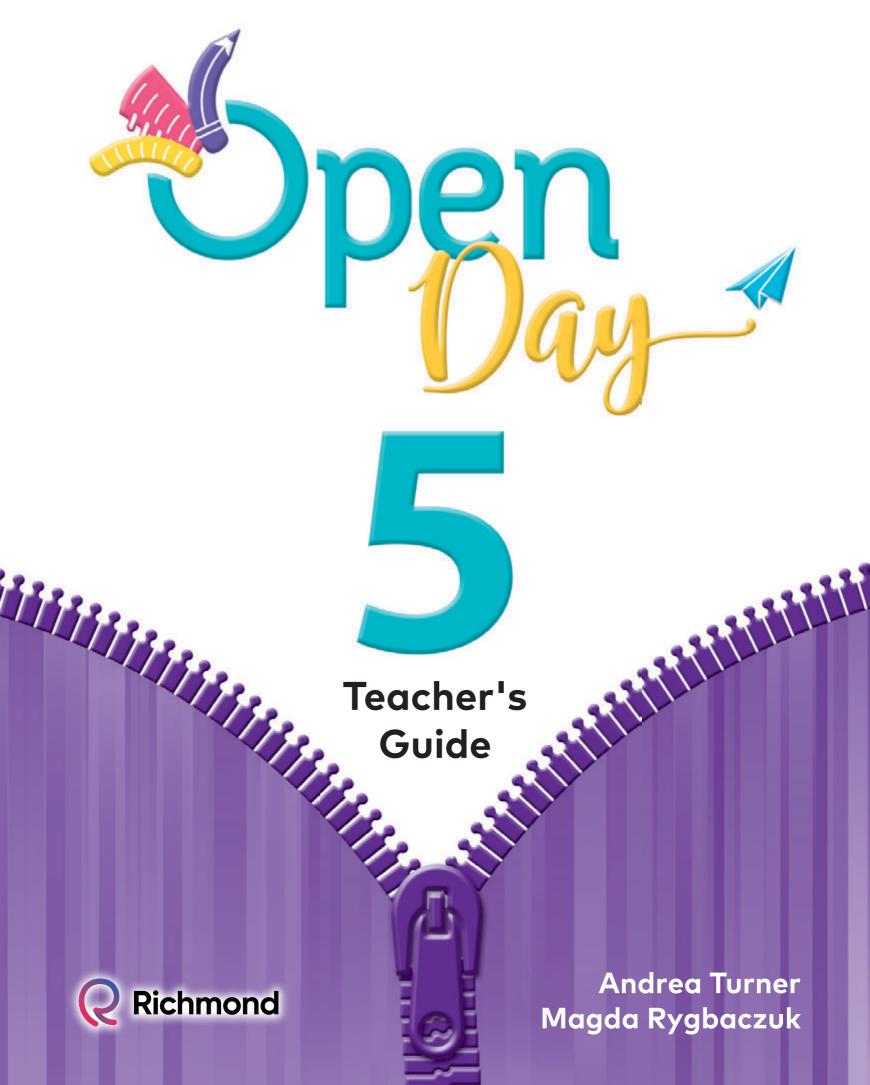






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# Welcome to Open Day 5!

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

## Open Day and International Certifications

In today's global world, the use of standardised language proficiency exams has become more and more prevalent as a way of certifying students' language levels. These certifications also serve to motivate students to keep on studying and improving their English. For this reason, **Open Day** takes a new approach and uses international certification-type activities 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 in connecting to the emotions, understanding them and taking ownership of them.

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

## 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. Other key aspects to creating an environment that is conducive to learning is that students must be interested and motivated to learn, must know what they have to do and why and must have the skills required for what is expected of them. For this to occur, a certain amount of preparation is required by the teacher so as to be able to facilitate the classroom activities, maintain students' attention and keep the flow of the class moving. **Open Day's** teacher's notes provide suggestions to this end that focus on:

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

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

## 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:



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.



 This page focuses on developing students' lettersound 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.







- This section focuses on helping students develop specific strategies related to the four language skills:
  - Reading This section dedicates two pages to developing reading strategies to enhance students' reading comprehension of meaningful authentic-like texts. Some of the main strategies that students learn are prediction, skimming and scanning.
  - Writing These two pages provide a clear model text for students to analyse and then activities that scaffold the writing process. These include: brainstorming, organising ideas in graphic organisers, and writing and editing drafts.
  - A Listening page offers international certificationtype 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:



(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.



Introduction VII 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.





## 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.



## Sections Specific to Odd Units:



This section includes further skills practice over three pages.







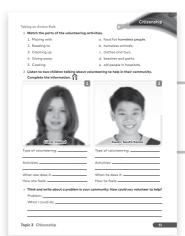
This page provides activities for students to consolidate and personalise learning.

## Sections Specific to Even Units:



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





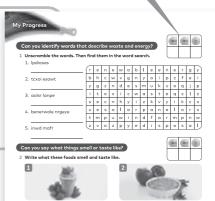


This page provides activities to support the values of this unit.





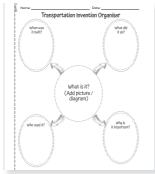
These two pages provide additional follow-up activities to be done after the self-evaluation section in the Student's Book.



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



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



## Reader

Each level of the series includes a separate Reader component. The Reader includes four texts, one per Topic. (two fiction and two informative texts) These 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. The Flashcards depict images on key topic vocabulary and also the corresponding words. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



## Posters and Cutouts

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



## Stages for Each Lesson:

## Open the day

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

## Open the book!

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

International Certification boxes accompany the activities with the corresponding icon in the Student's Book. These

International Certification: Reading

The certification activity on this page gives students practice in reading and understanding a story. It also tests their ability to transfer information from a language to the activities a suppose that idea to the information from a language to the activities a suppose to the activities as a suppose to the a tests their ability to transfer information from a longer text into a summary. Students should identify who or what is being referred to in a text, especially the meaning of pronouns. This may involve turning around a sentence while keeping its meaning or identifying different ways of referring to people or objects (Olivia, her, Alice's friend, etc.). Tell students they should be careful to spell words correctly when objects (Oilwa, ner, Alice's Friena, etc.). Tell students they should be careful to spell words correctly when copying them from a text.

boxes contain strategies for how students should approach these activities and what you, the teacher, can do to train them.

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

#### Language Presentation

Making Suggestions: Could, Should

In this unit, students will learn how to use functional language for suggestions (could, should) and will continue using the present continuous for future arrangements. We suggest you do Poster Activity 1A at this stage to present the topic. This will help students complete the activities on this page.

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

#### Reading Strategy

Skimming

Skimming
Explain to students that skimming is reading a text quickly to get a general idea of what it is about. Tell them that when they are doing activities like matching headings to sections, this is the technique they should use. Remind them that they don't have to understand every word of a text to skim effectively. You can practice by having students bring internet or magazine articles they are interested in to class. How them read the first and interested in to class. How them read the fish are the standard them tell you what the main message is. Encourage them to architect going this with other Encourage them to practice doing this with other texts they read at home or in other subjects.

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



Why is it important to recognize your body states?

## Close the day

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

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



## **Open Day's Digital Material**

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

## For the Student

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

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





## For Teachers

**Digital Materia**l 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 highinterest, 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.



## Welcome Unit Holidays, Jobs and Interests

## Want/'d like to

I want to learn more about whales. I would like to see a wild animal.

## Past Simple/Present Perfect

Helen saw a whale during her holidays. She has never played volleyball.

#### Have you ever ...?

Have you ever gone to a sports camp? Have you ever played games in teams?

## Adjectives (Synonyms)

enormous/large, enthusiastic/dynamic, lovely/beautiful, strange/unusual, wonderful/great

## Adjectives (Antonyms)

cheap/expensive, interested/bored, kind/unkind, neat/messy, relaxed/worried,unfriendly/friendly

## Language

## Vocabulary

## Life Skills and Extra Features

## Project

Feeling Good Infographic

## Topic 1 Feeling Good!

# Unit 1 Fun with Friends

Subject and Object Questions Who wants to watch the 3D film? What do you want to see?

## Present Continuous for Arrangements What are you doing at the weekend?

## Should we...? You could... (Suggestions) You could come! Should we go and watch the whale conservation film?

## Describing People's Appearance

blue-eyed, good-looking, healthy, neat, scruffy, slim, smart, wavy, well-built

#### Friendship

am friends with, best friend, close friends, get on with, like being with, really like, spend time with

## Mindfulness

Recognising Body States and Mood

#### Sounds Fun!

Schwa sound /ə/ (unstressed vowel sounds)

## Unit 2 rowing Un

## Going to for Intentions

We're going to hunt for some food. I'm going to try and catch a penguin today!

## Tag Questions with Can / Do / Be

They can jump high, can't they? It looks sad, doesn't it?

## Comparatives and Superlatives (Less / the Least)

The orcas are less enthusiastic than those in the ocean.

It is less safe than it used to be.

The least sociable ones can get aggressive.

## **Personality**

competitive, confident, determined, easy-going, enthusiastic, generous, hard-working, outgoing, patient, quiet, shy, sociable

Adjectives Ending in -ed / -ing annoyed/annoying, bored/boring, disappointed/disappointing, embarrassed/embarrassing, tired/tiring

## Sounds Fun!

Intonation in tag guestions

CLIL

Social Science

Citizenship

Setting personal goals

Home Connection

Create a family values mission statement

## Topic 2 Going Green

## Unit 3 he Three Rs <sub>,</sub>

## Present Passive (All Forms)

How is plastic made? It's produced in factories. Lots of things are made of plastic.

## Smell / Taste Like

It makes it smell like food. Surely it doesn't taste like food.

## Prefixes in-, re-, de-

decrease, deforestation, destroy, include, increase, incredible, recycle, reduce, refill, replace, reuse

## Environment

disposal, dump, nonrenewable, pollution, recycling plant, renewable, toxic, wind farm

## Mindfulness

Noticing your breathing

## Sounds Fun!

/l/ vs /r/

correct/collect, road/load, right/light

# Unit 4

## First Conditional

If people don't have safe drinking water, they will get ill.

If we save water, we will help protect the

## Subordinate Clauses

I'm certain that humans cause these problems. Scientists are sure that oceans are getting warmer.

#### Water Issue

crisis, disease, education, health, medicine, poverty, shortage, spend, store, well

## Prefixes un-, im-, dis-

disadvantage, disagree, disappear, impatient, impossible, unable, undeveloped, unsafe

## Sounds Fun!

Stress patterns in first conditional sentences

CLIL

Maths

## Citizenship

Taking an active role

Home Connection

Make a fridge poster

⋖

## Topic 3 Travel and Transportation

Unit 5 mazing inventic

## Past Passive (All Forms)

What was it used for?

It was used to power steamboats. They were used on rivers.

#### Need to

You need to be creative.

You don't need to have expensive equipment. Do you need to go to college?

As a Result, In Order to, Although

#### Transportation

bicycle, camel, desert, flight, passenger, railway, steam engine, tire

Suffixes -able, -ible

adaptable, comfortable, fashionable, incredible, possible, reasonable, terrible

#### Mindfulness

Dealing with travelilng stress

## Sounds Fun!

/s/ vs /z/ shoes, views, roads, rockets

# Journeys

## Past Continuous with While

While they were searching, some dolphins were playing nearby.

Other animals were travelling south while they were swimming north.

#### Past Perfect (All Forms)

When I woke up, the other scientist had already left.

I took my digital camera, but I hadn't charged it.

Had Peter seen butterflies before? Yes, he had. / No, he hadn't.

## At the Airport

carry on luggage, check-in desk, flight attendant, line, passport control, screen, security, terminal

## Suffixes -ous, -ment

adventurous, agreement, enormous, entertainment, equipment, jealous, movement, nervous

#### Sounds Fun!

Sentence stress (content words)

CLIL

History

Citizenship

Respecting other cultures

Home Connection

Keep a transportation log

## Topic 4 Living Together

Unit 7 Setting Involve

## Reported Statements with Say and Tell She said she was a reporter for the magazine.

You said you wanted to do karaoke. He told him that he didn't believe him.

## Reflexive Pronouns

She takes the photographs herself.
I'll enter the karaoke competition myself!

## School Magazine

article, cover page, editor, interview, headline, microphone, notebook, recorder app, story, video camera, writer

## Suffixes -er, -ist

dancer, finalist, guitarist, journalist, medalist, player, runner, sound recordist, vocalist, winner

## Mindfulness

Being thankful

## Sounds Fun!

Word stress in 3-syllable words: carnival, banana, kangaroo

## Unit 8 Our Community

## Second Conditional

If I were you, I would take my time. If I had a million dollars, I'd build a whale sanctuary.

Reporting Verbs: Suggest and Decide I've decided to do a fun run.

I suggest carrying her on George's back.

## **Community Projects**

animal shelter, collect, donate, homeless shelter, nursing home, raise, volunteer

## Suffixes -ful, -less

careful/less, harmful/less, helpful/less, thoughtful/less, useful/less

## Sounds Fun!

Contractions in second conditional

## CLIL

Art

## Citizenship

Understanding democracy

## Home Connection

Take part in a community volunteer project

# Class President Elections

## Flashcard Activities



## **Activity WA**

Objective: Present opposites adjectives.

Ask students to close their eyes. Explain that you are going to describe some situations to them and they need to say how each situation makes them feel. Ask: How do you feel when you take an exam/read a book/play your favourite sport? They might know some adjectives already. Then show the following flashcards, one at a time: worried, relaxed, interested.

Then say that you want them to think of a place. Ask more questions and tell them to picture the place: What's your bedroom like? Is it clean? Do you like being there?

Now, show the messy room flashcard and the neat one. Do choral and individual repetition of the adjectives messy and neat. Then ask: Is your room messy or neat? Finally, ask students if they like having friends and how many friends they have. Then ask, as you show each flashcard: Are you friendly? (show the flashcard with a friendly child) Are you unfriendly? (show the flashcard with an unfriendly child). Model each word and ask students to repeat chorally and individually.

As a follow up, you can name different adjectives and have students take turns coming to the front, picking the correct flashcard, showing the written form on the back to the class. The rest of the class can spell the words.

## **Activity WB**

Objective: Practise opposite adjectives.

Place the *Opposite Adjectives* Flashcards on your desk. Divide the class into two big groups. Explain that they are going to do some miming for their team to guess words. Ask a volunteer from one group to take a flashcard but not to show it to the class. He or she should mime actions to convey the meaning of the word. His or her team has 15 seconds to guess the word. If the team manages to guess the word, they get a point. Repeat the same procedure for the next team. When the eight flashcards have been used, you could repeat the activity, but this time volunteers should describe situations for their team to guess, but not mention the word. For example: *You can feel this way when you see a film you don't like*. (bored)

## **Activity WC**

Objective: Practise opposite adjectives.

Attach pairs of Opposite Adjectives Flashcards to the board and have students stand in two lines at the back of the class. Call out one of the words and have students at the front of each line run to touch the corresponding card. Alternatively, attach all the flashcards to the board and ask students to look at them for five seconds. Then have them close their eyes and remove one or two of the cards. Have students say which words are missing.

## **Activity 1A**

**Objective:** Present adjectives to describe people's appearance.

Divide the class into pairs and ask them to stand facing each other. Give them about 15 seconds to observe each other's physical characteristics. Then ask some questions about physical characteristics students may already know. Ask: Who is tall/short? Who has long/short hair? Ask volunteers to try describing their classmate to the rest of the class. Accept any students' attempts to say what their classmate looks like.

Then call students' attention to the board and show them the flashcard depicting the picture of a slim person and ask: What dos he/she look like? Is he/she slim? Mime or point to the body of the person on the flashcard to convey the meaning of slim. Then say: He/She is slim. Encourage repetition of the word slim to make sure students pronounce it correctly. Then ask them to name any famous slim people they can think of, and write a list on the board. Continue doing the same with the rest of the flashcards.

## **Activity 1B**

**Objective:** Practise adjectives to describe physical appearance.

**Optional additional materials:** cutout from magazines or photographs of different people with different physical characteristics.

Display the *Physical Appearance* Flashcards and cutouts around the classroom. Students work in pairs to write a brief description of one of the people in the pictures in their notebooks. Give an example: *His eyes are blue. He has got wavy hair. He is good-looking,* etc. They should do this from a distance, i.e. they shouldn't bring a flashcard to their desks. Have pairs work together to guess which picture their classmates' describe. Then invite volunteers to read their description to the class.

## **Activity 2A**

**Objective:** Practise adjectives to describe personality.

Materials: 8 small post-it notes.

Label the flashcards A to H using the post-it notes. Make sure you label the side of the flashcard that shows the written word. Attach the Personality Adjectives Flashcards on the walls in a way that students can see the side of the written word and make sure you distribute them around the classroom so that everybody can see them. Ask students to write numbers 1 to 8 in a list in their notebooks. Explain that you will describe different types of people's personalities. As you say each description, they should write the letter of the flashcard they think illustrates that type of person. Make sure they do not call out the letters, they should write them on their list. You may use the descriptions below or use some of your own.

- A (enthusiastic) This type of person is usually cheerful and excited about things.
- B (sociable) These people like talking to other people. They usually have many friends.
- C (generous) This is a person who likes sharing or giving things to other people.
- D (shy) Unlike sociable people, these types of people feel nervous or uncomfortable about meeting or talking to others.
- E (patient) These people are usually calm and don't get angry when waiting for a long time or when they are with difficult people. They like helping people to learn.
- F (active) These people like doing many activities, they like adventure and are usually energetic.
- G (hardworking) These people use a lot of time and energy to do work. They usually dedicate a lot of time to do things right.
- I (confident) This type of person believes they can do something well. They are convinced they are good at everything they do.

When you have described the eight items, conduct feedback with the class. Read the descriptions, one at a time, and ask volunteers to say the letters they wrote. As you check each one, elicit the corresponding adjective.

If you wish, you can ask students to tell you about people they know with that personality. They can refer to friends, family members or famous people.

## **Activity 2B**

**Objective:** Practise personality adjectives.

Attach the *Personality Adjectives* Flashcards randomly on one side of the board. Write the eight corresponding adjectives randomly on the other side of the board. You could elicit each word from students as you attach each flashcard or you can just write the words without their help. Explain that they are going to match the pictures with the words. Invite volunteers to take turns matching them. As each student participates, ask the class to say if the answer is correct. If not, allow another volunteer to try.

Copy the model sentences below on the board. Allow students to complete them using the names of people they know and the adjectives from the matching activity. When students have finished completing the sentences, ask volunteers to read one or two to the class. They should justify their answers by talking about what the people they mention are like.

## **Prompts**

My friend	is	·
I am	and	
I'm not	•	
My (brother/sist	er/mum/dad) is	



## **Activity 3A**

**Objective:** Present vocabulary related to renewable and nonrenewable energy.

Draw the recycling symbol in the middle of the board. If possible, color the three arrows green to convey the meaning more easily. Ask students what the symbol means and invite them to say if they recycle things at home or school. Attach the six Renewable and Nonrenewable Flashcards randomly around the symbol and number them from 1 to 6. Say that some of these images are good for the planet and some are not. Ask students to write a list in their notebooks from 1 to 6. Give them some time to look at the flashcards and explain that next to each number. they should write a tick  $(\checkmark)$  if they think the image represents something positive for the planet, or a cross (X) if it shows something negative or not good for the planet. Invite volunteers to come to the board and write marks next to the flashcards. Point to each flashcard and elicit what each represents. Then say the name of each item and show them the written form at the back of each flashcard. They could copy these next to the marks in their lists. Wrap up the activity by asking students which materials we can recycle to reduce air pollution or waste disposal. Ask if they have seen solar panels or if they have some at home. Talk about the benefits of technology to help the planet. For example, you can explain that wind turbines and solar panels use the wind or sun to convert energy into electricity.

## **Activity 3B**

Objective: Practise vocabulary of reused objects.

This activity aims at helping students come up with useful handicrafts they can create by reusing objects. As a class, elicit materials or items we can recycle and write them on the board. These are some examples: plastic bottles, glass bottles, paper cups, aluminium cans, paper rolls, clothes, old shoes, etcetera. Display the Reused Objects Flashcards around the classroom. Students work in pairs. They should observe the items in the flashcards and identify the reused materials. After some minutes, have a class discussion. Encourage students to name the objects they think were used to make each item. As they talk about each one, turn over each flashcard to show the name. Elicit other useful objects they can make with the same materials. Accept any logical ideas and give some yourself.



## **Activity 4A**

**Objective:** Present the topic of water issues.

Draw a big drop of water on the board and invite volunteers to come to the front and write any ideas they have about water inside it. Encourage them to think about all the things they use water for (drinking, washing their hands, cleaning, cooking, etc.).

Ask students where they get water from. They might mention rooms in the house such as the bathroom and the kitchen. Accept any ideas. Show them the picture of the faucet and elicit its name. If necessary, model the pronunciation and encourage repetition. Attach the flashcard to the board and elicit other places where we can get water from. Show the flashcard of the shower and follow the same procedure. Then ask students to imagine they don't have access to tap water or a shower. Ask: Where would you get water from? Accept any ideas and then show them the flashcard of the well.

Now have them think about where water comes from. Encourage them to think about water as a natural resource. Show the next three flashcards, one at a time, and elicit the corresponding words (rain, lake, river). When you have displayed all the flashcards, write the following question on the board: Where do you get water from every day? Then say: Imagine one day without water in the city. Where can you get water from? The purpose of setting this situation is to raise students' awareness on how important it is to use water responsibly. Explain that there are many people around the world who don't have access to water. Finally, point to the flashcards of the well, the lake, the river and the rain and ask the class how they would collect water and what they would use to do so. (For example, using buckets or other containers). Have students make a list of as many containers as they can think of.

## **Activity 4B**

**Objective:** Practise vocabulary related to water issues and make students aware of how important it is not to waste water.

Attach the six Water Flashcards to the board and number them 1 to 6. Split the class into 6 groups and assign each team a flashcard. Do this by approaching each team closely so that the rest of the class can't hear which number each team will have. Then ask teams to write three sentences related to their corresponding picture dealing with the topic of water issues. Explain that they are going to read their sentences to the class for them to guess which flashcard they are referring to. Write some sample sentences on the board.

People can get water from this place but it might be dangerous because the water moves fast. (river)

Sometimes people wash their clothes here but it can pollute the water. (river or lake)

You turn it on to get water. (faucet)

Allow teams to work on their sentences. As they are doing so, encourage them to think about water issues. When they have finished, teams take turns reading their sentences aloud for the class to guess. Invite the class to add more ideas related to each flashcard.

## **Activity 5A**

**Objective:** Present words for inventions and forms of transportation and think about when they were invented.

Hold up the *Transportation Inventions* Flashcards one at a time and elicit the names of the inventions or forms of transportation. If students don't know the word, read it aloud and show it to them. Write the list of words on the board.

Place the flashcards at the front of the class and divide students into small groups. Tell them they need to rearrange each invention or form of transportation in the order they were invented. Ask: Which was the first invention? and have a member from the first group come to the front and place it on the left-hand side of the board. As they take turns, students can change the order of previous cards, and their group can help them.

Leave the cards on the board to check later.

## **Activity 5B**

**Objective:** Practise words for inventions and forms of transportation.

Place the *Transportation Inventions* flashcards around the classroom and divide the class into small teams. Call out different questions using superlative adjectives and have teams assign a volunteer to run to the corresponding card. For example: *Which invention is the oldest / slowest / fastest / newest / most expensive / comfortable / dangerous?* etc. The first student to get to the correct flashcard wins a point for his or her team.

## **Activity 5C**

**Objective:** Practise -able and -ible words with transportation inventions vocabulary.

Write a list of -able and -ible words from the class on page 75 on the board. Then place the *Transportation Inventions* flashcards at the front of the class and divide the class into small teams. Tell teams to take turns choosing a flashcard and making a sentence about it using an -ible /-able word. Award points for correct sentences. Continue until a sentence has been made with each flashcard.

## **Activity 6A**

Objective: Present vocabulary related to airports.

Hold up the *Airport* Flashcards one at a time and elicit the names of the things shown in each image. If students don't know the word, read it aloud and show it to them. Write the list of words on the board

Place the flashcards at the front of the class and tell students you are going to give them a quiz. Divide the class into teams. Say you will read a definition for each word and they should write the word on a sheet of paper. Check answers after reading all eight definitions.

- 1. A group of people waiting their turn to do something.
- 2. A place where an officer checks you have a document that says where you are from and allows you to visit other countries.
- 3. These suitcases contain all your clothes and personal items.
- 4. The building where you start or finish your journey.
- 5. The person who looks after you on a flight.
- 6. You look at this to find out the flight times.
- 7. The place where you hand over your large cases and an assistant checks your ticket.
- 8. An area where you walk through a machine that x-rays your body.

## **Activity 6B**

Objective: Practise airport vocabulary words.

This activity is designed to help students practise the vocabulary related to airport procedure that was presented on page 88. Display the Airport Flashcards on the board in random order. Divide the class into four teams and choose one team to start the game. Tell them they should form a sentence about airport procedure in logical order, using one of the words on the flashcards. For example: First, you arrive at the terminal. Have the team assign someone to go to the front, write the sentence on the board and take the corresponding flashcard. Then a different team continues the procedure by making another sentence with a different flashcard. Award points for both correct sentences and the order the groups form them.



## **Activity 7A**

**Objective:** Present nouns that end in -er and -ist.

Hold up the *People and Actions* Flashcards one at a time and elicit the occupations or names of the people in relation to what they are doing. If students don't know the word, read it aloud and show it to them. Draw two columns on the board and label them *-er* and *-ist*. Then place the flashcards around the columns and tell students you are going to give them a quiz. Divide the class into teams. Say you will read a definition for each word and they should send one person to the front to pick the corresponding flashcard. The first person to get there wins a point for the team, and wins another point if he or she places the flashcard in the correct column, according to the word ending. You can use these definitions in any order:

- 1. Someone who reports the news (journalist)
- 2. A contestant in a competition final (finalist)
- 3. Someone who paints (artist)
- 4. Someone who sings in a band (vocalist)
- 5. A person who receives a medal for an award (medalist)
- 6. The person who comes first in a race (winner)
- 7. Someone who plays a game (player)
- 8. Someone who asks questions of another person (interviewer)
- 9. Someone whose work is to write books or stories (writer)
- 10. A person who runs for sport or exercise (runner)

## **Activity 8A**

**Objective:** Practise vocabulary related to communities and fundraising.

Materials: 9 small post-it notes.

Label the flashcards A to I using post-it notes. (note: garage sale is new). Make sure you label the Our Community Flashcard that shows the written word. Attach the flashcards on the walls in a way that students can see the written word and make sure you distribute them around the classroom so that everybody can see them. Ask students to write numbers 1 to 9 in a list in their notebooks. Explain that you will describe the words on each flashcard. As you say each description, they should write the letter of the flashcard they think it refers to. Make sure they do not call out the letters, they should write them on their list. You may use the descriptions below in any order, or use some of your own.

- A (homeless shelter) This is a building where homeless people can sleep and get food.
- B (animal shelter) A place that provides food and protection for animals that need help.
- C (nursing home) This is a place where people who are old go to live and where other people can take care of them.
- D (raise) This is to collect money to help people or organisations.

## **Activity 7B**

Objective: Practise nouns that end in -er and -ist.

Play Backs to the Board. Divide the class into teams and have one member from each team sit at the front with his or her back to the board. Place a flashcard on the board for the other team members to describe for their classmate to guess. You can choose one of these ways to do it:

- 1. Teams can try to explain the word using definitions or examples, but without using the word itself.
- 2. Teams can act out each word silently.

The first team member to guess the word wins a point for the team, then other team members go to the front for the next word.

- E (donate) This is to give food, money or clothes to help people or organisations.
- F (volunteer) This is to do something because you want to do it, without someone asking you or paying you.
- G (garage sale) An event where people sell things from the house, usually in their yard or garage.
- H (talent show) This an event where people show their skills such as dancing, singing, acting, playing an instrument, and so on.
- I (street party) This is an outside party for members of the local community.

Finally, read the descriptions again, one at a time, and ask volunteers to say the letters they wrote. Elicit the word(s). Have a volunteer go to the corresponding flashcard and show the picture.

## **Activity 8B**

**Objective:** Practise vocabulary related to communities and fundraising.

Draw a three-column table on the board and label them Places, Actions, and Events. Hold up the Our Community Flashcards one at a time and have students call out the words. Have them tell you which column each card should be placed in. (Places: homeless shelter, animal shelter, nursing home; Actions: raise, donate, volunteer; Events: school fair, talent show, street party.) Write the following model on the board: We are going to have a \_\_\_ \_\_ for\_ Divide the class into three groups and distribute a *Place* and *Event* card to each. Tell groups to complete the model sentence and then decide what each person in their group can do. For example, they can say what they will perform at a talent show, or what activities they will organise at a street party or school fair. Have them say what they think each volunteer can do, how they will raise money, or what people can donate. Have groups share ideas.

# **Poster and Cutout Activities**



## Welcome Unit - Holidays, Jobs and Interests

**Activity WA** 

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

Model sentences: They have taken a boat trip. They have dived in the ocean. They have slept in the woods. They have seen a wild animal. They have been to a sports camp. He has won a competition. She has swum in a river. He has acted in a play.

Place the poster on the board and explain that the photographs are of people's experiences of doing different activities. Allow students to see the photos without the cutouts and elicit what activities they think the different children have done. Point to the first photograph and ask: What can you see? (the ocean) Are there any animals or shops? (no) What do you think the children have done? Accept any answers. Then show the first cutout and say the first model sentence. Ask students to repeat after you and then do some individual repetition. Then work on the concept of the action. Ask: When did they go? Do you know? (no) Explain that the children have done this activity in the past but we don't know exactly when, so what we are describing are their experiences. After that, point to the second photograph and ask students what they think the children have done. Then say the second model sentence and encourage repetition as you did with the first model. Repeat the procedure with the rest of the photographs and model sentences.

Finally, point to each photograph and elicit each sentence. As you do so, write them on the board using blanks for them to complete them later. Students can copy the sentences in their notebook. Invite volunteers to come to the board and fill in the blanks.

## **Activity WB**

**Objective:** Practise questions using the present perfect.

Display the poster on the board and ask students if they remember the activities the kids have done. Elicit one by one and place the cutouts onto the corresponding photograph. Then ask the class if they have done these activities. Point to any of the photographs and ask *Have you ever...?* Elicit a complete answer (*Yes, I have. / No, I haven't.*) Ask questions to different students so they learn how to ask questions using the present perfect.

Then choose two volunteers. Point to one of the photographs on the poster and encourage one of them to ask the corresponding question. Ask the other volunteer to answer the question. After that, these two volunteers switch roles to ask and answer another question. Repeat the procedure with several pairs of volunteers. If you want to make the activity more challenging, you can encourage volunteers to ask questions using different activities from the poster, or have them ask for more information about what their classmate has done.



## Unit 1 - Fun with Friends

## **Activity 1A**

**Objective:** Introduce functional language for suggestions and present continuous for future arrangements.

Write the word *Entertainment* on the board and ask students to name any activities they enjoy doing. Display the poster on the board so students can see the different ideas. Display the cutouts next to the poster. Act out the model dialogue and, as you say each line, attach the corresponding cutout to the poster. You can replace the names and the places as you wish.

## Model dialogue

Tom: What are you doing this weekend?

Sandy: **Dad** is taking me to **the aquarium** on Sunday. You

should come with us! Tom: Cool! I'd love to!

Sandy: We could meet at 10 at your place.

Tom: Sure! Should we **go to the Music Festival** after **our** 

visit to the aquarium?

Sandy: Or we could go to the Town Fair!

Tom: I love the **Town Fair!** Sandy: Ok, see you on Sunday!

Copy the model dialogue on the board, but leave blanks space instead of the words in bold. Divide the class into two teams (A & B) and say that they are going to play the role of one of the characters. Give each team a cutout so that they can orally fill in the blank spaces in the dialogue with information according to the cutout

they have. Point to each line in the dialogue as each team reads its part. Then have a member of each team attach the cutout in its corresponding place in the poster. Invite different pairs of volunteers to perform the dialogue in front of the class.

Students can continue working in pairs and use other options to complete the dialogue in their notebook. Refer them to the activities illustrated on the poster. Ask some volunteers to read their dialogue aloud or to perform it without reading.

## **Activity 1B**

**Objective:** Practise functional language for suggestions and present continuous for future arrangements.

Display the poster on the board and arrange the students into pairs: As and Bs. Explain that they are going to perform a dialogue about their plans for the weekend. Students A should invite students B to do something at the weekend. Students B should say "no" but propose something different. They should negotiate to come to an agreement. Elicit some useful phrases students could use and write them next to the poster: What are you doing on...? You should come with us! Should we go to ...? Could we ...? I don't like... but we could... Allow them to observe the activities on the poster and give them enough time to work on their dialogue. They could take notes in their notebook. After a while, give two volunteers the phone cutouts to perform their dialogue for the class. Invite several pairs of volunteers to participate.



## **Unit 2 - Growing Up**

## **Activity 2A**

Objective: Practise the use of less and the least.

Display the poster on the board and attach the cutouts (picture cards) on each box of the Jeopardy chart. Students work in teams, and choose five boxes. Ask them to write the code in their notebook. For example, A1, C2, D4, etc. Explain that they are going to write sentences using less and the least. Do an example with the whole class. Point to box A1 and write the following model sentences on the board: Jack is the least enthusiastic. Rose is less enthusiastic than Tim. You could demonstrate meaning by acting out how each person is feeling, and exaggerating the amount of enthusiasm they feel. Underline the target language and make sure students understand they should use this language in other sentences.

While students are working on their sentences, write the name of the teams on the board to keep record of their score. When everybody is ready, ask teams to take turns saying a letter and a number (from the ones they previously chose). They should read their sentences to the class, using the target language. If their sentence is correct, they get the amount of points stated on the chart. The winner is

the team with the highest score. It is important to mention that students might come up with different sentences but, as long as they are using the target language and grammar is correct, they get the corresponding points.

## **Activity 2B**

Objective: Practise tag questions.

Display the poster on the board and explain that you are going to play a game of tag questions. Split the class into small groups. Teams take turns choosing a box from the poster by saying a letter and a number. If they come up with a correct tag question using the prompts, they get the amount of points stated on the chosen box. Write the names of the teams on the board so you can keep register of their scores. For each box on the Jeopardy chart, take one cutout (prompt card) and attach it on the poster. For example, C2. Read the prompts to students and encourage them to produce a question tag. If necessary, do an example with the whole class using these prompts: Dolphins / communicate / sounds. Expected question tag: Dolphins communicate with sounds, don't they?



## Unit 3 - The Three Rs

## **Activity 3A**

**Objective:** Practise the passive voice to describe a process.

Attach the poster to the board and ask students to look at the heading of each diagram. Explain that the process is not fully described and they should attempt to describe it. Attach the cutouts around the classroom and invite volunteers to take one and place it next to the corresponding prompt to complete the diagram. When both diagrams are complete, make sure the cutouts were placed correctly.

Students work in pairs and choose one of the diagrams: the glass recycling process or the aluminium recycling process. They should use the prompts to write the recycling process. Allow them to work for some minutes and then ask volunteers to read their texts to the class. They can come to the front. One student can read aloud while the other one is pointing to each part of the diagram to show the process.

Suggested sentences for diagram 1:

Glass is heated to high temperatures.

This glass is made into containers or sheets.

Glass bottles are used by food or drink manufacturers. Glass sheets are used in other products.

Glass is recycled or sent to landfills.

Glass is collected again to be recycled and melted again.

Suggested sentences for diagram 2:

Aluminium is collected and taken to a processing plant. Metal and aluminium items are separated and sorted out.

New containers are used to sell different products. Empty cans are put in bins to be collected again.

## **Activity 3B**

**Objective:** Practise the passive voice to describe a process.

**Preparation:** Before students come into the classroom, hide the poster cutouts in different places. For example, under your desk or students' desks, behind a door or anywhere students can reach them easily.

Split the class into two or four big teams. Attach the poster to the board. Explain that you will describe one step of the diagram at a time. Use the suggested sentences from Activity 1 to read them aloud for the class.

Each team should nominate one person to look for the corresponding cutout. If they find other cutouts that do not correspond to this step, they should put it back. When a student finds the correct one, he/she should come to the front and attach it to the poster. If it's correct, his or her team gets a point. Continue with the other steps, with each team nominating a different person each time, until both diagrams are complete. The winning team could read the complete process for one or both diagrams.



## Unit 4 - Water Issues

## **Activity 4A**

**XXIV** 

**Objective:** Practise conditionals to talk about actions and consequences.

Materials: a die

Attach the poster to the board and the cutouts on the walls of the classroom. Divide the class into teams and give each team a counter from the cutouts. Explain that you are going to play a board game. The first team rolls the die and moves their counter along the board. A member from each team in turn can come to the board and place their counter on the corresponding square. If they land on an IF... square, they should come up with a sentence using the first conditional. Remind them to talk about an action and a consequence. If they land on a square with an illustration, they should look around the classroom and find the corresponding matching picture of the situation. Then a member of the team should come to the board and attach it. If the matching is correct, they get a point. Then if they make a logical first conditional sentence, they get another point. No points are awarded when the picture is not the correct one or when the sentence is not logical or grammatically correct. When this happens, the team member should detach the cutout from the poster and take it back to attach it to the wall.

Follow the same procedure with each team. If a team lands on a square that has been completed with its corresponding picture, they should only say a logical and correct sentence to get a point. The winner is the team that lands on the FINISH square first. They should roll the exact number to land on it.

## **Activity 4AB**

**Objective:** Practise conditionals to talk about actions and consequences.

Materials: a soft ball per team

Attach the poster to the board without the cutouts. Split the class into groups and give each a soft ball. Tell groups to stand in small circles. One student from each group should gently throw the ball to one of the members of the group and call out a number from 1 to 10. The catcher of the ball should look at the poster and identify the picture with the number his/ her classmate called out and then say a logical first conditional sentence about the situation. He/She can repeat the sentences mentioned in Activity 4A, or create a new sentence. Then the student who said a sentence should throw the ball to another member of the group and call out another number. Groups should follow the same procedure until all students have taken part. Invite volunteers to share their sentences about the 10 situations with the class.



## Unit 5 - Amazing Inventions

## **Activity 5A**

**Objective:** Present and practise *need to* and *don't need to*.

Display the poster on the board and point to the half showing modern forms of transportation. Elicit from students what forms of transportation they can see, and what they are used for. Then hold up the cut outs one at a time and elicit what each object is. Ask: When do we need to wear a helmet? (on a bike) Why? (to protect our heads) Write example sentences on the board: We need to wear a helmet when we ride a bike. We need to protect our heads. Hold up the driving license cutout. Ask: Do we need to use a driving license to ride a bike? (no) Write: We don't need to use a driving license to ride a bike.

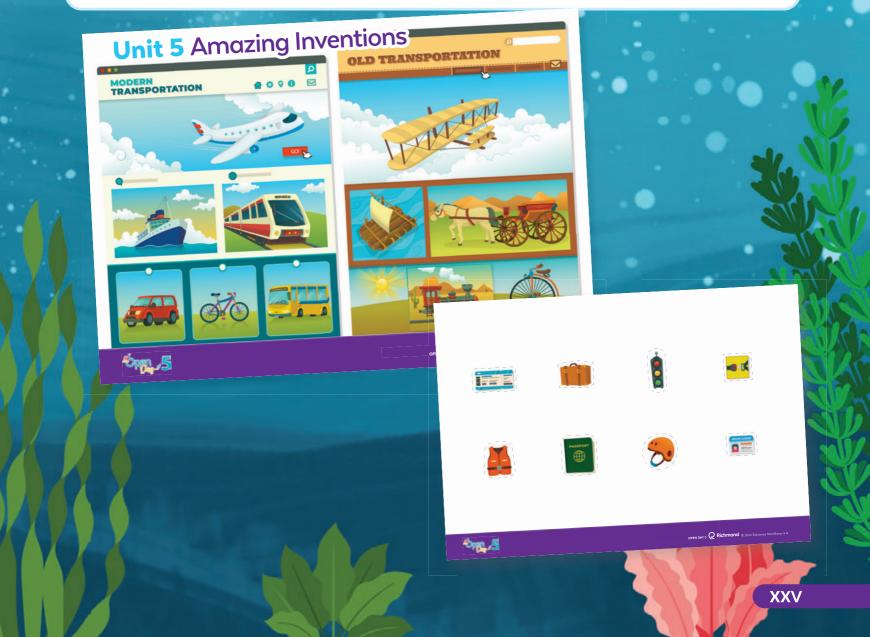
Divide the class into teams. Invite a volunteer from one team to come and pick up a cutout and place it on a form of transportation. Explain that their team should come up with a sentence using *need to* or *don't need to* related to the cutout and the form of transportation their team member placed it on. Repeat with other teams. Award points for correct sentences and write good examples on the board.

## **Activity 5B**

Objective: Practise the past passive.

Display the poster on the board and point to the half showing old forms of transportation. Elicit from students what forms of transportation they can see, and what they were used for. Point to one of the forms of transportation and say a few sentences about it: This is a cart. It was made of wood. It was pulled by horse. They were used to carry people and things. Write the example sentences on the board and invite a volunteer to underline the examples of the past passive.

Divide the class into teams. Invite a volunteer from one team to come to the front and point to an old form of transportation. Explain that the other teams should come up with a sentence using the past passive related to that form of transportation. The first team to come up with a correct sentence wins a point. Then repeat with volunteers pointing at different forms of transportation. Students can point at the same form of transportation more than once, but teams should come up with different sentences each time.



## Unit 6 – Incredible Journeys

## **Activity 6A**

**Objective:** Present the use of the past continuous with *while*.

Display the poster on the board and ask students what it shows. (an ocean scene) Elicit what they can see, (a fishing boat, fish, blue sky, the sea, ice) and what else they might see in this scene. Then hold up the cutouts one at a time and ask what animal or person each one shows and what they are doing. Tell them it is is scene from the comic strip story "Great Migrations." Then say: Let's describe what was happening. Place two cutouts on the poster and elicit an example sentence: The grey whale was swimming while the orcas were jumping. Write the example on

the board and underline the two examples of the past continuous and circle while. Point to while and ask: Were these two actions happening at the same time? (yes) Remind students that we use the past continuous to describe ongoing events in the past. Explain that when we are describing two ongoing past actions that happened at the same time, we can use while to connect the actions.

Finally, divide the class into teams and have them take turns assigning a member to come to the board to place two cutouts on the poster and make new sentences. Go around the teams and have them make as many sentences as they can. They can reuse cutouts to pair them with different options. Build a detailed description of the scene as a class.



## **Activity 6B**

**Objective:** Present the use of the past perfect.

Display the poster on the board and ask students what it shows. (an ocean scene) Elicit what they can see, (a fishing boat, fish, blue sky, the sea, ice) and what else they might see in this scene. Then hold up the cutouts one at a time and ask what animal or person each one shows and what they are doing. Then demonstrate the use of the past perfect. Place a cutout on the poster and make a past simple sentence: The man caught some fish. Then place another cutout on the poster, for example the grey whale swimming. As you move the grey whale through the water, take off the cutout of the man fishing. Say: When the grey whale swam through the ocean, the man had already caught some fish. Write the sentence on the board.

Ask: Which action happened first? (The man caught some fish.) Underline had caught. Draw attention to the use of the past form of have + past participle. Then ask: Which action happened second? (The grey whale swam through the water.) Explain that we use the past perfect to talk about actions in the past that happened before other actions in the past. This might be complicated for your students at first, so demonstrate a few more times, before inviting one or two volunteers to come up with their own sentences.

## **Activity 6C**

**Objective:** Practise the use of the past perfect.

Repeat Activity 6B, but this time allow more time for students to come up with their own sentences. You could divide the class into teams to make sentences together. Award points for each correct example.



## Unit 7 - Getting Involved

## **Activity 7A**

Objective: Present reflexive pronouns.

Attach the poster to the board and elicit from the class what the children are doing in each of the pictures. Use the prompts if necessary. Then write a short sentence describing the first picture on the board: I baked a cake. Ask students who the subject of the sentence is and circle I. Explain that we can use words called reflexive pronouns to make it clear who or what is referred to and that they are sometimes used to provide emphasis. Add *myself* to the example on the board and underline it: I baked a cake myself. Draw attention to the fact that the subject (1) and the object (myself) of the verb refer to the same person. Start a table on the board of subject and reflexive pronouns. Then go through sentences describing the other pictures and complete the pronoun table. (I-myself, you-yourself, he-himself, she-herself, it-itself, we-ourselves, you-yourselves, they-themselves) Have students copy it into their notebooks.

When they have finished, erase the table from the board and put the first set of cutouts face down on the table in front of you. Point out that for each of the pictures, it is possible to use different subject pronouns (I, you, we, they, he, she) in some cases, but not all (it). Divide the class into teams, and have them take turns to assign one member to come to the front and choose a cutout. Explain that they should make a sentence using the prompts on their cutout, one of the poster pictures and the corresponding picture prompt. Allow their team to help them. Have students write the sentence on the board. Only use each cutout once. Repeat with different teams until all of the cutouts have been used.

## **Activity 7B**

**Objective:** Present reported speech with *said* and *told*.

pictures. Use the prompts if necessary. Then read the first sentence from the second set of cutouts to the class: I bake cakes every week. Ask: Who said that? Elicit the answer from the students and put the cutout next to the first picture. Write the sentence on the board and then model the two structures students will focus on in this class. Write those sentences next to the original sentence:

I bake cakes every week.

He said that he baked cakes every week.

He told me that he baked cakes every week.

Elicit from students the differences between the sentences. Ask: What are the reporting verbs? (say and tell) Does the subject pronoun stay the same? (no) What happens to the verb? (It moves back a tense from present to past.) Which reporting verb needs an object (me, him, her, etc.)? (tell) Leave the example sentences on the board. Divide the class into groups and read out the other cutout sentences one at a time. Have the class tell you which picture the sentences go with. Then give groups a minute to write two sentences, one with say and one with tell, reporting what the person or people in the picture say. Tell them to use the sentences on the board as a model. Check answers with the class.

## **Activity 7C**

**Objective:** Practise reported speech with *said* and *told*.

If you have done Poster Activity 7B, you can now divide the class into four teams to make sentences, without using the cutouts as prompts. Teams take turns challenging the others. They should choose a picture and say whether the teams should use say or tell to report what people say: Picture 7, use tell. The first team to write a correct sentence on the board wins a point. Each team can challenge the others twice, until all of the pictures have been used.



## **Unit 8 - Our Community**

## **Activity 8A**

**Objective:** Practise the use of gerund and infinitive with *suggest* and *decide*.

Display the poster on the board. Elicit from the class what each ad shows and why they are asking for help. Divide the class into four groups and assign one ad to each group. First, tell students to work individually. Tell them to think of three suggestions for helping the animals or people in their ad. Give an example if necessary: I suggest adopting a dog. Display the cutouts on the board to give students ideas. Tell them that they can use any of the cutouts and that many of the ideas can be used for more than one ad.

Then have groups work together to share their suggestions. Give them a few minutes to listen to each other's ideas. Next, tell them to make a decision about what to do. Tell them they can only do one thing. Encourage them to give reasons for their opinions before agreeing on a final course of action.

Finally, have groups take turns presenting what they discussed. Give the first group the cutouts and tell them to report their groups suggestions to the class, while holding up the corresponding cutout: *Maria suggested having a fun run to raise money*. The last person can say what the groups final decision was, and give a reason: *We decided to...because...* Repeat with other groups.

## **Activity 8B**

**Objective:** Present and practise the use of the second conditional.

Display the poster on the board. Point to the animal shelter ad and say: If I had a million dollars, I would buy food for all of the dogs at the shelter. Write the sentence on the board and underline If I had and would buy. Ask: What tense is the verb after if? (past) What form of the verb do we use after would? (infinitive) Read the sentence again. Ask: Do I have a million dollars? (no) Can I buy food for all the dogs at the shelter? (no) Explain that we use this structure to talk about something in the present or future that is impossible or imaginary, because it's not true. Give another example to check understanding: If I lived near the animal shelter, I would adopt a dog. Ask: Do I live near the shelter? (no) Can I adopt a dog? (no)

Divide the class into four groups and assign each group an ad from the poster. Have groups write three second conditional sentences about their ad. Invite volunteers to write examples on the board for the class to check. Leave them on the board as reference.

## **Activity 8C**

Objective: Practise the use of the second conditional.

Display the poster on the board and divide the class into the same four groups as Poster Activity 8B. Assign each group an ad, but make sure it is a different ad to the one they had in the previous class. This time, set a time limit of five minutes. Tell groups to write as many second conditional sentences as they can about their ad. After five minutes, see which group has the most sentences and have them read them aloud for the class to check.



# Welcome Unit Holidays, Jobs and Interests

1 Match the ads with the jobs.

1. gardening

2. organising a lemonade stand

3. babysitting

4. pet sitting



Help needed! Look after a wonderful 3-year-old while his parents work in the next room. You will need lots of energy to play all day, so no lazy applicants! Only enthusiastic kids!

Tel: 547-6823



Take care of me while my family is on holidays. It will feel very strange because I'm always with them. I need love! Tel: 547-1068





Come and visit us in City Park on Saturday and help at our lovely stand! We'll be pleased to serve you a sweet drink made from fresh lemons!

# Need a job this summer? Please help!



My enormous lawn needs mowing. Only for kids in shape. It's a lot of work! Tel: 547-9098

- Look at the ads again. Say which jobs you are interested in and why.
- 2 In the ads above, identify the words in bold. Then write each one next to a word with a similar meaning.
  - 1. beautiful lovely 4. large enormous
  - 2. unusual <u>strange</u> 5. dynamic <u>enthusiastic</u>
- - 3. great wonderful 6. happy pleased

# Welcome Unit Holidays, Jobs and Interests

## Objectives of the day:

- 1. Read and discuss different types of ads.
- 2. Review adjectives to describe holidays, jobs and interests.

## Open the day

"Deep Belly Breaths"



It is the beginning of a new school year, and your students will be excited to see each other again. They will probably have lots to tell each other about what they did during the holidays! Why not start the year by encouraging them to share their holiday experiences through some yogic breathing exercises? Have them sit in the mindful position and place their right hand on their belly and their left hand on their chest. Have them follow you, taking a deep breath in for a count of four, then exhaling through your nose for four counts with your lips closed. Tell them to feel the rise and fall of their chest and belly. Do this for a few minutes to allow students to get comfortable with this type of breathing. Encourage them to think of positive experiences from their holidays during each inhale and exhale. After the breathing exercise, invite two or three students to share their thoughts with the class.

## Open Day Tip Practising Mindfulness

Mindfulness practice is integrated throughout the six levels of Open Day. Remember to set a daily routine for practising mindfulness to make sure you incorporate it. Think about how you can set up the classroom for successful practice. For example, put on relaxing music, move the chairs or tables around, or have students switch positions. Be prepared to share your own experiences as well as asking students for theirs. Finally, make sure you practise mindfulness yourself—we are sure you will find it beneficial!

 Play a quick guessing game with the students. Sketch something you did during the holidays on the board and have the class guess what the activity is. Then invite a few volunteers to sketch activities for their classmates to guess. If you want, you could turn this into a team game to see who guesses the most activities correctly.

## Open the book!

## Match the ads with the jobs.

Divide the class into groups and have students describe what they can see in the pictures. Then have students read the ads in their groups. Ask: What types of text are these? (ads) What are they asking people to do? (different jobs) Who can do these jobs? (kids) Discuss where we can find these types of ads. (online, on noticeboards in shops, etc.)

## Look at the ads again. Say which jobs you are interested in and why.

Have students read the ads again and focus on what skills, qualities or likes and dislikes people need for each job. Make notes on the board. (babysitting: like kids, need lots of energy, etc.) Ask questions to elicit information about students' skills and qualities: Do you like young children/ animals? Are you in good shape? Do you like working outside? Have students discuss which jobs interest them in pairs or groups of three.

## 2 In the ads above, identify the words in bold. Then write each one next to a word with a similar meaning.

Point to the picture of the lawn in the fourth ad. Ask: Why do you need to be in shape to mow this lawn? Have students refer to the text in the ad to find the answer. Hold your arms out wide and say: Because it's [together with class] ... enormous! Ask students for other words with a similar meaning to enormous. (very big, large, huge) Then have them complete the activity. If they are struggling, you could elicit answers in similar ways to the above example.

## Close the day

## Play Charades.

Divide the class into groups. One person from each group chooses an adjective to act out for their group to guess. Students must guess the exact adjective, or an adjective with a similar meaning. The first person to guess correctly acts out the next word.

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

## Objectives of the day:

- 1. Practise listening for specific information.
- 2. Review adjectives for describing people, feelings and things.
- 3. Create an ad.

**Materials:** *Adjective* Flashcards, Flashcard Activities WA and WB on page XIV.

## Open the day

- "Deep Belly Breaths" practice. (See page T6.) Ask different students from the first class to share their experiences.
- Flashcard Activity WA.

You may present the vocabulary using this activity at the start of the class. However, you can also do this activity before the final part of Activity 3 below.

## Open the book!

3 Listen and write the name of the job from page 6 that each person did.

Before looking at the book, ask students if they can remember the four jobs from the previous class. You can help them by miming an activity or calling out the first letter. Brainstorm information about each job. (what people need to do, where they do it, skills they need, etc.) Tell students they should listen for this type of information in order to identify which job each person did when they listen to the audio. Play Track 1 and have students compare their answers in pairs.

 Listen again and choose the correct option. Circle M (Michael), B (Betty) or R (Robert).

Give students a few moments to read through the questions. Elicit what type of information they will listen for. (names of children) Ask: What do M, B and R stand for? (Michael, Betty, Robert) Play Track 1 again and check answers with the class.

Match the words in blue with their opposites.

Call out a word (e.g., big) and have students call back the opposite (small). Do this a few times with other simple adjectives that students already know (happy, long, cold, strong, etc.) You can check answers in the same way after students complete the activity.

4 Create an ad for a weekend or holiday job. Include a picture, the job title and what you need to do. Use the ads on page 6 as models.

As well as looking at the models, you could also suggest to students that they find other examples of ads in magazines or online. Ask: What important information does each ad contain? (what the job is, skills needed, where, etc.) Have students present their completed ads in groups and vote for the best one. Encourage them to give each other advice on how to improve their ads.

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

## Close the day

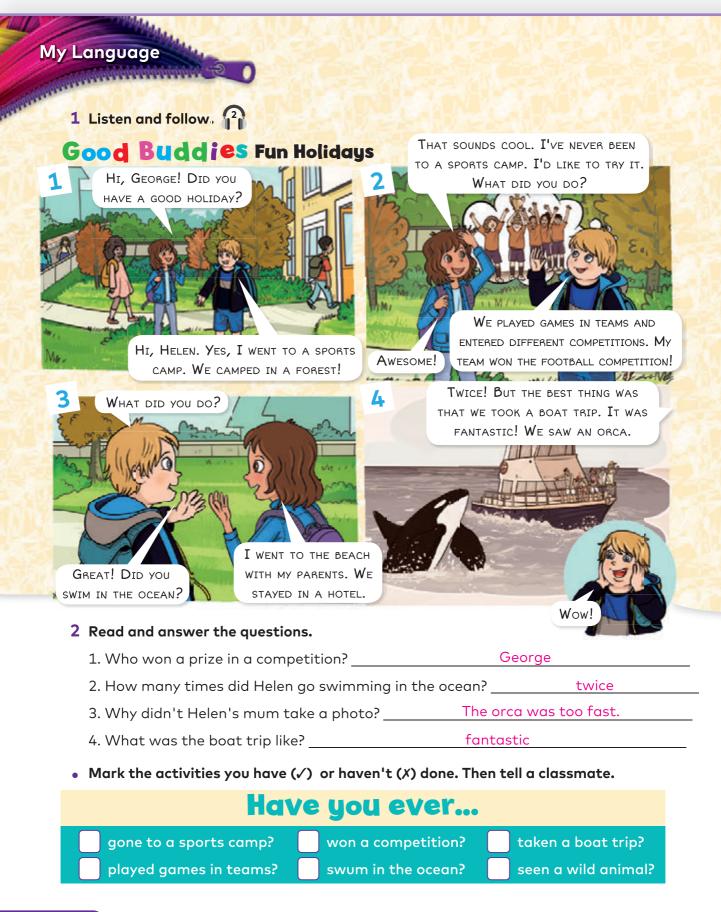
You can do either of the two activities below to close your class:

- Flashcard Activity WB.
- Divide the class into groups of four. Have students discuss which job from the ads on page 6 each person in their group could do. Tell them to assign one job to each person and give reasons for their choices. Encourage them to use the adjectives they practised over the first two classes.

PB Practice Book: Assign Activities 3, 4 and 5 on page 5 as homework.

My Words 3 Listen and write the name of the job from page 6 that each person did. pet sitting gardening babysitting • Listen again and choose the correct option. Circle M (Michael), B (Betty) or R (Robert). 1. Who is a messy person? М В (R) (M) R 2. Who was worried about the job at first? В (B) 3. Who worked for a kind person? М R (B) 4. Who wanted to buy something expensive? М R 5. Who often feels bored during holidays? В R (M) (R) 6. Who thought that Sam was unfriendly at first? В М • Match the words in blue with their opposites. worried bored relaxed / expensive messv kind cheap unking friendly 4 Create an ad for a weekend or holiday job. Include a picture, the job title and what you need to do. Use the ads on page 6 as models.

**Welcome Unit** Holidays, Jobs and Interests



- 1. Read and listen to a comic strip about fun holidays.
- 2. Identify specific information.
- 3. Talk about experiences: Have you ever gone to a sports camp?

Materials: Adjective Flashcards, Flashcard Activity WC on page XIV.

#### Open the day

- "Deep Belly Breaths" practice.
- Flashcard Activity WC.

#### Open the book!

## 1 Listen and follow.



Point to the comic strip and ask students to look at the pictures in silence. After one minute, tell them to cover the pictures with their notebooks or close their books. Ask: Where are the friends? What are they talking about? How do they feel? Write some answers on the board. Have students reopen their books and play Track 2. Have students listen and follow along, and then check their predictions on the board. Finally, ask further comprehension questions: Who went to a sports camp? Did he like it? Where did he camp? Where did Helen go? Who did she go with? etc.

## 2 Read and answer the questions.

You may want to focus on the question words and have students identify the type of information they are looking for. (who = a person, how many = a number, why = a reason, what ... like = a description or feeling) Alternatively, have students circle the information in the text as they read. When you check answers, invite students to show you where the relevant information is in the comic strip.

## Mark the activities you have (√) or haven't (X) done. Then tell a classmate.

Ask the class the first question: Have you ever gone to a sports camp? If anyone answers yes, ask them for more information: When/where was it? What did you do? etc. Then have students answer the questions individually before asking and answering in pairs. Check that students are asking the full question and encourage them to ask for more information and extend their conversations.

#### Close the day

#### Play Find Someone Who.

Get students to stand up and walk around the class asking each other the questions in their books. Tell them they should find one person who has done each thing. They must find a different person for each question. End the activity when someone has found a person who answers "yes" to each question. Have the student report what he or she found: Jaime has gone to a sports camp, etc. Encourage the class to ask the people for more information: What sports did you practise, Jaime? etc.

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

- 1. Read for specific information.
- 2. Express wants and give reasons: I would like... because...

#### Open the day

- "Deep Belly Breaths" practice.
- To review the content of the comic strip, write George and Helen on the board. Ask students what they can remember about each character and what they did on holiday. You could make notes around each name in the form of a spider plan.

#### Open the book!

3 Read again and decide who had the most interesting holiday. Give reasons.

After reading the comic strip again, have students discuss Helen and George's holidays in pairs. Then have a class vote on whose holiday was the most interesting. Invite students to share their reasons for their decisions.

 Complete the sentences using Helen or George.

Students should now be able to complete this task from memory. When checking answers, have volunteers point to the frame in the comic strip that gives the corresponding information.

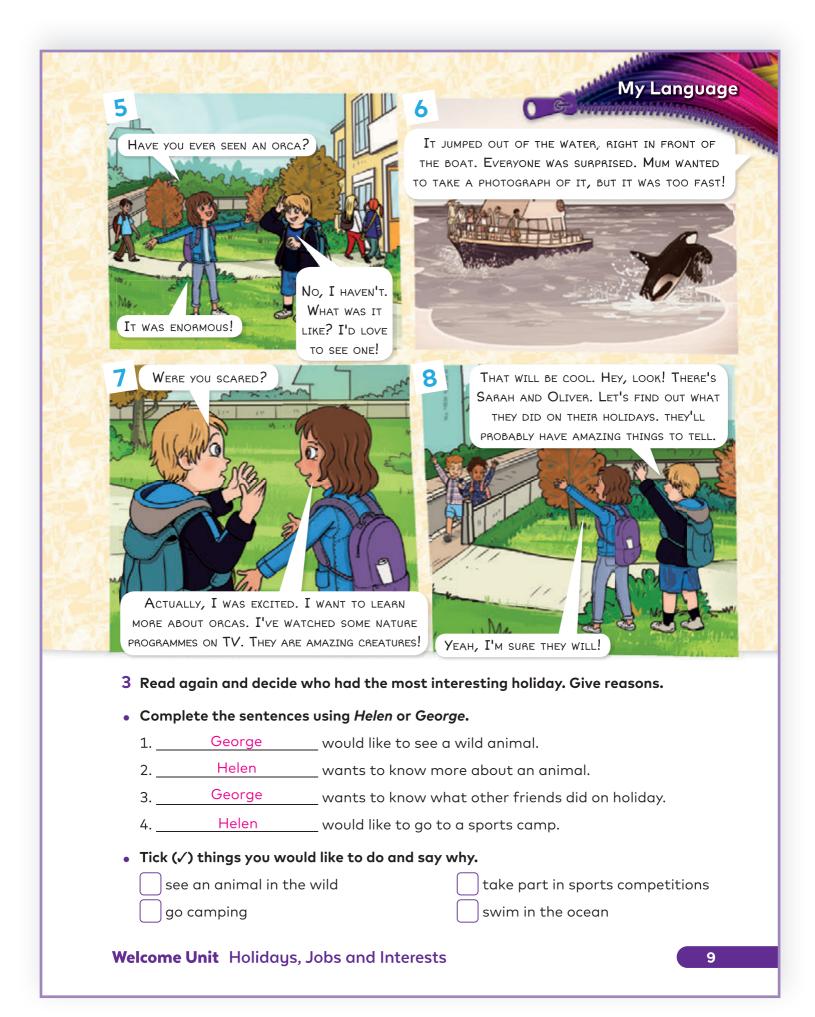
 Tick (√) things you would like to do and say why.

In the last class, students talked about their experiences, but here they are expressing their wants and desires. If students have already experienced the things on this list, or are not interested in them, have them come up with their own lists of three things they would like to do. Divide the class into groups to discuss their ideas and make sure they are giving reasons for their opinions. You can end the activity with a class vote on the most popular thing to do.

#### Close the day

• Extend the final activity by having students come up with a group "Bucket List" of things they would like to do this school year. Encourage them to agree on a list of five things. Then have them share their ideas with other groups.

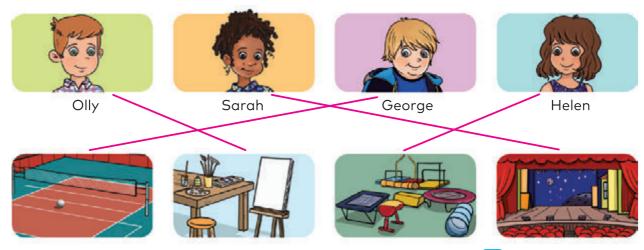
Practice Book: Assign Activities 3 and 4 on page 7 as homework.



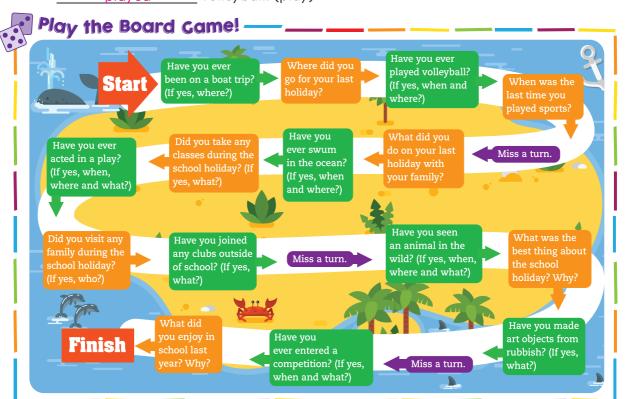
# My Language

4 Listen to the conversation and match the people with their interests.





- Complete the sentences using the correct form of each verb.
  - 1. Helen \_\_\_\_\_ an orca during her holiday. Olly \_\_\_\_\_ has also <u>seen</u> one. He <u>saw</u> one last autumn. (see)
  - 2. George <u>played</u> sports at camp. Helen <u>has</u> never played volleyball. (play)



- 1. Listen to and identify people's interests.
- 2. Review the present perfect vs. the past simple: Helen saw a whale. George has played sports at the camp.
- 3. Play a board game to practise talking about past experiences and events.

Materials: Poster WU, Poster Activity WA on page XX, dice (one per group of four students), counters (one per student).

#### Open the day

- "Deep Belly Breaths" practice.

 Poster Activity W1. The Welcome Unit provides a review of previously seen language. On this page, students will practise using the present perfect and simple past. Write two sentences on the board: I've been to New York. Last holidays. I went to New York. Invite a volunteer to come to the board and circle the verbs, then elicit the difference in meaning from the class: Which sentence talks about a specific time in the past? (the second one) Which sentence talks about an experience that may or may not happen again? (the first one) Ask students for other sentences using each tense.

#### Open the book!

4 Listen to the conversation and match the people with their interests. [3]

Point to the characters and have students read out the names. Ask them to look at the pictures in the second row and describe what they are and what activities they relate to. Ask students if they do any of these activities. Play Track 3 once or twice for students to match the characters to the activities. You can check answers by playing the track again and having students shout "Stop!" when they hear information that allows them to match a character to an activity.

## Complete the sentences using the correct form of each verb.

When students have completed the sentences. check the answers with the class. Elicit from students why they chose each tense. (because a specific time is mentioned—holiday, last autumn, at camp—or not)

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

# 🦪 Play the Board Game! 🗕

Tell students they are going to play a board game. Give out the dice and counters, or ask students to create counters. For example, they can colour little pieces of paper or use any other small object that they have. Ask students to read all the questions and check with you anything they don't understand. This should give them more confidence when answering the questions in the game. Divide the class into groups of four to play the game. Tell them to take turns rolling the die and answering the questions they land on. Students should answer the questions correctly and in full or go back to their previous question. Tell them they also have to throw the exact number to land on the "Finish" square. As you walk around, encourage students to ask for more information from each other about each question or topic.

#### Close the day

 Tell students to imagine they are adventurers. Have them tell or write a fun short story (only three or four sentences) describing things they have done or seen. Give them an example to help them. I have visited many different countries. I have seen golden palaces and scary monsters. I have fought a tiger with two heads, etc. Invite volunteers to share their stories and vote for the most imaginative/interesting/scary, etc.

- 1. Complete a survey about personal interests.
- 2. Ask and answer questions about personal interests.

Materials: Poster WU, Poster Activity WB on page XX.

## Open the day

"Deep Belly Breaths" practice.



You may only want to do the breathing activity, or you could ask students how deep breathing makes them feel. This is an opportunity to remind students of the purpose of these activities. That is, they improve students' ability to focus as well as relax.

Poster Activity WB.

#### Open the book!

#### 1 Read and complete the interests survey.

Write survey on the board and ask what it means. If no one knows, explain that a survey asks people questions to find out information about a particular topic. Point to the survey in the book and ask what it is about. (people's interests) Give students a few minutes to complete the survey. For the final section about important things and people, ask students to think about why they are important and be ready to give reasons.

# 2 Compare your answers. Ask and answer.

Ask two volunteers to read the question and the answer aloud. Explain that they should share the information in their surveys by asking and answering questions and not just by reading it all. You can model a few more questions by interviewing a student: What three things interest you? What is your favourite film? etc. Encourage students to ask for more information about each area on the survey. As you monitor this activity, ensure students are taking turns asking and answering questions and listening attentively to what their classmates say. Ask some volunteers to tell you what their classmate's answers were to one or more of the questions: What's Diana's favourite food? Why is her dog important to her? etc.

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

#### Close the day

#### Play Memory Game.

Ask students to stand in a circle. (If you have a large class, form two smaller circles.) Have a volunteer give the circle one piece of information from his or her survey: My favourite sport is tennis. Alternatively, do this yourself as a model. Then ask the student on the speaker's right to give a piece of information about themselves and add the information from the first student: I like skateboarding in my free time. (Jen's) favourite sport is tennis. Continue around the circle, with each student recalling everything that was said by all of the students before them. You can let students in the circle help or give prompts if someone finds it difficult to remember everything.

Inter	ests!
Name:	Birthday:
Tick (/) three things that interest you:  Sports Animals Food Art Reading Theatre Computers	Favourite film or TV show:
	Favourite sport:
	Favourite music:
Science Films Other:	Favourite school subject:
What do you do in your free time?	Favourite food:
Three important things in your li	
1	2

**Welcome Unit** Holidays, Jobs and Interests

# Topic 1

# Feeling Good!

#### Objectives of the day:

- 1. Learn a mindful practice to relax and think positively.
- 2. Get acquainted with the concepts of Topic 1: Fun with friends and growing up.
- 3. Activate previous knowledge using photos.

#### Open the day

#### "Positive Thinking"

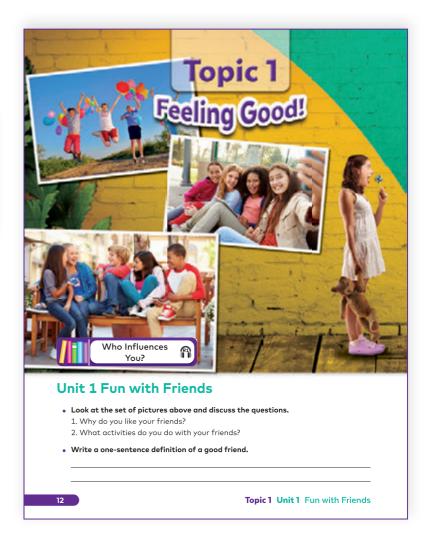


This topic covers the theme of feeling good, which is closely associated with mindfulness. Year 5 is a time when many students show rapid physical growth, as well as strong development of their social-emotional, cognitive and language skills. Characteristics such as attention span, friendship preferences and sense of humor might also change. This can lead to some confusing and challenging moments for your students, so it is important for them to have a positive outlook.

At the start of each class, we suggest you conduct the following mindfulness activity to practise positive thinking. In future classes, we give alternative ideas for things for students to think about, but the procedure is the same. First, make sure your students are sitting comfortably, with their arms and legs relaxed and eyes closed. Encourage them to breathe in and out slowly, and have them notice how their belly rises up and down as they do so. Tell them to count ten breaths in and ten breaths out. Then tell them to start thinking about their week. Say: With each breath in, notice your belly move. With each breath out, focus on something good that happened this week. Repeat the instruction a few times as students' breathe in and out, and then have them continue silently for a few breaths. Finally, tell them to open their eyes and shake their arms and legs. If they want, students can share what they thought about. Remind them that it is important for them to spend time each day thinking positively.

#### Open the book!

Read the title of the topic and call students' attention to the pictures. Encourage them to guess where the children on page 12 are and what their relationship is to each other. (They are friends.) Ask: How do they feel? (happy, excited, good) Ask: What makes you feel good? Elicit some ideas. Then point to the picture of the girl growing up (pages 12 and 13). Ask: Do the same things make you feel good now as when you were younger? Elicit a few ideas about how things may or may not have changed.



The aim at this stage is to raise students' interest in the topic, not to go into great detail.

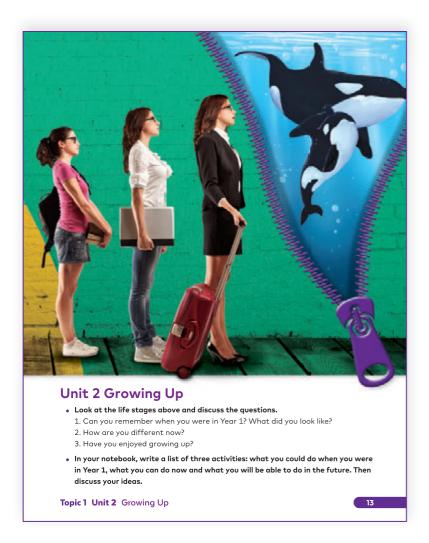
#### **Unit 1** Fun with Friends

 Look at the set of pictures above and discuss the questions.

As with all levels of Open Day, each topic is divided into two units. Point to Unit 1 Fun with Friends heading. Explain to students that in Unit 1 they will learn about friends, including physical descriptions, feelings and what friends do together. Ask students to read the questions and discuss them in small groups. You can tell them to look at the pictures again for inspiration, but encourage them to talk about their own experiences. Ask them to think how their friends are similar or different to each other.

 Write a one-sentence definition of a good friend.

Tell students to use the ideas from the previous discussion to write their definitions. Have them make a note of key words for characteristics that describe their friends. Then tell them to use those words in a full sentence. They could use connectors like and, so and because to extend their sentences (for example, to give reasons).



# Unit 2 Growing Up

 Look at the life stages above and discuss the questions.

Have students look at the picture of the girl growing up again. Read the rubric aloud and write Life stages on the board. Explain that "life stages" refers to particular points or periods in someone's growth or development. Have students say what clothes the girl/woman is wearing and the objects she is carrying at each life stage. Ask: What is important for this person at each of these life stages? Then have students discuss the questions in groups. You could end this activity by pointing to the picture of the whales. Ask: Who talked about orcas in the last comic strip? (Helen) Tell students that the orcas are the focus animal for this level. Ask: What life stages are the two orcas at? (They are an adult and a child.)

 In your notebook, write a list of three activities: what you could do when you were in Year 1, what you can do now and what you will be able to do in the future. Then discuss your ideas.

Tell students to think about their skills and abilities at different life stages. You could tell

them to think about what they were good at or interested in when they were young, what they are good at now and how their interests have changed, and how they would like to develop those interests and learn new things in the future. Give students a few minutes to think and write down their ideas. Then divide the class into groups to discuss them.



Point to the Reader icon on page 12 and elicit what the icon refers to. Remind students that each topic in their book is accompanied by a story or nonfiction text related to the topic. Show the Reader to the class and open it to page 5. Encourage them to identify what they see in the picture. (smiling children in a park) Then ask a volunteer to read the title. Encourage students to answer the question. Brainstorm a list of ideas and write them on the board. (friends, family members, teachers, neighbours, famous people, etc.) You could elicit a few ideas about how they are influenced by these people, though it is not necessary at this stage. Explain to students that they will learn more about this topic when they use the Reader.

#### Close the day

 Point to the picture of the girl growing up on pages 12 and 13 again. Ask: Who do you think is the main influence on this person at different life stages? Have students discuss their ideas in groups and encourage them to give reasons for their answers.

#### Go to video "Orcas."



Tell students that on the platform they will find a video along with activities and projects related to this level's animal characters (the orcas). It is important to begin raising awareness of this species. Ask students to tell you what they know about orcas. You might want to show the opening of the video to help elicit information. They can do the "Before Watching" activity online now. If possible, ask students to talk to their families about orcas and encourage them to make a note of anything new they learn. You could ask the class to find images of orcas and bring them to class to make a display for the classroom. Watch the same part of the video again and ask: How big are orcas? How long do they live? What family are they from? Write the answers on the board. This might also be a good time to introduce one of the projects available for them.

# **Unit 1** Fun with Friends

1 Listen to the conversation and write the correct numbers next to the pictures.  $\Omega$ 



1. Josh 2. Ben 6. Molly 5. Amy

3. Emma 7. Tom

4. Adam 8. John



2 Match the words with the definitions.

1. scruffy having a curvy shape; between curly and straight 2. slim attractive; handsome or beautiful 3. wavy physically strong; large 4. good-looking 5. neat messy and dirty; not neat 6. well-built clean and well-kept

• Categorise the words from Activity 2. Then add more words for describing appearance.

Appearance					
Hair	Face	Body	General		
wavy	good-looking	slim well-built	neat scruffy		

3 In pairs, take turns describing a famous person's physical appearance.

# **Unit 1** Fun with Friends

#### Objectives of the day:

- 1. Listen for specific information.
- 2. Learn vocabulary for describing physical appearance.
- 3. Describe a famous person.

Materials: Physical Appearance Flashcards, Flashcards Activity 1A on page TXIV.

#### Open the day

- "Positive Thinking" practice. (See page T12.)
- Flashcard Activity 1A:

You may want to present physical appearance adjectives using this activity at the beginning of the class. However, you can also choose to use it as a review at the end.

#### Open the book!

1 Listen to the conversation and write the correct numbers next to the pictures.

Call students' attention to the pictures and elicit description of the people and dog. If you did Flashcard Activity 1A, this is an opportunity for students to practise the new adjectives they learned. If not, have students use adjectives they already know. Then read the names in the box aloud and explain that each name corresponds to one person or the animal in the pictures. Tell students that they are going to listen to the the descriptions and that they should listen for physical description adjectives as well as the names. Then play Track 4 and check as a class.

2 Match the words with the definitions.

Students should now be familiar with the words in the left column. Have them complete the activity individually. If they are struggling, you could use the flashcards to remind them of the words, or play Track 4 again. Have volunteers read each word and definition aloud.

Categorise the words from Activity 2.
 Then add more words for describing appearance.

Ask students to complete the table individually. Then have them work in pairs or small groups to add at least three other words to each category. Then you can have volunteers share their additional words with the rest of the class. Write them on the board and ask students to copy the lists into their notebooks.

3 In pairs, take turns describing a famous person's physical appearance.

Ask students to choose a famous person and get into pairs. Students should listen to each other's descriptions and try to guess the person their classmate is describing.

#### Close the day

• Play Adjective Race:

Attach the flashcards to the board and have students form two lines in the back of the classroom. Call out a word and have a student from each line run to the board and touch the corresponding flashcard. The first person to touch the correct card wins a point for his or her team.

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

- 1. Listen for specific information in a song.
- 2. Discuss friends and friendships.

Materials: Physical Appearance Flashcards, Flashcards Activity 1B on page TXIV.

#### Open the day

- "Positive Thinking" practice.
- Flashcard Activity 1B.

#### Open the book!

4 Read, look and complete the song. Then listen and check.

Write the word "rhyme" on the board and elicit its meaning (two or more words that end in the same sounds). Ask them to give you pairs of rhyming words and write them on the board. You could read out a few lines of the poem that rhyme, for example, the last verse. Have students tell you which words rhyme. (Jill, will; bad, sad) Then ask students to look at the pictures around the song and have them describe the people in pairs. Next, students complete the song using the corresponding names. Remind students about rhyming words and have them focus on which names rhyme with other words in the song. When they have finished, play Track 5 for students to check their answers. Play the track again if necessary. Before finishing the activity, you could read out the words and phrases in bold in the song and ask students what they mean. Point out that many of the phrases have a similar meaning. (best/close friend; like being with/get along with/ be friends with/really like)

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

# Open Day Tip Personal Glossary

We suggest that students keep their own glossaries in their notebooks. Each student can use the glossary to write new words or phrases they learn. You can encourage them to write a definition or synonym in English, a sample sentence containing the word, and if necessary, a translation in Spanish. They might want to illustrate some of the words or phrases to create their own picture glossaries.

# My Space • • • • • • • • • • • • •

Answer the questions.

Have students personalise this topic by discussing these questions in groups. Encourage them to use the vocabulary in bold from the song. They can practise language further by describing their friends' physical appearance, as well as talking about their hobbies and what they are good at.

 Play a guessing game. Take turns describing people from the song and guessing who it is.

Divide the class into pairs. Read the instruction aloud and ask a volunteer to say what they will have to do using their own words. Then they play in pairs. Have the describers use the information in the song to mention aspects of the person's personality, but tell them to make sure they don't say the person's name.

#### Close the day

 Ask students why friendship is important. Have them come up with a list of reasons why their friends are important to them.

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

# 4 Read, look and complete the song. Then listen and check.



When I was a baby, **my best friend** was (1) Ted

He was soft and warm and slept on my bed.

Then I got older, and liked being with my pet,

A dog named (2) <u>Max</u> whose nose was wet.

On my first day at school I **made friends** with (3) \_\_\_\_\_\_ Jim

But then we moved houses, so I could never see him.

Instead, now I'm friends with a girl named (4) Kath

She's the smartest in class and helps me with maths.

And we both **get along with** a boy named (5) Kyle

He tells funny stories and makes us smile.

Plus, we **really like** (6) Jill , a new girl at school,

She's excellent at sports and totally cool.

Yes, I like spending time with Kath, Kyle and Jill,

They'll be my friends forever, I know that they will.

We all need close friends, in good times and bad,

To share happy times and help when we're sad.

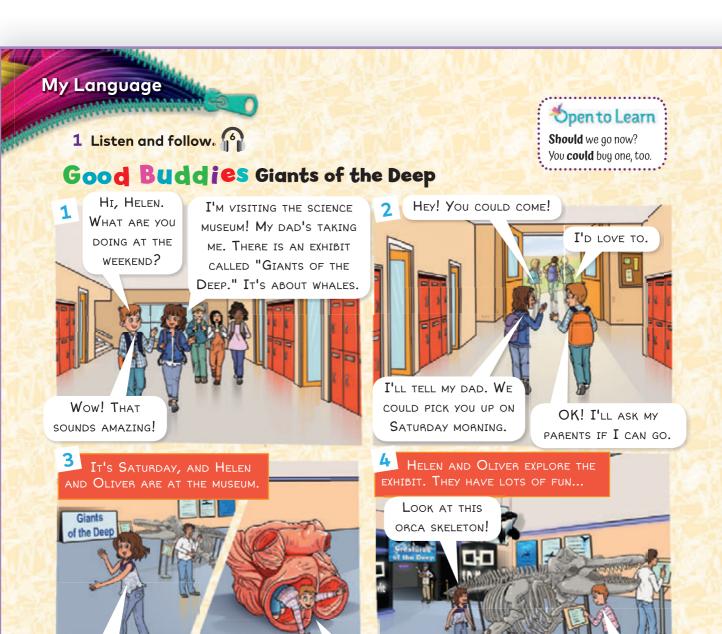






# My Space • • •

- Answer the questions.
  - 1. Do you make friends easily?
  - 2. Who do you like spending time with?
  - 3. Who are your close friends?
- Play a guessing game. Take turns describing the people from the song and guessing who it is.



2 Read and discuss the most surprising or interesting facts about orcas.

I'M OVER HERE, IN THIS

BLUE WHALE'S HEART! YOU

SHOULD COME AND SEE IT!

It's AWESOME!

3 Number the events in order.

SHOULD WE GO AND

WATCH THE WHALE

CONSERVATION FILM?

...OLLY?

- The friends explore the exhibit.
- 1 Helen tells Oliver her plans.
- 4 Helen gives her friends a present.

It says orcas have between 40

AND 56 TEETH. AND THEY ARE EIGHT

CENTIMETRES LONG! THEY LOOK SHARP.

- They watch a 3D film.
- 4 Ask and answer about your weekend plans.

What are you doing at the weekend?

I'm meeting my friends!

- 1. Read and listen to a comic strip about a visit to a museum.
- 2. Discuss weekend plans.

#### Open the day

"Positive Thinking 2" practice:

As an alternative, ask students to think about something that makes them proud of themselves as they breathe in and out. If they can't think of anything, tell them to think about something they wish for themselves instead.

Divide the class into small groups. Ask students if they have ever been to a museum. Then ask questions one at a time for groups to discuss: What kind of museum was it? What did you see? What surprised you the most? Did you like the experience? What did you enjoy the most? If some students haven't been to a museum, ask: Would you like to go to a museum? What type of museum? Why would you like to go? What would you expect to see there?

#### Open the book!

#### 1 Listen and follow.



Point to the comic strip and ask students to identify the characters who go to the museum. (Helen and Oliver) Ask them to look at the pictures and say what the exhibition is about. (whales/orcas) Then ask them how they think Helen and Oliver feel at the exhibition: Are they happy? Excited? Why? Play Track 6 once and have students read along as they listen. Check their predictions and ask some personal response questions: What is the most interesting part of the exhibit? Would you like to go to an exhibit like this? Encourage students to answer the questions as a class.

# 2 Read and discuss the most surprising or interesting facts about orcas.

You can ask questions to elicit facts from the story: How many teeth do orcas have? What family are they from? How far can they swim in a day? Why do they need protection? Then have them discuss the facts in groups. Have a class vote on the most surprising or interesting fact.

#### 3 Number the events in order.

To check this activity, have volunteers read each sentence aloud and in order. You could also ask them to point to the frame in the comic strip where they found the information.

## 4 Ask and answer about your weekend plans.

Write the question and answer on the board: What are you doing at the weekend? I'm visiting the science museum. Ask: Is Oliver asking about the past, present or future? (future) Underline are ... doing and I'm visiting and elicit the tense. (present continuous) Tell students we can use the present continuous to talk about future plans. Ask two students to read the example auestion and answer aloud. Then ask two or three other students the same question. Ensure they use the present continuous in their replies.

#### Close the day

#### Play Sentence Charades:

Divide the class into teams of four or five students. Ask a member of one of the teams to go to the front and act out an activity they are going to do at the weekend. The first team to guess the activity and give a correct sentence in the present continuous (He's playing football!) wins a point. Continue with students from different teams.

- 1. Read for specific information.
- 2. Learn to make suggestions using could or should.

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

#### Open the day

• "Positive Thinking 2" practice. (See page T16.)

#### Language Presentation

#### Making Suggestions: Could, Should

In this unit, students will learn how to use functional language for suggestions (could, should) and will continue using the present continuous for future arrangements. We suggest you do Poster Activity 1A at this stage to present the topic. This will help students complete the activities on this page.

#### Open the book!

#### 5 Read and circle the correct name.

Have students read the comic strip again. You may want them to read silently or you could divide them into groups of six to each take a character, including the narrator, and read aloud. Then have students circle the correct options either individually or in their groups. Check answers with the class.

# Open to Learn .....

At this point, we suggest you call students' attention to the Open to Learn box on page 16. Ask: Which words are in bold? (could and should) Ask them to go back to the comic strip and circle any other instances of these words they can find. Elicit or point out that we can use these words to make suggestions.

# Imagine you are visiting the museum. Make suggestions using could or should.

You could use this activity as preparation for the Suggestions Game. Tell students to imagine they are at the museum in the comic strip. Tell them they should make as many suggestions using could or should as they can. Give them a few ideas: We should go to the gift shop. We could buy a sandwich, etc. Have students work in groups and then have volunteers read the sentences aloud. Write them on the board and leave them there for the game.

#### Play the Suggestions Game! \_\_

For the start of the game, have students work individually. Give students three questions to answer: Should we watch a film? Should we go to the museum on Saturday? Should we go to the shopping centre? Write them on the board. Tell students to write a sentence making a suggestion in response to each question. Point to the example in the book and explain that their sentences should also give specific ideas for what to do. Then have students stand up and walk around the room asking each other the three questions. The objective is for students to find classmates who have made the same suggestion as them for each question. Ideally, they should find a different student for each question.

#### Close the day

- You can close the day by having students report their findings from the game. Encourage volunteers to answer each question aloud and say who else made a similar suggestion. Should we watch a film? No. We could go swimming. Who else suggested going swimming? David, etc.
- Practice Book: Assign Activity 1 on page 10 and Activities 2 and 3 on page 11 as homework.



- 1. Oliver Helen suggests going to the museum.
- 2. Oliver/ Helen suggests seeing the whale's heart.
- 3. Oliver Helen suggests watching the film before it's too late.
- 4. Oliver Helen suggests using reusable straws.
- Imagine you are visiting the museum. Make suggestions using could or should.

# Play the Suggestions Game! —

Should we buy a T-shirt?

Yes, I think we should buy one with a whale on it!

# My Language

6 Listen to the next part of the Good Buddies' conversation and write the correct number next to each picture.



2. George

3. Sarah

4. Oliver



What do you want to see? Who wants to see a film? My mum is driving me to the shopping centre.



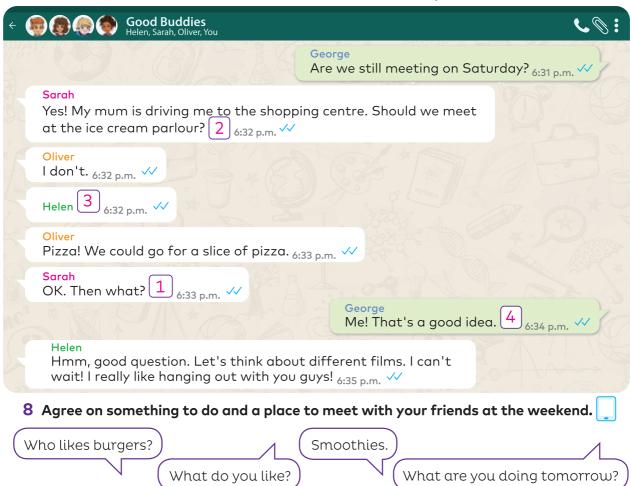






- 7 Read and write in the numbers to complete the chat.
  - 1. Who wants to see a film?
  - 2. Who likes ice cream?

- 3. So what do you like, Oliver?
- 4. What do you want to see?



- 1. Listen for specific information.
- 2. Learn how different types of questions are used in a dialogue.
- 3. Make plans and arrangements for the weekend.

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

#### Open the day

- "Positive Thinking 2" practice. (See page T16.)
- Poster Activity 1B.

You may want to practise dialogues for making suggestions at the beginning of the class. However, you can also choose to use the poster before Activity 8 as preparation.

#### Open the book!

6 Listen to the next part of the Good Buddies' conversation and write the correct number next to each picture.

Divide the class into pairs and have students describe what is happening in each picture. Ask: What are the children doing? Who are they with? Where are they? Tell students they are going to listen to the Good Buddies' characters talking about their plans for the weekend. Tell them they should match the characters' names to the activities. Play Track 7 once. Check by saying the name of the activity for students to call out the character's name.

7 Read and write in the numbers to complete the chat.

Tell students that they are now going to read a chat in which some questions are missing. Have them read the questions first before completing the chat. To check, you may invite four students to read or act out the dialogue or you can get students into groups of four to act out the dialogue and peer correct.

# Spen to Learn .....

At this point, we suggest you call students' attention to the two questions in the Open to Learn box. It is a good idea to keep this as simple as possible, so start by writing the two questions on the board. Circle What and who. Point out that what is asking about the object of the answer. Say: George wants to watch a film. What does he want to see? (a film; object) Then point out that who is asking about the subject of the answer. Say Who wants to watch a film? (George; subject) George wants to watch a film. You could give another example from the dialogue. What does Oliver like to eat? (pizza; object) Who likes pizza? (Oliver; subject)

8 Agree on something to do and a place to meet with your friends at the weekend.

Students should now have seen, heard and practised enough models to complete this activity. If you didn't do Poster Activity 1B at the start of class, you could do it here. Encourage students to use subject and object questions, make suggestions with *should* and *could* and use the present continuous for future plans. You could invite volunteers to role-play their dialogues in front of the class.

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

## Close the day

• Divide the class into groups and tell them they are going to quiz another group about the content of the comic strip. Have students write four questions, but tell them that two should be object questions and two subject questions. Give examples if necessary: Who goes inside a whale's heart? What does Oliver climb inside? etc. Have groups quiz each other.

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

- 1. Understand descriptions of people and activities in a picture.
- 2. Listen for specific information.
- 3. Discuss activities one does with friends.

#### Open the day

• "Positive Thinking 3" practice:

As another alternative, you could ask students to think about someone who makes them happy. Say: Focus on your belly as you breathe in, and then focus on someone who makes you happy as you breath out.

#### • Play The Name Game:

Divide the class into small groups and tell students to write the alphabet vertically down one side of a notebook. Tell them they have one minute to write as many boys' or girls' first names as they can that begin with each letter. After one minute, check who has the most names, and have the team read the names out for the class to check.

• This is the first Time to Practise section for Level 5, so tell students that all the activities on these pages are geared towards their preparation for international certifications. Remember to 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 number 0.

#### Open the book!

# Listening

#### **International Certification: Listening**

For this task, it is very important to look at the picture in detail *before* listening to the audio. Tell students that they will hear language for describing people's clothes, appearance and activities. All the way through the series, we encourage students to describe pictures that they use for different activities. This will help them in this section of international certifications.

# 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. They will listen for descriptions so they can match names with the people in the picture. If necessary, you can 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. Play Track 8. Students listen in silence as they match the names with the pictures. Students will hear the dialogues twice, as they would in an actual exam. Check as a class.

## **Speaking**

#### 1 Ask and answer.

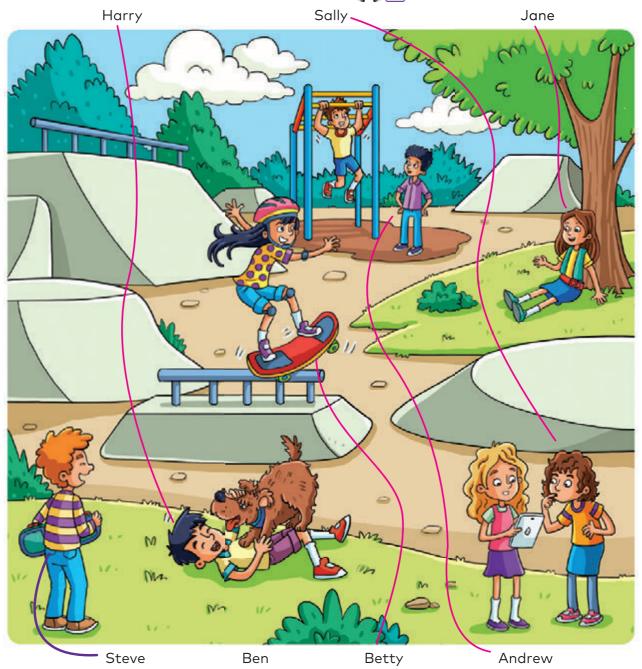
Tell students they are now going to keep talking about friends and what they do with them in their free time. Have them discuss the questions in pairs. After a few moments, you can ask them to call out the activities they do so that you can write them on the board.

#### Close the day

Extend the speaking activity by having students work in groups to agree on the top three activities they like to do with friends. First, they can look at the list of activities on the board. Then they can agree on the three best, before putting them in order of preference. Have groups share their ideas and then have a class vote on the most popular activity to do.

# Listening

1 Listen and draw lines. There is one example.  $\bigcirc$ 



# **Speaking**

#### 1 Ask and answer.

- 1. Where do you go with your friends?
- 2. What activities do you do with them?

# Mindfulness

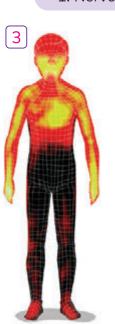
# Recognising Body States and Moods



1 Listen and number the bodies.



- 1. Nervous
- 2. Sad
- 3. Angry
- 4. Нарру





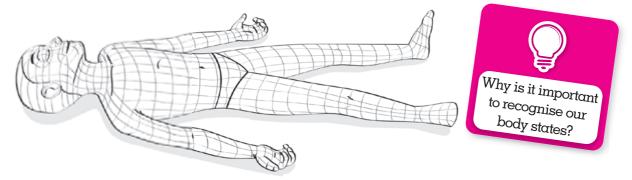




- Look at the pictures again and label the sentences with the emotions.
  - 1. I have butterflies in my stomach. nervous
  - 2. He lost his dog. He feels blue. <u>sad</u>
  - 3. They are buzzing. They're full of energy. <a href="https://happy.com/happ
  - 4. His face was burning and his eyes were red! <u>angry</u>
- 2 Listen and follow the body scan instructions.



• Colour the body according to how you feel. Use the pictures in Activity 1 as reference.



- 1. Focus on how one can feel emotions in different parts of the body.
- 2. Learn phrases for different emotions.
- 3. Follow instructions for a body scan.

**Materials:** coloured markers or crayons (blue, black, yellow, orange, red); poster paper (one per group of four).

#### Open the day

- "Positive Thinking 3" practice. (See page T19.)
- "Body Scan" practice:

Tell students to breathe deeply in and out a few times before tensing the muscles in their face. They should squeeze their eyes shut, wrinkle their foreheads and clench their jaw. Have them hold this position for five seconds. Then they should relax the muscles and breathe deeply again. Ask students if any of their muscles feel tense. If they do, you can choose to repeat the exercise a few more times. You may want to move on to other parts of the body, such as the neck and shoulders, back, chest and stomach, thighs, calves, and finally feet. Alternatively, you can focus on one part of the body in different classes.

#### Open the book!

# Recognising Body States and Moods



#### 1 Listen and number the bodies. [?]

First, ask students to read the title. Then have them look at the bodies and brainstorm what the colours could mean and why they are different. You might want to do a vocabulary brainstorm first. Ask students to speculate what words are going to be mentioned in the listening and add some others. (strong, weak, reactions, emotions, react, state, stomach, arms, legs, diagram, effect, neutral, heart, sadness, slow, angry, anger, upper body, lower body, head, etc.). You could act out the adjectives from the box or have volunteers do so. Play Track 9 for students to complete the activity. To check, read an emotion and have volunteers describe the corresponding body and its colours.

 Look at the pictures again and label the sentences with the emotions.

Read the sentences with students first. Ask them to guess what feelings each one describes. You could do the first example together. Say: *Imagine* 

you have butterflies flying around in your stomach. How would that feel? What emotion are you feeling? (nervous) Have students complete the activity, and then check the other sentences in a similar way.

# 2 Listen and follow the body scan instructions.

Explain that there are different ways to do body scans and the one they are going to listen to is focused on identifying how different parts of their body feel and relate to emotions. You might want to review all body parts before playing the audio. If you do so, let students name the body parts they know and help them with the ones they don't remember. Play Track 10 for students to follow the instructions.

# Colour the body according to how you feel. Use the pictures in Activity 1 as reference.

First, ask students to close their eyes and identify how they feel. You can help them by asking some of the same questions as the teacher asks in Track 10. Give them your own personal responses to the questions in the audio: My arms are cold. My head is hot, etc. Have students follow your instructions to conduct their own body scans and colour the body in the book accordingly.

# Oritical Thinking

# Why is it important to recognise your body

• Allow students to discuss the question in groups for a few moments and then invite volunteers to share ideas. You can help students by reminding them of what they learned in today's class: How do you feel if you have butterflies in your stomach? (nervous) If you feel nervous, what can you do? (get away from the situation that's making you nervous) Elicit that it's important to recognise when our body behaviour is normal or not normal, so that when it is not normal, we can fix it or get help.

#### Close the day

 Divide the class into small groups and hand out poster paper. Have each group choose one of the body states from Activity 1 and draw and colour the corresponding body. Then have them label the body parts with sentences describing how they feel and their emotions. Display the body state posters around the classroom.

- 1. Identify and practise stressed and unstressed syllables.
- 2. Make and practise a tongue twister.

#### Open the day

- "Body Scan" practice. (See page T20.)
- Give students a simple sentence: I'm meeting my friends on Saturday. Have them say it in different ways to convey different feelings. Tell them to be as extreme as they can: sad, happy, angry, excited, etc. Volunteers could say the sentence in different ways to the class, and students could guess the emotion and vote on the most extreme.

#### Open the book!

# 1 Look and number the pictures with the feelings.

Have students work in pairs to describe the pictures. Ask them to guess what emotions the people in the pictures are feeling and why. Encourage them to use their imaginations: He is stressed because there is a huge spider under his bed, etc. Then have students read the words in the box and match them with the pictures.

# Listen and repeat. (11)



Then play Track 11 and have students repeat. Ask: Which sounds are stressed? Which sounds convey strong feelings? What shape did you make with your mouths when you made each sound? You could do some mindfulness breathing exercises at this point for students to refocus and settle down.

# Open Day Tip Respect for Other Classes

Before students repeat the sounds, you might want to let teachers in the surrounding classrooms know your class will be making a lot of noise for two minutes.

# 2 Listen and underline the correct sound pattern. [12]

Explain that syllables in English can be stressed or strong-sounding or not. Write some simple two-syllable words on the board and practise stress with students (paper, table, hotel, extreme). Then look at the pairs of words and point to the highlighted syllables. Tell students they should listen for which syllable is stressed to identify the correct pronunciation. Play Track 12 once and check answers as a class.

## 3 Listen and circle the stressed syllable. 🚻



Tell students they are going to keep practising identifying stressed syllables, but this time they can only see the word without a choice of highlighted syllables. This is more challenging, so play Track 13 twice if necessary.

# 4 Use the words from Activities 2 and 3 to make up a tongue twister. Then practise saying your tongue twister quickly.

First, ask several volunteers to read the example in the speech bubble gloud. Remind them to focus on the stressed and unstressed syllables and refer them back to the syllables they circled in the previous activity. Explain that the tongue twisters don't have to make sense; the point is that they practise syllables. Say they can also use extra words to make sentences. You could give some examples: Amazing electric bananas. The president rides a zebra, etc. Then let them work individually to write short tongue twisters before practising them in pairs.

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

#### 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 Look and number the pictures with the feelings.
  - 1. Not excited
- 2. Not stressed
- 3. Excited

- 4. Stressed
- 5. Surprised
- 6. Not surprised

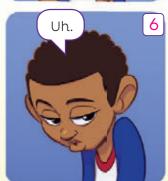








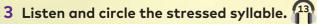


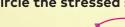


- Listen and repeat. [11]
- 2 Listen and underline the correct sound pattern. 12



- 1. **vi**tamin / vi**ta**min
- 2. celebrate / celebrate
- 3. president / president
- 4. experiment / experiment



























4 Use the words from Activities 2 and 3 to make up a tongue twister. Then practise saying your tongue twister quickly.

Butter problem, problem butter.

# Reading

1 Look at the pictures and say how the characters feel. Give reasons for your answers. Then read and check.



# Fitting In

3 \( \int \) always loved school because my best friends were there. Kim, Anna and I really enjoyed spending time together. We chatted at breaks, went to the same after-school clubs and even saw each other at the weekends. We were really, really close.

But during school holiday at the end of fourth year, I received some bad news.

"Olivia," said Dad. I knew something was wrong because he looked so nervous. "I've taken a job in a different city. We have to move."

"But I'll have to change schools!" I cried, "What about my friends?"

on the first day. Who will talk to me? I thought. I didn't know anybody or what they were interested in, and I was too afraid to ask! At breaks, I noticed a group of girls whispering and laughing. I was sure they were laughing at me. They were all wearing similar jackets and skirts, but my clothes were different from theirs. Do I look scruffy? I wondered.

Then I noticed one girl in the group was sitting a little to one side.

She was tall and slim, with long, curly brown hair and blue glasses. She was looking straight at me with a sad expression.

I decided to quickly walk away. I ate lunch by myself and didn't speak to anybody all day.

**1** By the time I got home that afternoon, I was angry. My face felt red and my shoulders were tense.

"Why do I have to go to that dumb school?!" I shouted at Dad. I ran to my room and slammed the door behind me.

A few minutes later, Dad came up to my room. "Sorry, Dad," I said, "I just miss my old friends."

Dad was a good listener.

"I know it's difficult," he said. "I haven't made friends in my new job yet, either. I have an idea. There is a dance club in town. You could join! You used to go dancing with Kim and Anna."

#### 2 Number each section with the correct heading.

- 1. Dad's Idea
- 2. A Pleasant Surprise
- 3. Terrible News

- 4. Feeling Good about the Future
- 5. Getting Along with Alice
- 6. Feeling Lonely

- 1. Make predictions using pictures in a story.
- 2. Read a story.
- 3. Practise the following reading strategy:
  - · Skimming.

Materials: Physical Appearance Flashcards, Flashcards Activity 1B on page TXIV; coloured markers or crayons.

#### Open the day

- "Positive Thinking 3" practice. (See page T19.)
- Flashcard Activity 1B.

Instead of writing descriptions of the flashcards, students can give oral descriptions in their pairs for classmates to guess.

#### Open the book!

#### Reading

#### Reading Strategy

#### Skimming

Explain to students that skimming is reading a text quickly to get a general idea of what it is about. Tell them that when they are doing activities like matching headings to sections, this is the technique they should use. Remind them that they don't have to understand every word of a text to skim effectively. You can practise by having students bring Internet or magazine articles they are interested in to class. Have them read the first and last sentences of a paragraph or section of their text and then tell you what the main message is. Encourage them to practise doing this with other texts they read at home or in other subjects.

# 1 Look at the pictures and say how the characters feel. Give reasons for your answers. Then read and check.

First, ask students to give physical descriptions of the characters. Then tell them to focus on the expressions in the characters' faces. Encourage volunteers to say how the characters feel and give reasons for their answers. Then allow students a few minutes to read the story. As they read, tell them to underline words or sentences that tell them how Olivia and other

characters are feeling at different stages. Point to the first picture and ask: Which girl is the narrator of the story? How do you know? Point to the second picture and ask: How is she feeling now? Encourage students to provide evidence from the story when they answer.

# 2 Number each section with the correct heading.

Read through the headings with the students and see if they can remember at what point in the story these things happened. Then point to the boxes in the text and tell students that each heading matches one of the corresponding sections. Remind students that to complete this activity they don't have to read every word of the story again; they should only skim for general information. You can practise together with the first section. Have students read the last line and ask: How does the girl feel? (upset) Why? (because she has had some bad news) Then have students match this section with the most appropriate heading. (3) Students can then complete the activity individually or in pairs.

#### Close the day

 Have students write a description of their first day at school. Encourage them to say how they felt and why, what friends they made and what activities they did. They should conclude by saying if they enjoyed their first day. Have students form groups to share and peer correct their paragraphs.



- 1. Complete sentences about a story.
- 2. Respond to the story's message with personalised statements.

#### Open the day

- "Body Scan" practice. (See page T20.)
- Have students recall what happens in the story "Fitting In." Write the six headings from the previous class on the board. Invite students to say what happened in each section. Make notes under each heading. Then have a volunteer summarise the story using the notes on the board.

#### Open the book!

#### **International Certification: Reading**

The certification activity on this page gives students practise in reading and understanding a story. It also tests their ability to transfer information from a longer text into a summary. Students should identify who or what is being referred to in a text, especially the meaning of pronouns. This may involve turning around a sentence while keeping its meaning or identifying different ways of referring to people or objects (*Olivia, her, Alice's friend*, etc.). Tell students they should be careful to spell words correctly when copying them from a text.

3 Read the story again. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Point to the two examples and ask students how many words are in each answer. Emphasise that they should only use one to four words in their answers. Remind students that they should always pay attention to what the instructions say. Give students enough time to read the story again. Then ask them to close their books and write the first gapped sentence on the board. Elicit possible answers and then check with the text in the book. Tell students that the answer should give exactly the same information as what is in the text. That is, while at is not incorrect in terms of meaning, it is not as specific as the information provided in the story. Elicit the correct answer: straight at. Then have students

complete the rest of the sentences individually before checking answers with the class.

4 Think of three ways you could help a new student fit in at your school. Discuss with a classmate

Review some of the main themes from the story: Why is it difficult for Olivia to fit in? What activity makes her feel better? What does Olivia suggest to Alice about practising dancing? How do Alice's friends react? Then allow students time to think of ideas for helping a new student individually before dividing them into pairs to discuss their ideas. If you have time, you could hold a class discussion and write a variety of suggestions on the board. Then the class could vote on the most popular. Finally, remind students to visit the online platform for more practice at home.

#### Close the day

• "Positive Thinking 3" practice. (See page T19.) You could follow the mindfulness activity by having a short discussion about why the people they thought about make them feel happy. Keep the focus on positive thinking and relate ideas to why

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

Olivia feels good at the end of the story.

2 | I agreed to give the club a try. But on my first visit I had a surprise. The girl from school with the sad expression was there, except now she didn't look sad at all. She was laughing and dancing with some other friends. Then I got a bigger surprise. The girl waved at me! I breathed deeply and went over. "I'm Alice," she said. "I saw you at school today. I'm sorry I didn't talk to you. And I'm sorry you ate lunch by yourself. It's just...well, sometimes it's hard to break away from my group of friends." "What do they like to do?" I asked. "Not much," Alice said. "They talk about TV and clothes most of the time. I prefer being here." 5 From that day, things began to improve at school. I got along with Alice, and we started hanging out at breaks. One morning, one of Alice's other friends walked toward us. She looked annoyed. "Alice!" she shouted, "Are you coming to the shopping centre with us after school?" Alice looked at me and then at her other friend. "No," she said. "I'm going to the dance club." Her friend walked away and Alice looked sad again. "If you want," I said, "we can practise dancing at lunch. And you can invite everyone else." Alice's face brightened. "Good idea!" she replied. 4 Not everyone wanted to practise dancing, but some people did! So now I have a new group of friends with the same interests as me. They're not quite the same as Kim and Anna, but I think I've started fitting in. 3 Read the story again. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.  $\frac{\checkmark}{x}$ 0. At the end of fourth year, Olivia received some bad news 0. On her first day at her new school, Olivia had <u>butterflies in her stomach</u>. 1. A girl with long, curly hair was looking <u>straight at</u> Olivia. 2. Olivia used to <u>go dancing</u> with Kim and Anna. 3. Alice was sorry Olivia ate lunch by herself. 4. Alice was sad when her friend walks away. 5. Olivia's new friends <u>aren't the same as</u> her old friends, but she is happy. 4 Think of three ways you could help a new student fit in at your school. Discuss with

a classmate.

# My Skills

# Writing

- 1 Read the e-mail quickly. Then discuss the questions.
  - 1. What is a pen pal?
  - 2. Do you think this is a good way to make new friends?
  - 3. How else can you stay in contact with friends who live far away?
- 2 Read the e-mail again. Choose the right words and write them on the lines.  $\boxed{\frac{\checkmark}{x}}$



Dear Dawit, September 7
How are you? My name's Liam and I'm (0)from Vancouver in Canada. I'm really happy (1)that our schools are taking part in an online pen pal programme and that you are my new pen pal!
I'm eleven years old. How old are you? As you can (2)see from the picture, I'm short and well-built and have (3)straight, dark hair. I have a (4)younger sister. She is eight years old. I have a poodle named Boxer. My (5)best friend is Lucas. We met at a tae kwon do club and we practise every day. We get (6)along really well and we always hang out together. We share other interests, too, like playing computer games and skateboarding. In fact, I'm (7)meeting him later. Who is your best friend? What do you do together?
I can't wait to find (8) more about you. Our school is sending all of our classes' letters on Friday, so I hope you get this soon. (9) Should we write each other more e-mails in the future? I would be happy to (10) if you want to!  Best wishes, Liam

	0. from	at	to
	1. when	that	how
	2. look	watch	see
	3. straight	wavy	curly
	4. bigger	taller	younger
	5. best	big	close
	6. about	along	to
	7. meet	meeting	will meet
	8. some	it	out
	9. Are	Have	Should
1	O. if	SO	should



**Topic 1 Unit 1** Fun with Friends

- 1. Read for general information.
- 2. Choose the correct words to complete a text.

#### Open the day

- "Positive Thinking 2" practice. (See page T16.)
- Ask students the following questions (or write them on the board) to prompt discussion: Do you have friends or relatives who live in a different country? If so, how do you stay in contact with them? How do you think people in different countries stayed in contact before the Internet existed? Have you ever written and sent a letter? Do you write emails/text messages/notes? Who to? Why? etc.

#### Open the book!

## Writing

1 Read the e-mail quickly. Then discuss the questions.

Ask students if they know what a pen pal is. Elicit or explain that it is someone who is in contact with a person from another country who they have never met. Say that in the past, pen pals sent handwritten letters to each other, which is why they are called pen pals. Ask: How do you think pen pals contact each other now? Divide the class into groups to discuss the questions.

# Open Day Tip Exam Activities

The objective of the certification activities is to familiarise students with their format and prepare them for international exams. Even if your students don't take international certification exams in the near future, these types of activities will still be beneficial. We recommend that at the start of the year you guide them through the activities and help them when necessary. As the school year goes by, your students will progress and gain confidence, so that you may reduce the help you give them.

#### **International Certification: Reading**

The email on this page provides one of two models for the writing activity on page 25. Students will need to understand what type of content they are expected to produce, so that is why the exam activity here concerns reading rather than writing. You can remind students that for this type of activity the options are given (although that does not necessarily make the task easier!). Students will need to be familiar with verb forms (past tense and gerund) as well as be able to identify the correct type of word (noun, adjective, verb). The multiple-choice activity tests students' ability to read and understand a text, but they should also take care to copy the words into the text correctly.

# 2 Read the e-mail again. Choose the right words and write them on the lines.

As it is the start of the year, you can allow students a little longer than normal to do this activity. We recommend you also check answers with the class and provide explanations for different answers. This type of activity focuses on grammar and lexis, and you can use it as an opportunity to review any areas where students may be struggling. All of the gaps involve structures or vocabulary that students have seen.

#### Close the day

• "Body Scan" practice. (See page T20.)



Have students recall what the Reader was about. Write the words peer and peer pressure on the board and ask students if they know what they mean. Explain that a *peer* is a person who belongs to the same age group or social group as someone else; peer pressure is a feeling that you must do the same things as other people of your age and social group in order to be liked or respected. Ask students if they have ever experienced peer pressure. Ask: How did it make you feel? Then have students open the Reader to page 6. Tell them they are going to read and listen to a factual text about how we are influenced by others. Play Track R1 for students to listen to pages 6, 7 and 8. Ask comprehension questions: Who influenced you when you were small? Who influences you now? How can peer groups be a good or bad influence? Tell students they will learn more about this topic in future classes.

- 1. Analyse elements of an e-mail.
- 2. Read and understand the content of an e-mail.
- 3. Write an e-mail to an online pen pal.

#### Open the day

- "Body Scan" practice. (See page T20.)
- Make sure students' books are closed. Review the type of information they should include in their first e-mail to an online pen pal: What can you write about? What things does your pen pal want to know? What questions can you ask? Write some ideas on the board.

#### Open the book!

## Writing

#### Writing Strategy

#### Writing Effective E-mails

This page gives students the opportunity to produce their first extensive piece of writing of the year. You could give students some tips on what an effective e-mail includes, such as a meaningful subject line, a focused message and an appropriate style (formal or informal). This page gives guidelines about what to include in the message, but you can also ask students what style the model e-mails use and what title the writers could put in the subject lines.

# 3 Read Dawit's reply and label each part of the e-mail using the numbers below.

Have students read the labels for each part of the e-mail and then read Dawit's reply to Liam. After students have labelled the e-mail, check their answers as a class: Where is the date? Which part is the body? etc. You could also ask some simple comprehension questions: Where is Dawit from? Who is his best friend? What do they do together? Why is it difficult for Dawit to send e-mails?

#### Read the body of Dawit's letter again and answer the questions.

Allow students time to answer the questions individually, and then review as a class. For question 1, have them go back to Liam's e-mail on page 24 and find his questions. For question

- 4, elicit different ideas from the class and write different questions on the board. Students can use these ideas in their own e-mails.
- 4 In your notebook, write an e-mail to a new online pen pal. Follow the guidelines below and the models on pages 24 and 25.

Before students start writing their e-mails, have them recall what the different sections are. Then read the writing guidelines together. You may want to review the two e-mails on pages 24 and 25 again: How does Liam introduce himself? How does Dawit describe himself? Who is Liam's best friend? What do they like doing together? Do Liam and Dawit want to stay in contact? What do they say to each other? Then have students write their e-mails.

#### Close the day

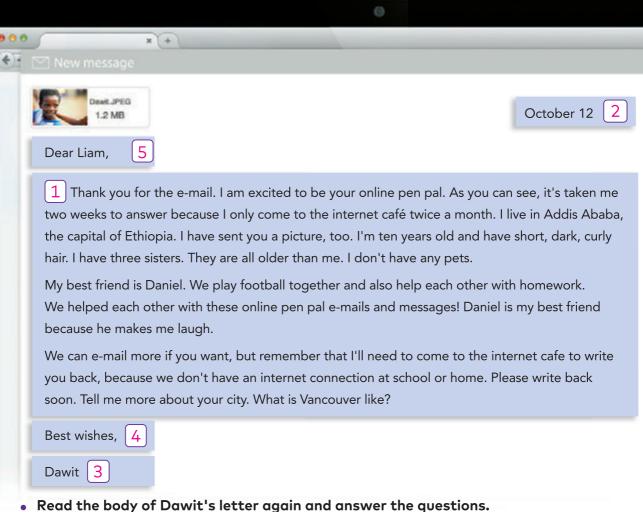
• Divide the class into groups to read their e-mail to each other. Tell them to peer correct each other's work.

#### Open Day Tip Peer Correction

Peer correction can be an effective technique because students might be more open to being helped by their classmates than by you. On the other hand, some students will only want help from you and won't appreciate being corrected by others. We recommend that you give students specific things to look for, rather than allowing them to correct every error or sentence. For example, in this case they can focus on one of the guidelines: Does your classmate describe him or herself? Does he or she talk about best friends and hobbies? Make sure peer correction is manageable and students stay respectful. Give time for every student to peer correct.

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

- 3 Read Dawit's reply and label each part of the e-mail using the numbers below.
  - 1. Body 2. Date 3. Signature 4. Closing 5. Greeting



- - 1. Does Dawit answer all of Liam's questions?
  - 2. How will Dawit and Liam continue their friendship?
  - 3. What does Dawit want to know?
  - 4. What other questions can they ask?
- 4 In your notebook, write an e-mail to a new online pen pal. Follow the guidelines below and the models on pages 24 and 25.

#### Writing Guidelines

- Introduce yourself
- Talk about your best friend and hobbies
- Describe yourself
- Say that you hope to stay in contact. Ask questions!

# Listening

# 1 Listen and tick ( $\checkmark$ ) the box. There is one example.



Where are the friends going?







What does Frank want to see or do?





B



2. What is Frank going to wear?





В



C 🗸

3. What time is Frank meeting his friends?





В



С

Where are the tickets?





В



Who is Frank's best friend?





В



C 🗸

2 Discuss the questions.

- 1. What activities can you do with your friends where you live?
- 2. Which activities are the most popular? Why?
- Make suggestions for activities to do at the weekend with your friends.

- 1. Listen for specific information.
- 2. Practise the following listening strategy:
  - Using pictures.

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

#### Open the day

- "Positive Thinking 3" practice. (See page T19.)
- Play Unscramble the Letters:

Divide the class into teams. Have a quick preview of vocabulary students will hear in this class by writing scrambled words on the board *lafsetvi*. (festival) The first team to send a member to the board to write the word correctly wins a point. Repeat with five or six words. Other possible words to use include *cinema*, *circus*, *concert*, *jacket*, *ticket*, etc.

#### **International Certification: Listening**

In this certification activity, students will hear five separate dialogues in which the speakers are clearly differentiated by age or gender. Tell them that it is important that they listen to the whole dialogue before choosing the answer, however that doesn't mean the answer is always at the end of each dialogue. They will hear reference to two or three of the pictures in each dialogue, so they will need to read the questions carefully and understand them in order to select the correct answer. This activity tests students' ability to identify specific information.

#### **Listening Strategy**

#### **Using Pictures**

Students have previously seen all of the vocabulary and language that they will hear in this activity. Therefore, they should use the pictures to predict what type of words they will hear. You could practise this strategy with the first question before they listen. Ask: What can you see? (a circus, a concert and a festival) Tell students they should listen for these key words when they complete the activity. Remind them that they might hear them all. Tell students to use the pictures to predict answers to the other questions.

#### Open the book!

# Listening

# 1 Listen and tick ( $\checkmark$ ) the box. There is one example.

Give students a few moments to look at the pictures individually and read the questions. Play Track 14 for students to tick their answers and then check them. Like all certification activities, they will hear the dialogues twice. After students give you their answers, you could go over the audio one dialogue at a time for students to call out when they hear the correct answer. This won't be necessary later in the course, but is a useful activity at this stage as students get used to listening for specific information.

#### 2 Discuss the questions.

Divide the class into pairs to discuss the questions. When they are finished, have pairs form groups to share their answers. Have them identify similarities and differences between the activities they do, and find out which is the most popular activity in their group.

 Make suggestions for activities to do at the weekend with your friends.

Have students get into groups of three for this discussion activity. At this point, you could use Poster Activity 1B to review language. Encourage students to suggest more places and things to do, based on what they heard in the listening. Finally, remind students to visit the online platform for more practice at home.

#### Close the day

- "Body Scan" practice.
- PB Practice Book: Assign Activity 1 on page 15 as homework.

- 1. Ask and answer questions about an event.
- 2. Come to an agreement about what to do at a festival.

**Materials:** 3 or 4 sheets of recycled paper per small group of 4 students.

#### Open the day

- "Body Scan" practice.
- First, have students brainstorm different kinds of events (circus, concerts, plays, etc.) and write their ideas on the board. Then divide the class into pairs to discuss what kind of events they have been to. Encourage them to say if they enjoyed the events and why.

#### Open the book!

# **Speaking**

1 Ask and answer questions to complete the information.

Give students some minutes to read the instructions and information on the cards. Then ask students to explain what they have to do. Once you are sure they understand what to do, assign students letters A and B and have them complete the activity. We recommend that you check that students are forming questions correctly.

2 Imagine you are meeting your friends at a festival. Decide together on what to do.

Review the use of *should* and *could* for suggestions. Have students give you examples and write them on the board. Ask two volunteers to read the examples in the speech bubbles and then give the class one minute to read the information in the table. Tell students to work in the same pairs as Activity 1 to complete this activity.

#### Open Day Tip Self-Reflection

At the end of each unit, you may want to ask students to review what they have learned. This can be related to the topic or the language. You can ask students what they found easy/difficult /enjoyable etc., what new things they learned, what they would like to know more about and what they can improve on. Having students reflect on their experiences can be an essential tool in their learning process.

#### Close the day

#### Play Draw and Guess:

Have students play a drawing game to review different types of events and different activities they can do at them. Divide the class into teams of three or four students. Give each team a few sheets of recycled paper. Ask one student from each team to go to the front. Whisper an item or activity from the festival on page 27, for example jazz band. The students at the front should then go back to their teams and draw a representation of that activity as quickly as possible on a sheet of paper. Set a time limit of one minute. Have each group identify what their classmate has drawn. The first team to guess correctly gets a point.

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

# Time to Practise

You have now finished the first part of Topic 1 "Feeling Good!" It is now time to practise some skills using the certifications' format. In this unit, students will practise Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 17. Read the example together with students and have them recognise that "with" is the best word to complete the sentence. Point out that there are no options to choose from and they should only write one word on each line. Tell them they will need to work individually to complete the rest of the e-mail in the same way. Then, on page 18, tell students they will listen to people talking about where they are going and they should match the places 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 Ask and answer questions to complete the information.

What is your event called?

Who is the event for?

#### Student A



**Event:** Clown circus!

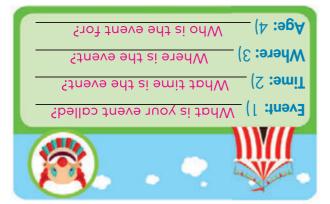
**Time:** 12:00 p.m.–1:00 p.m.

Where: Big Top Tent

Age: 6 to 12-year-olds



Age: 4) Who is the event for?





Student B

2 Imagine you are meeting your friends at a festival. Decide together on what to do.

Should we go to the clown circus?

No, I don't like clowns. But we could see the jazz band.

	Main Stage	Arts Tent	Big Top
12:00–1:00 p.m.	Jazz band	Mask-making	Clown circus
2:00-3:30 p.m.	Kids orchestra	Team games	Adventure course
4:00-6:00 p.m.	Rock band	Film time	Painting

Topic 1 Unit 1 Fun with Friends

## **Unit 2** Growing Up

1 Read, listen and write the speaker number according to his or her personality. 15



## **The Personality Chart**

As you grow up, your personality develops in unique ways. However, most people show several characteristics from one or more of the personalities in the chart. Which type best describes you?





"We want everyone to feel good and be connected!"

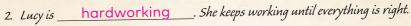




2 Listen again and write the personality types from the infographic above.

The Movers The Connectors		The Leaders	The Thinkers	
enthusiastic	patient	competitive	quiet	
active	generous	determined	hardworking	
sociable	easygoing	confident	shy	

- Complete the teacher's descriptions of her students using adjectives from the table.
  - 1. William is very <u>enthusiastic</u>. He is always happy and has lots of energy.



- with her classmates. When they argue, patient 3. Dani is very \_\_\_\_ she always tries to listen to everyone.
- 4. Roberto is determined . He never gives up until he knows something.
- 3 Decide which personality type or types you are. Give reasons and examples.

## **Unit 2** Growing Up

#### Objectives of the day:

- 1. Practise listening for specific information.
- 2. Learn adjectives for describing personality.
- 3. Describe their own personality.

Materials: Personality Flashcards, Flashcard Activity 2A on page XV.

#### Open the day

"Body Scan" practice. (See page T20.)



• Play What's the Adjective?

Divide the class into three teams. Describe the meaning of an adjective: My sister is always smiling and laughing. She is never sad. (happy) Have the teams quietly discuss which word they think it is. When they have decided, they send a volunteer to write it on the board. The first person to write the word wins a point and gets an extra point for correct spelling.

#### Open the book!

1 Read, listen and write the speaker number according to his or her personality. [15]

Write the word *personality* in the middle of the board. Elicit adjectives to describe personality and write them on the board around the word to create a spidergram. Have students read the personality chart information. Point to several of the adjectives from the board and have students decide which personality type it belongs to. Play Track 15 once and have students point to the person being described as they listen. Play the track again and pause after each section so students can number the people. Check by asking: Which category is number (1)?

2 Listen again and write the personality types from the infographic above.

Ask students to read the first set of adjectives and invite volunteers to remember or guess which personality type they describe. Don't confirm the answer yet. Repeat with the other three sets of adjectives. Then play Track 15 again and have them raise their hands when they hear one of the words. Stop the audio and have the students identify the correct personality type. Repeat the procedure for all the adjectives. Then say a personality type and have students say which adjectives describe them.

 Complete the teacher's descriptions of her students with adjectives from the table.

Have students work individually to choose the correct adjective to complete each sentence. They shouldn't write the answers in at this point. Tell them to check their word choice with the person sitting next to them. If they both agree on the word, they write it in. If they don't agree, they can discuss which answer they think is correct. Read out the first sentence, pausing at the space and eliciting the missing word. If there are several suggestions, discuss them and explain which is the correct word and why. Continue in the same way with the other three sentences.

3 Decide which personality type or types you are. Give reasons and examples.

Read the introduction to the personality types again out loud and remind students that most people do not fit into just one category. Review the four types from the chart and tell the students which type you think you are: I'm a thinker because I'm a very good listener with you children and my friends. I'm also a connector because I'm very patient and I want everyone to feel good and happy. Explain that it is quite common for us to see ourselves in one way and others to see us in a different way. Have students write their personality type in their notebook and give reasons. Invite several volunteers to read them out.

#### Close the day

Flashcard Activity 2A.

#### Go to video "Shake My Beauty."



Tell students that on the platform they will find a video related to this unit. The video is called "Shake My Beauty" and is related to the topic of feeling good. If possible, play the first few seconds of the video in the classroom to raise students' interest. Then do the "Before Watching" activity. If necessary, go to page XX for more details on how to exploit the DLA videos.

- 1. Learn more personality adjectives.
- 2. Differentiate between similar adjectives ending in -ed and -ing.
- 3. Describe personal experiences and opinions.

Materials: Personality Flashcards, Flashcard Activity 2B on page XV.

#### Open the day

- "Positive Thinking" practice. (See page T12.)
- Flashcard Activity 2B.

#### Open the book!

4 Read the second part of the leaflet and write the number of each description on the corresponding picture.

Read out the title and elicit its meaning. (to have a different personality from someone else so that you argue or have conflict) Point to the photos of the five children and have students decide how they think each one is feeling. Read out, or have a volunteer read out, the first text. Check that everyone understands it. Ask: How does this person feel? Why? Repeat with the other texts and then have students read again to complete the activity. You could have students say which of these kids they empathise with because they have experienced the same or something similar.

 Write each of the words in bold from Activity 4 in the correct category.

As students complete the activity, copy the chart onto the board and draw five horizontal lines across both sections. Invite five volunteers to come and write one of the -ed words into the correct section of the chart, each one on a different line. Read through the words and explain that similar adjectives appear in the -ing section of the chart. Next to tired, write the word tiring in the -ing section. Elicit and write the -ing versions of the other adjectives. Leave this chart on the board for the next activity.

5 Identify the difference between the three sentences below. Write F (Feelings), S (Situations), or P (Personality).

Read out the first sentence: She's bored. Elicit the meaning. (a feeling, a situation or her personality) Repeat with the other two sentences. If necessary, give the students further information to help them establish the difference in meaning: She is waiting for the bus. She has nothing to do. She's bored. My neighbour always talks about her cat. She's boring. I don't like that film. It's boring.

6 In pairs, discuss the questions.



Read through the questions aloud and reinforce the meaning of all the adjectives. Have students discuss the questions in pairs. Invite volunteers to share their answers with the whole class. Remind them that what one person finds boring another person may find interesting and they should show respect for other people's feelings and opinions. Finally, remind students to visit the online platform for more practice at home.

#### Close the day

• Students can continue to work in pairs to choose an adjective from the chart and write two sentences using the *-ing* and *-ed* forms in context: I was embarrassed when the teacher asked me the question. I think it's embarrassing giving a presentation to the class. Have volunteer pairs read out their sentences.

#### Open Day Tip Classroom Management

It is often useful to have students work in pairs. It can help them feel confident about their work, and less afraid to give answers in open class. When pairing students up, sometimes you may want to pick the pairs to match or mix ability, or to avoid personality clashes. Other times, when it is a quick activity, it is easy just to have them work with the person next to, in front of or behind them to avoid students changing positions and wasting time.



Before you ask students to open their Reader, elicit what they remember about the text and write ideas on the board. Then divide the class into groups of three and have students open the Reader to page 6. Tell them that they should read a page each (pages 6, 7 and 8). When they have finished, check that what they remembered was correct.

Practice Book: Assign Activities 1–3 on pages 19 and 20 as homework.

4 Read the second part of the leaflet and write the number of each description on the corresponding picture.



## Personality Clashes!



You will also become more independent as you grow up. This might lead to personality clashes with people you love.

- I have too much homework, so I'm always tired. I try to stay in bed late at the weekends, but my mum gets mad.
- My sister is always very excited and very noisy.
  Most of the time, I can't concentrate when I do my homework. She's annoying!





- I am always **bored** when I go to my aunt's house. She doesn't have an internet access nor TV!
- I forgot that yesterday was my best friend's birthday. She was very disappointed because she always remembers to call me on my birthday!
- My mum always picks me up in front of school! I feel like a little kid. It's so embarrassing!





• Write each of the words in bold from Activity 4 in the correct category.

-ing

annoying embarrasing -ed

tired bored disappointed

- 5 Identify the difference between the three sentences below. Write F (Feelings), S (Situations), or P (Personality).
  - F She's bored.
- P She's boring.
- S It's boring.

- 6 In pairs, discuss the questions.
  - 1. What do you find tiring or boring?
  - 2. When was the last time you were annoyed? Why?
  - 3. Why do people feel embarrassed or disappointed?



1 Listen and follows 16



#### Good Buddies In the Wild!

WE ARE CALLED ORCAS OR KILLER WHALES, ALTHOUGH WE'RE actually a type of Dolphin. We're going to hunt for SOME FOOD. WE HUNT IN FAMILY GROUPS CALLED PODS. IN THE WILD, PODS COMMUNICATE THROUGH A VARIETY OF SOUNDS. WE CAN RECOGNISE EACH OTHER'S SOUNDS FROM FAR AWAY.

WE ARE VERY PROTECTIVE OF OUR YOUNG. Orcas have one baby every three to ten years. This is my son. He is very confident, and he LOVES SWIMMING AND DIVING. ALL OF US ORCAS DO!



The least sociable ones can get aggressive. They can jump high, can't they?

We are very intelligent animals, and we like WORKING TOGETHER AS A TEAM. THIS HELPS US GET food. We often eat fish and seabirds, but sometimes We eat penguins or sea lions.  $\boldsymbol{I}$  am very determined AND  $oldsymbol{\mathsf{I}}$  CAN EVEN JUMP ONTO LAND TO CATCH ANIMALS.



I'M NOT GOING TO LET HIM BE TAKEN INTO CAPTIVITY WHEN HE GROWS UP. THAT'S WHAT HAPPENS TO A LOT OF ORCAS!

#### 2 Read the comic strip and answer the questions.

- 1. What adjectives best describe the orcas? <u>intelligent, protective, enthusiastic</u>
- 2. What do orcas eat? fish, sea birds, penguins, sea lions
- 3. What happens to young orcas when they grow up? <u>They leave their pods.</u>

#### 3 Find examples of less and the least in the comic strip. Then write the number to match.

- 1. enthusiastic
- 2. less enthusiastic
- 3. the least enthusiastic







Make sentences comparing the different orcas in the comic.

The whale in captivity is the least happy.

- 1. Read and listen to a comic strip about orcas in the wild.
- 2. Answer comprehension questions about the comic strip.
- 3. Learn comparisons using less and the least.

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

#### Open the day

• "Positive Thinking 2" practice. (See page T16.)

#### Language Presentation

## Comparatives and superlatives with *less* and *the least*

In this lesson, students will focus on comparing orcas and their habitats using *less* and the *least*. We suggest you do Poster Activity 2A at this stage to present the topic. This will help students complete the activities on this page.

#### Open the book!

#### 1 Listen and follow. 👔

Review with the students what they learned in Unit 1 about orcas. Ask: What kind of animal are they? (dolphin) How many teeth do they have? (between 40 and 56) What is a group of orcas called? (a pod) What problems do orcas face? (fishing nets, boats and plastic in the ocean) Have students open their books and look at the comic strip. Play Track 16 and have students listen and follow along. Ask comprehension questions to check understanding: How do orcas communicate? How do they hunt? How often do they have babies? What do orcas love to do?

## 2 Read the comic strip and answer the questions.

Have students read the comic strip again and underline the personality adjectives. (intelligent, determined, protective, confident, boring, stressed, enthusiastic, sociable, aggressive) Then encourage them to answer the questions from memory. Review their answers as a class.

## Spen to Learn .....

After reading the comic strip, draw students' attention to the Open to Learn box. Have students find the first sentence and say which frame it is in. (7) Call attention to the word in bold, and have students find an example of *less* in the same frame. You might want to give a definition of the meaning of these words. (*The least* is the opposite of *the most*, or the smallest amount; *less* is the opposite of *more*, or a smaller amount.)

## 3 Find examples of *less* and *the least* in the comic strip. Then write the number to match.

Write *less* and *the least* on the board. Then give students ten seconds to scan through the comic strip to find all the examples. Elicit the meaning of each sentence. Finally, have students number the orcas and check answers.

#### Make sentences comparing the different orcas in the comic.

Ask a few questions about the orcas: Which orca do you think is less stressed/less confident? The one in captivity or the one in the ocean? Which orca do you think is the least bored/worried about food? The one in captivity or the one in the ocean? Tell students to think of sentences using less and the least comparing the orcas. Have them share their sentences in pairs.

#### Close the day

• Allow around 10 minutes for an orca debate. Divide the class into two groups and assign a side of the argument to each group: keeping orcas in captivity is good or keeping orcas in captivity is bad. Allow the groups some time to discuss points to support their argument. Tell students that in this activity they should stick with their assigned position on the debate rather than their own personal belief. Have each group choose a scribe to write down their main arguments. Then have them select two or three speakers who will present and defend their arguments. Give each group two minutes to present their opinions. Remind the other side to listen carefully and not interrupt. Finally, allow volunteers to express their personal opinion on the question.

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

- 1. Review the comic strip.
- 2. Learn how to use tag questions.

**Materials:** Poster 2 with Cutouts; Poster Activity 2B on page TXXII.

#### Open the day

- "Positive Thinking 3" practice. (See page T19.)
- Hold a quick orca quiz. Divide the class into teams and ask questions about the orcas: How many teeth do they have? What dangers do they face? What is the problem with captivity? etc. Award points for correct answers.

#### Language Presentation

#### Tag Questions

In this lesson, students will focus on tag questions in the simple present. They have already seen some examples in the comic strip. We suggest learning about the structure during the lesson and then using Poster Activity 2B as a fun way to reinforce correct usage at the end of the lesson.

#### Open the book!

#### Spen to Learn .....

Write on the board: Orcas are dolphins. Penguins can't fly. They swim fast. Students saw some question tags in Level 4, so ask them if they remember how we can turn these statements into questions by adding a tag. Write the tags for these statements on the board (aren't they? can they? don't they?) and have students match them. Explain that this type of question is usually used to confirm information. Underline the verb in both the main clause and the tag and have students notice the switch between affirmative and negative. Draw students' attention to the Open to Learn box. Have students find the second sentence and say which frame it is in. (5) Call attention to the tag in bold and have students find more examples in the comic strip.

#### 4 Read and complete the sentences.

Have students read scenes 5 and 7 from the comic strip again. Then have them complete the sentences. Invite volunteers to read out the completed questions.

#### Play the Yes and No Game!

Remind students that we use question tags to confirm information. Point to the examples in the game box and have volunteers read the questions and answers. Have students say which answer is correct. Use this game as preparation for the poster activity. Divide the class into pairs to think of three tag questions. Tell them that they should ask for confirmation of true or untrue information. If possible, have them research ideas online. Write a couple of examples on the board: Orcas are extinct, aren't they? They can swim 500 kilometres a day, can't they? Then join pairs together to test each other.

#### Close the day

• Poster Activity 2B.

PB Practice Book: Assign Activities 3 and 4 on page 22 as homework.



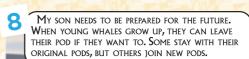


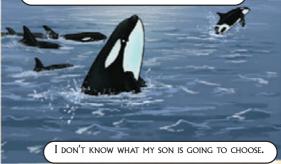
Life in water parks is boring and unnatural. The orcas are very stressed and less enthusiastic than those of us who live in the ocean.

LOOK AT US! WE ARE ENTHUSIASTIC, AREN'T WE? WE LOVE PLAYING. ORCAS IN CAPTIVITY ARE LESS SOCIABLE THAN ORCAS IN THE WILD BECAUSE THEY DON'T HAVE THE OPPORTUNITY TO COMMUNICATE WITH THEIR FAMILY GROUPS. SOMETIMES, THE LEAST SOCIABLE ONES CAN GET VERY AGGRESSIVE.



THERE AREN'T A LOT OF ADVANTAGES FOR ORCAS IN CAPTIVITY, BUT THEY DO HAVE PLENTY OF FOOD TO EAT. IN THE OCEAN, WE SOMETIMES HAVE PROBLEMS FINDING FOOD BECAUSE OF OVERFISHING OR POLLUTION. IT IS LESS SAFE THAN IT USED TO BE, BUT IT IS STILL MUCH HEALTHIER TO LIVE IN THE OCEAN.





#### 4 Read and complete the sentences.

- 1. They can jump high, <u>can't they?</u>
- 2. It looks sad, <u>doesn't it?</u>
- 3. We are enthusiastic, <u>aren't we?</u>?

#### Play the Yes and No Came!

Orcas eat penguins, don't they?

Whales can communicate, can't they?

No, they don't! / Yes, they do!

> Yes, they can! / No, they can't!



I'm going to be more relaxed next time. I'm **going to catch** a penguin today.

#### 5 Write the numbers to match the intentions with the pictures.

- 1. She is going to protect her baby.
- 2. She is going to eat a penguin.
- 3. He is going to join another pod.

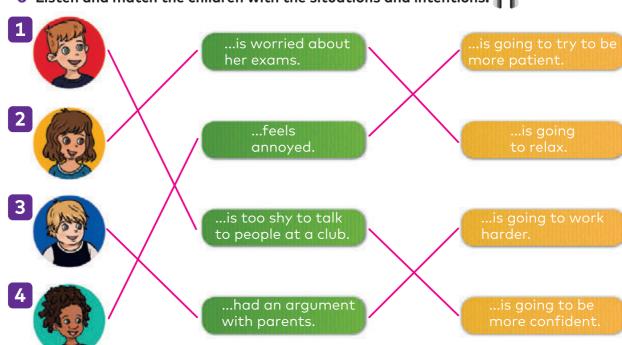






6 Listen and match the children with the situations and intentions.





- 7 Imagine you are in the following situations. Discuss what you are going or not going to do.
  - 1. You are disappointed with your marks.
  - 2. You're enthusiastic about a new hobby.
  - 3. You are interested in different things than your friends.

I'm going to study more! I'm not going to get bad marks next time.

- 1. Identify the use of going to for intentions.
- 2. Listen for specific information.
- 3. Learn to use *going* to for solutions to situations.

#### Open the day

- "Body Scan" practice.
- Brainstorm a list of things students are going to do after school or at the weekend. (You don't need to elicit the structure going to at this stage, just the activities: watch TV, visit grandparents, etc.) Write a list on the board.

#### Open the book!

#### Spen to Learn .....

At this point, we suggest you call students' attention to the Open to Learn box. Have students read the two sentences and elicit if these sentences describe the past, the present or the future. (the future) Point out that we can use be going to for an intention or plan. Review scene 8 on page 31 and ask what are the two options for young adult orcas. (stay with their pods or join a new one) Then read what the orca mother says at the end: I don't know what my son is going to choose. Ask students to vote on which option they think he is going to choose. Then tell them to imagine that they are an orca and say which one they are going to choose: I'm going to (stay with my pod). Finally, return to the list of activities students brainstormed at the start of class and ask questions: Who is going to visit their grandparents after school? Elicit the full answer: I'm going to visit my grandparents after school.

## 5 Write the numbers to match the intentions with the pictures.

Point to each picture and invite volunteers to read out what each orca is going to do. Elicit reasons why the orca is going to do each thing. (She is hungry. She is going to eat a penguin.)

## 6 Listen and match the children with the situations and intentions.

Have students look through the green and orange texts to familiarise themselves with the options. Elicit the names of the characters: Oliver, Helen, George and Sarah. Play Track 17 twice so students can complete the activity and check their answers. In pairs, have students read out the problem and solution. Give them an example to demonstrate: Oliver is too shy to talk to people at a club. He is going to be more confident. Make sure students take turns matching problems and solutions in their pairs. Ask questions: What's the matter with (Oliver)? What's (he) going to do?

## 7 Imagine you are in the following situations. Discuss what you are going or not going to do.

Have students read the questions and the model answer. Focus on where to put the word *not* in the negative sentence. If you have time, have students find an example of *not going to* in context in frame 4 of the comic strip on page 30. Divide the class into pairs or small groups and have them discuss the questions. Tell them to read through each situation and give an affirmative and a negative solution to each one. Invite volunteers to share their answers.

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

#### Close the day

•	Write some situations on the board as a gap fill activity, for example:  The fire alarm rings: We stay calm. We run.
	My friend invites me over for dinner: I ask my parents if it's OK. I say thank you to my friend.
	She forgot her homework: She say sorry to the teacher. She lie to the teacher.
	Divide the class into two teams. Start with one team who sends a volunteer to the front. The volunteer chooses one gap to fill. If they do it correctly, they win a point. If not, their answer gets erased and the other team tries to win that gap. Continue alternating between teams until all gaps are filled correctly.

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

- 1. Review and practise tag questions.
- 2. Identify the difference between real questions and confirmations based on intonation.
- 3. Write tag questions and ask for and give confirmation.

**Materials:** Poster 2 with Cutouts, Poster Activity 2B on page TXXII.

#### Open the day

- "Positive Thinking" practice. (See page T12.)
- Poster Activity 2B.

#### Open the book!

1 Read the song and write the correct tag question next to each line. Then listen and check.

Write some tag questions on the board and have volunteers complete them. Remind them of the affirmative-negative: He is vegetarian, \_\_\_\_? They \_\_\_\_ Mike's friends, aren't they? Orcas live in pods, \_\_\_\_? Tell students that these kinds of questions are very common in English and can be used in different tenses.

Have students read through the options in the chart and then read through the song. Tell them to not worry if they don't understand all the vocabulary. They can also use the subject as a clue. Play the song through so they can check their answers.

 Listen again. Identify the different intonations and underline the verses that ask real questions. Discuss and give a reason for your answer.

Have students look at the two arrows and explain what they mean by giving exaggerated examples of rising and falling intonation. Rising on the tag: You can come to my house, can't you? Falling on the tag: You are 11, aren't you? In fact, you can use the same example with both a rising and then a falling intonation so that students can hear the difference between a genuine question and a confirmatory question. Encourage students to practise one question with both intonations. Next, play the song again and have students raise their hands when

they hear the rising intonation. Play it again if necessary and have them complete the activity.

2 Complete the questions that you think are true about a classmate.

You can divide students into pairs in order to prepare their questions. Alternatively, have them choose four different classmates to write one question about each. Give them some examples of questions and encourage them to be imaginative: You aren't Italian/hungry/bored/quiet/an actor, are you?

Ask and cross out your classmate's answers.

In pairs, students ask their classmate their questions or alternatively, students walk around the room to ask the four different classmates the questions.

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

#### Close the day

• Divide the class into two teams. Have each team work together to write five tag questions. Tell them to whisper so the other team doesn't hear them. Encourage students to use different subjects and a mix of verbs and tenses. Provide support and check that their questions are grammatically correct. When they have their five questions ready, invite one member of the first team to read out their question without the tag part. The opposing team has ten seconds to confer on the correct tag and one person is chosen to call it out. If they say it correctly, they win a point. Continue until both teams have read out their five questions.

Sounds Fun!

1 Read the song and write the correct tag question next to each line. Then listen and check.

Verse 1	Verse 2	Verse 3	Verse 4
didn't you?	can they?	will you?	won't I?
do you?	don't you?	can't you?	are you?
wasn't I?	aren't you?	can't I?	
didn't I?	aren't they?	won't you?	

You don't remember when you were small, (1) \_\_\_\_\_doyou?

You loved your toy cars and that big, red ball, (2) <u>didn't you?</u>

I brushed your teeth and combed your hair, (3) \_\_\_\_didn't !?

I was in charge of what you could wear, (4) wasn't !?

Now you're eleven, and growing up quickly, (5) aren't you?

You do things by yourself, but never with me, (6) don't you?

Your friends are more important now every day, (1) aren't they?

But they can't always be there along the way, (8) can they?

But you'll promise to be there when I'm feeling bad, (9) won't you?

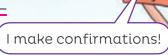
And when I do something silly, you won't get mad, (10) \_\_\_will you?

When I want to chat, I can always talk to you, (II) \_\_\_\_can't !?

You can help me at times when I don't know what to do, (12) can't you?

Of course I'll listen when you want to chat, (13) won't !?

Now go and clean your room, you're not too old for that, (14) are you?



I ask real questions!

- Listen again. Identify the different intonations and underline the verses that ask real questions. Discuss and give a reason for your answer.
- 2 Complete the questions that you think are true about a classmate.
  - 1. You , are you?
  - 2. You , aren't you?
  - 3. You \_\_\_\_\_\_, don't you?
  - 4. You \_\_\_\_\_, can you?
- Ask and cross out your classmate's answers.

No, I'm not. Yes, I am. No, I don't. Yes, I do. No, I can't. Yes, I can.

#### Time to Practise

#### **Reading and Writing**

- 1 Look at the pictures in the leaflet and describe what the people are doing.
- 2 Read the leaflet. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.  $\begin{bmatrix} \checkmark \\ x \end{bmatrix}$

thinking tell sure secret help going less bigger before friend



Being responsible means (0) thinking about our actions and behaviour and doing the right thing. When we make good choices, other people know they can trust us. As you get older, you have more and more responsibilities. Here are some tips for how to be a responsible person.

When you say you are (1) going to do something, do it. Has anyone promised to do something for you and then not done it? It's annoying, isn't it? When people don't do what they say, they stop being able to trust each other.

Be prepared. Make your own choices and be ready. Adults won't always remind you to be somewhere at a specific time or (2) tell you what to do. You are responsible for your actions.

Be someone others can trust. Are you going to borrow something from a friend? Make sure you take care of it! Has someone told you a (3) <a href="Secret">Secret</a>? Don't tell anyone else! It is important, so that people can trust you.

Think before you act. Take your time (4)

before you make decisions. When you think about things, you make better choices.

Do the tasks that you need to do. Do you have some homework to do? Do it! Don't leave jobs until the last minute. The (5) less time you have to do things, the less control you have of your life.

- 3 Now choose the best title for the text. Tick (✓) one box. ✓ x
  - 1. How to Keep Promises
  - 2. How to Grow Up
  - 3. How to Be Responsible 🗸
- In pairs, discuss different situations when you were responsible.

The second second

#### Objectives of the day:

- 1. Describe pictures.
- 2. Read for gist and specific information.
- 3. Practise the following reading strategy:
  - · Making guesses.
- 4. Discuss personal experiences of responsibility.

#### Open the day

- "Positive Thinking 2" practice.
- Write Being responsible on the board and have students say what it means. Elicit and write some examples of being responsible: Give food to pets. Play with younger sisters or brothers, etc.

#### Open the book!

#### **Reading and Writing**

## International Certification: Reading and Writing

When completing certification gap fill activities like this, remind students to copy the options they choose correctly. You can give them practice in choosing the right form of words in sentences and texts by helping them identify words and structures around the gap. For example, a word following a or an will be a singular countable noun. Tell them that the missing words are nouns, adjectives or verbs, and that they do not need to use all of the options.

## 1 Look at the pictures in the leaflet and describe what the people are doing.

As well as having students describe what the people are doing, ask them for further descriptions about what they are wearing, their physical appearance, how they are feeling and what they might be saying.

#### **Reading Strategy**

#### **Making Guesses**

When completing gap fill activities, remind students to read through the whole text first to get an idea of what it is about. They shouldn't worry about trying to understand every word; they need to get the general idea. They can guess the missing words first and then look in the word box to confirm or change their mind. Make sure they quietly read the sentence together with their chosen word to check it makes sense.

## 2 Read the leaflet. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

You can run this activity as exam practice or do it together with the class. If you do it together, give students three or four minutes to read the text and mentally select the missing words. Read the text aloud and have students follow. When you come to a gap, have volunteers provide the missing word and the rest of the class say whether it is correct or not.

#### 3 Now choose the best title for the text. Tick (✓) one box. ☑

Students should not need to read the text again, as they have already done so. Remind them that the best title summarises the general idea of the text, not just specific points. Check the answer with the class and have volunteers explain why they chose their answer.

## • In pairs, discuss different situations when you were responsible.

After students have discussed ideas in pairs, invite volunteers to share their experiences.

#### Close the day

• Divide the class into small groups to extend their pair work discussions. Write different situations on the board. For example: You are staying with grandma who lives alone. She needs to take a medication at 3 p.m. but she often forgets. Your friend has forgotten to do his homework and asks to copy yours. Your bedroom is untidy and your parents are upset about it but you want to play with your friends. Have the groups discuss how to act responsibly in each situation.

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

- 1. Understand functional language in a conversation.
- 2. Understand appropriate responses to questions and statements.
- 3. Make a responsibility chart.

**Materials:** card (1 sheet per group of four students), coloured markers or crayons, rulers.

#### Open the day

- "Positive Thinking 3" practice.
- Have students recall their ideas for how to be responsible and list them on the board. They can add other ideas that were not covered in the last lesson. Leave the ideas on the board for Activity 5.

#### Open the book!

## International Certification: Reading and Writing

The certification task on this page can seem quite complicated at first so it is important to help students understand it in order to make it easier to complete. Explain that they have one person's side of a conversation but they have to select the other person's responses from a list below. There are more responses than they need so they have to select carefully. It is important that they follow the flow of the conversation and read it from the beginning each time they are going to write a new response.

4 Michael is asking Sally some questions about showing responsibility. What does Sally say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

You might like to give students the prompts on the board first. Tell them to close their books and predict the responses. This will give them practice in understanding discourse, such as yes/no questions and set expressions. Then point to the example and read both Michael's part and Sally's reply. Tell students that they should read

through the conversation from the beginning, and when they come to a gap, they should read through all the options before making a choice. If they are unsure of an answer, leave it and move on to the next one. They should lightly cross out the answers that they are sure about, to help them reduce the number of remaining answers to choose from. When they have finished, read the part of Michael out loud and have volunteers provide Sally's responses. Students can practise the dialogue with a classmate, taking turns to read Michael and Sally's parts.

#### 5 Make a responsibility chart to display in the classroom. Use the example below and add more information to it.

Refer students back to the list of responsibility tips on the board. Divide the class into groups of four. Have them copy the chart into one person's notebook and then give them some time to think of ideas to write in each section. As they work, copy the chart on the board. Elicit ideas from the groups for the first section: What does it mean? Write their ideas onto the chart on the board. Continue in this way with each section until there is a completed chart. Distribute materials to each group and have them draw a chart. They do not have to copy it exactly from the board, but can select a few ideas for each section.

#### Close the day

 Have students make a list of how they are going to be more responsible in their daily lives.
 Encourage them to focus on goals they can achieve and to think about what they need to change in order to do it.

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

4 Michael is asking Sally some questions about showing 🚺 responsibility. What does Sally say? Read the conversation and choose the best answer. Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.  $\frac{\checkmark}{x}$ 



O. MICHAEL: Tell me, Sally. Are you a responsible person?

SALLY: E

1. MICHAEL: I try to be. I actually feel good when I know that someone trusts me to do the right thing!

SALLY: G

2. MICHAEL: How do you show responsibility? For example, what do you do when you borrow something from a friend?

SALLY: F

3. MICHAEL: You haven't ever broken anything that you've borrowed, have you?

SALLY: B

4. MICHAEL: What did you do?

SALLY: H

5. MICHAEL: How did he react?

SALLY: C

- A No, I didn't.
- **B** Unfortunately, yes I have. I broke my brother's new skateboard last week!
- **C** He was fine with it and I felt good for being honest. I'm going to save up and get him a new one.
- **D** It's hard to be responsible.
- E Yes, I think so. Aren't you?
- **F** Well, I always take good care of it and return it on time.
- **G** Do you? Yes, that is a nice feeling!
- **H** I was honest. I told him what happened.
- 5 Make a responsibility chart to display in the classroom. Use the example below and add more information to it.

#### What does it mean?

Doing the right thing

# Responsibility Negative examples:

#### Examples:

Doing homework on time

#### Characteristics:

Hardworking

Not doing what you promise to do

Topic 1 Unit 2 Growing Up

## **CLIL** social Science

1 Look at the pictures and say how the people are feeling.
Discuss possible reasons why they feel that way.

## How Do You Feel?

We all know that as we get older, our bodies change. But have you noticed changes in how you think and feel, too? It is perfectly normal if you have. Your brain is developing, and this affects the way you feel about yourself and others.

At ten or eleven years of age, the neural connections in your brain get stronger. This helps your planning, information-processing and problem-solving abilities. These are essential skills that help you become more confident as you grow older. However, they can also cause problems.

First, you may find that you argue with your parents or other adults more often. As your brain processes more information and finds its own solutions, you realise that older people aren't always right. It can be disappointing to discover this about people you love and trust. But we can't be perfect, can we?

At around the same time, it is common to want to make new friends and spend more time with them. But it isn't easy to fit in with different groups, and you might experience negative feelings about different people and situations. This can lead to changes in your mood.

If you have one or both of these problems, you should learn how to talk about your feelings. Your brain now notices feelings and the reasons for them, and putting this into words is a useful skill that shows self-control. Don't be embarrassed. Remember that you don't have to talk about every feeling you have.

2 Read the How Do You Feel? section and make notes in the organiser.Problem









Learning how to talk about your feelings

- 1. Identify people's feelings and give reasons for them.
- 2. Read a factual text about feelings.
- 3. Identify causes, effects, problems and solutions and organise ideas.

**Materials:** Personality Flashcards, Flashcards Activity 2A on page TXV.

#### Open the day

- "Body Scan" practice.
- Flashcards Activity 2A.

Review the personality words in order to help with understanding the lesson's theme of feelings.

#### Open the book!

1 Look at the pictures and say how the people are feeling. Discuss possible reasons why they feel that way.

Call students' attention to the three photos and have students identify the feelings the children are showing. Have students mimic the expressions and encourage them to draw on their own experiences in order to imagine why these people feel the way they do. Elicit examples of when students have felt angry, scared or excited.

2 Read the *How Do You Feel?* section and make notes in the organiser.

The text is long and students are not expected to understand every word. Remind them to focus on overall meaning and not get bogged down trying to comprehend everything. After they have read page 36 individually, read it out loud a paragraph at a time, checking overall understanding and explaining any confusing words or expressions. Point out that each paragraph covers a different topic that is shown in the chart at the bottom. The first paragraph covers the *Cause* section, which is brain development. The second paragraph covers *Effect* and so on. Have them refer back to the text in order to write their notes. Check answers as a class.

#### Close the day

Refer back to the solution for emotional (and other) problems. (talking to someone) Elicit the names of people that we can turn to when we need to talk. Have students identify three people from their own life who they could talk to about a problem. Remind them that these people can be family, friends, neighbours, school staff, a sports coach, care workers, etc. They must be people they feel they can trust. Explain to students that even though they feel their problem is personal, it is very likely that other people share it.

Topic 1 CLIL T36



- 1. Identify missing words in a text.
- 2. Read a text for meaning and use the information in a personalised way.

#### Open the day

- "Positive Thinking" practice.
- Review what the students can remember about their brain development and how it can affect their feelings.

#### Open the book!

## 3 Read the rest of the article and write the missing words.

Have students look at the text, without reading it in detail, and identify how many sections there are and what each section covers. Read the first section out loud and have students follow. Ensure that they understand the four steps. Have a volunteer read out the "Put it into Practice" section. Ask questions to check comprehension: What does your friend want to do? What do you want to do? Why is there a problem? Have students read the questions individually. For the writing part of the activity, encourage students to read through the whole section first before they write anything. This will help them get an overall idea of what the text is about and the tenses used in it. Tell them they are looking for verbs, comparative structures and prepositions. Have volunteers read each sentence aloud, together with the missing words and have the class check answers.

## 4 Choose a situation and share your feelings about it. Follow the steps in the article.

Have students read the four steps again in the first part of the article. Then have them read the green section again. Students choose one of the situations and make notes following the steps for talking about feelings. If they want, they can make notes about another situation relevant to their personal experience. You could prepare a situation yourself and give it as an example. Students work individually to draw up their plan. When they have finished, put them into small groups to say what their situation is, how they feel and who they are going to speak to.

#### Close the day

Write the following proverb on the board:
 A problem shared is a problem halved. Have students discuss the meaning of this and why it is relevant. Elicit any similar proverbs or sayings in their own culture.

#### Go to video "Shake My Beauty."

Now is the time to watch "Shake My Beauty", the video for this topic. If possible, play part of it in the classroom to raise students' interest. Explain where on the platform they can find it and encourage students to watch it at home.

PB Practice Book: Assign Activities 1 and 2 on page 26 as homework.

T37 Topic 1 CLIL

3 Read the rest of the article and write the missing words.

#### Four Steps for Talking about Your Feelings

- 1. Think of a name for how you feel.
- 2. Identify why you feel that way.
- 3. Put your feeling into words. Write it down.
- 4. Choose the right person to talk to.

#### **Put It into Practice**

Let's see how the four steps work in a real situation.It's Saturday and you are meeting your friend. He or she suggests going to the shopping centre, but you want to hang out somewhere else. You feel like you always do what your friends want to do, but that they never do what you'd like to do.

Now, answer the questions:

- 1. How do you feel? Can you name the feeling? (Annoyed, etc.)
- 2. Why do you feel that way? (Your friend never does the things you want to do.)
- 3. Can you put your feeling into words in a short, simple way? ("I feel angry because I always do what you want to do, but you never do what I want to do.")
- 4. Who do you talk to about how you feel? (Your friend, of course! In other cases, it could be your parents, grandparents, etc.)

# Keep things short and simple. It doesn't have to be a big talk! You will soon find that the more

You do this, the less difficult it gets.

#### **Being Positive**

There (1) is always a good reason for feeling the way you do. When you were younger, you had (2) less understanding and control of your emotions. Now, you are becoming (3) more independent and you are ready for new experiences, aren't you? By noticing (4) how you feel and why, you can decide how you are (5) going to deal with different situations (6) \_\_\_\_\_ in \_\_\_ a positive way.

- 4 Choose a situation and share your feelings about it. Follow the steps in the article.
  - 1. There is a sports event after school and you are on the team.
  - 2. You got a good mark on a test in a subject you are not usually good at.
  - 3. You ask someone you like to dance and they say "yes."

#### Citizenship

#### **Setting Personal Goals**

1 Listen and write. There is one example. (x)













Specific Measurable Attainable Relevant **Time Limit** My SMART Goal

0. Name of student:

1. **S**pecific goal:

2. **M**easure:

3. **A**chievable or not:

4. **R**elevant plan:

5. **T**ime limit:

Richard

watch less

30 minutes a day

Yes

join a <u>sports</u> club

next <u>month</u>

2 Choose a scenario.



school



home and family



hobbies

• Think of a SMART goal for your scenario. Complete the planner.

SMART Goal Planner			
Specific	What do you want to happen?		
easurable	How will you know when you have reached your goal?		
<b>Achievable</b>	Is your goal possible?		
Relevant	What effect will it have on your life?		
'ime Limit	When are you going to reach your goal?		

• In pairs, discuss your goals.





New York of the Party of the Pa

#### Objectives of the day:

- 1. Practise listening for names, spellings and other information in an exam style listening activity.
- 2. Plan a SMART goal.

#### Open the day

- "Positive Thinking 2" practice.
- Check the answers to the "While Reading" activities from the DLA video. Ask students if they liked the video and what interesting information they learned.

#### Open the book!

#### **International Certification: Listening**

In this type of listening task, students only need to write one word or number in each space. They should try to spell the words correctly, but will not lose points for misspelled words. Sometimes, words are spelled out loud and, in these cases, they must be written correctly. It's a good idea to review the alphabet regularly, especially letters that students confuse such as j and g or the vowels.

#### **Setting Personal Goals**

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





Elicit the meaning of the word *smart*. Have students look at the SMART acronym and what each letter stands for. Explain the meaning of the words. Play Track 19 twice and have students complete the plan. Ask questions to check answers: What is Richard's goal? How much TV is he going to watch? Does he think he can do that? What kind of club is he going to join? When is he going to join? Ask students what they think about Richard's plan: Is it attainable? (Can he do it?)

#### 2 Choose a scenario.

Tell students that they are going to draw up a SMART plan for their own personal goals. Point out the three scenarios and have students think about where they would like to make a change to their life. They may have ideas for each one, so have them decide on the most attainable one.

## Think of a SMART goal for your scenario. Complete the planner.

Have students focus on the scenario and goal that they have thought about. They now need to break it down by focusing on the specific questions. Read through the questions, making sure everyone understands. Students complete the planner with their own ideas, relating them to their personal goals.

#### • In pairs, discuss your goals.

Divide the class into pairs. Have students take turns finding out about each other's goals. One student asks questions while the other answers and then they swap roles. Have them discuss together how viable they think each other's goal is. Ask volunteers to share their goals with the class. Encourage students to try and implement their goals into their life.

#### Critical Thinking

#### Why is it important to have goals?

Elicit students' responses to the question. Accept all reasonable answers and point out that aiming for something can keep us focused and motivated. Completing a smart planner for our goals can help us to work out how we are going to achieve what we want or recognise that some goals may be out of reach at the moment. You can remind students that attaining our goals takes effort: if we want something to change, we have to be determined. You could elicit from students times when they have used determination to achieve their goals in the past.

#### Close the day

• Ask students to imagine their dream lives at the age of 25. Ask them where they are going to live, what job they are going to do, and what kind of home they are going to have. Allow for big dreams of sports stars, actors and mansions! Then have students think about what they will have to do to achieve their dream. Remind them that to achieve their goals they will have to work hard. For example, to become a champion football player they will have to join a club, train hard and practise for years; it won't just happen without effort.

PB Practice Book: Assign Activities 1 an	d 2	or
page 27 as homework.		

1. Follow steps to develop a project.

**Materials:** card, coloured markers or crayons, scissors, glue.

#### Open the day

- "Positive Thinking 3" practice.
- Elicit or explain the meaning of infographic.
  Tell students that it comes from the words
  information and graphic. It's a way to present
  information quickly and clearly using images. An
  infographic grabs people's attention and helps
  them understand a message.

#### Open the book!

#### **Explore**

 Look at the infographic and answer the questions.

Ask students to read and think about the answers individually before discussing in open class. Have students notice the use of colour in the four sections and ask how they help the infographic. (They help differentiate the sections.)

#### **Produce**

 Choose the persons, activities or things that make you happy. Then go to Practice Book page 111 to make notes for your infographic.

Ask students to look at the infographic and think about how they can personalise it for themselves. Have them think about the people and the activities in their life that make them feel good. Tell them to go to their Practice Book to prepare the plan. At this point, they can write the text and just make a note about which pictures and colours to use. Here they are focusing on their language and the information to include rather than the graphics. Have them crosscheck each other's language and spelling for when they create their final version.

## • Design and make an infographic using your information. Include pictures.

Hand out materials and have students create their infographic. Encourage them to write carefully and at an appropriate size for people to read from a distance. Have them think about the size of the card and how to distribute their information clearly. They can draw pictures straight onto the card or draw them on paper and then cut and stick them. Remind students that the aim of an infographic is to present the information quickly and clearly. They need to think about their audience who will be looking at it.

#### Open Day Tip Presentations

Many students feel shy, nervous or anxious about presenting their work or speaking in front of the class. We suggest reminding students about basic etiquette and manners when listening to someone speak and to pay attention to what people are saying. It is also a good idea to have students present their work in small groups in order to get used to speaking publicly.

#### **Present**

Divide the class into groups and have them take turns presenting their infographic to their group. If you like you can give speakers a time limit, such as one minute, and tell them they must not speak for more or less than this time. Remind students that they should listen carefully and quietly, and look at the person who is talking. Remind everyone to speak clearly and to look at their audience when they give their presentation. When everyone has shown their infographic to their group, invite volunteers to give the presentation to the class.

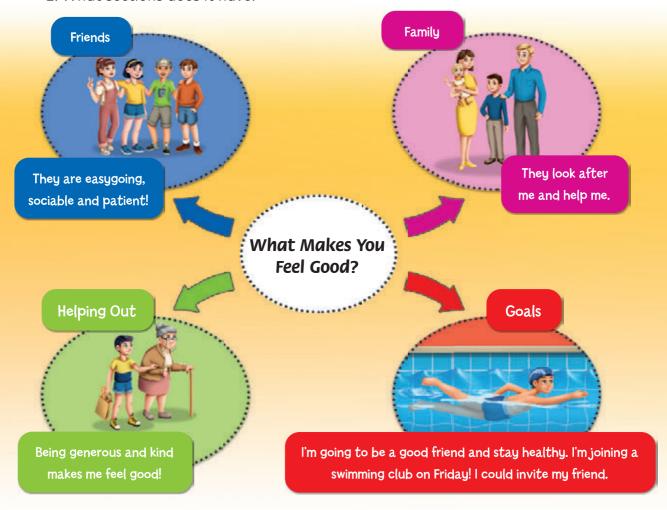
#### Close the day

• Divide the class into pairs, preferably joining students who do not usually pair up together. Tell them that they are going to look at each other's infographic. They have to praise something about it and offer one suggestion for how it could be improved. When they have finished, create new pairs for them to do it again. This is a good technique to help children be positive about each other's work and give constructive criticism.



#### Explore

- Look at the infographic and answer the questions.
  - 1. What is it about?
  - 2. What sections does it have?



#### Produce

- Choose the persons, activities or things that make you happy. Then go to Practice Book page 111 to make notes for your infographic.
- Design and make an infographic using your information. Include pictures.

#### Present

My friends make me feel good. They are easygoing, sociable and patient!

I like helping others. It makes me feel great!

**Topic 1 Project-Feeling Good Infographic** 

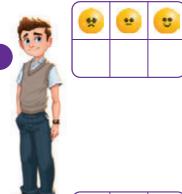
#### My Progress

#### Can you talk about people's appearance and friendship?

1 Look at the picture and circle the correct options.

My best friend is named Tom. He is (1) slim/ well-built and has (2) wavy / straight hair. He always combs his

hair and keeps it (3) near/scruffy. We (4) became/did friends when Tom moved to our school last year, and we really (5) get along/go out well with each other.



#### Can you make offers and discuss arrangements?

- 2 Number the dialogue in order.
  - MIKE: Sure, but I think he's visiting his grandparents. We could meet him after the film!
  - **STEVE**: Sounds like a good idea. I'll ask him what time he's available.
  - **Mike:** Should we get together this weekend?
  - 2 Steve: We could see a film. Should we invite Dan?
  - **MIKE**: Yes! Saturday afternoon is good for me. I'm playing football in the morning.
- Circle the suggestions and underline the arrangements.

#### Can you ask for information?

3 Complete the questions. Then look at the picture and match the answers with the questions.

1. What <u>does</u> Laura like to do? Anna

2. Who likes basketball? roller skating

3. Who <u>is</u> wearing a baseball cap? — Dan



Anna Dan Laura

## C

#### Can you make comparisons?

4 Read the information and complete the sentences with the words in the box.



less the least th	ne most
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Grey Whale - Critically endangered Blue Whale - Endangered Humpback Whale - Low risk

- 1. The grey whale is <u>the most</u> endangered.
- 2. The blue whale is \_\_\_\_\_ endangered than the grey whale.
- 3. The humpback whale is <u>the least</u> endangered.

1. Self-assessment Topic 1.

**Materials:** Physical Appearance Flashcards, Flashcard Activity 1B on page XIV; Poster 1 with Cutouts, Poster Activity 1B on page XXI.

#### Open the day

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

#### Open the book!

## Can you talk about people's appearance and friendship?

1 Look at the picture and circle the correct options.

The aim of this lesson is for students to check their own progress. Direct students' attention to the drawing of Tom and have them complete the activity individually. Then read out the text, pausing at each option for students to provide the correct word. Confirm by repeating the correct word and continuing. Students should evaluate how well they did by writing a tick under the corresponding emoji.

## Can you make offers and discuss arrangements?

2 Number the dialogue in order.

Tell students to read through the dialogue and look for clues that will help them put it in order. Then tell the class that you are Mike and they are Steve. Read out the first line and have students chorus the reply. Clarify any mistakes of order. Continue in this way to check the answers. Students complete the self-evaluation chart at the end of the activity.

Circle the suggestions and underline the arrangements.

Elicit examples of a suggestion and an arrangement to remind students what they are. Have them look back through the dialogue to complete the activity. Ask them how many examples they found of each one.

#### Can you ask for information?

3 Complete the questions. Then look at the picture and match the answers with the questions.

Direct students' attention to the three children. Ask students to describe their physical appearance as well as their interests. They can also imagine what their personality is like. To complete the first part of the activity, students need to think carefully about how we form questions.

#### Can you make comparisons?

4 Read the information and complete the sentences with the words in the box.

Direct students' attention to the information about different whales. Have them complete the activity and invite volunteers to read out the completed sentences. Students complete the self-evaluation chart at the end of the activity.

#### Close the day

• Poster Activity 1B. Use this as an opportunity to review the language from Unit 1.

#### Go to video "Shake My Beauty."

Now is the time for students to watch the video again and do the "After Watching" activities that you decide are the most appropriate for your group.

PB Practice Book: Assign Activities 1–3 on page 28 as homework.

## My Progress

#### Objective of the day:

1. Self-assessment Topic 1.

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

#### Open the day

- "Body Scan" practice.
- Flashcard Activity 2A.

#### Open the book!

## Can you describe personalities, situations and feelings?

5 Identify what the words in bold refer to. Write *P* (Personality), *S* (Situation) or *F* (Feelings).

On the board, write: He's annoyed. He's annoying. It's annoying. Have students expand each sentence to give more context (He's annoyed because his parents asked him to clean his room. etc.). Then elicit if each sentence describes a personality, a situation or a feeling. Students then complete the activity individually. Check answers and have students complete the self-evaluation chart.

#### Can you talk about plans and intentions?

6 Look at the emojis and write sentences to describe what the person is going or not going to do.

Have students think about what they are going to be when they are older. Invite some volunteers to share their ideas, making sure they use the expression I'm going to. Repeat what they say using the third person: He is going to be a vet and she is going to study in Canada. Then have students complete the activity and the self-evaluation chart.

#### Can you confirm information?

7 Tick (/) the real questions and mark (X) the ones that only confirm information.

Before completing this activity, you can play the song from Track 18 again to prompt students' memories. Invite students to practise saying the questions with the correct intonation. Then ask them to switch the intonation and hear how the question meaning changes. Then have students

complete the self-evaluation chart. Finally, remind students to visit the online platform for more practice at home.

#### **Home Connection**

• Create a Family Values mission statement.

This section of the book aims at getting the families of your students involved in their learning. Students should understand that it is important to ask their family members to do the project with them. Families will find the instructions (in English and in their mother tongue) on how to do the project online in the Home Connection section. 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 recall what the story was about. Write the words peer and peer pressure on the board and review what they mean. Read the heading aloud and elicit the meaning and some examples of negative peer pressure. Elaborate one of their examples and ask students to think how they would feel and how their body might react. Have students look at page 9 and identify the physical symptoms shown. Play Track R1 for students to listen to pages 9, 10 and 11 as they follow along in their books. Ask comprehension questions: Name two physical symptoms of feeling scared. Who has the final decision about you doing something or not? If your friend gets you into trouble, is that person really a friend? Give an example of saying "no" to a friend's bad idea. Have students open their Practice Book to page 30 and complete the Reader activities 1 to 6 on pages 30 and 31. If you prefer, you could assign this as homework.

#### Close the day

 Have students look back through the unit and choose two feelings, emotions or personality traits. Have them design an emoji to represent it. Have students look at each other's emojis and guess the feelings they show.

PB Practice Book: Assign Activities 4–7 on page 29 as homework.

#### My Progress

#### Can you describe personalities, situations and feelings?

5 Identify what the words in bold refer to. Write P (Personality), S (Situation) or F (Feelings).

**	\$1	3)

1. Mel takes time to listen to everyone. She is **patient**.

S

2. I forgot my lines during the play. It was **embarrassing**.

F

Р

3. I don't have any plans now. I'm **bored**.

4. I failed the test. My teacher is **disappointed**.

5. We climbed up 300 steps. It was very tiring!

S

#### Can you talk about plans and intentions?

6 Look at the emojis and write sentences to describe what the person is going or not going to do.

1. be / doctor He is going to be a doctor.





2. ogo / college He is going to go to college.

not / clean / bedroom He isn't going to clean the bedroom.

study / exam He is going to study for an exam.

#### Can you confirm information?

7 Tick ( $\checkmark$ ) the real questions and cross (x) the ones that only confirm information.



- 1. You're going to do your homework, aren't you?
- 2. Humans can't fly, can they?
- 3. She doesn't like maths, does she?
- 4. You'll tell me, won't you?





**	22	*

#### **Home Connection**

• Create a Family Values mission statement.



Family Values Mission Statement Be honest and kind.



## Topic 2

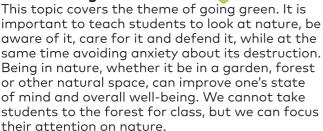
#### **Going Green**

#### Objectives of the day:

- 1. Learn a mindful practice to relax and connect with nature.
- 2. Get acquainted with the concepts in Topic 2: The three Rs and water issues.
- 3. Use previous knowledge to discuss environmental issues.

#### Open the day

#### "Connecting with Nature"



At the start of each class, we suggest you conduct the following mindfulness activity to practise relaxation and developing positive feelings towards nature. First, make sure your students are sitting comfortably, with their arms and legs relaxed and eyes closed. Tell them they are going to create a happy place, somewhere they can picture in their mind to help them feel connected to nature and to relax. Encourage them to breathe in and out slowly during the whole process. Tell students to picture what you say to them as clearly as they can. Then say: You are very happy, you are outdoors, there are some trees, there is a small river. It's beautiful ... smile! Think about the sound of the river and the birds singing. Think about the perfect weather. What can you smell? Picture yourself very calm and happy in this place. After a few moments, ask students to slowly open their eyes. Tell students to practise imagining this place they have created, and explain that they can add in other people or animals, or anything that makes them happy. Whenever they feel worried or sad, they can think about their happy place.

#### Open the book!

Topic 2 covers environmental issues that students are probably aware of and might be actively involved in. Point to the topic heading Going Green and ask students what they think it will cover. Ask them what we mean when we talk about "being green." Ask: What are some problems for the planet right now? Elicit their replies and find out about what their general knowledge and awareness is of the subject.



#### **Unit 3** The Three Rs

 Look at the pictures and discuss the questions.

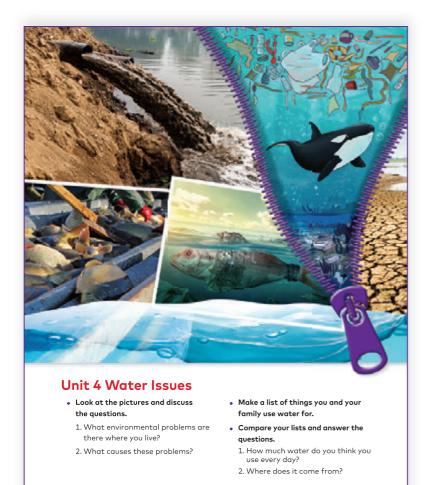
Tell students to look at the photos Ask: What do you do with your clothes or toys when you don't need them anymore? Elicit ways we can recycle clothes and toys. Have students answer the questions and elicit examples of what reduce, reuse and recycle mean.

Imagine a world with no recycling. What would it look like?

Tell students to think about what problems there would be if we didn't recycle. Tell them to think about when their family goes to the grocery shop and ask how much packaging there is. Have them look around the classroom at all the materials and products.

 List three ways that recycling is good for the planet.

Give students a few minutes to think of ideas and write them down individually. Divide them into groups to share their lists. Ask each group to provide one full sentence answer and write them on the board. Ask if anyone thinks recycling is a bad idea.



#### **Unit 4** Water Issues

Topic 2 Unit 4 Water Issues

 Look at the pictures and discuss the questions.

Have students look at the pictures on page 43 and identify what is happening in each one. Note that each one is related to water. Ask How do these pictures make you feel? What can we do in our own lives to help stop these problems? The questions focus the students' attention on local issues rather than global ones to help them see that the problems are close to home. Have them discuss the questions in pairs before opening it up for a class discussion.

 Make a list of things you and your family use water for.

Give students a few minutes to think of everything that they use water for. Elicit answers and write them on the board. Make sure they have covered washing (themselves, clothes, the house, car etc.), cooking, drinking, using the bathroom, entertainment (swimming, sailing, etc.), watering the garden and personal hygiene (washing hands, brushing teeth). Explain that if they look around the classroom, everything in it has been made using water, even their books.

## Compare your lists and answer the questions.

If possible, show them a litre or half-litre bottle (full or empty) so students have a visual reference. Then have them think about question 1, remembering their answers from the previous activity. Elicit guesses from the class. You could have them research the answer for average daily water consumption in the students' country. The second question is something that many students rarely think about. Elicit ideas for where their water comes from and where it goes to afterwards.



Point to the Reader icon on page 42 and elicit what it refers to. Ask students to say the title of the Reader and elicit the meaning of hole. Remind students that each topic in their book is accompanied by a story or nonfiction text related to the topic. Show the Reader to the class and open it to page 13. Encourage them to identify what they see in the picture. (snow, a large hole and an animal with long teeth—a sabretoothed tiger) Ask them if they think this is going to be a story or a non-fiction text. Explain that it is a combination of both. Ask students to say if this animal exists or has ever existed. Tell them that thousands of years ago there were large tigers with very long teeth. Remind students that they will be able to enjoy the story and learn about blue holes when they use the Reader.

#### Close the day

43

Ask students to look back at the water images on page 43. Write some water facts and have them decide if they are true or false: All the water on Earth is the same water that has been around forever. (T) Seventy percent of your brain is made of water. (T) Clouds are made of water. (T) Pure water has no smell. (T) Fifty percent of all water on Earth is in the oceans. (F—70%)

## **Unit 3** The Three Rs

1 Read and label the paragraphs in the Go Green! section using the words in the box.

Reuse

Reduce

Recycle

## Co Green!

As the world's population increases, we produce more waste. In fact, the world throws away an incredible 50 tons of waste every second! What can we do about it?



#### Reduce

Buy and use less. Look for ways to decrease the amount of waste you produce.



#### Reuse

Use things again and again instead of throwing them away and buying new ones. These include plastic cups and bottles that you can wash and refill.



#### Recycle

Don't throw things away. Make new items from old paper, glass, plastic or metal products. This slows down processes such as deforestation.

## Follow These The



Use your plastic bottles and make them into plant pots. You can even have a vertical garden!

Avoid products
that have too much
packaging and don't use
plastic bags to carry
your shopping.





Take your own cup when
you go out. Lots of shops will
be happy to fill it for you.
We destroy over 30 million
trees a year to make plastic cups!

- Read the Follow These Tips section. Then write the number of the corresponding three Rs description in each speech bubble.
- 2 Read again and find words with the prefixes re-, de- and in-. Then complete the table.

re-			de-	in-
reduce reuse	recycle refill	decrease	deforestation	incredible

• Say which prefix belongs to each category.

to repeat

to lower / to remove

to add

## **Unit 3** The Three Rs

#### Objectives of the day:

- 1. Read for specific information.
- 2. Focus on and learn words with prefixes: *re-, de-,* and *in-*.

#### Open the day

- "Connecting with Nature" practice. (See page T42.)
- Write the letters Re on the board and elicit words that start with those letters. They may say remember, red and so on. If they do not say them, mention recycle, reduce and reuse. You can also add in, and teach throughout the unit an important fourth R: repair.

#### Open the book!

1 Read and label the paragraphs in the Go Green! section using the words in the box.

Call students' attention to the two sections of the reading text and have them say the title of each one. Focus them on the *Go Green!* section and tell them to cover the text and just look at the photos. Elicit what they can see and have them decide which of the three R words belongs to each picture. Then tell them to read the text to confirm their answers. Review the text and ask students to identify a sentence or phrase that means *reduce* (buy and use less). Repeat with *reuse* (use again and again) and *recycle* (make new items from old ones).

 Read the Follow These Tips section. Then write the number of the corresponding three Rs description in each speech bubble.

Ask students to read the three tips and number the texts. Then read each text individually and help students to understand the meaning. Ask: Do you have any other ideas for what we can use plastic bottles to make? Do you notice the packaging on products? Does it make you not buy something? Do you have your own water bottles or drinking cups when you are out? Discuss any local cafes or places they know that offer refills. It's important to have students think about their local community to make their understanding of the topic more relevant.

2 Read again and find words with the prefixes *re-, de-* and *in-*. Then complete the table.

Ask students to cover the text and suggest any words that start with *re, de* or *in*. Then have them skim through the texts to find examples. After students complete the chart, elicit the words and copy them into a chart on the board. You can suggest more words that they might know.

 Say which prefix belongs to each category.

Call students' attention to the words in the first column, those starting with re-. Look at the three options for the meaning and have students say which one is correct. Repeat with the other words.

#### Close the day

 Reread the introductory text again and have students think about the figure: fifty tons of waste every second. Put students in pairs and ask them how much waste is thrown away every minute (3,000 tons), every hour (180,000 tons) and every day (4,320,000 tons)? Let students really think about those enormous quantities of waste.

PB Practice Book: Assign Activity 1 on page 32 as homework.



- 1. Learn vocabulary related to the environment and energy.
- 2. Compare renewable and non-renewable forms of energy.
- 3. Give a personalised example of waste reduction.

Materials: Renewable and Nonrenewable Flashcards, Flashcards Activity 3A on page TXVI.

#### Open the day

- "Connecting with Nature" practice. (See page T42.)
- Flashcard Activity 3A.

#### Open the book!

## 3 Read and label the picture using the words in bold.

Tell students to look at the two pictures and ask: Which picture looks nicer? Which place looks cleaner and healthier? Which place do you not want to live in? Have students look at the pictures and cover the text, and elicit any words that they already know. They may know a lot about this topic in their own language, so recast any words they do know in English. Have them read the texts individually, or you could read it aloud for them to follow. Finally, have students label the two scenes.

#### Describe the differences between renewable and nonrenewable energy.

Have students imagine themselves sitting on the grass in the first picture. Elicit the sounds they can hear and what they can smell. Then repeat with the second picture. In pairs, students then discuss the differences between the environments in each scene and why the renewable energy picture is clean and the nonrenewable is dirty. Open the discussion up to the class. Ask: What can give us renewable energy? What are nonrenewable resources? Why is nonrenewable energy bad?

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

#### My Space • • • • • • • • • • • • •

#### Write an example of how you can reduce, reuse or recycle.

It's important for students to personalise topics, using their own ideas and opinions. This will make their learning experience more interesting and meaningful. Here students look at their own life and think how they can make a difference. Give students enough time to write down an example. Tell them to share their idea with the person sitting next to them. You can give an example of something you can do and then elicit ideas from students. Be sure to praise their contributions both for the language used and for their practical ideas.

#### Open Day Tip Reduce Stress

Talking about environmental issues is of utmost importance for both children and adults. However, the topic is often in the media and most of us are aware of the issues. There have been various studies that have found that many children are worried about the state of Earth and can have nightmares about it. We must try not to overwhelm the students or cause them undue stress and anxiety while talking about these problems. Encourage them to see that people are taking notice and that countries are trying to reduce their impact on the world. There are many problems, but there are also millions of people trying to help solve them.

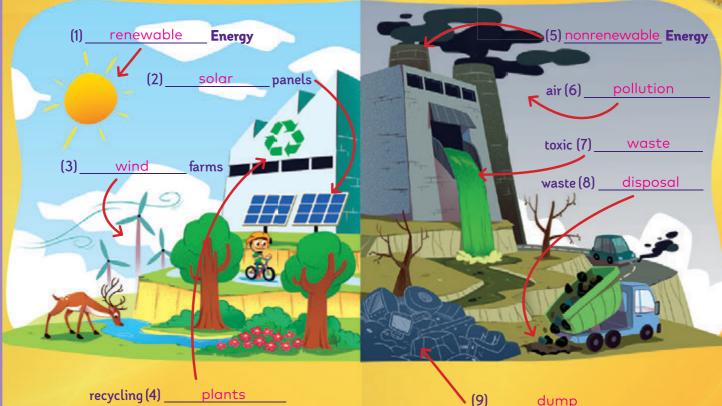
#### Close the day

• If you have permission, make a video of each student making a Green Promise. Each student promises to help with something they can do. Think of a phrase that everyone can say into the camera to make their pledge. I promise (not) to... My green promise is to .... Show the video at the end of the topic to see if they have kept their personal promises. If you cannot make a video, then have students make their pledge in a group.

PB Practice Book: Assign Activity 2 on page 33 as homework

3 Read and label the picture using the words in bold.





Governments can also develop energy strategies to follow the three Rs. For example, they can promote **renewable** energy like the sun and the wind by using more solar panels and wind farms.

• Reduce the use of **nonrenewable** resources like coal, oil and gas. Using these resources can cause air **pollution** or send **toxic** waste into our oceans.

- (9) dump
- Reuse clothes, electrical products and building materials instead of taking them to the dump. This results in less waste disposal.
- Recycle items at recycling **plants**. Recycling uses less energy than making new products.

It's not too late to act! Let's go green today!

Describe the differences between renewable and nonrenewable energy.

#### My Space

• Write an example of how you can reduce, reuse or recycle.



## My Language 1 Listen and follow along. 20 Good Buddies What a Waste! CAN YOU TAKE THE RUBBISH OUT PLEASE, GEORGE? THERE IS A LOT!

 ${f I}$  know.  ${f M}$ ost of it is plastic

PACKAGING AND BOTTLES.

SURE, MUM. WOW,

NOT REALLY.

It's produced in factories from MATERIALS LIKE OIL AND COAL.

> I DON'T THINK SO. BUT THE SMELL ATTRACTS THE ANIMALS

> > AND THEN THEY EAT IT.

Open to Learn Algae grows on the plastic that makes it **smell like** food.

> WE ARE DOING A PROJECT ABOUT PLASTIC AT SCHOOL. DO

YOU KNOW HOW IT IS MADE?

Surely it doesn't taste like food?

LOTS OF THINGS THAT ARE MADE OF PLASTIC END UP IN THE OCEAN. THERE ARE GARBAGE PATCHES THAT LOOK LIKE ISLANDS, BUT THEY ARE FORMED BY FLOATING PLASTIC!

Yes, I've seen them

ON THE NEWS. THEY LOOK DISGUSTING!

> YEAH! AND ANIMALS EAT THE PLASTIC. ALGAE GROWS ON THE PLASTIC THAT MAKES IT SMELL LIKE FOOD.

SURELY IT DOESN'T TASTE LIKE FOOD?

2 Read and circle the correct options.

- 1. Plastic is a **natural** / **machine-made** material.
- 2. A garbage patch is something you find in the kitchen / ocean
- 3. More / Less than half of the turtle population has eaten plastic.
- 4. George can take the plastic bottles to school/ the shop.

Cause: Effect: Solution:

- 1. Read and listen to a comic strip about plastic waste.
- 2. Read for specific information and identify the correct word to complete a sentence.
- 3. Make notes about a problem: cause, effect and solution.

Materials: Renewable and Nonrenewable Flashcards.

#### Open the day

- "Connecting with Nature" practice. (See page T42.)
- Use the flashcards to review the vocabulary. Hold up the air pollution, waste disposal and toxic waste flashcards, and for each one ask: Does it smell good or bad? Mime the meaning to help understanding. Then ask: What do you think it smells like? Give some suggestions to help them. I think it smells like bad eggs.

#### Open the book!

## 1 Listen and follow along. (20)



Point to the comic strip and elicit who the characters are (George and his mum). Play Track 20 and have students listen and follow along. Ask comprehension questions to check understanding: What is there a lot of in George's rubbish bags? What is plastic made from? What are the garbage patch islands made of? Why do animals eat the plastic? What does George suggest that he and his family can do? What does his mum suggest they do?

#### 2 Read and circle the correct options.

Encourage students to attempt to complete the activity from memory, but if they struggle then let them look back at the comic strip. Ask students to supply the answers and each time, ask them which scene tells them the answer and how they know the answer.

## 3 Look at the picture. Then choose a problem and make notes.

Invite students to look at the photo and say what they can see. Tell them to complete the notes about one of the problems this causes. Elicit their answers and discuss them with the class. Ask students if they have seen plastic in a local lake or river. Have them make suggestions for how they can protect their local water resources.

#### Close the day

#### Play Give Me a Clue:

Tell students you are thinking of something and they have to guess what it is. You will give them some clues. Say, for example: I'm thinking of an animal. It looks like a horse. It has black and white stripes. (zebra) I'm thinking of a food. Sometimes it smells like feet! It looks like hard butter. (cheese) It's something bad. It looks like an island. It smells like fish food. (a garbage patch)

- 1. Read for specific information.
- 2. Practise using sense verbs and like.
- 3. Write a riddle.

Materials: images of the Great Pacific garbage patch (if possible).

#### Open the day

- "Connecting with Nature" practice. (See page T42.)
- Remind students about the garbage patch in the ocean and elicit what problems this causes. If possible, show them images of the Great Pacific garbage patch, which has a surface of over 1.5 million square kilometres. Ask them how it makes them feel knowing that animals are eating and dying from the plastic in our oceans. Be aware that some students will have lots of empathy while others may have little and not feel affected by it.

#### Open the book!

4 Read again and write George and his mum's ideas for each of the three Rs.

Ask students what they remember about the comic strip. Then have students read the comic strip again for five minutes. It's good practice for students to reread a text when they already know what it is about so they can focus more on the language used. Have students complete the task and check answers in pairs. Ask students which of the measures they already do at home and which they can start to do.

## **Spen to Learn** ......

At this point, we suggest you draw students' attention to the Open to Learn box and ask them to read the sentences. Ask: Is the plastic really food or does it only have a smell similar to food? Then refer students back to the nonrenewable energy scene on page 45. Write these questions on the board: What do you think the air smells like? What do you think that river water tastes like? Help them answer by saying I think it smells like (bad eggs). I think it tastes like ....

## 5 Read the riddles and match them to the pictures.

Review the guessing game clues you gave last lesson in the Close the day section. Write the clues to one of the words on the board. Then have students look at Activity 5. Ask a volunteer to read the first riddle and another volunteer to say which picture it is. Repeat with the other two riddles before students match them.

 In your notebook, write a riddle. Then have a classmate guess.

Give the students some minutes to think of an item they can describe using a sense verb and *like*. If students are struggling, invite volunteers who have more than one idea to share one of their ideas with a classmate. Then divide the class into pairs and let them take turns saying their riddle and guessing.

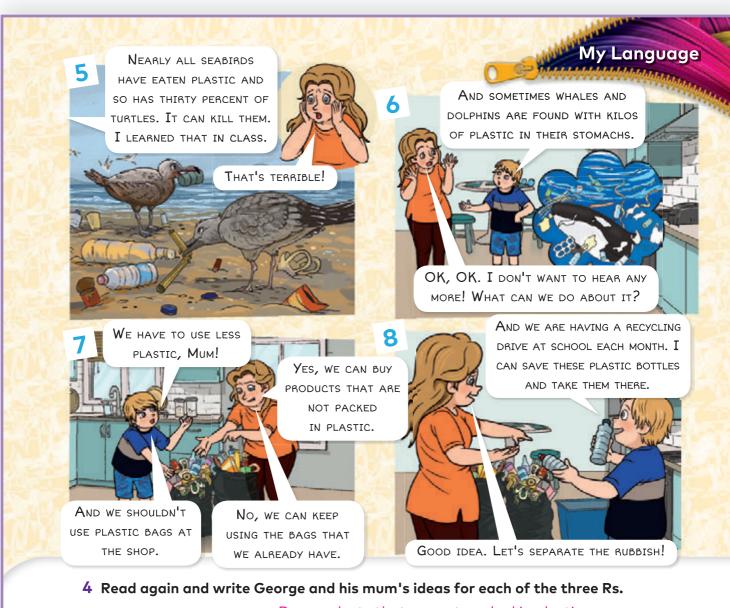
## Open Day Tip Peer Help

Peer help is a great method to help students learn, and the students recognise that helping each other is not the same as cheating. Helping another student is also a good way for the "teacher" to learn important skills such as patience and understanding.

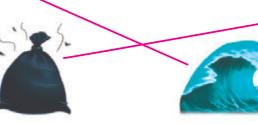
#### Close the day

• Draw a chart on the board with four columns. Put a heading in each column: Smells Great, Smells Bad, Tastes Great, Tastes Bad. Invite every student to the board to write one word in any of the columns. Provide vocabulary as necessary. When they have finished, review the columns. Point out that they may all agree with some items, but they may not all agree with others. It is perfectly normal for us to have different tastes and that is fine. Some people may love the smell of gasoline while others hate it, for example.

PB Practice Book: Assign Activities 1 and 2 on page 34 as homework.

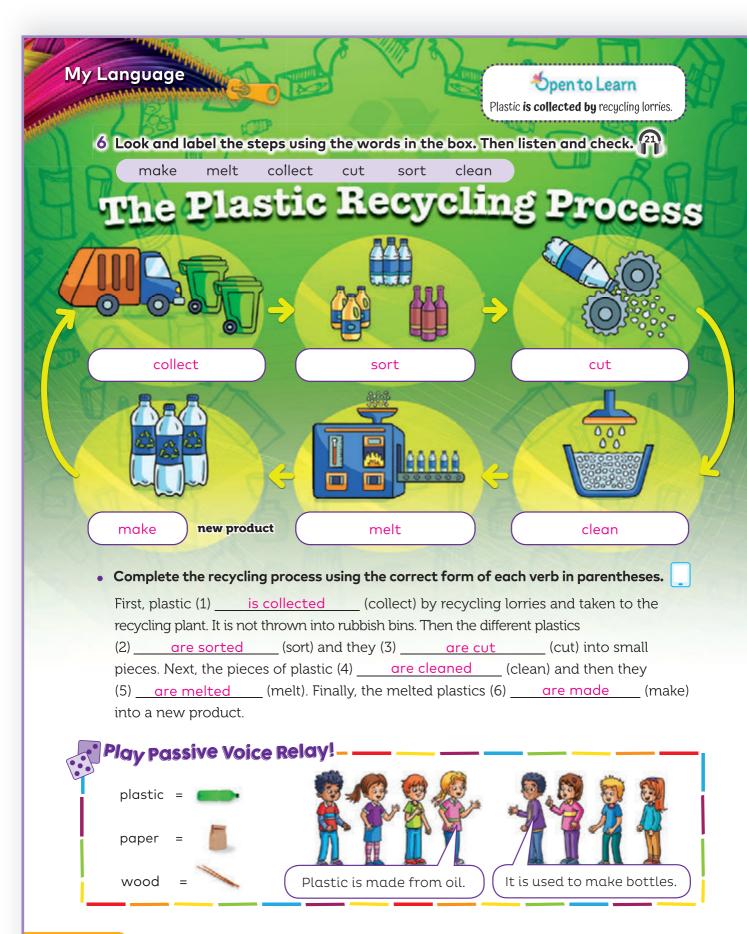


- 1. Reduce: \_\_\_\_\_ Buy products that are not packed in plastic
- 2. Reuse: Keep using the plastic bags they already have
- 3. Recycle: Save the plastic bottles and take them to a recycling drive
- 5 Read the riddles and match them to the pictures.
  - 1. It smells like salt and fish. 2. It tastes like sugar.
- 3. It smells like dirty feet.





• In your notebook, write a riddle. Then have a classmate guess.



- 1. Listen for specific information to confirm answers.
- 2. Learn how to use the passive voice to describe a process.
- 3. Play a speaking game.

Materials: Poster 3 with Cutouts, Poster Activity 3A on page TXXIII.

#### Open the day

"Connecting with Nature 2" practice.



As an alternative to thinking and imagining their happy place in nature, ask students to draw it. Encourage students to work quietly and focus their mind on their place. The first time they can just draw some elements. Tell them to hold onto the drawing and each lesson add some more to it and colour it.

Point to an item of clothing, for example, your shirt. Put students into small groups and have them think how that shirt went from not existing to being on your body. Tell them to describe the process (they don't have to use the passive voice at this stage). Give them help if necessary: Someone designs it. He/She chooses the fabric. Someone makes it. It goes to a shop. Someone buys it, etc.

#### Open the book!

6 Look and label the steps using the words in the box. Then listen and check. [21]

Have students look at the six verbs and the six pictures. Encourage them to try to match each word with a picture and use a system of elimination if they are not sure. Have them notice that there are arrows between the pictures showing that this is a circular process: one action is followed by another. Let them check their answers with the person sitting next to them. Finally, play Track 21 and tell them to listen for the verbs.

## 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 sentence. Tell students this is an example of the passive voice in the

present tense. You can point out to students that we often use the passive voice to describe a process. During the process, we don't usually need to know who or what is doing the action. If we do want to name the subject then we use the word by, as in the example. Give the students some more examples: This classroom is cleaned every day. Orcas are monitored. Play Track 21 again and have students put their hand up when they hear an example of the passive voice, or pause it if they miss one. Pause the track, say the example (how plastic is recycled) and have students chorus the phrase.

 Complete the recycling process using the correct form of each verb in parentheses.

Write on the board: The car \_\_\_ washed. The cars \_\_\_ washed. Elicit which word is missing from each sentence and why they are different. Reviewing something that may seem basic, for example the use of *is* or *are*, is important as it can reinforce understanding and help any students who may still lack some basic language knowledge. Tell the students to read through the whole text first and think of the correct form of the verb for each space. Remind them that in this description, the person who does the action isn't important and so we are using the passive voice. As they work, write the text on the board. Then invite volunteers to come and complete a gap each. Finally, remind students to visit the online platform for more practice at home.

### Play Passive Voice Relay! —

Divide the class into two teams and draw students' attention to the speech bubbles. Explain how the game is played: The teams take turns to say a sentence following on from the previous one, using the passive voice. Tell teams they will have ten seconds (or more if your class needs it) to discuss a suitable reply and only one person can say it. When a team cannot give a reply or their sentence does not include the passive voice, then the game starts again with a new material.

#### Close the day

Poster Activity 3A.

Use the poster activity to review the use of the passive voice for describing a process.

Practice Book: Assign Activities 3-6 on pages 35 and 36 as homework.

- 1. Listen for specific information.
- 2. Practise exam style listening activities.
- 3. Discuss ways of helping the environment.

Materials: Poster 3 with Cutouts, Poster Activity 3A on page TXXIII.

#### Open the day

- "Connecting with Nature 2" practice. (See page T48.)
- Poster Activity 3A.

Use this activity to practise the passive voice for a process.

#### Open the book!

## Listening

#### **International Certification: Listening**

In this type of listening activity, students have to correctly locate the object and colour it the correct colour. It may seem easy at first, but the conversations often deliberately mislead us with information that we do not need. The intention is to make students listen to the whole conversation. Their colouring skills are not being tested, so it does not have to be super neat, but they do have to listen carefully to know exactly what to colour. It is very important that they do not colour anything that is not mentioned. They are also expected to write a word or two.

## 1 Listen and colour and write. There is one example. 🁔 🌠

Have students observe the picture carefully. Explain that they are going to hear a conversation between a woman and a boy called Robert. They will talk about the picture and say how to colour certain parts of the picture. Play the example so that they understand the activity. Make sure they each have coloured pencils at hand. A good idea would be for them to put a small dot of colour on the item they hear as they listen, and faintly trace the word. When the track is played a second time, they can confirm they have the correct colours and word, and then colour the items and write the word.

## **Speaking**

## 2 Look at the picture again and discuss the questions.

Tell students that when they answer the following questions they should try to give as much information as possible. Divide the class into pairs and assign them numbers 1 and 2. Start by having the number 1s ask the first question to the number 2s. Time them for one minute and encourage students to spend that time giving their answer. Then have them swap and repeat the procedure. Have them do the same with question 2.

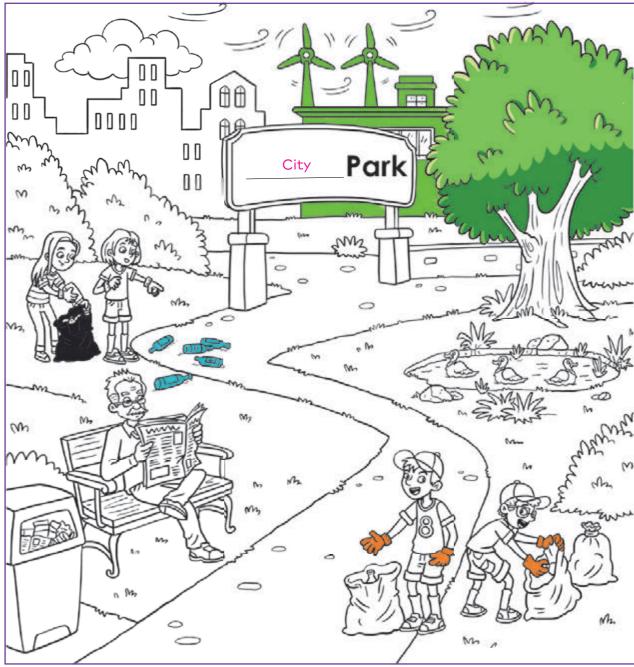
#### Close the day

• Have students close their books. Divide the class into small groups. Ask questions about the picture to test their memory. Tell groups they should whisper their answers and check that they all agree. One person from each group writes down the agreed answer. You can ask: What is the old man doing? What is the girl with long hair wearing? What colour are the bottles on the floor? What number is on the boy's T-shirt? How many windmills can you see in the picture? How many ducks are on the pond? How many rubbish bags are there? Is there a dog? Check answers with the class and award points.

## Listening

1 Listen and colour and write. There is one example. (x)





## **Speaking**

- 2 Look at the picture again and discuss the questions.
  - 1. What are the people doing in the picture? How are they helping the environment?
  - 2. What can you do to help your local environment?

## Noticing Your Breathing



1 Read and number the instructions in order.

## low to Notice Your Breathing

The way you are breathing can say a lot about how you are feeling. Let's make a windmill from old paper and straws and use it to check your breathing.



Bring every other point (four points in total) to the centre. Stick a pin through all four points.



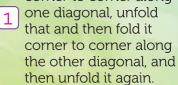
Turn the windmill over. 5 Make sure the pin is in the exact centre.



Cut along each fold to the mark.



Take a piece of paper. Make a square, fold it corner to corner along





Mark each fold 1/3 of the way out from the centre.



Stick the pin into 6 an old plastic straw. Reuse straws—don't throw them away!

2 Listen and match the types of breathing to what the children say. [23]



- 1. Long, deep breaths
  - I can concentrate.
- 2. Short, quick breaths

- I can't sit still and I feel anxious.

3. Normal breathing

I feel relaxed.

3 Discuss how you breathe in the following situations. How does each situation make you feel?



Why is it important to notice how we breathe?



watching a scary film



finishing homework on time



arguing with a friend

- 1. Read and understand instructions for making a craft.
- 2. Listen for specific information.
- 3. Discuss ways of breathing in various situations.

#### Open the day

#### "Noticing Your Breathing"



Tell students to put their hands on their chests and to feel it moving up and down as they breathe. Ask them to close their eyes and just focus on their breathing for a minute. Tell them that we rarely think about our breathing because it is an automatic action, but sometimes it is useful to focus on how we breathe. Ask them to breathe in for five seconds and then breathe out slowly for six seconds. Repeat this several times and then increase to breathe in for six and out for seven. Tell them to open their eyes and ask them if they feel more relaxed when their breathing is deliberately slowed down.

 Have students discuss how their breathing changes in different situations. Give them different situations: playing sports, doing homework, sleeping, etc.

#### Open the book!

## Noticing Your Breathing **W**



First ask students to read the title and the introduction. Ask: If we are breathing slowly, how do you think we are feeling? And if we are breathing fast? Then ask them if they have ever made a windmill or blown one. Students then read through the text that accompanies each picture. Individually they write the number to order the process. Then, ask volunteers to read the instructions out loud in order, so the class can say if it is correct or not. Encourage students to make a windmill at home using the reused materials mentioned. They can practise breathing onto it with long, slow breaths, normal breaths or short rapid breaths.

## 2 Listen and match the types of breathing to what the children say. ${}^{23}$

Tell students to look at the three options and check understanding. Then play Track 23 for

students to match. Ask students what situations make them feel anxious or relaxed and how it affects their breathing.

## 3 Discuss how you breathe in the following situations. How does each situation make you feel?

Draw students' attention to the three situations. Look at the first picture, and ask students to imagine themselves watching a scary film and to say how they breathe. In some cases, they might even hold their breath. Repeat with the other situations. Then ask them to focus on how each situation makes them feel. Elicit the emotions: scared, tense, nervous, happy, relaxed, unhappy, mad, etc. Have students draw conclusions about the way we breathe and how it relates to the way we feel emotionally.

## 🕌 Critical Thinking

### Why is it important to notice how we breathe?

 Allow students to discuss the question in groups for a few moments and then invite volunteers to share ideas. You can help students by reminding them of what they learned in today's class, how they felt after doing deliberate slow breaths and how the children felt with their different types of breathing. Elicit that it's important to recognise when we are breathing fast, because this often means that we are nervous, anxious, stressed or angry. Breathing slowly for a few minutes can help to reduce our stress levels and calm us down.

#### Close the day

 Take students on an emotional rollercoaster to notice how their breathing changes. Tell students to close their eyes and put their hands on their chest. Then say (changing your voice to evoke the emotional states): You are relaxing outdoors, somewhere nice, it's a lovely day, you are happy and relaxed. Then suddenly, you can hear bees, there are lots of bees buzzing around you. You run indoors. Now you are sitting on the sofa. Now you lie down, close your eyes and start to fall asleep. But then there is a loud noise, it's the fire alarm, you have to go outside, it's very loud and doesn't stop ringing. Finally, you see your good friend. You are safe. You are sitting in a café. Ask students if they noticed a change in their breathing with the different situations.

- 1. Differentiate between similar words with the consonants I, II/I/, r and rr/r/.
- 2. Complete and write environmental slogans.
- 3. Practise saying a tongue twister.

Materials: paper (one sheet per student), coloured pencils or markers.

#### Open the day

- "Noticing Your Breathing" practice. (See page T50.) Remind students of how different types of breathing depend on emotional states. Ask students what type of breathing reflects a calm person (slow) and tell students to take a few moments to slow down their breathing to get ready
- Practise saying environmental phrases with feeling, for example: Go green! Save the planet! Separate your rubbish! Remember to recycle! Encourage students to feel and sound passionate about what they are saying. Then ask them how their breathing feels: fast or slow?

#### Open the book!

for the lesson ahead.

## 1 Listen and circle the correct options. (24)



Direct students' attention to the green triangle of arrows and elicit what the symbol means (recycle). Give students a few minutes to read all the sentences and to make a mental note of the words they think are correct. Play Track 24 and have the students circle the correct words as they listen.

#### • Listen again and repeat.

Tell students to read through the correct sentences for a few minutes. Then play the track again but pause after each sentence so students can repeat it in chorus. Speaking all together helps shy students speak up without being the centre of attention. Repeating phrases also helps students focus on pronunciation as well as reinforcing grammar structures and the natural rhythm of speech. Finally, have students repeat the whole chant in chorus.

### 2 Complete the slogans with *I, II, r* or *rr* and read them aloud.

Divide the class into pairs and have them read each slogan to try and identify each incomplete word. Have them practise reading the slogans out loud together. Then, ask volunteers to read out the slogans for the class. Encourage them to think of the importance of the message and to say the slogan with feeling.

## • Listen and check. Then write another environmental slogan in your notebook. 🙉



Play the audio so that they can check their answers. Then, in their pairs from the previous activity, get them to think of another slogan for protecting the environment.

## 3 Listen to the tongue twister. Then practise it. [29]

Tell students to look at the picture and explain that it shows a person raking leaves next to a lake. Play the tongue twister several times for students to repeat and memorise the words. Write the tongue twister on the board if necessary. Give students some time to practise saying it slowly and then to try and say it as fast as they can without making mistakes. Divide the class into pairs and say they have one chance to say it each. Between them they decide who said it faster. Then put those students into new pairs to compete again. Continue until there are only four students left. Have them say the tongue twister and let the class decide who said it fastest.

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

#### Close the day

• Hold an environment demonstration. Give each student a piece of paper. Tell them to make a placard with a slogan and picture on. They can use one of the slogans from the book or the one they wrote themselves. When they have all finished, have groups walk around the classroom (or schoolyard or gym) and chant their slogan while holding up their placard.



# Go Green!

- 1. It's collect / correct to collect / correct all your rubbish,
- 2. And separate the glass / grass from the glass / grass
- 3. Reduce the road / load, that you send down the road / load, And keep the environment clean. Go green!
- 4. You know it's light / right to keep things light / right,
- 5. Or it won't be long / wrong before things go long / wrong,
- 6. So don't send the rot / to the dump to roty lot, And keep the environment clean. Go green!
- Listen again and repeat.
- 2 Complete the slogans with *I*, *II*, *r* or *rr* and read them aloud.







- Listen and check. Then write another environmental slogan in your notebook. [25]
- 3 Listen to the tongue twister. Then practise it.  $\binom{26}{1}$





think today, enjoy

Sounds Fun!



## Reading

1 Read the introduction to the article and identify the problem and solution. Discuss whether it is a good solution or not and give reasons.

from Poo to Paper!

ake a look at the book you are reading. Where does the paper come from? Paper is made from different fibre materials that are mixed together to form a pulp. Most paper today is made from wood fibre pulp that comes from trees.

The problem is that we need to cut down trees to get these materials, and this leads to deforestation. So how else can we make paper? One place in Chiang Mai, Thailand, has found a way.

It makes paper by recycling elephant poo!

Elephant poo is full of fibre because there is a lot of it in the plants and vegetation that elephants eat. Did you know that elephants eat between 200 and 500 kilogrammes of plants every day? This means a lot of fibre and a lot of poo! Here is how poo paper is made:

- 1. First, the poo is collected from elephant sanctuaries and parks in northern Thailand. Elephant poo is mostly dried plants because elephants don't digest all the plant fibres, and they don't eat any meat or dairy products. As a result, elephant poo doesn't smell bad. In fact, it doesn't smell like anything. What a relief!
- 2. However, the poo is still cleaned and boiled to make sure that all non-fibre materials are removed. These can include stones and dirt or bacteria from the elephants' stomachs. The poo is boiled for four to six hours until it looks like a pulp. Then it is mixed with other natural fibre materials to make the pulp stronger.
- 2 Read the rest of the article. Then write the number of each paragraph next to the corresponding picture.















- 1. Read for general meaning.
- 2. Practise the following reading strategy:
  - Recognising key words in context.
- 3. Identify the steps in a process.

Materials: a piece of paper.

#### Open the day

- "Connecting with Nature 2" practice. (See page T48.)
- Hold up a piece of paper and ask the students what paper is made from. Elicit that it is made from wood, which is shredded, mixed with water and made into a pulp. Discuss why recycling paper is important (because we will cut down fewer trees).

#### Open the book!

## Reading

## Reading Strategy

#### Recognising Key Words in Context

We suggest that students read through the whole text and try to understand any new words from the context. Have students underline words or phrases that they don't understand as they read. Tell them it is useful to read the sentence before and after where the word or phrase appears to help them understand. They can also use pictures. Then have them use a dictionary to find the meanings, or give an explanation yourself. It is a good idea for students to keep a vocabulary book where they can write useful new words.

1 Read the introduction to the article and identify the problem and solution. Discuss whether it is a good solution or not and give reasons.

Ask students to read the title of the article and elicit what it means. Discuss what kind of poo will be used by looking at the photo of the elephant. Then have students read the introduction to the text (the writing in orange). Ask them to name

the problem and the solution. Take a vote to find out how many people think it is a good solution. Encourage students to give reasons.

2 Read the rest of the article. Then write the number of each paragraph next to the corresponding picture.

Ask students to read the rest of the article carefully by themselves. When they have had a chance to read it and number the paragraphs, check the order with the class. Then divide the class into six groups and assign a paragraph to each group. Tell them to find the important information about the paper-making process from their paragraph. Then invite the groups to read out their information. The idea is to get the students to focus on the language that refers to the paper making process. Have them identify examples of the passive voice.

#### Close the day

• Have students close their books. Divide the class into teams to have a quiz about the text. Ask the first group a question. If they answer correctly, they get one point. If not, the question is offered as a bonus to the other teams. Remind students to discuss their answers first and not shout out. Ask questions to each team in turn, and then add up points and announce the winner. Example questions could be: Where is the poo collected from? Why doesn't the poo smell bad? How long is the poo boiled for? What is it mixed with to make it stronger? What is added to make it colourful?



- 1. Practise an exam style reading and writing activity.
- 2. Scan a text to find information.
- 3. Make suggestions about recycling.

Materials: Poster 3 with Cutouts, Poster Activity 3B on page TXXIII.

#### Open the day

- "Connecting with Nature 2" practice. (See page T48.)
- Poster Activity 3B.

#### Open the book!

## International Certification: Reading and Writing

This type of activity tests students' ability to read and understand a text. They show comprehension by choosing words to complete the sentences. Students should read the whole text to get the overall meaning and then use skimming skills to find the part of the text where the information is located. Tell students to copy any words carefully to avoid spelling mistakes when they write, and make sure they use the number of words indicated in the rubric.

3 Read the article again. Write words to complete the sentences. You can use 1, 2 or 4 words. There is one example.

Elicit what the article was about. Give students some time to read it again. Tell them to read it carefully and not skim read. The students should be familiar enough with the text by now to locate the sentences with the information that includes the words they need to write. They might be able to write the words without referring to the text, but it is important that they check in order to spell words correctly. Invite volunteers to read out each sentence and have the rest of the class decide if their answer is correct.

## 4 Make suggestions for how you can recycle the items in the pictures.

Put students into groups so they can share and discuss ideas for recycling the items. After some time, tell the groups to choose their favourite idea for each picture. The groups can then share their ideas with the class. You could give them some more ideas. Tell them that some chewing gum has a kind of plastic in it, and one designer has made the sole of a shoe from recycled chewing gum. Human hair is biodegradable and renewable, so it can be used in a garden to add nutrients to the soil. Old shoes can be turned into plant pots if you fill them with soil. Finally, remind students to visit the online platform for more practice at home.

#### Close the day

- Tell students that companies recycle many products to make something new. Write two lists on the board and ask students to match the original product to the new one. Change the order of one of the columns before you write it!
  - aluminium cans—baseball bats plastic bottle—winter coat lining coconut fibres—kitchen cleaners yogurt pots—toothbrush handles newspapers—cat litter
- PB Practice Book: Assign Activity 1 on page 37 as homework.

- **3.** Next, nontoxic food colouring is added to the mixture to make different colours. It's like making a cake! At this point, the mixture is removed from the mixing machine and the pulp is formed into small, round balls. The great thing is that the water in the mixing machine is saved and reused with the next load of poo.
- 4. Now comes the tricky part of actually making the paper. This process is called screening. The paper is made using a screen frame. This method hasn't changed since the invention of paper in China around two thousand years ago. A pulp ball is dropped onto a frame inside a basin of water. The papermaker catches the pulp fibres on the frame and spreads them across the surface. When the fibres are spread over the whole screen and there are no gaps, the frame is lifted out of the water. It is really heavy!
- **5.** Now the frames are put in the sun for several hours for the paper sheets to dry. After that, each paper sheet is removed from its frame. Look at the colourful sheets of paper in the pictures. Sometimes this paper is handmade and at the end of the process you can still see the plant fibres on the surface of each sheet. On other occasions, machines are used to give the paper a smoother finish.
- **6.** Finally, the paper is cut, glued, bound and decorated to make photo albums, notebooks, birthday cards and other products. It's incredible to think how these items started and the journey they took. From plant to poo to paper without destroying one tree—what a fantastic example of recycling!
- 3 Read the article again. Write words to complete the sentences. You can use 1, 2 or 4 words. There is one example.  $\frac{\cancel{y}}{\cancel{x}}$ 
  - 0. Most paper is made from wood fibre.
  - 1. The plants and vegetation that elephants eat have a lot of \_\_\_\_\_\_fibre
- 2. Elephant poo doesn't smell bad because elephants don't eat meat or dairy products.
- 3. Some elephants have <u>non-fibre materials</u> in their stomachs that are cleaned away during the boiling process.
- 4. The pulp is made into different colours by adding nontoxic <u>food colouring</u>
- 5. The screening process is similar to how the Chinese made paper around two thousand years ago.
- 6. Some paper is made by hand and other paper is made by <u>machines</u>
- 7. The poo paper is used to make a lot of different \_\_\_\_\_ products
- 4 Make suggestions for how you can recycle the items in the pictures.



chewing gum



hair



old shoes