talked to her at first. A teacher told her to sit on the Buddy Bench, and other students asked her to play. Nobody feels ignored now that our school has got a Buddy Bench.

# Practice Book Audioscript

## Welcome Unit

### Track 1

**Theo:** Look, Nina, here are some ads for school clubs.

**Nina:** Nice! Look at this one. It's for the football club. They practise every Monday and Wednesday at two o'clock. I like football!

**Theo:** I prefer painting. Look, here's this art club. They meet every Friday at three o'clock. This week, they're going to meet in front of the Natural History Museum! How cool is that?

**Nina:** It's great, but I've got no talent for painting... What about this one? It's a biking club. They meet at ten in the morning, every Saturday, in the park!

**Theo:** That sounds fun! I can bring my camera and take pictures in the park!

### Track 2

**Dad:** What would you like to eat, Elise?

**Elise:** I'd like some pizza, please.

**Dad:** Wouldn't you prefer some rice and chicken?

**Elise:** Please, Dad, it's Friday!

**Dad:** Ok... Would you like a soft drink?

**Elise:** No, thanks. I'd like some orange juice.

**Dad:** Would you like any dessert?

**Elise:** Yes, please. I'd like some apple pie!

## Unit 1

### Track 3

**Liam:** It's sunny today. I want to do something fun!

**Bo:** What do you want to do, Liam? Do you want to go swimming?

**Liam:** No... I don't want to go swimming. Oh, I know! I want to go sailing!

**Bo:** Sailing? I can't sail! And you, Diana, what do you want to do?

**Diana:** I want to go pony riding!

**Bo:** Pony riding? I'm afraid of horses...

**Diana:** Ok, Bo... What do you want to do?

**Bo:** Hmm... How about climbing?

**Liam:** Do you mean climbing a mountain?

**Bo:** No, not a mountain. A wall! We can climb a wall in the adventure park!

**Diana:** That sounds fun...

**Liam:** Yes, let's go climbing!

### Track 4

**Listen and look. There is one example.**

**What do the children have to climb?**

**Instructor:** May I have your attention, please? Welcome to our obstacle course! Are you ready to exercise and have fun?

**Children:** Yes!

**Instructor:** So, our first challenge is climbing.

**Simon:** Are we going to climb a tree?

**Instructor:** No, not a tree. You're going to climb a wall. Don't worry, you'll be wearing harnesses, so you'll be safe!

**Can you see the tick? Now you listen and tick the correct box for each question.**

**One. What do the children have to jump over?**

**Instructor:** Obstacle number two is jumping over a river.

**Claudia:** A river?

**Instructor:** Don't worry, it's not very wide. But you should be

careful not to slip on the stones, they may be wet. Are you all wearing your helmets?

**Children:** Yes!

**Instructor:** Great!

**Two. What do the children have to kick?**

**Instructor:** Next, you are going to kick a ball into a hole.

**Simon:** A football ball?

**Instructor:** No, not a football ball. A tennis ball! It's smaller than a football ball, so it may be harder for you to kick it. But I'm sure you can do it!

**Three. What do the children have to crawl through?**

**Instructor:** For the next obstacle, you will crawl through a hula-hoop.

**Claudia:** Who is going to hold the hula-hoop?

**Instructors:** Your teammates.

**Claudia:** OK!

**Four. How long do the children have to hop on one leg?**

**Instructor:** For the final challenge, you all have to hop on one leg for two minutes.

**Simon:** Wow, that's a long time! Can we change legs?

**Instructor:** Yes, but only three times. I'll use a stopwatch to time you. So, are you ready to start?

**Children:** Yes!

**Now listen again.**

## Track 5

**Listen and look. There is one example.**

**Teacher:** Would you like to colour this picture now?

**Dani:** Yes, please. I like this place. It looks nice there.

**Teacher:** Yes, it does. Can you colour one of the birds' eggs, please?

**Dani:** Which one?

**Teacher:** The bigger one. Colour it grey.

**Dani:** OK.

**Can you see the grey egg? This is an example. Now you listen, colour and write.**

### One

**Teacher:** Can you see the boy and the girl in the dinghy?

**Dani:** Yes! They're wearing helmets and life jackets!

**Teacher:** This is really important! Colour one of the helmets, please.

**Dani:** Which helmet? The boy's or the girl's?

**Teacher:** Hmm. The boy's helmet. Colour it orange.

**Dani:** All right.

**Teacher:** Great! Thank you.

### Two

**Dani:** I'd like to colour the hula-hoops next. The ones that are under the tree.

**Teacher:** OK. You can choose the colour for the hula-hoops.

**Dani:** Can I colour them purple?

**Teacher:** Yes, that's a good idea!

### Three

**Teacher:** Now, can you see the girl climbing a wall?

**Dani:** Yes, I can! I love climbing, too!

**Teacher:** Colour her harness blue.

**Dani:** Hmm... I think yellow would look nicer.

**Teacher:** That's fine. Colour it yellow.

### Four

**Teacher:** Now... I'd like you to write something.

**Dani:** Look, there's a sign hanging from the tree. Can I write on that?

**Teacher:** Yes! That's a great idea! Write welcome.

**Dani:** Welcome? Ok. Is that W-E-L-C-O-M-E?

**Teacher:** Yes, that's right.

### Five

**Teacher:** And finally, some more colouring. Can you see the instructors?

**Dani:** Yes, there are two of them.

**Teacher:** Colour the instructor's boots, please.

**Dani:** The instructor by the climbing wall?

**Teacher:** No, not that one. The one near the river.

**Dani:** Ok. Should I colour her boots brown?

**Teacher:** Yes, that would be perfect. Wow, this picture looks great now! Thank you!

**Now listen again.**

## Unit 2

### Track 6

**Listen and look. There is one example.**

**What is the temperature today?**

**Jonas:** Hello, Mum!

**Mum:** Hi, sweetheart! Are you enjoying your holiday at Grandma's?

**Jonas:** Yes, a lot!

**Mum:** And is it cold today?

**Jonas:** No, it's not!

**Mum:** Is it warm?

**Jonas:** No, it's very, very hot!

**Mum:** Oh, so put on some sunscreen and a hat!

**Can you see the tick? Now you listen and tick the correct box for each question.**

**One. What is the weather like today?**

**Jonas:** And what's the weather like at home, Mum?

**Mum:** The weather is nice here today.

**Jonas:** Is it cloudy?

**Mum:** No, it isn't. It's warm and sunny.

**Jonas:** Oh, that's great!

**Two. What does the girl need to buy for her summer holiday?**

**Dad:** Hi, honey, are you packing for our summer holiday?

**Daisy:** Yes, I am!

**Dad:** Do we need to buy you anything?

**Daisy:** Hmm... I'm not sure.

**Dad:** Do you need a swimsuit?

**Daisy:** No, I have got a new one. I have also got a hat.

**Dad:** What about sunglasses?

**Daisy:** Oh, I haven't got any sunglasses! I need a pair!

**Dad:** Ok, I'll put them on the shopping list.

**Three. Which is the boy's favourite season?**

**Anita:** Hey, Tim, do you like winter?

**Tim:** Yes, I do. But sometimes it's too cold! I feel sleepy!

**Anita:** Yeah, me too. What about spring?

**Tim:** It's a very beautiful season, with all the flowers around...

But my favourite season is autumn!

**Anita:** Really? Why?

**Tim:** Because it's not too hot nor too cold. And I love playing in the fallen leaves!

**Four. What does Dad give to his daughter?**

**Dad:** Hi, honey. I've got something for you!

**Gemma:** Yay, I love surprises!

**Dad:** It's not really a present. It's just something for the rainy season.

**Gemma:** Is it an umbrella?  
**Dad:** No, it's not an umbrella. Look.  
**Gemma:** Wow, rubber boots! I love them! Thanks, dad!

**Now listen again.**

### Track 7

**Tom:** Hi, I'm Tom and I'm from Chicago, in the United States. I'm visiting London at the moment. It's June and the weather in London is beautiful. June is the best month for visiting London. London is usually wetter than Chicago, but it's very dry here right now.

**Sofía:** Hello, my name's Sofía and I'm from Santiago, in Chile. I'm on holiday in Sydney, Australia. The weather in Santiago is quite similar to Sydney's, but Sydney is hotter than Santiago. It's Christmas now and it's the hottest time of the year, but that's OK. I can go surfing every day!

**Jake:** Hi, I'm Jake and right now I'm in Cape Town, in South Africa. I come from Toronto, in Canada. It's October now and Toronto is much colder than Cape Town at this time of year. It's autumn there but it's spring in Cape Town because the two cities are in different hemispheres.

## Unit 3

### Track 8

**Fanny:** Hi, Jamie, can I ask you some questions? It's for a school survey.  
**Jamie:** Sure.  
**Fanny:** What time do you get up?  
**Jamie:** I get up at 6:15.  
**Fanny:** You take the bus to school, right? What time does the bus leave?  
**Jamie:** It leaves at 6:55.

**Fanny:** And what time does school start?  
**Jamie:** It starts at 7:25  
**Fanny:** What time does it end?  
**Jamie:** It ends at 1:20 in the afternoon.  
**Fanny:** And at what time do you go to bed?  
**Jamie:** I go to bed at 9:45.  
**Fanny:** That's it. Thanks!

### Track 9

**Gigi:** What are you playing, Dan?  
**Dan:** A really fun game!  
**Gigi:** Is it a racing game?  
**Dan:** No, I don't like racing games. I like building games! They're more interesting.  
**Gigi:** What game is this?  
**Dan:** Well, you have to build a town for people... You build places for them to work and places for them to enjoy their free time.  
**Gigi:** How do you play?  
**Dan:** First, you have to explore the island. After that, you choose a place to build the town. Then you build a harbour for boats and finally, you open a holiday resort.  
**Gigi:** Is it hard?  
**Dan:** Yes, a little.  
**Gigi:** Why do you like playing it so much?  
**Dan:** It's hard to build a place for people to live and protect nature at the same time. It's like real life. You make mistakes, but you learn a lot. It's really educational!

### Track 10

**Listen and look. There is one example.**  
**Mum:** The street's very busy today. Who's that girl in front of the library?  
**Matt:** The girl with the books?  
**Mum:** Yes.  
**Matt:** That's Amy. She's in my class at school.

**Can you see the line? This is an example. Now you listen and draw lines.**

### One

**Matt:** Look! There's David!  
**Mum:** Where?  
**Matt:** He's standing at the bus stop. He always takes the bus home.  
**Mum:** Oh yes, I see him now.

### Two

**Mum:** Do you know the girl with the long hair?  
**Matt:** The one carrying the big bag?  
**Mum:** Yes.  
**Matt:** That's Lily. She's going to the sports centre. She loves playing basketball. She's really good!

### Three

**Matt:** Can you see that boy in front of the supermarket?  
**Mum:** Yes, he looks bored. What's he doing?  
**Matt:** He's waiting for his parents. He doesn't like shopping.  
**Mum:** What's his name?  
**Matt:** Joe.

### Four

**Mum:** Look, there's your friend Cate!  
**Matt:** Where?  
**Mum:** She's going into the cinema.  
**Matt:** Oh, yes! She's with her dad. They love going to the cinema!

### Five

**Matt:** There's my friend Billy. It's his birthday today!  
**Mum:** That's nice! Where's he going?  
**Matt:** His parents are taking him to the amusement park.  
**Mum:** Is that girl his sister?  
**Matt:** Yes, she is.

**Now listen again.**

## Unit 4

### Track 11 One

**Alisha:** My name's Alisha. I have got long black hair.

### Two

**Leif:** Hi, I'm Leif. I have got a big beard.

### Three

**Nasiche:** I'm called Nasiche. I have got curly black hair.

### Four

**Changpu:** My name's Changpu. I have got a thin moustache.

### Five

**Astrid:** My name's Astrid. I have got long blond hair.

### Six

**Omar:** Hi, I'm Omar. I have got straight black hair.

### Track 12

**Tina:** Hi, Grandma! Can I ask you some questions? It's for a school project.

**Grandma:** Hi, honey! Of course!

**Tina:** Was the town very different when you were young?

**Grandma:** Yes, it was!

**Tina:** Were there a lot of people?

**Grandma:** No, there weren't. It was a very small town.

**Tina:** Was there a school?

**Grandma:** Yes, there was, but there weren't a lot of students.

**Tina:** Were there a lot of shops?

**Grandma:** No, there weren't. There was only one shop!

**Tina:** Only one shop?

**Grandma:** Yes! And there was no hospital. We had to go to another town to go to the hospital.

**Tina:** Wow! And was there a market?

**Grandma:** Yes, there was a market in the main square every Saturday.

**Tina:** And were you happy?

**Grandma:** Yes, I was. I was very happy!

### Track 13

**Listen and look. There is one example.**

**Minnie:** Did you have a nice weekend?

**Kevin:** It was great! I went to an exhibit at the museum.

**Minnie:** What was it about?

**Kevin:** The Vikings.

**Minnie:** Nice!

**Can you see the answer? Now you listen and write.**

### One

**Minnie:** Did you go with Karla?

**Kevin:** No, I didn't. I went with Mary. She's really interested in the Vikings.

**Minnie:** Is she a friend from school?

**Kevin:** Yes, she is.

### Two

**Minnie:** Was it at the City Museum?

**Kevin:** Yes, it was.

**Minnie:** That's a really big place. How many floors has it got?

**Kevin:** Five. The Viking exhibit was on the fourth floor.

### Three

**Minnie:** Were there any longboats on display?

**Kevin:** Yes, and some helmets and clothes as well!

**Minnie:** Wow!

### Four

**Kevin:** We had lunch after the exhibit.

**Minnie:** At the museum?

**Kevin:** No, we went for pizza at a place near the museum.

**Minnie:** Was it nice?

**Kevin:** It was delicious!

### Five

**Minnie:** Can you remember the name of the pizza place?

**Kevin:** No, but I know the address.

**Minnie:** What's the address?

**Kevin:** 45 Panda Road.

**Now listen again.**

## Unit 5

### Track 14

**Jenny:** Do you do any chores at home, Justin?

**Justin:** Yes, I do.

**Jenny:** What chores do you do?

**Justin:** Well, I make my bed every day in the morning before I go to school. Then in the evening, I put my toys away before I go to bed.

**Jenny:** Do you do any other chores?

**Justin:** Yes! On Friday afternoons, when Grandma visits, I set the table. And on Saturdays and Sundays, I feed the pets in the morning.

**Jenny:** Do you like doing these chores?

**Justin:** Well, I like feeding the pets. It makes them very happy, so that's my favourite chore! I don't really like putting my toys away, but it's easier to find things I need when my room is neat.

**Jenny:** Yes, it is!

### Track 15

**Leslie:** Hello.

**Paul:** Hi, Leslie. This is Paul. How was your Saturday?

**Leslie:** Hi, Paul. It was very busy. My uncle Mike visited and left my cousin Toby with us.

**Paul:** That's nice!

**Leslie:** Yes, but he's only four years old.

**Paul:** What did you do with Toby?

**Leslie:** Dad and I took him to the beach.

**Paul:** That sounds fun!

**Leslie:** Yes, it was. We played a lot, but then he ran off!

**Paul:** Oh, no! I hope you found him!

**Leslie:** Yes, he was at the ice cream van.

**Paul:** Did you stay at the beach all day?

**Leslie:** No, we didn't. After that, we went into town for lunch.

**Paul:** What did you eat?

**Leslie:** We ate pasta. Then we went home.

**Paul:** Did Toby take a nap after lunch?

**Leslie:** No, he didn't. He wanted to play with my old toys.

**Paul:** Really?

**Leslie:** Yes, I played with him the whole afternoon...

**Paul:** What time did he leave?

**Leslie:** Uncle Mike finally picked him up at seven o'clock. When they left, I didn't pick up the toys or clean up the living room. I fell asleep! I was really tired!

**Paul:** I can imagine!

### Track 16

**Noah:** Where did you go last weekend, Evelyn?

**Evelyn:** I went to the sports centre.

**Noah:** Who did you go with?

**Evelyn:** I went with my mum and dad.

**Noah:** What did you do there?

**Evelyn:** We went swimming.

**Noah:** Did you have a good time?

**Evelyn:** Yes, I had a great time!

**Noah:** When did you get home?

**Evelyn:** At seven in the evening.

### Track 17

**Listen and look. There is one example.**

**Where did Victor have lunch?**

**Cora:** Victor, where did you have lunch yesterday?

**Victor:** I had a picnic with my school friends!

**Cora:** Great! In your garden?

**Victor:** No. We went to the old park by the river.

**Can you see the tick? Now you listen and tick the correct box for each question.**

**One. When did Amelia's family clean the garage?**

**Axel:** Amelia, you look tired!

**Amelia:** I am! I had a very busy weekend. My family and I cleaned the garage.

**Axel:** When did you clean the garage? On Sunday?

**Amelia:** No. We did it on Saturday afternoon. We went to the cinema on Sunday afternoon. That was fun!

**Two. What did Aaron's mum give him?**

**Aaron:** Mum! Can I have a cloth to dust the furniture in my room, please?

**Mum:** Sure, here you are! Do you need anything else?

**Aaron:** Hm, yes... the mop. The floor is dirty.

**Mum:** Sorry, Aaron, the mop is broken. We can buy a new one tomorrow.

**Aaron:** OK!

**Three. What did Phoebe do after lunch?**

**Phoebe:** I'm so sleepy! I want to take a nap...

**Dad:** OK, but first you have to clean up the kitchen.

**Phoebe:** Oh, Dad...

**Dad:** Oh, look! Grandpa has cleaned up the kitchen!

**Phoebe:** Yay!

**Dad:** Well, so you can take out the rubbish.

**Phoebe:** Ah... all right...

**Four. What time did Milo and his sister start to make dinner?**

**Milo:** Rose, what time is it? Is Mum getting home soon?

**Rose:** It's seven o'clock. Mum's arriving at 7:30.

**Milo:** We still have to make dinner!

**Rose:** It's true! I forgot about that!

**Milo:** You know she arrives tired and hungry...

**Rose:** Yes, I know! Let's start right now!

**Now listen again.**

## Unit 6

### Track 18

**Jack:** Welcome to *Everyday Talk*. Today, Dr. Pam Jones will give us tips for a healthy life. Thanks for joining us, Dr. Jones.

**Dr. Jones:** Thanks for having me, Jack!

**Jack:** So, let's start with eating habits. Is it true that what we are what we eat?

**Dr. Jones:** Yes, it is! We should eat a balanced diet, which means that we need different types of food with varied nutrients.

**Jack:** But are there foods we should eat more often or avoid eating?

**Dr. Jones:** Yes. We should eat plenty of fruit and vegetables.

We should also eat some whole grains and protein.

**Jack:** And what about drinks?

**Dr. Jones:** We should drink a lot of water. A child should drink one to two liters of water a day. And we shouldn't drink a lot of soft drink. It's full of sugar and it's bad for our teeth.

**Jack:** So, if we don't want to go to the dentist very often, we should avoid soft drink, right?

**Dr. Jones:** Exactly! And also, we should brush our teeth at least

twice a day.

**Jack:** OK! What about exercising?

**Dr. Jones:** Exercising is really important. It doesn't have to be too vigorous or for too long. But we should exercise for at least 30 minutes each day. Oh, and remember, we should stretch before exercising!

**Jack:** Thank you so much for your advice, Dr. Jones. That's all for today. I'll see you tomorrow for some more *Everyday Talk*!

## Track 19

**Listen and look. There is one example.**

**Oliver:** Look, it's a picture of people at the hospital.

**Ms. Wilson:** Yes, it is. Would you like to colour it?

**Oliver:** Yes, I would!

**Ms. Wilson:** OK! So, do you see the nurse in the picture?

**Oliver:** Yes, he's holding a thermometer.

**Ms. Wilson:** That's right. Colour the thermometer grey, please.

**Oliver:** OK.

**Can you see the grey thermometer? This is an example. Now you listen, colour and write.**

### One

**Ms. Wilson:** Can you see what's in the cupboard on the wall?

**Oliver:** Yes, there are some bandages and some pills.

**Ms. Wilson:** Good. I would like you to colour the bandages blue.

**Oliver:** Colour the bandages blue... Done!

### Two

**Ms. Wilson:** There's some cough syrup on the table.

**Oliver:** Yes, I can see it. There are two bottles.

**Ms. Wilson:** Yes, there are. Colour the bottles of cough syrup green, please.

**Oliver:** All right.

### Three

**Oliver:** Who is the man with the scarf? Do you think he's the girl's dad?

**Ms. Wilson:** Yes, I think he is.

**Oliver:** I like his scarf. Can I colour it orange?

**Ms. Wilson:** Yes, that's a good idea!

### Four

**Oliver:** Can I do some writing, too?

**Ms. Wilson:** Sure! Where do you want to write?

**Oliver:** On the poster that is on the wall.

**Ms. Wilson:** Good idea! Write the word wash in the space on the poster.

**Oliver:** How do you spell it?

**Ms. Wilson:** W-A-S-H.

### Five

**Ms. Wilson:** Now, to finish, let's colour the doctor's glasses. Can you see the glasses around the doctor's neck?

**Oliver:** Yes, I can. Can I colour them yellow?

**Ms. Wilson:** That's a nice colour, but I'd like you to make them red, please!

**Oliver:** Oh, OK!

**Ms. Wilson:** Well done! Thank you!

**Now listen again.**

## Unit 7

### Track 20

#### One

My name's Ruby. I have got two grandchildren. I love reading to my grandchildren and can't think of anything more wonderful. I love to get them to sing with me, too. We usually sing funny songs and we sometimes invent new lyrics for them. I love making my grandchildren laugh!

#### Two

Hi, I'm Val. One thing that I love to do with my granddaughter is to take her out to my favourite places. I used to be a professional musician. Now I'm retired, but I still love music and going to live concerts. My granddaughter is now learning to play the piano and I help her practise. I'm very proud of her!

#### Three

My name's Wilson and I love to take my grandson Jack for long walks. We sometimes go into the woods and pretend we're having a great adventure. I love gardening and Jack helps me a lot with it. I'm teaching him how

to water and take care of the plants. I always tell him that it's important to be kind to people and to plants!

### Track 21

**Bianca:** Hi, Grandma. Is this a picture of you?

**Grandma:** Yes, it is. When I was younger.

**Bianca:** Where were you in this picture?

**Grandma:** I was in Paris!

**Bianca:** Cool! And how old were you?

**Grandma:** I was 29. That was a long time ago...

**Bianca:** Err... How old are you now?

**Grandma:** I'm 70.

**Bianca:** But you're still very active!

**Grandma:** Oh, yes! New York is a busy city. We have to be active to live here. And I love teaching music!

**Bianca:** You're an inspiration, Grandma!

### Track 22

**Listen and look. There is one example.**

**Emily is telling her friend Alex about people in her family and their different jobs. What is each person's job?**

**Emily:** Look at what I found last night in my grandfather's basement! A box full of old family pictures!

**Alex:** Wow! They look really interesting! Do you recognise all the people in the photos?

**Emily:** Well... most of them.

Look at this one. This lady is my grandma when she was younger. I love going to her house and listening to her sing. She is an amazing singer!

**Can you see the letter E? Now you listen and write a letter in each box.**

**Alex:** Who is this boy?

**Emily:** That's my cousin Tom when he was a teenager. I know it's him because he is very, very tall! He wanted to become a basketball player, but he played very badly, so he became a cook! He cooks deliciously!

**Emily:** And look! Here's Tom's father, my uncle Josh.

**Alex:** Oh, yes! I recognise your uncle.

**Emily:** Of course you do! We see him every day at school. He's the history teacher!

**Emily:** And that's my aunt.

**Alex:** Is your aunt a teacher, too? I saw her at school yesterday.

**Emily:** No! She's the new school doctor. I hope you don't have to go to her office!

**Alex:** Me too!

**Alex:** That's your brother Dan, isn't it?

**Emily:** Yes, it is. He was such a cute baby!

**Alex:** He's holding a model airplane!

**Emily:** Yes, he has always loved planes! He's studying to be a pilot now!

**Emily:** And this is my favourite picture. It's my mum!

**Alex:** Is she a police officer?

**Emily:** No, she isn't. She's a film star! She was playing the role of a police officer!

**Alex:** Really? I didn't know that!

Now listen again.

## Unit 8

### Track 23

Listen and look. There is one example.

**Aunt Ellie:** What are you doing, Luke?

**Luke:** I have to do a project about our visit to the Wildlife Rescue Centre.

**Aunt Ellie:** When did you go there? Last week?

**Luke:** Yes, last Tuesday.

**Aunt Ellie:** Let me help you.

Can you see the answer? Now you listen and write.

One

**Aunt Ellie:** Where is the centre?

**Luke:** It's outside of town, at a nature reserve.

**Aunt Ellie:** Is it far away?

**Luke:** Yes, pretty far. It took us three hours to get there.

Two

**Aunt Ellie:** What were the biggest animals that you saw?

**Luke:** The wolves, I think. They're bigger than I thought!

**Aunt Ellie:** Weren't there any bears at the centre?

**Luke:** Oh, yes, that's right! The bears were bigger than the wolves!

Three

**Aunt Ellie:** Which animals did you like best?

**Luke:** I really liked the reptiles!

**Aunt Ellie:** Reptiles? Like snakes?

**Luke:** No, the lizards! They were my favourite!

**Aunt Ellie:** Why?

**Luke:** They were really colourful!

Four

**Aunt Ellie:** And what do lizards eat?

**Luke:** Well, the lizards that we saw eat fruit and small insects, like spiders and flies.

**Aunt Ellie:** Did you give them some fruit?

**Luke:** No, we weren't allowed to feed the animals. But we watched one of the rangers feed them.

Five

**Luke:** The ranger who showed us around the centre was very nice! She was called Marjorie.

**Aunt Ellie:** How do you spell that?

**Luke:** M-A-R-J-O-R-I-E.

**Aunt Ellie:** It's a beautiful name!

**Luke:** She told us about how she and the other rangers help animals that get lost or hurt. It's a beautiful profession! I think I want to be a ranger, too!

**Aunt Ellie:** That's fantastic!

Now listen again.

### Track 24

One. Vivian

**Bella:** What's wrong, Vivian?

**Vivian:** I don't know anybody at this new school...

**Bella:** Don't worry. You'll soon make friends.

**Vivian:** It's difficult for me to make friends. I'm very shy.

**Bella:** OK, let me give you some advice...

Two. Keiko

**Mr. Moore:** Hi, Keiko. How are you today?

**Keiko:** Not very well.

**Mr. Moore:** What's the problem?

**Keiko:** My family's moving to a new town.

**Mr. Moore:** Really? That's good! You'll make lots of new friends there.

**Keiko:** But all my friends are here! I'm worried that they won't come and visit me after we move.

**Mr. Moore:** Oh, I understand. I know what you should do. You should...

Three. Laura

**Enzo:** Hi, Laura.

**Laura:** Hi.

**Enzo:** Is everything OK?

**Laura:** Not really...

**Enzo:** What happened?

**Laura:** My best friend Sarah moved to another town and I haven't got anybody to play with! I feel lonely.

**Enzo:** Listen, I've got an idea...

# Practice Book Answer Key

## Welcome Unit Back in Touch

### Page 4

1

1. Sally; 2. old; 3. friend's; 4. from; 5. lives; 6. with;
7. favourite; 8. times; 9. Paul; 10. I'm; 11. mum;
12. house; 13. ten; 14. geography; 15. loves;
16. once; 17. She



Answers will vary.

### Page 5

2

1. Football; 2. Monday; 3. three; 4. Museum;
5. Saturday; 6. park

3

1. What; 2. Where; 3. How; 4. Who; Answers will vary.

### Page 6

1

1. There is
2. There are
3. There is / there are
4. There is / there aren't
5. There are / there isn't



Answers will vary.

### Page 7

2

1. What would you like to eat, Elise? – Students tick the pizza.
2. Would you like a soft drink? – Students tick the orange juice.
3. Would you like any dessert? – Students tick the apple pie.

3

1. the park
2. Lin
3. two beds
4. chairs
5. giant pandas
6. cooking

## Unit 1 Adventure Park

### Page 8

1

2. harness; 3. life jacket; 4. helmet; 5. kneepad;
6. rope; 7. ice skate

### Page 9

2

1. go-karting – cutout of the go-kart; 2. climbing, climbing wall – cutout of the boy climbing; 3. sailing, follow – cutout of the man sailing; 4. pony riding – cutout of the pony; 5. ice-skating – cutout of the ice skates

### Page 10

1

1. go sailing
2. wants to go pony riding
3. wants to go climbing
4. go climbing

2

1. Let's go ice-skating.
2. Let's go sailing.
3. Let's go for a walk.

### Page 11

3

1. Luiz is good at ice-skating, but he isn't good at go-karting.
2. Joan is good at pony riding, but she's not good at ice-skating.
3. Agatha is good at go-karting, but she's not good at pony riding.



Answers will vary.

### Page 12

4

1. more difficult, most difficult
2. more exciting than, the most exciting
3. more popular, the most popular

5

1. No; 2. Yes; 3. No; 4. Yes; 5. No; 6. Yes

**Page 13**

1

3; 1; 2



1. Yes; 2. No; 3. Yes; 4. No; 5. No

**Page 14**

1

Ice-Skate



1. It's a good idea to wear warm clothes.
2. Remember to ice-skate in the right direction.
3. Try to relax.

**Page 15**

1

1. A; 2. C; 3. A; 4. B

**Page 16**

1

Answers will vary.



Answers will vary.

**Page 17**

1

1. than
2. their
3. more
4. ride
5. with

**Page 18**

1

1. Students colour the boy's helmet orange.
2. Students colour the hula-hoops under the tree purple.
3. Students colour the girl's harness yellow.
4. Students write WELCOME on the sign on the tree.
5. Students colour the female instructor's boots brown.

**Unit 2 Four Seasons**

**Page 19**

1

1. It's sunny. 2. It's cloudy. 3. It's rainy. 4. It's snowy.

2

1. c; 2. d; 3. b; 4. a

**Page 20**

3

1. swimsuit – cutout of the girl making sandcastles on the beach; 2. Spring – cutout of the garden with flowers; 3. snowmen – cutout of the boy making a snowman; 4. autumn – cutout of the autumn landscape; 5. a scarf – cutout of the girl in the windy weather; 6. icy – cutout of the boy slipping on the icy sidewalk; 7. umbrella – cutout of the girl with an umbrella under the rain; 8. winter – cutout of the winter landscape

**Page 21**

1

1. to leave; 2. to find; 3. to meet; 4. to cross;  
5. to swim; 6. to stay



1. Because they need to find food. 2. They decide to stay where they are.

**Page 22**

2

1. Give this note to your teacher. 2. Give some chocolate to your brother, please. 3. Mother pandas give bamboo to their babies. 4. Can you give this book to your sister, please?

3

1. best; 2. better; 3. worst; 4. worse; 5. best

**Page 23**

4

1. best; 2. good; 3. best; 4. better; 5. worst

5

1. dad; 2. hot; 3. pandas; 4. home; 5. cooler; 6. better

**Page 24**

1

1. gloves; 2. windy; 3. coat; 4. autumn; 5. sunglasses

**Page 25**

1

1. C; 2. B; 3. C; 4. A

Page 26

1

1. June
2. September
3. December
4. March
5. June
6. September

2

1. London
2. Sydney
3. Cape Town



1. the best
2. wetter
3. hotter
4. the hottest
5. colder

Page 27

1

1. No; 2. Yes; 3. No; 4. Yes; 5. No; 6. Yes

2

1. Drink a lot of water.
2. Keep your home cool.
3. Avoid extreme physical activity.

Page 28

1

1. boots; 2. harness; 3. helmet; 4. life jacket; 5. rope; 6. kneepads; 7. ice skates

D	X	W	H	A	R	N	E	S	S
H	Q	H	N	G	M	H	Q	I	I
A	M	K	N	E	E	P	A	D	S
R	W	E	Y	T	Y	S	Z	R	R
K	I	C	E	S	K	A	T	E	S
J	T	D	B	O	O	T	S	Z	E
L	I	F	E	J	A	C	K	E	T
X	N	T	J	T	H	U	W	P	D
J	S	H	Q	T	T	R	O	P	E
Z	O	H	E	L	M	E	T	T	B

2

1. Give the kneepads to Bryce, please.
2. Give the boots to Susie, please.
3. Give the life jacket to Jim, please.
4. Give the ice skates to Lara, please.

Page 29

3

1. Todd is good at riding a bike. / Todd isn't good at swimming.
2. Amy is good at ice-skating. / Amy isn't good at sailing.
3. Jess is good at riding a horse. / Jess isn't good at go-karting.

4

1. Climbing is the most exciting sport.
2. Swimming is the best sport.
3. Football is the most interesting sport.

5

1. best
2. worst
3. better than
4. worse than

Page 30

1

Left to right, top to bottom: 2; 1; 8; 3; 7; 9; 5; 4; 6

2

1. False. Alaska is the biggest state in the United States.
2. False. It has got the coldest weather.
3. True.
4. True.
5. True.
6. False. The best season for seeing animals in Alaska is the summer.

Page 31

3

1. Dogs pull sleds over the snow.
2. In March.
3. It's almost 1000 miles long.
4. It usually takes eight or nine days.

4

1. You can take a boat trip (to see glaciers).
2. You can (go camping and) sleep in a cabin in the woods.
3. You can go hiking.
4. You can see animals.

## Unit 3 My Town

### Page 32

1

1. block of flats
  2. cinema
  3. bus station
  4. car park
  5. supermarket
  6. park
  7. library
- 3, 4, 1, 2, 6, 7, 5

2

Answers will vary.

### Page 33

3

1. straight ahead – cutout of the arrow pointing up
2. left – cutout of the arrow pointing left
3. right – cutout of the arrow pointing right;
4. in front of – cutout of the cinema in front of the library
5. next to – cutout of the house next to the park
6. near – cutout of the car park near the houses

### Page 34

1

1. 3; 2. 4; 3. 1; 4. 2

2

1. It looks like a butterfly.
2. It looks like a shoe.
3. It looks like a bear.
4. It looks like an ice cream cone.

### Page 35

3

1. eight forty-five
2. 7:20
3. twelve fifty
4. 11:40
5. three thirty
6. 4:25

4

1. 6:15
2. 6:55
3. 7:25
4. 1:20
5. 9:45

### Page 36

5

1. Suzie has to wake up early.
2. Toby doesn't have to do homework.
3. Liam has to help clean the house.
4. Liz doesn't have to take a bus to school.

6

1. work
2. 9:45
3. doesn't
4. statues
5. China

### Page 37

1

- 4, 1, 2, 3

◆

1. True. 2. False. You can ride ponies at Collingwood.
3. False. You can meet crocodiles at Sea Life. 4. True.
5. False. Clip'n'Climb is a place to go climbing.

### Page 38

1

1. in; 2. at; 3. has; 4. are; 5. can; 6. the

◆

1. Where do you live?
2. What's your favourite place in the city/town where you live?
3. What time does this place open and close?
4. What has this place got?
5. What can you do there?
6. What do you think of this place?

◆

1. huge
2. fabulous
3. beautiful
4. incredible
5. amazing

2

Answers will vary.

### Page 39

1

B



1. Explore the island.
2. Choose a place to build a town.
3. Build a harbour for boats.
4. Open a holiday resort.



1. hard
2. real
3. mistakes
4. educational

2

Answers will vary.

### Page 40

1

b. My Town



Answers will vary.



Answers will vary.

2

Answers will vary.

### Page 41

1

1. pasta
2. film
3. straight ahead
4. sad
5. children



Grandma's Favourite Place

### Page 42

1

1. Students match David with the boy standing at the bus stop.
2. Students match Lily with the girl with long hair at the end of the street, on the left.
3. Students match Joe with the bored boy in front of the supermarket.
4. Students match Cate with the girl going into the cinema with her dad.
5. Students match Billy with the boy walking towards the amusement park with his family.

## Unit 4 Into the Past

### Page 43

1

From top to bottom: roof, ninth floor, eighth floor, seventh floor, sixth floor, fifth floor, fourth floor, third floor, second floor, first floor, ground floor, basement



1. A: Where's the car park? / B: It's in the basement.
2. A: Where's Exhibit Room B? / B: It's on the third floor.
3. A: Where's the library? / B: It's on the sixth floor.
4. A: Where's the Kid's Zone? / B: It's on the eighth floor.
5. A: Where's the café? / B: It's on the roof.

### Page 44

2

1. black – cutout of the girl with long black hair
2. beard – cutout of the man with a big white beard
3. curly – cutout of the woman with short curly hair
4. moustache – cutout of the man with glasses and a thin moustache
5. blond – cutout of the girl with long blond hair
6. straight – cutout of the boy with short black hair giving a thumbs-up



Answers will vary.

### Page 45

1

1. Were there a lot of people?
2. Was there a school?
3. Were there a lot of shops?
4. Was there a market?



Students listen and check their answers.



1. different; 2. weren't; 3. shop; 4. Saturday; 5. happy

2

Answers will vary.

Page 46

3

Answers will vary.

4

1. was, were; 2. danced; 3. drank; 4. ate; 5. had;
6. listened; 7. lived; 8. played; 9. slept; 10. wore

V	W	C	N	P	L	A	Y	E	D
Y	A	D	H	A	D	N	C	X	Z
E	S	A	Q	S	L	E	P	T	P
J	Q	N	S	Z	D	R	A	N	K
W	W	C	C	R	E	B	Z	A	G
O	O	E	L	R	V	W	E	R	E
R	Q	D	S	L	I	V	E	D	Q
E	T	W	P	K	V	B	P	A	J
L	I	S	T	E	N	E	D	Q	D
K	A	T	E	T	Q	R	Z	I	V

Page 47

5

1. were; 2. lived; 3. had; 4. slept; 5. wore; 6. ate;
7. drank; 8. played; 9. listened; 10. danced

6

1. No. 2. Yes. 3. Yes. 4. No. 5. No.

Page 48

1

1. C; 2. C; 3. A; 4. B; 5. A

◆ Answers will vary.

Page 49

1

1. Mary; 2. fourth; 3. clothes; 4. pizza; 5. Panda

Page 50

1

1. Qin Shi Huang was born. 2. Qin Shi Huang became emperor. 3. Qin Shi Huang ordered his servants to build a special tomb for him. 4. Qin Shi Huang died. 5. Chinese farmers found pieces of statues. 6. Experts started to excavate the site where the farmers found the statues.

◆ No, because archaeologists are afraid to destroy the things inside it and toxic residues inside the tomb may contaminate the environment around it.

Page 51

1

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

2

Answers will vary.

Page 52

1

1. library; 2. park; 3. supermarket; 4. amusement park

- ◆ 1. Go straight ahead on Street 4, turn right on Street 2, and go straight ahead again. It's in front of the amusement park. 2. Go straight ahead on Street 4 and turn left on Street 2. It's in front of the car park. 3. Go straight ahead on Street 4 and turn right on Street 3. It's in front of the park. 4. Go straight ahead on Street 4, turn right on Street 3 and go straight ahead again. It's in front of the bus station.

2

1. It looks like a cat. 2. It looks like a duck.

3

1. have to; 2. don't have to; 3. have to

Page 53

4

1. Students draw a tall, thin man with a black beard and a moustache. 2. Students draw a short girl or woman with curly blond hair.

5

1. Were; 2. weren't; 3. Was; 4. wasn't

6

1. liked; 2. wore; 3. cooked; 4. ate; 5. played;
6. listened; 7. danced; 8. made; 9. slept; 10. cleaned

Page 54

1

1. mine; 2. woods; 3. coins; 4. excavation; 5. treasure;
6. Roman villa

2

1. Adrian and Barbara lived in a sad town. 2. The children found a coin inside the old mine. 3. The children took the coin to a museum. 4. The director of the museum and his team excavated the mine.

Page 55

3

At the Beginning: The supermarket was closed. The shops were closed. The school was closed. The park was empty. At the End: The supermarket is open. The shops are open. There is a hotel. There is still no school. The park is full of people.

4

Answers will vary.

◆ Answers will vary.

## Unit 5 Around the House

### Page 56

1

1. take the rubbish out; 2. cook meals; 3. set the table; 4. feed the pets; 5. mop the floor; 6. vacuum the carpet; 7. make the bed; 8. dust the furniture

2

1. every day, in the morning; 2. every day, in the evening; 3. once a week, on Friday afternoons; 4. twice a week, at the weekends (on Saturdays and Sundays)

◆

1. Feeding the pets. Because it makes them very happy.  
2. Putting his toys away. Because it's easier to find things when his room is neat.

### Page 57

3

1. mop, bucket – cutout of the mop and the bucket; 2. vacuum cleaner – cutout of the vacuum cleaner; 3. iron – cutout of the iron; 4. broom – cutout of the broom; 5. cloth – cutout of the cloth; 6. rubbish bags – cutout of the rubbish bags

### Page 58

1

1. Mum wanted us to set the table. 2. Dad wanted my brother to wash the dishes. 3. The teacher wanted the class to be quiet. 4. My friend wanted me to go to the park.

2

Suggested answers: 1. The teacher asked the student to clean the board. 2. The girl asked her grandma to give her a piece of cake.

### Page 59

3

1. ✗ Danny didn't wash the dishes. 2. ✗ Linda's family didn't order a pizza. / Linda's family ordered hamburgers. 3. ✓ 4. ✗ Sheila's family didn't go to the park. / Sheila's family went to the cinema.

4

Answers will vary.

### Page 60

5

1. Yes, he did. 2. No, he didn't. 3. Yes, he did. 4. No, he didn't.

6

1. Did you do your homework yesterday? 2. Did you clean your room yesterday? 3. Did you watch a film last night? 4. Did you see your best friend last week? 5. Did you visit your grandparents last weekend?  
Answers will vary.

7

1. wanted; 2. didn't make; 3. asked; 4. wanted; 5. walked; 6. didn't wash

### Page 61

1

1. When the children arrived at Grandma's house, they saw the robot cleaner. 2. When the girl closed the fridge door, the robot started to clean the floor. 3. When the girl went into the living room, the robot followed her. 4. When the children tried to turn off the robot, it started to move faster. 5. When the robot stopped, the children cleaned the living room. 6. When Grandma came back, she was happy.

### Page 62

1

1. after; 2. When; 3. Then; 4. when; 5. didn't remember

◆

1. First; 2. Then; 3. Finally; 4. When

◆

3. A Surprise for Dad

### Page 63

1

Students tick picture number 2.

◆

1. Very busy. 2. Dad and I took him to the beach. 3. No, we didn't. 4. We ate pasta. 5. No, he didn't. 6. At seven o'clock.

◆

1. ran; 2. toys; 3. asleep; 4. tired

### Page 64

1

1. Where did you go last weekend? 2. Who did you go with? 3. What did you do there? 4. Did you have a good time? 5. When did you get home?

◆

1. sports centre; 2. mum and dad; 3. went swimming; 4. had; 5. 7:00 p.m.

2

Answers will vary.

### Page 65

1

1. After; 2. to; 3. on; 4. don't; 5. and

### Page 66

1

1. B; 2. C; 3. C; 4. B

## Unit 6 Good Health

### Page 67

1

1. backache; 2. shoulder pain;
3. earache; 4. headache;
5. toothache; 6. sore throat;
7. stomachache



1. backache; 2. toothache;
3. headache; 4. stomachache

### Page 68

2

1. can't swallow – cutout of the girl holding her throat in pain; 2. cough – cutout of the girl coughing into her fist; 3. high temperature – cutout of the boy with a thermometer in his mouth; 4. dizzy – cutout of the boy with stars around his head;
5. stomachache – cutout of the boy in bed with stars coming from his stomach; 6. tired – cutout of the boy holding onto the wall with a tired expression

### Page 69

1

1. should; 2. shouldn't; 3. should; 4. should; 5. should

2

1. shouldn't; 2. should; 3. should; 4. should

### Page 70

3

1. A place where you go to buy food is called a supermarket. 2. A thing that you use to take your temperature is called a thermometer. 3. A person who flies a plane is called a pilot.

4

1. where; 2. who; 3. that; 4. who; 5. where; 6. that

5

Possible answers:

1. A person who takes care of your teeth is called a dentist.
2. A place where you go to relax / swim / make sandcastles is called a beach. 3. A thing that you use to play football is called a football ball.

### Page 71

6

1. much / is; 2. many / are;
3. many / are; 4. much / is



1. There's a lot. 2. There aren't any. 3. There are a lot. 4. There's some.

7

Answers will vary.

8

1. Charlie; 2. Lin; 3. Mother Panda; 4. Baby Panda;
5. The Dentist; 6. Aunt Lily

### Page 72

1

1. Science Museum; 2. exhibit;
3. sick; 4. a high temperature;
5. much better; 6. human body;
7. very happy

### Page 73

1

1. Students colour the bandages blue. 2. Students colour the bottles of cough syrup green.
3. Students colour the man's scarf orange. 4. Students write wash on the poster. 5. Students colour the doctor's glasses red.

### Page 74

1

1. stomach; 2. gastric acid;
3. small intestine; 4. large intestine



1. S; 2. S; 3. S; 4. SI; 5. SI; 6. LI



- 1.5 – litres of gastric acid the stomach produces a day; 3 to 6 – meals we should eat a day; 6 to 8 – hours food takes to be completely digested.

### Page 75

1

- Students should circle: 1. the cooking pot, the flame on the stove; 2. the computer cables, the open window; 3. the water on the bathroom floor, the open cabinet with the products inside; 4. the swimming pool, the roller skates.



Answers will vary.

### Page 76

1

1. Elijah doesn't take out the rubbish. 2. He dusts the furniture. 3. He doesn't set the table. 4. He makes his bed.

2

1. asked / to take out;
2. wanted / to set

3

1. got up; 2. went; 3. had; 4. ate; 5. didn't stay; 6. rode; 7. wore; 8. got; 9. didn't go; 10. fell

**Page 77**

4

1. a cold – has got headache, cough and runny nose;
2. an ear infection – has got a high temperature and feels dizzy;
3. a throat infection – has got a high temperature and can't swallow;
4. a stomach bug – has got a stomachache, feels tired and nauseous

5

1. should;
2. Should;
3. should;
4. shouldn't

6

1. many;
2. much;
3. many;
4. much; Answers will vary.

**Page 78**

1

1. Inspector Clutter;
2. Find the Stickers !;
3. Step It Up !;
4. Dance It Out !;
5. Basketsock!;
6. Scavenger Hunt

2

1. BS;
2. SH;
3. IC;
4. SIU;
5. FTS;
6. DIO

**Page 79**

3

1. True;
2. False – Chores are sometimes boring.
3. False – You can turn chores into competitions.
4. True;
5. False – Mum and Dad also participate in Inspector Clutter.
6. True

4

1. Basketsock!
2. Scavenger Hunt;
3. Step It Up!

5

Answers will vary.

**Unit 7 Family Stories****Page 80**

1

1. son;
2. grandparents;
3. parents;
4. daughter;
5. grandson;
6. granddaughter

◆

1. Helen;
2. Jake, Helen;
3. Alfred, Martha;
4. Victor;
5. Grace

**Page 81**

2

1. film star – cutout of the woman posing in front of a camera;
2. firefighter – cutout of the man in a uniform spraying water from a large hose;
3. chef – cutout of the man standing in a kitchen;
4. teacher – cutout of the woman standing in front of a blackboard;
5. ambulance driver – cutout of the man driving an ambulance;
6. pop star – cutout of the man singing;
7. farmer – cutout of the woman holding a big basket of vegetables;
8. dentist – cutout of the woman standing in a dentist's office

**Page 82**

1

1. a;
2. b;
3. a;
4. b

2

1. had to;
2. didn't have to;
3. Did / have to;
4. Did / have to

**Page 83**

3

1. couldn't;
2. could;
3. couldn't;
4. couldn't;
5. could

◆

1. I couldn't see the road;
2. could / I got closer;
3. Could, No;
4. Could, I couldn't;
5. I could hear a police car

**Page 84**

4

1. Lizzie runs more quickly than Noah.
2. Lizzie eats more slowly than Noah.
3. Noah sings better than Lizzie.
4. Noah speaks more loudly than Lizzie.

5

1. To visit the place where the baby panda's grandparents live.
2. It fell into a ravine.
3. To the Rescue Centre.
4. It felt better.

**Page 85**

1

1. a;
2. b;
3. a

◆

1. F;
2. T;
3. F;
4. T;
5. T;
6. F

**Page 86**

1

Possible answers: 1. They were at school. 2. They were going home. 3. They saw a cat in a tree and a woman under the tree. 4. The cat was scared and the woman was worried. 5. They rescued the cat. 6. They felt happy and grateful.



Answers will vary.

**Page 87**

1

A. 3; B. 1; C. 2



1. R; 2. V; 3. R; 4. W; 5. V; 6. W

2

Answers will vary.

**Page 88**

1

1. Who is this? 2. Where was she? 3. How old was she? 4. How old is she now? 5. Where does she live? 6. What does she do?



1. a; 2. b; 3. c; 4. b; 5. a; 6. b

2

Answers will vary.

**Page 89**

1

1. ice cream; 2. pop star; 3. taking a picture; 4. next to the window; 5. Answers will vary. 6. Answers will vary.

**Page 90**

1

her cousin – F; her uncle – G; her aunt – D; her brother – H; her mother – C

**Unit 8 A Better Future****Page 91**

1

1. island; 2. field; 3. moon;  
4. stars; 5. village; 6. waterfall



1. field; 2. waterfall; 3. island;  
4. village; 5. moon; 6. stars

**Page 92**

2

1. mp3 – cutout of the mp3 player; 2. blu-ray – cutout of the blu-ray; 3. pancakes – cutout of the pancakes; 4. Internet – cutout of the Wi-Fi symbol; 5. noodles – cutout of the bowl of noodles; 6. tea – cutout of the cup of tea; 7. laptop – cutout of the laptop; 8. an e-book – cutout of the e-book reader

**Page 93**

1

4, 1, 3

5, 6, 2

2

Answers will vary.

**Page 94**

3

1. cross the road; 2. to get to the other side

4

1. d; 2. c; 3. a; 4. b



Answers will vary.

**Page 95**

5

1. People will / won't have robots in their homes. They will / won't do the housework. 2. People will / won't take food pills. They will / won't eat real food. 3. People will / won't travel to other planets. They will / won't live on Earth.

6

1. Will you get a phone call tonight? 2. Will you pass all of your exams? 3. Will you be a doctor when you grow up? Answers will vary.

7

1. No. 2. No. 3. Yes. 4. Yes. 5. No.

**Page 96**

1

1. A; 2. B; 3. A; 4. C; 5. B

**Page 97**

1

1. reserve; 2. bears; 3. lizards;
4. insects; 5. Marjorie

**Page 98**

1

A



1. b; 2. a

2

Answers will vary.

**Page 99**

1

1. She is new at school and haven't got any friends.
2. She is worried that her friends won't visit her in her new town.
3. Her best friend moved to a new town.



- 2, 3, 1

2

Answers will vary.

**Page 100**

1

- 3, 1, 2

2

Answers will vary.

3

Answers will vary.

**Page 101**

4

1. to buy (some) bananas; 2. to borrow (some) books; 3. to walk her dog; 4. to play basketball

5

Answers will vary.

**Page 102**

1

1. comic books; 2. storm;
3. costume; 4. sale

2

1. superheroes; 2. costume;
3. bench; 4. storm; 5. sale;
6. an article

**Page 103**

3

1. No, they don't.
2. Because they organise a sale to help the families who lost their homes.
3. Answers will vary.

4

Answers will vary.



# Open Day 3

**Open Day** is a fun six-level topic-based series for elementary 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.

